Additional or Elective Courses (12 credits):  

Students must complete at least four graduate-level courses, for a total of 12 credits other than the concentration. These courses should have a substantial global affairs component. Any courses not listed on DGA's website will require the approval of the Director prior to registration of the course. Independent study and internship credits may be counted toward the additional DGA courses with prior approval from the DGA Director. Up to six independent study credits may be counted toward the additional DGA courses with the permission of the dissertation advisor. A list of recommended courses is distributed each semester to all students. Transfer credits, as a general rule, are considered to be elective courses.

52-Credit Review:

After completing 52 credits in the program—i.e., the six required core courses, two colloquia, two research methodology courses, the courses satisfying the concentration and elective or additional requirements, all Ph.D. students undergo a review of their academic record by the Associate Director. Students who have deviated from the requirements and have not obtained prior permission from the Director, may have to take additional courses. Only students who have a grade-point average of 3.50 or higher in all non-language courses taken at Rutgers University and who have successfully passed the review will be permitted to continue with their doctoral studies at Rutgers-Newark. Students with an insufficiently high grade point average may submit an appeal to the DGA Director. Upon completion of the 52 credit review, students may take the required comprehensive exam.
Comprehensive Examination:

Student's Requirements:

☐ After passing the 52-Credit Review, students must take a comprehensive examination testing their knowledge of and ability to think creatively and analytically about the global affairs issues covered in the core course topic areas. Students wishing to take a comprehensive examination must inform the DGA Associate Director of their desire in writing at least one month prior to the exam.

☐ Students have two opportunities to pass the examination. Failure to pass the comprehensive examination on the second try will result in the student's withdrawal from the Ph.D. program.
  ○ Students taking the exam for the second time are required to submit the number of questions that were not passed the first time.
  ○ These students may not retake the same sections of the exam that were passed during the first round.
  ○ Students are advised not to take dissertation research credits until they have passed the comprehensive examination.

☐ Students should take the comprehensive examination after passing the 52-Credit Review. In order to complete your dissertation on time, this should not be later than four years after entering the Ph.D. program. Students who fail to take the comprehensive examination within this time may be asked to withdraw from the Ph.D. program.

☐ Comprehensive examinations are scheduled two times a year (September and February). The examination is a two day proctored exam. Students are given ten categories and must choose four of the ten sections two weeks prior to the exam. One of those sections must be in the student's concentration. Each student is given three hours per section.

☐ Cell phones, internet, books and notes are NOT allowed during the exam. On the day of the exam, questions will be distributed at the beginning of each three hour period. Questions may not leave the examination room. Answers to questions will not be allowed to leave
the examination room or returned to students after the grading of the exam.

☐ Students will be notified one week in advance regarding the schedule for each of their chosen sections. Students will be given three questions per section and required to answer one of the three choices per section. A one to two hour break will be given in the middle of each day. Three hours are provided to answer each question. Students who do not stop working when advised may receive an automatic failure.

☐ Students will not be given lower grades due to grammatical errors or the absence of citations. Handicapped students providing documentation on the nature of their handicap may be granted additional time.

☐ Late answers will result in an automatic disqualification.

☐ Students scheduled for an exam, but do not attend will receive an automatic disqualification.

☐ Grading of the exam is High Pass, Pass, Low Pass and Fail. A Low Pass is passing; however, students receiving either a failure or a low pass on the exam will be required to take the Writing in Global Affairs course #26:478:501 offered each semester to strengthen the student’s writing skills. Additionally, students receiving low passes and failures are strongly encouraged to meet with the faculty member grading the exam to provide insight on their work. Grades submitted by faculty are considered final.

Faculty Requirements:

☐ Provide three questions for the exam by May 1st for the September 2013 exam and December 1st for the February exam. Review and update each semester. Questions should go beyond the specifics within the DGA course of a similar title and include the interdisciplinary aspects of the concentration.

☐ Create a list of readings for students to prepare for exam which includes both books within the syllabi of the core courses and readings that have not been required and may assist in understanding the
interdisciplinary aspects of the concentration. The reading list should not be a carbon copy of the syllabi but a much shortened list of books within and outside the course. This reading list is due by April 1st for the September exam and November 1st for the February exam.

Review the list and, if necessary, update it each semester.

EACH STUDENT WILL BE ASKED TO CHOOSE FOUR (4) QUESTIONS FROM THE FOLLOWING TEN (10) CLUSTERS.

- Global Governance
- International Law
- Environmental Issues in Global Perspective
- Global Business
- Global Political Economy
- The Global System in Historical Perspective
- Culture and Identity in a Global Context
- International Economics
- Security
- Ethics

Once a student has passed the comprehensives, he or she should complete the Application for Admission to Candidacy for the Degree of Doctor of Philosophy (Part I, Qualifying Examination Committee Report.) Applications are available in the Office of the Dean of the Graduate School-Newark, Conklin Hall 241 and on the DGA website.
Dissertation Research (21 credits):

After passing the comprehensive examination (see below), students must complete 21 credits of Dissertation Research (26:478:701) on a full-time basis. Students may register for up to 12 Dissertation Research credits per semester. Students needing more than 12 credits will need approval from both the DGA Director and the Dean of the Graduate School. Students who register for Dissertation Research may be on or away from campus. During this time, students must stay in communication with their dissertation advisor. It is the student’s responsibility to communicate with his or her advisor.

Dissertation advisors provide grades of S (Satisfactory) or U (Unsatisfactory) for dissertation research. Up to one year after a student begins taking dissertation research credits, he or she should defend their dissertation proposal in front of their entire dissertation committee.

Once a Ph.D. student begins registering for dissertation research, the student and his or her advisor are required to submit a progress report one time per year in the fall semesters. Students who have not progressed during this time will not be allowed to register for the following semester and must follow up with a second progress report in the spring semester. Readmission into the program can occur once progress begins provided both the Director and dissertation advisor agree that the student can achieve the goals of the dissertation defense. The Director reserves the right to review the work of the student should the dissertation writing phase exceed two years.

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SAMPLE QUESTIONS FOR COMPREHENSIVE EXAM

1. **Forms of Global Governance:** Some commentators suggest that failed and fragile states have become the epicenter of many of the problems we now face globally. Others argue that the behavior of G20 countries causes their condition. Which do you think that is the case and why? Using the course materials, provide examples.

2. **Forms of Global Governance:** American policy regarding intervention in the Middle East and North Africa has varied significantly in the last six years – from Egypt to Libya to Syria and Iraq. What explains this variation?

3. **International Law:** Compare and contrast the two quotes. 1- Law and legal systems are conservative. Easy deviations from and exceptions to the club rules destroy one of the essential functions of law – to create certainty and reliability. Henkin, *International Law: Politics and Values*. Nations such as South Africa, Poland, Argentina, Chile and the Czech Republic are neither permanently liberal nor illiberal, but make transitions back and forth from dictatorship to democracy, prodded by norms and regimes of international law. Koh, *Why Do Nations Obey International Law*?

4. **Environmental Issues in Global Perspective:** Discuss the role of the United Nations in global environmental policy. Illustrate your answer with a particular policy issue.

5. **Global Business:** Discuss whether, and if so, how, MNCs can overcome the tension between the need for subsidiaries to be embedded in their own local environment, and the need for subsidiaries to be integrated in their multinational corporate group.

6. **Global Political Economy:** It has been argued in IPE that economic theories are not enough to explain public policies. Many IPE scholars have demonstrated how politics can affect foreign economic policies. In this question, please use both economics and politics to explain the flowing issues (pick two).
   a. The determinants of FDI inflows.
   b. The implementation of IMF conditionality.
   c. The allocation of US foreign aid.

7. **The Global System in Historical Perspective:** To what extent and why has the nature of armed conflict changed in the last 25 years?

8. **Culture and Identity in a Global Context:** Discuss the struggle over the meaning and direction of globalization. What is the "globalist" ideology? What counter-hegemonic ideologies have been developed to challenge "globalism"? What are the future prospects of the direction of globalization?

9. **International Economics:** Agricultural subsidies are an efficient way to distribute income to farmers in developed countries and export taxes on agriculture is similarly useful in developing countries.

10. **Ethics:** Would a human rights policy rooted in political realism have been more effective or less effective in promoting international human rights? Why? In answering this question, examine the different ethical traditions (realism, liberalism, and cosmopolitanism) and provide examples of the different ways of understanding and justifying human rights.

11. **Ethics:** Does the defense of human rights justify foreign military action? Answer this question by examining different ethical traditions and by providing examples of interventions.

12. **Security:** Religion does not seem to play a central role in the cultures of most western, developed countries, which may distort their ability to understand the power of religious ideology in fueling terrorism and upheaval in much of the Muslim world. Discuss
COMPREHENSIVE EXAM READING LIST
Conflict and Human Rights
Professors Hinton and Schock

Links

Books
Articles/Chapters


12. 21. 16 Update

COMPREHENSIVE EXAM READING LIST

Environmental

Professor Kutting

• Oran Young, ‘Inferences and indices, evaluating the effectiveness of international environmental agreements’, *Global Environmental Politics*, 2001, 1, 1, pp 99-121.


• Michele Betsill, K Hochstetler & D Stevis (eds), *International Environmental Politics*, 2006, Palgrave Macmillan.


COMPREHENSIVE EXAM READING LIST

Ethics

Professor Ariane Chebel d’Appollonia

Books

• Alex J. Bellamy, Fighting Terror: Ethical dilemmas, Zed Books.

Articles/Chapters

• Terry Nardin, “Middle Ground Ethics: Can One Be Politically Realistic Without Being a Political Realist?”, Ethics & International Affairs, vol. 25, n°1, March 2011, pp. 7-16.
• Alex J. Bellamy, Fighting Terror: Ethical Dilemmas, Zed Books, 2008, Chapter 3 (A just War on Terror?), pp. 50-71.
• Benjamin Schiff, “The ICC’s Potential for Doing Bad When Pursuing Good”, *Ethics & International Affairs*. vol.26, n°1, March 2012, pp. 73-81.
• Daniel Brunstetter and Megan Braun, “The Implications of Drones on the Just War Tradition”, *Ethics & International Affairs*, vol.25, n°3, September 2011, pp. 387-358.
COMPREHENSIVE EXAM READING LIST

Global Business
Professor Cantwell

Books


Articles/Chapters


COMPREHENSIVE EXAM READING LIST
Global Governance
Professors Ferguson and Reich

Books

- Skocpol, Theda. 1979. *States and Social Revolutions*. Cambridge: Cambridge University Press.


• Joseph Nye, *Soft Power: The Means to Success in Worlds Politics*, pp

• Joseph Stiglitz (2001), *Globalization and Its Discontents*


**Articles/Chapters**


- “International Relations Theory and the Consequences of Unipolarity.” Special issue, World Politics, 57, 2 (January 2009). Articles by Ikenberry, Mastanduno, and Wohlfarth; Wohlfarth; Finnemore; Walt; Masanduno; Snyder, Shapiro, Bloch-Ellon; Jervis.


COMPREHENSIVE EXAM READING LIST

Global Political Economy

Professor Xiang

Books


Articles/Chapters

- Li, Quan and Adam Resnick. 2003. “Reversal of Fortunes: Democratic Institutions and Foreign Direct Investment to Developing Countries.” International Organization 57(1): 175–211.


COMPREHENSIVE EXAM READING LIST
History of the Global System
Professor Carruthers

Books
- A. Gunder Frank and Barry K. Gills (eds), *The World System: Five Hundred Years or Five Thousand?* (1993)
- Karl Polanyi, *The Great Transformation* (1944)

Articles/Chapters
- Frederick Cooper, "What is the Concept of Globalization Good For? An African Historian's Perspective," *African Affairs*, 100 (2001), 189-213
- Francis Fukuyama, "The End of History?" *The National Interest* (Summer 1989), 3-18
• Akhil Gupta, "The Song of the Nonaligned World: Transnational Identities and the Reinscription of Space in Late Capitalism," *Cultural Anthropology*, 7 (1992), 63-79


• Dane Kennedy, "Imperial History and Post-Colonial Theory," *Journal of Imperial and Commonwealth History*, 24 (1996), 345-63


• Terence Ranger, "The Invention of Tradition in Colonial Africa," in Eric Hobsbawm and Ranger (eds), *The Invention of Tradition* (1983)


• Ann Stoler and Frederick Cooper, "Between Metropole and Colony," in Cooper and Stoler (eds), *Tensions of Empire: Colonial Cultures in a Bourgeois World* (1997)


COMPREHENSIVE EXAM READING LIST
International and Global Economics
Professors Seiglie and Spatareanu

Books
- Principles of Economics by N. Gregory Mankiw
- Essential of International Economics by Robert Feenstra and Alan Taylor
- Globalizing Capital by Barry Eichengreen

Articles/Chapters
- Norman Fieleke article: http://www.bos.frb.org/economic/special/balofpay.pdf


COMPREHENSIVE EXAM READING LIST
International Law
Professors Coicaud and O’Meara

Books
- Coicaud, Jean-Marc, *Beyond the National Interest* (United States Institute of Peace Press, 2007)
- De Sousa Santos, Boaventura, *Toward a New Common Sense* (Routledge, 1995)
- Onuma, Yasuaki, *A Transcivilizational Perspective on International Law* (Bril, 2010)
- Roth, Brad R., *Governmental Illegitimacy in International Law* (Oxford University Press, 2000)

Articles/Chapters
- International Criminal Court: Successes and Failures of the Past and ...  
  www.internationalpolicydigest.org/.../
COMPREHENSIVE EXAM READING LIST

Security
Professor Kennedy and Samuels

Books


Articles
