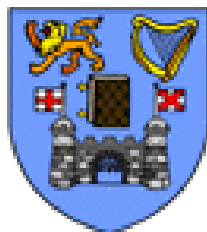


THE PH.D. PROGRAMME  
IN  
POLITICAL SCIENCE

HANDBOOK 2011-2012



Trinity College  
University of Dublin

## **INTRODUCTION**

The Ph.D. programme in political science at Trinity is designed to give students the highest level of training to become professional political scientists. It is designed to impart substantive knowledge about politics, but also crucially, to train students in the techniques necessary to recognize, design and implement cutting edge research. The writing of a thesis of original research follows two years of rigorous and comprehensive coverage of topics and techniques in political science. We strongly emphasize and support the placement of our students in top-quality positions upon completion. The graduate programme is designed to train teachers and scholars of political science. Most of our Ph.D.s have pursued careers in research and teaching; but others have gone into careers in government and business.

In the first two years of the Ph.D. programme, students follow a structured training in political science. This training consists of a series of modules covering research design, methods and a range of substantive areas of political science.

This handbook sets out the basic structure and requirements of the programme and the mutual obligations of staff and students involved. The handbook is intended to be your guide to understanding the Ph.D. programme and also a tool to get you started on the path to making the most of your degree. It also refers to additional resources to help you get the most out of many of our regular activities such as the Friday seminar presentations. The key thing to remember is that we value our postgraduate students very highly, particularly the close, constructive and informal interaction between staff and postgraduates that is the mark of any good department.

## **STRUCTURE OF THE DEGREE**

The Ph.D. programme lasts four years. Structured training is given to students in the first two years in the form of a series of modules, most of which are concentrated in the first year. Unlike other Ph.D.s in Europe, the programme combines intensive training with a substantial project of supervised original research resulting in a thesis.

Students' progress is assessed throughout the programme. Particularly important assessment points take place at the end of the first and second years, as detailed below. These assessments are designed to establish whether students are making satisfactory progress. Continuation on the Ph.D. register each year is contingent on the demonstration of satisfactory progress as outlined below.

### **Training modules**

Students take a series of modules during the first two years of the programme. There are broadly three types of modules: core modules taken by every student, elective modules (from a list of masters-level courses, final year undergraduate courses, and courses made available to TCD Ph.D. students at UCD) and reading courses, which are customized for each student.

### **Schedule**

The programme is intended to provide a solid training in the discipline of political science. The selection of training modules is thus designed to provide an intensive treatment in a variety of substantive topics as well as a solid training in research methodology, both qualitative and quantitative. The schedule of modules is the following:

Year 1 :

The first year of the integrated Ph.D. programme consists of the following modules in the 2011-12 academic year):

- Research design (Autumn Term; taught by Dr. Robert Thomson)
- Quantitative Methods 1 (Autumn Term: Dr. Koji Kagotani)
- Quantitative Methods 2 (Spring Term; Dr. Jos Elkink, UCD)
- Two of the joint TCD-UCD Ph.D. courses in Political Science (see appendix to this handbook)
- Reading Course (directed by respective dissertation supervisor)

Year 2 :

Providing that the student is eligible to proceed to the second year of the programme (see below), he or she will take the following courses in the 2012-13 academic year:

- Two of the joint TCD-UCD Ph.D. courses in Political Science (The courses on offer rotate each year)
- Optional course – see discussion below

In the second year, it is also expected that students will meet regularly with their supervisors to continue the progress made in the first year on their particular dissertation topic. This culminates in a dissertation proposal that must be submitted and then defended at the assessment at the end of the second year.

The modules typically meet for 9 or 10 weeks for 3 hours per week. The compressed time and the small size of the groups' involved means that *participation and attendance are compulsory*. Students may also be asked by the instructor to make presentations. Unexplained absences from class will not be tolerated and persistent absence from courses and/or the Friday seminar may result in the department deciding that, with immediate effect, a student may not continue in the Ph.D. programme.

Each core module is assessed on the basis of work done, usually including a research paper and a take-home exam. *Assessments* will be clearly specified, with deadlines, at the beginning of each module. There may be prerequisites for the submission of work (exercises, seminar presentations, etc.) and these will also be specified clearly in advance. Students must submit their work by required deadlines (please see Appendix 1 for details for all deadlines for Students). Extensions will be granted only in exceptional cases. Work submitted after a deadline will receive an F grade (see below), unless accompanied by a letter extending the deadline, signed by the course lecturer. Such a letter is normally given only when justified by a medical certificate.

Students in the second year of the programme are required to select an additional module from the substantive courses (not research design or quantitative methods) available in the M.Sc. in Political Science, the M.Sc. in International Politics, from the courses offered as part of the UCD-TCD cooperation in teaching of Ph.D. students in Political Science or from the Political Science Senior Sophister course options, all of which are listed on the departmental website. In addition, postgraduate courses may be available for students by agreement with other universities in the Dublin area.

This optional course permits each student to pursue additional courses related to his or her interests. Students are required to attend class, fulfill other obligations (short papers, class participation, response papers, tests etc, which are not required to be the same as those for the non-Ph.D. students taking the course) as required by the instructor, as well as write a paper of a paper of 7-10,000 words to be submitted within 6 weeks of the end of the course or by the last day of April 2012 latest in the case of a Hilary Term course, in order that grades will be available for the end of year Assessment Committee. Extensions are not permitted. (Instructors can set earlier submission dates, but not later ones, and can of course adjust these requirements to their course designs). As with other courses, students will receive two grades for this course, for the paper and for all the other course activities

combined. Anything less than regular attendance without the instructors' agreement will result in a failing grade of F for 'other course activities'.

Although students will be taking classes with M.Sc. students and undergraduates, the paper is expected to reflect the student's position as a second year Ph.D. student. It should be a postgraduate research-level paper, containing a literature review which identifies an important critique of the existing scholarship or a research paper, testing alternative explanations for a phenomenon of interest, completed as far as possible within the time available. As such a paper submitted which is indistinguishable from the work submitted by the Masters or Undergraduate students in the class is likely to receive a poor, or failing, grade. The paper must relate to the material covered by the course in question. If appropriate, and subject to the instructor's agreement, it may relate to the student's Ph.D. topic, but it must be new work done for the class in question. (It can of course be very useful for students to write a paper on a topic not directly related to their dissertation project). Students should discuss paper topics in advance with the course instructor who will be able to advise on additional reading and resources, and can offer direction on what sort of paper topic is acceptable.

Note that, in the past, Ph.D. students have sometimes split their time between two different senior sophister classes, one in Michaelmas and one in Hilary term. In this case, both SS classes will provide a grade for 'other course activities', and the student will write a research-level paper for one of the two instructors. It is also the case that some students have taken SS courses in other departments at Trinity, such as the economics department, and students should feel free to explore these options, but approval for these 'external' courses must be sought from the Departmental Director of Graduate Studies and the assessment criteria and workload must be no less than for other optional courses.

Students should be aware that while the teaching materials in these M.Sc. and undergraduate courses offer considerable benefits even to advanced Ph.D. students, the courses are primarily designed for the undergraduates and M.Sc. students, a situation that the Ph.D. students must respect. The instructors may set particular arrangements for the participation of Ph.D. students in these classes. It may also be necessary to limit the number of Ph.D. students taking a particular class if too many students wish to take the same class. In future years, if the department expands its range of M.Sc. offerings, and further develops its arrangements with other universities in the Dublin area, Ph.D. students may have more choices and may be expected to take more than one M.Sc. class in the second year.

Second year students should discuss their participation in courses with their supervisors and the course instructors, and then inform the graduate director, cc'ing supervisor and course instructor, of their Optional Course choices by the end of October 2012 (see Appendix 1 for the date), even if the course choice relates to a course which only begins in January 2013.

*Take-home examinations* may be given by a module's coordinator. These take place immediately after the end of each module. Each take-home examination takes the form of a conventional examination paper. All exams are issued on the Monday after the course ends, and must be returned to the departmental office by noon the following Friday. No extension will be granted to this deadline. Take-home examinations submitted after the deadlines receive an F grade. Students who have a compelling reason precluding them from submitting a take-home examination by the required deadline must contact the department in advance of the deadline and request permission to submit a new take-home examination.

## Module Grades

To monitor students' progress in their training programme, the Department of Political Science uses the following grading scheme for assessment of all work:

Excellent:	A
Good:	B
Fair:	C
Fail:	D/F

In addition, instructors may choose to add a designation of plus to a grade category to denote exceptional quality within the grade category. For instance a B+ would denote "very good" but not quite excellent. Minus grades are not permitted.

A failing grade of D implies a fail that can be condoned in certain circumstances (see below); a failing grade of F implies a fail that cannot be condoned in any circumstances.

Before being finally recorded as having a fail grade on any component of any assessment in a module, students are given one attempt to resubmit this. No piece of work that is resubmitted, or examination which is retaken, can receive a grade of more than C.

Typically, students will receive two grades for each class they take, one for coursework and class participation etc, and one for the final project or paper. There is no 'overall' grade for each class.

There are up to 11 marks for each student in the first year: In order to be allowed to proceed from one year of the programme to the next, students must show evidence of making satisfactory progress. The assessment committee, composed of the Director of Graduate Studies, the Head of Department and the External Examiner, determine whether a student's progress is satisfactory based on the work they have submitted during the training programme, including the module grades and the reading course grade (see below), and their research proposals. (Note that the student grades should be satisfactory even omitting the reading course grade, so that students can demonstrate that they are making progress with the wider training required by the programme).

## Reading courses, Thesis Proposals and Proceeding to the Next Year

The reading course is crucial for 1<sup>st</sup> year students for the development of their thesis proposals. Each first year student will be assigned a supervisor for the Reading Course at the beginning of the Michaelmas Term and will follow a programme designed on an individual basis to provide structured reading. At the start of the course, both the student and lecturer will agree a reading list and a schedule of informal meetings to review progress on these. *At least* three meetings each term should be scheduled. The reading course culminates in the student submitting a written paper of 5-7,000 words in the end of April. This paper will be a thorough review of the scholarly literature that clearly identifies a research question, and identifies areas for future research. It should thoroughly explore a topic and its issues, mapping out the territory for the student's own thesis project.

The importance of the Reading Course lies in the fact that it serves as the basis for the 'Draft Thesis Proposal' to be defended at the end of the first year: the Reading course leads to a 10-15 page Draft Thesis Proposal which will be defended in June in front of the External Examiner (currently Prof. Simon Hug). The paper should be double-spaced including normal margins, and should amount to no more than 4,500 words including all footnotes etc, but not the bibliography. Please include a word count on the first page. The reading course itself is also graded by the supervisor, on a pass/fail scale, on the basis of the detailed literature review of the student's research area submitted by the reading course deadline. The reading course paper differs from the Draft Thesis Proposal in that it is typically longer, focuses more on summarizing existing research and identifying lacunae, and contains fewer precise details about the research design and the student's own potential contribution to the field than does the Draft Research Proposal.

The Draft Thesis Proposal should be transparently and explicitly based on principles of research design: defining some variation to be explained, identifying alternative explanations, proposing clear tests which can distinguish between alternative explanations, discussing issues of data collection and measurement issues, etc.

Following its defence, the Draft Thesis Proposal may receive one of the following evaluations from the Assessment Committee:

- a. Eligible to proceed.
- b. Revise and Resubmit to proceed. In this case, students should resubmit their Draft Thesis Proposal, or other piece of work required by the Assessment Committee, by 1<sup>st</sup> September. They will be informed of the revised decision by mid-September.
- c. Ineligible to proceed with Ph.D.. In this case, the Assessment Committee will make a recommendation for an appropriate course of action. This may, but need not include, the recommendation that the student pursue an M.Litt. degree instead.

It should be noted that students either eligible to proceed to with the Ph.D., or who have successfully revised and resubmitted their proposal, will work on converting the ideas developed in the first year into a more concrete research proposal in the second year of the programme. While there is no formal Reading Course in the second year of the Ph.D. programme, it is expected that students will continue to meet with their supervisors as in the first year, to refine their proposals in the second year. This culminates in a Final 15-20 page 'Final Thesis Proposal' to be submitted and defended in front of the Assessment Committee Meeting in June of the second year in the programme. This proposal will explain exactly what this project will be and especially why this research should be conducted. Significant progress must be demonstrated between the defence of the draft proposal and the defence of the Final Thesis Proposal.

Following its defence, the Final Thesis Proposal may receive one of the following evaluations:

- Pass
- Resubmit
- Fail<sup>1</sup>

Students who 'Fail' their thesis proposal must withdraw from the Programme.

### The Friday Seminars

A Friday seminar series operates throughout the programme and *is compulsory for all students registered in the programme*. Its main purpose is to provide a forum for academic interaction and discussion in the department as a whole, and, in particular, for interaction between staff and postgraduate students. Every active student will be scheduled for a presentation at some point during the each year. In addition, some of the seminars will be given by distinguished visitors while others may be given by staff-members. Any suggestions from postgraduate students of topics, speakers, or both, for seminars will be very welcome and should be directed to the Friday Seminar Coordinator, who will also set more detailed arrangements for presentations, circulation of papers etc.

Each student is expected to present progress on his or her Ph.D. topic once a year at a Friday seminar. Students may also present other work at a second or third seminar.

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<sup>1</sup> In certain circumstances students who have failed the final thesis defence may be permitted to register for an M.Litt Thesis retrospectively. See Calendar Part II for further details. Please note that the M.Litt is a research degree and must be defended at a *viva voce* examination in front of both an External and Internal examiner. Because the M.Litt degree requires completion a substantial research project, postgraduates failing the Draft Thesis Proposal at the end of their first year will not be considered for this option, and even for second year students it will only be suitable where the student has already made substantial progress on a research project.

It is a very important feature of the collegiality of the department that, as far as is humanly possible, all members of staff and all postgraduate students attend all departmental seminars. To miss a seminar without very good cause undermines the value of the series, as well as being discourteous to colleagues.

### **The Ph.D. Thesis**

The final two years of the programme are spent preparing a thesis of about 75,000 words on a substantial and original topic, developed in consultation with one (and in some cases two) supervisor (s). The supervisor of a student's thesis will ideally be the member of staff with whom student did their reading course. In exceptional circumstances the department may ask someone who is not a member of the staff of the department to assist in the supervision of the thesis. The Graduate Director will act as an adviser to all Ph.D. students, dealing with matters not directly related to the subject matter of the subject being researched. It is a fundamental objective of the programme not only that every thesis should be publishable, but that every attempt should be made to publish it in some form or another, such as articles in established journals.

The relationship between supervisors, Graduate Director and research student is critical to determining the quality of the student's postgraduate experience. This relationship is one of collaboration in a common enterprise and, for a successful collaboration; all parties must recognize their separate responsibilities. These are set out below.

### **Responsibilities of Supervisors**

A potential supervisor will not accept a student for supervision if there is any reason, such as lack of competence in the field of study, lack of facilities for the proposed research, lack of essential funding for fieldwork, the imminent departure of the supervisor from College, or over-commitment, that would lead to inadequate supervision during the projected period of the student's research.

Supervisors have both a reactive and a proactive role. On the one hand, a supervisor must be accessible to the student for academic help and advice during the progress of the research and the final preparation of the thesis. On the other hand, the supervisor has an active duty to be informed about the progress of the research student's work, to give frank and constructive opinions about this work (whether or not these are asked for), to make sure that the student is aware of the quantity and quality of work required, and to negotiate and monitor a timetable for its submission.

To this end, student and supervisor should negotiate a programme of meetings at the beginning of each academic year. For most students on this programme, monthly meetings should be the norm, and these meetings should be held whether or not the student has a particular piece of written work to submit for comments.

Supervisors will do everything they can to provide careful analysis and constructive criticism of all work submitted to them within an agreed period of time, and to make themselves available, when feasible, for discussions with students that might take place outside an agreed Programme of meetings.

### **Responsibilities of the Graduate Director as Adviser**

An adviser's essential job is to help the student in all dealings with the department and the College and to be aware of College regulations as far as they affect postgraduates: the Graduate Director fills this role. The reason for having an adviser who is not the supervisor is, of course, that the relationship between supervisor and student is one of the matters upon which advice might possibly be needed. Another reason is to give every student more people in the department with whom he or she should

maintain routine contact. A more extensive discussion of the role of the adviser can be found in the section below on resolving problems.

### **Responsibilities of the Research Student**

The research student must keep in contact with his or her supervisors and inform them on the progress of the research. He or she should meet the supervisors for discussions, submit written work and perform other academic exercises (for example, attending and contributing to the Departmental 'Friday Seminars') according to the timetable negotiated with the supervisors. While the doors of most members of the department are nearly always open to postgraduates, students should remember that members of staff do have other responsibilities, and that these may at time preclude a member of staff dropping everything to give them immediate unscheduled attention.

Students should inform their supervisors as early as possible of anything that might affect their ability to complete an agreed programme of work on schedule, rather than bringing problems to the department at only a late stage. The essential point to remember is that the department is on the side of its postgraduate students in relation to almost any problem that might arise, and will do everything possible to help, given good notice and the information necessary to do so.

### **Continuation on the Ph.D. Register and Continuation of Financial Support**

Each year a student's continuation on the Ph.D. register and the continuation of financial support from the department (e.g. payment of fees), if provided, are contingent on the demonstration of satisfactory progress. The student will return a Dissertation Progress Report Form (available on the Departmental Webpage) to the Departmental Graduate Co-ordinator twice a year. The completed reports will be circulated by the Graduate Director to the student's supervisor. At the end of each semester the department will conduct a twice-yearly general review of the progress of each research student. Any advice and recommendations of the supervisor, Graduate Director, and/or other staff will be communicated directly to each student concerned. The content of the progress reports will have a particular bearing upon the department's attitude to any request for an extension of the deadline for submission of the thesis and continuation beyond year 4.

### **Resolving Problems**

Although rare, problems may arise between adviser, supervisor and student. In these cases it is important for students to know what to do. In the first instance, of course, student and adviser or supervisor should meet informally to discuss the problem and attempt to resolve it in a balanced manner. Since almost all students and members of staff are reasonable people, by far the most likely outcome is that any misunderstanding can be ironed out smoothly at an early stage.

If an informal discussion of problems fails to find a solution, then the student should write a letter to the adviser or supervisor setting out the problem in more formal terms, and send a copy of this letter to the Graduate Director. (In exceptional circumstances, a student may be unwilling to commit such problems to paper, in which case a meeting should be sought with the Director of Teaching and Learning (Postgraduate).) If the adviser or supervisor is still unable to offer a resolution of the problems set out in the letter from the student, then the Director of Teaching and Learning (Postgraduate) will meet both individually and attempt to negotiate a solution. If the student is unwilling to accept the solution offered by the Director of Teaching and Learning (Postgraduate), then there is no alternative but to take the matter up with the Dean of Graduate Studies and implement the procedures set out in Part 2 of the University *Calendar*. It is, however, very, very unlikely that any problem, handled in an open and reasonable manner by all concerned, should ever get this far!

If problems should arise in the course of work as a Teaching Assistant, the student should in the first instance discuss the issue with their instructor; if necessary the student may then meet with their thesis supervisor or the postgraduate director.

### **Attendance at Trinity College in Dublin**

All students in the Ph.D. programme are expected to be physically present and available to meet with academic staff in Dublin throughout the undergraduate teaching year, until the end of the summer examinations marking/court of examiners period. In the case of students working as Teaching Assistants – almost everyone in practice – they are expected to be present in Dublin and available to meet with academic staff to prepare for the teaching year ahead from Monday of the week before the first week of undergraduate teaching. Teaching Assistants should discuss in advance with their course instructors work that may need to be done outside undergraduate teaching weeks, particularly over the Christmas period. Travel and holiday arrangements should be made with these constraints in mind.

Of course, we know that students may need to engage in travel for research related reasons etc and that under some circumstances travel during term time will be appropriate. Students should consult the postgraduate director and/or the instructor for the course they are teaching for as appropriate in advance of making any travel commitments.

Where a student wishes to spend a term or year away from Trinity to activities related to their postgraduate progress, such as a formal visiting position at another university, the student, after consulting with their supervisor, must contact the postgraduate director in advance to obtain department permission.

### **Teaching**

The most important contribution that Trinity College makes to Irish society is the teaching of our undergraduate students. The department takes the teaching of undergraduates very seriously and expects that postgraduates participating in teaching undergraduate courses to do the same. Obviously courses will differ in their requirements and Teaching Assistants should consult with the course instructor for the course they will be teaching to determine exact arrangements. In general students may be required to grade papers and exams under the guidance of the instructor, lead tutorials ('discussion groups'), note student attendance at tutorials, hold office hours, answer student email, and distribute and collect materials from students, and other course related activities, working of course in conjunction with the course instructor and – for particularly large classes – the head teaching assistant. Note that, where relevant, Teaching Assistants are expected to be available to grade summer exam papers (as well as papers for 'Supplemental' exams, which are held in early September for students who fail or are absent from summer examinations) for courses they have acted as Teaching Assistants for over the year. The course instructor may also require that postgraduate teaching assistants attend undergraduate lectures to better prepare them to lead tutorials and grade student work. Teaching tends to improve with feedback and instructors may also ask Teaching Assistants to solicit anonymous feedback from the undergraduates on Teaching Assistants' performance as instructors and discuss them with the instructor. Note that it is also school policy to require that undergraduate student course surveys will collect survey evaluations of individual Teaching Assistants and make them available for discussion within the department. Outstanding performances may be publicly acknowledged. The department also solicits feedback on the performance of Teaching Assistants from course instructors.

In the unlikely case that a Postgraduate Student is unwilling or unable to teach or grade papers etc in line with the department's expectations/standards and instructors' requirements, the department reserves the right to withhold or withdraw funding support for fees and stipends.

### **Withdrawing from the Programme**

If for some reason a student opts to withdraw from the Ph.D. programme at any stage they must immediately inform in writing a) their supervisor b) the director of graduate studies and c) the Graduate Studies Office.

### **Submitting and Defending the Dissertation**

When the thesis is complete it is submitted to the College (Graduate Studies) for examination. The thesis is read by an internal examiner who will be a member of the department other than the supervisor, whose job will be to evaluate the thesis in the context of its contribution to the profession as a whole, and by an external examiner from another institution, who has detailed professional knowledge of the thesis topic and whose job will be to provide an expert assessment of this.

It is the full responsibility of the Graduate Director, who will consult with both the candidate's supervisor and the Director of Teaching and Learning (Postgraduate), to choose the external examiner of the thesis in order to maintain the objectivity of the examination process. Clearly, students may have views on who is best to serve as external examiner and they are thus encouraged to discuss this with their supervisors well in advance of the date of final submission; their supervisors will then discuss the matter with the Director of Teaching and Learning (Postgraduate) who will make the final the decision. **In no circumstances** are any students to approach and ask potential external examiners of their willingness to serve on the examination committee.

Once the thesis is read by both the internal and external examiners, an oral (or *viva voce*) examination will be held generally between two and four months after the thesis has been submitted to Graduate Studies. (Students who would prefer a *viva* held before Christmas are advised not to submit their draft dissertations at the last possible moment near the beginning of the Michaelmas term, as experience shows that oral examinations for such dissertations can frequently be scheduled only in January or February of the following year). The examination should last about two hours and the internal and external examiners may ask questions on any aspect of the thesis and the theme with which it deals. At the student's request and with the agreement of the examiners, a supervisor may be present, although this is not in any way necessary. The role of a supervisor in the oral examination, if present, is to provide information and not to act as an examiner.

Detailed rules for submission of theses are contained in the College *Calendar*, Part 2, and these must be consulted carefully by the student before any plans for submission are made. The *Calendar* provides for students to submit theses without the prior approval of the supervisor, but in practice it would be extraordinarily unwise for any student to do this. Both department and supervisor have a strong interest in having good theses accepted by the examiners and, if they advise against submission, then this advice should be taken very seriously by the student. It almost certainly means that the thesis will encounter serious problems when it is examined. After the thesis has been examined in this way, the examiners will recommend one of the following:

- The thesis passes as it stands;
- The thesis passes after minor corrections have been made (the internal examiner must certify that these corrections have been made before the final thesis is submitted and the degree awarded);
- The thesis must be revised in a more major way, and then be submitted for re-examination; (in this event the examination procedures outlined above will be repeated);
- A lesser degree (such as a Master's) should be awarded;
- The thesis should fail outright.

### **After the Degree: Job Placement**

As a department our success is ultimately measured by the success of our students, and that includes their job placement in top-quality academic institutions, governmental agencies, and private enterprises. Our goal is therefore to assist you on the job market in every way possible. This begins, of course, with the rigorous and comprehensive training you will receive as part of the normal programme, but it also includes a specialized support and training system designed to make you the most effective job candidate possible.

Students who are considering applying for academic jobs should first consult with their supervisor(s) and the director of graduate studies to make sure that they are ready to go on the market. Only students who are deemed to be ready will be supported by the department in their job search. Students are strongly encouraged to hold specially scheduled practice job talks when actually on the job market.

Our Programme includes the following features designed to help your job search:

- A regular series of seminars and opportunities to present your research that will prepare you for job talks when being interviewed.
- A programme that requires students to produce many short papers and encourages and assists them in revising and possibly submitting these for publication.
- A programme that encourages and assists students to participate in additional training courses and professional conferences.
- A well-established and widely-respected faculty that is willing to recommend students who have the potential to pursue an academic career.

**APPENDIX 1. IMPORTANT DATES FOR 2010-2011**

Mon. 12 Sept. 2011	Postgraduate Registration Week
Mon. 12 Sept. 2011	Classes begin for first year Ph.D. students: European Governance (at UCD) PG students working as TAs to be available to meet instructors in advance of classes
Mon. 26 Sept. 2011	Other PG classes begin, as well as UG classes All PG students expected present at Trinity, absent making other arrangements
Fri. 28 Oct. 2011	Reading course forms due (first years) Departmental Dissertation reports due (2 <sup>nd</sup> + years) 2 <sup>nd</sup> years to inform Graduate Director of their Optional Course choices
December 2011/January 2012	IRCHSS Post-Graduate Scholarship likely deadline
Mon. 16 Jan. 2012	Start of Hilary Term classes
Mon. 1 April 2012	Departmental Dissertation reports due (2 <sup>nd</sup> + years)
Fri. 27 April, 2012	Reading Course Papers due to Supervisor (1 <sup>st</sup> years)
Fri. 27 April, 2012	Second year optional papers for HT courses must be submitted
Fri. 4 May 2012	Thesis proposals due (for both 1 <sup>st</sup> and 2 <sup>nd</sup> year students)
Late May/Early June 2012	Thesis proposal defence in front of Assessment Committee (for 1 <sup>st</sup> & 2 <sup>nd</sup> years)
29 June 2012	End of Marking/Court of Examiners period, students can make travel plans from this point.
1 Sept 2012	Proposals for 1 <sup>st</sup> and 2 <sup>nd</sup> year students that received (in June) a mark of 'Revise and Resubmit' are due to the Graduate Director.
Late August-Early September	'Supplemental Examinations' papers for teaching assistants in first and second year courses

**Please note: students participating in courses at UCD as part of the TCD-UCD joint teaching of Ph.D. courses in Political Science are required to attend classes throughout the UCD term, including in weeks which would otherwise constitute 'reading weeks' on the Trinity calendar.**

Students will be informed of any necessary changes to these dates by email during the year.

## APPENDIX 2. POLICY ON PLAGIARISM

*Plagiarism* is a very serious offence for any member of any academic profession, staff or student. Essentially, plagiarism consists of presenting someone else's work as your own. The crudest form of plagiarism is presenting a whole paper, or substantial sections of a paper, as if they were written by you when in fact they were written by someone else. The plagiarized source may be a piece of published work, or the unpublished work of a student or professional colleague. Less extreme forms of plagiarism involve incorporating passages from the work of others in your own writing, without attributing these passages to others. Even if you paraphrase the work of others and present it without attribution as your own, then this is plagiarism.

Any student found to have committed plagiarism on any assessment will, for a first offence, receive an automatic F grade for that assessment. Further offences will result in the student's automatic withdrawal from the Programme. (It is punishable for full-time academics by disgrace and even, in extreme cases, by dismissal.)

The tragedy of most cases of plagiarism that arise in practice is that almost invariably they could have been avoided by following a few simple guidelines. The essential point to remember in this context is that we all, as academics, use and build on the work of others.

This is the very essence of an academic community, and there is nothing whatsoever to be ashamed of in doing it. Indeed, it is hard to see how any of us could produce much of value without building on the work of others. The key, however, is that we build on the work of others in an open and explicit manner, and with due acknowledgment.

When we use the work of others, therefore, either we quote their words directly and put these in quotation marks, or we paraphrase these. Either way, we provide an explicit citation of the work we are referring to, in the text, in a footnote, or both. To fail to do this is to risk being accused of plagiarism.

Gross cases of plagiarism, in which a paper presented is substantially the unacknowledged work of someone else, are of course beyond excuse and redemption. The occasional foolish or misguided student who attempts this is usually detected because members of most academic departments are very experienced at reading a wide range of work in their field and sense that something is wrong very quickly. If any student feels a sense of panic or despair by virtue of being completely at a loss about what to produce for a particular assignment, they should first appreciate that every one of us has been in that position at some time or another. They should then go as soon as possible to see a member of staff, discuss the matter, and take advice on how to solve the problem. They should absolutely never attempt to plagiarize the work of others, which is both very risky and utterly pointless.

More typical cases of plagiarism arise in the gray area between sloppy note taking and a misunderstanding of the point that using the work of others is perfectly appropriate if it is duly acknowledged. As they read the work of others, people often put direct quotations into their notes. Unless they are very careful about note taking, they can easily lose track of the distinction between what the author has said and how the reader has reacted to this. If people fail in their notes to put direct quotes in quotation marks or to record the precise source of all quotations and pieces of paraphrased argument taken from some source, and if they then transform sections of their notes into parts of a paper, the net result can be more or less inadvertent plagiarism. Despite the fact that it may arguably be inadvertent, this nonetheless gives a very bad impression of the author and is typically detected immediately by a member of staff who knows the literature well.

It is very important, therefore, for students to get into the habit of taking professional notes on their reading, clearly noting the full sources of any quotation, either taken directly or paraphrased. It is simply impossible to be too scrupulous in recording the sources of your ideas. The more information you include when writing about them, the easier you will find it to return to them when, as will surely be the case, you need to do so. There's nothing more infuriating than to come across a brilliant quotation in your notes, only to discover that you simply can't use it because you haven't recorded a proper citation!

### APPENDIX 3. ADDITIONAL RESOURCES FOR PH.D. STUDENTS

In addition to the information contained in this handbook, there are several additional resources available as sources of information and guidance about our programme. These are available in the main office and also on-line at the department web site.

The department web site at: [http://www.tcd.ie/Political\\_Science/](http://www.tcd.ie/Political_Science/)

Postgraduate e-mail list: Send the following e-mail message to [majordomo@tcd.ie](mailto:majordomo@tcd.ie):  
subscribe <your e-mail address> pol-postgrad-list

Forms referred to in this document are available in the main political science office.

The *School Postgraduate Handbook* is also a resource which contains guidelines and policies that apply to all postgraduate students in the School of Social Sciences and Philosophy.

*Guidelines for Research Proposals*, containing guidelines for the style and content of your research proposal that must be defended at the oral examination at the end of your second year. This includes the *Research Proposal Application Form*, which you must use in preparing your research proposal for the oral defence.

The department's *Guidelines for Seminar Presentations*, which describes how to make the most of your Friday presentations.

Copies of the *APSA Style Manual for Political Science* are available in the main political science office.

Various job resources and current job listings are available in print form from the main political science office.

The *Ph.D. in Political Science* brochure, which is printed and sent to prospective postgraduate students.

Part II of the College Calendar contains all information on graduate studies in Trinity College

[http://www.tcd.ie/Secretary/College\\_Calendar/Part\\_II/pdf/Calendar04-05.pdf](http://www.tcd.ie/Secretary/College_Calendar/Part_II/pdf/Calendar04-05.pdf)

Graduate studies Office: Progress Report Forms, Information on Research Awards, Guidelines for thesis submission, Travel Grants, Studentships etc.

[http://www.tcd.ie/Graduate\\_Studies/Local/Student/gl-student.html](http://www.tcd.ie/Graduate_Studies/Local/Student/gl-student.html)

#### Style Guidelines

While strictly speaking the Department of Political Science imposes no particular house-style for written work, in practice we strongly recommend adhering to the *Style Manual for Political Science* booklet published by the American Political Science Association. This is a parenthetical referencing system based on the Chicago and "Harvard" styles used by such journals the *European Journal for Political Research*, *West European Politics*, the *American Political Science Review*, and the *American Journal of Political Science*, just to name a few. The booklet also clearly states guidelines for presenting quotations, tables, and figures. It does not contain guidelines about spelling and punctuation, which in your written work may certainly follow the Irish and British conventions. Before submitting your Dissertation, you should also consult the College's rules for printing and binding.

## TCD-UCD Cooperation in Education of Ph.D. Students in Political Science

This note sets out the basis of cooperation between Trinity College and University College Dublin in providing courses available to Ph.D. Students in Political Science at both institutions. In both institutions, this note will be included to the respective Ph.D. handbooks.

Courses will be taught on a two year cycle.

### First cycle      2011-12:

Autumn:	Research Design (TCD) Quantitative Methods 1 (TCD)
Spring	International and European Governance (UCD, with c. 25% TCD) Quantitative Methods 2 (UCD) Public Policy (UCD)

### Practical arrangements:

Courses take place at a location provided at the university that will teach or coordinate the course, and follows the term schedule (including reading weeks) of that university. (An exception is made for Research Design and Quantitative Methods 1 when taught at UCD, which will start one week after the beginning of UCD term to allow TCD students to attend the first class meeting. For 2010, this means w/b 20 September 2010). Students, and staff participating in teaching a course hosted at the other university, will be expected to travel to the university where courses are being held.

Students are to be aware that if they are taking a course at the other university attendance at class is compulsory including in weeks when otherwise a reading week is available at their home university.

### Requirements for courses coordinated across departments

Courses including Research Design, Quantitative Methods 1 and Quantitative Methods 2 are taught under the responsibility of a single instructor. For other courses, teaching is provided through the participation and rotation of staff from both departments. Coordinators provided by the hosting institution will suggest the overall focus of and contents of the course syllabus and ask for contributions from staff members from both universities in line with agreed proportions. Coordinators should consult with other participants but are encouraged to ensure that the course has 'direction' and not constitute a mere collection of disparate topics. After consultation, the draft syllabus will then be sent for review to members of the Joint Committee two weeks in advance of the beginning of the teaching term.

The normal requirement for student workload for coordinated courses will be a final 8,000 word paper (a research design, a critical literature review, etc) to be graded by the staff member teaching the topic that the student chooses to address, supplemented by in-term short work such as e.g. a number of response papers. Course scheduling should be arranged so that final grades can be available within two weeks of the last day of course teaching.

### Student Responsibilities

Students are required to prepare for, attend, and participate in jointly taught courses just as for courses taught in their own institutions. Requirements for standards of student behaviour, including the requirement to avoid plagiarism, continue to apply. Students must make themselves familiar with, and comply with, rules of conduct established by the university at which course takes place.

### Miscellaneous issues

Courses provided as part of this cooperation arrangement are expected to focus on the needs of, and be available as a priority to, Ph.D. students in Political Science at those two universities. Courses are not normally expected to be available to students outside those disciplines and admission of students who are not studying for a Political Science to these courses is at the discretion of the instructor, who is free not to admit such students, and should in any event be limited to at most one or two students.

### Joint Committee

A joint committee comprised of the two members from each university will meet to discuss and oversee this cooperation. At Trinity College, the members of this committee will usually consist of the head of department and the postgraduate director. At UCD, the members of this committee will usually be the Head of School and the Ph.D. Program Coordinator.

The joint committee's functions include:

- Oversight of course syllabi in advance of the teaching term to maintain overall program coherence (this applies to all courses, including Research Design and Quant 1 and 2)
- Agreeing grading conversion scales
- Resolution of any questions that may arise
- Discussion of improvements for future years