

HANDBOOK FOR PHD STUDIES

IN

POLITICAL SCIENCE

STONY BROOK UNIVERSITY

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THE SPECIALIZED FIELDS OF STUDY

In order to provide a thorough background in the fields we offer, the department has focused research and teaching resources on three specialized fields – American politics, political economy, and political psychology. Students take foundation courses in these fields during their first year. In subsequent years they will do advanced course work in these three fields as well as select a specialized field for dissertation research. All students receive thorough training in research methodology, since this is essential to all fields. After their second year, all students must pass qualifying examinations that cover both substantive areas and research methodology.

American Politics

The American politics concentration provides a broad perspective on political behavior and national political institutions. Courses are taught in political parties, electoral behavior, the legislative process, the American judiciary, and political ideology. Students become familiar with the kinds of quantitative and formal analysis techniques most often applied to the study of American politics. Members of the faculty are currently doing research on Supreme Court decision-making, voting in Congressional and Presidential elections, Congressional strategy, separation of powers, federalism, and public opinion.

Policy and Political Economy

The political economy program builds upon the department strengths in political psychology, methodology, and laboratory experiments. The primary focus of the program is on applications of behavioral economics methods in political science and empirical testing of theoretical models in laboratory settings. Such a focus allows for the cross-field collaboration and synergy within the political science department.

Substantively, experimental economics uses the insights from psychology to test the traditional economic models of a man as a selfish utility-maximizing actor. Behavioral economics takes these psychological insights and experimental results further and offers alternative theoretical models that incorporate emotions, altruism, sense of fairness, inequity aversion, and so on. The behavioral models can then be applied in any substantive field of political science.

Political Psychology

The doctoral concentration in political psychology/behavior applies contemporary psychological theories, concepts, and research methods to the study of political behavior. Students are trained in topics and methods associated with psychology as well as political science. Methodological concerns focus on experimentation and survey research. In addition to formal training in experimental methods, students are apprenticed throughout their course of training to ongoing laboratory research projects. Students become familiar with the department's extensive and well-equipped laboratories and the regular subject pool.

The substantive concerns of the political psychology concentration include, but are not limited to, those facets of psychology that can be applied to the study of political behavior: e.g. communication and interaction, group influence, attribution, attitude change, political cognition, public opinion, cognitive processes and decision making.

Methodology

Since we believe that a strong background in research methods will be essential for political scientists, we provide a rigorous training in the application of statistical methods and formal models to political analysis. Coursework in analytic methods includes introductory training in mathematical methods and statistics as well as more advanced modeling, econometric, measurement, and time series analysis. The "hands-on" approach to personal computer programs is an integral part of our program. We believe, however, that it is the application of research methods, first as part of faculty and class research projects and then in your own dissertation research, that makes you a competent researcher with the skills required for success in research and academic careers.

THE COURSE CURRICULUM

Coursework is designed to give students a solid foundation in three subfields of the discipline, while providing sufficient flexibility to allow students to study particular subjects in these subfields of interest to them. Formal coursework is generally completed in the first three years. The first year coursework is similar for all students, with three foundations courses each semester, plus one research design course in which students develop independent projects under the supervision of a faculty member they select. Students will generally take three electives per semester in their second and third years. By the third year, one of the three electives each semester will be a directed study to develop the dissertation proposal, and by the fourth year the student is expected to work primarily on dissertation research.

First-Year Courses

The first year courses provide students with a general introduction to the subfields of political science taught in the department as well as an opportunity to develop an individual research project:

Fall Semester:

600 Research Project
601 Foundations: Political Economy
602 Data Analysis I
608 Foundations: Political Psychology

Spring Semester:

600 Research Project
603 Data Analysis II
Plus two of the following:
605 Foundations: American Politics
610 Experimental Methods
613 Introduction to Game Theory

All students begin in the Fall with the same three courses and the independent research project (except those who have shown they have already received similar graduate training elsewhere). The courses are described later in a separate section. The research project course meets as a group at the beginning of the semester to provide basic research skills and to discuss various aspects of research design that students will be expected to consider in their research project. These meetings also help students formulate their topics for research and select appropriate faculty members to supervise the work. The project continues into the second semester. A complete research paper must be submitted by May.

In the Spring semester, all students continue their research projects and take the second course in data analysis. Students with a focus on American politics will take the foundations course. Students who wish to specialize in political psychology will take Experimental Methods while political economy students will take Introduction to Game Theory. Students who wish to combine political psychology and political economy can take both Game Theory and Experimental design and postpone Foundations of American Politics until their fourth semester.

Second and Third-year Courses

In the second and third years, students choose any set of electives and directed studies approved by their advisor that meets the minimal requirements discussed below. The normal course load is 12 advanced courses over the two year period, which will generally include at least seven electives in the major and minor fields, one required and one elective course in methodology, one additional scheduled course of the student's choice, and two directed studies (taken in the third year) relating to the dissertation. Students can generally choose among the primary electives in each field listed below, which are scheduled to be taught once every two years.

Fourth Year

After successfully defending a dissertation proposal and advancing to candidacy, additional coursework is optional. Supported students are required to meet regularly with their advisor, and must meet with their dissertation committee at least once each semester to ensure that satisfactory progress is being made. Most supported students will teach their own undergraduate courses, and all students are expected to continue collaborative work with ongoing research projects that will result in publications.

Students who have made sufficient progress on their dissertation by the Fall semester may begin applying for academic jobs after being cleared by their dissertation committees. The Spring of the fourth year is a good time to apply to pre-doctoral positions as well and most students will also apply for research grants to support their continuing studies. Continuation of departmental support beyond the fourth year cannot be guaranteed at the outset of studies **but since 2006 has been provided to every continuing student who needed the extra year**. Students who have tried to obtain outside support will have priority over those who have not.

Fifth Year

Students will apply to academic jobs in the fall of their fifth year and then in the spring if they are still looking. Most will also teach independent courses and improve their teaching portfolio. Fifth year students are networking and attending conferences to increase their visibility in the profession and the department helps support these activities. Students are also working on their dissertation with the goal of defending it by the end of the spring semester.

Incompletes

When course grades of "Incomplete" are turned in to the graduate coordinator they must be accompanied by a form (available from the graduate coordinator) that indicates the requirements for finishing the course and the date this material is expected. Unless agreed to in writing by the graduate director, the completion date may be no later than five (5) weeks from the end of the semester (five weeks after the completion of qualifying exams for second year students in Spring semester courses). These forms will be monitored to insure that courses are finished by the specified date.

A student may not carry more than two (2) "Incompletes" at any time unless written permission is given by the graduate director. A student who accumulates more than two (2) "Incompletes" without permission will no longer be considered to be in good standing in the graduate program.

Unless granted special permission by the graduate director, any student with "Incompletes" remaining after the first day of classes of each semester will no longer be considered to be in good standing in the graduate program.

COURSE GUIDE

Students file a course plan in the spring of their first and second years, prepared in consultation with their faculty advisor to ensure that the courses will prepare the student sufficiently for the qualifying examinations and dissertation research. The following list indicates appropriate preparatory courses in each field. Students should use this list in conjunction with the description of courses and the two-year course schedule to plan their coursework.

Students who have taken graduate courses at other universities should apply to the graduate director

to determine whether a given previous course provided sufficient preparation to replace a course in our curriculum. That course would then be listed for the particular examination field, and the student would have greater flexibility to choose other courses.

In addition to normal coursework, individual directed studies can be arranged with interested faculty members, subject to approval by the graduate director. Directed studies are primarily intended for third year students to do reading during the Fall semester in preparation for their dissertation. Directed studies may also be used in special circumstances to continue work on projects that may have developed out of coursework or a research assistantship with a faculty member. Students apply to the director of graduate studies with a description of the tasks and readings to be covered as well as an explanation of how the course will help the student's general study plan. Directed studies will not be approved for subjects covered in courses.

TYPICAL SCHEDULE OF GRADUATE COURSES*

COURSES OFFERED EVERY YEAR

Fall:

600 Research Project
601 Foundations: Pol Econ
602 Data Analysis I
604 Data Analysis III
608 Foundations: Political Psych

Spring:

600 Research Project
605 Foundations: American
603 Data Analysis II
610 Foundations: Experimental
613 Introduction to Game Theory

COURSES GENERALLY OFFERED EVERY OTHER YEAR:

Fall, even years:

607 Causal Inference
614 Judicial
631 Media
670 Cooperation
676 Evolutionary Psychology

Methods
American
Psychology
Econ
Econ / Psychology

Spring, odd years:

616 Parties
632 Groups
676 Measurement
673 Public Opinion
678 Public Choice

American
Psychology
Methods
American
Econ

Fall, odd years:

615 Congress
633 Ideology
670 Behavioral Economics
673 Ecological Rationality
606 Time Series

American
Psychology
Econ
Econ / Psychology
Methods

Spring, even years:

677 Multi-level modeling
617 Elections
679 Social Influence
676 Computational Models
677 Social Networks

Methods
American
Psychology
Econ
Methods / Econ

* From time-to-time there may be changes made in either course rotations or in course offerings.

STUDENT SUPPORT: TEACHING AND RESEARCH ASSIGNMENTS

Students supported on department assistantships are required by university rules to provide up to 20 hours per week to their research or teaching assignments. At least five of these hours should be used for increasing the student's background knowledge about the research. This apprenticeship process outside the classroom is a critical part of the department's professional training. As students progress in knowledge, they are expected to play a more active role in research projects and teaching in the department. Initial assignments for supported students will involve them in basic teaching and/or research tasks. Second and third year students will become more actively involved in issues of research design and analysis on faculty research projects. Some will be presenting research results and publishing articles co-authored with faculty. By the fourth year, they will be teaching their own courses and developing their own research grants.

The department and university provide extensive training for new teachers. Incoming students take seminars from the CELT (Center for Excellence in Learning and Teaching) during orientation week. These seminars are supplemented with departmental seminars given during the school year. Students are required to guest lecture in two classes the semester before their first teaching assignment, and students teaching their first class are assigned a teaching advisor who will work with them throughout the semester. Subject to constraints from outside the department, the graduate director makes assignments in the summer before the academic year. By conferring with faculty and students, the graduate director attempts as much as possible to match faculty and student research interests, in the context of overall departmental needs. Support will generally be continued through the student's fourth year, provided that the student is making satisfactory progress as determined by the annual student evaluation and qualifying examinations. Support beyond the fourth year cannot be guaranteed, and will depend on the availability of funds and a strong recommendation for funding from the dissertation committee.

ANNUAL STUDENT EVALUATION

Student evaluations take place after each semester for all students in their first three years. The purpose of the evaluation is to encourage the student to plan his or her course of studies, to review the student's progress to date, and to inform the student of deficiencies or unsatisfactory progress noted by faculty familiar with the student's work.

All students must prepare a study plan for their remaining coursework in the chosen fields. In addition to the first year required courses, the student must take 12 advanced courses including two additional courses in methodology and two dissertation preparation courses, which are described in the section on dissertations.

The graduate committee will evaluate students based on class grades and written evaluations by faculty members. Interviews will be scheduled for students if the graduate committee requires more information for a full evaluation.

Students whose progress is found to be unsatisfactory may be immediately terminated, terminated after the M.A. is completed, or given a one-year probationary period to improve their performance. Students on departmental probation will not be eligible for financial aid. Only students making satisfactory progress in the second year evaluation will be invited to take the qualifying examination required to continue in the Ph.D. program.

QUALIFYING EXAMINATION GUIDELINES

I. Purpose:

The purpose of the Qualifying Examinations is twofold: (1) to evaluate the student's level of understanding of core concepts and materials in each field being tested, and (2) to diagnose the student's ability to successfully complete a dissertation. The exam will test the student's ability to analyze questions and write reasoned answers demonstrating skills expected after the completion of two years in the program. The examination is not a test of memory, but of organizational and analytical skills required for professional activities.

II. Timing of Examinations:

The examinations are taken in January (Methods) and June (Substantive) during and immediately following the second year of coursework, respectively. By taking the examination at this time, students can turn their attention to the dissertation by the latter part of their second summer in the program. The examination consists of two separate tests, a substantive test (in two parts) and one in methodology. Each part of the substantive test has sections for each of (1) American Politics, (2) Political Psychology, and (3) Political Economy. The first part of the substantive test is given in an eight-hour period and the second part will be taken over approximately two subsequent days. The methodology exam will be an eight hour exam.

III. Preparation

Students are expected to prepare for examinations throughout their first two years, mainly by learning what is presented in the foundation and other courses. To assist in the broader preparation, each subfield prepares a reading list/study guide to be distributed to students when they are admitted to the program. The readings include materials that survey and integrate the core concepts and literature in each field. Students are expected to integrate course materials and general readings to understand the core topics in the fields chosen for examination.

IV. Expectations

Students are expected to demonstrate professional competence in addressing specific issues raised in the questions. This competence will be judged in terms of:

1. analytic ability: the richness and creativity displayed in focusing on key issues raised in the question (as opposed to lengthy, disconnected listings of relevant topics);
2. familiarity with important concepts: the ability to define and apply the appropriate concepts in the field;
3. appropriate use of citation: to document research findings or authoritative discussions of important research or theoretical issues related to the question. The point is not to list everything you have read related to the question, and not to use excessive, irrelevant citations; and
4. understanding of relevant research methods and interpretations of findings in the literature.

The exam should provide adequate time to organize effectively your answers. Shorter, more concise answers are always preferred to longer, rambling answers.

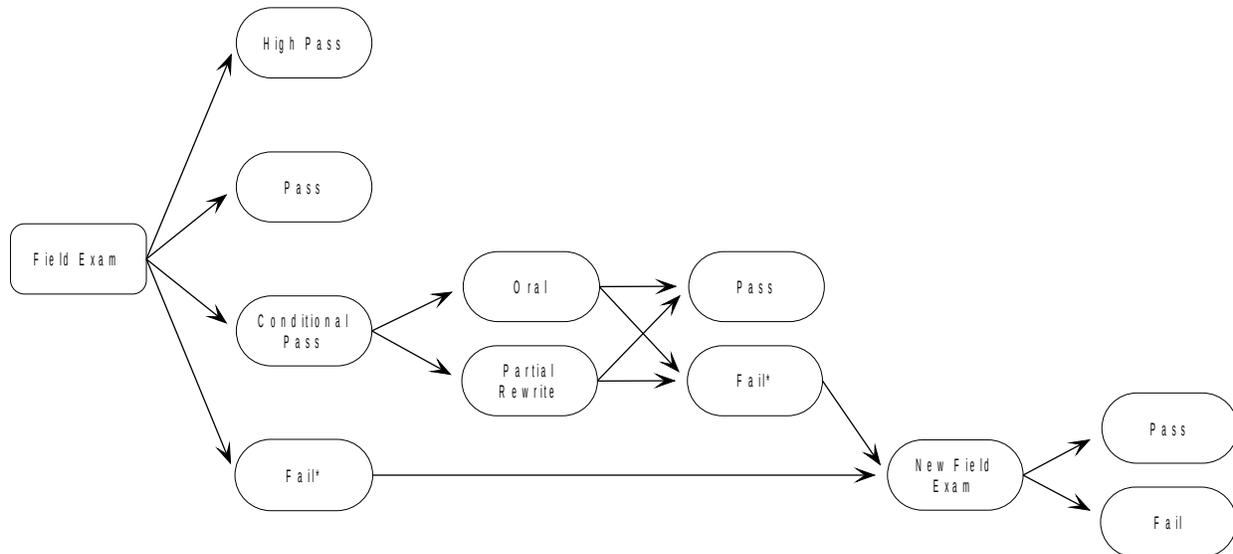
V. Grading

An exam committee is formed by the graduate director and a representative of each field. The exam committee solicits questions from professors in the graduate program and then prepares the exam. Questions are graded individually (with student identities withheld) with the participation of appropriate faculty to grade questions in their specific areas of competence. Readers submit written grades of high pass, pass, or fail for each question, and provide comments to be returned to the student (without revealing the identity of the reader). Based on these grades, the exam committee submits a recommendation for each student to the graduate committee. This recommended grade can be high pass, pass, fail, or conditional pass, in which case an oral examination or a partial written retest is recommended.

The graduate committee then reviews the grades and recommendations from the exam committee and makes final decisions about the grades on each test and on the overall qualifying examination. Student identities will not be revealed until after the graduate committee makes its final decisions. Generally, the committee will accept exam committee recommendations, but will review the decisions if: (1) the grading is not consistent with general guidelines, (2) there is a lack of consensus in the exam committee, and/or (3) the recommendation is not consistent with the grades. Students who pass all exams will have satisfied the Qualifying Exam requirement. Students who fail more than one field exam may not continue in the program.

Students will be assigned grades on each exam as follows: high pass, pass, conditional pass, or fail (see flow chart below). In the case of a conditional pass, the graduate committee will require either an oral examination or a partial rewrite for the given exam, which generally will be completed within a week or two of the graduate committee's decision. Oral exams or partial rewrites will be scheduled by arrangement with the exam committee. If an oral is to take place, the exam committee decides on three to five faculty examiners to administer the exam and report a grade of pass or fail to the graduate committee. If the student passes the oral or partial rewrite, then the exam has been passed; if the student fails the oral or partial rewrite, then the qualifying exam has been failed (and the student will be required to take a new written exam as described below).

GRADING FLOW CHART FOR EACH SECTION OF EXAMINATION



*If more than one field exam is failed, a student may not continue.

In the case of a failure on either half of the substantive exam or the methods exam, the student will be required to take a new written exam, generally in August of that summer, providing sufficient time for additional preparation. This new exam will be prepared and graded by the exam committee, who will recommend a grade of fail or pass to the graduate committee. A student who fails this second written exam may not continue in the program, even if they have passed their other exams.

Funding decisions for the third year of study are contingent on passing the qualifying examinations. Funding will obviously terminate for any student not allowed to continue in the program. Failure will not disqualify the student from receiving the Master's degree, as long as the student has completed the required 30 hours of coursework in the Department with a grade point average of 3.0 or higher. Students who pass the second exam conditionally must complete all remaining tasks in the semester following the examination.

ADVANCEMENT TO CANDIDACY

Students will be advanced to candidacy after completing coursework requirements, forming a dissertation committee, and having the dissertation proposal accepted by the committee. Coursework requirements include the required first year courses plus ten advanced courses, including at least four in the subfield of concentration, three in a second subfield, two in research methods, and one additional scheduled course. In addition, third-year students take two specialized dissertation courses discussed below. Funded students are expected to complete these requirements by the end of the third year.

Students who have done graduate work at other universities can petition the graduate director to credit a prior course (in lieu of a Stony Brook course) toward the course requirements. The course must substantially cover the same topics as the Stony Brook course. The decision will be made with the advice of the faculty member responsible for the equivalent Stony Brook course.

DISSERTATION

Immediately following successful completion of the qualifying exams at the end of the second year, students begin work on the dissertation. The student first develops a directed reading course for the Fall semester of the third year under the supervision of the prospective dissertation

advisor. The purpose of the course is for the student to explore the specialized research literature in the area of the proposed dissertation topic, to develop an initial dissertation bibliography, and to formulate a specific question for research. Sometime before the end of the Fall semester of the third year the student will form a dissertation committee, present a topic (not a full proposal) to the committee, and gain committee approval by the end that Fall semester. This is a required part of the course.

The directed reading course in the Spring semester will guide students in developing dissertation ideas into a concrete proposal. The student will work closely with a selected dissertation advisor during this course, and will present the written proposal to the dissertation committee. At the very latest, students will have a dissertation proposal accepted by the committee by the end of the Spring semester. Funding in the fourth year is contingent on meeting this requirement. Students will be encouraged to begin actual research as soon as possible in order to have results in time for possible job interviews during the fourth year.

Support for dissertation research is available to previously funded students making satisfactory progress for the fourth year. Dissertation committees submit a progress report in the Fall semester showing that satisfactory progress is being made in order for the student to remain eligible for support. The department will consider supporting highly qualified students beyond the normal four years only in special circumstances in which a fifth year of funding is likely to result in an exceptional dissertation and publishing record. A student's dissertation committee may petition the graduate committee to consider such support no later than September 15th of the students fourth year. Students are strongly encouraged to apply for outside grants and fellowships for dissertation support.

PARTICIPATION IN PROFESSIONAL MEETINGS

The Department strongly encourages all students to attend and present their research at professional conferences. We view such presentations as an essential part of your professional training in political science. Attending conferences not only provides important experience in exchanging ideas and research notes, but also introduces students personally to other researchers in their specialized areas. Both the contacts and the presentation(s) listed on your vita are very important to make you a viable job candidate. You should attend meetings whenever possible, even if you do not present a paper. The Northeastern PSA meetings are smaller, closer, and easier to get on the program, which makes them a good place to start. The American (September), Midwest (April), and Southern (November) meetings (in that order) are more important. Other specialized conferences also provide opportunities to discuss your work and meet others who share your research interests. Before graduation, every student should, under faculty direction, try to present a paper in at least one of these major conferences.

The department has provided funding when available to assist students attending conferences. When money is available, we will continue to reimburse some expenses for students presenting papers at major conferences. The sponsoring political science association sometimes provide small travel grants to students. The Graduate Student Organization also has funded travel in the past. Students with dissertation grants can pay full expenses from grant funds.

JOB PLACEMENT

Job placement generally begins in the summer before the (generally fourth) year a student expects to complete the dissertation research. The dissertation committee must determine when the dissertation research is sufficiently advanced to permit placement files to be sent by the department. The student and dissertation advisor, in conjunction with the graduate director, determine which job announcements the student should apply for. All students give at least one practice job talk to faculty and students in the department before going on job interviews. The competition for academic jobs is very intense (with as many as 200 applicants for many positions); while the department provides as much assistance as possible, students need to recognize that they must work to make themselves as attractive to other universities as possible.

Appendix I - COURSE PLAN

All students should consult with advisors and file a full course plan for their anticipated studies each Spring. Include all courses you expect to take prior to qualifying examinations. This outline is arranged according to the area of study rather than by semester course load. Use this as your work sheet. In this way you will be able to insure that all courses in all study areas are accounted for.

Student: _____ Date: _____

I. RESEARCH METHODS ***required of all students** ****electives & advanced topics** (at least one)

Course	Professor	Semester	Other arrangements (w/approval of advisor)
600 Research Project			
*602 Data Analysis I			
*603 Data Analysis II			
*604 Data Analysis III			
*610 Experimental Design (required for Pol Psych majors only)			
**606 Time Series Analysis			
**607 Survey Methods			
**676 Advanced Topics (Specify course)			

II. Major Substantive Area _____

Specify field you wish to specialize in and first fill required course below before choosing your advanced elective and advanced topics.

Course	Professor	Semester	Other arrangements (w/approval of advisor)
Required:			
Electives/Advanced:			
1.			
2.			
3.			
4.			
5.			
6.			

Appendix II – Ph.D. COURSE SCHEDULE

Note: All courses schedules are subject to change.

2014-2015

601: Econ (Steinwand)
608: Pol Psych (Jerit)
602: DATA I (Krupnikov)
604: DATA III (Feldman)
600: Research (DeScioli)

614: Judicial (Segal)
678: Cooperation (Smirnov)
631: Cognition (Taber)
Causal Inference - Barabas

Evolutionary Psychology - DeScioli

605: American (Ryan)
603: DATA II (Peress)
610: Experimental Design (Delton)
613: Game Theory (Steinwand)
600: Research (DeScioli)

616: Parties (Lebo)
PUBLIC CHOICE - Kline
633: Groups (Huddy)
676: Measurement (Feldman)
673: Public Opinion

2015-16

Fall

601: Econ (Steinwand)
608: Pol Psych (Jerit)
602: DATA I (Krupnikov)
604: DATA III (Peress)
600: Research (DeScioli)

615: Congress - Peress
670: Behavioral Economics (Kline)
618: Ideology (Feldman)
606: Time Series (Lebo)

Ecological Rationality -- Delton

Spring

605: American (Ryan)
603: DATA II (Peress)
610: Experimental Design (Delton)
613: Game Theory (Steinwand)
600: Research (DeScioli)

617: Elections (Norpoth)
676: Computational Modeling (Smirnov)
679: Social Influence (Krupnikov)
677: Multi-Level (Barabas)

678: Social Networks -- Ryan

Appendix III

GRADUATE COURSE DESCRIPTIONS

(3 credits per course unless otherwise specified.)

NOTE: Courses in the Political Science Ph.D. program begin with the 600 level.

POL 600 RESEARCH PROJECT

A two-semester introduction to research for first-year students. The course introduces issues of research design through lectures and presentations of current research by faculty members. Students design their own research proposals under the guidance of a faculty member familiar with the area of interest to the student. Proposals are due in mid-March.

POL 601 FOUNDATIONS: POLITICAL ECONOMY

Gives a broad overview over topics and methods used in studying the interrelationships between political and economic processes. The class provides an introduction to the analysis of political and

economic institutions from a model oriented and rationalist perspective.

POL 602 APPLIED DATA ANALYSIS I

The application of statistical and mathematical models to the analysis of political data: introduction to the research process and to topics measurement, basic descriptive statistics, and inferential statistics.

POL 603 APPLIED DATA ANALYSIS II

The application of statistical and mathematical models to the analysis of political data: Regression analysis. Prerequisite: POL 602 0 equivalent.

POL 604 APPLIED DATA ANALYSIS III

The application of statistical methods to the analysis of political data. The emphasis is diagnosing and dealing with violations 0 assumptions of statistical models. Topics covered will include: advanced regression, models for discrete dependent variables, systems 0 equations, and selection bias.

Prerequisite: POL 603 or equivalent.

POL 605 FOUNDATIONS: AMERICAN POLITICS

A review of the basic political science literature of American politics, with emphasis on American political institutions.

POL 606 SEMINAR: TIME SERIES ANALYSIS

The application of models to study political data over time. Topics include ARIMA and ARFIMA models, GARCH and MV-GARCH models, cointegration and error correction, duration models, and panel data.

POL 608 FOUNDATIONS: POLITICAL PSYCHOLOGY

A review and analysis of the literature in political psychology, including such topics as attitude formation and change, belief systems, values, political sophistication, personality, social identity, prejudice, and the influence of political communication and the mass media on public opinion.

POL 610 FOUNDATIONS II: EXPERIMENTAL DESIGN & METHODS

An overview of experimental research, with an emphasis on experimental design, data analysis, and interpretation. Students develop the ability to critically evaluate experimental research. In addition. students participate in the development, implementation, and analysis of laboratory experiment.

POL 613 INTRODUCTION TO GAME THEORY FOR POLITICAL SCIENCE

Introduces students to basic formal approaches in rational choice theory, putting an emphasis on non-cooperative game theory and applications in political science. The class also provides a brief refresher of optimization and probability theory.

POL 614 THE AMERICAN JUDICIARY

An advanced seminar on judicial process and behavior. Emphasis will be placed on the Supreme Court, but trial courts and other appellate courts will be examined as well. Topics will include Constitutional interpretation, and both legal and extra-legal models of decision making. Students should possess basic methodological skills.

POL 615 LEGISLATIVE PROCESS

Seminar on the legislative process, focusing on current research on the U.S. Congress.

POL 616 POLITICAL PARTIES AND ELECTIONS

Advanced seminar on parties, in the United States. Topics to be covered include party organization and leadership, nomination and general election campaigns, and the role of parties in government.

POL 617 ELECTORAL BEHAVIOR

An advanced seminar on vote choice including the decision to turn out to vote, primarily in U.S. presidential elections. In-depth coverage of topics such as party identification, candidate perceptions, the impact of race, economic voting, wartime elections, campaign strategies, historical change, and election forecasting.

POL 618 AMERICAN POLITICAL IDEOLOGY

This course will examine American political ideology as it is reflected in public opinion, political debate and public policy. The goal will be to understand the underlying bases of conflict and consensus in American politics and the ways in which that influences and constraint debate over public policy. The course will trace both the development of political conflict in the U.S. and examine the bases of contemporary political debate.

POL 625. ECOLOGICAL RATIONALITY

We will examine how modern political decision making is produced by a mind adapted for past environments. This can lead to both irrational and, sometimes, better than rational decision making. Course connects to political economy and political psychology.

POL 626 SOCIAL NETWORKS

The course is designed to introduce students to the process of analyzing interdependent political actors. It begins by considering methods that take account of the interdependence of political actors when the entire network is unavailable. The bulk of the course involves students learning to use whole network data to conduct social network analysis and models that account for the interdependence of cases.

POL 631 POLITICAL COGNITION

Surveys the contemporary psychological literature on human memory and cognition, with emphasis on applications to political information processing.

Prerequisite: POL 608.

POL 632 MASS COMMUNICATION AND POLITICAL PERSUASION

In-depth examination of the role of mass media in the political process and the psychological dynamics of media influence. Effects of the media on public opinion and voting. Implications of media influence on democratic theory.

POL 633 SOCIAL INFLUENCE AND GROUP PROCESSES IN POLITICAL DECISION-MAKING

Review of theory and empirical research relevant to understanding the relationship between group influence and political behavior an decision-making. The course examines both political and social psychological models of group processes.

POL 634 BEHAVIORAL DECISION THEORY

Emphasizes psychological theories of judgment and choice and prediction of the errors that individual decision makers are likely to make. These ideas are applied to a variety of political contexts.

POL 670 PUBLIC CHOICE

Public Choice applies the assumptions of neoclassical economics to non-market and collective decision-making. We cover topics such as the justification of the state, spatial models of voting, principal agent models and rent-seeking, among other things.

POL 670 BEHAVIORAL ECONOMICS

The purpose of this course is to provide Political Scientists a broad background in the basic theories, frameworks, techniques and controversies in the field of behavioral economics. Behavioral economics is a fusion of economics and psychology, reading will reflect this interdisciplinarity and will be drawn from economics, psychology, biology and, of course, political science. With an eye towards the analysis of political phenomena, we will examine applications based on the primary methods of empirical inquiry in behavioral economics: laboratory experiments and agent-based simulation.

POL 671 ADVANCED TOPICS: PUBLIC POLICY ANALYSIS II A continuation of POL 670.

POL 673 ADVANCED TOPICS: SEMINAR IN AMERICAN POLITICS I

Seminar in American institutions and processes, focusing current research in such areas as: Congress, The Supreme Court, Presidency Political Parties, or Bureaucracy.

POL 674 ADVANCED TOPICS: AMERICAN POLITICS II A continuation of POL 673.

POL 676 ADVANCED TOPICS: METHODS I

A course reviewing the literature and methodology of specific areas of political science research. The course will relate directly to research applications and provide students an opportunity to apply advanced research tools to selected substantive problems.

Prerequisite: Permission of Graduate Studies Director

POL 677 ADVANCED TOPICS; METHODS II A continuation of POL 676.

POL 678 ADVANCED TOPICS: POLITICAL PSYCHOLOGY/BEHAVIOR I

Review of the literature and methods related to a single topic or problem in contemporary political science, voting behavior, issue formation, interest groups, political economy or personality.

Prerequisite: POL 605 and POL 608.

POL 678 EVOLUTIONARY PSYCHOLOGY

This course examines human social and political behavior from an evolutionary perspective. We will study a variety of psychological processes, asking what computations they perform and how they function to solve adaptive problems. We will review evolutionary theories about family, mates, fighting, trade, morality, and culture. Finally, we will explore how humans invent new political institutions that extend our evolved political strategies.

POL 679 ADVANCED TOPICS: POLITICAL PSYCHOLOGY/BEHAVIOR II

A continuation of POL 678.

POL 680 DIRECTED STUDY

Individual studies under the guidance of a faculty member. Subject matter varies according to the needs of the student. Prerequisite Permission of instructor and Graduate Studies Director. 1-6 credits, repetitive.

POL 681 DIRECTED STUDY

Individual studies under the guidance of a faculty member. Subject matter varies according to the needs of the student.

Prerequisite: Permission of Instructor and Graduate Studies Director.

1-9 credits, repetitive, grading S/U.

POL 690 RESEARCH COLLOQUIUM

Students will participate in weekly departmental colloquia where they will serve as discussants of research reports presented by individual faculty members or outside investigators reporting on current research.

Prerequisite: Permission of Graduate Studies Director

POL 691 RESEARCH PRACTICUM I

A course actively involving students in an ongoing research project under the direction of a principal investigator. Students will participate in all stages of research project and be required to prepare a research report on one aspect of the project.

3 credits, grading S/U.

POL 692 RESEARCH PRACTICUM II

A continuation of POL 691. Students actively participate in either a second research project where they will again prepare a research report or continue their participation in the same project, where they will then be assigned a subset of data for analysis or carry out a specific research aim of the project. Prerequisite: POL 691, 3 credits, repetitive, grading S/U.

POL 693 PRACTICUM IN TEACHING

POL 699 DOCTORAL DISSERTATION RESEARCH

Original research undertaken with the supervision of the dissertation committee.

POL 800 FULL TIME RESEARCH

A course designed for use during the summer months only. Used only for the purpose of acknowledging the University's responsibility for students presence on campus. No credit.

Appendix IV

FACULTY RESEARCH INTERESTS AND REPRESENTATIVE PUBLICATIONS

Jason Barabas, (Ph.D., Northwestern University, 2000; Professor). Research interests include American politics, public policy, public opinion, political communication, and methodology, especially research designs, experiments, and causal inference. Publications include “Democracy’s Denominator: Reassessing Responsiveness with Public Opinion on the National Policy Agenda” in *Public Opinion Quarterly* 2015; “The Question(s) of Political Knowledge” (with Jennifer Jerit, William Pollock, and Carlisle Rainey) in *American Political Science Review* 2014; “Comparing Contemporaneous Laboratory and Field Experiments on Media Effects” (with Jennifer Jerit and Scott Clifford) in *Public Opinion Quarterly* 2013; “Partisan Perceptual Bias and the Information Environment” (with Jennifer Jerit) in *Journal of Politics* 2012; “Are Survey Experiments Externally Valid?” (with Jennifer Jerit) in *American Political Science Review* 2010; “Estimating the Causal Effects of Media Coverage on Policy-Specific Knowledge” (with Jennifer Jerit) in *American Journal of Political Science* 2009; “Presidential Policy Initiatives: How the Public Learns about State of the Union Proposals from the Mass Media” in *Presidential Studies Quarterly* 2008; “How Deliberation Affects Policy Opinions” *American Political Science Review* 2004.

Andrew W. Delton (PhD, 2010, University of California, Santa Barbara. Assistant Professor). Research areas: Evolutionary psychology, behavioral economics, political economy, political psychology, experimental methods. Substantive interests: Collective action and public goods, partisan politics, voting and political mobilization, attitudes about welfare, generosity, risk and time preferences, and emotions such as anger, compassion, and shame. In addition to a primary appointment in Political Science, he also has an appointment in Stony Brook’s College of Business. He was a fellow at Summer Institute of Cognitive Neuroscience and received both the New Investigator Award and the Postdoctoral Researcher Award from the Human Behavior and Evolution Society. His research has been supported by the National Science Foundation. He has published in *Proceedings of the National Academy of Sciences*, *Journal of Personality and Social Psychology*, *Psychological Science*, and *Current Directions in Psychological Science*.

Peter DeScioli (Ph.D., University of Pennsylvania, 2008; Assistant Professor). Research interests: moral judgment, alliances, property, collective decisions, behavioral political economy, experimental economics, evolutionary psychology. His current work focuses on designing novel economic games for laboratory experiments to better understand fundamental political phenomena including collective decisions, alliance formation, and redistribution of wealth. His publications have appeared in *Psychological Bulletin*, *Psychological Science*, *Psychological Review*, *Proceedings of the Royal Society B*, *Evolution and Human Behavior*, and *Journal of Personality and Social Psychology*. (For more information, see pdescioli.com.)

Stanley Feldman, (Ph.D., University of Minnesota, 1978; Professor). Research interests: American politics, emphasizing political psychology and socialization; public opinion; voting behavior and participation; methodology. His publications include: "A Simple Theory of the Survey Response." (with John Zaller) *American Journal of Political Science* August 1992; "The Political Culture of Ambivalence." (with John Zaller) *American Journal of Political Science* February 1992; "Where is the Schema? A Critique." (with Pamela Johnston Conover) *American Political Science Review* December 1991; "Measuring Issue Preferences: The Problem of Response Instability." *Political Analysis* 1989; "Structure and Consistency in Public Opinion: The Role of Core Beliefs and Values." *American Journal of Political Science* May 1988; *Multiple Regression in Practice* (with William Berry) Sage 1985.

Leonie Huddy, (Ph.D., University of California, Los Angeles, 1989, Professor) Research interests: political psychology, women and politics, inter-group relations. Her publications include "Old-

Fashioned Racism and New Forms of Racial Prejudice." (with Simo Virtanen) *Journal of Politics* 1998; "The Effects of Interviewer Gender on the Survey Response." (with J. Billig, J. Bracciodieta, L. Hoeffler, P. Moynihan, and P. Pugliani) *Political Behavior* 1997; "Subgroup Differentiation and Ingroup Bias Among Latinos as a Function of Familiarity and Positive Distinctiveness." (with S. Virtanen) *Journal of Personality and Social Psychology* 1995; "Gender Stereotypes and the Perception of Male and Female Candidates." (with N. Terkildsen) *American Journal of Political Science* 1993.

Jennifer Jerit, (Ph.D., University of Illinois at Urbana-Champaign, 2002; Professor). Research interests: public opinion, political knowledge, political rhetoric, the mass media, and experimental methods. Publications include: "How Predictive Appeals Affect Policy Opinions," *American Journal of Political Science* (2009); "Understanding the Knowledge Gap: The Role of Experts and Journalists," *Journal of Politics* (2009), "Are Survey Experiments Externally Valid?" *American Political Science Review* (2010; with Jason Barabas); "Do Attempts to Improve Respondent Attention Increase Social Desirability Bias?" *Public Opinion Quarterly* (2015; with Scott Clifford); "Issue Framing and Engagement: Rhetorical Strategy in Public Policy Debates" *Political Behavior* (2008). Recent honors include the Erik Erikson Early Career Award for Excellence and Creativity in the field of Political Psychology (2010).

Reuben Kline, (Ph.D., University of California, Irvine, 2010; Assistant Professor). Research interests: behavioral political economy, in particular with respect to climate change mitigation and fairness preferences; experimental social science; and public opinion. Dr. Kline's publications have appeared in *Public Opinion Quarterly*, *Journal of Theoretical Politics* and *Political Behavior* among other outlets. After finishing his doctorate, he spent one year at the European University Institute in Florence, Italy as a Max Weber Post-Doctoral Fellow.

Yanna Krupnikov (Ph.D., University of Michigan, 2009, Assistant Professor): Research interests focus on political communication, political action and the intersection of political preferences and individual characteristics. Additional work focuses on experimental methods and measurement. Sample publications include: "When Does Negativity Demobilize? Tracing the Conditional Effect of Negative Campaigning on Voter Turnout" (*American Journal of Political Science*, 2011); "The Relationship Between Campaign Negativity, Gender and Campaign Context." (with Nichole Bauer, *Political Behavior*, 2014), "Cross-Sample Comparisons and External Validity" (with Adam Seth Levine, *Journal of Experimental Political Science*, 2014); "Racial Prejudice, Partisanship and White Turnout in Elections with Black Candidates" (with Spencer Piston, *Political Behavior* 2015).

Gallya Lahav (Ph.D., City University of New York; Associate Professor). Research interests: Comparative politics; European politics; immigration and migration policies, attitudes, and behavior; globalization; regional integration.

Matthew Lebo, Director of Ph.D. Graduate Program, (Ph.D., University of North Texas, 1999; Professor). Research interests: American politics, comparative politics, and political methodology with emphasis on public opinion, voting behavior and time series analysis. Publications include: "The President's Role in the Partisan Congressional Arena" (with Andrew O'Geen), *Journal of Politics*, 2011; "The Electoral Consequences of Party Loyalty in Congress" (with Jamie Carson, Gregory Koger and Everett Young), *American Journal of Political Science*, 2010; "Dynamic Conditional Correlations in Political Science" (with Janet Box-Steffensmeier), *American Journal of Political Science*, 2008.

Milton Lodge (Ph.D. University of Michigan, 1967; Distinguished Professor). Research interests: political psychology, political information processing, candidate and issue evaluation. Recent publications: Lodge, M., M. Steenbergen, Shawn Brau. "The Responsive Voter:

Campaign Information and the Dynamics of Candidate Evaluation." *American Political Science Review*. June, 1995, 89, 2: 309-326. Lodge, M. "Toward a Procedural Model of Candidate Evaluation." In M. Lodge and K. McGraw (Eds.), *Political Judgment: Structure and Process*. University of Michigan Press, 1995. Lodge, M. and C. Taber. "Three Steps Toward a Theory of Motivated Reasoning." In A. Lupia, M. McCubbins, and S. Popkin [Eds.] *Elements of Political Reason: Understanding and Expanding the Limits of Rationality*. Cambridge University Press, forthcoming, 1999. Boynton, G.R. and M. Lodge. "J.Q.PUBLIC: A Computational Model of a Survey Respondent," *Political Communication*, 1998. Lodge and Taber, *The Rationalizing Voter*, Cambridge University Press 2013.

Helmut Norpoth, (Ph.D., University of Michigan, 1974; Professor). Research interests: electoral behavior, public opinion. Recent publications include: "It's about Time: Modeling Social and Political Dynamics," (with Harold Clarke and Paul Whiteley), in *Research Strategies in the Social Sciences*, New York and Oxford: Oxford University Press, 1998; "Reality Bites: News Exposure and Economic Opinion," (with Brandon Haller), *Public Opinion Quarterly*, 1997; "The Economy and Elections." In *Comparative Democratic Elections*, Sage Publications, 1996; "Of Time and Candidates: A Forecast for 1996," *American Politics Quarterly* 1996; *Politics and Government in Europe Today* (co-author), 2nd edition, Boston: Houghton Mifflin, 1995; "Popular Influence on Supreme Court Decisions," (with Jeffrey Segal), *American Political Science Review*, 1994; "Let the Good Times Roll: The Economic Expectations of American Voters," (with H. Brandon Haller), *American Journal of Political Science*, 1994; *Confidence Regained: Economics, Mrs. Thatcher and the British Voter*. University of Michigan Press, 1992; *Economics and Politics: The Calculus of Support* (co-editor) University of Michigan Press, 1991.

Michael Peress (Ph.D, Carnegie Mellon University, 2006, Associate Professor). Research interests: Voting behavior, legislative institutions, electoral systems, methodology, and formal theory. He is currently studying representation, campaign finance, political advertising, clientelism, economic voting, and media coverage of the economy.

John Barry Ryan, (Ph.D, University of California, Davis, 2009, Assistant Professor) Research Interests: Political communication, social networks, campaigns, and voting behavior. His publications include: "Social Networks as a Shortcut to Correct Voting", *American Journal of Political Science* 2011; "Expertise and Bias in Political Communication Networks" (with T.K. Ahn, Robert Huckfeldt, and Alexander Mayer), *American Journal of Political Science* 2013; "Nothing to Hide, Nowhere to Run, or Nothing to Lose: Candidate Positioning Taking in Congressional Elections" (with Kerri Milita and Elizabeth Simas), *Political Behavior* 2014; "The South, the Suburbs, and the Vatican Too: Explaining Partisan Change among Catholics" (with Caitlin Milazzo), *Political Behavior* 2015; *Experts, Activists, and Democratic Politics: Are Electorates Self-Educating*—book published by Cambridge University Press, 2014.

Peter Salins, Director of MA Graduate Program (Ph.D., Syracuse University, 1969; Professor) is a former Provost and Vice Chancellor for Academic Affairs of the State University of New York, a fellow of the American Institute of Certified Planners, a Director of the Citizens Housing and Planning Council of New York, and a trustee of the Lavanberg Foundation. His most recent book is *Assimilation, American Style* (Basic Books, 1996). He also authored *Scarcity by Design: The Legacy of New York City's Housing Policies* (Harvard University Press, 1992) with Gerard Mildner and *The Ecology of Housing Destruction: Economic Effects of Public Intervention in the Housing Market* (New York University Press, 1980). He edited *New York Unbound: The City and Politics of the Future* (Basil Blackwell, 1988) and *Housing America's Poor* (University of North Carolina Press, 1987). He has published articles in a wide variety of newspapers, periodicals and scholarly journals, including the *Journal of the American Institute of Planners*, *New York Times*, *The Public Interest*, *The New Republic*, and *City Journal*. Among his other professional activities, Dr. Salins has served on Mayor Rudolph Giuliani's Advisory Commission

on the Health and Hospitals Corporation and prepared the Mayor's transition committee report on the City Planning Commission. He provided testimony to the President's Commission on Housing in 1981 and was a member of the advisory panel to the White House Domestic Policy Staff on Urban Policy in 1977. Salins has made television appearances on a number of shows including "The Charlie Rose Show," "Currents," "Cityscope," "Midday Live," and "Eye-on-New York."

Jeffrey A. Segal, Chairman, (Ph.D., Michigan State University, 1983; SUNY Distinguished Professor). Research interests: judicial process and behavior, American politics, and research methods. His publications include *Majority Rule or Minority Will: Adherence to Precedent on the U.S. Supreme Court*, 1999, Cambridge University Press (with Harold Spaeth). "Separation-of-Powers Games in the Positive Theory of Congress and Courts." *American Political Science Review* 1997. "The Shepherding of Local Public Opinion: The Supreme Court and Lamb's Chapel." *Journal of Politics*, 1996 (with Valerie Hoekstra). "The Influence of Stare Decisis on the Votes of U.S. Supreme Court Justices." *American Journal of Political Science*, 1996 (with Harold J. Spaeth) *The Supreme Court and the Attitudinal Model* (with Harold Spaeth) Cambridge University Press 1994; "Popular Influence on Supreme Court Decisions" (with Helmut Norpoth), *American Political Science Review*, 1994; *The Supreme Court Compendium* (with Lee Epstein, Harold Spaeth and Thomas Walker) Congressional Quarterly Press 1993; "A Spatial Model of Roll Call Voting: Senators, Constituents, Presidents and Interest Groups in Supreme Court Nominations. (with Albert Cover and Charles Cameron) *American Journal of Political Science* 1992. "Senate Voting on Supreme Court Nominees: A Neoinstitutional Model." (with Albert Cover and Charles Cameron) *American Political Science Review* 1990; "Ideological Values and the Votes of U.S. Supreme Court Justices." (with Albert Cover) *American Political Science Review* 1989; "Predicting Supreme Court Decisions Probabilistically: The Search and Seizure Case, 1962-1981." *American Political Science Review*, 85: 115-136, 1991. Recent honors include induction into the American Academy of Arts and Sciences (2012), Guggenheim Fellowship (2011-12), and Nirit and Michael Shaoul Fellow, Tel Aviv University 2014/15.

Oleg Smirnov (Ph.D., University of Oregon, 2005; Associate Professor). Research Interests: Evolutionary Game Theory; Computational and Agent-based Modeling; Experimental Economics; Evolutionary Psychology. Publications - Books: Fowler JH, O Smirnov (2007). *Mandates, parties, and voters: How elections shape the future*. Temple University Press. Peer Reviewed Journal Publications: Smirnov O, C Dawes, JH Fowler, T Johnson, R McElreath (2010). The behavioral logic of collective action: Partisans cooperate and punish more than non-partisans. *Political Psychology* 31(4):595-616. Smirnov O (2009). Endogenous choice of amendment agendas: Types of voters and experimental evidence. *Public Choice* 141(3-4): 277-290. Johnson T, C Dawes, JH Fowler, R McElreath, O Smirnov (2009). The role of egalitarian motives in altruistic punishment. *Economics Letters* 102(3): 192-194. McDermott R, JH Fowler, O Smirnov (2008). On the origin of prospect theory preferences. *Journal of Politics* 70(2): 335-350. Smirnov O, H Arrow, D Kennett, J Orbell (2007). Ancestral war and the evolutionary origins of heroism. *Journal of Politics* 69(4): 927-940. Smirnov O (2007). Altruistic punishment in politics and life sciences: climbing the same mountain in theory and practice. *Perspectives on Politics* 5(3): 489-501. Dawes C, JH Fowler, T Johnson, R McElreath, O Smirnov (2007). Egalitarian motives in humans. *Nature* 446: 794-796, doi: 10.1038/nature05651. Smirnov O, JH Fowler (2007). Moving with the mandate: policy-motivated parties in dynamic political competition. *Journal of Theoretical Politics* 19(1): 9-31. Fowler JH, T Johnson, O Smirnov (2005). Egalitarian motive and altruistic punishment. *Nature* 433, doi: 10.1038/nature03256. Fowler JH, O Smirnov (2005). Dynamic parties and social turnout: an agent-based model. *American Journal of Sociology* 110(4): 1070-1094.

Martin Steinwand (Ph.D. University of Rochester, New York 2010, Assistant Professor) Research Interests: Foreign Aid, Civil War, International Institutions, Developing Countries,

Political Stability, International Political Economy, Spatial Statistics. His research examines the conditions under which donors coordinate the provision of foreign aid, the relationship between foreign aid and civil war in developing countries, coalition formation in civil war, and the political economy of international institutions. He uses and develops statistical methods that draw on rational choice models and network models of political decision making. Publications include "[Donor Fragmentation, Aid Shocks and Violent Political Conflict](#)". With Raynee Gutting. Forthcoming in *Journal of Conflict Resolution*; "Compete or Coordinate? Aid Fragmentation and Lead Donorship" *International Organization*. 2015, 69(2), 443-447; "[Dispute Resolution Mechanisms and Maritime Boundary Settlements](#)". With Aslaug Asgeirsdottir. *Review of International Organizations*. 2015. 10(2), 119-143. "[Foreign Aid and Political Stability](#)". *Conflict Management and Peace Science*. 2014. 40(4), 477-505. "[The Sources of Pension Reforms in Western Europe: Domestic Factors, Policy Diffusion, or Common Shock?](#)" With Alexandra Hennessy. *International Interactions*. 2014, 40(4), 477-505. "[Estimating Free-Riding Behavior: The StratAM model](#)". *Political Analysis*. 2011. 19(4), 488-502. "[The International Monetary Fund: A Review of the Recent Evidence](#)." With Randall Stone. *Review of International Organizations*. 2008, 3(2), 123-149;

Charles S. Taber, Dean of the Graduate School, (Ph.D., University of Illinois at Urbana-Champaign, 1991. Professor). Research interests: political psychology and public opinion, political cognition, decision making, international relations, U.S. foreign policy, and computational modeling. Published work includes "Motivated Skepticism in Political Information Processing" in *American Journal of Political Science*, 2006, "Experiments on the Automaticity of Political Beliefs and Attitudes" in *Political Psychology*, 2006, "The Automatic Activation of Political Attitudes: A Psychophysiological Examination of the Hot Cognition Hypothesis" in *Political Psychology*, 2005, "Information Processing and Public Opinion," in David O. Sears, Leonie Huddy, and Robert L. Jervis, eds., *Handbook of Political Psychology*, "Three Steps Toward a Theory of Motivated Political Reasoning," in Arthur Lupia, Mathew D. McCubbins, and Samuel L. Popkin, eds., *Elements of Reason: Understanding and Expanding the Limits of Political Rationality*, "Condorcet Winners and the Paradox of Voting," *American Political Science Review* 1995; "The Policy Arguer: The Architecture of an Expert System," *Social Science Computer Review* 1994; and "POLI: An Expert System Model of U.S. Foreign Policy Belief Systems," *American Political Science Review* 1992. Taber is a co-editor of *Political Psychology* and won the 2000 Paul Lazarsfeld Outstanding Paper Award from the American Political Science Association.