
THE GEORGE WASHINGTON UNIVERSITY

THE TRACHTENBERG SCHOOL OF
PUBLIC POLICY^{AND} PUBLIC ADMINISTRATION

GUIDE TO THE

PH.D. IN PUBLIC POLICY AND

ADMINISTRATION

---For Students Starting in Fall 2010---

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COMMON ABBREVIATIONS

Acc	Accounting
CCAS	Columbian College of Arts and Sciences
CISTP	Center for International Science and Technology Policy
CRN	Course Reference Number
DnSc	Decision Sciences
Econ	Economics
Educ	Education
EnRP	Environmental and Natural Resource Policy
ESIA	Elliott School of International Affairs
Fina	Finance
Geog	Geography
GW	The George Washington University
GWIPP	George Washington Institute of Public Policy
Hist	History
IAff	International Affairs
LOA	Leave of Absence
Mgt	Management
MPA	Master of Public Administration
MPA Building	Media and Public Affairs Building
MBA	Master of Business Administration
MPP	Master of Public Policy
PAd	Public Administration
Phil	Philosophy
PPol	Public Policy
PPSA	Public Policy Student Association
PSc	Political Science
Psyc	Psychology
PubH	Public Health
SB	School of Business
SMPA	School of Media and Public Affairs
SMPP	Strategic Management and Public Policy
Soc	Sociology
TSPPPA	Trachtenberg School of Public Policy and Public Administration
WRLC	Washington Research Library Consortium
WStu	Women's Studies

THE DOCTORAL PROGRAM IN PUBLIC POLICY AND ADMINISTRATION

The multidisciplinary Ph.D. Program in Public Policy and Administration in the Trachtenberg School of Public Policy and Public Administration (TSPPPA) at The George Washington University (GW) is designed to develop a range of competencies needed to undertake sophisticated research in public policy and public administration. Fundamental to the development of these competencies is a mastery of subjects in multiple academic disciplines, including politics, economics, ethics, and quantitative and/or qualitative methods in policy research. Built upon the diversity and strengths of academic departments and faculty distributed throughout the Trachtenberg School and the University community, our program offers an exceptional education across these disciplines.

OUR STUDENTS

Approximately one-quarter of our Ph.D. students come from outside of the United States. Most doctoral students already have a graduate degree and significant experience in a policy-related environment. Many students are mid-career professionals.

In addition to developing broad analytical skills in multiple subjects, our students take courses designed to prepare them to undertake research in specific areas of public policy and administration. Within these areas, students may specialize in either public policy or public administration. Through course work in each specialized field, students develop expertise for a variety of careers in the public and private sectors.

The Ph.D. Program may be completed on either a full-time or part-time basis. Throughout their educational experience, students receive guidance and support from nationally-renowned scholars who offer a wide range of experience in the real world of public affairs, policy, and politics.

Graduates of the doctoral program pursue careers in teaching and research related to public policy and administration and as policy researchers and analysts in government and the private sector. Some hold administrative positions in these sectors and many are closely involved in the development and evaluation of public policies.

CURRICULUM

The Ph.D. Program in Public Policy and Administration requires the completion of 72 credit hours beyond the baccalaureate or 48 credits beyond the master's degree. Students with graduate course work judged to satisfy program requirements may be granted advanced standing of up to 24 credit hours toward the 72 credits required for the Ph.D. Course work requirements are divided into five general categories: public policy and administration core courses, research methods, field courses, elective and/ or tool courses, and dissertation credits. Students work closely with the program director and their field advisor to prepare an individualized program of studies.

CORE CURRICULUM

Prerequisite Courses

**Survey of Economics:
Intermediate Microeconomics**
(Econ 217 or equivalent)

Intermediate-level microeconomic theory for graduate students in fields other than economics.

Research Methods and Applied Statistics
(PAd/PPol 202 or equivalent)

Use of statistics, computers, and statistical software in research and program evaluations. Emphasis on interpretation and use of statistics. Development of basic statistical competency; frequency distribution, sampling, central tendency, variability, correlation, probability, regression.

General Core

Economics in Policy Analysis
(Econ 221/PPol 204)

Application of intermediate microeconomic theory to the study of public policy. Topics include: models of individual choice in policy analysis, policy aspects of models of the firm, theory of market failure and welfare economics, and resource allocation decisions in the public sector.

Prerequisite: Econ 217 or equivalent.

**Design of Social and Policy Research
(Research Methods)**
(PAd 395 or equivalent)

Doctoral seminar on theory and practice in research methodology. Data sources and gathering, research models and designs. Critical evaluation of research studies. Emphasis on application of research methods to policy questions.

CORE CURRICULUM

Approaches to Public Policy Analysis

(PSc 303)

Empirical and normative foundations of systematic policy analysis; concepts, theories, models, issues, strengths, limitations, and uses and misuses in the policy process.

Public Administration and American Political and Social Institutions

(PAd 373)

Contemporary and historical literature in the institutional and intellectual development of public administration.

Politics and Public Policy

(PSc 329)

Examination of political processes that influence policy formulation, policy implementation, and the uses of policy analysis.

Seminar in Budgeting, Revenue, and Expenditure

(PAd 305)

Focuses on the numerous dimensions of theory and research on budgeting, public finance, and financial management. Topics include public expenditure and revenue analysis, various approaches to budgeting and budget reform, fiscal federalism, debt management, and financial reporting. Emphasis on classic works in the field and on various approaches to researching issues related to budget and finance.

RESEARCH METHODS

The program requires the development of research skills alongside the core curriculum and field studies. These skills complement and support the research interests of students in their applied field of studies. All Ph.D. students must complete an intermediate graduate-level course in quantitative research methods. In addition, students must either complete a more advanced course in quantitative methods, or a course in qualitative research methods.

The intermediate quantitative methods requirement is normally satisfied by registering for and completing PPol 211. Students with a strong technical background may substitute Econ 375 for PPol 211. With advisor approval, students may substitute an intermediate quantitative methods course that is equivalent in coverage to PPol 211, such as DnSc 274, PSc 202, Soc 232, or Econ 379.

INTERMEDIATE QUANTITATIVE COURSES

Research Methods in Policy Analysis (PPol 211)

Multivariate research methods in policy analysis.
Prerequisite: PAd/PPol 202 or equivalent.

Empirical Political Analysis (PSc 202)

Techniques of social science data analysis, with emphasis on statistics and computer applications. Lab fee of \$20.
Prerequisite: PSc 201 or instructor permission.

Statistical Modeling and Analysis (DnSc 274)

The process of specifying, analyzing, and testing models of human and systemic behavior. Formalization of models; statistical test comparison and selection; computer implementation of univariate, bivariate, and multivariate tests. General linear model: linear regression, analysis of variance, and analysis of covariance.
Prerequisite: MBAd 220 or equivalent.

Econometrics I (Econ 375)

Single equation models of economic behavior. Statistical methods for testing economic hypotheses and estimating parameters. Topics include heteroscedasticity, serial correlation, and lagged dependent variables. Some exposure to matrix algebra helpful but not required. Same as Stat 275.

Laboratory in Applied Econometrics (Econ 379)

Application of econometric theory and the use of econometric software; students are required to write an empirical research paper. Depending on the section, the focus will be either on micro-econometric or macro-econometric topics. May be repeated for credit provided the topic differs.

RESEARCH METHODS

ADVANCED QUANTITATIVE OR QUALITATIVE COURSES

Each student is required to choose one advanced course, depending on the appropriate methodologies associated with their field or required for future research. Students should consult with their adviser concerning the most appropriate choice.

COURSES IN QUANTITATIVE METHODS

Research Methods in Policy Analysis (PPol 212)

Multivariate and causal modeling, experimental and quasi-experimental designs, and measurement issues.

Prerequisite: PPol 211

Econometrics II (Econ 376)

Topics include asymptotic theory, statistical endogeneity, instrumental variables estimation, discrete and limited dependent variable and time-series models. Same as Stat 276.

Prerequisite: Econ 375 or equivalent.

Econometrics III (Econ 377)

This course covers econometric methods for systems of equations and panel data. Additional topics, which may vary from year to year, will also be covered as time permits.

Prerequisites: Econ 375 and 376.

Advanced Statistical Modeling and Analysis (DnSc 275)

Advanced topics associated with the general linear model. Testing for and remediation of assumption violations. Detection of outliers, influential observations, and multicollinearity. Alternative design strategies in the analysis of variance; latent growth analysis; hierarchical linear modeling; testing for interactions and parallelism.

Prerequisite: DnSc 274 or permission of instructor

Selected Topics in Empirical Analysis (PSc 285)

Advanced techniques of data collection and analysis; varying emphasis on such methods as causal modeling, analysis of variance, regression analysis, and simulation.

COURSES IN QUALITATIVE METHODS

Qualitative Methodology: Field Research (Soc 232)

Practical application of data collection methods in natural settings; observation, participant observation, and field experience. Emphasis on implementing research projects by using these methods for purposes of developing empirically grounded theory.

Uses of History in International Affairs (Hist 251)

The multiple interconnections among history, politics, and international affairs, including how policymakers use or misuse "lessons" of history and how countries attempt to deal with difficult aspects of their past. Specific cases may vary.

Qualitative Research Methods (Educ 307)

A general introduction to qualitative research procedures in social science research. Applied qualitative methods, design, analysis.

Research Seminar: Strategy and Policy (Hist 230)

A study of the historical development of strategy and the relationship of military thought to national policy.

DISSERTATION RESEARCH CREDITS

All students are required to complete between 12 and 18 credits of dissertation research. To fulfill this requirement, students register for:

- Philosophical Foundations of Policy and Administrative Research (PPol 390),
- Dissertation Workshop (PPol 391), and
- A minimum of 6 credits of Dissertation Research (PPol 399) must be taken in 3-credit increments until the 72-credit hour requirement has been met.
- After students have met the 72-credit hour requirement, they should register for Continuing Research (CCAS 940), which is available in 1-credit increments.

Philosophical Foundations of Policy and Administrative Research (PPol 390)

Philosophy of science as applied to research in public policy and public administration. Topics include the nature and current problems of epistemology, development and role of theories, and relationships among theory, methodology, and empirical data.

Dissertation Workshop (PPol 391)

Use of models and theoretical frameworks in designing dissertation research; formulation of research questions, hypotheses, operational definitions, research designs, sampling, and data analysis approaches.

For doctoral candidates who have completed all courses and examinations, and are preparing for their dissertation.

Dissertation Research (PPol 399)

Continuing Research (CCAS 940)

FIELDS OF STUDY

In addition to the core curriculum, each student will complete six or more courses in either a public policy or a public administration field.

Education Policy
Gender and Social Policy
Health Policy
International Development Administration
Program Evaluation
Public Administration and Management
Public Budgeting and Finance
Race, Ethnicity and Public Policy
Science and Technology Policy
Urban and Social Policy

ELECTIVES AND TOOL COURSES

Students may take between 9 and 15 credits of electives. Generally, students use elective credits to supplement course work in their field of study. However, prerequisite courses at the graduate level can be counted as electives toward degree requirements. Students who have not completed course work in intermediate microeconomics or statistics may need to use elective credits to fulfill these requirements.

In individual cases, students may be required to take tool courses as a foundation for their dissertation research. Any required tool courses would normally be determined by faculty in the student's public administration or public policy field. Students who are required to take tool courses may count these courses as elective credits. In some cases, however, tool requirements may cause the total number of credit hours to exceed the normal 72-hour requirement.

PAd/PPol 398: **Advanced Reading and Research**

1-3 credits

Supervised reading in selected fields. Student is responsible for identifying a project (e.g., expansion of a previous research paper), and securing agreement from a faculty member, who is both interested and able to support your topic as well as available for the commitment related to overseeing such a project. This must occur prior to seeking permission of department.

Once agreement has been reached, students complete a [Registration Transaction Form](#), which requires departmental approval (i.e., instructor of record) prior to processing by the CCAS Dean's Office and Registrar. The supervising faculty member works with the instructor of record to enter a grade after the work has been completed.

May be repeated once for credit.

ADVISING

PROGRAM PLANNING

The first and foremost advice for successfully planning a program is to consult with your advisor before planning your coursework and registering for classes, and to read the official University Bulletin. The University Bulletin will serve as a guide to the governing university rules and requirements. Consultation with your advisor and with the lead professor of your field of study will help you to avoid problems.

Get to know your academic advisor, who is likely to be your best resource in academic and personal career planning. While the PhD Program Director will serve as your advisor upon admission to the program, you should also meet with your field advisor soon after being admitted to the program. Peer mentoring with doctoral students farther along in their program is helpful, however, should never be substituted for faculty advising.

COURSE SEQUENCING

Students enter the PhD program with very diverse backgrounds, thus there is not one set list of courses that all students will follow. However, the Suggested Course Sequencing Table (see page 11) provides a template which can be used to guide course selection.

Typically students will take the required courses that are covered on the PhD qualifying exam first. Students who need to take the prerequisites in economics or statistics should take those courses during the first year.

There are no rigid sequencing requirements except that the economics prerequisite should be completed before PPol 204 (Econ 221) is taken, and the statistics prerequisite should be taken before PPol 211.

Field advisors will provide helpful advice on sequencing of field courses, and may also provide useful information regarding when field courses will be offered, thus they should be consulted prior to field course selection.

Please note that these general guidelines are not a substitute for faculty advising and should not be used as such.

SELECTING ELECTIVES

Elective courses may be taken in any department of the University or from member institutions of the Washington Area Consortium of Universities. Some students select elective courses that deepen their fields of study, while others select electives that broaden their programs of study.

ADVISING

TAKING COURSES IN THE WASHINGTON AREA CONSORTIUM OF UNIVERSITIES

With advisor approval, students may include courses taken through the Washington Area Consortium of Universities in their program of studies. Registration in Consortium courses is governed by University policies concerning Consortium registration. Students interested in taking a Consortium course must consult with their advisor before registering for the course.

GENERAL ADVICE

Plan ahead! Careful attention to program planning and course sequencing is necessary to avoid scheduling conflicts, especially later in the program. Most core courses are not offered during the summer, and most field courses are offered only once a year. NOTE: Consult the Schedule of Classes online or your academic advisor for the most current information on scheduling for the upcoming semester.

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You should first contact the program coordinator anytime you need to file official forms with the University, such as Registration Transaction Forms or any of the various kinds of petitions; she will know the official process or chain of command for most situations. Also, the program coordinator will keep a copy of any paperwork you file with the program or University for your student file. Finally, many of the questions you may have, such as what courses are being offered during which semester, can be answered quickly and easily by the program coordinator.

SUGGESTED COURSE SEQUENCING

(Assumes Fall Matriculation with no transfer credits and that the student must take Econ 217, but not PPol 202)

PART-TIME (TWO COURSES)

Semester One	Semester Two	Semester Three	Semester Four
PAd 373 (3)	PSc 303 (3)	PAd 395 (3) *	Phil 230 (or field course) (3)
Econ 217 (3)	Econ 221 (3)	PSc 329 (3)	PPol 211 (3)
Semester Five	Semester Six	Semester Seven	Semester Eight
PAd 305 (3) PPol 390 (3)	Field Course (or Phil course) (3) PPol 212 (or alternative) (3)	<i>Qualifying Exam</i> Field Course (3) Field Course (3)	Field Course (3) Field Course (3) <i>Field Examination</i>
Semester Nine	Semester Ten	Semester Eleven	Semester Twelve
PPol 212 or alternative (3) Elective (3)	Elective (3) Elective (3)	PPol 391 (3) Elective (3)	PPol 399 (3)
	Semester Thirteen	Semester Fourteen	
	PPol 399 (3)	CCAS 940 (1) <i>PhD Defense</i>	

FULL TIME (THREE COURSES)

Semester One	Semester Two	Semester Three	Semester Four
PAd 373 (3)	PSc 303 (3)	PAd 305 (3)	Phil 230 (or alternative) (3)
Econ 217 (3)	Econ 221 (3)	PPol 390 (3)	PPol 212 or alternative (3)
PPol 211 (3)	PAd 395 (3) *	PSc 329 (3)	Field Course (3)
Semester Five	Semester Six	Semester Seven	Semester Eight
<i>Qualifying Examination</i> Field Course (3) Field Course (3) Field Course (3)	Field Course (3) Field Course (3) Electives (3) <i>Field Exam</i>	PPol 391 (3) Electives (6)	PPol 399 (3)
Semester Nine	Semester Ten	Semester Eleven	
PPol 399 (3)	PPol 399 (3)	CCAS 940 (1) <i>PhD Defense</i>	

* PAd 395 may be taken in the summer between semesters 2 and 3

PROGRAM OF STUDY FORM

Name:		GW ID:	
Field:		Field Advisor:	

Master's degree:		Number of credits transferred:	
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Required Core Courses Prior to Core Qualifying Exam (21 credits)			
<i>Course</i>	<i>Title</i>	<i>Semester Taken</i>	<i>Credits</i>
PAd 395	Design of Social and Policy Research (Sum)		
Econ 221 (PPol 204)	Economics in Policy Analysis <i>Prerequisite: Econ 217 or equivalent.</i>		
PSc 303 (203)	Approaches to Public Policy Analysis (Spr)		
PAd 373	Public Administration and American Political and Social Institutions (Fall)		
PPol 211*	Research Methods in Policy Analysis <i>Prerequisite: PPol 202 or equivalent.</i>		
PSc 329 (229)	Politics and Public Policy (Fall)		
PAd 305	Seminar in Budgeting, Revenue, and Expenditure		

Advanced Quantitative or Qualitative Course (3 credits)			
PPol 212 or Alternative	Research Methods in Policy Analysis <i>Prerequisites: PPol 211 or Mgt 225</i>		

Qualifying Exam	Date taken:	Grade received:
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Policy Field (18 credits) – Name of Field: _____			
(An Ethics Course)			

Field Exam	Date taken:	Grade received:
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Electives: additional courses <i>may be taken</i> depending upon student's background			
(Econ 217 if taken)			

Dissertation (12-18 credits)			
PPol 390 **	Philosophical Foundations of Policy and Administrative Research (Fall)		
PPol 391 ***	Dissertation Workshop		
PPol 399	Dissertation Research		
PPol 399	Dissertation Research		
PPol 399	Dissertation Research (<i>if needed</i>)		
CCAS 940	Continuing Research – Doctoral (<i>Taken after reaching 72 credits, if needed; used to maintain continuous registration.</i>)		

TOTAL CREDITS: _____

* Or approved substitute.

** PPol 390 may be taken (or should be taken) earlier in the program, rather than waiting until dissertation stage.

*** PPol 391 is typically taken after the field courses are complete and after the field exam, and the course must be taken prior to the dissertation proposal review.

Special Approvals: Please list any approved substitute for the standard requirements as listed in the Student Handbook, along with name of the person who approved the substitute and the date of the approval. Save a copy of e-mail approvals for reference.

THE GENERAL EXAMINATION

Students must pass a General Examination in Public Policy and Administration. The General Examination consists of two parts, the qualifying exam and the field exam. In order to pass the General Examination, a student must receive a grade of satisfactory pass on either the qualifying or the field examination and a grade of no lower than bare pass on either examination.

QUALIFYING EXAMINATION

Students take the qualifying examination after they have completed the seven courses in the public policy and administration. Full-time students typically take the qualifying exam after three semesters in the program (this is typically six semesters for Part-time students) and before they complete a significant amount of course work in their specialized policy field. This examination provides students with the opportunity to demonstrate a mastery of core skills needed for the analysis of policy issues and serves as an instrument for assessing the student's capacity for further doctoral studies.

FIELD EXAMINATION

Students take a field examination in their selected field of concentration after passing the qualifying exam and completing the required field courses for their respective field... The field exam gives students the opportunity to demonstrate a mastery of core issues, concepts, and methods in the selected field of study.

Students should consult with their field advisor and/or the director of the Ph.D. Program prior to preparing for and taking the field exam. Upon completion of the general examination, students advance to candidacy and enter the dissertation phase of their study.

THE DISSERTATION

THE DISSERTATION

The dissertation should consist of a scholarly examination of an important public policy or public administration problem or issue. All dissertations should have a solid conceptual grounding and should explore, critique, and/or extend existing scholarly literature in the candidate's chosen field. The dissertation's findings, conclusions, and modes of analysis and argumentation should be of interest to a significant segment of the intellectual community, as well as, and perhaps just as important, to citizens and public officials concerned about the dissertation's topic. The conclusions of the dissertation should be well-supported by the research conducted and the evidence presented. They should, therefore, emphasize knowledge gained through the conduct of the dissertation, rather than knowledge that the student possessed prior to conducting the research.

The Ph.D. program welcomes a variety of theoretical and methodological approaches for conducting the research for the dissertation.

1. The dissertation may pose a primary research question, or a series of related research questions, which guide the dissertation's empirical inquiry. Whether the methodological approach selected is chiefly "qualitative" or "quantitative" should depend on its suitability for producing findings of intellectual and practical interest. By implication, form (methodology) follows function (the substantive nature of the problem or issue being addressed by the dissertation).
2. The dissertation may chiefly "make an argument" rather than "answer a question." Dissertations of this type consist of theoretical, philosophical, or historical analyses that critique and/or reframe taken-for-granted understandings of policy and administrative problems on the basis of which novel problem definitions and even solutions might be formulated. They often take a particular theoretical model, construct, or philosophical position itself as the focus of investigation rather than using it as a vehicle to produce empirical findings.
3. Case studies, so long as they are solidly grounded theoretically and effectively used as vehicles for critical analysis, are also encouraged. The "generality" of case studies will depend less upon their statistical generalizability than on the candidate's ability to evoke general scholarly interest by imaginatively linking "thick" empirical description with theoretical analysis.

These three general types of dissertations should not be seen as mutually exclusive. Some overlap may occur, and combinations of the three types can be mutually reinforcing. The ultimate approach taken in the dissertation is determined by the student working in close consultation with the chair and members of the dissertation committee and will vary among specific public policy and public administration fields and from dissertation committee to dissertation committee.

Requirements pertaining to form, style, and methods of reproduction of the dissertation are set forth in the [Electronic Thesis and Dissertation \(ETD\) web site](#). It is recommended that the candidate have the CCAS Graduate Office check the formatting of the dissertation prior to completion.

The dissertation must be written, defended, and accepted (and all course-work completed) within eight years of the student entering the Ph.D. program. If the dissertation is not accepted within this period, the student may be required to repeat the entire General Examination or the student's candidacy may be terminated due to lack of satisfactory progress. In special circumstances the Associate Dean may approve a semester's extension, in which case the student may be required to register for up to six hours of Reading and Research for audit.

THE DISSERTATION

DISSERTATION FORMAT OPTION

Dissertations may take the form of either one multiple chapter work or a collection of (normally three) publishable papers on a related topic in the student's chosen public policy or public administration field. Again, the format option taken in the dissertation is determined by the student working in close consultation with the chair and members of the Dissertation Research Committee (see below) and will vary among specific public policy and public administration fields and from dissertation committee to dissertation committee.

THE DISSERTATION

DISSERTATION PROPOSAL

After passing their examinations, students prepare a dissertation proposal. The proposal includes a statement of a public policy and/or public administration problem and research questions, a review of the relevant literature, and a description of the research design and methodology to be used. Students are also required to present their proposal formally to a group of faculty prior to receiving approval. The group of faculty consists of the student's prospective Dissertation Research Committee (Director, plus two members; or Co-Directors (2) plus two members). Either the Director or one of the Co-Directors must be a member of the TSPPPA faculty. Since each dissertation is also required (at the time of the final oral defense) to be read by two "outside examiners" it may be useful for the student and dissertation director (with the concurrence of the PhD program director) to identify at least one of these individuals at the proposal stage as well. Ultimately (that is, at the final oral examination) at least one of these two outside examiners must be from outside of the Trachtenberg School. This faculty committee evaluates the student based on both the written proposal and on the oral presentation of the proposal. If approved, the proposal becomes the basis for the dissertation.

Role of the Ph.D. field advisor: Because PhD field advisers play a very important role in the program, it generally is the case that when a student is ready to embark on the dissertation, they will consult closely with the field adviser, and the judgment of the field adviser about matters such as committee composition, etc. will normally receive considerable weight. The PhD program director may also be consulted by either the student or the advisor concerning the makeup of the dissertation committee.

THE DISSERTATION

DISSERTATION PROPOSAL REVIEW

At the dissertation proposal review, the student and faculty (normally, the Dissertation Research Committee and at least one outside examiner) come together to consider the importance of the proposed dissertation project and the appropriateness and feasibility of the research design. Students typically describe this as a proposal “defense”, but it is really best thought of as a final review prior to giving a student "the green light" to forge ahead full speed on the dissertation. The review also provides an opportunity for the faculty and others in attendance to provide a broad range of constructive input at this critical early stage. Although the meeting is typically conducted more in the spirit of a working session than of an exam, it culminates in a formal recommendation by the Dissertation Research Committee about whether the research should proceed.

The review can be scheduled only after every member of the Dissertation Research Committee informs the PhD Director that the prospectus is ready to be presented. As soon as the PhD Director gives the student permission to proceed, the student should:

1. Consult with the members of the committee and outside examiner(s) to find a date and time for the review. All committee members should be prepared to devote at least two hours to the review, and to read materials in advance.
2. Work with the School staff to find a suitable room for the review. The room should be available for at least two hours (and preferably longer) and should be able to accommodate several guests.
3. Assuming that a suitable room is available at the designated time, check back with the graduate advisor to ensure that there are no scheduling conflicts, and, assuming that there are none, finalize the room arrangements.
4. Prepare a one-page announcement of the review. This announcement should contain the following information:
 - o Title
 - o Candidate
 - o Date
 - o Time
 - o Location
 - o Committee
 - o Abstract (one paragraph)
5. At least ten days before the proposal review, this announcement must be posted electronically to all Trachtenberg School faculty and students.
6. The student should also obtain a "Dissertation Topic Approval Form" from the TSPPPA program coordinator, and bring it to be signed at the review in the event that the review is successful.

The review is open to all Trachtenberg School faculty and students who wish to attend. The procedures to be followed in a particular review should be agreed on by the working committee members in a brief pre-review session, but several considerations should generally be applicable.

1. The dissertation chair should chair the review, and should indicate at the outset the procedures that will be followed.
2. The chair should then ask the student to provide a very brief project overview. Because the committee members can safely be assumed to be familiar with the proposal and because the review is primarily (though not exclusively) a proceeding involving the student and the committee, a lengthy recitation is not appropriate. Fifteen minutes should normally be more than enough time for the student's introductory remarks.

THE DISSERTATION

3. The committee chair should ensure that there is ample time for questions and comments by members of the committee, other faculty members in attendance and graduate students, in that order of priority. The committee should, if at all possible, encourage questions and comments from graduate students.
4. At an appropriate time, the committee chair should excuse the student and all guests from the room so the committee can formulate its recommendations. When this discussion is complete, the committee chair should call the student and guests back in, convey in short form the nature of the recommendations, and adjourn the meeting.
5. If the committee members determine that the student should, on the basis of the proposal as presented, be given permission to proceed with the dissertation, they should sign the form that the student has brought to the review. Also available to the committee are several alternatives to outright approval. These alternatives include the following:
 - a. If committee members conclude that the proposal needs fundamental revision, it will have to be reviewed again. (Because the committee members approved the original proposal review, this option should be exercised only if the actual review turns up serious problems that were not evident earlier.)
 - b. If the meeting has brought to the surface certain concerns that need to be taken into account in the proposal but are relatively narrow, then the committee members may:
 - i. Delay signing the approval form until the necessary changes have been made to the proposal, but without requiring that a new review be scheduled; or
 - ii. Agree that the readers will sign the form but the committee chair will not do so until the proposal has been satisfactorily revised according to the committee's specifications.

After the proposal has received committee approval, the student should establish a working relationship with the committee members. The nature of this relationship will vary from student to student and from committee to committee (and even within a committee, from member to member). Some committees or some members may expect to play a very active role in guiding the project as it develops. Others may prefer that the chair monitor the project closely, with the readers playing a lesser role. There is no single “best” way to proceed, but it is vital at the very least that the Dissertation Research Committee (a) be kept informed of the progress the student is making, (b) be consulted when unanticipated problems arise, and (c) review drafts of completed sections on an ongoing basis.

THE DISSERTATION

HUMAN RESEARCH REQUIREMENTS

Research at GW using human subjects, which will yield generalizable knowledge in the form of a journal article, poster presentation, Masters thesis, or doctoral dissertation, must obtain Institutional Review Board (IRB) approval before researchers collect data. Once a proposal has been approved, the IRB process should be initiated by:

- Downloading and completing the Non-Medical Submission checklist and Non-Medical Submission form. These items can be obtained from the [Office of Human Research](#) website.
- Preparing a submission packet. The submission checklist helps to decipher what is required.

Failure to obtain IRB approval will result in the following:

- You will not be allowed to collect data until you obtain IRB approval.
- You will not be allowed to use the data collected for the intended research purposes. You may be asked to re-register for the thesis/dissertation research credits and start the data collection phase over again.
- You will not be allowed to use the data collected for future research, i.e., you will not be able to use the information to publish or as the base for a future study.
- If the study is funded, you will not have access to the funds.

If you have any questions about this process, you may contact the Office of Human Research at any time by calling (202) 994-2715 or emailing ohrib@gwumc.edu.

Office of Human Research
The George Washington University
Ross Hall, Suite 613
2300 Eye Street, NW
Washington, DC 20037

THE DISSERTATION

THE FINAL ORAL PHD EXAMINATION

The Final Examination is designed, scheduled, and administered by the School. It is an oral examination, open to the public, and is conducted by the Final Examination Committee, which consists of the student's Dissertation Research Committee and two outside examiners. One or both of these examiners may have participated in the proposal review. One of the outside examiners must be from outside the Trachtenberg School.

Responsibilities of the Dissertation Director

The dissertation director, in consultation with the PhD Program Director, determines the membership of the Final Oral Examination Committee. The committee must consist of at least five members (not including the co-director, if applicable), one of whom is outside the School and who has not worked with the student on the dissertation or research project. This would typically mean that the Oral examination would be conducted by the Dissertation Research Committee and two outside examiners. One of the members of the examination committee serves as the examination chair, and would be responsible for seeing that all relevant procedures are followed. This individual should be chosen by the Dissertation Director, from among the members of the examination committee, with the concurrence of the PhD program director. An expert from outside the University may be suggested. Such an expert is offered an honorarium of fifty dollars. The expert should be located in the metropolitan DC area. A student's current or prospective immediate supervisor of employment is not permitted to be an examiner. Care should be taken to ensure that the committee proposed represents the necessary fields of expertise.

The scheduling of the final oral examination is handled through the School/program office.

Responsibilities of the Dissertation Writer

Each student must be registered during the semester or summer session in which the degree will be awarded. An application for graduation (available [online](#)) must be filed prior to the deadline for that semester.

For deadlines concerning final submission of doctoral dissertations, please consult the [Electronic Theses & Dissertations \(ETD\) web site](#).

To schedule the final examination, students should follow the same process as for the [Dissertation Proposal Review](#); the abstract should be the one submitted with the dissertation.

Once the student has successfully completed the Final Examination and the Committee has verified any required revisions to the dissertation have been made, the student submits the dissertation through the [Electronic Thesis and Dissertation \(ETD\) web site](#) and submits to CCAS the completed ETD Approval Form. Formatting guidelines are noted on the ETD site. The guidelines are designed to produce documents that are uniform in style, but they also allow for the particular requirements of various disciplines.

Students access and print the [Survey of Earned Doctorates](#) from their website. The certification page in the dissertation should only include the core research committee (director/co-director and two readers). Please use academic titles only (this information is in the [University Bulletin](#)). Do not use titles such as Dr., PhD, or MD.

Dissertations will first be sent to the Gelman Library for approval. Once approved by Gelman, the dissertation will be forwarded to CCAS for a final check. Students may receive instructions from Gelman or

THE DISSERTATION

CCAS to make changes and upload a revised edition of their work. The student will be notified by email once the dissertation has been forwarded to ProQuest/UMI.

Students will pay ProQuest/UMI directly on line. The amount charged will depend on the publishing option chosen by the student. GW recommends students choose the Open Access option in the interest of making their scholarship as accessible as possible.

Accepted dissertations and any accompanying illustrations become the property of the University. The University is to be given credit for material used in the publication of any portion of a dissertation, whether as a direct quotation or as an adaptation.

Copyrights and Patents

Students submitting theses/dissertations should be aware of copyright and fair use considerations. Understanding Copyright and Fair Use will help reduce your concerns. You are encouraged to review the information about copyright issues on the [ETD web site](#)

FIELD: ADMINISTRATION AND MANAGEMENT

FIELDS OF STUDY

Education Policy
Gender and Social Policy
Health Policy
International Development Administration
Program Evaluation
Public Administration and Management
Public Budgeting and Finance
Race, Ethnicity and Public Policy
Science and Technology Policy
Urban and Social Policy

EDUCATION POLICY

FIELD DESCRIPTION

Education and training policies play an important role in the economic and social well-being of local communities, states, and nations. Improving the productivity and quality of education and training ranks high on the policy agendas of government officials worldwide. The education policy track draws on multidisciplinary tools from economics, education, philosophy, political science, psychology, and sociology to: identify education policy problems and opportunities, develop policy alternatives, analyze their likely advantages and disadvantages, influence policy decisions, plan and guide the implementation of new policies, and evaluate the impacts of new and long established education and training policies. Students in the Education policy field must complete the general examination core of courses, plus three additional courses selected from the list of suggested electives, or other courses chosen with advisor approval.

GENERAL EXAMINATION CORE

Educ 321: Economics of Education

Economic analysis as it pertains to educational systems and their impact on economic growth. Economic methods and tools are used to analyze and evaluate contemporary education policy issues. The course builds on Economic principles and theories to assess education problems such as education productivity and cost.

Educ 322: Education Policy Implementation

Analysis of the evolution and implementation of education policies at various levels and types of educational systems. Policy is analyzed as a process and as it interacts with organizational, social, economic, and political factors and movements that can hinder or enhance its implementation.

Educ 340: Methods of Policy Analysis in Education

Methods of analysis used in the study of educational policy issues. Case studies on a range of policy issues and trends, including testing and accountability, school finance, school choice, and the federal role.

FIELD ELECTIVES

Educ 271: Education Policy*

Educ 281: Program Evaluation

Educ 320: The Politics of Education

Educ 323: Policies of Education Equity

Educ 345: Analysis Fed. Education Policy

Educ 370: Higher Education Policy

PAd 248: Financing State and Local Govt.

PAd 249: Urban Public Policy

PSc 212: State and Urban Policy Problem

PSc 211: State and Urban Politics

Soc 235: Sociology of Education

* indicates this course is a prerequisite to Educ 320, 321, 322, 323, 340, 345

FIELD ADVISORS

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GENDER AND SOCIAL POLICY

FIELD DESCRIPTION

The research concentration in Gender and Social Policy is one of two options available to students in the Race, Gender, and Policy Field. Most public policy discussions—local, national, or international—include explicit or implicit assumptions about gender, and they are likely to have direct and indirect impacts that are gender-specific. Policy topics in which gender content is key include, among others, poverty, child welfare, employment, civil rights and human rights, law enforcement, international trade, taxation, education, health, working conditions and wages, reproduction, the media, and science and technology. Gender scholarship across various disciplines has demonstrated the importance of studying the interconnections among gender, race, class, and other forms of social inequality.

GENERAL EXAMINATION CORE

Required Courses

WStu 220: Fundamentals of Feminist Theory

With permission of the field advisor, students with adequate backgrounds in feminist theory may substitute an alternative theory course.

WStu 240: Women and Public Policy

Analysis of gender-related U.S. policy issues, such as equal employment opportunity, education, welfare, child and dependent care, reproductive justice, and domestic violence.

WStu 221: Research Issues in Women's Studies

Analysis of the contribution of gender-relations or feminist perspectives from humanities and social science disciplines to the issues and methods of social research and social policy and practice. Topics include a review of feminist frameworks, a critique and re-evaluation of traditional academic disciplines, and analysis of current research on and for women.

FIELD ELECTIVES

Students must take 3 of the following courses:

Anth/WStu 257: **Gender and Sexuality**

Phil/WStu 238: **Feminist Ethics and Policy Implications**

Soc/WStu 266: **Gender and Criminal Justice**

Soc 271: **Gender and Society**

WStu 230: **Global Feminisms**

WStu 241: **Women and the Law**

WStu 260: **Women and Work in the United States**

WStu/Soc 265: **Women, Welfare, and Poverty**

WStu/Soc 268: **Race, Gender, and Class**

WStu/Psyc 275: **Women and Health**

WStu 283: **Practicum**

WStu 270: **Seminar: Selected Topics***

* E.g. Women and International Development Policy; Women, Science, and Policy; Psychology of Women; Cyberfeminism

FIELD: GENDER AND SOCIAL POLICY

FIELD ADVISORS

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HEALTH POLICY

FIELD DESCRIPTION

Students who choose this field will be prepared to analyze a broad array of health policy issues. These problems include, for example, assessing health and health needs, financing health services, health care reform, global health, care for underserved populations, and long-term care. A multidisciplinary approach to these issues will combine the curricula of economics, philosophy, sociology, law, public health, and health management.

GENERAL EXAMINATION CORE

PubH 404: **Advanced Topics: Health Systems and Health Policy Research**

Examines issues at the intersection of health systems and policy, with a focus on research methods.

PubH408: **Health Services and Systems Financing**

Examines the range of critical financing issues for the U.S. public health and health services systems. (Prerequisite: PubH 285 or equivalent)

FIELD ELECTIVES

PUBLIC HEALTH/HEALTH POLICY

PubH 204: **Environmental and Occupational Health**

PubH 206: **Health Behavior and Health Education**

PubH 241: **Introduction to Health Information Systems**

PubH 282: **Application of Health Policy Analysis**

PubH 283: **Health Services and the Law** OR PubH 284: **Public Health and the Law**

PubH 285: **Health Economics and Financing**

PubH 289: **Federal Budget Process for Health Policy**

PubH 296: **Pharmaceutical Policy**

PubH 302: **Introduction to the U.S. Health System**

PubH 322: **Comparative Global Health Systems**

PubH 325: **Global Health Policy and Analysis**

PubH 383: **Evaluation of Health Promotion & Disease**

PubH 401: **Leadership in Public Health Practice and Policy**

PubH 402: **Foundations of Public Health and Health Services Research**

PubH 403: **Measurement in Public Health and Health Services Research**

HSML 236: **Aging and Disability**

METHODS

Students who have taken only Quantitative Methods course under the general requirement are required to take one additional methods course from the following list (in consultation with advisor) :

PPol 211: **Research Methods in Policy Analysis**

Econ 375: **Econometrics I: Introduction**

Econ 376: **Econometrics II: Simultaneous Equation Models**

Econ 277: **Laboratory in Applied Econometrics**

PPol 212: **Research Methods in Policy Analysis**

PubH 249: **Use of Statistical Packages: Data Management and Data Analysis**

PubH 260: **Advanced Data Analysis for Public Health**

FIELD: HEALTH POLICY

Economics

Econ 363: **Public Finance 1**

Econ 341: **Labor Economics** OR Econ 345: **Industrial Organization**

FIELD ADVISOR

[Avi Dor](#)

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INTERNATIONAL DEVELOPMENT ADMINISTRATION

FIELD DESCRIPTION

The research concentration in International Development Administration is one of several options in the Public Administration and Management field. It is designed for Ph.D. students who wish to focus on international development policy and/or administration. The concentration reflects the multidisciplinary breadth of the field, with opportunity for students to specialize in particular disciplines, policy/service areas, and regions/countries through their research and electives.

GENERAL EXAMINATION CORE

Doctoral Seminar on International Development Policy and Administration (Under development)

Students must take two of the following courses:

PAd 217: International Development Administration

An institutional and policy context for work in the international development industry. Mainstream policies, reform efforts, alternative approaches. Major actors, selected policy areas, regional and comparative perspectives.

PAd 219: International Development Management Processes & Tools

Training in development management tools and processes; application of international development approaches specific to the development management profession. Key theories and perspectives of community development.

PAd 218: International Development NGO Management

Provides an understanding of the primary implementation of international development assistance. Overview of NGO management, highlighting those features that are particular to NGOs active in international development. NGO management, government, and donors, and North-South relations.

The following courses may also qualify, with permission from an advisor:

Mgt 265: International Development for Project Managers

Foundations and methodologies for problem-solving in multicultural project environments. Prerequisites: Mgt 201, 202, 224.

IBus 269: Managing in Developing Countries

The course introduces managers to the distinctive nature and challenges of developing countries, provides a framework to analyze key management issues, and applies management techniques in these important markets.

Economics Requirement*

Econ 250: Survey of Economic Development
Econ 251: Development Economics I

Econ 252: Development Economics II

* Students are required to take at least one graduate-level economics course. The default option would be Econ 250. Students with a more extensive economics background would be encouraged to take Econ 251 or Econ 252.

FIELD: INTERNATIONAL DEVELOPMENT ADMINISTRATION

FIELD ELECTIVES

Students are required to take two additional courses, chosen in consultation with their advisor. These may include the following:

Anth 220:	Anthropology of Development	PubH 270:	Introduction to International Health and Development
Geog 230:	Environmental Issues in Development	PubH 272:	International Health Program Development Seminar
Geog 242:	Complex Emergencies/ Humanitarian Assistance	PSc 234:	Democracy and Democratization
IBus 275:	External Development Financing	PSc 236:	Political Economy of Developing Areas
Educ 204:	Policy Issues in International Education: Developing Countries	PSc 237:	Theories of Political Development
Mgt 265:	International Development for Project Managers	PSc 242:	International Institutions
		PSc 773:	Global Governance

FIELD ADVISOR

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PROGRAM EVALUATION

FIELD DESCRIPTION

The Program Evaluation field is a research concentration within the Public Administration and Management field and is designed for Ph.D. students who wish to develop both quantitative and qualitative research skills that may be applied to analyze and assess the performance of public and nonprofit programs. Students will be exposed to research methods from multiple disciplines to prepare them for program evaluation and performance auditing professionals.

GENERAL EXAMINATION CORE

PAd 264: Profit and Nonprofit Program Evaluation

Theory and practice of program evaluation and evaluative research. Exploration of scope and limitations of current practice in evaluation, considering economic, political, social, and administrative factors. Examination of methodological considerations for design, data collection, analysis, and dissemination.

PAd 364: Capstone Seminar

This seminar provides a capstone experience for students in the Program Evaluation and Measurement field of concentration in the Ph.D. program in the Public Policy and Administration. The students will design and implement an applied evaluation research project that will utilize analytical techniques students have learned in the field courses they have completed.

FIELD ELECTIVES

Students are required to take four of the following courses:

Anth 223: Research Methods in Development Anthropology

Econ 222: Benefit- Cost Analysis

Econ 375: Econometrics I: Introduction

Econ 376: Econometrics II: Simultaneous Equation Models

Educ 307: Qualitative Research Methods

DnSc 275: Advanced Statistical Modeling and Analysis

DnSc 276: Exploratory and Multivariate Data Analysis

Soc 232: Qualitative Methodology: Doing Field Research

Stat 265: Multivariate Analysis

Stat 266: Topics in Multivariate Analysis

Stat 281: Advanced Time Series Analysis

Stat 287// Modern Theory of Sample

Stat 288: Surveys

Stat 291: Methods of Demographic Analysis

FIELD ADVISOR

[Dr. Kathryn E. Newcomer](#)

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PUBLIC ADMINISTRATION AND MANAGEMENT

FIELD DESCRIPTION

This field of concentration is intended for PhD students seeking a broad background in core public administration sub-disciplines and topics such as administrative leadership, organization and management theory, government regulation and reform, the intersection between policy and administrative processes, and the relation between social and political theory to the discipline of public administration. Students who have not already completed the Master of Public Administration (MPA) degree either at The George Washington University or another university's accredited MPA program will be expected to include as part of their coursework selected MPA core courses before taking more advanced coursework. The field faculty advisors will work with students on an individual basis in identifying coursework appropriate for them. Although most of the students' coursework will consist of Public Administration courses, their individually tailored field may also include courses from other GWU departments and well as courses at other universities participating in the Consortium of Washington Area Universities.

GENERAL EXAMINATION CORE

All students will be expected to take PAd 374, which will form part of their general examination core. Upon finishing their field coursework, students will be required to pass a comprehensive take-home examination based on the four courses comprising their individually tailored field.

Public Organization Theory

(Public Administration 374)

Survey of contemporary normative and epistemological issues in public organization theory and practice. Analysis of the past and present influence of logical positivism, behaviorism, pragmatism, humanism, existentialism, phenomenology, and postmodernism.

FIELD ADVISORS

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Dr. Kathryn E. Newcomer

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PUBLIC BUDGETING AND FINANCE

FIELD DESCRIPTION

This field is designed for students who desire a greater depth and breadth of knowledge about those issues surrounding taxation, public expenditure, and the management of financial resources. The field generally draws on several intellectual traditions, including economics, political science, accounting, and public administration. Students who successfully complete this field of study should be prepared to teach a wide variety of general courses in budgeting and public finance, and should have a solid understanding of the research questions and methodologies that have defined this field.

GENERAL EXAMINATION CORE

Seminar in Budget and Tax Policy

This seminar builds on required master's-level preparation in public budgeting and finance by introducing students to the wide variety of theoretical and research questions that have defined scholarship in public budgeting and finance. These include (but are not limited to) questions of optimal taxation, justification for public expenditure, expenditure management, intergovernmental finance, and budget reform. Students will be expected to familiarize themselves with significant portions of the research literature and will be required to write a major research paper.

Students must also take PAd 248 or PAd 251:

PAd 248: Financing State and Local Governments

Analysis of the theory and practice of public finance in state and local governments. Includes the financing of services through municipal taxation, intergovernmental funds, debt instruments, and other revenue sources. Review of expenditures as well as financial management practices.

PAd 251: Governmental Budgeting

Survey of actors, institutions, and processes in U.S. national budgeting system. Executive budget preparation/ execution, legislative re-view and approval of budget requirements, budget execution, and independent audit of government spending. Interrelationships of strategic planning, program development and evaluation, and budgeting at federal level. Statutory bases of budgeting.

Plus Econ 222, 363, or 364:

Econ 222: Benefit-Cost Analysis

The application of microeconomic theory and welfare economics to the empirical evaluation of public policies and programs. Applied welfare economics as a framework for policy analysis; empirical measures of welfare change; techniques of benefit—cost analysis. Prerequisite: Econ [221](#) or PPol [204](#).

Econ 363: Public Finance I

Theoretical and empirical analysis of the economic role of the public sector and the effects of public expenditures on resource allocation and income distribution. Topics include public goods, externalities, social insurance, and benefit-cost analysis.

Econ 364: Public Finance II

Theoretical and empirical analysis of the effects of taxes and transfers on the allocation of resources and income distribution. Partial and general equilibrium models of tax incidence, effects of taxes on labor supply, saving, and portfolio choices of households, and on investment and financing decisions of firms.

FIELD: PUBLIC BUDGET AND FINANCE

FIELD ELECTIVES

Students are required to take three of the following courses:

PAd 253:	Financial Management in State and Local Government and Nonprofit Agencies	Econ 105:	Economic Conditions Analysis and Forecasting (taken for graduate credit)
PAd 254:	Budget and Tax Policy	Phil 231:	Economic Justice
PAd 255:	Contracting Out and Privatization	Accy 276:	Governmental Accounting and Auditing
PAd 264:	Program Evaluation		
Econ 218:	Survey of Intermediate Macroeconomics		

FIELD ADVISORS

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RACE, ETHNICITY AND PUBLIC POLICY

FIELD DESCRIPTION

Race, ethnicity and public policy is an option within the policy field of Race, Gender and Public Policy. Race and ethnicity permeate virtually every aspect of life in the United States. Conflicts associated with race and ethnicity affect all institutions and social interactions of every type, and frequently dominate a range of policy debates. Those debates, of course, reflect competing theoretical perspectives on race and ethnic relations and underlying causes of inequalities associated with race and ethnicity. This field examines those competing perspectives, the range of policy outcomes, and simply what might be done to ameliorate conflicts associated with race and ethnicity in the U.S.

GENERAL EXAMINATION CORE

Required Courses

Soc 245: **Race Relations**

Systematic analysis of race and ethnic relations and inequality, primarily in the United States. Topics include current status and recent trends in inequality, the patterning of discrimination, the structure of racial attitudes, theoretical perspectives on race relations, and policy issues.

Soc 248: **Race and Urban Redevelopment**

Examination of major theories regarding racial inequality and urban development, recent policy initiatives, and debates over future research and policy choices. The focus will be on the uneven development patterns of metropolitan areas with particular attention devoted to the racial and ethnic implications of economic restructuring and spatial transformation of urban communities.

Plus two of the following courses:

Hist 173: **African American History**

Survey of the African American experience, emphasizing both the contributions of black Americans to, and their impact upon, American history.

Psyc 236: **Minorities and Mental Health**

Examination of basic theoretical models of psychological research on ethnic, racial, and cultural issues.

Soc 263: **Race and Crime**

Examination of race, crime, and punishment in American society. Analysis of competing theoretical explanations for interracial differences in crime rates, and racial patterns in the apprehension, adjudication, and punishment of offenders.

FIELD ELECTIVES

Students are required to take two additional courses from either the following list of electives or the remaining required courses:

AmSt/Hist 171: **U.S. Social History**
Law 595: **Race, Racism, and American Law**

PSc 211: **State and Urban Politics**
PSc 212: **State and Urban Policy Problems**

FIELD: RACE, ETHNICITY, AND PUBLIC POLICY

Law 596/ Hist/Soc 252: Soc 250: Soc 268: Soc 776:	Law and Social and Economic History Urban Sociology Race, Gender, and Class Public Policy Research	Psyc 298: WStu 240: WStu 265/ Soc 265:	Current Topics, Cross-cultural Psychology Women and Public Policy Women, Welfare, and Poverty
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SCIENCE AND TECHNOLOGY POLICY

FIELD DESCRIPTION

The Science and Technology Policy field focuses on the interactions among scientific development, technological change, and governmental and private-sector activities at the domestic and international levels. The program trains students to understand and manage issues at the intersection of science, technology, industrial strategy and structure, and government policy. A comparative approach to science and technology policy is emphasized, founded on the twin poles of in-depth understanding of domestic policies and continuous coverage of policy developments around the world. Students in the Science and Technology Policy program have frequent opportunities for involvement in the activities of the Elliott School's Center for International Science and Technology Policy and Space Policy Institute.

GENERAL EXAMINATION CORE

IAff 241: **International Science and Technology Policy Cornerstone**

Introduction to the study of international science and technology policy; focus on policy issues that arise from interactions between scientific and technological developments and government activity.

IAff 259: **Science and Technology Policy Capstone**

A seminar designed to synthesize the skills and knowledge that students have acquired in their graduate study. Open only to M.A. candidates in science and technology policy.

FIELD ELECTIVES

Econ 255: **The Economics of Technological Change**

IAff 242: **Technology Creation/Diffusion**

IAff 246: **U.S. Space Policy**

IAff 247: **Issues in U.S. Space Policy**

IAff 252: **Environmental Policy**

IAff 258: **Technology and International Competitiveness**

IAff 258: **Science, Technology and Complexity**

IAff 258: **Space and National Security**

IAff 258: **Comparative S&T Policy**

Students may also propose other courses of relevance to their designated specialization. Such courses may be offered by the Columbian College of Arts and Sciences (Economics, Political Science), the School of Business (Strategic Management and Public Policy, International Business), the School of Engineering (Engineering Management), the School of Public Health and Health Services (International Health Policy), and others. Proposed courses will be evaluated by the Program Director.

FIELD ADVISORS

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URBAN AND SOCIAL POLICY

FIELD DESCRIPTION

Urban and social policy focuses on conditions that historically have been most visible and often most ingrained in large cities, as well as, increasingly, the inner suburbs. This field focuses on problems of these areas, their causes, and policies to address them, including inadequate fiscal capacity; violent crime; economic and community development; housing, housing affordability, and homelessness; poverty and inequality; racial and economic segregation; land use and sprawl, inadequate transportation and congestion, and poor health as well as other related concerns. It is also concerned with the political, social, and economic structures and processes that characterize urban areas, underlie urban problems, and limit the possible solutions.

GENERAL EXAMINATION CORE

Students are expected to take six courses in the Urban and social Policy field. All students must take PSc 212, Urban Problems and Policy Analysis, and PPol 285, Poverty and Social Policy. Students must then take 2 other courses from the General Examination Core and 3 additional courses from either the General Examination Core or the Field Electives.

Required course(s)

PSc 212: Urban Problems and Policy Analysis

Analysis of public policy issues confronting state and urban governments; emphasis on the theoretical roots and empirical impact of past and present programs in such areas as poverty, housing, crime, and education.

PPol 240: Poverty and Social Policy

Analysis of issues in poverty and income/wealth inequality, including dimensions, causes, consequences, and policy remedies.

Students also must take at least two of the following courses, chosen after consultation with their field advisor (other courses may be substituted for one or more of these with the approval of the field advisor):

Econ 341 and or/or 342: Labor Economics

Theory of unemployment and wages, analysis of labor supply and demand. Analysis of unemployment; unions; wage regulation. Econ 241 is a prerequisite to Econ 242.

Geog 243: Urban Geography Seminar

Topics concerning social, political, economic, and environmental issues in U.S. cities.

Econ 358: Urban Economics

Analysis of spatial relationships among economic activities within an urban area including the urban land, labor, and housing markets; urban transportation models; and fiscal relationships among jurisdictions.

PAd 248: Financing State & Local Government

Analysis of the theory and practice of public finance in state and local governments. Includes the financing of services through municipal taxation, intergovernmental funds, debt instruments, and other revenue sources. Review of expenditures as well as financial management practices.

PAd 267: Special Topics: Fiscal Federalism

FIELD: URBAN AND SOCIAL POLICY

Soc 245: **Race Relations**

Systematic analysis of race and ethnic relations and inequality, primarily in the United States. Topics include current status and recent trends in inequality, the patterning of discrimination, the structure of racial attitudes, theoretical perspectives on race relations, and policy issues.

Soc 248: **Race & Urban Redevelopment**

An examination of sociological forces shaping the development of metropolitan areas, racial inequality, and the intersections of urban development and race relations. Major theories of urban and metropolitan development and causes of racial inequality; major past and current public policies.

Soc 250: **Urban Sociology**

Systematic analysis of urbanization and life within urban areas, primarily in the United States. Topics include theoretical perspectives on urban growth and neighborhood change, housing, the community question, neighborhood effects on individuals within the metropolis, and selected policy issues.

PSc 211: **State & Urban Politics**

Review of major historical trends and theoretical perspectives on the development of cities and metropolitan areas.

FIELD ELECTIVES

AmSt/
Hist 225: **History of
Washington D.C.**
AmSt 275: **Politics of Historic Preservation**
AmSt 276: **Economics of Preservation**
AmSt 277: **Historic Preservation: Principles
& Methods I**
Econ 342: **Labor Economics**
Econ 257: **Regional Economics**
Econ 263-4: **Public Finance**
Educ 323: **Policies of Education Equity**
Econ/
Geog 244: **Sustainability**
Econ/
Geog **Principles of Demography**
/Soc 290:

Econ/
Geog/
Soc 291: **Methods of Demographic
Analysis**
PAd 242: **Managing State and Local
Government**
PAd 243: **Land Use Planning & Community
Development**
PAd 251: **Governmental Budgeting**
PAd 254: **Public Budget and Tax Policy**
PSc 288: **Sel. Topics in Comparative Politics**
Psyc 246: **Personnel Evaluation**
Soc 258: **Deviance and Control**
Soc 259: **Criminology**
Soc 262: **Corrections**
Soc 263: **Race and Crime**
WStu 240: **Women and Public Policy**

Other courses, including courses at Washington area Consortium universities, may be taken with permission of the field advisors. Examples of courses that students have taken include: Georgetown University: Child Development & Public Policy; Family Demography & Policy Issues; Labor Relations & Labor Market Policy.

FIELD ADVISORS

[Dr. Hal Wolman](#)

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Administration, and International Affairs
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EXECUTIVE COMMITTEE

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Associate Professor of Political Science and Public Policy and Public Administration

Hal Wolman

Professor of Political Science, of Public Policy and Public Administration, and International Affairs
Director, George Washington Institute of Public Policy

CONFERENCE TRAVEL REQUESTS

Each student is eligible to apply for funding for an academic conference once a year. Each student is limited to one of these an academic year, so you need to choose which conference you want to request funding for.

The travel request cannot exceed a total of \$500, of which \$400 will come from CCAS and \$100 from TSPPPA.

Requests can be made using the CCAS Travel Form. Once this form is completed, it should be sent to the Director of the PhD program who will then forward the completed electronic form onto CCAS. CCAS will then notify the student of their action.

ACADEMIC INTEGRITY POLICIES

Students are required to adhere to University policies regarding academic integrity.

All members of the community are expected to exhibit honesty and competence in their academic work. Incoming students have a special responsibility to acquaint themselves with, and make use of, all proper procedures of doing research, writing papers, and taking examinations.

Members of the community will be presumed to be familiar with the proper academic procedures and held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels.

The [University Code of Academic Integrity](#) is located on the [Academic Integrity Office](#) website.

Academic Integrity Office
801 22nd Street NW
Phillips Hall, Suite 411
202)-994-1977
ntegrity@gwu.edu
<http://www.gwu.edu/~ntegrity>

LIBRARIES AND RESEARCH ACCESS

CONSORTIUM OF UNIVERSITIES OF THE WASHINGTON METROPOLITAN AREA

The George Washington University is a member of the Consortium of Universities of the Washington Metropolitan Area. Eleven universities in the Washington area--American University, Catholic University of America, Gallaudet University, George Mason University, George Washington University, Georgetown University, Howard University, Marymount University, South-eastern University, the University of the District of Columbia, and the University of Maryland--are associated in a Consortium through which they coordinate the use of their respective facilities. Trinity College is an associate member of the Consortium. Students in approved programs leading to degrees in any one of these institutions have the opportunity to select from the combined offerings the particular courses that best meet their needs. This privilege is subject to regulations of the school in which the student is enrolled. Participation is limited to degree candidates. For specific regulations and further information, please see the [University Bulletin](#).

UNIVERSITY LIBRARIES

The George Washington University is a member of the Association of Research Libraries. The library collections of the University, housed in the [Melvin Gelman Library](#) (the general library of the University), in the Jacob Burns Law Library, and in the Paul Himmelfarb Health Sciences Library, contain some two million volumes. University appropriations supplemented by endowments and gifts provide research materials in the social sciences, the humanities, the sciences, and business. Gifts from many sources have enriched the collections, including a large National Endowment for the Humanities grant to strengthen the University's humanities holdings. The libraries hold over 18,000 serials.

Students, faculty, and staff of The George Washington University (except medical and law students) may borrow directly from the main campus libraries of six other academic institutions in the Washington Research Library Consortium (WRLC). Students may also obtain books and journal articles on interlibrary loan from other libraries in the area and throughout the United States.

[ALADIN](#) is the electronic library resource of WRLC and contains the combined on-line catalog of the seven member universities with more than 4.3 million records, as well as a rich array of electronic databases, indexes, and full texts. ALADIN can be accessed from numerous computers in the libraries as well as remotely from on and off campus.

Information concerning the use of the libraries may be obtained from the GW Information System, Gelman home page, and at library service desks. Individual and class instruction in the use of the library and orientation to library facilities are given by librarians upon request as well as through print, media, and computer-assisted instruction. The libraries strive to fulfill the curricular and research needs and interests of the students. Through computerized searches of bibliographic databases, students identify and locate desired research materials not easily found through more traditional methods. The staff assists all members of the University in using the rich resources of the DC area and the unusual opportunities they offer for extensive research.

ADDITIONAL CONTACT INFORMATION

Columbian College of Arts and Sciences: Office of Student Services

<http://www.gwu.edu/~ccas/grad/>

801 22nd Street, NW
Phillips 107

Phone: (202) 994-6210
Fax: (202) 994-6213

Colonial Central:

Student Financial Assistance, Student Accounts, Cashier, Registrar

<http://colonialcentral.gwu.edu/>

800 21st Street NW
Marvin Center, Ground Floor

Fin. Assist. finaid@gwu.edu
Registrar: regweb@gwu.edu
Student Accts sao@gwu.edu
Phone: (202) 994-9000

Office of Graduate Student Assistantships and Fellowships

www.gwu.edu/~fellows

2121 Eye Street, NW
Rice Hall 603

Email: gradfell@gwu.edu
Phone: (202) 994-6822
Fax: (202) 994-8845

Disability Support Services

This office provides services for disabled students, including aid with academic advising, academic support services, registration, housing, parking, and other campus services.

<http://gwired.gwu.edu/dss>

800 21st Street, NW
Marvin Center 242

Email: dss@gwu.edu
Phone: (202) 994-8250
Fax: (202) 994-7610

Graduate Life / Student Activities Center

<http://gradlife.gwu.edu/>

Marvin Center 427

Email: gradlife@gwu.edu
Phone: (202) 994-GRDS

GWorld

University ID card, dining services

http://gwired.gwu.edu/gwdining/gworld_home.html

Marvin Center 501

Email: gworld@gwu.edu
Phone: (202) 994-1795

Human Resource Services

www.gwu.edu/~hrs/

2033 K Street, NW
Suite 200

Email: hrweb@gwu.edu
Phone: (202) 994-9600
Fax: (202) 994-9619

International Services Office (ISO)

<http://gwired.gwu.edu/iso>

2029 K Street, NW
Suite 310

Email: iso@gwu.edu
Phone: (202) 994-4777
Fax: (202) 994-4488

Information Systems and Services (ISS)

<http://helpdesk.gwu.edu>

Phone: (202) 994-5530

Lerner Health & Wellness Center

<http://gwired.gwu.edu/gwellness/>

2301 23rd Street NW

Phone: (202) 994-1522

Multicultural Student Services Center

<http://gwired.gwu.edu/mssc>
2127 G Street NW

Email: mssc@gwu.edu
Phone: (202) 994-6772

Parking Services

<http://www.gwu.edu/~parking/>
2211 H St. NW

Phone: (202) 994-PARK (7275)

Schedule of Classes

<http://www.gwu.edu/~schedule>

Student Health Service

<http://gwired.gwu.edu/shs/>
2141 K Street NW, Suite 501

Phone: (202) 994-6827
Fax: (202) 973-1572

University Counseling Center

The University Counseling Center is designed to help students resolve personal, social, career, and study problems that can interfere with academic success. Services include workshops on topics that include time management, study skills, procrastination prevention, family and interpersonal issues, stress management, conflict management, and self-esteem. The University Counseling Center also offers tutoring services for all GW students.

2033 K Street, NW, Suite 330
<http://gwired.gwu.edu/counsel/>

Phone: 202-994-5300 (staffed 24-7)
Email: counsel@gwu.edu

The Writing Center

The Writing Center provides writing instruction to GW students at all levels of experience and expertise. Students are assisted in identifying writing problems and learning how best to express ideas. Trained tutors work with students individually on the areas of specific need or interest, and provide assistance in using concise language, maintaining a clear focus, communicating effectively, and understanding the conventions of business writing.

Rome Hall, Room 550
<http://www.gwu.edu/~gwriter/>

Phone: (202) 994-3765

Other Online Resources

GWeb: Course Registration
Blackboard
GW Identification Number Retrieval
GWorld Student ID Card
GWired: Student Services
University Directory
Public Transportation (Metro)

<http://banweb.gwu.edu>
<http://blackboard.gwu.edu/>
<http://gwid.gwu.edu/>
<http://gworld.gwu.edu/>
<http://gwired.gwu.edu>
<http://my.gwu.edu/mod/directory>
www.wmata.com

University Policy on Equal Opportunity

The George Washington University does not unlawfully discriminate against any person on the basis of race, religion, sex, national origin, age, disability, veteran status, or sexual orientation. This policy covers all programs, services, policies, and procedures of the University, including admission to educational programs and employment. The University is subject to the District of Columbia Human Rights Act. Inquiries concerning the application of this policy and related federal laws and regulations may be addressed to Susan B. Kaplan, Associate Vice President for Human Resources, George Washington University, Washington, D.C. 20052 (202-994-4433), to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or the Director of the U.S. Equal Employment Opportunity Commission/Washington Field Office. To request disability accommodations, students should contact the Office of Disability Support Services, (202) 994-9250 (TDD/voice) and employees should contact the Office of Equal Employment Activities (202) 994-9656.

This handbook is offered as an aid to advising and planning by students and faculty advisors. The PhD program is governed by the rules of the Columbian College of Arts and Sciences and The George Washington University. Students are responsible for consulting their program director, the Columbian College Graduate Student Handbook, and the University Bulletin. For official statement of applicable policies, refer to the [University Bulletin](#) and the Columbian College's [Graduate Student Handbook](#).

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