

International Relations Subfield Revised Comprehensive Exam Policy

In consultation with their faculty advisor, students (no matter whether IR is identified as a primary or secondary field) will choose ONE of the following options:

1. Write a sole-authored research paper that meets at least a “revise and resubmit” peer-review standard. The paper can be a revision of a paper written for a seminar, conference, etc. The length of the paper is to be between 8,000 and 12,000 words, all-inclusive. The paper should build toward the student’s dissertation. The student will identify a journal for which it will be targeted and are required to note this choice on the manuscript’s title page. The format/style of the submission will be determined by the standards of the target journal. No actual submission to a journal is required. A three-member faculty committee will read and grade the paper, with the committee issuing a single rating of “Reject”, “Revise and Resubmit”, or “Accept”. A grade of “pass” for the exam requires a rating of either “Revise and Resubmit” or “Accept”. A grade of “Reject” is considered a failing grade for the exam.

2. Write an annotated graduate-level syllabus for a 13-week course that introduces students to the field of international relations. This option also requires an oral defense of the syllabus with a three-member faculty committee. The syllabus may be theoretical or thematic in the type of overview of the field provided, with the understanding that theory is one of the major themes of international relations. Students will consult with their faculty advisor regarding which of these two types of syllabi to write. The syllabus must contain specified assignments which are justified relative to course goals and content. For each of the course’s 13 weeks, the syllabus must include: (i) a detailed reading list, and (ii) a fully realized description of the week’s pedagogical goals and content (e.g., How do these readings fit together in their address of the week’s theme/goals?” “How are these readings justified, pedagogically?” “How do these readings address the relevant disciplinary terrain?”).