

ROCHESTER PH.D. PROGRAM IN POLITICAL SCIENCE

Rigorous Analysis of Politics

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INTRODUCTION TO THE ROCHESTER PH.D. PROGRAM IN POLITICAL SCIENCE

Introduction

The Ph.D. program in Political Science at the University of Rochester is designed to train scholars to conduct rigorous analysis of politics at the highest level. Students learn the most advanced formal and statistical techniques to address substantive problems in political science, while some develop the technical skills needed to do work in pure formal theory or statistical methods, and others acquire skills for qualitative or historical work. The program has a storied history and long tradition of excellence. After joining Richard Fenno in Rochester in 1962, William Riker pushed the department – and the discipline – in a new direction, creating the field of “positive political theory,” which uses modeling techniques from mathematics, probability theory, and game theory to study political phenomena of interest. To reflect the fact that formal methods can also be used to shed light on normative questions, we now use the more general term “formal political theory.”

The Ph.D. program at Rochester was founded in 1963, and since that time, the department has successfully trained generations of graduate students in the “Rochester approach.” The program consistently ranks among the top ten in political methodology and among the top twenty in international relations and overall by US News rankings of graduate programs in political science. Historically, training at Rochester has always added significant value to incoming grad students: In a 2007, a PS: Political Science article ranked Rochester fourth both respect to graduate placement and citations of graduates’ research; and out of 25 political scientists elected to the American Academy of Arts and Sciences during 2013-18, six have Rochester Ph.D.’s.

The Rochester Environment

Graduate study at Rochester is viewed as the first step in a student's academic career, as a time of transition from student to professional researcher and teacher. The environment is collegial – class sizes are small, students are encouraged to work together to learn course material and workshop research projects, and co-authorship between faculty and students is common. Typically, graduate education continues throughout the summer, as Lanni research fellowships fund research assistantships, allowing Ph.D. students to obtain hands-on experience and frequently leading to co-authorship with faculty on research papers.

Compared to many political science departments, Rochester is distinguished by cohesiveness and collegiality: faculty bring differences of perspective, but they share common values that permit communication across fields, agreement on a common set of core courses, and a shared mission to pursue the rigorous analysis of politics in research and teaching.

Ph.D. Program Structure

The program of study at Rochester is designed to maximize the success of our students by equipping them with the tools needed to do research at a high level; giving them the flexibility and substantive training to pursue questions of interest; and emphasizing writing and presentation throughout the program, to facilitate the publication of research in their graduate careers.

Tools for Research

All students take a math camp prior to fall semester of their first year, and all students

take the year-long sequences in formal modeling and statistical methods, providing them with a common set of tools; these allow students to start the

transition to research in the second year of study, and they serve as the foundation for more advanced techniques acquired in graduate seminars. Most students apply these to the study of politics in the substantive fields of American politics, comparative politics, international

Core Courses

- PSCI 407 & 408: formal modeling, individual and collective choice, game theory
- PSCI 404 & 405: probability, regression, causal inference

relations, and political philosophy; and some go on to develop expertise in pure formal theory or methods.

Field Requirements and Literature Survey

Each Ph.D. student at Rochester completes specialization requirements in two fields, one of which is a technical field (formal theory or political methodology) and one of which is a substantive field chosen from American politics, comparative politics, international relations, or political philosophy. In addition, to establish their expertise in a field and facilitate the transition to the dissertation stage, each student completes a Comprehensive Literature Survey, which organizes a swath of literature around a set of research questions and interests of the student.

Writing and Presentation

The program emphasizes writing and presentation of research from the first year of study onward. Students write a paper (typically in a graduate seminar) in each of the first two years of the program, as well as attend a series of Professionalization Workshops, which give students the skills needed to package written research at the level of an academic journal, and to present that research at the level of an academic conference or departmental seminar.

These skills are applied in two capstone paper projects. The first is the second-year paper, which is submitted at the beginning of the fall semester of the third year, and which represents a student's first attempt at an original research project. After receiving feedback from faculty on the second-year paper, a student writes the third-year paper, which is submitted late in spring semester and is presented to the department in a conference-style panel. This is part of the dissertation prospectus defense, and it marks the student's advancement to candidacy.

The emphasis on writing continues into Ph.D. candidacy. Students in years 3-5 attend the Graduate Research Seminar, in which students workshop research ideas and receive feedback on their papers. In each of the fourth and fifth years, students present papers in departmental seminars – a normal step in the research process, and useful training for entry onto the job market.

Synthetic Approach to Political Science

At Rochester, theory and empirics are two sides of the same coin. Our strong tradition in formal political theory is reinforced by our commitment to careful empirical analysis of politics; and Rochester's brand of empirical work is theoretically informed, with a focus on understanding causes and correlations, and on discerning the underlying mechanism generating observed data. Many students specialize in empirical work and do not write papers with formal models, but they are trained to think rigorously about the motivations of political actors and the institutional frameworks within which they interact. Theory and empirics are two separate modes of research, but our strength in one reinforces the other.

Centers & Institutes

- Democracy Center
- Skalny Center
- Watson Center
- Wallis Institute

As well, Rochester's excellence in the technical arena is strengthened by concern for substantive political science in the applied fields of American politics, comparative politics, and international relations: for most students, the value of theoretical and statistical tools developed in the core courses lies in the application to the analysis of real-world politics in these areas. Conversely, students working in the substantive fields have access to the most advanced theoretical and empirical tools, increasing the set of research problems they can pursue, and allowing them to address problems of interest in rigorous fashion.

These complementarities are manifested in numerous ways. Because graduate students take the core courses and share a set of tools, substantive courses can exploit this common tool kit to cover a mix of theoretical and empirical literatures at a high level. The technical courses offer training in structural methods, which combine formal modeling and statistical methods at a deep level. The complementarities are also reflected in the research of faculty and graduate students, which often combines theoretical and empirical methods, and contributes to substantive political science using advanced techniques – this style of “Rochester political economy” is a distinctive feature of the department.

Indeed, the lines between fields are often blurred at Rochester, as the research of faculty and graduate students often combines theory and empirics, and crosses between fields such as comparative politics and international relations. While students receive systematic training in the

substantive fields, it is the importance of the question and the appropriateness of the methods are the relevant consideration, rather than respect for conventional categories. At the institutional level, the synthetic approach is seen in affiliated centers and institutes, and in events and conferences organized at Rochester. The Democracy Center (launched in fall 2022) is aimed at advancing the study and practice of democracy in the United States and around the world through research, teaching, and public engagement. The Democracy Center supports graduate student research on democracy through the G. Bingham Powell and Lynda W. Powell Applied Research Grants. The Democracy center also sponsors a number of programs for political science, including a visiting scholars program and an annual conference on democracy. The Peter D. Watson Center for Conflict and Cooperation supports faculty and student research in international relations, with a focus on empirical research and data collection, while the Skalny Center for Polish and Central European Studies focuses on the comparative politics of Central Europe. The W. Allen Wallis Institute of Political Economy sponsors a number of activities, including an annual conference on political economy (2018 marked the 25th Anniversary Conference), two postdoctoral visitors, a seminar series, and two fellowships available to Ph.D. students in political science. The Wallis Conference is internationally recognized, and it brings together scholars from political science and economics to present a range of work from theoretical to applied. This spring, with the support of the Watson Center, the department is also organizing the first Conference on Applied and Empirical Political Economy at Rochester, which focuses specifically on promoting empirical work on politics of the highest quality. The Department of Political Science also gives out the William H. Riker Prize to recognize scholarly achievement

Riker Prizes

- 2021: Thomas Palfrey
- 2019: David Baron
- 2017: Daron Acemoglu and James Robinson
- 2014: Margaret Levi
- 2012: John Ferejohn
- 2010: Howard Rosenthal
- 2008: Elinor Ostrom
- 2006: Barry Weingast
- 2004: Gary Cox
- 2002: Norman Schofield
- 2000: Robert Bates

that exemplifies and advances the scientific study of politics in the spirit envisioned by William Riker.

Financial Support and Resources

All Ph.D. students in good standing are guaranteed a stipend and full tuition support for five years of study. Students also receive summer support that varies depending on the year they entered the program. For instance, many students augment their regular stipend by working as a research assistant over the summer through Lanni research fellowships. Additional support for empirical research (funding survey research, acquisition of data sets, and field research) is provided by the Watson Center, through PEPR grants offered by the Wallis Institute, by the Douglas and Constance Beck Graduate Research Endowment, and by the Democracy Center, through the Powell Grants. To promote the transition to research and exposure to the discipline, students in years 3-5 also receive funding for travel to conferences within the US. A subset of students on or near the job market are selected to participate in a Graduate Research Conference, which is organized with Duke University and Emory University, and is currently in its third year running. Graduate students have access to department computing resources, including the BlueHive cluster at the Center for Integrated Research Computing, which consists of 284 nodes and over 5000 CPU cores. The department also offers mini-courses to provide first-year students with knowledge of LaTeX, R programming, and the use of BlueHive.

The Ph.D. program is a source of pride for, and a distinguishing feature of, the Department of Political Science. The faculty are committed to maintaining Rochester as a first-rate program and continuing to define the leading edge of training in the rigorous analysis of politics.

MAIN FIELDS OF STUDY IN POLITICAL SCIENCE

American Politics

American politics is the study of institutions and behavior, both in isolation and as they interact, as they relate to national and subnational government and policy choices. As such, areas of study can involve political beliefs and preferences, voting, organized interests, institutions (legislatures, executives, courts, bureaucracies), and explicit areas of public policy. Scholarship may focus on the present day or be historical; it may involve the analysis of local, state, and national politics and the federal system that defines the United States; and it may link the United States to politics in other countries.

American Politics at Rochester

The American politics field at Rochester provides students with a strong foundation to study the areas of American politics that interest them and, as part of this process, helps them define meaningful research questions. Sensitivity is given to matching the skills that students acquire and develop elsewhere in the program, along with their personal interests and strengths, with research programs to which they can make substantial contributions. Methods can include a wide variety of techniques including surveys and experiments, the collection and analysis of field data, and the specification of formal theoretic models. For the major field, a student must take two courses, American Political Institutions and U.S. Political Behavior, and two additional advanced graduate seminars from a group of electives, receiving an average GPA of 3.5 across the four courses with no grade lower than B-. For the minor field, a student must take three courses—American Political Institutions, U.S. Political Behavior, one advanced seminar course—passing each course with a grade of B- or better. Recognizing the breadth and diversity of American politics, effort is made to offer topics of interest to students. A list of some recently offered courses appears below.

American Politics Faculty

- Dan Alexander
- Gerald Gamm
- Mayya Komisarchik
- David Primo
- Larry Rothenberg
- Sidak Yntiso

American Politics Seminars

Required of all American politics students

- PSCI 540 American Political Institutions
- PSCI 541 U.S. Political Behavior

Examples of advanced seminars (see course schedule for additional options)

- PSCI 513 Interest Groups
- PSCI 518 Emergence of the Modern Congress
- PSCI 519 Congress as an Institution
- PSCI 530 Urban Change and City Politics
- PSCI 535 Bureaucratic Politics
- PSCI 536 Corporate Political Strategy

Comparative Politics

Comparative politics is the study of domestic political institutions, behavior, processes and outcomes across and within political systems - largely, but not exclusively - in nation states.

Comparative Politics at Rochester

Comparative politics students at Rochester gain a blend of substantive and technical knowledge that is unique among peer programs. Four courses teach students the central puzzles and topics of the field, incorporating core methodological approaches that range from rich historical narratives to advanced quantitative and formal theoretic analysis. The comparative curriculum provides students with tools to produce cutting-edge dissertation research. Dedicated funding for summer research trips and dissertation fieldwork is available for comparative students. Students also benefit from access to the newly established Democracy Center.

Comparative Politics Curriculum

In our seminar courses, students explore questions such as: How do repression and institutions enable authoritarian regimes to survive? How do societal divisions and inequality affect prospects for democratic transitions? Why do democratic governments change the rules under which they were elected, and what effect do those rules have? How do political parties emerge and gain support? Why and how do citizens vote? Why are some countries much poorer than others, and why have these inequalities proved so resistant to change? How does clientelism affect economic development? How is civil order sustained or eroded? What is the effect of ethnic identity and nationalism on state resilience and societal violence? For the major field, students must take all four courses listed below and pass them with an average GPA of 3.5 and no grade lower than a B-. For the

Comparative Politics Faculty

- Scott Abramson
- Anderson Frey
- Gretchen Helmke
- Tasos Kalandrakis
- Bethany Lacina
- Alex Lee
- Bonnie Meguid
- Sergio Montero
- Randall Stone

minor field, students must complete three of the four courses, passing each course with a grade of B- or better. In addition to these four courses, students may take advanced topics seminars, where specific research questions are examined in greater depth.

Comparative Politics Seminars

- PSCI 551 State Building and Conflict
- PSCI 552 Dictatorship and Democracy
- PSCI 556 Political Institutions and Behavior
- PSCI 564 Development and Political Economy

Formal Political Theory

Formal political theory uses techniques from mathematics, probability theory, and game theory to model political phenomena of interest. There are many uses of formal modeling: normative vs. positive, predictive vs. explanatory, generation of hypotheses versus structural estimation. The advantage of formal modeling is that it exposes assumptions of analysis, permits rigorous inference; it thereby disciplines the researcher and (with careful writing) facilitates the precise communication of ideas.

Formal Theory at Rochester

The formal theory field at Rochester is designed to equip students with needed tools for applied research in substantive fields, and also to train students who want to pursue research in pure formal theory at the highest level in the discipline. The first-year sequence is required for all Ph.D. students. For the major field, a student must complete the two-course first-year sequence and two additional courses from the advanced graduate seminars in formal theory, passing these four courses with an average GPA of 3.5 and no grade lower than a B-. For the minor field, a student must complete the first-year sequence and one additional course from the advanced graduate seminars, passing each course with a B- or better.

Formal Political Theory Faculty

- Dan Alexander
- John Duggan
- Mark Fey
- Tasos Kalandrakis

Formal Modeling Sequence: 407 & 408

The Ph.D. program includes two semesters of formal modeling taken by all graduate students. The year-long sequence is a self-contained course in mathematical modeling, beginning with the basic rational choice model (cost-benefit analysis, constrained optimal choice, choice under uncertainty), covering the classical results of social choice theory (Arrow's theorem, Black's median voter theorem, Plott's theorem on instability of majority rule), and applications of static games (electoral competition, public good provision, contests), dynamic games (sequential voting, bargaining), and Bayesian games (signaling, cheap talk, principal-agent problems). In addition to the sequence and formal theory seminars, formal modeling (as a basic tool of

analysis) is woven into many substantive courses on American politics, comparative politics, and international relations.

Formal Theory Seminars

- PSCI 575 Topics in Political Economy
- PSCI 577 Theories of Conflict
- PSCI 584 Game Theory
- PSCI 585 Dynamic Models: Structure, Computation, and Estimation
- PSCI 586 Voting and Elections
- PSCI 587 Structural Modeling and Estimation
- PSCI 589 Social Choice, Bargaining, and Elections

International Relations

International relations is the study of conflict and cooperation between states; international governance and institutions; the political behavior of transnational actors; the reciprocal influence of international and domestic politics; and competition for authority within anarchical societies.

Peter D. Watson Center for Conflict and Cooperation

The Center supports empirical research of faculty and graduate students by funding survey research, acquisition of data sets, research trips, and conference participation.

IR at Rochester

At Rochester, students acquire advanced technical tools of theoretical and empirical analysis to a wide range of substantive problems. Ph.D. students receive broad exposure to major debates in international relations in a yearlong sequence, and then plunge deeply into specialized topics in research seminars that are designed to produce early drafts of professional papers. Instead of a comprehensive exam, students prepare an analytical essay about a literature of particular interest, which serves as an opportunity to explore a potential dissertation topic. Students are encouraged to present their research frequently in workshops, to work closely with their advisors and a range of related faculty, and to produce collaborative research. Training in IR exploits students' analytical and statistical tools to study and pursue research at the highest level. For the major field, a student must choose four courses from the advanced graduate seminars in international relations and pass them with an average GPA of 3.5 and no grade lower than a B-; for the minor field, a student must choose three courses, passing each course with a grade of B- or better.

International Relations Faculty

- Scott Abramson
- Mark Fey
- Hein Goemans
- Bethany Lacina
- Curt Signorino
- Randall Stone

International Relations Seminars

- PSCI 479 War and the Nation State
- PSCI 551 State-Building and Conflict
- PSCI 566 International Relations I
- PSCI 568 International Organization
- PSCI 569 State Formation
- PSCI 571 Quantitative Approaches to International Politics
- PSCI 572 International Politics Field Seminar
- PSCI 573 Territory and Group Conflict
- PSCI 577 Theories of Conflict
- PSCI 578 Theories of Civil Violence International Politics
- PSCI 579 Politics of International Finance

Political Methodology

Political methodology is the study and development of quantitative techniques, and the recommendation of best practices, for the empirical analysis of political phenomena using tools from statistics, econometrics, and machine learning.

Methodology at Rochester

The political methodology field at Rochester is designed to equip students with needed tools for applied research in substantive fields, and also to train students who want to pursue research in pure methods at the highest level. All students take a two-course sequence in their first year to impart a common set of tools, including linear regression and causal inference; subsequent graduate seminars train students in advanced topics of experimental methods, maximum likelihood estimation, machine learning, ideal point estimation, non-parametric estimation, and structural estimation. An emphasis is placed on understanding regularities observed in the data: once an effect is identified or a correlation is measured, the next step is to understand the underlying mechanism, and to discern it from other possible mechanisms. For the major field, a student must complete the two-course first-year sequence and two additional courses from the advanced graduate seminars in political methodology, passing these four courses with an average GPA of 3.5 and no grade lower than a B-. For the minor field, a student must complete the first-year sequence and one additional course from the advanced graduate seminars, passing each course with a B- or better.

Political Methodology Faculty

- Kevin Clarke
- Anderson Frey
- Mayya Komisarchik
- Sergio Montero
- Curt Signorino

Statistical Methods Sequence: 404 & 405

The Ph.D. program includes two semesters of statistical methods taken by all graduate students. The year-long sequence is a self-contained course in statistical methods. In PSC 404, students learn the elements of probability theory, hypothesis testing, and linear statistical models. The second course in the sequence, PSC 405, covers causal inference and surrounding topics of identification, matching, difference-in-differences, instrumental variables, regression discontinuity, etc. With the tools developed in the sequence, students are prepared to read the

empirical literature and conduct research at an adequate level of proficiency. More advanced methods are acquired in graduate seminars taken in the second year of the program and beyond.

Political Methodology Seminars

- PSCI 505 Maximum Likelihood Estimation
- PSCI 506 Advanced Topics in Methods
- PSCI 507 Experimental Methods for Political Science
- PSCI 508 Estimating Games and Testing Formal Models
- PSCI 587 Structural Modeling and Estimation

ROCHESTER POLITICAL ECONOMY

Political economy includes a spectrum of work from an applied or theoretical perspective, employing statistical or analytical methods, and with an economic or political focus. It is a heterogeneous field that is united by a twofold concern: research in political economy seeks to understand how economic incentives shape political institutions and behavior, and how political forces influence economic and policy choices.

Political Economy at Rochester

At Rochester, faculty and students are widely and actively engaged in the enterprise of political economy, in their research and at the level of graduate training. It is a unifying perspective and a common language that allows scholars in different fields, and with a variety of backgrounds, to exchange ideas and engage constructively. The coursework – especially the

required sequences in formal theory and methodology – provide all of our Ph.D. students with the ‘dictionary’ of political economy. In the advanced theory and methods seminars, and in substantive courses in political science, students then learn to “speak the language.”

Political economy cuts across fields at Rochester – in terms of both research and graduate training – ranging from bargaining models of war, to the economic origins of the state, the consequences of colonialism for democratization, the impact of party coalition formation on elections, the non-parametric scaling of political parties, and the effect of ideological matching on foundations’ contributions to NGOs.

Political Economy Faculty

- Scott Abramson
- John Duggan
- Mark Fey
- Anderson Frey
- Gretchen Helmke
- Tasos Kalandrakis
- Alex Lee
- Sergio Montero
- David Primo
- Larry Rothenberg
- Randall Stone

W. Allen Wallis Institute of Political Economy

The Wallis Institute is an invaluable resource for faculty and students interested in applied or theoretical political economy. It funds an annual conference (2018 marked the 25th Anniversary Conference) that brings together leading scholars in political science and economics; it hosts two post-doctoral visitors each year; it runs a seminar series that brings in outside speakers and provides a forum for internal presentations; it funds research assistance on empirical projects through PEPR grants; and it awards to Wallis fellowships to Ph.D. students in political science.

STRUCTURAL ESTIMATION

Structural estimation embodies the vision for research in the social sciences laid out in the 1930s by the Econometric Society and the Cowles Commission. It endeavors to use mathematics and statistics to quantify empirical relationships of interest as identified by fully-specified and internally-consistent theoretical models of decision-making. Its modern form has its roots in the field of industrial organization in economics, where the importance of institutional context and strategic considerations drove scholars to ground empirical research in economic theory in order to carefully account for all the direct and indirect (equilibrium) consequences of potential policy interventions. Yet structural estimation has found broad applicability in virtually all fields of economics and related disciplines, including political economy in recent years.

Due to its unified theoretical and empirical framework, the structural approach to empirical research offers several key benefits:

- It makes all relevant assumptions (both behavioral and identifying) explicit, facilitating sensitivity analyses and clarifying opportunities for future research.
- In observational studies where alternative identification strategies are not available, relying on theory can be a fruitful avenue for nevertheless making progress on important questions.
- One of the central objectives of structural estimation is quantifying key unobservables of substantive interest, such as preferences and beliefs.
- By design, structural models not only elucidate the theoretical mechanisms underlying empirical relationships but also summarize the weight of the evidence supporting them.
- Grounded in fully-specified models of decision-making, structural estimation enables researchers to quantify both the direct and indirect, equilibrium effects of counterfactual policies or institutional reforms.

While strategies such as differences-in-differences, regression discontinuity, and randomized controlled trials have come to dominate empirical research in social science due to a desire for robust identification of causal effects, structural estimation can nonetheless be a powerful

complement, helping to disentangle alternative mechanisms. And, in settings where contextual or strategic considerations threaten the validity or generalizability of such causal estimates (e.g., SUTVA violations), the structural approach may be the only suitable alternative.

In Political Science

Structural estimation is severely underrepresented in political science. This stems in large part from misconceptions and methodological debates that the discipline is appropriately still working through. But it is also a result of the simple fact that structural estimation is difficult: practitioners need proficiency in formal modeling, statistical analysis, numerical methods, and computer programming, as well as broad substantive knowledge. Despite these challenges, the approach has seen growing demand in the top journals in the discipline, across a wide range of applications, including inter- and intrastate conflict (Crisman-Cox and Gibilisco, 2018; Gibilisco and Montero, forthcoming), democratization (Abramson and Montero, 2020), and electoral competition (Kalandrakis and Spirling, 2012; Ascencio and Rueda, 2019; Frey, Lopez-Moctezuma, and Montero, forthcoming). In addition, political economy applications of structural estimation are frequently published in the top economics journals (Merlo, *Journal of Political Economy*, 1997; Diermeier, Eraslan, and Merlo, *Econometrica*, 2003; Diermeier, Keane, and Merlo, *American Economic Review*, 2005; Iaryczower and Shum, *American Economic Review*, 2012; Francois, Rainer, and Trebbi, *Econometrica*, 2015; Iaryczower, Shi, and Shum, *Journal of Political Economy*, 2018; Spenkuch, Montagnes, and Magleby, *American Economic Review*, 2018; Canen, Kendall, and Trebbi, *Econometrica*, 2020).

At Rochester

The Department is a leader in the dissemination of structural estimation across political science. This is evidenced in our overwhelming share of related publications, by both faculty and graduate students. Going back to Signorino (*American Political Science Review*, 1999), recent contributions include (PhD alumni in boldface):

- Tasos Kalandrakis, with **Arthur Spirling**, “Radical Moderation: Recapturing Power in Two-Party Parliamentary Systems,” *American Journal of Political Science*, 56: 413-432 (2012)

- **Casey Crisman-Cox** and **Michael Gibilisco**, “Audience Costs and the Dynamics of War and Peace,” *American Journal of Political Science*, 62: 566-580 (2018)
- **Sergio J. Ascencio** and **Miguel R. Rueda**, “Partisan Poll Watchers and Electoral Manipulation,” *American Political Science Review*, 113: 727-742 (2019)
- Scott F. Abramson and Sergio Montero, “Learning about Growth and Democracy,” *American Political Science Review*, 114: 1195-1212 (2020)
- Sergio Montero, with **Michael Gibilisco**, “Do Major-Power Interventions Encourage the Onset of Civil Conflict? A Structural Analysis,” *Journal of Politics*, forthcoming
- Anderson Frey and Sergio Montero, with Gabriel Lopez-Moctezuma, “Sleeping with the Enemy: Effective Representation under Dynamic Electoral Competition,” *American Journal of Political Science*, forthcoming

Furthermore, our PhD program offers virtually unparalleled training in structural modeling and estimation. This builds on our historic strengths in formal theory and statistical methods and is part of the natural evolution of the Rochester Approach. In the first year of our graduate curriculum, four required courses on formal modeling and statistical analysis lay the groundwork, providing students with a degree of sophistication rarely achieved by graduates of more traditional programs. In subsequent years, alongside several advanced theory and methods seminars, two dedicated courses on the structural approach are regularly offered:

- PSCI 585 - Dynamic Models: Structure, Computation, and Estimation
- PSCI 587 - Structural Modeling and Estimation

Since structural models rarely admit estimation using canned routines in popular statistical software, familiarity with a programming language and state-of-the-art computing resources is indispensable for practitioners. Students in our PhD program acquire the necessary programming skills throughout their graduate training, and they have a wealth of resources at their disposal, including licensed software and sponsored access to BlueHive, the University’s high-performance Linux cluster.

PH.D. PROGRAM IN POLITICAL SCIENCE: RULES AND REQUIREMENTS

The following rules and requirements are in effect as of June 25, 2022.

GRADUATE CURRICULUM

The curriculum is designed to give students the theoretical and empirical tools needed to do research in political science at the highest level. A particular focus is aiding the student in transitioning from coursework (in which those tools are acquired) to research (in which the tools are applied). The program is designed to equip students with an effective skill set, to assist them in finding a topic for dissertation research, and to provide time and resources needed to complete that research. An important goal of the program is also to facilitate the publication of research by students and to prepare them for the job market.

Faculty Advisor

During the first two years, each student will have a faculty advisor to assist in planning their program of study, including selection of classes, explanation of degree requirements, and the development of the student's research interests.

Initially, a student is assigned a program advisor: before the first semester of the first year, students are asked to provide the Director of Graduate Studies with the names of a few faculty members whom they would like as program advisors, and the Director of Graduate Studies will facilitate mutually acceptable matches. Students may change their program advisors at any time in the first two years, in consultation with the Director of Graduate Studies.

At a minimum, in the first two years of study, students and their program advisors should meet before each semester to discuss course selections and progress toward completing degree requirements. In addition, students in their first two years will meet with their program advisors during the examination period in May to discuss their progress, in anticipation of the annual review of graduate students conducted by the faculty, as well as their plans for summer.

As explained below, at the end of the second year, students select two second-year paper advisors, who oversee their second-year paper. At the beginning of the third year, each student selects a third-year advisor, and once they enter Ph.D. candidacy, each student selects a dissertation advisor. All of these roles may be filled by the same person or by different people.

With the agreement of a faculty member to take the role, and in consultation with the Director of Graduate Studies, the student is free to switch their advisors at any time.

Fourteen Regular Courses

Students must complete at least fourteen graded courses in the Ph.D. program, all with a grade of B- or better, by the end of their third year. Incoming students must also complete a math camp held in August prior to the beginning of their first year. Students wishing to count any reading courses toward the fourteen-course total must receive the approval of the Director of Graduate Studies. Such courses should be taken for a letter grade, with the grade based on a paper or examination, not for an "S" grade. (Reading courses with the "S" grade may, however, be used to achieve the 90 total credit hours required by the University.) Courses outside the department or below the 400-level must be approved by the Director of Graduate Studies in order to count toward the fourteen-course total.

Required math camp

Unless exempted, all students are required to participate in an ungraded math course in the two weeks before the start of the first semester in preparation for the required first-year courses in formal modeling and statistical methods.

Language and math preparation

All entering students are expected to have a basic command of spoken and written English. One year of college-level calculus is desirable, but not required. Entering students who wish to take English or calculus courses over the summer in Rochester may petition the department for tuition support, which is generally given. Depending on their level of English proficiency, some entering students may be required to successfully complete one or more courses in English as a Second Language as a condition of their remaining students in good standing. Continuing students may also be required to take such courses, including courses that offer preparation for work as teaching assistants. Students not required to take such courses may elect to take them on their own. In all these cases, the department will generally cover the full cost of tuition. In the department's annual review of graduate students, the faculty will consider a student's command

of English as one of the factors indicating the student's suitability for continuing in the PhD program.

Required courses

Each student is expected to complete the following four courses or their equivalents:

- PSCI 404 Probability and Regression
- PSCI 405 Causal Inference
- PSCI 407 Mathematical Modeling
- PSCI 408 Positive Political Theory

Students take the two courses in formal modeling (407, 408) and in statistical methods (404, 405) in their first year. Students may petition the Director of Graduate Studies to change the timing at which the courses are taken, but they must be passed in the first two years of the program. Acceptability of equivalents for the required courses will be determined by the Director of Graduate Studies in consultation with the instructor of the required course.

Substantive coursework

Each student must take at least two substantive courses beyond the minimum requirements for fields of concentration (explained below). The courses that may be used to fulfill this requirement are those offered by the substantive fields, which are American Politics, Comparative Politics, International Relations, and Political Philosophy. The two courses may be in any substantive field, including the student's substantive field of concentration.

Grades

Letter grades for graduate students are reported as follows: A (excellent), A-, B+ (good), B, B- (poor) and C (failure). All required courses must be completed with a grade of B- or higher. The numerical values of letter grades are A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), and C (2.0).

Paper writing requirement

Students must complete a paper or substantial research proposal that is graded by a faculty member in each of their first two years in the program. Generally, this requirement is satisfied by work produced as part of a political science course taken during the year. If such courses are not available, then the student may make arrangements with a faculty member to grade a paper or proposal outside their classwork and report that grade to the Director of Graduate Studies.

Students in their third, fourth, and fifth years of study are required to be enrolled in PSC 576 Graduate Research Seminar. The course is designed as a forum for students to present ongoing research, with the goal of facilitating the development of research ideas and papers in progress.

Professionalization workshops

Throughout the year, the department will offer a series of professionalization workshops by faculty for graduate students. Topics covered include: how to give a presentation, how to write a research paper, how to review an article, how to teach, and how to prepare for the job market. A schedule will be circulated at the beginning of the academic year. All students are strongly encouraged to attend.

Two Fields of Concentration

Students must complete at least two fields of concentration by the end of fall semester of their third year, at least one of which is a major field. The fields must be selected from the following list:

- American Politics
- Comparative Politics
- Formal Political Theory
- International Relations
- Political Methodology
- Political Philosophy

One of the two fields must be Formal Theory or Political Methodology, and one must be chosen from American Politics, Comparative Politics, International Relations, or Political Philosophy.

To fulfill the requirements of a major field, the student must pass four courses in that field with an average Grade Point Average (GPA) of no less than 3.5 in those four courses. The student may select the four courses used to satisfy the GPA requirement, and they may petition the Director of Graduate Studies to retake a course and substitute the higher grade to satisfy this requirement. To fulfill the requirements of the second field, the student must pass three courses in that field. Each course used toward a major or minor field must be passed with a grade of B- or better. The courses that may be counted toward a field are determined by faculty in the field. If a course may be counted toward two fields, it can only be used once by a student to fulfill the field requirements. A student may choose to complete two (or more) major fields and/or two (or more) minor fields, if they wish. In addition to these course requirements, the faculty in each field may impose additional requirements in order to pass that field.

Second-Year Paper

Each student must complete a second-year paper by the first day of classes of fall semester in the third year. It is anticipated that the paper will originate from one completed by the student in their first two years, and it may indeed grow out of a paper completed as a course requirement that receives positive feedback. In any case, the paper should demonstrate a grasp of the relevant literature and an ability to contribute to it by using appropriate research techniques: the key is to demonstrate the potential for conducting political science research at a high level.

To ensure that students allocate enough time for their research project, each student must arrange by March 15th for two faculty members to serve as second-year paper supervisors, with one faculty member serving as the main adviser, and must submit a proposal to both supervisors by May 15th of their second year. A rough draft of the paper must be submitted to the second-year paper supervisor by August 1.

The final version of the second-year paper must be submitted to the student's advisors and the Director of Graduate Studies by the first day of classes in the fall of the student's third year. The paper will be evaluated on a Pass/Fail basis by the second-year paper advisors, who will also provide written feedback to the student within two weeks. Failure to turn in the proposal, rough

draft, or final draft on time will be treated as failure to fulfill a degree requirement and can be sanctioned by suspension of funding or removal from the program. A student that does not receive a passing grade on their second-year paper may be asked to revise and/or rewrite, at the discretion of the faculty.

The faculty recognize that the impracticality of some feasible-looking research projects becomes apparent only after substantial investment of time and effort. Therefore, a reasonable question pursued with competence and diligence may serve as the basis for an acceptable research paper even if, to some extent, it fails to yield positive results in the end. No matter what topic or approach students choose, they should keep in mind that the purpose of the second-year paper is to provide them with an opportunity to gain experience in the research process—and perhaps get them started on a dissertation project.

Program of Study

Students are expected to file a program of study with the Director of Graduate Studies no later than the beginning of their third year of study. This information is used to prepare a formal "Program of Study" form for the M.A. degree, which will ordinarily be awarded after passing the Ph.D. Qualifying Examination, as well as for purposes of discussion and advice.

Comprehensive Literature Survey

During the fall semester of the third year, each student is required to complete a comprehensive literature survey in an area of research. The survey should reflect knowledge of a substantive or technical field, and it should encompass a research area, or set of related topics, of interest to the student. The goal of the survey is to not only establish familiarity with the results of a literature, but it is intended to facilitate the formulation of research questions that may lead to topics for dissertation research. Thus, the survey must not only describe the positive results in an existing research area, but it should delineate the limitations of that research, and it should highlight open problems and work to be done in the area.

The literature survey requirement consists of two parts. The first part is the submission of a substantial reading list that will form the basis of the survey. The reading list may include articles and books from different fields, but it must have a primary identification with one of the

technical or substantive fields. By June 1 of the student's second summer, the student should select two advisors and submit a one-page topic description to their advisors and Director of Graduate Studies. During the summer, the student should construct their reading list. The final reading list must be completed and submitted to the advisors by September 15 of student's third year.

The second part is the written literature survey itself. By the last day of classes of fall semester of the third year, each student must complete and submit the comprehensive literature survey to the Director of Graduate Studies and their two faculty advisors, who will evaluate it on a pass/fail basis and provide feedback within two weeks. The survey must be broad enough to convey knowledge of a field needed to pursue the Ph.D., but narrow enough to identify a set of potential problems for dissertation research. The key criterion for the evaluation is whether the comprehensive literature survey provides sufficient evidence of promise to advance to candidacy and successfully complete the doctoral dissertation.

It is expected that the literature survey will belong to one of the student's fields of concentration and will provide needed background for the third-year paper. We recognize, however, that research can evolve in unpredictable ways, so to increase flexibility, the literature survey is encouraged but not required to connect to the fields of concentration and third-year paper.

Third-Year Paper

At the beginning of the first semester of the third year (no later than October 1), each student must select three third-year advisors, including designating one main advisor, who will be expected to form the student's dissertation committee. Under the direction of these faculty members throughout the third year, the student must complete and formally present a third-year paper, which should be at a quality level that is ready to be included in the student's dissertation. The best third-year papers should be publishable in a refereed journal, or publishable with minor revisions. Students must complete and submit their papers to the Director of Graduate Studies by April 1 of their third year, and they will give oral, conference-style, presentations of their papers to the department soon after they have submitted their papers, at a date to be determined by the department. On this date, each student will give a 20-minute presentation (which assumes an audience familiar with the work) to be followed by questions and comments from the audience.

The third-year paper forms part of the written dissertation prospectus, and the presentation is the public presentation part of the student's Ph.D. Qualifying Examination (explained below). Within two weeks of the presentation, the student must have a meeting with all of the third-year advisors to provide feedback on the paper and presentation, and determine its suitability for the dissertation prospectus and its oral defense.

Workshop Presentations

While in residence, each student is expected to present their original research in a departmental forum in each of their fourth and fifth years of study. This is viewed as a normal part of the research process, and it is part of the Ph.D. training of the student. Typically, these presentations are made in one of the normal seminar series in the department. If there are no open slots in regular seminar series, then a time and location will be arranged at which the student may present their work.

THE PH.D. QUALIFYING EXAMINATION AND THE DISSERTATION

Ph.D. Qualifying Examination (Dissertation Proposal Defense)

In political science, the University Ph.D. Qualifying Examination consists of the preparation, presentation, and defense of a dissertation proposal. After completing all course requirements (including the elimination of all incompletes) and fulfilling the requirements in two fields of concentration, students must take the Ph.D. Qualifying Examination—also known as the dissertation proposal defense. To begin this process, students must form a dissertation proposal committee, consisting of the three faculty members (at least two of whom are from Political Science) who are serving as the student's third-year paper advisors (see timing for selecting third-year advisors). All three must be tenured or tenure-track and hold the rank of assistant professor or higher at the University of Rochester. By the end of January, students must also submit to their advisors and to the Director of Graduate Studies a one-page plan for the prospectus that describes the topic and format of the dissertation. This one-page summary must be signed by the student, as well as all members of the committee. Students are encouraged to begin discussions with faculty about expectations for the proposal well in advance of this deadline.

The Ph.D. Qualifying Examination consists of three parts: a public presentation of the third-year paper (see above), a written dissertation prospectus, and an oral defense. If the dissertation is to take the form of three articles, then it is expected and encouraged that one of those articles will be the third-year paper; and if the dissertation is book form, then the third-year paper should form the basis for a part of the book. The prospectus must also include a plan for the remaining chapters of the dissertation: research problems to be addressed, a proposal for the analysis of those problems using appropriate methods, preliminary analysis and anticipated results, and relationship to the appropriate literature in political science.

Within two weeks of the third-year paper presentation, the student must have a meeting with all of the dissertation committee members to provide feedback on the third-year paper and determine its suitability for the dissertation prospectus. The student will then prepare a dissertation prospectus, which will serve a detailed plan for the organization and expected contributions of the dissertation to the discipline of political science. The prospectus must be completed and submitted to the Director of Graduate Studies by July 1 and defended before the dissertation committee no later than July 31.

The student will pass the defense if the committee members are satisfied that the student is adequately prepared to undertake the dissertation work, and that there is good reason to believe the proposal will result in an adequate dissertation if executed appropriately. The oral defense must be formally scheduled two weeks in advance and the Dean's Office notified. Program of Study forms for the M.A. and Ph.D. degrees must be submitted at this time, if not earlier. Details on formally scheduling the examination and completing the Program of Study forms are available from the Department Administrator. The student must submit the final version of the proposal to each committee member at least one week in advance of the oral defense.

This examination is a University requirement for formal entry into Ph.D. candidacy. The dissertation prospectus must be successfully defended by July 31 of the third year. If a student has not passed this exam by July 31, they are ineligible for departmental funding until the exam is rescheduled and The Ph.D. Qualifying Examination and the Dissertation successfully defended. At least seven months must elapse between the successful defense of the dissertation proposal and the oral defense of the completed dissertation.

Dissertation

Typically, after the student has entered into Ph.D. candidacy, the members of the dissertation proposal committee continue to serve as the members of the dissertation committee, although this is not required. In any event, a Ph.D. candidate must have a dissertation advisor during the dissertation phase, and this faculty member must be tenured or tenure-track and hold the rank of assistant professor or higher at the University of Rochester. Students are permitted to change their dissertation advisor at any time, in consultation with the Director of Graduate Studies.

At least once a semester, usually at the end of the semester, students in the dissertation phase must prepare a written report on their progress toward completing their dissertation. This report is submitted to the student's dissertation advisor and to the Director of Graduate Studies.

Students should also meet with their dissertation advisor and other members of the dissertation committee in order to discuss this report and consult about the direction of their research.

To receive the Ph.D. in Political Science, each student must form a dissertation committee and defend their doctoral dissertation before the committee. The Ph.D. dissertation committee must consist of at least two political science faculty members, one of whom is the dissertation advisor, and one outside faculty member. All three faculty members must be tenured or tenure-track and hold the rank of assistant professor or higher at the University of Rochester. (Some special exceptions to this are described in the Graduate Bulletin.) If an outside faculty member has not been involved in the proposal presentation and defense, the student should approach and obtain the consent of such a faculty member to participate on the thesis committee. This should be done as soon as possible after the Ph.D. Qualifying Examination.

With the permission of the Director of Graduate Studies and the Dean of Graduate Studies, a student may invite a faculty member from another university to sit on the Ph.D. dissertation committee. This faculty member may replace the outside faculty member or be in addition to the regular members of the committee. In no case can a member from another university replace one of the two political science faculty members of the committee or serve as the dissertation advisor.

As noted in the Graduate Bulletin, at least seven months must elapse between the Ph.D. Qualifying Examination and the dissertation defense. Students planning a dissertation defense

should obtain a copy of the University brochure on thesis requirements and also consult the graduate calendar to determine the periods during the year when such defenses cannot be scheduled. The student is responsible for arranging a time at which all committee members and outside chair (all selected by the student) can be present, and for registering the dissertation well in advance of the intended defense date. In order to leave sufficient time for administrative processing, the student must notify the Department Administrator of their plans to defend at least 5 weeks prior to the desired defense date. The defense consists of a brief public lecture and discussion, followed by a closed examination by the members of the committee.

Upon successful defense of the dissertation, a corrected copy of the dissertation, incorporating changes required by the dissertation committee during the thesis defense, must be submitted electronically by the student to the Graduate Dean. This should be done as soon as possible after the defense, and before the deadline set forth on the graduate calendar, as no Ph.D. degree or completion letter can be awarded until these copies are submitted.

Degrees are conferred five times each year (March, May, August, October, and December). Students who must have degrees conferred by a specific date for job-related purposes should work closely with the Department Administrator to ensure that a defense is scheduled in time for the desired degree conferral date.

OTHER RULES AND RESPONSIBILITIES

Teaching Responsibility

As part of the training for the Ph.D., all students are expected to fulfill a further responsibility to the department in the form of teaching (normally as a teaching assistant) for the equivalent of four semesters in residence. Students should fulfill the requirement by teaching in their third and fourth years. Students who plan to conduct field research may have the timing of their teaching duties shifted. In such cases, students must petition the Director of Graduate Studies for an exception.

Residency Requirement

In the years of study during which the student receives stipend support (typically the first five years), the student is required to be in residence during the academic year. This means that the

student must be actively engaged in the intellectual life of the department by attending classes, participating in seminars, and being involved in other departmental activities. This does not restrict travel to conferences or for other academic purposes, and reasonable personal travel is allowed. Students who require exceptions to be away from campus for extended periods of time (for instance, students planning to conduct fieldwork) must receive prior approval from the Director of Graduate Studies. The goal of this requirement is to promote a vibrant academic environment in the Department of Political Science, and to impose reasonable limitations consistent with ongoing Ph.D. training and research; if there is any uncertainty as to the interpretation of this rule, the student should consult the Director of Graduate Studies for clarification.

University and Department Enrollment Responsibilities

Every graduate student should be aware of the M.A. and Ph.D. requirements stated in the University Graduate Bulletin. Department responsibilities and requirements are in addition to, or part of, the general University responsibilities.

In order to achieve the University requirements of 90 credit hours, each student should ordinarily register for at least 32 credit hours each year for the first two years of study and 26 credit hours in the third year of study. Tuition scholarships are ordinarily granted for five successive years, and these allow a maximum of 90 total credit hours. In addition to 400 level courses, students should register for sufficient units of "Ph.D. Research" courses to achieve the appropriate hours-per-year total. Students will be assisted by the department in selecting the appropriate course numbers for non-course-based credits (e.g., Ph.D. research credits).

No later than the end of the second year, a Master of Arts Program of Study Form must be completed by each student. Please consult with the department administrator for details. The degree is awarded after successful completion of requirements for a major and minor field, the comprehensive literature survey, and the Ph.D. Qualifying Examination.

At the time a student takes the Ph.D. Qualifying Examination, and no later than the end of the third year, a formal Program of Study form for the Ph.D. must be filed with the Dean's Office. This form lists all the courses in the student's Ph.D. program. Please see the department administrator for details. Students beyond their fifth year of study are responsible for paying a

continuing enrollment fee (which is approximately 5% of annual tuition) and the mandatory health fee. Students leaving the Rochester area pay the required enrollment fee, but no health fee.

Financial Support

To remain eligible for financial support, a student cannot have three or more Incomplete grades at the beginning of a semester. Financial support in the fourth and fifth years of study is contingent on admittance to Ph.D. candidacy (passing the Ph.D. Qualifying Examination). A student who plans to apply for outside fellowship support should meet with the Director of Graduate Studies, as outside awards may affect levels of departmental support.

Eligibility to Enter Academic Job Market

The department will prepare files and letters of recommendation for students seeking regular academic positions only if the student has passed the Ph.D. Qualifying Examination and has the approval of their dissertation advisor. Each student going on the academic job market is expected to present a “practice job talk” that is announced and open to all faculty and graduate students, and for students in the fourth or fifth year of the program, this fulfills the Workshop Presentation requirement for that year.

Annual Review of Progress

The faculty meet in May of each year to discuss the progress of all students in the Ph.D. program. This allows the faculty to review each student in detail, and it gives students the opportunity to receive systematic feedback. In addition to the student’s performance in class and progress toward the dissertation, the faculty assess each student’s standing in the program, with continuation being contingent on having fulfilled all requirements of the program and making satisfactory progress toward successful completion of the doctoral dissertation. For students in the first two years of study, the faculty consider the student’s potential to advance to the level of Ph.D. candidate, and to formulate a problem for doctoral research in political science and address it by the rigorous application of appropriate methods. Thus, it is important that a student in the first two years of the program demonstrate competence in technical courses and also excellence in some field: minimally, for example, a student should be doing A-level work in some field. In

addition, the performance of students in the first year of the program will be reviewed after the fall semester as a way to give them early feedback on progress.

Separation and Withdrawal

The Ph.D. program contains a number of requirements and specific deadlines. The Director of Graduate Studies and individual faculty members will attempt to provide reminders of requirements and adequate notice of deadlines, but it is ultimately the student's responsibility to meet obligations of the program. Failure to fulfill a degree requirement, or delay past a required deadline, can lead to sanctions such as suspension of funding or removal from the program. In addition, students in the dissertation phase must continue to make satisfactory progress toward completion of the dissertation. At the discretion of the faculty and the Director of Graduate Studies, students in the dissertation phase may be asked to identify achievable milestones towards completion of the dissertation, and failing to achieve these milestones may lead to removal from the program. Students may opt to voluntarily withdraw from the program at any time by notifying their advisor and the Director of Graduate Studies. Students who have made sufficient progress in the program may be eligible to receive a M.A. in Political Science; students should discuss this option with the Director of Graduate Studies to determine their eligibility.

Appeals Process

If, due to extenuating circumstances, a student cannot satisfy a program requirement, then they should notify the Director of Graduate Studies in advance to request an extension or waiver, along with justification of the request, and reasonable accommodations can be made. If a student is sanctioned due a failure to satisfy requirements of the program, then they can appeal the decision to the Department Chair. The graduate student may then select a representative from among tenured or tenure-track faculty or Ph.D. students in good standing, and a committee consisting of the Department Chair, the Associate Chairs of the Department, the Director of Graduate Studies, and the student's representative will hear the appeal and return a decision in a timely manner.

Amendments to Program Rules

The procedures and requirements of the Ph.D. program at Rochester are subject to change in the normal course of events, as we adapt to the evolving academic environment and seek to improve the training of our graduate students. Procedural details and minor requirements will be determined by the Department Chair and Director of Graduate Studies, while more substantial changes in requirements (which are infrequent) will be subject to approval by department faculty. In such cases, when possible and within reason, students will be given the option to continue under the rules in place when they matriculated; in any case, every attempt is made to transition students with minimal disruption of Ph.D. training.

PH.D. PROGRAM IN POLITICAL SCIENCE: TIMELINE OF MILESTONES

Coursework: Must complete in first three years; typically in Years 1 and 2

Successfully complete 14 graded graduate-level courses, including 4 required courses, all with a grade of B- or better.

Fields of Concentration: Must complete by end of Fall semester of Year 3

Students must pass two fields of concentration by the end of the Fall semester of their third year. One of these two fields must be Formal Political Theory or Political Methodology, and one must be a substantive field. At least one field must be a major field, which is completed by taking four courses in the field with a GPA of at least 3.5. The other field may be a minor field, which is completed by passing three courses in the field with a grade of B- or better.

Second-Year Paper: Write in the summer immediately following Year 2

Each student must complete and submit a second-year paper. The second-year paper should demonstrate the capacity for conducting research.

Associated Deadlines

By March 15 in the student's second year: select two advisors^{[L][SEP]}

May 15 in the student's second year: submit paper proposal to both advisors and Director of Graduate Studies^{[L][SEP]}

August 1 prior to the student's third year: submit rough draft to paper supervisors

First day of classes in a student's third year: final paper due to advisors and Director of Graduate Studies

Comprehensive Literature Survey: Due at end of Fall semester of Year 3

Each student must complete and submit a comprehensive literature survey. This is a survey of a research area including existing research and open questions.

Associated Deadlines

By June 1 prior to a student's third year: select two advisors and submit a one-page topic description to advisors and Director of Graduate Studies^[SEP]

September 15: submit final reading list to advisors^[SEP]

Last day of classes in the fall semester of a student's third year: literature survey due to advisors and Director of Graduate Studies

Third-Year Paper and Prospectus Defense

Each student must complete and submit a third-year paper. This paper is presented to the faculty and forms the basis of the dissertation prospectus. The third-year paper presentation is followed by a closed defense of the prospectus.

Associated Deadlines

No later than October 1 of student's third-year: select three third-year paper advisors, including designating one main advisor, who will be expected to form the student's dissertation committee^[SEP]

By the end of January, students submit a one-page plan for the dissertation prospectus to their advisors and to the Director of Graduate Studies

April 1 of student's third year: submit third-year paper to committee and the Director of Graduate Studies^[SEP]

April of student's third year: DGS schedules department presentations of third-year paper

Within two weeks of dept. presentations: meet with dissertation committee for feedback^[SEP]

July 1: dissertation prospectus completed and submitted to advisors and the Director of Graduate Studies

Teaching Requirement: Typically fulfill in Years 3 and 4

Students are required to serve as teaching assistants for four semesters, typically in the third and fourth years.

Dissertation

Our program is designed for successful defense of the dissertation by the end of a student's fifth year.

Please consult <http://www.rochester.edu/college/psc/graduate/degree.php> for a complete list of requirements for the political science Ph.D. program.

SELECTED FACULTY PUBLICATIONS

Below is a list of recent faculty publications of articles by year, selected from top general interest and field journals for political science research, followed by recent book publications. Names of current and former Rochester Ph.D. students appear in boldface.

2021 and Forthcoming Articles

- Scott Abramson, “The Economic Effects of Leaders’ Economic Interests: Evidence from Election by Lot in the Florentine Republic,” *Journal of Politics*, forthcoming
- Scott Abramson, with **David Carter**, “Systemic Instability and the Emergence of Border Disputes,” *International Organization*, forthcoming
- Dan Alexander, “Uncontested Incumbents and Incumbent Upsets,” *Games and Economic Behavior*, forthcoming
- John Duggan, with Paulo Barelli, “Subgame-Perfect Equilibrium in Games with Almost Perfect Information: Dispensing with Public Randomization,” *Theoretical Economics*, forthcoming
- John Duggan, with **Peter Bils** and **Gleason Judd**, “Lobbying and Policy Extremism in Repeated Elections,” *Journal of Economic Theory*, forthcoming
- John Duggan, with **Zuheir Desai**, “A Model of Interest Group Influence and Campaign Advertising,” *Quarterly Journal of Political Science*, 16: 105-137
- Mark Fey, with **Brenton Kenkel**, “Is an Ultimatum the Last Word on Crisis Bargaining?” *Journal of Politics*, forthcoming
- Anderson Frey, “Strategic Allocation of Irrevocable and Durable Benefits,” *American Journal of Political Science*, forthcoming
- Anderson Frey, “Do Reelection Incentives Improve Policy Implementation? Accountability vs. Political Targeting,” *Quarterly Journal of Political Science*, 16: 35-69

- Anderson Frey, with **Zuheir Desai**, “Can Descriptive Representation Help the Right Win Votes from the Poor? Evidence from Brazil,” *American Journal of Political Science*, forthcoming
- Anderson Frey and Sergio Montero, with Gabriel Lopez-Moctezuma, “Sleeping with the Enemy: Effective Representation under Dynamic Electoral Competition,” *American Journal of Political Science*, forthcoming
- Gerald Gamm, with Thad Kousser, “Life, Literacy, and the Pursuit of Prosperity: Party Competition and Policy Outcomes in 50 States,” *American Political Science Review*, 115: 1442-1463
- Hein Goemans, with Beth Simmons, “Built on Borders: The Institution Liberalism Thought It Could Discard,” *International Organization*, 75th anniversary issue, forthcoming
- Gretchen Helmke, “Judicial Manipulation in Latin America,” in *Oxford Handbook of Constitutional Law in Latin America*, forthcoming
- Gretchen Helmke, with John Carey, Brendan Nyhan, **Mitchell Sanders**, Susan Stokes, and Shun Yamaya, “The Effect of Electoral Inversions on Democratic Legitimacy: Evidence from the United States,” *British Journal of Political Science*, forthcoming
- Gretchen Helmke, with YeonKyung Jeong and Jae-Eun Kim, “Insecure Institutions: A Survivalist Theory of Judicial Manipulation in Latin America,” *Journal of Law and Courts*, forthcoming
- Gretchen Helmke and Jack Paine, with Mary Kroeger, “Democracy by Deterrence: Norms, Constitutions, and Electoral Tilting,” *American Journal of Political Science*, forthcoming
- James Johnson, “Models-As-Fables: An Alternative to the Standard Rationale for Using Formal Models in Political Science,” *Perspectives on Politics*, 19: 874-889
- Tasos Kalandrakis, “A priori bounds on legislative bargaining agreements,” *American Journal of Political Science*, forthcoming.

- Tasos Kalandrakis, “Generalized medians and a political center,” *Social Choice and Welfare*, forthcoming.
- Tasos Kalandrakis, with **Miguel R. Rueda**, “National Electoral Thresholds and Disproportionality,” *Political Analysis*, 29: 102-119
- Mayya Komisarchik, with Gary King and Aaron Kaufman, “How to Measure Legislative District Compactness: If You Only know it When You See It,” *American Journal of Political Science*, forthcoming
- Alexander Lee, with Rikhil Bhavnani, “Does Affirmative Action Worsen Bureaucratic Performance? Evidence from the Indian Administrative Service,” *American Journal of Political Science*, 65(1): 5-20
- Alexander Lee, with **Zuheir Desai**, “Technology, Choice, and Fragmentation: The Political Effects of Electronic Voting in India,” *Political Science Research and Methods*, 9(2): 398-413
- Alexander Lee, with **Varun Karekurve-Ramachandra**, “Does Affirmative Action Work? Evaluating India’s Quota System,” *Comparative Political Studies*, 54(9): 1534-64
- Bonnie Meguid, with Maria Murias Munoz, “Does Party Polarization Mobilize or De-Mobilize Voters? The Answer Depends on Where Voters Stand,” *Electoral Studies*, 70: 1-10
- Sergio Montero, with **Michael Gibilisco**, “Do Major-Power Interventions Encourage the Onset of Civil Conflict? A Structural Analysis,” *Journal of Politics*, forthcoming
- Jack Paine, “Strategic Civil War Aims and the Resource Curse,” *Quarterly Journal of Political Science*, forthcoming
- Jack Paine, “Strategic Power Sharing: Commitment, Capability, and Authoritarian Survival,” *Journal of Politics*, forthcoming
- Jack Paine, “The Dictator’s Power-Sharing Dilemma: Countering Dual Outside Threats,” *American Journal of Political Science*, 65: 510-527

- Randy Stone, with **Trung Dang**, “Multinational Banks and IMF Conditionality,” *International Studies Quarterly*, 65: 375-386
- Randy Stone, with Alexander Libman and Evgeny Vinokurov, “Russian Power and the State-Owned Enterprise,” *European Journal of Political Economy*, forthcoming
- Randy Stone, with Yu Wang and Shu Yu, “Chinese Power and the State-owned Enterprise,” *International Organization*, forthcoming
- Scott Tyson, with Todd Lehmann, “Sowing the Seeds: Radicalization as a Political Tool,” *American Journal of Political Science*, forthcoming
- Scott Tyson, with Livio Di Lonardo, “Political Instability and the Failure of Deterrence,” *Journal of Politics*, forthcoming
- Larry Rothenberg, with **Peter Bills** and **Bradley Smith**, “The Amicus Game,” *Journal of Politics*, forthcoming
- Larry Rothenberg, with **Gary Hollibaugh**, “The Structure of Appointment Politics: Consistency or Change?,” *Legislative Studies Quarterly*, forthcoming

2020 Articles

- Scott Abramson and Sergio Montero, “Learning about Growth and Democracy,” *American Political Science Review*, 114: 1195-1212
- Kevin Clarke, “Logical Constraints: The Limitation of QCA in Social Science Research,” *Political Analysis*, 28: 552-568
- John Duggan, with **Hun Chung**, “A Formal Theory of Democratic Deliberation,” *American Political Science Review*, 114: 14-35
- John Duggan, with **Jacque Gao**, “Lobbying as a Multidimensional Tug of War,” *Social Choice and Welfare*, 54: 141-166
- John Duggan, with Cesar Martinelli, “Electoral Accountability and Responsive Democracy,” *The Economic Journal*, 130: 675-715

- Hein Goemans, with Ken Schultz, “Aims, Claims, and the Bargaining Model,” *International Theory*, 11: 344-374.
- Gretchen Helmke, with John Carey, Katherine Clayton, Brendan Nyhan, **Mitchell Sanders**, and Susan Stokes, “Who will defend democracy? Evaluating tradeoffs in candidate support among partisan donors and voters,” *Journal of Elections, Public Opinion and Parties*, 1-16
- Alexander Lee, with **Varun Karekurve-Ramachandra**, “Do Gender Quotas Hurt Less Privileged Groups? Evidence from India,” *American Journal of Political Science*, 64: 757-72
- Sergio Montero, with Abhijit Banerjee, Sylvain Chassang, and Erik Snowberg, “A Theory of Experimenters: Robustness, Randomization, and Balance,” *American Economic Review*, 110: 1206-1230
- Richard Niemi, with Jay Goodliffe, Paul Herrnson, and Kelly Patterson, “The Enduring Effects of State Party Tradition on the Voting Experience,” *Election Law Journal*, 19: 45-63.
- Jack Paine and Scott Tyson, “Uses and Abuses of Formal Models in Political Science,” in *SAGE Handbook of Political Science: A Global Perspective*, D. Berg-Schlosser, B. Badie, and L. Morlino, eds., pp.188-202
- Bing Powell, “Mandate vs. Accountability,” in *Handbook of Political Representation in Liberal Democracies*, R. Rohrschneider and J. Thomassen, eds., Oxford: Oxford University Press, Chapter 19
- Larry Rothenberg, with **Gary Hollibaugh**, “Appointments and Attrition: Time and Executive Disadvantage in the Appointments Process,” *Journal of Public Policy*, 40: 473-491
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