



Tulane University

Department of Political Science

GRADUATE HANDBOOK

A Supplement to the
School of Liberal Arts
Graduate Catalogue

Updated Spring 2019



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Doctoral Degree Program Description

The Ph.D. in “Political Development” (PD) will focus on the development of political institutions over time and the ways in which they facilitate or impede adaptation to rapidly changing circumstances under the impact of globalization. The formation of political institutions, their evolution, their sources of change, their distributional effects, how they organize cooperation, and how they resolve or fail to resolve conflict have stimulated some of the most prominent theorizing in the study of politics. The emphasis on the development of political institutions invites multidisciplinary approaches. By their very nature political institutions affect the organization of the economy, the distribution of life chances in society, and cultural values; which are, of course, the concern of economics, sociology and anthropology. Because political development has a time dimension and its conceptualization and normative orientation are open to contestation it is of great interest to historians and philosophers.

Based on the strengths of the faculty in the Department of Political Science, and in collaboration with faculty from other units, the Ph.D. in PD will train students in two broad, integrally connected areas of research: the quality of government institutions and the policy process more generally in the search for solutions to pressing public policy issues; and the design of political institutions for the protection and exercise of rights and the politics that go into their making, including pressure from civil society.

The program will develop these skills in two core substantive fields: (1) the political economy of political development; (2) the politics of the institutionalization of rights.

Academic Requirements

Comprehensive Exams

Students in good academic standing will take two comprehensive exams (one in their major field; one in their minor field) in the fall semester of their third year. The major field for the Ph.D. in Politics of Political Development is Comparative Politics. Students select their minor from one of the following four fields: Political Behavior and Institutions, International Relations, Political Theory or Methodology. The exams serve two purposes. First, passing them is a prerequisite for continuing to the dissertation stage of the PhD program. Second, they evidence mastery of the knowledge base in the major and minor fields, which is one main prerequisite for students to develop and teach their own courses independently. The format for both exams is the same. They are take-home, open book written examinations. They consist of written answers to two questions, one general, the other more specialized. The major exam will be longer than the minor exam. The major exam will require written answers to the two questions of around 20 typed, double-spaced pages combined. The minor exam will require combined answers of around 15 typed, double-spaced pages. Three faculty members will grade each exam. The grading scale has three points: distinction, pass or fail. If the faculty examiners deem it necessary to clarify grades, students will be called for a supplementary oral examination. A student who fails a comprehensive exam on the first attempt may be re-examined only once, in whichever fields were failed. A student who fails a second time will be terminated. Grievances

regarding the outcome of comprehensive exams can be pursued according to the procedures outlined in the Graduate School grievance policy.

Dissertation Prospectus Defense

The dissertation prospectus defense is an important milestone in the PhD program. Once they have successfully defended the prospectus, students will have fulfilled all requirements for the PhD except producing a dissertation (so, they will be considered ABD or “all but dissertation”). Only after students have passed comprehensive exams and the prospectus defense, will they officially advance to candidacy and be eligible to use the title of Ph.D. candidate. We expect students to defend their prospectuses no later than the end of their third year in the program.

The dissertation prospectus represents a piece of original research on an important question in the field of political development that is approximately 25 pages in length, inclusive of references. The prospectus should clearly state the puzzle of the dissertation; its theoretical importance; and the research hypotheses that will be evaluated. In addition, students should explicitly articulate the specific empirical evidence and methodological techniques that they will use to assess the validity of the research hypotheses. A strong proposal does more than just summarize existing research on the question that the dissertation plans to investigate – it constitutes a promise to produce a PhD dissertation that will advance the state of the field.

The prospectus will be subject to a public defense attended by all members of the dissertation committee. To avoid a potential conflict of interest, a faculty member different from the chair of the dissertation committee will serve as chair of the prospectus defense. The defense will begin with a short (15-20 minute) statement by the student that will focus on the research puzzle, the central hypotheses, and the specific methodological approach that the dissertation will use to evaluate these hypotheses. The next stage of the defense will involve a conversation between committee members and the student about various aspects of the prospectus. At the end of that conversation, the student will leave the room and the faculty will confer about the quality of the prospectus. A student may pass the defense; pass pending requested revisions; or fail. A student who fails the prospectus defense can be dismissed from the program following a recommendation from the Committee on Graduate Study.

Dissertation

The dissertation project is the culmination of independent research undertaken by the candidate and represents a significant scholarly contribution to existing political science literature. The dissertation announces the arrival of a new and promising scholar, and the dissertation process must be infused with utmost enthusiasm and careful planning. Dissertations are often multi-year projects, and involve extensive data analysis, fieldwork, or other forms of research. Upon passing the comprehensive exams, the candidate may proceed to the dissertation phase, assuming all other departmental requirements have been met. At this point, students will want to constitute their dissertation committee to reflect areas of concentration in the dissertation proposal. A committee of no fewer than three members is assembled, including the dissertation advisor. At least one member shall be from another graduate unit within Tulane or from another university based on competence in an area related to the candidate’s dissertation.

Forms for appointing dissertation committees are available on the department's website (<https://liberalarts.tulane.edu/departments/political-science/academics/graduate/degrees-programs>). It is the responsibility of the candidate's dissertation committee to approve the student's dissertation proposal and to supervise the student's progress through completion of the project. The candidate prepares a formal dissertation proposal of approximately 25 pages, plus appendices, and orally defends the proposal before the committee, before proceeding with the dissertation. The dissertation proposal must be unanimously approved by the committee and a copy of the approved dissertation proposal is to be placed in the student's file. If, in the opinion of a majority of the committee, a student's work on his or her dissertation proposal or dissertation does not show satisfactory progress, the student will be notified, in writing, that his or her degree candidacy may be terminated. During the dissertation stage, normal progress is considered to be a chapter of written work for each semester, or its equivalent in terms of fieldwork, library research, or data collection and/or analysis.

Students are required to submit an application for candidacy (available on the departmental website <https://liberalarts.tulane.edu/departments/political-science/academics/graduate/degrees-programs>). This form must be submitted to department staff to be approved by the chair of the committee, the departmental chair, and the Director of Graduate Studies prior to the student being advanced to candidacy.

Students in the program are expected to maintain a presence in the department and to attend departmental functions such as speaker events and *ad hoc* seminars, even after the completion of their coursework, comprehensive exams, and oral prospectus defense. Other than students who have explicit permission to be away for extended periods to conduct dissertation research or associated activities, absences of more than two weeks must receive permission from the Director of Graduate Studies. Students on stipend are also expected to be available for work on campus as research and/or teaching assistants through the end of their fifth year in the program.

Graduate Coursework

To advance to candidacy, students need to complete 45 credits of coursework, pass two qualifying exams, and successfully defend a dissertation prospectus. Of the 45 credits of coursework, 30 credits consist of required courses in the Political Science department. The remaining 15 credits will consist of electives taken in the Political Science department and in other departments that offer relevant courses. Independent-study courses, worked out between individual students and a faculty member, may count as elective credit and may under certain circumstances be undertaken over the summer. At least 9 credits of coursework must be completed outside the Political Science department. Foreign language courses will count as elective credit only with the approval of the Director of Graduate Studies. Any changes will go into effect for the 2018 cohort and do not apply retroactively.

The required courses for the PhD in Political Development include:

POLS7111 Scope & Methods for Political Science
POLS7112 Research Methods I
POLS7113 Research Methods II
POLS7114 Qualitative Methods
POLS7116 Graduate Professional Skills (with an emphasis on prospectus development)
POLS7210 Political Development I
POLS7211 Political Development II
POLS7311 Seminar Political Economy
POLS7312 Advanced Issues in the Institutionalization of Rights (or Specialization Elective)
POLS7752 Introduction to International Relations (or Specialization Elective)
POLS7910 Critical Debates in Comparative Politics
POLS7950 Democracy and Democratization

A timeline for the completion of the requirements is presented below:

1st Semester: 9 hours (3 required courses)
2nd Semester: 9 hours (3 required courses)
3rd Semester: 9 hours (2 required courses; 1 elective)
4th Semester: 9 hours (1 required course; 2 electives)
5th Semester: 6 hours (2 electives) & comprehensive exams
6th Semester: 3 hours, Graduate Professional Skills (may also be offered in the 5th semester) & dissertation prospectus defense
7th Semester: Dissertation research
8th Semester: Dissertation research
9th Semester: Dissertation research
10th Semester: Dissertation research

Course Sequence:

Course List

Course ID	Title	Credits
Semester 1:		
POLS 7111	Scope & Methods for Political Science	3
POLS 7112	Research Methods I	3
POLS 7210	Political Development I	3
Semester 2:		
POLS 7211	Political Development II	3
POLS 7113	Research Methods II	3
POLS 7311	Seminar: Political Economy	3
Semester 3:		
POLS 7950	Democracy & Democratization	3
POLS 7114	Qualitative Methods	3
PSDV 7310	Specialization Elective	3
Semester 4:		
POLS 7312	Political Institutionalization of Rights (Specialization Elective if 3 not offered.)	
	International Relations Field	
Specialization Elective	Seminar (Specialization Elective if 3 not offered.)	3
Specialization Elective		3
Semester 5:		
Comprehensive Exams		
POLS 7910	Research (Critical Debates in Comparative Politics)	3
Specialization Elective		3
Specialization Elective		3
Semester 6:		
Dissertation Prospectus Defense		
POLS 7116	Graduate Professional Skills	3
Total Credit Hours		48

Guidelines and Policies for Graduate Assistants

From the Office of Graduate and Postdoctoral Studies (OGPS)

Effective Date: October 11, 2017

Introduction

Education and research are at the core of the academic enterprise of the research university. Graduate teaching assistants (TAs) are important and essential links between the creation and dissemination of new knowledge and the learning environment that meets the needs and stretches the potential of undergraduate students. Whether they serve as graders, laboratory assistants, group discussion leaders, or have complete responsibility for a course, this group of additional teaching personnel enhances Tulane's ability to offer a broad range of courses to its students. Graduate research assistants (RAs) are at the forefront of the university's scholarly activities and provide a vital service to the university on the way to earning their graduate degree. The purpose of this document is to describe policies and procedures related specifically to the assignment and execution of teaching and research assistantships. Issues related to graduate student academic performance and violations (honor code), sexual harassment, fraud in research, and non-assistantship-related grievances are covered by other university policies.

Definitions

"Graduate Student" means all persons enrolled at Tulane University pursuing post- baccalaureate studies on either a "for credit" or on an "audit" basis, and on either a full- time or part-time basis, including Research Dissertation and Masters. This includes, but is not limited to, students pursuing the eM.B.A., M.B.A., M.A., M.ARCHII, M.ACCT., M.F.A., M.FIN., M.L.A., M.P.S., M.S., M.S.W., and Ph.D. degrees.

"Graduate Students" also includes persons who are not officially enrolled for a particular term but who have a continuing relationship with Tulane, or who have been notified of their acceptance for admission and have registered for classes.

"Research Assistant (RA)" means a graduate student who is paid a stipend to perform research duties.

"Teaching Assistant (TA)" means a graduate student who is paid a stipend to perform instructional duties.

"Graduate Assistant (GA)" means a graduate student who is paid a stipend to perform other duties as specified in their job description, typically of an administrative nature.

Selection and Appointment

1. General

Teaching and research assistants are appointed each year or semester by the student's school, hereafter referred to as the "School." To be eligible for appointment as a teaching or research assistant, a nominee must be admitted to a graduate program without qualification. For reappointment, a nominee must be in good academic standing and making satisfactory progress toward an advanced degree.

2. Reappointment

A TA or RA may be considered for reappointment if:

- They meet the scholastic requirements for eligibility set by the department and School and are certified as being in good academic standing and making satisfactory progress toward the degree.
- They have, in the opinion of the department or School, provided satisfactory service.

3. Selection and Appointment of Teaching Assistants

Only graduate students who present satisfactory evidence of competence in English to read, write, speak, and understand it when spoken are eligible for appointment as a teaching assistant. When proficiency in English is unproven or insufficient, international students will be required to successfully complete a class offered by the Tulane English for Academic and Professional Purposes program that is designed to focus on improving speaking and listening skills in English.

Only graduate students who have earned at least 18 credit hours of graduate course work may be given complete instructional responsibility as the instructor of record for a course offered by Tulane University. Graduate students with fewer than 18 credit hours of graduate course work may be given positions as teaching assistants to support another instructor with leading discussion sections, labs, grading coursework, or other duties as assigned.

Teaching assistants are governed by the same standards of conduct in the performance of their academic duties as are members of the faculty and shall respect the rights and opinions of students and uphold the academic standards of the University.

TA Training

The Office of Graduate and Postdoctoral Studies offers an intensive workshop on teaching-related issues at the beginning and end of each academic year. The workshop covers issues such as effective lecturing, facilitating discussions, testing/grading, academic integrity, using technology in teaching, teaching as a performance art, and collaborative learning. Additional resources for teaching can be found year-round through the Center for Engaged Learning and Teaching.

In addition, departments or programs have developed their own workshops to prepare their graduate students for their roles in undergraduate instruction. These programs are usually tailored to the special requirements of the discipline. This training may include, but is not limited to, a discipline-specific introduction to issues of course design and planning, instructional methods, effective assignment sequencing, and issues of evaluation and grading.

TA and RA Responsibilities

See departmental policies below for detailed instructions on TA duties. RA duties will be assigned and discussed on a case by case basis.

Graduate TAs and RAs are governed by the same standards of conduct in the performance of their research duties as are members of the faculty. They are expected to maintain the highest levels of professional and ethical standards.

Financial Payments

It is the responsibility of the School to determine how TAs and RAs are paid, whether on an hourly basis or on a set stipend. In both cases, graduate assistants are paid a fixed rate for their services on a bi-weekly basis for the semester or academic year of their service. In some cases, research assistantships may be offered for a calendar year.

Minimum stipend rates for TAs are set by the School in consultation with the Office of Academic Affairs. Although the professional development of graduate students as teachers is considered an important part of doctoral training, Tulane University is committed to ensuring that the students have sufficient time for other, equally important components of their doctoral education. No TA is expected to perform instructional duties that would take more than 20 hours per week.

Minimum stipend rates for RAs are set by the individual departments and programs. RAs may blend training and work responsibilities, but work responsibilities may not exceed 20 hours per week. If there is any question about work duties versus training, graduate RAs and their faculty supervisors should consult the RA's job description.

Termination of Appointment

Termination of a teaching or research assistant before the expiration date of the stated period of appointment will be only for good cause shown. Pursuant to the provision of Article XII of the Statement on Academic Freedom, Tenure, and Responsibility approved by the University Senate on March 1, 1971, and by the Administrators of the Tulane Educational Fund on March 2, 1971, the School hereby institutes the following regulations and procedures relative to the protection of the academic freedom of its graduate, teaching, or research assistants:

1. In all cases where a graduate student is dismissed from their program of study, their appointment as a TA or an RA will be automatically terminated.
2. In no case will graduate teaching or research assistants be dismissed from their assistantship before the end of the period of appointment without having been provided with a statement of reasons and an opportunity to be heard by a duly constituted committee of the School. The department in question shall provide in writing the statement of reasons along with the statement of intent to dismiss.
3. In any case when an individual in one of the above named categories is not reappointed, the student will, upon their request, be provided with a statement of reasons. If the formal terms of their first appointment have given reasonable expectation of reappointment, and if they believe that a consideration violative of their academic freedom significantly contributed to their non- reappointment and if they can establish in writing a case for their belief to the satisfaction

of a duly constituted committee of the School, they will be given an opportunity to be heard by that committee.

4. In all cases involving teaching assistants, it must be recognized that because a School maintains the policy that supervised teaching be made, wherever possible, a part of the graduate student's degree program, the teaching assistant is, in effect, a student-teacher, and it is the intent, therefore, of the foregoing paragraphs to safeguard the academic freedom of individuals in their role as teacher while preserving all necessary and reasonable limitation inherent in the faculty- student relationship.

5. In all cases the graduate training/grievance committee in each department referred to in paragraphs (2) and (3) shall be a standing committee consisting of a representative of the Dean as Chair, three faculty members of the School, and three graduate students to be appointed by the Dean. The Chair shall vote only in case of a tie vote.

6. In all cases, the committee will report its findings and recommendations to the Dean for appropriate action.

Tutoring

1. Graduate students are allowed to supplement their stipends by tutoring undergraduate students in courses in which they have no direct responsibility at the time. Students with tuition waivers and stipends are subject to permission from their department chair or program director.

2. A graduate student who is teaching a class or lab of a multi-section course that uses a common syllabus and common exams may not tutor any student in any section of that course.

3. A graduate student may use their office for tutoring or may ask departmental permission to use a classroom or other appropriate university facility.

4. The graduate advisor or department chair may require a graduate student to limit their tutoring activity if, in the view of the department, such activity is impeding the graduate student's academic progress or keeping them from fulfilling responsibilities within the department.

5. Graduate students, like any other member of the teaching faculty, may offer review sessions for their students to which they may invite students from other sections of the same course. The graduate student arranging such a session may not under any circumstances take money from the students in attendance.

6. A graduate student receiving a tuition waiver must have prior approval from the chair or advisor to work outside the department or program, because such activities might impede progress toward degree.

Teaching Assistant Policies, Expectations & Best Practices

Academic Obligations: Your responsibilities as TA include attending all lectures and completing all of the reading assignments ahead of the week that they will be covered; grading exams and papers as indicated by the instructor; leading discussion sections on the reading assignments and helping students to understand and master them; and any other course-related activities designated by the instructor. The latter might include clerical duties related to course materials, giving a lecture in lieu of the instructor, etc.

Registration & Syllabus

Syllabus: TAs should each hand out their own syllabus that is separate from the main syllabus for the course. It may be a short document that gives students important information: your name, contact info, office hours, course objectives, and policies. In many cases, you can either copy and paste from or reference the instructor's syllabus. If there are unique policies for a discussion section, you should include them. You might include policies on how to approach you about grading questions or whether students should bring assigned readings to class, as well as any policies on use of computers, for example. You can Google "TA syllabus" and likely find examples, or your instructor can give you some tips.

Class Lists/Grade Roster: Class lists are available to instructors of record via Gibson (gibson.tulane.edu). In addition to downloading the list, there is an option that allows you to email the class. This is very handy as the main method of communication with the entire class outside of class time.

Academic Alerts: Gibson is also the system through which grades are submitted and you can alert a student's academic advisor of a problem. If a student doesn't show up for several classes, there is a formal system of alerting his or her advisors. When you log into Gibson, on your Faculty page, on the left-hand menu you'll see "Academic Alert/Class Absence." Always consult the instructor before submitting an alert. More info: <http://tulane.edu/advising/faculty/faculty.cfm>

Add/Drop Procedures: There is a drop/add period at the beginning of each semester. During this time, students can add and drop courses without instructors' permission. After this period, you should not add or drop students to your discussion section without consulting the instructor. Students must get the signature of the instructor of record.

Course Policy Issues

Missing Class/Discussion: As a TA, you are expected to attend **every** lecture and discussion section during the semester. If you must miss a lecture, please seek permission well in advance and discuss this with the instructor so that you are aware of the material that was covered. If you must miss a discussion section, you must notify the instructor beforehand and attempt to make alternative arrangements for the students, such as rescheduling the session.

Change of Time/Place of Class: Classroom space is at a premium. The rooms in which you have been assigned may not have internet access, projector systems, etc. You should plan to lead your

classes in an “old school” fashion. You should not change the date/time or place of your class without consulting with the instructor.

Final Exams: The registrar schedules final exams according to the time of the lecture class (not the discussion sections). Students often ask to take the exam at a different time – but the policy is that final examinations are to be held at the times publicized in the Final Examination Schedule, posted on the Registrar’s website. If after being notified of the policy, students continue to insist on taking the exam at a different time, tell them to take it up with the instructor.

Any student who is absent from a final examination will be given permission to take a make-up examination only if an acceptable excuse is presented to an associate dean in Newcomb-Tulane College before the exam or within 24 hours after the exam. A student whose absence from a final examination is not excused is to be given an “F” in the course. As a TA, you should notify the instructor immediately if a student does not show up for the final exam.

Proctoring Exams: Professors and TAs must see that exams are appropriately proctored. You should not leave students alone and should feel free to scan the room with your eyes or to physically walk around to ensure students are behaving appropriately. Electronic devices should be prohibited during exams.

Cheating/Plagiarism: In your own courses you will develop your own style of dealing with this problem, but as a TA, your instructor should have a policy on his or her syllabus and handle cases as they arise. Tulane’s Honor Code is at <https://college.tulane.edu/code-of-academic-conduct>. Ask your instructor how he or she wants you to handle incidents of cheating on an exam or quiz. If you suspect a paper has been plagiarized, even if just a portion, you should develop some evidence (a Google search is usually all it takes) and go to the instructor who will take it from there.

Canvas: Ask your instructor if he or she uses Canvas or expects you to do so. Some professors use this to input grades throughout the semester so that students can easily keep track of their grades. Many professors put up readings and the syllabus. Some use this for students to submit papers, to communicate with students, or for an online discussion group. Others don’t use it at all. If you’re not familiar with it, the library often holds workshops that can give tips.

Disruptive/Problem Students: Students should not be allowed to disrupt class because it interferes with other students’ abilities to learn. Disruptive behavior may include antagonizing or interrupting the TA or other students, coming to class under the influence of drugs or alcohol, or yelling at or threatening the TA/other students. Some instructors find texting disruptive; some are bothered by students who sleep. It’s best to communicate your definition of disruptiveness to your students in advance, ideally on a syllabus. In many cases, humor can diffuse the situation without having to be confrontational. Or, you might ask the student to “tone it down” or stop and then give a warning that you will ask him or her to leave if the behavior continues. If all else fails, as a last resort you can call the TUPD (865-5381). If things have gotten to this stage, it is unlikely class can continue effectively anyway, so you could simply dismiss the class if the student refuses to leave. In cases when you’ve given a warning or called out a student’s behavior, it can be instructive to meet privately (the next day) with the student to discuss the issue (if you

feel safe). Sometimes students simply don't realize their behavior is rude or disruptive or were just having a bad day.

Disability Accommodations: The instructor should have a statement on the main syllabus about accommodations. You can simply copy and paste it into your syllabus. Students are required to receive accommodations only when they have official documentation from the Goldman Center for Student Accessibility. Students can notify professors at any point in the semester, but the accommodations are not retroactive. Students should notify professors with a Course Accommodation Form (CAF) that requires the signature of the instructor of record. Testing accommodations should then be made via an Exam Request Form ("the blue sheet") which also requires the signature of the instructor. It is important that the instructor, TA, and students are all on the same page about the accommodations.

Without official documentation, faculty and TAs should not accommodate students on their own. That is to say, students must obtain permission for accommodation, as well as specific details about which accommodations are required, in advance by the Goldman Center. It is not in an instructor's or TA's power to grant such accommodation. The instructor should give TAs direction about how to accommodate the student. Some faculty allow students extra time in their office; others require students to take the exams at the Goldman Center. The primary responsibility of scheduling tests at the Goldman Center falls in the student's hands. The policy is that blue sheets be turned in 4 days before an exam and 7 days before a final. The instructor should receive an email from the Goldman Center prior to the exam that at least one student is taking it there. Be sure you know whether you should do this or whether the instructor is doing it. More info: <https://accessibility.tulane.edu>

Students often ask for additional "understanding" for various issues for which they do not provide official documentation. You should consult the instructor before making any decisions. If issues are serious, you can tell students to talk directly to the instructor, or to their academic advisor or to Erica Woodley (Asst VP for Student Affairs). Students can ask for temporary accommodations for issues not associated with a disability, such as a recent trauma, serious roommate crises, deaths or illnesses in the family, etc. As much as possible, TAs should avoid making decisions about such issues and should instead direct the student to the instructor.

TA Offices & Mailboxes: We will ask the office staff to ensure that you have a mailbox in the department conference room/library. The TA office is Norman Mayer 318. The office staff will get in touch with you to create a schedule so that you're not all holding office hours at the same time in a small space. You are expected to hold office hours each week. The general rule of thumb is to hold the same number of hours that students are in class (3 hours per week) but 2 hours are required. You should post your office hours on your syllabus and adhere to them except in unusual circumstances. If you know in advance that you have to cancel your office hours, it is considerate to notify your students by email.

Sexual Harassment: Tulane University is committed to creating and maintaining a campus environment where all individuals are treated with respect and dignity and where all are free to participate in a lively exchange of ideas. Sexual harassment of undergraduate or graduate students by one another, faculty, or staff will not be tolerated. If you or one of your students has

been a victim of sexual harassment or sexual violence by a Tulane affiliate, contact the instructor. If the instructor is involved or unavailable, go to the graduate studies director. If this is not possible, contact the Office of Institutional Equity (Deborah Love), the VP for Student Affairs (Erica Woodley) or a Title IX Coordinator (Meredith Smith). You can also report anonymously at <http://tulane.edu/studentaffairs/concern.cfm>. There are also resources for immediate medical and psychological help, if needed (see table below).

Definition of Sexual Harassment: Sexual harassment is **unwelcome behavior of a sexual nature** by faculty, administrators, staff, students, and individuals affiliated with Tulane University by contract (including non-employees, such as vendors and independent contractors) or by anyone with whom one interacts in order to pursue educational or employment activities at the University. For the purposes of this policy, sexual harassment is defined as unwelcome advances, requests for special favors, and any other verbal, written, physical or other conduct of a sexual nature when: (i) Submission to such conduct is implicitly or explicitly made a condition of an individual's participation in University programs, activities, employment, or educational status; (ii) Submission to or rejection of such conduct is used as a factor in employment or academic decisions; or (iii) Such conduct would be objectively regarded by a reasonable person as having the purpose or effect of interfering with an individual's ability to learn or work or participate in University programs or activities by creating an intimidating, hostile, or offensive environment even if the person engaging in the conduct does not intend to interfere, intimidate, or be hostile or offensive. See <https://academicaffairs.tulane.edu/sites/g/files/rdw1086/f/Faculty%20Handbook%202017-18.pdf> for more specific examples and information.

Faculty, and by extension TAs, are required by federal law to report when a student tells them they have been harassed or victimized. All of your communications on these matters will be treated as either “Strictly Confidential” or “Mostly Confidential” as explained in the chart below. If a student reports something to you, talk to the instructor.

Strictly Confidential	Mostly Confidential
<i>Except in extreme circumstances, involving imminent danger to one’s self or others, nothing will be shared without your explicit permission.</i>	<i>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</i>
Counseling & Psychological Services (CAPS) (504) 314-2277	Coordinator of Violence Prevention (504) 314-2161
Student Health Center (504) 865-5255	Tulane University Police (TUPD) (504) 865-5911
Sexual Aggression Peer Hotline and Education (SAPHE) (504) 654-9543	Office of Institutional Equity (504) 862-8083

Consensual Relationships with Students: TAs must not date students that are in their classes. The official Tulane policy on consensual relationships is as follows: “Those employed by Tulane University shall not engage in consensual relationships with students relative to whom they hold a position of authority (see definition below) in such matters as instructing or otherwise evaluating, supervising, or advising the student as part of any school program or activity, whether academic or non-academic. Should a consensual relationship develop between a person in a position of authority and a student, the person in authority shall immediately remove him or herself from such position of authority. The greater responsibility for termination of the position of authority rests with the person in authority. However, all members of the Tulane community bear a responsibility. Persons in authority with no professional responsibilities for a student should be sensitive to the perception that consensual relationships may lead to preferential treatment. If the person in authority or the student declines to dissolve the institutional relationship, the University will take steps to do so.” See <https://academicaffairs.tulane.edu/sites/g/files/rdw1086/f/Faculty%20Handbook%202017-18.pdf>

Grading System

Grade Complaints: One of your main jobs as a TA is likely to be grading. It is important to understand the instructor’s expectations before getting started. Ideally, the instructor will provide a rubric but if not, do not be afraid to ask for some guidance. In addition to each TA having appropriate expectations of students, if there are multiple TAs per course, it is essential that all are on the same page with regard to grading. Some of the chief complaints about TAs is that one is easier than the other. If the instructor does not ask to see graded material to ensure uniformity, the TAs should get together on their own to ensure they are on the same page. At the same time, there is always an element of judgment involved with grading, and the idea that there is a rigid, explicit standard that can be followed precisely is an illusion, albeit one beloved of students who would like a better grade. You must try to be fair and consistent, but ultimately assigning a grade is a power and responsibility that has been designated to you by the instructor. Grades are to be assigned, not negotiated.

Although some students will argue about multiple choice questions, assignments that do not easily generate a numerical score (papers or essay questions on exams) lead to most questions. It is perfectly acceptable to include on your syllabus policies about the appropriate ways for students to question their grades (see Best Practices). Some students just want an explanation and as long as you can provide them with the information about what was wrong or missing from the answer, they will go away (unhappily but quietly). Others can be more persistent, even belligerent (especially with younger women, racial/ethnic minorities, and those for whom English is a second language). You should develop your own style of dealing with grade complaints (see Best Practices). If you are unable to resolve a situation, you can direct the student to the instructor and provide the instructor with information about what has happened.

Grade Records: You should create a spreadsheet (outside of Canvas) wherein you keep a record of everything – attendance (if required), quiz grades, exam grades, etc. The university requires instructors to keep their grading records for some period after a semester is over. Your instructor is likely to ask for this spreadsheet for his or her files.

Grading Time: You should ask your instructor his or her expectations about how long you should take to grade each assignment. It is essential that the TAs give assignments back in a timely manner and at the same time. It is not appropriate for some students in the class to have their grades back before others.

Grading Scale: The instructor should provide a grading scale for the course on the syllabus and guidance on how to grade particular assignments. Some assignments may be merely a “check/no check” grade, for example. It is important to relay this information to students so they understand how they’re being evaluated.

Changing Grades/Incompletes: Only the instructor of record can change a grade after it has been submitted or allow a student an incomplete. Kick this upstairs.

Best Practices (in no particular order)

1. Be fair and consistent. The biggest complaints students have about TAs is a lack of fairness. This might be a perception that one TA is easier/nicer than the other or that the TA has favorites in class. Students also talk to one another, so you must consistently enforce policies. If students believe you to be fair, they will cut you a lot of slack for other mistakes.
2. Be confident. Students can smell weakness. Fake it if you have to. Remember – though they are smart kids, they don’t know the materials as well as you do.
3. Be prepared. Don’t just do the readings they do. Go beyond these readings, especially if this is new to you or you haven’t had to think about these issues in a while. The more you know, the more confident you’ll be. Students are sometimes reluctant to talk and the more examples you have, the more you’ve read, the better able you’ll be to pivot when class is dragging or to come up with different lines of questions.
4. Stay organized. You’ll have to keep up with assignments, correspondence, attendance logs, accommodation forms, etc. for a lot of students. Find a system that works for you to keep track of all paperwork and electronic communication.
5. Exhibit passion for the subject. As a TA, you may be required to teach courses that are not your main scholarly interest. Students will not be active participants – and thus will learn less – if their instructors do not exhibit some level of enthusiasm for the subject matter. You’ll always be teaching about politics. If you’re in a PhD program in politics, you ought to be able to find something interesting in any course and relay this to students.
6. Learn your students’ names. It is not required, but it does show respect for them. Gibson has pictures of each student to help with this.

7. Kick it upstairs. If a student doesn't like a particular policy (electronics in class, attendance, etc.), tell them it is either a policy of the instructor or the university and to take it up with the instructor. Most will not.
8. Don't be afraid to say you don't know. This might be about course content or about a policy. Tell students you will check with the instructor and get back to them. And, then get back to them – by email if it's timely or you won't see them for a week or so.
9. Include policies/instructions on the syllabus about how students should appropriately discuss their grades with you. Avoid the term "complaint." It is highly recommended that you not discuss individual grading issues during class. Students may bombard you immediately after class. It is acceptable to require students to wait 24 hours after grades have been given back before discussing the issue, to make an appointment or come to office hours, or to submit their request in writing.
10. Be calm, polite, and empathetic to students when they come to your office or ask you questions after class (even if you think their questions are silly or annoying). This will be difficult in some cases with some students. However, it is the easiest way to diffuse a situation, even if you are clearly in the right. Try not to be defensive and take nothing personally. Do not confuse politeness with a lack of assertiveness, however. Be clear and consistent; don't be afraid to assert your authority; just do so in as calm and polite a manner as possible. Don't yell, don't curse, don't be (too) snarky, and don't belittle or embarrass your students. If a situation becomes uncomfortable, do not be afraid to ask the student to leave your office/class and direct him or her to the instructor.
11. Adhere to the same policies as the instructor, even if they are not policies you would have in your own class. If the instructor takes attendance (or asks you to do so), do it. If the instructor does not allow electronics, you should also make this your policy. It creates consistency across the entire course and between TAs.
12. Try not to assume the worst of students. Many students do not realize that their behavior is rude or immature. In some cases, there are generational differences: texting or taking a phone call while in class or (even) in a meeting is not considered rude by many young people. Addressing emails to "Hey" or writing in Twitter language and emoticons may be more a sign of ignorance than disrespect. Take nothing personally.
13. Use the instructor as a resource. Ask them about course content, instructional practice, ideas for discussion, grading, or classroom management. Better to ask than assume. Ideally the instructor will back you up with the students, but this is easier if you communicate effectively and ask questions in advance.
14. Keep your office hours and make yourself available to students by appointment, but do not feel that you have to respond to them 24/7 or meet them at their convenience. Some people tell students they do not respond to emails after a certain time (e.g. 9pm). Students will pressure you to respond immediately to all their queries. Use your own discretion.

15. Be nice to the office staff and do not ask them to make copies for you or run errands for you. This is part of your job as a TA.
16. Tell students what to call you. If you are comfortable with them calling you by your first name, tell them. If you'd prefer they call you Mr. or Ms. Last Name, that's fine too. There are lots of philosophies about this. Whatever your choice, it's good to be *friendly to* students, but generally not a good idea to be *friends with* your students. Students may invite you to parties or ask you out. Be very careful here, as doing these things can give negative impressions about your professionalism and your ability to treat all students fairly. See Consensual Relationship policy above.

Library Resources

As developing scholars, one of the most important things for you to learn is how to use libraries (both physical and electronic collections) systematically and effectively. This imperative has become even more important in an age of proliferating media and “information,” much of which is unvetted and even false. Your success in the PhD program and as scholars in your future professional lives will depend in important ways on your ability to ferret out useful information, distinguish it from unsubstantiated material, and to deploy it effectively as evidence of your central scholarly claims.

Doing so requires that you familiarize yourselves with Tulane's library resources (including books, databases, scholarly journals, and periodicals), as well as extramural resources (e.g., interlibrary loan) to which Tulane has access. At the beginning of your time at Tulane, you will therefore be required to attend an orientation session organized by one of the university's outstanding reference librarians. These people are magical; they will help you in countless ways throughout your time here; one of the purposes of the orientation is for you to get to know who they are and how you can best use them to support your research. A list of reference librarians in appropriate/relevant subject areas, along with their contact information, is as follows:

Eric Wedig, Coordinator for Scholarly Resources, Social Sciences wedig@tulane.edu, 504-865-5644

Adam Beauchamp, Assessment and User Experience Librarian (An excellent resource for Data) abeaucha@tulane.edu, 504-247-1785

Sean Knowlton, Scholarly Engagement Librarian for Digital Scholarship, sean@tulane.edu, 504-314-7823

Though more detailed information will be provided at your library orientation, the following is a brief overview of some important resources.

Learning to use the library catalogue effectively is very important and will constitute part of your orientation. The university's main website can be found here:

<http://library.tulane.edu/>

and the library's catalogue can be found here:

<http://voyager.tcs.tulane.edu/vwebv/searchBasic?sk=x>

One way of getting started with your research into a particular area is to look at the libraries research guides, which are collections of materials and references that will help you get started on a project. They are organized by both subject-matter area (e.g. "Asian Studies") and type of document (e.g., "periodicals"). They can be found here:

<http://libguides.tulane.edu/researchguides>

The political science research guide is here:

<http://libguides.tulane.edu/politicalscience>

Tulane has access to a great many online databases on everything from economic data, demographics, public-opinion data, and subject-matter-specific journal articles and reference material, such as dictionaries and encyclopedias. A complete, searchable list of databases can be found here:

<http://library.tulane.edu/resources/databases>

At times, you will need access to materials that Tulane does not own or to which it does not have access. In these circumstances, you should rely upon interlibrary loan services, which enable you to borrow books and other materials (often for shorter periods and with restrictions on renewals) from libraries across the country and around the world. ILL is an indispensable resource. To use ILL, you must go to the following link and set up an account:

<https://illiad.tulane.edu/>

Once logged in, you can make requests for books, articles, and other resources. Depending on the item's rarity, requests can take up to a week or two to fill, but most requests are completed within a few days. For questions, contact the ILL department at (504) 865-5610.

Graduate Resources

Academic Calendar

<http://registrar.tulane.edu/academic-calendar>

Calendar of Events

<http://www2.tulane.edu/calendar/>

Campus Map

<https://admission.tulane.edu/map>

Career Center

- Career Center personnel meet with students in-person or by phone to assist with resume writing, interview skills, job search techniques and career coaching, etc. You can also sign up for various webinars and notifications of networking nights and career fairs.
- <http://www2.tulane.edu/hiretulane/>

Center for Engaged Learning & Teaching (CELT)

- CELT provides services and programs, such as lectures, workshops and consultations, to enhance teaching on campus.
- <https://celt.tulane.edu/celt-home>

Financial Aid

- Financial Aid Counseling is available to students via phone, email, Interactive Video Conferencing, and in-person appointments.
- <http://www2.tulane.edu/financialaid/steps/gradprof.cfm>

Graduate Student Meal Plans

- <https://dining-services.tulane.edu/dining-plans/graduate-plans.html>

Graduate Studies Student Association (GSSA)

- GSSA is a student-government based organization for all graduate students, Masters and PhD, within the School of Science and Engineering or the School of Liberal Arts. GSSA is funded by a portion of graduate student activity fees, and acts to provide social, academic, and career enriching opportunities on and off campus for the graduate student population. GSSA also acts as a conduit to the University administration for issues affecting constituent graduate students, including health-care, facilities, etc.
- There are funding opportunities for research and conference attendance each semester. The deadlines and forms are located on their website. Student organizations within departments can also receive funding for meetings and special events. To qualify, organizations must have active representatives at GSSA meetings.
- <http://www.tulane.edu/~gssa/>

Howard-Tilton Memorial Library

- Library Services are provided to the faculty and students by Howard-Tilton Memorial Library and several other specialized collections on campus (Latin American Library, Law Library, University Archives, etc.). Instruction Services can provide training sessions to students and faculty on library usage and offers assistance with course guides and assignment creation.
- <http://library.tulane.edu>
- <https://illiad.tulane.edu>

Legal Assistance Program

- This program provides free legal advice, notarial services, and low-cost representation to students, staff and faculty.
- <http://www.law.tulane.edu/tulap/>

Multicultural Affairs and LGBTQ Student Life

- “The O” comprises the Office of Multicultural Affairs (OMA) and the Office for Gender and Sexual Diversity (OGSD) and promotes diversity on campus with speakers, workshops, and other events. They also serve as the liaison to Tulane’s religious communities.
- <http://www2.tulane.edu/studentaffairs/intercultural/index.cfm>

Office of Disability Services (ODS)

- Goldman Office of Disability Services provides services and promotes an accessible environment to all members of the Tulane community. Students and employees with psychological, medical/physical, and learning/developmental disabilities contact the Goldman Center directly.
- <http://accessibility.tulane.edu>

Office of Environmental Health and Safety (OEHS)

- This office is responsible for a wide range of safety concerns, including campus safety compliance and emergency preparedness. There are a variety of tutorials and resources on their site: <http://www2.tulane.edu/oehs/>
- Fire Safety: All principal campus buildings are equipped with a fire detection and general alarm system. If a fire occurs in your area, you should follow the following procedures: Alert personnel in the immediate area and sound the building general alarm by activating the nearest pull-station, located in the hallway next to an exit door.
 1. Isolate the fire area by closing doors and windows, if possible.
 2. Evacuate the building by way of marked exits and stairwells, closing doors behind you as you exit. DO NOT USE THE ELEVATORS.
 3. Assemble personnel at a safe location away from the building. Do not re-enter the building until it has been determined safe to do so by the Campus Police.
- Hurricane/Emergency Preparedness: In the event of University-wide or citywide emergencies, such as severe storms, Tulane has developed a system for Emergency Response as part of the Office of Emergency Management. Please ensure your contact information is up-to-date with the department.
- You can sign up for text and email alerts for emergencies and severe weather through this city service: <https://ready.nola.gov/stay-connected/emergency-alerts/>

Office of Graduate & Postdoctoral Studies (OGPS)

- The OGPS advances graduate education and enhances postdoctoral training through program oversight, policy development, and implementation of focused activities.
- OGPS sponsors workshops that support the professional development of Tulane's graduate students. Topics include career planning, pursuing academic careers, academic research and scholarship, teaching, and an orientation for new teaching assistants.
- OGPS also publishes a Teaching Resource Manual for Graduate Student Instructors in collaboration with the Center for Engaged Learning and Teaching (CELT).
- <http://tulane.edu/ogps/>

Office of Institutional Equity (OIE) and the Title IX Coordinator

- The OIE exists to promote diversity, investigate cases of discrimination or harassment, and ensure compliance with federal and state policies such as affirmative action, Americans with Disabilities Act, etc. The title IX coordinator, Meredith Smith, works to prevent and remedy sexual discrimination as federally mandated. Both departments handle reporting of complaints, which can be done anonymously.
- <https://www2.tulane.edu/equity/about-oie.cfm>
- <http://www.titleix.tulane.edu/title-ix-coordinator/>

Office of International Students & Scholars (OISS)

- This office provides support to international students, scholars, faculty and staff. Their website has information on Tulane's immigration support services.
- <http://cge.tulane.edu/oiss/>

Office of the Registrar

- The registrar's office can help with a variety of services including enrollment, class registration, and transcript requests.

- <http://registrar.tulane.edu>

Political Groups

- Groups include Women in Politics, Tulane Organization for Global Affairs, Common Sense Action, Tulane Political Science Association, Turning Point USA, College Republicans, College Democrats and Young Americans for Liberty at Tulane.
- <https://liberalarts.tulane.edu/departments/political-science/campus-political-groups>

Reily Student Recreation Center

- Managed by the Department of Campus Recreation, the Reily Center is the campus recreation facility. Two tennis courts and a large astro-turf field are nearby. You can find information about intramural sports, group exercise classes, and other fitness programs through their website.
- <http://www.reilycenter.com>

School of Liberal Arts (SLA)

- Information for Incoming Graduate Students:
- <http://tulane.edu/liberal-arts/incoming-graduate-students.cfm>

Student Health Services

- All graduate students are required to carry insurance and there is a health center on campus for those with University plans.
- <https://campushealth.tulane.edu/especially-for/graduate-professional-students>

Student Resources & Support Services

- This office encompasses all student services and their website includes links to resources and forms to report concerns or incidents.
- <https://www2.tulane.edu/studentaffairs/support/index2.cfm>

Technical Support

- Tech Support is provided by the Tulane University Technology Services. Students and faculty resolve issues by calling (866) 276-1428 or submitting a tech support request through help@tulane.edu

Textbooks

- Textbooks are available from the Tulane University bookstore and can be ordered via e-mail and shipped directly to the student. Textbook lists, including the Title, Author, Publisher and ISBN, are generated each semester. These lists allow students to order textbooks, in printed or electronic version from their choice of sources.

Tulane Police Department

- If you are involved in an emergency on campus and need assistance, the following procedure should be followed:
 - 1) DO NOT call off-campus agencies. (Tulane Police can provide immediate help and expedite the arrival of city emergency personnel)
 - 2) CALL Tulane University police by dialing:

Uptown campus
dial 5-5911 (on campus)
or 504-865-5911 (off campus or cell phone)

Downtown campus
dial 5-5555 (on campus)
or 504-988-5555 (off campus or cell phone)

- Or, pick up the handset in any of the emergency call stations identified by the blue light, located throughout the campus.
- Tell the dispatcher the nature of the emergency, exact location and your name. **DO NOT HANG UP UNTIL REQUESTED TO DO SO.**

Housing Guide

As a graduate student at Tulane, you have the opportunity to live and learn in an autonomous, supportive environment. Graduate students and their families may live off-campus or apply for Tulane provided housing in the central business district.

Off-Campus Housing

Nothing in New Orleans is very far away from Tulane, and if you find a place close to St. Charles or Carrollton Avenue you will be able to use public transportation. If you have a car you can live anywhere! The areas closest to campus are the ones with the zip codes of 70118, 70125 and 70115 and the following streets act as unofficial "boundaries" when looking for apartments that are close enough to access campus on foot or by bike: S. Carrollton Ave, Fountainebleu Drive, Jefferson Avenue and Tchoupitoulas St. Of course, good apartments can be found throughout the city. From Tulane's campus, it is about 15 minutes to drive into the French Quarter (not including time to park), and about 30-45 minutes to take the streetcar (streetcar comes to each stop about every 15-20 minutes).

Start Your Search in March/April

In a typical lease, tenants have up to 30 days before their current lease expires to notify the landlord of their intent to stay for another year or not. Since you are probably looking for a lease that starts in May/June, most property managers don't know if their property will be available until March/April – 30 days before May/June.

Neighborhood Highlights Near Tulane

Magazine Street is full of restaurants and boutique shops, good for nightlife and far enough away that it does not attract the undergraduate crowd! If you would like to live farther away from campus, anywhere along Magazine is a good place because of its location to those restaurants and shops. The houses that you find around Magazine have a very residential feel.

Fountainebleu Drive and everything near it (above Claiborne Street) is very residential, family oriented, with a few graduate students in Law or Med School. It is farther from shops, restaurants, grocery stores etc., but it's peaceful and a very nice community.

S. Carrollton Ave is also a good street for shops and restaurants. It has a streetcar for public transportation that runs down that street and then turns on St. Charles so there is easy access. You can find good places behind Carrollton as well, Oak Street and Maple Street have wonderful restaurants, coffee shops and stores that are fun to walk around.

Broadway Street is Tulane's Greek Row. It is where all of the fraternities and sororities are located and is where most of the undergraduate population either lives or enjoys free time. It is a very young area, not very family friendly, but would always prove entertaining! Of course the closer you are to campus the more interaction you are bound to have with the student body.

Freret St. has also been developing in recent years and boasts a fairly new section of restaurants and shops with many re-modeled properties nearby.

Uptown Rental Agencies		
Name	Address	Phone
Latter & Blum	200 Broadway, Suite 142	504-866-2785
Gardner Realtors	7934 Maple St.	504-861-7575
Re/Max Louisiana	8001 Maple St.	504-866-7733
The Saulet	1420 Annunciation St.	855-596-7643
Keller Williams	8601 Leake Ave.	504-862-0100
Villere Realty	4609 Freret St.	504-897-5348
1st Lake Properties	4971 W. Napoleon Ave.	504-455-5059
Lake Terrance Gardens	1610 Robert E. Lee Blvd.	504-282-4467

Tulane Affiliated Housing

The Bertie M. & John W. Deming Pavilion: Downtown Campus, Central Business District
The Deming Pavilion offers furnished studios, one bedrooms, 2 bedroom/1bath and 2 bedroom/2bath units, roughly 7 miles from the Uptown campus (there is a shuttle between the two campuses). All units include appliances and furniture. Utilities (electricity, air conditioning and water), basic cable and Internet connection are included in the monthly rent. Pets are NOT allowed in Deming. Please review all residence hall policies located on the website:

<http://www2.tulane.edu/deming/index.cfm>

Temporary Housing

Lonely Planet Guide to Hotels, Hostels, Apartments and B&Bs

Craigslist for sublet & temporary housing

If you have transportation look in Metairie for cheaper hotel/motel rates

Tips for Renters

1. Make sure that your housing is within reasonable distance to grocery stores and any other businesses you might frequent.
2. Many bike lanes in the city are shared streets, always be prepared to bike in traffic.
3. New Orleans is a tourist destination and some sections of town receive more visitors than others.
4. Hurricanes happen and it's best to be prepared. Have a personal plan and know the details of Tulane's plan.
5. New Orleans is broken up into neighborhoods that vary in character and safety.
6. Feel free to contact the Political Science Department with questions. We are not agents or brokers, but we have experience renting in New Orleans.

Useful Maps and Links

Division of Student Affairs Off Campus Housing Guide

<https://housing.tulane.edu/off-campus-housing>

Tulane University Shuttle System

<http://www2.tulane.edu/universityservices/transportation/>

New Orleans Public Transportation

<http://www.norta.com>

New Orleans Bike Map

http://media.nola.com/mardigras_impact/photo/bikeeasy-new-orleans-bike-map-5d7c9b77cc276c05.jpg

New Orleans Crime Heatmap

<http://crime-heatmap.herokuapp.com>

Craigslist for Rooms/Shared Housing

<https://neworleans.craigslist.org/search/roo>

Guide to Louisiana Landlord & Tenant Laws

<http://new.dhh.louisiana.gov/assets/oph/Center-PHCH/Center-CH/infectious-epi/EpiManual/MoldComplaints/AGguideToLandlordTenantLaw.pdf>