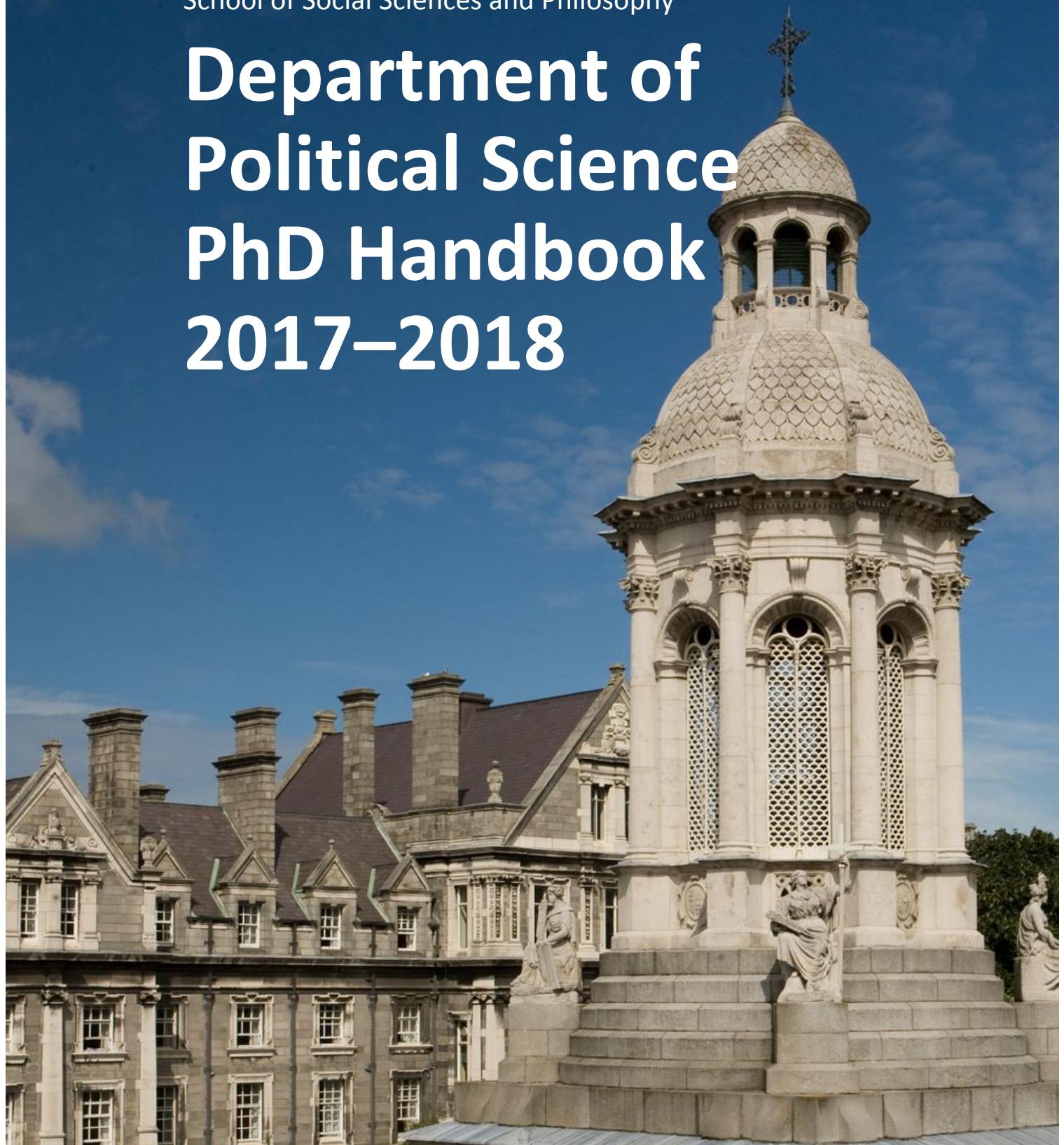




Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Social Sciences and Philosophy

Department of Political Science PhD Handbook 2017–2018



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General

Department of Political Science website: https://www.tcd.ie/Political_Science/

School of Social Sciences and Philosophy website: <https://www.tcd.ie/ssp/>

Academic Year Structure 2017/18

Cal. Wk	Dates 2017/18 (week beginning)	Outline Structure of Academic Year 2017/18	Notes
1	28-Aug-17	Supplemental Examinations	Statutory Term (Michaelmas) begins
2	04-Sep-17		
3	11-Sep-17		
4	18-Sep-17	Freshers' Week / Undergraduate Orientation Week	
5	25-Sep-17	Teaching Week 1	Michaelmas Lecture Term begins
6	02-Oct-17	Teaching Week 2	
7	09-Oct-17	Teaching Week 3	
8	16-Oct-17	Teaching Week 4	
9	23-Oct-17	Teaching Week 5	
10	30-Oct-17	Teaching Week 6 (Monday, Public Holiday)	
11	06-Nov-17	Teaching Week 7 - Study Week	
12	13-Nov-17	Teaching Week 8	
13	20-Nov-17	Teaching Week 9	
14	27-Nov-17	Teaching Week 10	
15	04-Dec-17	Teaching Week 11	
16	11-Dec-17	Teaching Week 12	← Michaelmas Term ends Sunday 17 December 2017
17	18-Dec-17	Christmas Period (College closed 22 December 2017 to 1 January 2018, inclusive)	
18	25-Dec-17		
19	01-Jan-18		
20	08-Jan-18	Foundation Scholarship Examinations	Note: it may be necessary to hold some exams in the preceding week.
21	15-Jan-18	Teaching Week 1	Hilary Term begins
22	22-Jan-18	Teaching Week 2	
23	29-Jan-18	Teaching Week 3	
24	05-Feb-18	Teaching Week 4	
25	12-Feb-18	Teaching Week 5	
26	19-Feb-18	Teaching Week 6	
27	26-Feb-18	Teaching Week 7 - Study Week	
28	05-Mar-18	Teaching Week 8	
29	12-Mar-18	Teaching Week 9	
30	19-Mar-18	Teaching Week 10 (Monday, Public Holiday)	
31	26-Mar-18	Teaching Week 11 (Friday, Good Friday)	
32	02-Apr-18	Teaching Week 12 (Monday, Easter Monday)	← Hilary Term ends Sunday 8 April 2018
33	09-Apr-18	Revision Trinity Week (Monday, Trinity Monday)	Trinity Term begins
34	16-Apr-18	Revision	
35	23-Apr-18	Revision	
36	30-Apr-18	Annual Examinations 1	Annual Examination period: Four weeks followed by five weeks for marking, examiners' meetings, publication of results, Courts of First Appeal and Academic Appeals.
37	07-May-18	Annual Examinations 2 (Monday, Public Holiday)	
38	14-May-18	Annual Examinations 3	
39	21-May-18	Annual Examinations 4	
40	28-May-18	Marking/Courts of Examiners/Results	
41	04-Jun-18	Marking/Courts of Examiners/Results (Monday, Public Holiday)	
42	11-Jun-18	Marking/Courts of Examiners/Results	
43	18-Jun-18	Marking/Courts of Examiners/Results/ Courts of First Appeal	
44	25-Jun-18	Courts of First Appeal/Academic Appeals	← Statutory (Trinity) Term ends Sunday 1 July 2018
45 to 52	02 Jul 2018 - 26 Aug 2018	Postgraduate dissertations/theses/Research 1-8	Eight weeks between end of statutory (Trinity) term and commencement of statutory (Michaelmas) term. This period is also used for writing up Masters dissertations and research theses due for submission in September. ← Ends Sunday 26 August 2018

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 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 (see "Our former students" page on the departmental website).

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 all 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. Unlike traditional 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, 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 2017-18 academic year:

Michaelmas Term

- 1) Quantitative Methods 1
- 2) PhD Research Design
- 3) A module chosen by the PhD student with approval from the student's supervisor and the PhD director.

Hilary Term

- 1) Quantitative Methods 2 (at UCD)
- 2) An additional module or modules to total of 10 ECTS credits, chosen from HT TCD MSc modules, or from PhD/MSc level modules available at UCD, or Ken Benoit's PhD module in advanced quantitative methods (please discuss with your advisor/the PhD director to assess suitability).
- 3) Reading Course with Supervisor (Pass / Fail. See below)

Year 2:

Providing that the student is eligible to proceed to the second year of the programme (see below), he or she will have to make up 30 ECTS credits in total this year. The 30 ECTS can be chosen from TCD MSc modules, or additional PhD level modules taught at TCD, or from PhD or MSc. level modules available at UCD.

The modules typically meet 10-11 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.

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.

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, where there is one overall grade for each class:

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.

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 (or their nominee) 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 course

The reading course is crucial for 1st 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 to be submitted by April 7. 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 reading course itself is 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 (see below) 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 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.

Thesis Proposals and Proceeding to the Next Year

A 10-15 page Draft Thesis Proposal must be submitted at the end of April and will be defended in June in front of a committee currently composed of an External Examiner (currently Professor Patrick Bernhagen), the PhD Director and Professor Ken Benoit.

The Draft Thesis Proposal should be clearly 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. 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 paper must follow the format set out in the document

titled “PhD research proposals formatting and structure”, available on the departmental website.

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 **15 August**. They will be informed of the revised decision by mid-September.
- c. Ineligible to proceed with Ph.D.

Students who are 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 at the end of April 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 Thesis 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
- Fail¹

Students who ‘Fail’ their thesis proposal must either withdraw from the Programme or, potentially, consider transferring to the M.Litt. register.

¹ 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 only where the student has already made substantial progress on a research project.

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 (currently Dr. Constantine Boussalis) , 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.

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 and is discourteous to colleagues.

The Ph.D. Thesis

The final two years of the programme are spent preparing a thesis 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 the 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 being researched.

Our expectation is that every thesis should be publishable, and 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. For a successful collaboration, all parties must recognize their separate responsibilities, which 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 Form (available on the Departmental Webpage) to the Departmental Graduate Co-ordinator twice a year (end of October and end of April). The completed reports will be circulated by the Graduate Director to the student’s supervisor. Once a year the department will conduct a 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 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 at Trinity College 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 module 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 purposes, for example, and that under some circumstances travel during term time will be appropriate. Students should consult the postgraduate director and/or the instructor for the module on which 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 in order to pursue 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 and the Head of Department in advance to obtain department permission. Per College Regulations, residence in Dublin is required of all PhD students and any request to move residence elsewhere must be put in advance to both the postgraduate director and Head of Department.

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 do the same. Obviously courses will differ in their requirements and Teaching Assistants should consult with the module 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 module 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 module 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 and to discuss this feedback with the module's 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, for example through an annual prize ceremony. The department also solicits feedback on the performance of Teaching Assistants from module instructors.

In the unlikely case that a Postgraduate Student is unwilling or unable to teach or grade papers or perform other teaching-related duties in line with the department's expectations and standards and the 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 a) their supervisor b) the PhD Director 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. At the same time, you must submit the datasets (or other relevant replication material) used in your dissertation, if any. Please send electronically all data and other relevant replication material to the PhD director, your supervisor, and the postgraduate EO. The datasets must be clearly named, documented, and submitted in a single file (e.g., zip). The department (or examiners) may also, at their discretion, request other supporting materials (e.g. notes of interviews, documents etc) as necessary. You are also strongly encouraged to submit your replication code, if any.

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. In exceptional circumstances in which no suitable internal examiner can be found, that role may be filled by a faculty member outside College.

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 decision. **In no circumstances** are 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.

Detailed rules for submission of thesis 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, although there is no oral examination);
- 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, both through guidance on your research projects and by providing opportunities to gain experience teaching and to contribute as a 'good citizen' in the department in ways which will help you on the job market. This process 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. 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 grey 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!

Please note that before you submit your first piece of written work you are required to complete the online tutorial 'Ready, Steady, Write' and each piece of submitted work must confirm the following:

"I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at: <http://www.tcd.ie/calendar>"

"I have also completed the Online Tutorial on avoiding plagiarism 'Ready, Steady, Write', located at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>

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/

Postgraduate e-mail list: Send the following e-mail message to majordomo@tcd.ie: subscribe <your e-mail address> pol-postgrad-list (you should already have been automatically added).

Forms referred to in this document are available in the main political science office or on the departmental website.

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.

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

The College Calendar contains all information on graduate studies in Trinity College and can be found on the main College website.

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

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.

Appendix 4 - 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.

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 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. 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 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



Postgraduate Advisory Service

The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience.

Who?

The Postgraduate Advisory Service is led by the Postgraduate Support Officer, who provides frontline support for all Postgraduate students in Trinity. The Postgrad Support Officer will act as your first point of contact and a source of support and guidance regardless of your current stage of postgraduate study. In addition, each Faculty has three members of Academic staff appointed as Postgraduate Advisors to whom you can be referred by the Postgrad Support Officer for extra assistance if needed.

Contact details of the Postgrad Support Officer and the Advisory Panel are available on our website: http://www.tcd.ie/Senior_Tutor/postgraduate/

Where?

The PAS is located on the second floor of House 27. We're open from 8.30 – 4.30, Monday to Friday. Appointments are available from 9am to 4pm.

Phone: 896-1417

Email: pgsupp@tcd.ie

What?

The PAS exists to ensure that all Postgrad students have a contact point to whom they can turn for support and information on college services and academic issues arising. Representation assistance to Postgrad students is offered in the area of discipline and/or academic appeals arising out of examinations or thesis submissions, supervisory issues, general information on Postgrad student life and many others. If in doubt, get in touch! All queries will be treated with confidentiality. For more information on what we offer see our website.

If you have any queries regarding your experiences as a Postgraduate Student in Trinity don't hesitate to get in touch with us.