

Department of Government

Georgetown University



Ph.D. Program Handbook
2010 - 2011

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The Department of Government offers a Ph.D. degree in four areas of political science: American Government, Comparative Government, International Relations, and Political Theory. The material in this Handbook is intended to explain the requirements and expectations of the Ph.D. program. Although the Handbook includes many requirements that are specific to the Department of Government, it is meant to complement and clarify the requirements set out in the Graduate Catalogue and the Graduate School Bulletin and does not supersede them.

I. PROGRAM GOALS

On the Potomac, at the crossroads of theory and practice, Georgetown's Department of Government is one of the leading "full service" programs in political science in the United States.

- **Theoretical and Methodological Breadth:** Our faculty has a longstanding reputation for theoretical and methodological pluralism. We use and teach a variety of theoretical perspectives as well as a range of qualitative, quantitative, formal models, and legal research methodologies.
- **Regional Expertise:** Our faculty has expertise and offers training in all major regions of the world including the Americas, Europe, Asia, the Middle East, Africa, and the Antarctic.
- **Functional and Substantive Expertise:** Our faculty has a wide range of functional and substantive expertise and offers training in **international relations** (including security studies, international political economy, U.S. foreign policy, and international law, institutions, and ethics), **comparative politics** (including comparative methodology, development theory, democratic transitions, state building, and the political economy of development), **political theory** (including classical and medieval philosophy, early modern political thought, continental political thought, federalism and early American political thought), and **American government** (including the presidency, Congress, the judiciary, the bureaucracy, political parties, women and politics, and public opinion and political behavior), as well as specialized training in the multidisciplinary fields of **Democracy and Civil Society, International Law and Government, and Conflict Resolution**.

American Government: The American Government subfield focuses on theory-driven applied questions in political science. The faculty has particular strengths in several key areas of American politics: **presidential politics** (Stephen Wayne, James Lingle, Hans Noel, and Clyde Wilcox), **congressional politics** (Michael Bailey, Noel, Michele Swers and Wilcox), **religion** (E.J. Dionne and Wilcox), **social movements** (Wilcox), **law and society** (Doug Reed), **immigration** (Dan Hopkins), **state and local politics** (Hopkins), **public policy** (William Gormley, Kent Weaver, Mark Rom, Reed, Bailey and Swers), **women and politics** (Swers and Wilcox), **bureaucracy** (Gormley, Weaver and Rom), **political parties** (Noel), **federalism** (Gormley, Rom and Bailey), **statistical methodology** (Bailey, Ladd, Hopkins and Noel) and **political economy** (Bailey).

Our location at the heart of the national government allows us to take advantage of the many resources at the theory-practice nexus in Washington D.C. Faculty members work on projects for the Justice Department and other government agencies and it is also quite common for faculty to invite policy and political practitioners for class lectures and discussions. We also regularly offer courses taught by visiting faculty members with significant political experience, including former members of Congress (Rep. Gary Franks) and top advisers to the president (Paul Begala).

The American field also benefits considerably from interaction with the broad and deep social scientific and policy community at Georgetown University. In particular, faculty members have a close connection with colleagues in the Georgetown Public Policy Institute, the Business School and the Economics Department. There is also substantial interaction with colleagues in the International Relations, Comparative Government, and Political Theory subfields, especially those dealing with the formation and impact of American foreign policy and public policy.

In the department's graduate program in American Government, there is an emphasis on developing both strong statistical skills and a deep knowledge of either a national institution or a specific aspect of the political process.

Comparative Government: In the Comparative Government subfield, Georgetown has particular strengths in several key cross-regional areas: democracy and civil society (John Bailey, Daniel Brumberg, Marc Howard and Eusebio Mujal-Leon), nationalism, ethnic, and identity politics (Charles King, Marc Howard and Yossi Shain), and the nexus of political science with history (Daniel Nexon) and the other social sciences. Faculty have a close connection with colleagues in the International Relations subfield, and many have research interests that span the international and domestic arenas, such as regional integration (Jeffrey Anderson, Thomas Banchoff and Kathleen McNamara) the political economy of development (Brumberg, Stephen King, Desha Girod, and Matthew Carnes), crime and corruption (J. Bailey), and energy politics (Thane Gustafson). Faculty work in multiple languages and have expertise on several major world regions, especially **Europe** (Anderson, Banchoff, Marc Howard, Charles King, Charles Kupchan, Robert Lieber and Mujal-Leon), **Russia and Eurasia** (Harley Balzer, Gustafson, Marc Howard and Angela Stent), **Latin America** (J. Bailey, Arturo Valenzuela, Desha Girod, and Matthew Carnes), **East Asia** (Victor Cha), **Africa** (Stephen King, Carol Lancaster, Lise Howard, and Desha Girod), and the **Middle East** (Brumberg, Shain and the annually appointed Goldman Visiting Israeli Professor). In the department's graduate program in Comparative Government, there is an emphasis on developing both strong methodological skills and a deep knowledge of one or more world regions.

International Relations: The Department's graduate program in International Relations covers the field in both breadth and depth. In particular, the Department is a national leader in **International Relations Theory** with numerous faculty working on the conceptual, regional and functional dimensions of the field. It has award-winning faculty in **International Security** (Andrew Bennett, Victor Cha, David Edelstein, Lise Howard, Matthew Kroenig, Charles Kupchan, Keir Lieber, Robert Lieber, and Elizabeth A. Stanley); **International Political Economy** (including Carol Lancaster, Kathleen McNamara, Marc Busch, James Raymond Vreeland, Raj M. Desai, and George Shambaugh); **International Law, International Organizations, and Ethics**, (Daniel Nexon, Anthony Arend and Christopher Joyner, , and Lise Howard). The department is equally strong in **American Foreign Policy**, and the **U.S. Foreign Policy Process**, drawing on many of the faculty noted above.

The Department of Government has a longstanding reputation for theoretical and methodological pluralism. Our faculty use and teach a variety of theoretical perspectives including realism, constructivism, liberalism, rational choice theory, and legal positivism. They also use a variety of qualitative, quantitative, and legal research methodologies in their research, and students in International Relations receive a strong foundation in these methods. Students interested in pursuing advanced work in formal modeling and game theory have access to these courses offered in our Department of Economics.

Many of the faculty are jointly appointed with the Georgetown University **School of Foreign Service (SFS)**, which—in addition to its joint programs with the Department—has other prominent faculty in international relations, including former Secretary of State Madeleine Albright, former National Security Advisor Anthony Lake, several U.S. Ambassadors to the United Nations (Donald McHenry, in addition to Albright), and several top State Department officials and negotiators (Chester Crocker). A number of other SFS faculty specialize in areas of the discipline that are important in international relations including Abraham Newman and Colin Kahl.

Political Theory: Political theory has long played a central role in the graduate program of the Department. The courses offered in this field are designed to serve the needs of minors as well as majors, and they cover a wide range of different topics, extending all the way from ancient Greek and early Christian political thought to quite recent developments. The program is designed to acquaint students in some depth with the history of the Western political tradition while at the same time also equipping them with the tools necessary to bring the resources provided by that tradition creatively to bear

on issues of current interest. In its treatment of historical sources the Department pays particular attention to: **Classical and Medieval Political Philosophy** (Gerald Mara, Joshua Mitchell, James Schall, S.J., and Patrick Deneen), **Early Modern Political Thought** (Mitchell and Bruce Douglass), **Continental European Political Thought** (Boyd), and **American Political Thought** (George Carey, Boyd and Deneen). In its treatment of contemporary topics the Department currently emphasizes: **Liberalism** (Douglass and Boyd), **Religion & Politics** (Douglass, Mitchell and Schall), **Social Theory and the Philosophy of Social Science** (Douglass and Mara), and **Democratic Theory** (Carey). The Department also makes use of adjunct, visiting, and associated faculty to offer courses on such other subjects as: **the role of psychoanalytic thought in political theory** (James Glass) and **the ethics of international relations** (Marilyn McMorrow, S.M).

Georgetown also offers a wide variety of other resources that are of value in the study of political theory, and the Department encourages its students to take advantage of those resources. The Department of Philosophy, the Public Policy Institute, the Law Center, and the Kennedy Institute all have faculty who regularly teach and write on subjects of interest to theorists, and members of the theory faculty themselves play an active role in such other programs as the Center for Democracy and Civil Society and the Center for Jewish Civilization.

In addition, the Department also has a number of faculty in other fields who share the interests of theorists, and theory students are encouraged to make use of the resources they provide as well. For example, the graduate program in international relations is known for its emphasis on international law, and the faculty in both the American Government and Comparative Government fields routinely offer courses that are directly relevant to the interests of students who want to explore democratic theory. We also have a long-standing tradition of working closely with individual graduate students.

Why Pursue a Ph.D. in Political Science at Georgetown?

Academic Excellence. One indicator of the Department's rapid and continuing progress is that it rose twenty-three places in the most recent National Research Council rankings of graduate programs in political science in the United States. It was also ranked 16th in the world based on the strength of its faculty in an international review of political science departments in 2004. Its faculty have published articles in the leading journals, including *World Politics*, *Foreign Affairs*, *International Organization*, *International Studies Quarterly*, the *American Political Science Review*, the *American Journal of Political Science* and *International Security*, and books in the leading university presses, including Princeton, Chicago, Cambridge, Oxford, and M.I.T. Current and recent graduate students have also published in top journals, including the *American Political Science Review*, *World Politics* and *International Studies Quarterly*. Recent graduate students have received a wide variety of prestigious post-doctorate awards including Fulbright scholarships, Social Science Research Council grants, United States Institute of Peace fellowships, Brookings Institution fellowships and both pre- and post-doctoral fellowships at Harvard University's Belfer Center as well as tenure track jobs at universities across the country and around the world.

Unique Areas of Expertise. In addition to its strengths in a broad range of substantive and methodological areas, the Department has developed niches of particular excellence in which it has comparative advantages even relative to other top programs. Many of these – including our strengths in international relations, foreign policy and American political institutions – generate a nexus between theory and policy that capitalizes on Georgetown's location in Washington D.C. Washington is not only the seat of the U.S. Federal government, it is an international city with embassies from around the world, diverse ethnic communities, and wide ranging business, academic and policy-oriented institutions, all of which give undergraduate and graduate students diverse opportunities for internships and employment.

The Department of Government also offers joint M.A. /Ph.D. programs with the **Georgetown Public Policy Institute**, **Security Studies**, **German and European Studies**, **Latin American Studies**, **Eurasian-Russian-East European Studies**, **Arab Studies**, and the **Georgetown University Law School**. It also offers terminal Master's degrees in **American Government**, **International Law and Government**, **Conflict Resolution**, and **Democracy &**

Governance. Taking into account the new and existing programs in the Department of Government, the School of Foreign Service, the Georgetown Public Policy Program, and the Law School, Georgetown has an exceptionally distinguished, diverse, and large group of faculty with an unusual blend of theoretical interests and practical policy experience.

Emphasis on Teaching and Research. The Department has a collegial, non-hierarchical atmosphere in which faculty are accessible to students. Department faculty share a conviction that cutting-edge research and excellent teaching are complementary, and in addition to publishing in the leading journals and university presses, Department faculty average 4.5 on a five point scale in teaching evaluations in undergraduate and graduate courses.

Professional Socialization. The Department encourages a vibrant intellectual atmosphere among students and between students and faculty. Faculty encourage students to present papers at conferences, where our graduate students have won prizes for the best papers presented, and to submit papers for publication in journals. The Department also encourages students to co-author research with faculty. The Department fosters these goals with annual prizes for the best graduate student papers. Graduate students have also won top national fellowships. The Department of Government also provides summer fellowships for dissertation research or collaborative research with a faculty member. And the Department organizes a series of workshops for graduate students throughout the academic year led by both faculty and advanced graduate students. Past workshops have covered pedagogy (grading, lecturing and designing a course), proposal writing, dissertation writing, webpage design and development, publishing in academic journals, the non-academic career market, and lessons learned on the academic career market and how to present and submit the dissertation.

Timely Progress for Ph.D. Students. The Ph.D. program is structured to enable and encourage timely completion of the Ph.D. thesis. The 48 hours of coursework required is typically completed at the end of two years, and the Department allows students with prior graduate coursework to transfer some credits if appropriate. For the typical Ph.D. candidate, all requirements but the Ph.D. thesis should be completed by the end of the third year, and the thesis topic will usually be approved by the end of the third year as well. Ph.D. students are ordinarily required to defend their Ph.D. thesis in no more than 7 years overall from matriculation. The deadlines for joint degree programs requiring a total of more than 60 credit hours differ somewhat. Joint degree students should consult the Director of Graduate Studies for details.

If a student's dissertation has not been successfully defended and accepted by the Graduate School by these time limits, the student will be terminated from the graduate program, unless an extension of time to complete the degree has been approved. Students may petition the department and the Graduate School for an extension of the deadline to complete the Ph.D. The Graduate School will readily grant a first extension of up to one year on the recommendation of both the student's mentor and the program's Director of Graduate Studies (DGS). Further extensions will be granted only in extraordinary circumstances, and only on the recommendation of the mentor, the DGS, and a standing committee to be appointed by the Dean to review all such requests.

II. ADVISORS

Incoming Ph.D. students are matched with a "first-year advisor," with whom the student will meet occasionally to discuss the student's progress in the program. However, it is quite possible that as students' interests and relationships with faculty evolve over the course of the program, students may find a different faculty member whom they would like as an advisor, and who is willing to serve in this capacity. This is a natural process of evolving intellectual interests and does not in any way reflect badly upon either the student or the initial advisor. While it is possible that the initial advisor may eventually become a reader or even the mentor on the student's thesis committee, there is no presumption that this will be the case.

III. GENERAL REQUIREMENTS

The Department of Government offers Ph.D. students instruction in four major fields: American Government, Comparative Government, International Relations, and Political Theory. Students who enroll in the Ph.D. program are encouraged to attend full-time (at least 9 credits per term). Students must take **a minimum of 48 hours of coursework in order to qualify for the Ph.D.** Based on their course work and prior to writing their dissertations, all students must complete comprehensive examinations in one major and one minor field of study. **Students must receive a grade of B or better in each course in order for the class to count towards the Ph.D.** Coursework for the Ph.D. will usually involve a minimum of six courses in a major field. Students must also complete the First Year Workshop. All students in the program are subject to annual review. Any student whose cumulative GPA falls below 3.5 needs the approval of the DGS to remain in the program. Standards for funded students are higher (see Section XXIV below).

Students in the sub-fields of American Government, Comparative Government, and International Relations are required to fulfill a five-course sequence in "Theory and Methods." Students in Political Theory are not required to take the Theory and Methods sequence (see Section IV for requirements in Political Theory). The Theory part of the Theory and Methods sequence includes two courses in Political Theory, one of which must be the "gateway" course in Political Theory, GOVT 780 (or an elective course for those who opt out of GOVT 780 with the approval of the Political Theory field chair). The second course can be any graduate course in Political Theory, including Philosophy of Social Science. The Methods part of the sequence includes two courses in Statistics, GOVT 701 and GOVT 702. The fifth course in the "Theory and Methods" sequence can be any 500 level or above elective in Political Theory or Research Methods. Courses not clearly designated as Theory or Methods must be approved by the Director of Graduate Studies.

In addition to the major and the "Theory and Methods" sequence, students must take three courses in a minor field (a "gateway" course and two electives). Gateway courses serve the dual purpose of preparing majors for high-level study and research in the relevant field and giving minors a professional introduction to the field. They provide graduate level surveys of the key literature, concepts, and controversies in the contemporary scholarly study of each field. Although no single course can comprehensively address all of the relevant literature, research programs, or history of ideas of a field, the gateway courses aim to convey the body of knowledge broadly shared by scholars in each field. The gateway courses help students prepare for their comprehensive exams, but more important, they prepare students for what these exams represent: the ability to participate in the scholarly discourse in the field at a high professional level. After successfully completing a gateway course, the student should be able to not only understand but critique the arguments put forth in essentially any journal article, book, or conference panel in the field. The gateway courses are GOVT 720 in American Government, GOVT 740 in Comparative Government, GOVT 760 in International Relations, and GOVT 780 in Political Theory.

Students must pass a written comprehensive exam in the major field and in one minor field. Although Political Theory majors are required to complete two minors, they will only be tested in one. For joint degree students the joint program itself may constitute the minor, with the approval of the Director of Graduate Studies.

To summarize: students must take six courses in the major field, five courses in "Theory and Methods," three courses in the minor, and two general electives, thus coming to a total of 16 courses and 48 credits. Students should determine their specific program of study after a review of the field requirements and in consultation with their advisor. Any questions about field requirements should be directed to one's advisor or major Field Chair. Questions about general requirements and joint degree programs should be directed to the Director of Graduate Studies. For an illustration of a typical program, see Appendix 1. Additional non-course requirements outlined in subsequent sections include the First Year Workshop, Ph.D. qualifying appraisal, the language requirement for students in all fields except those in American Government, the thesis proposal colloquium, and the thesis defense.

IV. FIELD REQUIREMENTS: POLITICAL THEORY

The courses in political theory are designed to impart: (1) an informed understanding of the traditions of thought that have been influential in shaping the political experience of the West; (2) an acquaintance with the issues and concerns that define the agenda of political theorists today; (3) the critical skills necessary to analyze and use theoretical literature with the appropriate scholarly sophistication; and (4) an understanding of the bearing of Political Theory upon the empirical concerns of the discipline of Political Science.

Students majoring in political theory will typically take at least eight courses (24 credit hours) in the field. Although these courses need not include GOVT 780 Fundamentals of Political Theory, students who have significant deficiencies in their knowledge of the literature in Fundamentals may wish to take it. Regardless of whether or not a student enrolls in this course, however, he or she will need to know the material it covers at the time of the comprehensive examination. Students are also required to take GOVT 781 Political Theory Research Methods Seminar.

In selecting other courses for the major, students are free to choose from the available offerings. They should be attentive, however, to the need to establish the multiple specializations that will be required for the comprehensive examination. This usually means that students choose courses that prepare them to answer questions in four discrete subject-areas (for example, ancient political thought, medieval political thought, socialism, continental political thought, American political thought, liberalism, feminism, ethics, etc). These four subject areas should be discussed with the Political Theory Field Chair. In addition, students are encouraged to develop reading courses on subjects that are not otherwise covered in the course offerings.

All Political Theory graduate students in the Department must take two minors (three courses each). Political Theory majors may complete one of their two minors outside of the Department. It is not uncommon, for example, for Theory students to take one of their minors in Philosophy. The Department in question, however, must be one that offers graduate-level instruction; and at least one of its faculty must be willing to serve as a member of the student's comprehensive examining committee. Before undertaking a minor from outside of the Department a student must obtain approval from the Political Theory Field Chair.

Political Theory majors must fulfill their language requirement with reading knowledge of one language. Statistical fluency, even if necessary for a student's research, shall not constitute a language. A second language may be necessary for a student's research. In that event, a demonstrated competence in that language may be required by the student's Ph.D. Chair, in consultation with the Political Theory Field Chair.

Ph.D. students minoring in Political Theory must take at least four courses, including GOVT 780 Fundamentals of Political Theory and GOVT 781 Political Theory Research Seminar. A student with sufficient knowledge of the history of Western political thought may request a written waiver of GOVT 780 Fundamentals of Political Theory from the Political Theory Field Chair. In the event that such a waiver is granted, the student will nevertheless be responsible for completing four graduate courses in Political Theory.

Comprehensive Examinations in Political Theory

Major comprehensive examinations cover four subject areas (see above) as well as the political theory reading list. Minor examinations cover three subject areas, usually based on the students' coursework, as well as a selection from the reading list (usually five or six works) as determined by the Field Chair in consultation with the student. In preparing to take either a major or a minor comprehensive examination in political theory, it is the student's responsibility to meet (several months in advance of the examination) with the Field Committee Coordinator to review the relevant details. In consultation with the student, the Coordinator will decide on an examining committee and establish the structure of the examination. Once the committee is established, the student should consult with the committee members, who will advise the student as to specific preparation. Upon successful completion of the written comprehensive examination, students majoring in Political

Theory may be required to take an oral comprehensive examination.

Political Theory major comprehensive examinations follow a take-home format. The take-home examination consists of four separate essays, to be completed within a span of four consecutive 24-hour periods. No essay may exceed 4500 words in length (about 15 double-spaced typewritten pages); students are encouraged to prepare their answers in typewritten form. Students are permitted to consult whatever scholarly materials they have available, including books and notes. However, during the examination period students may not receive any assistance from others in the preparation of the required essays, and they are required to submit a signed statement to this effect with the completed examination.

For more information on comprehensive examinations, see Section XVIII.

V. FIELD REQUIREMENTS: AMERICAN GOVERNMENT

The American Government graduate curriculum is designed to expose students to a basic core of knowledge by offering courses with a substantive focus on national institutions and politics, as well as courses that emphasize the methodological skills required to do basic research in political science and to evaluate the literature critically.

Ph.D. in American Government

Ph.D. major coursework in American Government consists of 18 credits (6 courses), including the following requirements:

1. All students are required to take the gateway course:
GOVT 720 Approaches and Topics in American Politics
2. All students are required to take the following research seminar:
GOVT 721 Research in American Politics and National Institutions
3. In choosing their remaining courses in the major field, students should give principal consideration to the *basic core* courses. These courses provide the basis of the major comprehensive examination, and should be selected in consultation with an advisor. Students must take at least 2 courses from the *American National Institutions* courses and 2 courses from the *Political Processes and Behavior* courses. The basic core courses are:

American National Institutions

GOVT 629	<u>Bureaucratic Politics</u>
GOVT 723 or 623	<u>Legislative Process</u>
GOVT 724	<u>Judicial Politics</u>
GOVT 725 or 625	<u>American Presidency</u>

Political Processes and Behavior

GOVT 726 or 626	<u>Presidential Electoral Politics</u>
GOVT 630	<u>Public Opinion and Voting Behavior</u>
GOVT 730	<u>Public Opinion</u>
GOVT 731	<u>Political Behavior</u>
GOVT 727	<u>U.S. Political Parties</u>
GOVT 734 or 634	<u>Media in American Politics</u>

Comprehensive Examinations in American Government

All students who major in American Government are required to take a written comprehensive examination in the major field. The examinations consist of two parts: the first is designed to test the breadth of the student's knowledge across the entire field; the second is designed to test the depth of the student's knowledge in specific areas such as legislative process, political behavior, the courts, etc. In addition to the written examination, an oral examination may be required at the discretion of the examiners.

A masters-in-passing will be granted to Ph.D. candidates in American Government only after they have passed their comprehensive examinations in the major field, in addition to all other requirements for the masters-in-passing (see Section XXV). Under special circumstances (e.g., employment requirements or leaving the Ph.D. program), a Ph.D. candidate in American Government may petition the Department (through the Director of Graduate Studies and the American Government Field Chair) for a masters comprehensive.

For more information on comprehensive examinations, see Section XVIII.

VI. FIELD REQUIREMENTS: COMPARATIVE GOVERNMENT

Comparative government refers both to an established field in political science as well as to one of the principal methods of political inquiry. Students who major or minor in this field are expected to demonstrate competence in the uses of comparative approaches and methodologies in the study of the politics of foreign countries. Students enjoy a substantial degree of flexibility in designing their programs, with the obvious caveat that they are expected to work closely with their advisors in putting together a sequence of courses that will prepare them for the comprehensive examination and—in the case of majors—for writing acceptable dissertation proposals.

Students majoring in Comparative Government generally take six courses in the field. A minor can be satisfied by taking three courses. In addition to the general departmental requirements, the gateway course, GOVT 740 Methodology of Comparative Politics is required of both majors and minors in Comparative Government.

Comprehensive Examinations in Comparative Government

The comprehensive examination tests a student's broad knowledge of the methods and substance of the Comparative Government subfield, but it also provides an opportunity for a period of intensive reading in preparation for writing the dissertation proposal. Students should approach the comprehensive exam as both an end and a beginning: as a summation of the student's formal coursework and as a head start on background reading for the dissertation.

The exam for majors consists of two parts. Part I is devoted to general theories and methods in comparative politics; Part II covers specific regions or topical areas that span the field. The questions are uniform across all exams, for both majors and minors within a particular exam period. Students taking their major exam write on four questions, one chosen from Part I and three from Part II, whereas those taking their minor exam write on three questions, one chosen from Part I and two from Part II. Exams are read and graded by a committee of three faculty members within the field, including the Field Chair. In addition to the written examination, an oral examination may be required at the discretion of the examiners.

For more information on comprehensive examinations, see Section XVIII.

VII. FIELD REQUIREMENTS: INTERNATIONAL RELATIONS

The requirements for the International Relations (IR) major field are designed to expose students to the academic

literature in IR in preparation for the creation and execution of their own dissertation research project. Core courses provide an overview of the key questions, major intellectual traditions and research programs in the field or particular areas within it. IR field requirements combine field, core, and additional courses as follows:

1. International Relations majors must take six courses (18 credit hours) in International Relations.
2. Of the six courses in IR, two courses must be the IR theory field courses 760 and 761. Students must also take the core Ph.D. seminar in at least two sub-fields (from among sub fields A, B, C, and D). Additional elective courses should be chosen after consultation with the IR Field Chair and the student's mentor.
3. Most electives should be chosen from the offerings in the Department of Government at the 600 or 700 level. Classes from outside of the department should be cleared with the International Relations Field Chair.
4. IR Minor coursework consists of three courses. GOV 760 and 761 are required of all minors, as is one core course from among the four sub-fields A, B, C, or D, described below.

Offerings of core courses vary from year to year, although every effort is made to offer *all* IR core and subfield core courses within a two year timeframe. Students should identify the courses they need and take them as soon as they are offered. If they have any concerns, they may consult with the International Relations Field Chair to ensure they are on track to complete field requirements in advance of their exams.

Core IR Theory Courses:

GOVT 760	Foundations of International Relations (<i>Gateway Course</i>)
GOVT 761	International Relations: Applied Theories and Approaches (<i>Major Field Seminar</i>)

Sub-field A: International Law, Norms, and Institutions

GOVT 776	Seminar: International Legal Philosophy
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Sub-field B: International Security

GOVT 763	Seminar: International Security
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Sub-field C: International Political Economy

GOVT 762	Seminar: International Political Economy
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Sub-field D: Foreign Policy Processes

GOVT 764	Seminar: American Foreign Policy
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Comprehensive Examinations in International Relations

The exam procedures for IR majors and minors have recently been revised. There are currently two formats, one for those entering the program in Fall 2008 or later, and one for students already enrolled before that date. Any student may chose to take the new format exam.

IR MAJOR EXAM FORMAT A: Required for IR Major students entering the program as of Fall 2008; option available to all students.

The revised Ph.D. major comprehensive examination is structured in the following way. On day one, students will take an in-class exam on overall IR field issues. This is followed, on a separate day, by a second exam, covering the student's choice of questions from two of the IR subfields A, B, C and D, described above. These procedures apply to all students entering the doctoral program as of Fall 2008 (and/or taking exams as of Fall 2010). Students entering before that date may choose to either take the new exam format, or to follow the previous system, outlined below, under "Exam Format B".

Specifically:

1. The first day of major IR exams will focus on general IR theory questions, and consist of 2 sections. Each section will include 2 questions, and students will be required to answer 1 out of the 2 questions in each section, for a total of 2 answers. This part of the exam will be 4 hours in length.
2. The second part of the major comprehensive exam will be given on the very next day and will focus on IR subfield knowledge. Each major-field student will answer questions from two separate subfields from among A, B, C or D (international law, norms and institutions; international security; international political economy; and foreign policy processes). Each subfield will include two questions, from which students will answer one. The subfield exams will largely, but not exclusively, be based on previous years' syllabi from the appropriate subfield core course.

IR MINOR EXAM FORMAT A: For IR Minor students entering the program as of Fall 2008

1. IR minors will take the same exam as the majors, with one exception. The first day will be identical, covering IR general field issues, answering two questions over 4 hours. The second day, however, will be shorter. Minor students will only be required to answer one subfield question (from subfields A, B, C, or D) from a choice of two, in a two hour in-class exam.

IR MAJOR & MINOR EXAM FORMAT B: For students enrolled prior to Fall 2008. These students also have the opportunity to choose to follow the new revised format A, described above, if they chose.

Students will take an in-class exam, described below, on overall field issues. They will also prepare as take-home essays 2 ten-page papers in response to questions selected from a menu offered by the faculty. For IR majors, these questions will be taken from the areas that fall under sub-fields A, B, C and D specified above. IR minor exams will follow the guidelines in point 4, below.

Specifically:

1. The sit-down portion of the major-field comp will consist of 2 sections. Each section will consist of 2 questions, and students will be required to answer 1 out of the 2 questions in each section. These questions will be drawn primarily from the syllabi from GOVT 760 and GOVT 761 - the IR field courses. This part of the exam will be 4 hours in length. This portion of the exam will be graded, but there will be no oral on it unless the pass is borderline.
2. The second part of the comprehensive exam is a take-home writing assignment that takes place after the field-wide sit-down exam. Students will answer two questions, described in detail below; in no more than 10

double-spaced pages each. Answers to the questions will be due at 5:00 p.m. fourteen days after the sit-down portion of the exam is completed.

3. For the take-home part of the exam, each major-field student will choose topics from a list containing one question from each of the primary sub-fields in international relations. The two answers must address questions from two different sub-fields from among sub-field A, B, C, or D. The primary sub-field areas for these questions include the following: international law, norms and institutions; international security; international political economy; and foreign policy processes. Students should consult with faculty teaching the associated courses to determine which readings are recommended in preparation for this part of the exam.
4. IR minors will be examined exclusively through a sit-down exam. This exam will consist of three questions in areas of the field that represent the student's coursework, with at least one question representing the major themes of IR as found in GOV 760, and two other questions in areas determined in consultation with the IR field chair and as appropriate to the student's coursework and interests.

For more information on comprehensive examinations, see Section XVIII.

VIII. CONCENTRATION IN DEMOCRACY & CIVIL SOCIETY

This concentration consists of three courses focused on themes related to democracy and civil society, a comprehensive exam, and a dissertation focused on democracy and/or civil society. The concentration is offered in combination with any of the four major fields of study within the program: American Government, Comparative Government, International Relations or Political Theory. See CDACS concentration requirements in Appendix 2 of this handbook.

IX. MINOR FIELDS

Students must select their minor field in advance of their first year appraisal in the Ph.D. program. The minor consists of three courses (a "gateway" course and two electives). For those students in joint degree programs, the joint program can constitute the minor. Students should choose their minor field with several goals in mind: the minor field should root students solidly within the discipline of political science; a Ph.D. should be more than a narrow specialist; and a Ph.D. should be able to "speak the languages" of other fields within the discipline. In addition, many college or university teaching positions for new Ph.D.'s include teaching responsibilities outside of one's major field.

In limited circumstances, and only with written approval from their major Field Chair and the Director of Graduate Studies prior to their first year appraisal, students may choose a three-course minor outside of Government to complement their major area. The minor may be chosen from another academic discipline such as History, Economics, or Philosophy. Alternatively, a student may wish to develop a minor area that does not fall into the traditional disciplines. Outside exams will be administered by the Department of Government, and they are expected to follow the same three-question format as other minor comprehensive exams.

X. MINOR FIELD IN POLITICAL THEORY OR METHODOLOGY

A minor in Political Theory or one in Methods consists of 2 additional elective courses in the chosen minor (over the 2 theory and 3 methods courses required in the Theory and Methods sequence) plus a gateway course in a third field. The methods minor (which under this provision would total at least 5 methods courses) also has a distribution requirement of at least one course in each method (statistics, formal modeling, and qualitative methods). The theory minor must include 781 Political Theory Research Seminar. The comprehensive exam for the methods

minor will be administered by the Director of Graduate Studies in consultation with the faculty teaching methods courses. For the exam, the student should inform the Director of Graduate Studies which two of the three methods (statistics, formal modeling, qualitative methods) the student has chosen to address on the exam (competency in the third method is satisfied by a grade of "B" or better in the relevant courses). Students should note that those choosing a minor in theory or methods will essentially gain one additional free elective, as their sixth, elective course in the Theory and Methods sequence will count toward their minor field.

Students interested in methodology are also encouraged to attend special programs around the country, such as the Inter-university Consortium for Political and Social Research (ICPSR) summer program in quantitative methods, or the Institute for Qualitative and Multi-Method Research (IQRM) training institute at Syracuse University in June. The Department of Government conducts an annual competition for funding to attend the ICPSR summer program at the University of Michigan. This funding will help support the costs associated with attending the program for one or two graduate students. Students interested in this program should consult with Professor Wilcox. Students interested in the IQRM program should consult with Professor Bennett.

Students Minor in Political Theory must take the following courses:

5 courses total in theory (2 required plus 3 additional):

- _____ GOVT 780 -- gateway course in PT
- _____ GOVT 781 -- PT Research Methods Seminar
- elective (PT graduate level course)
- elective (PT graduate level course)
- gateway course in a 3rd field (meaning not PT or your major field of study)
- take and pass the PT minor field exam

Students Minor in Methodology must take the following courses:

6 courses total in methods (3 required plus 3 additional):

- _____ GOVT 701
- _____ GOVT 702
- elective (methods graduate level course)
- elective (methods graduate level course)
- elective (methods graduate level course)
- gateway course in a 3rd field (meaning not a methods course or your major field of study)
- take and pass the Methods minor field exam (must be tested in 2 of the 3 methods)

** When taking methods elective courses, students are required to take one course in each method (statistics, formal modeling, and qualitative methods).

XI. JOINT DEGREE PROGRAMS

By virtue of the strength of Georgetown's other departments and programs, the option for taking joint degrees is a distinct comparative advantage of the Government Department. While at many universities joint programs are "joint" in name only, and students must independently fulfill all the requirements in both programs, the Government Department at Georgetown has worked hard to eliminate redundant requirements in its joint programs. Thus the joint program satisfies the minor field requirement, saving students nine credit hours. The Department has also reduced other redundant requirements specific to each joint program wherever possible. Students in all of the joint-degree programs, with the exception of the joint J.D./Ph.D. in Government and joint M.P.P./Ph.D. in Government, are required to take a total of about 60 credit hours of coursework (which is equivalent to only 1 extra semester beyond the two years of coursework for the Ph.D.). Students should consult with the Director of Graduate Studies and the representatives of the joint programs to work out the specifics of their curriculum. The Department of Government

offers joint degree programs in the following fields: M.A. in German and European Studies/Ph.D. in Comparative Government or International Relations; M.A. in Latin American Studies/Ph.D. in Comparative Government; M.A. in Russian and East European Studies /Ph.D. in Comparative Government; M.A. in Security Studies/Ph.D. in International Relations; J.D. from the Georgetown Law Center/Ph.D. in Government (any field); M.A. in Arab Studies/Ph.D. in Comparative Government, and M.P.P./Ph.D. in American Government, Comparative Government or International Relations. Please see Appendix 4 for specific joint degree requirements.

Note that outside M.A. degrees only count as minors if taken as part of a joint degree at Georgetown or if approved in writing before first year review.

XII. ADVANCED STANDING AND TRANSFER CREDIT

Many students come to Georgetown with graduate credit from other universities relevant to their program of study. Students with an M.A. degree may apply for advanced standing in the Ph.D. program. Students with graduate credit but no M.A. may request that credits be transferred. Note that transferred credits should be in political science or closely related field and should be at an advanced level commensurate with Ph.D. coursework. Transfer credits within a major or minor field in particular should provide training relevant for passing comprehensive examinations and conducting research within the field; transfer credits are not allowed for field seminars in major and minor fields. Requests for transfers that leave students without adequate course preparation here at Georgetown for comprehensive exams will not be approved.

The procedures are as follows:

1. Read the Graduate School Bulletin and the Department of Government Graduate Handbook for rules governing advanced standing and transfer of credits. Advanced standing is granted in cases where students come into the Ph.D. program with a relevant M.A. A student may request up to 12 credits of advanced standing. In the case of students with graduate credits but without an M.A. the Graduate School generally allows 25% of the credits required for a degree to be transfer credits, so that a Ph.D. student can transfer up to 12 credits, but this requires approval from the Director of Graduate Studies, and students are normally discouraged from transferring in more than 9 credits. Note, however, that students with advanced standing or transfer credits may have to take more than the 48 credits required for the Ph.D. to meet department and field course distribution requirements.
2. You must wait until you have completed four courses in the program (usually your second term) to request advanced standing or transfer credits. Since you will want to know earlier than this what courses are likely to transfer, you should meet with the Director of Graduate Studies in your first term to identify courses that would potentially transfer and the requirements they would fulfill. All requests for advanced standing or transfer credits should ideally be made and approved before the student's Ph.D. qualifying appraisal.
3. Initiate the request by documenting the courses you wish to have considered for transfer credit or advanced standing. In addition to a transcript, you should provide course syllabi. For tutorials or research courses, write a brief description of the literature you covered and/or your research. Then arrange these materials with a cover sheet listing the courses and the requirements you would like them to fulfill, and give this package to the Field Chair in your major field of study. Note that Georgetown operates on a semester system; if the requested transfer courses were taken on a quarter system, they will convert to semester credits at a ratio of five quarter hours to three semester hours.
4. After you have discussed transfer or advanced standing credit with your Field Chair and have received approval for your request from the Field Chair, you should then provide all of the materials with the Field Chair's approval (signature on your request) to the Director of Graduate Studies. The Director of Graduate

Studies will then forward a recommendation to the Departmental Graduate Program Administrative Officer, who will arrange for letters to you and the Graduate School documenting the credits toward advanced standing or transfer credits and the requirements they fulfill. The Graduate School makes the final decision on advanced standing and transfer credit, and views the Department's letter as a recommendation.

XIII. INCOMPLETES

The Department follows Graduate School regulations for completion of coursework as published in the online version of The Graduate School of Arts and Sciences Catalogue. The regulations read as follows:

It is expected that students will complete all coursework by the end of the semester in which that coursework is taken. In special circumstances, an instructor may grant a student permission to delay submission of work up to one semester after the course ends. *Instructors are not bound to grant such requests, nor are they bound to grant an entire semester to complete this work.* When an instructor has granted such permission, he or she will assign the student a grade of "Incomplete" ("I") for the course; this grade will appear on the student's official transcript until a final grade is reported.

The student must submit the completed work to the instructor in a timely manner, sufficient to enable the instructor to review the work and to send a final grade (recorded on a Grade Change Authorization form) to the Graduate School before the last day of classes in the semester following the semester in which the Incomplete grade was given.

Some departments and programs do not permit the "Incomplete" option. Students should determine early in their first semester of study the policy of their department or program.

If an "I" is assigned by the instructor and not subsequently changed to a grade by the instructor, it will remain permanently on the transcript.

The Department of Government places the following additional restrictions on Incompletes (though if special circumstances apply, a student may receive a temporary waiver from the DGS).

- Students with one or more Incompletes may not take their comprehensive exams unless they receive written permission with a stipulation of a completion timetable signed by the faculty member who taught the course in which the student still has an Incomplete, the student, and the DGS.
- Students with one or more Incompletes (at the time of the application deadline) will not be eligible to teach pro-seminars or summer session courses.
- More than two Incompletes will cause funded students to lose their fellowships and will prevent unfunded students from being eligible to receive funding.

Note that the one-semester delay includes the summer months. For example, a student who takes an Incomplete at the end of the Fall semester has until the end of the following summer to finish the work; and a student who receives an Incomplete at the end of the Spring semester must finish it by the end of that Fall semester. Any removal or reinstatement of funding would only take place before the beginning of a new semester, not in the middle of a semester.

XIV. FIRST-YEAR APPRAISALS

At the end of their first year in the Ph.D. program, Ph.D. students are evaluated by a *qualifying appraisal*, with the purpose of deciding whether a student should continue in the Ph.D. program as determined by the student's intellectual potential and scholarly performance. The appraisal is conducted by a meeting of the field committee in the student's major field. The recommendation of the committee is normally reported within one week of the appraisal.

Appraisal materials should be prepared by the student in consultation with his or her advisor and submitted to the Graduate Program Administrative Officer. The materials should include a transcript showing course grades, two letters of evaluation and a paper written for a Georgetown graduate course in the student's major field. While all recommendations are welcome, at least two letters must be from ordinary faculty in the Department of Government (i.e., not adjunct or visiting faculty), and should be from professors who are familiar with the student's work and/or are in the major field. Students should also suggest names of faculty members whose seminars they have taken or who would otherwise be able to provide evaluations of their work. Negative decisions may be appealed to the Department Chair, who may ask the student to take a written qualifying exam that will be graded by the Field Committee.

XV. COMPREHENSIVE EXAMINATIONS

One of the principal objectives of the Department of Government is to develop a graduate program of national excellence. Among other things, this means that the Department seeks to prepare its graduate students for highly competitive teaching and advanced research positions. One of the Department's most important tools of preparation is the comprehensive examination.

Ph.D. students are required to take comprehensive examinations in one major and one minor field. The purpose of comprehensive examinations is to demonstrate a student's broad familiarity with the literature in his or her fields of study. Although coursework is a valuable preparation for the comprehensive, it is rarely sufficient. Students are also expected to show that they are familiar with a common minimum core in each exam field. The starting points for preparing for the Ph.D. comprehensive exams in a field are the gateway courses (GOVT 720 in American Government, GOVT 740 in Comparative Government, GOVT 760 in International Relations, and GOVT 780 in Political Theory), as well as other 700-level core courses. In addition to reviewing the latest syllabi of the Ph.D.-level courses, students should consult the latest available version of the suggested reading list (which is to be considered a starting point, not an exhaustive list, for exam preparation). The level of accomplishment a student is expected to demonstrate in these exams varies. The student is expected to have a higher degree of mastery of subject matter in the major field than in the minor field. Recognizing this, however, does not obviate the high standard to which students are held in their minor examinations.

All students will take their exams (language or major/minor comprehensive) on the set dates, usually in September/October and in February. Exceptions are only for religious holidays or serious illness, and they can only be granted by the DGS. Ph.D. comprehensive exams may also be assigned to classrooms (rather than faculty offices), as determined by the Field Chairs.

The Field Chair coordinates the preparation of comprehensive questions and can explain to the student how the examination will be structured. **It is the student's responsibility to register for comprehensive exams, and to obtain guidance from the graduate administrator and, as necessary, from the Field Chair or Director of Graduate Studies.**

As of Fall 2009, comprehensive exams in each subfield and level (major or minor field) are the same for all students taking the exam in a given term. Exam questions will not be tailored for each student. Exams may allow for multiple questions, so that all students will not necessarily answer the same questions. Each subfield will form a three-person committee that will write and grade the exams. Membership on this

committee should rotate among faculty in the field. Subfields are encouraged to create reading lists to help students prepare for the comprehensive exams.

Students have access to a file of past comprehensive exams maintained by the Graduate Program Administrative Officer, and may photocopy past comprehensive exams as part of their own preparations for exams.

In cases in which the field committee determines the need to conduct additional assessment of a student, an oral examination may follow the written comprehensive on a timely basis. Oral questions focus not only on the written part of the examination but also on more general issues. The oral provides the student an opportunity to demonstrate his or her mastery of the major field.

The committee as a whole reads and grades each exam question. A minor taken outside the department is certified according to the agreements worked out with cooperating departments and programs (e.g., History, Philosophy, CCAS, CGES, CLAS, CERES, SSP, MPP). Results are normally announced within two weeks of the examination. If a student fails the examination, he or she will have the opportunity to meet with the field committee to discuss the examination. If questions persist after this meeting, the student may appeal the field committee's decision to the Department Chair. Any failures are registered in the student's file.

Ph.D. students who fail a comprehensive examination have one more opportunity to take and pass that examination. Students who take exams in February must retake the failed exam in the following September/October. Students who take exams in September/October must retake a failed exam in the following February. A waiver of this requirement and the granting of additional time to prepare for the retake require the approval of the Field Chair as well as the Director of Graduate Studies. If a Ph.D. student fails the examination a second time, he or she is discontinued from the Graduate Program.

XVI. LANGUAGE REQUIREMENT

With the growth, diversification, and globalization of the study of politics, competence in more than one language, as well as in several methodologies, is increasingly important to a long and productive scholarly career. Ph.D. students in Comparative Government, International Relations, and Political Theory are therefore required to demonstrate research competence in a second language as determined by written examination. Research competence is defined as the ability to understand scholarly literature and other materials relevant to dissertation work in political science. Students in American Government are strongly encouraged to develop a second language in order to develop a comparative perspective on American politics and to read some of the non-English literature on American politics, but they are not required to pass a written language exam. Students in the field of International Relations may receive a waiver of the language requirement at the discretion of the Director of Graduate Studies if they demonstrate that a second language is not necessary for their thesis research and their longer-term research program.

Determinations of capabilities are normally made by examination. Native speakers of foreign languages may fulfill their language requirement by showing fluency in English. In such cases, fluency in English is assumed if the student has at least a B+ average at the time of the Ph.D. qualifying appraisal, the minimum grade required to continue in the Ph.D. program. Students who wish to fulfill the language requirement in this manner must submit a written request to the Director of Graduate Studies.

Where a professor within the Department is fluent in the language to be examined, the examination will be given by the Department and the exams graded by the professor. The Director of Graduate Studies determines who will grade the language examinations. Where no member of the Department faculty is fluent in the language a student chooses, he or she must make alternate arrangements through the Director of Graduate Studies to find someone to administer and grade the examination.

Language examinations are given in conjunction with the comprehensive exams during the academic year. In the reading capability examination, the student is given two to three pages of scholarly political analysis to be translated in the space of two hours. All language examinations will be held in a common classroom. Students are allowed to take a hard-copy dictionary into the examination with them; on-line or electronic dictionaries or translation aids are not allowed. Results of the examination are usually announced within two weeks. If the student fails the examination on the first try, he or she is allowed another effort, usually the next time that the language examinations are given. At the discretion of the Director of Graduate Studies, successful performance on language exams in regional M.A. programs at Georgetown that are comparable to the Government Department's own language exams can be used to meet the language requirement.

Students may prepare for language examinations by taking courses, but they will not receive credit toward their Government Department graduate degrees for language courses, and the Department will not provide funding for these courses.

Languages normally offered are Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, and Spanish. Students who wish to substitute another language must receive permission from the Field Chair of their major field and the Director of Graduate Studies.

XVII. FIRST YEAR WORKSHOP

All Ph.D. students entering the program in the fall of 2008 or thereafter, and all those already in the program as of that time who have not taken GOVT 700, are required to take and satisfactorily complete a first year workshop on graduate political science. The goal of the workshop is to introduce students to one another, to the faculty, and to the field of political science as it is practiced on the highest professional level. The workshop has several scheduled and structured meetings at the start of the year, run by the faculty coordinator, to discuss the profession, the department and its curriculum, and the basics of what makes a good Ph.D. topic and a good use of one's time in graduate school. The rest of the workshop centers on dedicated talks by guest speakers arranged by the coordinator, including both department faculty, graduate students, and scholars outside of Georgetown, and on attendance of existing department, university, and local events. After the initial series of weekly meetings, the workshop will typically meet about twice a month through April for workshop-dedicated, required sessions, and students will be required to attend and give a brief report on four additional relevant talks, panels, or events of their choice through the year that meet the coordinator's approval. Such additional events could include graduate program talks on publishing, the academic job market, and teaching; job talks by candidates under consideration for faculty positions; academic conferences; Congressional hearings or Supreme Court sessions; and visits with or talks on campus or in the area by scholars or by Government officials or political leaders. Optimally, students will attend such events in groups and discuss them afterward with the coordinator or another faculty member in attendance.

XVIII. DISSERTATION COMMITTEES, PROPOSALS, AND DEFENSES

Assuming typical progress, students should assemble a dissertation committee of at least three members in the semester after they complete their comprehensive exams. In the event of failure in the comprehensive exams, the student will normally present the dissertation proposal after passing the retake of the comprehensive examination and prior to the beginning of the next semester.

The dissertation committee should usually include individuals who, collectively, can help with each of three dimensions of the student's research: theoretical, methodological, and empirical. Often, the thesis advisor or mentor can provide support on two or all of these fronts, and the remaining members of the committee can be chosen to

provide added depth and breadth to the advisor's strengths.

By the end of the semester after comprehensive exams have been completed, Ph.D. candidates are required to give a public colloquium or defense on a brief (25 pages double-spaced) written statement of their thesis topic. The audience would include, whenever possible, the full thesis committee. Proposal defenses will be advertised, and written topics circulated at least a week in advance by the graduate administrator. Proposal defenses ordinarily take place during regular term times in the fall and spring, but can be arranged for other times with the approval of the thesis committee. All graduate students, the Director of Graduate Studies, and the relevant field chair are encouraged to attend, and the thesis chair can invite relevant experts from other departments and institutions. The goal is to provide an opportunity for a collective work session, so the candidate should emphasize debatable theoretical and methodological questions, as well as providing preliminary answers to them. After a 10-15 minute presentation by the candidate, questions from the audience, and discussion, totaling about an hour, the thesis committee will deliberate briefly in private. The committee will then convey to the thesis candidate its decision approving the thesis topic or requiring changes to it, and its advice on pursuing the next stages of research.

Then, after making revisions (if needed) as the result of this presentation and in consultation with the dissertation chair, the student will submit the proposal to the Director of Graduate Studies for approval.

The official proposal form for the Graduate School, which is separate from the proposal defense version, should include a succinct statement of the problem, related literature, procedure, method of research, primary or secondary sources, as well as an indication of the theoretical contribution the dissertation will make to political science. A proposal must be clearly and concisely written, and it should reflect the student's capacity to conduct original research. This form is obtained from and must be filed with the Graduate School. The dissertation chair and the Director of Graduate Studies both review the final dissertation proposal and must approve it before submitting it to the Graduate School.

The dissertation committee will typically include faculty members who are particularly interested in the student's work or who have a special competence in the area or topic. The mentor has principal responsibility for assisting with the dissertation in the early phases. Upon the mentor's recommendation a draft version of the dissertation will be distributed to other members of the Committee for their suggestions, comments, and criticisms. The mentor must be a tenured or tenure track member of the department. Where appropriate and subject to approval by the mentor, one outside person (from another department, university, or research institute) who has a Ph.D. in a relevant field may be a member of the dissertation committee. In the case of four-person committees, two members may be from outside the Department.

Students should be aware of the arduousness of preparing the dissertation. Most dissertations require successive revisions and re-writings. Though a dissertation can be written within a year, it typically requires two or more years to complete, during which time the student continues to be formally enrolled in the Graduate School.

Once the dissertation is complete, there is a dissertation defense at which the student presents the results of his or her research and is questioned about the implications of the work for the field of political science by the dissertation committee. Before a dissertation defense can be scheduled, the student's committee must certify by majority vote that the dissertation is "ready for defense." That is, the committee must certify that there is a reasonable expectation that the student will be able to address any questions about or shortcomings in the dissertation, and that only minor revisions will be required after the defense. A dissertation defense must be publicly announced, and the dissertation must be available for public review, at least two weeks prior to the event. At minimum, a dissertation defense must have a public presentation by the candidate that any member of the academic community may attend, and during which anyone in attendance may address questions to the candidate. The dissertation defense typically begins with a very short (10-15 minute) presentation by the candidate, followed by a period during which the committee alone may ask questions. After this, the dissertation chair asks if there are any questions from others in attendance.

Every dissertation defense is followed by a closed meeting of the committee during which it deliberates and decides whether or not the defense was successful. The candidate will be considered to have passed the dissertation defense when the committee certifies by majority vote that the defense was "successful." That is, the committee must certify that the candidate has satisfactorily addressed any questions about and shortcomings in the dissertation, and that no major revisions are required. Any time a student fails a dissertation defense, a make-up or "retake" of the defense is permitted. Students failing the defense of the thesis for the second time will be dismissed from the program without the Ph.D. degree.

The Graduate School provides a set of guidelines for thesis writing and style, which students should obtain before beginning to write. The thesis should conform to the Chicago style, as detailed in the University of Chicago Press *Chicago Manual of Style* or Kate Turabian's *Manual for Writers of Term Papers, Theses and Dissertations*.

XIX. THESIS RESEARCH ENROLLMENT

Upon completing coursework in the Ph.D. program, a student must enroll for GOVT 999 Thesis Research in each semester until the dissertation is defended. Summer registration is not required unless a student defends the dissertation during the Summer term.

There are two forms of Thesis Research: Resident and Non-Resident. Both are full-time, non-credit registration which will defer student loans. Resident Thesis Research (GOVT-999-01) gives students access to university resources and allows them to complete degree requirements (i.e., sit for examinations and defend a dissertation). Non-Resident Thesis Research (GOVT-999-02) is available to students who are pursuing dissertation research at a distance from Georgetown; it does not give students access to university resources, and they may not complete degree requirements while on this form of registration. The advantage is that the tuition for Non-Resident Thesis Research is 25% of the rate for Resident Thesis Research. Students may enroll for Non-Resident Thesis Research for a maximum of two years, with the second year to be granted one semester at a time. Students who wish to be considered for Non-Resident Thesis Research status must apply in writing to the Director of Graduate Studies at least one month prior to the semester in question. Students who have only one or two courses remaining to complete course requirements but need to retain full-time status in order to defer student loans should register for Thesis Research (GOVT-999-03). There is no cost associated with this version of thesis research.

XX. FELLOWSHIPS

The Department of Government has eight graduate fellowships (assistantships) at its disposal per year for incoming students. These "Fellows" receive a five-year assistantship guarantee, assuming satisfactory performance. Graduate assistants are expected to work a maximum of 15 hours per week for the professor to whom they are assigned. While graduate fellowships do not preclude students from additional employment outside the university, the responsibilities of graduate fellows take precedence over any other employment. Some professors prefer to use their assistants for research, while others use them for teaching and grading assistance. In a recent questionnaire, teaching assistants indicated that they required (on average):

- 2-3 hours each week for class reading assignments.
- 2-3 hours each week to prepare for discussion sections.
- About 20 hours to grade 50 essay exams.
- 20-25 hours to grade 50 8-10 page papers.
- 4-5 hours to grade 50 multiple choice exams.

These figures are, of course, rough approximations that will vary considerably from circumstance to circumstance.

Work hours include time spent attending classes, holding discussion sections and office hours, doing research for faculty, photocopying, etc. Graduate assistants are not expected to perform any personal favors or to undertake tasks not related to academic pursuits by the professors to whom they are assigned. Any complaints in this regard should be directed to the Director of Graduate Studies, the Department Chair, or the Departmental Ombudsman.

Graduate assistants are reviewed by the Admissions and Fellowships Committee at the close of every semester, after grades have been turned in. They are expected to demonstrate a high level of accomplishment in their work for a professor, both as a teaching or research assistant, and in their coursework. Coursework standards include, but are not limited to, maintaining a 3.67 GPA, and having no more than two cumulative "Incompletes." The Admissions and Fellowships Committee may consider other factors relating to academic progress when deciding whether to continue funding a graduate assistant. Inquiries, letters, or other material relevant to the review should be directed to the graduate administrator, who compiles the materials for the Chair of the Admissions & Fellowships Committee.

Graduate assistants who have not completed their comprehensive examinations by the end of their third year will not normally be considered for a fourth year of funding. Although continuation of assistantship support for a sixth year is unusual, graduate assistants who have not made substantial progress on their dissertations will not be considered for a sixth year of funding.

The Department encourages graduate assistants involved in teaching to have their performance evaluated at the end of each semester where appropriate. Evaluation forms are available from the Graduate Political Science Association's (GPSA) representative.

Assignments of graduate assistants to professors are made at the beginning of the Fall term and in December for the Spring term. These assignments are not permanent, and they can be modified at the request of a student and/or professor to the Graduate Program Administrative Officer or the Chair of the Admissions and Fellowships Committee. Within the bounds of possibility, every effort will be made to consider and accommodate requests by students to work with particular faculty members, and by faculty to work with particular students. Department policy is that Teaching Assistants cannot be assigned to more than two sections of a large introductory course. We seek to avoid assigning first year students to the large introductory courses during their first semester in the program. If at all possible, no first year students in their second semester will be assigned to a large introductory course outside of their area of concentration. Teaching Assistants in their second year and beyond may be assigned to any course, regardless of their concentration.

XXI. FUNDING FOR THESIS RESEARCH AND WRITING

Depending upon the availability of funds, the Department will offer tuition Scholarships for Thesis Research to a number of students. Criteria for awarding Thesis Research Scholarships include, but are not limited to the following: students will be considered for one semester of Thesis Research funding after completion of the Comprehensive Examinations to allow for preparation of the dissertation proposal; if the proposal is submitted in a timely fashion the student may be considered for additional years of scholarship support. Fellowship students may also be considered for additional years of Thesis Research funding after having exhausted their fellowship funding. Continued Thesis Research funding may be granted under exceptional circumstances, subject to approval by the Chair and members of the Admissions and Fellowships Committee.

Students are strongly encouraged to seek outside fellowship opportunities **even if they already have a Department fellowship**. An outside fellowship shows that a student can compete with students from other universities, increasing their professional standing upon graduation. The Department benefits from increased name recognition and expanded resources. If a student on a Department fellowship wins outside funding, it allows the

Department to fund other graduate students in the program. Sources of outside fellowships include the Social Science Research Council, the Brookings Institution, the Council for International Exchange of Scholars (the Fulbright program), American Council of Learned Societies, the MacArthur Foundation, the Ford Foundation, the U.S. Institute of Peace and numerous other foundations. (Information on these fellowships and grants is available in the Department office and the Graduate School, as well as in the publications of the American Political Science Association.) There are possibilities for pre- or post-doctoral grants at major research centers such as The Belfer Center for Science and International Affairs at Harvard, the Center for International Studies at MIT, CISAC at Stanford, CSIS in Washington, the Harriman Institute at Columbia, and similar centers at Princeton, USC, UCLA, and other universities. Students are encouraged to work closely with their advisors in framing and drafting their proposals. Most fellowship applications are due in late fall or early winter and students should plan accordingly. When making its funding decisions for continuing students who are applying for assistantships, the department tries to take into account whether students have also managed to receive outside funding.

Students who wish to earn modest supplemental income and gain teaching experience should note that openings are occasionally available for teaching undergraduate courses for the Department during the academic year and in Summer School. Announcements of these openings will be made on a regular basis by the Department Chair and/or the Graduate Program Administrative Officer. Advanced graduate students who have completed comprehensive examinations and who wish to be considered should submit applications for these opportunities as soon as they are announced. Students who would like to be considered to teach courses throughout the year should openings arise should write the Field Chair indicating their interest in teaching, their areas of competence and other qualifications. They may also have faculty members write letters of reference on their behalf.

Availability of these openings is subject to budgetary resources, specific course needs, and curriculum priorities. Applicants should have a strong record of academic performance and, where possible, prior service as a teaching assistant. Announcements of summer teaching opportunities and decisions about Summer School teaching are made late in the Fall semester; decisions about teaching during the academic year are made early in the Spring semester. Note that because preference is given to faculty who wish to teach during the summer, there are usually many more applications for summer teaching than there are positions available.

The Department also holds an annual competition for two programs that provide teaching opportunities for advanced doctoral students. The first of these programs provides for several pro-seminars, or seminars for a dozen or so upper level undergraduates, each year. Ordinarily at least two seminars are offered in the fall and two in the spring. Students selected to teach these seminars would be paid at a level appropriate to their rank—which means, in the case of fellows, compensation in at the same rate as teaching/research assistants.

The second program, created by the Department of Government, provides two Jill Hopper Memorial Fellowships. Recipients of the Hopper Memorial Fellowships teach a pro-seminar one semester of the academic year, and are released from ordinary fellowship obligations the other semester in order to work exclusively on their dissertation. These fellowships provide a stipend equivalent to the regular fellowship amount plus a scholarship for Thesis Research covering both semesters.

These two opportunities are limited to our most advanced students. Only those who have completed their comprehensive exams or will have done so by the end of the Spring semester are eligible. Those selected to do this kind of teaching will ordinarily be assigned a mentor, and they will be expected to consult extensively with that person in the design of the course. The Department spreads the offerings across the several sub-fields, but not in a mechanical way. As much as possible, we want to fund the best proposals.

XXII. REQUIREMENTS FOR THE M.A.-IN-PASSING

Students in the Ph.D. program may apply for an M.A.-in-passing upon completion of the course requirements and major and minor comprehensive examinations.

XXIII. THE OMBUDSMAN

The Department's ombudsman is available to graduate students with concerns about their academic programs or about graduate student life in general. The Ombudsman can discuss with students their concerns or complaints and deal with these in the appropriate manner. In most cases, by listening to and discussing student concerns, the ombudsman can help to resolve problems or misunderstandings that may arise. If, however, a complaint is serious enough to require further attention, the ombudsman can discuss it with the Committee on Graduate Affairs and with the Department Chair, so that they can decide what further action might be taken.

Consultation by students with the ombudsman is entirely voluntary, and is not meant to preclude or replace existing grievance and/or appeal procedures within the University.

APPENDIX 1. TYPICAL PROGRAM FOR THE PH.D.

Typical Ph.D. program in American Government, Comparative Government, and International Relations

	First Year	Second Year	Third Year	Fourth Year
Fall	First Year Workshop GOVT 701 GOVT 780 Gateway course in major or minor field General Elective	Major requirement Major requirement Minor requirement Theory & Methods requirement	Major and/or minor Comprehensive Exams <i>language exam</i>	Thesis proposal colloquium (if not done in the Spring of Third Year) Thesis research
Spring	First Year Workshop GOVT 702 Gateway course in major or minor field Major requirement Theory & Methods requirement	Major requirement Major research seminar** Minor requirement General elective (<i>prep for language</i>)	Finish Comprehensive Exams (by February) Thesis proposal colloquium	Thesis research

Typical Ph.D. Program in Political Theory

	First Year	Second Year	Third Year	Fourth Year
Fall	First Year Workshop Major requirement Minor requirement GOVT 780 General Elective	Minor requirement Major requirement GOVT 781 Major requirement	Major and/or minor Comprehensive Exams <i>language exam</i>	Thesis proposal colloquium (if not done in the Spring of Third Year) Thesis research
Spring	First Year Workshop Major requirement Minor requirement Major requirement Minor requirement	Major requirement Minor requirement Minor requirement Open elective	Finish Comprehensive Exams (by February) Thesis proposal colloquium	Thesis research

** GOVT 721 for American Government majors
GOVT 741 for Comparative Government majors
GOVT 761 for International Relations majors

APPENDIX 2. CHECKLISTS FOR PH.D. REQUIREMENTS

AMERICAN GOVERNMENT Ph.D. REQUIREMENTS

Theory and Methods Requirements (*15 hours/5 courses - satisfies one of two minor fields*):

- _____ GOVT 780 Fundamentals (Gateway Course in Political Theory)
- _____ GOVT 701 Analysis of Political Data
- _____ GOVT 702 Advanced Political Analysis
- _____ *Elective* (Political Theory Graduate Level Course)
- _____ *Elective* (500 level or above course in Political Theory or Research Methods)

Minor Field Requirements (*9 hours/3 courses*):

- _____ Gateway Course
- _____ *Elective*
- _____ *Elective*

American Government Ph.D. Major Requirements (*18 hours/ 6 courses*):

- _____ GOVT 720 Approaches & Topics in American Politics (Gateway Course)
- _____ GOVT 721 Research in American Politics and National Institutions (*Major Field Seminar*)

Two courses from the "American National Institutions" section:

- _____ GOVT 629 Bureaucratic Politics
- _____ GOVT 723 Legislative Process
- _____ GOVT 724 Judicial Politics
- _____ GOVT 725 American Presidency

Two courses from the "Political Processes and Behavior" section:

- _____ GOVT 731 Political Behavior
- _____ GOVT 727 U.S. Political Parties
- _____ GOVT 626 Presidential Electoral Politics
- _____ GOVT 630 Public Opinion and Voting Behavior
- _____ GOVT 734 Media in American Politics

Other Ph.D. Requirements:

- _____ 2 General Elective Courses (6 hours)
- _____ Qualifying Appraisal
- _____ Major Comprehensive Exam (written; oral exam may be required at the discretion of the examiners)
- _____ Minor Comprehensive Exam
- _____ Dissertation Proposal Colloquium
- _____ Dissertation Defense
- _____ Language Requirement
- _____ First Year Workshop

Successful completion of GOVT 701 *Analysis of Political Data* satisfies the Language Requirement.

COMPARATIVE GOVERNMENT Ph.D. REQUIREMENTS

Theory and Methods Requirements (*15 hours/5 courses - satisfies one of two minor fields*):

- _____ GOVT 780 Fundamentals (Gateway Course in Political Theory)
- _____ GOVT 701 Analysis of Political Data
- _____ GOVT 702 Advanced Political Analysis
- _____ *Elective* (Political Theory Graduate Level Course)
- _____ *Elective* (500 level or above course in Political Theory or Research Methods)

Minor Field Requirements (*9 hours/3 courses*):

- _____ Gateway Course
- _____ *Elective*
- _____ *Elective*

Comparative Government Ph.D. Major Requirements (*18 hours/6 courses*):

- _____ GOVT 740 Methodology of Comparative Politics (Gateway Course)
- _____ *Elective*
- _____ *Elective*
- _____ *Elective*
- _____ *Elective*
- _____ *Elective*

Other Ph.D. Requirements:

- _____ 2 General Elective Courses (6 hours)
- _____ Qualifying Appraisal
- _____ Major Comprehensive Exam (written; oral exam may also be required at the discretion of the examiners)
- _____ Minor Comprehensive Exam
- _____ Language Requirement
- _____ Dissertation Proposal Colloquium
- _____ Dissertation Defense
- _____ First Year Workshop

INTERNATIONAL RELATIONS Ph.D. REQUIREMENTS
(For students entering in or after Fall 2008)

Theory and Methods Requirements (15 hours/5 courses - satisfies one of two minor fields):

- _____ GOVT 780 Fundamentals (Gateway Course in Political Theory)
- _____ GOVT 701 Analysis of Political Data
- _____ GOVT 702 Advanced Political Analysis
- _____ *Elective* (Political Theory Graduate Level Course)
- _____ *Elective* (500 level or above course in Political Theory or Research Methods)

Minor Field Requirements (9 hours/3 courses):

- _____ Gateway Course
- _____ *Elective*
- _____ *Elective*

IR Major Requirements (18 hours/ 6 courses - 2 courses must be seminars):

- _____ GOVT 760 Foundations of International Relations (*Gateway Course*)
- _____ GOVT 761 International Relations: Applied Theories and Approaches (*Major Field Seminar*)

IR Majors must take **one core course in at least two sub-fields** (from among sub fields A, B, C, and D, as described below). Additional courses should be taken after consultation with the Field Chair and the student's mentor.

Sub-field A: International Law, Norms, and Institutions- Core Course

- _____ GOVT 776 Seminar: International Legal Philosophy

Sub-field B: International Security – Core Course:

- _____ GOVT 763 Seminar: International Security

Sub-field C: International Political Economy – Core Course:

- _____ GOVT 762 Seminar: International Political Economy

Sub-field D: Foreign Policy and Policy Process – Core Course:

- _____ GOVT 764 Seminar: Foreign Policy

Additional Courses:

- _____ IR Elective
- _____ IR Elective

Other Ph.D. Requirements:

- _____ 2 General Elective Courses (6 hours)
- _____ Qualifying Appraisal
- _____ Major Comprehensive Exam (written; oral exam may also be required at the discretion of the examiners)
- _____ Minor Comprehensive Exam
- _____ Language Requirement
- _____ Dissertation Proposal Colloquium
- _____ Dissertation Defense
- _____ First Year Workshop

For students wishing to minor in International Relations, the following courses must be taken:

IR Minor Field Requirements (9 hours/3 courses):

- _____ Gateway Course GOVT 760
- _____ Gateway Course GOVT 761
- _____ One Subfield Core Course (either GOV 776, 763, 762, or 764)

INTERNATIONAL RELATIONS Ph.D. REQUIREMENTS
(for students in program prior to Fall 2008)

This requirements are for students already in the program was of Fall 2008. However, students are advised to follow the new requirements, listed above, if they are able, to ensure they receive the most effective training.

Theory and Methods Requirements (15 hours/5 courses - satisfies one of two minor fields):

- _____ GOVT 780 Fundamentals (Gateway Course in Political Theory)
- _____ GOVT 701 Analysis of Political Data
- _____ GOVT 702 Advanced Political Analysis
- _____ *Elective* (Political Theory Graduate Level Course)
- _____ *Elective* (500 level or above course in Political Theory or Research Methods)

Minor Field Requirements (9 hours/3 courses):

- _____ Gateway Course
- _____ *Elective*
- _____ *Elective*

International Relations Ph.D. Major Requirements (18 hours/ 6 courses - 2 courses must be seminars):

IR Majors are required to take the following **two field** courses:

- _____ GOVT 760 Foundations of International Relations (*Gateway Course*)
- _____ GOVT 761 International Relations: Applied Theories and Approaches (*Major Field Seminar*)

IR Majors must take at least **one core course in at least two sub-fields** (from among sub fields A, B, C, and D).

Additional courses should be taken after consultation with the Field Chair and the student's mentor.

Sub-field A: International Law, Norms, and Institutions- Core Courses:

- _____ GOVT 562 International Law
 - _____ GOVT 565 Social Construction of International Politics
 - _____ GOVT 776 Seminar: International Legal Philosophy
 - _____ MSFS 547* International Organization and World Governance
- * Please note: Students will need to get approval from the instructor in order to register for this course.

Sub-field B: International Security – Core Courses:

- _____ GOVT 763 Seminar: International Security
- _____ GOVT 667 Contemporary Debates in International Security

Sub-field C: International Political Economy – Core Courses:

- _____ GOVT 762 Seminar: International Political Economy

Sub-field D: Foreign Policy and Policy Process – Core Courses:

- _____ GOVT 764 GOVT 764 Seminar: Foreign Policy
- _____ GOVT 415 Contemporary U.S. Foreign Policy
- _____ GOVT 571 Formation of American Foreign Policy

Additional Courses:

- _____ IR Elective
- _____ IR Elective

Other Ph.D. Requirements:

- _____ 2 General Elective Courses (6 hours)
- _____ Qualifying Appraisal
- _____ Major Comprehensive Exam (written; oral exam may also be required at the discretion of the examiners)
- _____ Minor Comprehensive Exam
- _____ Language Requirement
- _____ Dissertation Proposal Colloquium
- _____ Dissertation Defense
- _____ First Year Workshop

IR Minor Field Requirements (9 hours/3 courses):

- _____ Gateway Course GOVT 760
- _____ Gateway Course GOVT 761
- _____ One Subfield Core Course (either GOV 776, 763, 762, or 764)

POLITICAL THEORY Ph.D. REQUIREMENTS (for 2008-2009 or later entering students)

Political Theory Major Field Requirements (8 courses)

_____ GOVT 780
_____ GOVT 781
_____ PT elective
_____ PT elective
_____ PT elective
_____ PT elective
_____ PT elective
_____ PT elective

** When choosing electives, students should choose courses that prepare them to answer questions in four discrete subject-areas; these four subject areas should be discussed with the PT Field Chair.

Minor #1 – untested (3 courses)

_____ gateway course
_____ elective
_____ elective

Minor #2 – tested (3 courses)

_____ gateway course
_____ elective
_____ elective

** PT majors may complete one of their two minors outside the department – not uncommon to minor in Philosophy.

General Electives (2 courses)

_____ elective
_____ elective

Political Theory Majors Minor in Methods

PT Major Field Requirements (8 courses)

_____ GOVT 780
_____ GOVT 781
_____ PT elective
_____ PT elective
_____ PT elective
_____ PT elective
_____ PT elective
_____ PT elective

** When choosing electives, students should choose courses that prepare them to answer questions in four discrete subject-areas; these four subject areas should be discussed with the PT Field Chair.

Minor #1 – (3 courses)

_____ GOVT 701
_____ GOVT 702
_____ Game theory elective (methods grad level course)

Minor #2 – (3 courses)

_____ gateway course
_____ elective
_____ elective

** PT majors may complete one of their two minors outside the department – not uncommon to minor in Philosophy.

General Electives (2 courses)

_____ qualitative methods elective (methods graduate level course)
_____ elective

** take and pass the Methods minor field exam (must be tested in 2 of the 3 methods) if this will be your tested minor

In both cases – tested and untested, we are waiving the gateway course in a 3rd field requirement for PT majors minoring in Methods.

DEMOCRACY & CIVIL SOCIETY CONCENTRATION REQUIREMENTS

The Democracy and Civil Society Concentration is available within any of the four fields of study in the Government Ph.D. program. As a concentration, it includes the CDACS Minor, one CDACS related course in the major area, one CDACS related course in the Theory and Methods Sequence, and a CDACS related dissertation. These course requirements do not add extra courses to the standard Ph.D. requirements, since the Democracy and Civil Society minor would be taken in place of another minor area. The other two course requirements may be double-counted toward existing major area and theory/method requirements.

Coursework and Minor Area:

The CDACS minor consists of three courses and a comprehensive exam. One of the courses must be GOVT 750, the gateway course for the concentration. The other two minor courses are electives that focus on themes related to democracy and civil society. In the interest of training students to become familiar with democracy/civil society debates in all four major fields of political science, the two elective courses may not also be cross-listed with the student's major field.

In addition to the CDACS minor, the concentration includes two courses as follows:

- One course within the political theory component of the Theory and Methods sequence with a focus on Democracy and Civil Society. The purpose of the political theory requirement is to relate civil society topics to contemporary democratic and/or social theory.
- One course within the major area with a focus on Democracy and Civil Society. The purpose of the major area requirement is to relate democracy and civil society to a region or problem-specific topic within political science.

Courses:

These course lists are neither complete nor exclusive.

Minor Area (three courses):

GOVT 750	<u>Introduction to the Study of Civil Society and Democracy</u> (required)
PPOL 530	<u>Nonprofit Sector</u>
PPOL 532	<u>NGOs and Civil Society: Various Nations</u>
GOVT 741	<u>Comparative Government Field Seminar: Social Mobilization</u>

Major Area Electives (examples):

GOVT 376	<u>Foundations of Democracy/Market in Russia</u>
GOVT 382	<u>Globalization</u>
GOVT 446	<u>World Politics & World Society</u>
GOVT 452	<u>Crime, Corruption, and Democracy</u>
GOVT 630	<u>Public Opinion and Political Behavior</u>
GOVT 659	<u>Transitions and Globalization</u>

Political Theory Electives (examples):

GOVT 449	<u>Theories of State and Society</u>
GOVT 468	<u>After Liberalism</u>
GOVT XXX	<u>Political Economy and Political Culture</u>
GOVT XXX	<u>Tocqueville</u>
GOVT XXX	<u>Contemporary Democratic Theory</u>

Comprehensive Exam:

The minor examination in CDACS is offered at the same time as other major and minor exams (in September and February), and it follows the same general format of other Government subfields. It is a six-hour written exam, with three main sections corresponding to the four major subfields (American Government, Comparative Government, International Relations, and Political Theory) *minus the student's major field*. Each section consists of two questions. Of the six questions on the exam, each student must answer a total of three, coming from at least two of the three sections (corresponding to subfields other than the one in which he or she is majoring). This is meant to contribute to students' breadth of knowledge on topics and debates related to democracy/civil society topics, which span all fields of political science, and to prevent duplication in the preparation for major and minor exams. Questions are set and graded by Government Department and CDACS faculty, in consultation with the Field Chairs from the four major subfields. The content of the examination is uniform for all students taking the exam in any given examination period. Preparation for the exam will be based on a CDACS reading list, made available to the students well in advance of the exam.

Dissertation:

A dissertation focused on Democracy and/or Civil Society (see CDACS Intellectual Focus Statement for examples).

Approval of the CDACS Concentration:

The student's advisor/mentor, the Director of Graduate Studies, and the Director of CDACS must approve individual CDACS programs of study.

APPENDIX 3. DEPARTMENT OFFICERS, 2010-2011

Department Chair:	George Shambaugh
Associate Chair and Director of Graduate Studies:	Marc Morjé Howard
Chair, Admissions and Fellowships Committee	Clyde Wilcox
Field Chair, American Government:	Stephen Wayne
Field Chair, International Relations:	Erik Voeten
Field Chair, Political Theory:	Joshua Mitchell
Field Chair, Comparative Government:	John Bailey
Field Chair, Political Economics:	Michael Bailey
Ombudsman:	Father Schall
Scribe:	Matthew Kroenig
Graduate Program Administrative Officer:	Tatiana Mollazadeh
Graduate Program Officer:	Justin Harried
Graduate Program Coordinator, Conflict Resolution:	K. Amanda Ruthven
Graduate Program Coordinator, Democracy & Governance	Carolyn Sofman
Administrative Officer:	Ileana Aguilar
Administrative Assistant:	Christopher Sean Corvelli
Department Receptionist:	Joan Hewan
Graduate Student Organization Representative:	Jonathan Silver

APPENDIX 4. JOINT DEGREE REQUIREMENTS

The Department of Government offers seven joint degree programs: M.A. in German and European Studies/Ph.D. in Comparative Government or International Relations; M.A. in Latin American Studies/Ph.D. in Comparative Government; M.A. in Russian and East European Studies /Ph.D. in Comparative Government; M.A. in Security Studies/Ph.D. in International Relations; J.D. from the Georgetown Law Center/Ph.D. in Government (any field); M.A. in Arab Studies/Ph.D. in Comparative Government, and M.P.P./Ph.D. in American Government, Comparative Government or International Relations.

Students minoring in security studies and/or in the joint degree program cannot take a core course in security studies- they must take two courses from the remaining sub-fields. These students also cannot test in security studies on their IR major field exam.

Please see the program grids for each of the joint programs offered by the Department of Government for more information on course requirements.

APPENDIX 5. DEPARTMENT FACULTY, 2010-11

Jeffrey Anderson, Professor

Jeffrey Anderson is Graf Goltz Professor of Government and Director of the BMW Center for German and European Studies, Georgetown University. He is an expert in European politics, with special emphasis on the European Union and postwar German politics and foreign policy. Recent publications include, edited with G. John Ikenberry and Thomas Risse, *The End of the West? Crisis and Change in the Atlantic Order* (Ithaca: Cornell University Press, 2008); *German Unification and the Union of Europe: The Domestic Politics of Integration Policy* (New York: Cambridge University Press, 1999).

Anthony Clark Arend, Professor

Anthony Clark Arend is Professor of Government and Foreign Service at Georgetown University. He is the Director of the Master of Science in Foreign Service Program in the Walsh School of Foreign Service. With Professor Christopher Joyner, he founded the Institute for International Law and Politics in the Department of Government and previously served as co-director of the Institute. He is also an adjunct professor of law at the Georgetown University Law Center. Prior to coming to Georgetown, he was a Senior Fellow at the Center for National Security Law at the University of Virginia School of Law. He has also served as an Articles Editor for the Virginia Journal of International Law.

Dr. Arend received a Ph.D. and an M.A. in Foreign Affairs from the Woodrow Wilson Department of Government and Foreign Affairs of the University of Virginia. He received a B.S.F.S., magna cum laude, from the Edmund A. Walsh School of Foreign Service at Georgetown University.

Dr. Arend's main research and teaching interests are in the areas of international law, international organization, human rights and constitutional law of United States foreign relations.

He is especially interested in international law relating to the use of force and international legal philosophy. His most recent book, *Legal Rules and International Society*, was published by Oxford University Press. His previous publications include five books: *International Rules: Approaches from International Law and International Relations* (1996, co-editor and contributor); *International Law and the Use of Force: Beyond the United Nations Charter Paradigm* (1993, co-author); *Pursuing A Just and Durable Peace: John Foster Dulles and International Organization* (1988, author); *The United States and the Compulsory Jurisdiction of the International Court of Justice* (1986, editor and contributor); and *The Falklands War: Lessons for Strategy, Diplomacy, and International Law* (1985, co-editor and contributor). He has also published articles in the Georgetown Law Journal, the Stanford Journal of International Law, the Harvard Journal Of Law And Public Policy, and the Washington Quarterly, the Harvard Journal of World Affairs, and the Virginia Journal of International Law.

Dr. Arend served as Chair of the Main Campus Executive Faculty at Georgetown from 1997-2001. In that capacity, he was a member of the Main Campus Council of Deans. He currently serves as Vice President of the Georgetown University Faculty Senate for the Main Campus. He is a member of the Council on Foreign Relations and edits a blog at <http://anthonyclarkarend.com/>

John Bailey, Professor

Professor Bailey holds a joint appointment in the School of Foreign Service and directs the Mexico Project in the Center for Latin American Studies. In comparative politics he teaches primarily upper-division and graduate offerings on public security and Latin-America related themes. He has worked extensively on Mexico, publishing a number of articles and a book, *Governing Mexico: The Statecraft of Crisis Management*. Recent work focuses on crime, corruption, violence, state, and democracy, and he recently co-edited *Public Security and Police Reform in the Americas* (University of Pittsburgh, 2006; with Lucia Dammert) and co-authored *Evade, Corrupt, or Confront? Organized Crime and the State in Brazil and Mexico, Journal of Politics in Latin America*, 2009 (with Matthew Taylor). His chapters in Stephen Morris and Charles Blake, eds., *Corruption and Democracy in Latin America* (University of

Pittsburgh Press, 2009) and Marcelo Bergman and Laurence Whitehead, eds., *Criminality, Public Security, and the Challenge to Democracy in Latin America* (Notre Dame, IN: University of Notre Dame Press, 2009) are drawn from a book project in progress.

Dr. Bailey did his undergraduate studies at Indiana University (A.B., 1966) and did his graduate work at the University of Wisconsin-Madison (master's degrees in Ibero-American Studies and Political Science, 1968; Ph.D. in Political Science, 1972).

Michael Bailey, Col. William J. Walsh Professor in American Government, Professor

B.A., University of Notre Dame; M.A. (Economics), Stanford University; Ph.D., Stanford University. Professor Bailey's research and teaching focus on political economy, statistical analysis, the United States Congress, the United States Supreme Court and Japanese politics. He has recently completed a book entitled *The Constrained Court* (with Forrest Maltzman) on the role legal and political constraints on the Supreme Court. He is also doing research on campaign finance law and political representation in Japan. In 2002-2003, Professor Bailey was a National Fellow at the Hoover Institution. In 2004 he received a grant from the National Science Foundation to develop and apply statistical measures for use in analysis of the Supreme Court's relations to the other branches of government. Professor Bailey has numerous articles appearing in *American Political Science Review*, *World Politics*, the *American Journal of Political Science*, the *Journal of Politics* and elsewhere. He is also co-editor of *Campaigns and Elections: Contemporary Case Studies* (CQ Press).

Harley Balzer, Associate Professor

Ph.D., University of Pennsylvania. Harley Balzer is Associate Professor in the Department of Government and School of Foreign Service, and also teaches some courses listed for History credit. Prior to coming to Georgetown he taught at Grinnell College and Boston University, and held post-doctoral fellowships at Harvard's Russian Research Center and the MIT Program in Science, Technology and Society. In 1983 he spent a year as a Congressional Fellow in the office of Congressman Lee Hamilton. In 1993 he served as Executive Director of the International Science Foundation, George Soros's largest program to aid the former Soviet Union. Dr. Balzer's research interests include comparative authoritarianism, focusing on Russia and China; science and technology; education; and social history. His publications include *Soviet Science on the Edge of Reform* (1989); *Five Years That Shook the World: Gorbachev's Unfinished Revolution* (1991), which was named a CHOICE outstanding academic book; and *Russia's Missing Middle Class: The Professions in Russian History* (1996). Current writing projects include a comparative study of Russian and Chinese interaction with the global economy; a book on current Russian politics; a monograph on Russian higher education over the past century; and a study of the middle class after communism.

Thomas Banchoff, Associate Professor

Professor Banchoff is Director of the Berkley Center for Religion, Peace, and World Affairs and Associate Professor in the Department of Government and the School of Foreign Service.

Banchoff is editor of *Democracy and the New Religious Pluralism* (Oxford University Press, 2007), *Religious Pluralism, Globalization, and World Politics* (forthcoming, Oxford University Press), and *Religion and the Global Politics of Human Rights*, co-edited with Robert Wuthnow (forthcoming, Oxford University Press). He is also working on a manuscript on the religious and secular politics of stem cell research in Europe and the United States.

Two of Banchoff's previous books explored the intersection of history, institutions, and values in European politics. *The German Problem Transformed: Institutions, Politics, and Foreign Policy, 1945-1995* (University of Michigan Press, 1999) examined Germany's enduring turn towards a peaceful, multilateral, foreign policy, and *Legitimacy and the European Union: The Contested Polity*, co-edited with Mitchell Smith (Routledge, 1999), analyzed problems of political representation and identification beyond the level of nation state.

Professor Banchoff received his B.A. from Yale (summa cum laude) in 1986, an M.A. from the University of Bonn in 1988, and a Ph.D. in Politics from Princeton in 1993. He was a Conant fellow at Harvard's Center for European

Studies in 1997-98 and a Humboldt Fellow at the Centre for European Integration Studies in Bonn in 2000-01. Banchoff was awarded the DAAD Award for Distinguished Scholarship in German studies in 2003.

Andrew Bennett, Professor

Professor Bennett teaches courses on the American foreign policy process, international relations theory, and qualitative research methods. He has been a fellow at arms control and international relations research centers at Stanford and Harvard Universities, and he has written on the U.S. foreign policy process, research methods, alliance burden-sharing, and regional conflicts and peacekeeping. Professor Bennett is the author, with Alexander George, of "Case Studies and Theory Development in the Social Sciences" (MIT Press, 2005), and the author of "Condemned to Repetition? The Rise, Fall, and Reprise of Soviet-Russian Military Interventionism 1973-1996" (MIT Press, 1999). From 1994-1995, as a Council on Foreign Relations International Affairs Fellow, he was Special Assistant to the Assistant Secretary of Defense for International Security Affairs, Joseph S. Nye Jr. Professor Bennett is Vice-President of the Consortium on Qualitative research methods, which sponsors a two-week training institute for graduate students from around the country every January at Arizona State University.

Richard Boyd, Associate Professor

A.B., University of Chicago (1992); Ph.D., Rutgers University (1998). Boyd's research interests include the intellectual history of liberalism, civil society and pluralism, economic and sociological theory, post-colonialism, and the theory and practice of immigration and citizenship policies in the United States. He is the author of *Uncivil Society: The Perils of Pluralism and the Making of Modern Liberalism* (2004), editor/ translator of two other books, as well as journal articles on a wide range of thinkers in modern political thought (Hobbes, Locke, Rousseau, Madison, Hume, Burke, Stendhal, Mill, Tocqueville, and Oakeshott) which have appeared or are shortly forthcoming in *Review of Politics*, *Journal of Politics*, *Political Theory*, *Political Studies*, *History of Political Thought*, *Polity*, *European Journal of Political Theory*, *Urban Studies*, and *Social Philosophy & Policy*. He is currently completing a book titled "Membership and Belonging: On the Boundaries of Liberal Political Theory." Before coming to Georgetown University in January of 2007, Boyd taught at the University of Chicago, University of Pennsylvania, University of Wisconsin-Madison, and Deep Springs College. He serves on the editorial board of the journal *Politics* (British Political Studies Association).

Daniel Brumberg, Associate Professor

Dr. Brumberg is an Associate Professor in the Department of Government at Georgetown University and a Special Advisor to the United States Institute of Peace. He received his B.A. in French and Political Science from Indiana University and his Ph.D. from the University of Chicago. From 1991 to 1993 he was a Visiting Professor in the Department of Political Science at Emory University, and a Visiting Fellow in the Middle East Program in the Jimmy Carter Center. Prior to this he taught in the Department of Political Science of the University of Chicago and Chicago's Graduate School of Business. He lived and studied in Egypt for three years, and has conducted field research in Iran, Algeria, Indonesia and Kuwait. The author of many articles on political and social change in the Middle East and wider Islamic World, his *Reinventing Khomeini: The Struggle for Reform in Iran* was published in April 2001 by The University of Chicago Press. He is also co-editor, with Larry Diamond and Marc Plattner, of *Islam and Democracy in the Middle East*, (Baltimore Johns Hopkins University Press, 2003), and author of *Moyen Orient: L'Enjeu Democratique* (Paris: Editions Michalon, 2002). A member of the Editorial Board of the *Journal of Democracy* and *Political Science and Politics*, he also serves on the Advisory Board of the International Forum on Democratic Studies. Dr. Brumberg regularly serves as a Visiting Professor at Sciences Po in Paris and San Martin University in Buenos Aires, and has been the recipient of research grants from the MacArthur Foundation, the Social Science Research Council and the United States Institute of Peace. He teaches courses on Third World political development, the sociology of ideology, and comparative politics in the Islamic world. He is currently writing a comparative study of Islamists and power sharing in the Middle East and South East Asia. He lives in Washington DC with his wife Laurie, their son Gabriel, and their cat

Sasha.

Jeffry Burnam, Visiting Professor of Government; Associate Director, M.A. Program in American Government

Professor Burnam teaches graduate and undergraduate courses on American politics, including an undergraduate public policy seminar and graduate seminars on the theory and practice of American Government. He received his B.A. from Cornell University, his M.A. (Public Law) and Ph.D. in political science from the University of Chicago and a Senior Manager's Certificate from the Kennedy School of Government at Harvard University.

Professor Burnam has had an extensive career in public service. From 1979-2000, while on the professional staff of the U.S. House of Representatives, he helped draft nuclear safety legislation in the aftermath of the accident at Three Mile Island. From 1981-2001, he served as legislative assistant to Senator Richard G. Lugar and on the staff of the Senate Committee on Agriculture, Nutrition and Forestry, where he helped draft bills and amendments on energy, environmental and forestry issues. Among his domestic legislative accomplishments are the creation of a wilderness area in the Hoosier National Forest, provisions of the Acid Rain Title of the 1990 Clean Air Act Amendments and energy and forestry laws adopted as part of the 1990, 1995 and 2001 Farm Bills. In the international arena, he helped write the Global Environmental Protection Assistance Act of 1989 (Debt for Nature) and the Tropical Forest Conservation Act of 1998.

From 2001-2007, Dr. Burnam was a senior official in the U.S. Department of State, where he focused on African and international environmental issues, including formation of the Congo Basin Forest Partnership and implementation of the Tropical Forest Conservation Act and of the Montreal Protocol to Protect the Ozone Layer.

Dr. Burnam has spoken at numerous diplomatic and academic conferences and has testified before Congress on several occasions. His primary research interests are in presidential-congressional relations and in environmental policy and politics.

Marc L. Busch, Karl. F. Landegger Chair in International Business Diplomacy and Associate Professor

Marc L. Busch is the Karl F. Landegger Professor of International Business Diplomacy at the School of Foreign Service, and Associate Professor in the Government Department, Georgetown University. His research and teaching focus on international trade policy and law. He is the author of the book *Trade Warriors*, as well as articles in the *American Journal of Political Science*, *American Journal of Sociology*, *British Journal of Political Science*, *Fordham International Law Journal*, *International Organization*, *Journal of Conflict Resolution*, *Journal of World Trade*, *World Politics*, and various edited volumes. He is currently writing on developing countries in WTO litigation. He received his Ph.D. from Columbia University, and was previously an associate professor at the Queen's School of Business and, prior to that, an associate professor of Government and Social Studies at Harvard University, where he was also the director of Graduate Student Programs at Harvard's Weatherhead Center for International Affairs. He has been awarded research grants from the National Science Foundation, the Social Sciences and Humanities Research Council of Canada, Harvard, the John M. Olin Foundation, the John D. and Catherine T. MacArthur Foundation, the Center for Social Sciences at Columbia, and the Institute for the Study of World Politics, among others, and is co-editor of the journal *Economics & Politics*. He has also won several teaching awards, including the Frank Knox Teaching Excellence Award for best undergraduate teacher at Queen's, the MBA Society Teaching Excellence Award, and the Golden Apple Award for Teaching Excellence, and Best Teacher Award, in the Executive MBA program, both also at Queen's, the Thomas Hoopes Teaching Prize at Harvard, and was nominated for the Joseph Levenson Teaching Award at Harvard for top junior faculty undergraduate teacher. He has consulted to Bell Canada Enterprises, Booz Allen Hamilton, Conference Board of Canada, McKinsey & Co., International Centre for Trade and Sustainable Development, Monitor's Country Competitiveness Practice, the Swedish International Development Cooperation Agency, Fidelity, Health Canada, and the Trade Law Division of the Department of International Trade Canada, on whose behalf he addressed a NAFTA Article 222 panel on dispute settlement.

Daniel Byman, Professor, Department of Government and School of Foreign Service

Daniel Byman is a professor in the Security Studies Program and Department of Government at Georgetown University. He is also a Senior Fellow at the Saban Center for Middle East Policy at the Brookings Institution. Dr. Byman has served as a Professional Staff Member with both the National Commission on Terrorist Attacks on the United States ("The 9-11 Commission") and the Joint 9/11 Inquiry Staff of the House and Senate Intelligence Committees. He has also worked as the Research Director of the Center for Middle East Public Policy at the RAND Corporation and as an analyst of the Middle East for the U.S. intelligence community. Dr. Byman has written widely on a range of topics related to terrorism, international security, and the Middle East. His latest book is *A High Price: The Triumphs and Failures of Israeli Counterterrorism* (Oxford, 2011).

George W. Carey, Professor

B.A., Northwestern University; M.A., University of Illinois; Ph.D., Indiana University. Professor Carey specializes in the foundations and development of American political institutions and theory. He has served on the Council of the National Endowment for the Humanities and on the USIA advisory board for overseas libraries and presently he serves on the Boards of the Intercollegiate Studies Institute and Liberty Fund. He is editor emeritus of *The Political Science Reviewer*, an annual review of leading works in political science, and associate editor of *Modern Age*, and serves on the editorial boards of *Humanitas* and the *Intercollegiate Review*. He has contributed articles to the *American Political Science Review*, *The Journal of Politics*, *Western Political Science Review*, and *Review of Politics*. His major works include *The Basic Symbols of the American Political Tradition* (co-author); *The Federalist: Design for a Constitutional Republic*; *In Defense of the Constitution*, and *A Student's Guide to American Political Thought*. Among his numerous edited works are: *A Second Federalist: Congress Creates a Government*; *Freedom and Virtue: The Conservative/Libertarian Debate*; *Community and Tradition*; *Order, Freedom and the Polity*; *The Political Writings of John Adams*; *Liberalism versus Conservatism*; *The Post-Behavioral Era*; *Political Science and Religion*; and a new Gideon edition of *The Federalist*. Professor Carey is currently working on a critical analysis of the political thought of James Wilson.

Mathew Carnes S.J, Assistant Professor

Matthew E. Carnes, S.J., received his PhD in political science from Stanford University in 2008 and was a visiting fellow at the Kellogg Institute of International Studies at the University of Notre Dame in the Spring of 2009. His work examines changing patterns of economic relations, with particular interest in the institutions through which societies protect their weakest and most vulnerable members: the old, the young, the ill or injured, and the unemployed. His principal areas of research are comparative labor law, the politics of social policy, and comparative political economy, and he has conducted extensive field research in Argentina, Peru, and Chile. His research has appeared in the *British Journal of Political Science*, the *Annual Review of Political Science*, and the *Oxford Handbook of Comparative Politics*.

Victor Cha, D.S. Song-Korea Foundation Chair in Government & Asian Studies, Professor

Victor D. Cha is Professor in the Walsh School of Foreign Service and Department of Government at Georgetown University. He holds a Ph.D from Columbia University (1994); an M.A./B.A.(Hons) in PPE from Oxford University, England; and an A.B. in Economics from Columbia College (1983).

He is the award-winning author of *Alignment Despite Antagonism: The United States-Korea-Japan Security Triangle* (Stanford University Press, 1999); 2000 winner of the Masayoshi Ohira Book Prize for best books on the Pacific Basin/East Asia, and co-author of *Nuclear North Korea: A Debate on Engagement Strategies* (Columbia University Press, 2003); and author of *Beyond the final score: The Politics of Sport in Asia* (COLUMBIA 2009). His articles on international relations, East Asia, Korea, and Japan have appeared in *International Security*, *Political*

Science Quarterly, International Studies Quarterly, Journal of Strategic Studies, Foreign Affairs, Survival, Orbis, Washington Quarterly, Armed Forces and Society, Journal of Peace Research, Security Dialogue, Australian Journal of International Affairs, Asian Survey, Journal of East Asian Studies, Asian Perspective, Korean Journal of Defense Analysis, Korean Studies, and Japanese Journal of Political Science.

Professor Cha is a former John M. Olin National Security Fellow at Harvard University (1992-94) and Postdoctoral Fellow at the Center for International Security and Cooperation (CISAC), Stanford University (1994-95). He has also been a two-time Fulbright Scholar (Korea, 1991-92 and 1999), MacArthur Foundation Fellow, and Smith-Richardson Foundation grantee. In 1999, he was the Edward Teller National Fellow for Security at the Hoover Institution on War, Revolution and Peace at Stanford University.

Dr. Cha is a editor of *The Asian Security Monograph Series* (Stanford University Press), co-editor of the *Journal of Asian Security*, and on several other editorial boards of scholarly journals. He serves as an independent consultant to the U.S. government and to the private sector. He has been a guest analyst and contributor to various media including CNN, ABC Nightline, NBC Today, The Diane Rehm Show, The New York Times, Washington Post, Time, Newsweek, Asahi Shimbun, Japan Times, Choson Ilbo, and JoongAng Ilbo.

In 2003, Professor Cha was installed as the D.S. Song-Korea Foundation Chair in Government and Asian Studies at Georgetown. From 2004 to 2007, Professor Cha served as Director for Asian Affairs at the White House, National Security Council. He also served as Deputy Head of Delegation for the United States at the Six Party Talks in Beijing. His current two book projects are: *Powerplay: The Origins of the American Alliance System in Asia*; and *Sports Diplomacy in Asia and the Beijing Olympics*.

Patrick J. Deneen, Markos and Eleni Tsakopoulos-Kounalakis Associate Professor of Government

Dr. Deneen's interests include ancient political thought, American political thought, democratic theory, religion and politics, and literature and politics. He is the author of *The Odyssey of Political Theory* (2000) and *Democratic Faith* (2005), as well as co-editor of a book entitled *Democracy's Literature* (2005). He has also published a number of articles and reviews in such journals as *Political Theory*, *Social Research*, *Polity*, *Polis*, *Society*, *The Hedgehog Review*, and *Commonwealth*. He is currently working on a book examining the concept of the division of labor in Western political thought. He has taught at Princeton University and joins the faculty of Georgetown in 2005-06. He has presented work and lectured widely, including at such institutions as Berry College, University of Chicago, Colby College, Harvard University, Indiana University, Rutgers University, University of Tulsa, Valparaiso University, and Yale University.

Raj Desai, Associate Professor

Ph.D. (Harvard University), Associate Professor of International Development. Prior to joining the faculty of the School of Foreign Service, Dr. Desai worked as an economist and private sector development specialist at the World Bank in Washington, D.C. He has taught at Harvard University and Charles University in Prague and is co-editor of *Between State and Market: Mass Privatization in Transition Economies*, as well as the author of numerous articles, book chapters, and monographs on issues of economic reform and development. Dr. Desai also serves as an occasional consultant to the World Bank Group, the Asian Development Bank, the United Nations Development Program, and other international organizations. He was an author of *The World Bank's World Development Report 2005: A Better Investment Climate for Everyone*.

E.J. Dionne, Jr., University Professor in the Foundations of Democracy and Culture

E.J. Dionne joins the faculty of Georgetown University in the fall of 2003 as University Professor in the Foundations of Democracy and Culture. At GPPI, he will teach courses on the role of ideas in politics, campaigns, religion and public life, and the mass media.

Dr. Dionne's career has spanned the worlds of journalism, scholarship and civic engagement. He spent fourteen years with the *New York Times*, reporting on state and local government, national politics, and from around

the world, including stints in Paris, Rome, and Beirut. In 1990, Dionne joined the *Washington Post* as a reporter, covering national politics. His best-selling book, *Why Americans Hate Politics* (Simon & Schuster), was published in 1991. The book, which Newsday called "a classic in American political history," won the *Los Angeles Times* book prize, and was a National Book Award nominee. His second book, *They Only Look Dead: Why Progressives Will Dominate the Next Political Era* (Simon & Schuster), was published in February 1996. Dionne has written a twice-weekly opinion column for the *Post* since 1993. It is syndicated to more than ninety other newspapers. He has been a regular commentator on politics on television and radio. He is the editor of *Community Works: The Revival of Civil Society in America* (Brookings Press, 1998), and *What's God Got to Do with the American Experiment* (Brookings Press, 2000); co-edited with John Dilulio, Jr. Dionne co-edited *Bush v. Gore* (Brookings Press, 2000) with William Kristol, *Sacred Places, And Civic Purposes: Should Government Help Faith-Based Charity?* with Ming Hsu Chen (Brookings Press, 2001), and, most recently, *United We Serve: National Service and the Future of Citizenship* with Kayla Meltzer Drogoz and Robert E. Litan (Brookings Press 2003). He is a regular political analyst on National Public Radio.

Dionne grew up in Fall River, Mass. He graduated summa cum laude with a B.A. from Harvard University in 1973 and received his doctorate from Oxford, where he was a Rhodes Scholar. In 1994-95, he was a guest scholar at the Woodrow Wilson International Center. In May 1996, Dionne joined the Brookings Institution as a senior fellow in the Governance Studies Program, then known as Governmental Studies. He co-chairs the Pew Forum on Religion and Public Life, a collaborative effort of GPPI and the Brookings Institution, with Jean Bethke Elshtain of the University of Chicago.

R. Bruce Douglass, Associate Professor

B.A., William and Mary; M.Div., Yale University; M.A. and Ph.D. Duke University. Professor Douglass is a political theorist, specializing in teaching and research in nineteenth and twentieth century Western political thought. He is particularly interested in the development of liberal and socialist thought. He also has an active interest in the influence that the religious traditions of the West have had on the development of its political institutions and practice. He has been a visiting professor at the University of Virginia. His work has appeared in *Commonweal*, the *Journal of Politics*, *Political Theory*, the *Political Science Reviewer*, the *Review of Politics*, and *The Responsive Community*, among other journals. His publications also include: *The Deeper Meaning of Economic Life* (editor and contributor); *Liberalism and the Good* (editor and contributor); and *Catholicism and Liberalism--Contributions to American Public Philosophy* (editor and contributor). From 1996 to 2005 he served as one of the editors of *The Responsive Community*. He was the 2005 recipient of the Leggold Teaching Award of the Graduate Students Association.

David M. Edelstein, Assistant Professor, Department of Government and School of Foreign Service

David M. Edelstein is Associate Professor in the Edmund A. Walsh School of Foreign Service and the Department of Government at Georgetown University. In addition, he is a core faculty member in Georgetown's Security Studies Program and Center for Peace and Security Studies. He received his Ph.D. and M.A. in Political Science from the University of Chicago and his B.A. from Colgate University. His research and teaching focus on international security, international relations theory, and U.S. foreign policy. Prior to arriving at Georgetown, he was a pre-doctoral fellow at Stanford University's Center for International Security and Cooperation and a post-doctoral fellow at Harvard University's Belfer Center for Science and International Affairs. During the 2008-09 academic year, he was a visiting scholar at the Woodrow Wilson International Center for Scholars in Washington, D.C. His first book is entitled *Occupational Hazards: Success and Failure in Military Occupation* (Cornell University Press, 2008). In addition, his research has been published in *International Security*, *Security Studies*, and *Survival*. He is currently engaged in two major research projects. One is on the time horizons of political leaders in international politics, and the other examines exit strategies from military interventions.

Desha Girod, Assistant Professor

Desha Girod is an Assistant Professor in the Department of Government at Georgetown. She is a faculty affiliate of Georgetown's African Studies Program and a member of the Executive Committee of Georgetown's Center for Latin American Studies. Her research focuses on the influence of external actors on political and economic development. She is currently investigating whether aid helps post-conflict development and whether the international community can promote democracy. She has publications forthcoming on the role of aid in improving governance across developing countries and on whether remittances affect access to public utilities. Desha received her Ph.D. in Political Science from Stanford University. She also held a postdoctoral fellowship at Stanford's Center on Democracy, Development, and the Rule of Law.

William T. Gormley, Jr., University Professor, Professor of Government and Public Policy

B.A., University of Pittsburgh; Ph.D., University of North Carolina-Chapel Hill. Professor Gormley teaches courses in American politics and public policy, including a course on Children, Politics & Public Policy. He has written or edited books on bureaucracy, federalism, privatization, performance measurement, public utility regulation, and public policy. He has also written on child care policy, environmental policy, and communications policy. His most recent books include: *Bureaucracy and Democracy*, with Steven Balla (Congressional Quarterly Press, 2003), *Politics and Public Policy*, with Carl Van Horn and Donald Baumer (Congressional Quarterly Press, 2001, 3rd ed.), *Organizational Report Cards*, with David Weimer (Harvard University Press, 1999), and *Everybody's Children: Child Care as a Public Problem* (Brookings Institution, 1995). His book, *Taming the Bureaucracy* (Princeton University Press, 1989), won the Louis Brownlow Book Award from the National Academy of Public Administration in 1990. Prof. Gormley spent the 2000-01 academic year as a Fellow at the Woodrow Wilson International Center for Scholars, where he worked on a study of "Intergovernmental Bargaining in an Age of Devolution." He is co-director of the Center for Research on Children in the U.S. (CROCUS), where he is directing an evaluation of Oklahoma's pre-kindergarten program. His research on the Oklahoma pre-K program has appeared in *Science*, *Developmental Psychology*, the *Journal of Human Resources*, *Social Science Quarterly*, the *Policy Studies Journal*, and the *Phi Delta Kappan*. Prior to joining the Georgetown faculty, he taught at the University of Wisconsin-Madison, where he served as associate director of the Robert La Follette Institute of Public Affairs. He also served for two years as Interim Dean of the Georgetown Public Policy Institute. He is a Fellow of the National Academy of Public Administration and a past president of the Public Policy Section of the American Political Science Association. He is spending the 2010/11 academic year on sabbatical leave at the Urban Institute.

Thane Gustafson, Professor

B.S., University of Illinois, Champaign-Urbana; Ph.D., Harvard University. Professor Gustafson teaches comparative politics, with an emphasis on Russian politics and government. His research interests focus on social and political theory, public policy, and political analysis, applied to the Former Soviet Union. His publications include four books: *Capitalism Russian-Style*; *Russia 2010* (with Daniel Yergin); *Crisis Amid Plenty, Reform in Soviet Politics*; and two edited collections: *Soviet Soldiers and the State* (with Timothy Colton) and *The Soviet Union at the Crossroads* (with Seweryn Bialer). Professor Gustafson has written about Kremlin politics, Soviet and Russian energy, military industry, science and technology, agriculture, and environment. He lived in Russia and Ukraine as a graduate student, and travels frequently throughout the Former Soviet Union. Professor Gustafson is working on a new book, with the working title, *Poisoned Gift: Russian Oil and Gas since the Fall of Communism*.

Lise Morjé Howard, Assistant Professor

Lise Morjé Howard is an Assistant Professor in the Department of Government at Georgetown University. She was previously the founding director of the Master of Arts Program in Conflict Resolution at Georgetown. She received her M.A. and Ph.D. in Political Science from the University of California, Berkeley, and her A.B. in Soviet Studies magna cum laude from Barnard College of Columbia University. Previously, she was an Assistant Professor of

Government at Wesleyan University. She has held pre- and post-doctoral fellowships at Stanford University (Center for International Security and Cooperation), Harvard University (Belfer Center for Science and International Affairs), and the University of Maryland (Center for International Development and Conflict Management).

Dr. Howard's research and teaching interests include international relations, comparative politics, conflict resolution, civil wars, peacekeeping, and area studies of the Balkans and sub-Saharan Africa. She has published several articles and book chapters on these topics. Her book, *UN Peacekeeping in Civil Wars* <<http://www.cambridge.org/us/catalogue/catalogue.asp?isbn=9780521707671>>, was published by Cambridge University Press in 2008, and it won the 2010 Book Award <http://www.acuns.org/friends_of_acuns/2010_friends_of_acuns_book_winner> from the Academic Council on the UN System (ACUNS). She is also working on several other projects including one on the norm of negotiated settlements in civil wars, and another on U.S. mediation in ethnic conflicts.

Dr. Howard has also received awards for her work on peacekeeping from the Soroptimist International, the Barnard College Alumnae Association, and the James D. Kline Fund. She has received support from the MacArthur Foundation, the Institute for the Study of World Politics, the National Security Education Program, and the Institute on Global Conflict and Cooperation. Dr. Howard is fluent in French and Russian, and speaks some Bosnian/Croatian/Serbian, Spanish, and German. Prior to beginning graduate school, she served as Acting Director of UN Affairs for the New York City Commission for the United Nations.

Marc Morjé Howard, Associate Professor

B.A., Yale University; M.A. and Ph.D., University of California, Berkeley. Marc Morjé Howard is Professor of Government at Georgetown University. Professor Howard's research and teaching interests address a variety of topics related to democracy and democratization, including civil society, immigration and citizenship, hybrid regimes, right-wing extremism, and public opinion. He is a native speaker of English and French, fluent in German and Russian, and he has conducted primary research in all four languages.

Howard has published two award-winning books, *The Weakness of Civil Society in Post-Communist Europe* (Cambridge University Press, 2003) and *The Politics of Citizenship in Europe* (Cambridge University Press, 2009). He is also the co-editor of *World Order After Leninism* (University of Washington Press, 2006). Howard has also published articles in a variety of refereed journals, including the *American Journal of Political Science*, the *British Journal of Political Science*, *Perspectives on Politics*, *Political Studies*, the *International Migration Review*, the *Journal of Civil Society*, the *Journal of Democracy*, *Demokratizatsiya*, *East European Politics and Societies*, *German Politics and Society*, and *German Politics*. And he has received grants from such organizations as the Alexander von Humboldt Foundation, the German Marshall Fund of the United States, the Social Science Research Council, and the National Science Foundation, in support of his research.

Christopher C. Joyner, Professor

B.A., M.A., M.A., Florida State University; Ph.D., University of Virginia. Dr. Joyner is Director of the Institute for Law, Science and Global Security in the Department of Government and Professor of International Law in the Department of Government and Edmund A. Walsh School of Foreign Service. He previously taught at George Washington University, the University of Virginia, Dartmouth College and Muhlenberg College and was a senior research fellow with the Woods Hole Oceanographic Institution, the Institute for Antarctic and Southern Ocean Studies at the University of Tasmania, Australia, and the Faculty of Law, University of Canterbury, Christchurch, New Zealand. He teaches courses on international law, international organization, US foreign policy, and global environmental regimes and has lectured widely throughout the United States, Australia, Asia, and Europe.

Professor Joyner's research interests include the law of the sea, the polar regions, economic sanctions, and legal issues affecting the Middle East, the United States and the United Nations. He has published extensively in law journals, among them the *American Journal of International Law*, *Ocean Development and International Law*, *The International Law*, *Natural Resources Journal*, *Harvard International Law Journal*, *Michigan Journal of International Law*, and the *Virginia Journal of International Law*. Among his books are *Governing the Frozen Commons: The*

Antarctic Regime and Environmental Protection, *Antarctica and the Law of the Sea*, *Eagle Over the Ice: The U.S. in the Antarctic*, *The United Nations and International Law* (editor and contributor), *United Nations Legal Order* (co-editor), *Reining in Impunity for International Crimes* (editor), *The Persian Gulf War* (editor and contributor), and *The Antarctic Legal Regime* (editor and contributor). Formerly a senior editor of the *Virginia Journal of International Law*, Professor Joyner directed the American Society of International Law's Project on United Nations Legal Order, funded by the Ford Foundation. He was elected National Vice President of The International Studies Association for 2005-06, and has served as Vice-Chair of the Governing Council of the Academic Council on the United Nations System (1999-2002), three times past Chair of the International Law Section of the International Studies Association, twice on the Executive Council of the American Society of International Law, Chair of the International Law Association's Committee on Antarctica, and as a member of the ILA's Committee on the Law of the Sea. His most recent book, *International Law for the 21st Century: Rules for Global Governance*, was published by Rowman & Littlefield in 2005.

Charles King, Professor of International Affairs and Government

B.A., University of Arkansas; M.Phil. and D.Phil., Oxford University. Professor King teaches courses in comparative politics, with a focus on eastern Europe/Eurasia, ethnic relations, and nationalism. He has worked as a research fellow at New College, Oxford, and a research associate at the International Institute for Strategic Studies in London. He is a frequent traveler to eastern Europe, and his articles on the region have appeared in *World Politics*, *International Security*, *Foreign Affairs*, *Foreign Policy*, *Slavic Review*, and other journals and magazines. He is the author of five books, which include *Odessa: Genius and Death in a City of Dreams* (W. W. Norton, 2011), *Extreme Politics: Nationalism, Violence, and the End of Eastern Europe* (Oxford University Press, 2011), *The Ghost of Freedom: A History of the Caucasus* (Oxford University Press 2008), *The Black Sea: A History* (Oxford University Press 2004), *The Moldovans: Romania, Russia, and the Politics of Culture* (Hoover Institution Press 2000). He previously served as chair of the faculty of Georgetown's Edmund A. Walsh School of Foreign Service. (On sabbatical 2010-11).

Stephen J. King, Associate Professor

B.A. and M.A., University of Florida; M.A. and Ph.D., Princeton University. Professor King is a comparativist with a particular focus on the Middle East and Africa. His research and teaching interests center on the political economy of late development. He is the recipient of an SSRC International Grant a Fulbright research grant, a Ford Foundation Post-Doctoral Fellowship, and a Woodrow Wilson International Center for Scholars fellowship.

Professor King is the author of *Liberalization Against Democracy: The Local Politics of Economic Reform in Tunisia* (Indiana University Press, 2003) and several articles and book chapters on the Middle East. He is currently completing a manuscript on privatization and political change in Egypt, Tunisia, Algeria, and Syria.

Matthew Kroenig, Assistant Professor

Matthew Kroenig is an assistant professor of Government at Georgetown University and a research fellow with The Project on Managing the Atom at Harvard University.

He is the author of *Exporting the Bomb: Technology Transfer and the Spread of Nuclear Weapons* (Cornell University Press, 2010), coauthor of *The Handbook of National Legislatures: A Global Survey* (Cambridge University Press, 2009) and coeditor of *Causes and Consequences of Nuclear Proliferation: A Quantitative-Analysis Approach* (Routledge, 2010). His articles on international politics have appeared in such publications as *American Political Science Review*, *Comparative Strategy*, *Foreign Affairs*, *Foreign Policy*, *International Security*, *Journal of Conflict Resolution*, *Newsday*, *Perspectives on Politics*, *Security Studies*, *The New Republic*, *The Washington Post*, and *USA Today*.

Dr. Kroenig has held fellowships from the Council on Foreign Relations, the National Science Foundation, the Belfer Center for Science and International Affairs at Harvard University, the Center for International Security and Cooperation at Stanford University, and the Institute on Global Conflict and Cooperation at the University of California.

He has also served as a strategist in the Office of the Secretary of Defense where he authored the first-ever, U.S. government strategy for deterring terrorist networks. For his work, he was awarded the Office of the Secretary of Defense's Award for Outstanding Achievement. He is a term member of the Council on Foreign Relations.

Charles Kupchan, Professor

Dr. Kupchan is Professor of international affairs in the School of Foreign Service and Government Department at Georgetown University. He is also Whitney Shepardson Senior Fellow at the Council on Foreign Relations.

Dr. Kupchan worked as Director for European Affairs on the National Security Council during the first Clinton administration. Before joining the NSC, he worked in the U.S. Department of State on the Policy Planning staff. Prior to government service, he was an Assistant Professor of Politics at Princeton University.

He is the author of *How Enemies Become Friends: The Sources of Stable Peace* (2010), *The End of the America Era: U.S. Foreign Policy and the Geopolitics of the Twenty-first Century* (2002), *Power in Transition: The Peaceful Change of International Order* (2001), *Civic Engagement in the Atlantic Community* (1999), *Atlantic Security: Contending Visions* (1998), *Nationalism and Nationalities in the New Europe* (1995), *The Vulnerability of Empire* (1994), *The Persian Gulf and the West* (1987), and numerous articles on international and strategic affairs.

Dr. Kupchan received a B.A. from Harvard University and M.Phil. and D.Phil. degrees from Oxford University. During 2006-2007, he was a fellow at the Woodrow Wilson International Center for Scholars and held the Henry A. Kissinger Chair at the Library of Congress. He has served as a visiting scholar at Harvard University's Center for International Affairs, Columbia University's Institute for War and Peace Studies, the International Institute for Strategic Studies in London, the Centre d'Etude et de Recherches Internationales in Paris, and the Institute for International Policy Studies in Tokyo.

Jonathan Ladd, Assistant Professor of Government and Public Policy

Jonathan Ladd studies American politics, with a focus on the news media and public opinion. His book manuscript, *Why Americans Distrust the News Media and How it Matters*, is under contract at Princeton University Press. It examines the causes and consequences of declining public trust in the institutional news media over the past 40 years. It argues that party polarization and the nature of the news industry both indirectly shape how citizens think about, and learn from, the news media. Other recent projects include an examination of heterogeneity in the effect of the 9/11 terrorist attacks on presidential approval, a study of the role of anxiety in American elections, and a study of the persuasive power of newspapers in Great Britain. His work has appeared in *the American Journal of Political Science*, *Public Opinion Quarterly*, *Political Behavior*, and *Political Psychology*. He earned his PhD in the Department of Politics at Princeton University, where he was a Woodrow Wilson Fellow. He is jointly appointed in the Department of Government and the Georgetown Public Policy Institute, where he teaches courses in statistical analysis, research design, media and politics, and representation.

Carol Lancaster, Dean, School of Foreign Service and Professor of Politics

Dean Lancaster received her Ph.D. from the London School of Economics. Dr. Lancaster was the Deputy Administrator of the U.S. Agency for International Development from 1993 to 1996. She worked at the U.S. State Department as Deputy Assistant Secretary of State for African Affairs from 1980-81 and for the Policy Planning Staff from 1977-80. In addition, she has been a Congressional Fellow and worked for the Office of Management and Budget. Her most recent books are *George Bush's Foreign Aid*; *Foreign Aid: Diplomacy, Development, Domestic Politics*. Her current research includes evangelicals and world poverty and the politics of development.

James I. Lingle, Associate Professor

Professor Lingle teaches graduate and undergraduate courses on American politics, U.S. political parties, and presidential elections. He received his B.A. from Kutztown University and his M.A. and Ph.D. in political science from the University of California at Berkeley. He was the first recipient of the Executive Vice-President's "Excellence in Teaching" award.

Professor Lingle's primary research interest is American presidential elections. He has written and co-edited three books on the topic. In addition, his research in this area has been published in some of the major political science journals in the United States.

Professor Lingle lectures regularly to senior American federal executives and to visiting foreign dignitaries. In addition, he has been invited to lecture on American politics and presidential elections in Europe, Asia, Australia, Central America, and the South Pacific. He also serves as a political analyst on American elections for the local, national, and international print and electronic news media.

Professor Lingle is a member of the American Political Science Association and has served as president of the National Capitol Area Political Science Association. He also serves as national executive director of Pi Sigma Alpha, the national political science honor society. In 2008, Professor Lingle held the Fulbright Distinguished Chair in American Politics at The Australian National University in Canberra, Australia.

Keir A. Lieber, Associate Professor

Keir A. Lieber is Associate Professor in the Security Studies Program at the Edmund A. Walsh School of Foreign Service. He arrived at Georgetown in 2009 after eight years at the University of Notre Dame, where he was an associate professor in the Department of Political Science, faculty fellow at the Kroc Institute for International Peace Studies and Nanovic Institute for European Studies, and co-director of the Notre Dame International Security Program.

Lieber's areas of expertise include the causes of war, nuclear deterrence and strategy, U.S. foreign policy, and international relations theory. He is author of *War and the Engineers: The Primacy of Politics over Technology* (Cornell University Press, 2005, 2008) and editor of *War, Peace, and International Political Realism* (University of Notre Dame Press, 2009), and his articles have appeared in leading scholarly and foreign policy publications – most recently in *International Security*, *Foreign Affairs*, and *The Atlantic Monthly*. He has been awarded fellowships from the Brookings Institution, Council on Foreign Relations (International Affairs Fellowship), Earhart Foundation, John D. and Catherine T. MacArthur Foundation, Andrew Mellon Foundation, and Smith Richardson Foundation.

Lieber received his M.A. and Ph.D. in Political Science from the University of Chicago, graduated Phi Beta Kappa with a B.A. from the University of Wisconsin-Madison, and is a proud product of the D.C. public schools.

Robert J. Lieber, Professor

Robert J. Lieber is Professor of Government and International Affairs. He has previously served as Chair of the Government Department and Interim Chair of Psychology. In addition, he chairs the Executive Committee of Georgetown's recently established Program for Jewish Civilization. His research and teaching interests include: international relations, American foreign policy and U.S. relations with Europe and the Middle East. He was born and raised in Chicago, received his undergraduate education at the University of Wisconsin, studied for a year at the University of Chicago, and completed his Ph.D. at Harvard. He has held fellowships from the Guggenheim, Rockefeller and Ford Foundations, the Council on Foreign Relations, and the Woodrow Wilson International Center for Scholars. He has also taught at Harvard, Oxford and the University of California, Davis, and has been Visiting Fellow at the Atlantic Institute in Paris, the Brookings Institution in Washington, and Fudan University in Shanghai.

Professor Lieber is now writing a book entitled, *Staying Power and the Future of the American Era*. His most recent authored book is *The American Era: Power and Strategy for the 21st Century*, published by Cambridge

University Press (2007) and available in an expanded paperback edition. As one reviewer has described it, "This may be the best book on American foreign policy written since September 11." In addition, Lieber is author or editor of fourteen other books on international relations, U.S. foreign policy, and energy security.

His authored works include *No Common Power: Understanding International Relations* (2001); *The Oil Decade* (1986), *Oil and the Middle East War* (1976); *Contemporary Politics Europe* (co-author, 1976); *Theory and World Politics* (1972); and *British Politics and European Unity* (1970). His edited books include *Foreign Policy* (Ashgate Library of Essays in International Relations, 2008); *Eagle Rules? Foreign Policy and American Primacy in the 21st Century* (2002); *Eagle Adrift: American Foreign Policy at the End of the Century* (1997); and with Kenneth Oye and Donald Rothchild he is co-editor and contributing author of four previous volumes : *Eagle in a New World: American Grand Strategy in the Post-Cold war Era* (1992); *Eagle Resurgent? The Reagan Era in American Foreign Policy* (1987); *Eagle Defiant: U.S. Foreign Policy in the 1980s* (1983); and *Eagle Entangled: U.S. Foreign Policy in a Complex World* (1979). His articles have appeared in scholarly and policy journals including *International Security*, *Foreign Policy*, *The National Interest*, *American Political Science Review*, *British Journal of Political Science*, *World Affairs*, *The Chronicle of Higher Education*, *The International Journal of Politics, Culture and Society*, *Commentary*, *Internationale Politik* (Berlin), *Politique Etrangere* (Paris), *International Affairs* (London), *Harper's*, *Los Angeles Times*, *New York Times*, *Washington Post*, *Christian Science Monitor*, *Ha'aretz* (Tel Aviv), and *Asharq Al-Awsat* (London), among others.

Professor Lieber has lectured widely in Europe, the Middle East and Asia. In the policy realm, he has been a foreign policy advisor in several presidential campaigns and consultant to the State Department and for National Intelligence Estimates. His media appearances have included *The News Hour* with Jim Lehrer on PBS TV, ABC TV's *Good Morning America* and *Nightline*, NBC and CBS network news, *Voice of America*, BBC World Service, and other radio and TV programs in Europe, the Arab world and Israel. Among his assorted credits is a walk-on part in the Alfred Hitchcock film classic, *NORTH BY NORTHWEST*.

Kathleen R. McNamara, Associate Professor, Department of Government and School of Foreign Service, Director, Mortara Center for International Studies

Kathleen McNamara's interests include international relations, international political economy, and international organization. She is the author of *The Currency of Ideas: Monetary Politics in the European Union*, and the co-editor of *Making History: European Integration and Institutional Change at Fifty*, and has published articles on topics including the social construction of the market, the politics of globalization, the diffusion of central bank independence, and the relationship between economic exchange and peace. She is currently researching the social construction of political authority in the European Union through the use of symbols and practices, as well as directing a project on the politics of the global financial crisis.

She previously taught at Princeton University and has been a visiting professor at Sciences Po (Paris), a visiting scholar at the Russell Sage Foundation, a German Marshall Fund Fellow and a Fulbright Fellow. Dr. McNamara received her Ph.D. from Columbia University.

Joshua Mitchell, Professor

Ph.D., University of Chicago (Political Science), 1989. Dr. Mitchell's research interest lies in the relationship between political thought and theology, in the West. He has published articles in *The Review of Politics*, *The Journal of Politics*, *The Journal of Religion*, *APSR*, and *Political Theory*. In 1993 his book, *Not by Reason Alone: Religion, History, and Identity in Early Modern Political Thought*, was published by the University of Chicago Press. A second book, *The Fragility of Freedom: Tocqueville on Religion, Democracy, and American Future*, was published in 1995, also by the University of Chicago Press. Professor Mitchell's third book, *Plato's Fable: On the Mortal Condition in Shadowy Times*, was published by Princeton University Press in 2006. He is currently working on a book manuscript entitled, *Tocqueville in Arabia*. During 2005-06 academic year, and for the fall semester of the 2006-07 academic year, he taught in Doha, Qatar, for Georgetown University's nascent School of Foreign Service, where he was also the Associate Dean for Faculty Affairs. During the 2008-09 and 2009-10 academic years, he was Acting Chancellor of The

American University of Iraq – Sulaimani (AUI-S). Dr. Mitchell was also Chairman of the Government Department from 2002- 2005.

Eusebio Mujal-León, Associate Professor

Eusebio Mujal-León is an associate professor and former Chair of the Department of Government at Georgetown University. He also serves as director of the Cuba XXI Project at the same University and of the International Program on Governance and Policy. Professor Mujal-León received his B.A. in History (1971) and his J.D. in Law (1974) from the Catholic University of America and his Ph.D. in Political Science (1980) from the Massachusetts Institute of Technology. He is co-Director of the M.A. in Development Management that Georgetown University jointly conducts with the Universidad Nacional de San Martín (Argentina) and is Director of the M.A. in Public Management at the Universidad Católica de Córdoba (Argentina).

A specialist in European and Latin American politics, he has written numerous articles and is the author and editor of several books. Among these, *Communism and Political Change in Spain* (1983), *Spain at the Polls -- The General Elections of 1997, 1979, and 1982* (1985), *European Socialism and the Conflict in Central America* (1989), *The USSR and Latin America* (1989), *The Cuban University under the Revolution* (1989) and *Die Sozialistische Internationale in den 80er Jahren* (1995). Most recently, he has written on Cuban politics, including an article entitled "Charismatic Post-Totalitarianism -- The Castro Regime in Comparative Perspective" (published in *Problems of Post-Communism*) and another work entitled "Is Castroism a Political Religion?" which will be published next year. He is currently at work on two projects, the first about the prospects for regime change in Cuba, the other on the domestic and external determinants of Spanish foreign policy.

Professor Mujal-León was awarded the title of Caballero in the Order of Isabel la Católica in 1990. He has also been a Visiting Fellow at the Center of International Studies of Princeton University (1984-86) and a Fellow at the Woodrow Wilson International Center for Scholars of the Smithsonian Institution (1989-90). Professor Mujal-León has held a Fulbright Fellowship at the University of Madrid (1994), and he has lectured and taught courses on democratization, US foreign policy process, as well as on globalization and its political implications at numerous universities in Latin America and Europe.

Daniel Nexon, Associate Professor, Department of Government and School of Foreign Service

Daniel Nexon is an associate Professor of Government and of Foreign Service at Georgetown University. He specializes in international-relations theory, international security, and the comparative-historical analysis of international politics. He is the author of *The Struggle for Power in Early Modern Europe: Religious Conflict, Dynastic Empires, and International Change* (Princeton University Press, 2009), co-editor of the volume *Harry Potter and International Relations*, and has published book chapters in a number of edited volumes and journal articles. Dr. Nexon has held fellowships at Stanford University's Center for International Security and Cooperation (2001-2002), the Ohio State University's Mershon Center for International Studies (2005-2006), and the Council of Foreign Relations (2009-2010). He received his Ph.D. from Columbia University, his A.B. from Harvard University, and graduated from Georgetown Day High School in Washington, DC.

Hans Noel, Assistant Professor

Hans Noel's research is concerned with political coalitions, political parties and ideology, with a focus on the United States. He teaches on parties, elections, political history and political methodology. Noel is the co-author (with Marty Cohen, David Karol and John Zaller) of *Beating Reform: The Resurgence of Parties in Presidential Nominations, 1980-2004* (under contract, University of Chicago Press), which argues that the party leaders maintain control of the nomination process, even though the system is open to ordinary voters through primaries. Noel is also working on a policy-centered general theory of political parties and on the application of social network analysis to political coalitions and coordination. His dissertation, "The Coalition Merchants: How Ideologues Shape Parties in

America Politics," seeks to explain the source of ideology and how it influences politics. The dissertation treats ideology and party as alternative and often conflicting ways of organizing politics. These alternatives influence each other, but ideologues can be the stronger influence, both indirectly, by defining the political landscape in which parties compete, and directly, by capturing control of various party organs. He received his Ph.D. from UCLA in 2006.

Before coming to Georgetown, Noel was a fellow in the Center for the Study of Democratic Politics in the Woodrow Wilson School of Public and International Affairs at Princeton University. Noel received his BS in Journalism from Northwestern University in 1994 and later worked for a daily newspaper in Virginia. He is the co-director/co-producer of the award-winning feature film *The Rest of Your Life*. Hans Noel's research is concerned with political coalitions, political parties and ideology, with a focus on the United States. He teaches on parties, elections, political history and political methodology. Noel is the co-author (with Marty Cohen, David Karol and John Zaller) of *The Party Decides: Presidential Nominations Before and After Reform* (2008 University of Chicago Press), which argues that the party leaders maintain control of the nomination process, even though the system is open to ordinary voters through primaries. Noel is also working on a policy-centered general theory of political parties and on the application of social network analysis to political coalitions and coordination. His dissertation, "The Coalition Merchants: How Ideologues Shape Parties in America Politics," seeks to explain the source of ideology and how it influences politics. The dissertation treats ideology and party as alternative and often conflicting ways of organizing politics. These alternatives influence each other, but ideologues can be the stronger influence, both indirectly, by defining the political landscape in which parties compete, and directly, by capturing control of various party organs. His other work involves social networks and complex systems. Noel will be on leave from Fall 2008 to Spring 2010, while he completes a fellowship with the Robert Wood Johnson Scholars in Health Policy Research at the University of Michigan.

Douglas Reed, Associate Professor

Professor Reed's teaching and research interests center on American constitutional law, judicial politics and the politics of education. His book *On Equal Terms: The Constitutional Politics of Educational Opportunity* was published by Princeton University Press (2001). He has also published in *Social Science Quarterly*, and the *Law and Society Review*. His work in public law explores, among other topics, the constitutional law of U.S. education, the relationship between popular and legal understandings of constitutional meanings, and the constitutional and political meanings of equality. He has also written on social movements and the tensions between legal and political interpretations of gay marriage.

His current research on the politics of education seeks to understand the political development of public education by examining the local politics of federal educational policy-making. In 2004 he was named a Carnegie Scholar by the Carnegie Corporation of New York and is currently working on a manuscript tentatively entitled *Building the Federal Schoolhouse: American Political Development and Public Education*. A former Research Fellow at the Brookings Institution, he received his Phd in Political Science at Yale University. He has also taught at Yale University and has received a Spencer Foundation Post Doctoral Fellowship from the National Academy of Education, as well as an Advanced Studies Fellowship from Brown University, for research on educational politics and policy-making.

Mark Rom, Associate Professor of Government and Public Policy

Mark Carl Rom is an Associate Professor of Government and Public Policy at Georgetown University in Washington, D.C. Professor Rom studies and teaches American politics and public policy. He has written *Fatal Extraction: The Story Behind the Florida Dentist Accused of Infecting His Patients with HIV and Poisoning Public Health* (1997), *Public Spirit in the Thrift Tragedy* (1996), and *Welfare Magnets: A New Case for a National Welfare Standard* (1990, with Paul E. Peterson), and is a featured presenter in the video text book *American Government*. Students have three times selected him as the outstanding faculty member in the Georgetown Public Policy Institute. The American Political Science Association named his dissertation as the best in the public policy field in 1993. Professor Rom received his B.A. *magna cum laude* from the University of Arkansas and his M.A. and Ph.D. in political

science at the University of Wisconsin-Madison in 1992. Before studying for his Ph.D., Rom walked across Montana, biked across Oklahoma, hitchhiked around South Africa, Japan, Germany and the U.S., taught gold-panning and blacksmithing in New Mexico, jumped out of a perfectly good plane, and played tennis for 48 straight hours. He has not yet visited Vermont or Hawaii.

James V. Schall, S.J., Professor

Phd, Georgetown University. Father Schall's interests include classical and medieval political philosophy, natural law, Christian political philosophy, and the nature of political philosophy. He is interested in papal and Catholic social thought. Father Schall has served one term on the Pontifical Commission on Justice and Peace and one term on the National Council on the Humanities of the National Endowment for the Humanities. Before arriving at Georgetown University in 1978, Father Schall taught at the Gregorian University in Rome and at the University of San Francisco.

His books include, among others: 1) *Christianity and Politics* (1981); 2) *The Politics of Heaven and Hell: Christian Themes from Classical, Medieval, and Modern Political Philosophy* (1984); 3) *Reason, Revelation, and the Foundations of Political Philosophy* (1987); 4) *Jacques Maritain: The Philosopher in Society* (1998); 5) *At the Limits of Political Philosophy: From 'Brilliant Errors' to Things of Uncommon Importance* (1996); 6) *Roman Catholic Political Philosophy* (2006); 7) *The Regensburg Lecture* (2007); 8) *The Modern Age* (2010); 9) *Another Sort of Learning* (1988); 10) *On the Unseriousness of Human Affairs* (2001); 11) *The Life of the Mind: On the Joys and Travails of Thinking* (2006); 12) *Sum Total of Human Happiness* (2007); 13) *Roman Catholic Political Philosophy* (2004); 14) *Students' Guide to Liberal Learning* (1997); 15) *Schall on Chesterton: Timely Essays on Timeless Paradoxes* (2000); 16) *Idylls and Rambles: Lighter Christian Essays* (1994); 17) *What Is God Like?* (1992); 18) *Liberation Theology* (1982); 19) *The Order of Things* (2007), and 20) *The Classical Moment* (2011).

Father Schall writes a monthly column, "Sense and Nonsense," in *Inside Catholic* (formerly *Crisis Magazine*), and columns in the following sources: 1) "Schall on Chesterton" in *Gilbert Magazine*; 2) "English Essays," in the *Saint Austin Review*, and 3) "On Letters and Essays," in the *University Bookman*. His essays appear regularly on-line at Ignatius Insight -- www.ignatiusinsight.com; in www.catholicthing.com, and www.firstprinciplesjournal.com. See his web site, www.moreC.com/schall <<http://www.morec.com/schall>>.

Yossi Shain, Professor

Dr. Yossi Shain holds a dual appointment with Tel Aviv University and Georgetown University; he is the Dean of the Hartog School of Government at Tel Aviv University and President-Elect of the Western Collage of the Galilee. He earned his B.A. and M.A. degrees from Tel Aviv University and then his Ph.D. from Yale with distinction in 1988. Since 1989 he has taught Political Science at Tel Aviv University, where he served as head of the Department from 1996 to 1999. Professor Shain came to Georgetown University as the visiting Goldman Israeli Professor and served in this position from 1999 through 2002. He has also held visiting appointments at Yale University, Wesleyan University, the Fletcher School of Law and Diplomacy and Middlebury College. Professor Shain has also been a Senior Fellow at St. Anthony's College, Oxford, and was a research fellow at the Woodrow Wilson Center of International Studies at Princeton University during the 2002-03 academic year. In the 2004-05 academic year, he was a fellow at the Center for Democracy and Civil Society. Professor Shain has won many scholarly awards including the American Political Science Association Helen Dwight Reed Award, the International Fulbright, Israel's Allon fellowship for distinguished young scholars, and fellowships from the French and German Governments for his work on nationalism, ethnicity, and diaspora politics.

Dr. Shain is the author of numerous books and articles in leading academic journals. His books include *The Frontier of Loyalty: Political Exiles in the Age of the Nation-State* (1989; New Edition 2005); *Between States: Interim Governments and Democratic Transitions* (with Juan Linz) (1995); and *Marketing the American Creed Abroad: Diasporas in the U.S. and their Homelands* (1999) which was awarded the 2000 Best Book of the Year Prize by the Israeli Political Science Association. His new book on *Kinship in International Affairs* was published in 2007. He is also the editor of *Governments-in-Exile in Contemporary World Politics* (1991) and co-editor (with Aaron Klieman) of *Democracy: The Challenges Ahead* (1997). Professor Shain has given speeches throughout the world on ethnic and diaspora politics as well as on Middle Eastern affairs, and has also made frequent appearances in the media.

Recently, he received a research grant from the Posen Foundation to study "Who Speaks on Behalf of the Jews and With What Authority?"

George E. Shambaugh, IV, Associate Professor and Chairman of the Department of Government

George Shambaugh is Associate Professor of International Affairs and Government in the Edmund A. Walsh School of Foreign Service and Department of Government at Georgetown University. Dr. Shambaugh will be on leave for the 2009-2010 academic year during which time he will be a Visiting Research at the Institute for Global and International Studies at George Washington University. Dr. Shambaugh received a B.A. in Government and Physics from Oberlin College; and a M.I.A. in International Affairs, and a M.Phil. and Ph.D. in Political Science from Columbia University. Before coming to Georgetown in the fall of 1994, he taught at Smith College. His research and teaching focus on topics of international politics, foreign policy, policy making, international political economy, and the environment. He is the author of *States, Firms, and Power: Successful Sanctions in US Foreign Policy*, co-author of *The Art of Policymaking: Tools, Techniques, and Processes in the Modern Executive Branch*, and co-editor of *Taking Sides: Clashing Views on Controversial Issues in U.S. Foreign Policy*, and *Anarchy and the Environment: The International Politics of Common Pool Resources*. His articles have appeared in a range of journals including *Review of International Studies*, *American Journal of Political Science*, *International Studies Quarterly*, *International Politics*, *Environmental Politics*, *International Interactions*, *The Journal of Peace Research*, *Security Dialogue*, *International Studies Review*, *Analysis of Social Issues and Public Policy*, and *Democracy and Society*. He has received grants and awards from the National Science Foundation, the Smith Richardson Foundation, the Social Science Research Council, the MacArthur Foundation, the International Studies Association, the American Political Science Association, and the Oberlin Alumni Foundation, and has been a MacArthur Foundation and Dwight D. Eisenhower/Clifford Roberts Fellow.

Elizabeth A. Stanley, Assistant Professor, Department of Government and School of Foreign Service

Elizabeth A. Stanley, Ph.D. is an Assistant Professor of Security Studies in the Edmund A. Walsh School of Foreign Service and the Department of Government. She served in Bosnia, Germany, Macedonia, Italy and Korea as a US Army military intelligence officer, leaving service with the rank of Captain. Blending her military experience, research, and experience teaching mindfulness techniques, she created Mindfulness-based Mind Fitness Training (MMFT) to build warrior resilience and optimize individual and team performance. She has taught MMFT to Marines and Army Soldiers before their deployments to Iraq and Afghanistan.

She is the author of *Paths to Peace: Domestic Coalition Shifts, War Termination and the Korean War* (Stanford University Press, 2009) and co-editor of *Creating Military Power: The Causes and Consequences of Military Effectiveness* (Stanford University Press, 2007). She is currently writing a book entitled *Techno-Blinders: How the Cult of Technology is Endangering US National Security and What to Do About It*. Her other publications include articles, book chapters and monographs about US military innovation, technology and strategic culture, military professionalism, and international perceptions of US nuclear policy. Most recently, she has written about stress resilience, mind fitness training and military effectiveness.

Stanley has served on the US Army Science Board, the National Security Advisory Board of the Sandia National Laboratories, and the executive board of Women in International Security (WIIS). She was a post-doctoral fellow at Harvard's Olin Institute for Strategic Studies, and she has served as Associate Director of Georgetown's Security Studies Program and the Center for Peace and Security Studies. Her research has been supported by grants from the National Science Foundation, the Smith Richardson Foundation, the G.D. Searle Foundation, the John Kluge Foundation, the Department of Defense Centers for Excellence for Psychological Health and Traumatic Brain Injury, the US Army Medical Research and Materiel Command, and Sandia National Laboratories. She has a PhD in government from Harvard, an MBA focused on technology strategy and organizational behavior from MIT's Sloan School of Management, and a BA in Soviet and East European Studies from Yale.

Angela Stent, Professor

Angela Stent is Director of the Center for Eurasian, Russian and East European Studies and Professor of Government and Foreign Service at Georgetown University. She is also a Senior Fellow (non-resident) at the Brookings Institution and co-chairs its Hewett Forum on Post-Soviet Affairs. From 2004-2006 she served as National Intelligence Officer for Russia and Eurasia at the National Intelligence Council. From 1999 to 2001, she served in the Office of Policy Planning at the U.S. Department of State.

Stent's academic work focuses on the triangular political and economic relationship between the United States, Russia and Europe. Her publications include: *Russia and Germany Reborn: Unification, The Soviet Collapse and The New Europe* (Princeton University Press, 1999); *From Embargo to Ostpolitik: The Political Economy of West German-Soviet Relations, 1955-1980* (Cambridge University Press, 1981); "Repairing US-Russian Relations: A Long Road Ahead" (2009) "Restoration and Revolution in Putin's Foreign Policy," (2008), "An Energy Superpower? Russia and Europe" (2008) and "Reluctant Europeans: Three Centuries of Russian Ambivalence Toward the West," (2007).

She is a member of the EUCOM Advisory Panel. She has been a consultant to the U.S. Congress' Office of Technology Assessment and is a member of the Council on Foreign Relations. She is on the editorial boards of the *Journal of Cold War Studies*, *World Policy Journal* and *Internationale Politik*. She is on the International Advisory Board of *Russia Profile* and on the board of Supporters of Civil Society in Russia. Dr. Stent received her B.A. from Cambridge University, her MSc. from the London School of Economics and Political Science and her M.A. and PhD. from Harvard University.

Michele L. Swers, Associate Professor

Michele L. Swers is an Associate Professor in the Department of Government. She earned her B.A. in Political Science and an M.A. in Teaching from Johns Hopkins University and a Ph.D. in Political Science from Harvard University. Dr. Swers' research and teaching interests encompass Congress, women and politics, and issues of representation. Her book, *The Difference Women Make: The Policy Impact of Women in Congress* was published by the University of Chicago Press in 2002. She is a co-author of *Women and Politics: Paths to Power and Political Influence* (with Julie Dolan and Melissa Deckman, Prentice Hall 2006, 2010). Her work on gender differences in legislative behavior also appears in academic journals including *Legislative Studies Quarterly*, *PS: Political Science, Women and Politics*, and the *Japanese Journal of the International Society for Gender Studies* as well as numerous edited volumes. Her current research continues to focus on issues of representation and participation in Congress. She is currently writing a book on gender differences in policy participation in the U.S. Senate in the areas of women's issues, defense, and judicial nomination politics.

Arturo Valenzuela, Professor

Arturo Valenzuela is Professor of Government and Director of the Center for Latin American Studies in the Edmund A. Walsh School of Foreign Service at Georgetown University. Prior to joining the Georgetown faculty he was Professor of Political Science and Director of the Council of Latin American Studies at Duke University. He has been a Visiting Scholar at Oxford University, the University of Sussex, the University of Florence, the University of Chile and the Catholic University of Chile and a Fellow at the Woodrow Wilson International Center for Scholars. He earned a B.A. *summa cum laude* from Drew University and the M.A. and Ph.D. degrees in Political Science from Columbia University. He is fluent in English, French and Spanish.

During President William Jefferson Clinton's second term in office, Dr. Valenzuela served at the White House as Special Assistant to the President and Senior Director for Inter-American Affairs at the National Security Council. In that role he advised the President and the National Security Adviser on foreign, defense, intelligence, economic and other policy issues concerning the Western Hemisphere, managed the formulation and implementation of multilateral and bilateral foreign policy initiatives in the Americas, and directed U.S. responses to regional crises.

Dr. Valenzuela served as Deputy Assistant Secretary for Inter-American Affairs in the United States Department of State in the first Clinton Administration. A White House political appointee, he was named to the Senior Executive

Service of the United States of America. His responsibilities included global issues (democracy, environment, human rights, migration and refugees) for the Americas and the formulation and implementation of U.S. foreign policy toward Mexico. For his diplomatic contributions, he has been honored with the National Order of the Southern Cross by the government of Brazil and the Order of Boyacá by the government of Colombia. He is listed in *Who's Who in America* and in *Who's Who in American Higher Education*.

A specialist on the origins and consolidation of democracy, Latin American politics, electoral systems, civil-military relations, political parties, regime transitions and U.S.-Latin American relations, Dr. Valenzuela is an expert on the politics of the Southern Cone and Mexican politics. He is the author or co-author of nine books, including *Political Brokers in Chile* and *The Breakdown of Democratic Regimes: Chile*. His recent work has focused on the consolidation of democracy and with Juan J. Linz published *The Failure of Presidential Democracy*. His academic articles have appeared in edited collections and scholarly journals including *Comparative Politics*, *Foreign Policy*, *Foreign Affairs*, *Rivista Italiana di Scienza Politica*, *Estudios Públicos* and the *Latin American Research Review*. He serves on the editorial boards of the *Journal of Democracy*, *Current History*, *The Latin American Research Review* and *The Third World Quarterly* and has published commentaries in leading newspapers in the United States, Latin America and Europe. He is currently a regular columnist for *El Universal* in Mexico. He is a member of the Council on Foreign Relations and several academic societies.

Dr. Valenzuela serves on the board of directors of the National Council of La Raza (NCLR), the National Democratic Institute for International Affairs (NDI) and Drew University and is a former board member of the Hispanic Council for International Relations. He is a member of the International Advisory Board of REPSOL/YPF and of the Board of Directors of CorpBanca in Santiago, Chile. He has been an adviser to the Senate Foreign Relations Committee and has served as a consultant to the Senate Democratic Policy Committee. He has also advised on political and constitutional reform in Bolivia, Chile, Brazil, Ecuador, Mexico and Colombia. Dr. Valenzuela has served as a consultant to the Ford Foundation, the Inter-American Foundation, Freedom House and other organizations. He is an international advisor to Akin, Gump, Strauss, Hauer and Feld, L.L.P., a leading international law firm, and director of *Nueva Mayoría* in Argentina.

His media appearances include ABC's Nightline, NBC's Today Show, The CBS Evening News, and The News Hour with Jim Lehrer, CNN, CNN Crossfire, CNN International, CNN Spanish, Fox News, Univisión, National Public Radio, C-Span, BBC World Service, and other media outlets in the United States, Latin America and Europe.

Erik Voeten, Peter F. Krogh Associate Professor of Geopolitics and Global Justice

Erik Voeten is the Peter F. Krogh assistant professor of geopolitics and global justice at the School of Foreign Service and the Department of Government. A Dutch national, he received his undergraduate degree from the University of Twente and his Ph.D. from Princeton. He was a post-doctoral scholar at the Center for International Security and Cooperation at Stanford University. Before coming to Georgetown, he taught for five years at George Washington University. Voeten's work on the United Nations, the European Union, the European Court of Human Rights and broader issues of international cooperation has been published in journals such as the *American Political Science Review*, the *American Journal of Political Science*, *International Organization*, *International Studies Quarterly*, the *Journal of Politics* and the *Journal of Conflict Resolution*.

James Raymond Vreeland, Associate Professor

James Raymond Vreeland is Associate Professor of International Relations in the School of Foreign Service. He conducts research in the field of international political economy. In addition to his first book, entitled *The IMF and Economic Development* (Cambridge University Press, March 2003), he has written an introductory text entitled *The International Monetary Fund: Politics of Conditional Lending* (Routledge, January 2007), and he co-edited *Globalization and the Nation State: The Impact of the IMF and the World Bank* (Routledge, 2006). He is currently working on a book project entitled *The Political Economy of the United Nations Security Council*. His research has appeared in *International Organization*, *Journal of Conflict Resolution*, *European Economic Review*, *Journal of Development Economics*, *Public Choice*, *World Development*, *International Political Science Review*, *Political Analysis*, *The Review*

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Stephen J. Wayne, Professor

B.A., University of Rochester; M.A. and Ph.D., Columbia University. An expert on the American Presidency, he has written twelve books published in over 25 editions, and over 100 articles, chapters, book reviews and professional papers. His major works include *The Road to the White House*, soon to be published in its ninth edition, *The Legislative Presidency*, *Presidential Leadership* (with George C. Edwards), now in its eighth edition, and two coauthored introductory texts in American Government. His most recent book, *Personality and Politics: Obama For and Against Himself*, is scheduled for publication on the second anniversary of the Obama presidency. Other books include *Is This Any Way to Run a Democratic Election? The Election of the Century* (with Clyde Wilcox), and *Is This Any Way to Run a Democratic Government?* The latter is a book of readings by graduate students, faculty and alumni of the Government Department of Georgetown University. Professor Wayne has served as President of the Presidency Research Group and The National Capital Area Political Science Association. He regularly lectures to international visitors, senior federal executives, and college students in the United States and abroad on the presidency and electoral politics. He is a frequent commentator on radio and television on aspects of the American Presidency.

R. Kent Weaver, Professor

Dr. Kent Weaver joined the Government Department and the Public Policy Institute at Georgetown in the Fall of 2002, after 19 years at the Brookings Institution. He received his Ph.D. in Political Science from Harvard University. His major fields of interest are American and comparative social policy, comparative political institutions, and the politics of expertise. He is the author of *Ending Welfare As We Know It* (Brookings, 2000), *Automatic Government: The Politics of Indexation* (Brookings, 1988) and *The Politics of Industrial Change* (Brookings, 1985). He is also the co-author and editor of *The Collapse of Canada?* (Brookings, 1992) and co-editor of and contributor to numerous books including *Do Institutions Matter?: Government Capabilities in the U.S. and Abroad* (Brookings, 1993), *Think Tanks and Civil Societies* (TransAction Publishers, 2000), and *The Government Taketh Away: The Politics of Pain in the United States and Canada* (Georgetown University Press, 2003). He is currently completing a book on what the United States can learn from the experiences of other advanced industrial countries in reforming their public pension systems. He is also writing another book on how states have implemented welfare reform legislation in the United States. Dr. Weaver teaches courses at Georgetown on the Comparative Policy Process and Comparative Public Management and The Politics of the Welfare State.

Clyde Wilcox, Professor

Clyde Wilcox is professor of Government at Georgetown University, where he has taught since 1987. Prior to Georgetown, he taught at Union College and worked at the Federal Election Commission. Professor Wilcox writes on religion and politics, gender politics, campaign finance, interest groups, public opinion and voting behavior, and science fiction and politics, among other topics, and is the author or editor of more than 30 books and many book chapters and journal articles.

Professor Wilcox has lectured in many countries, and met with hundreds of international visitor groups for the State Department. He teaches a course for the new foreign-service officers on how to answer tough questions. He has consulted with political campaigns, interest groups, the Federal Election Commission and the Justice Department, and the Mini Page.

He recently completed an edited book on same-sex marriage and his ongoing projects include a book on changing strategies of interest groups in elections and a project interviewing tropical fish on their environmental attitudes in the reefs off the coast of Bonaire.

