

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
THE GRADUATE SCHOOL, NEW BRUNSWICK

EDWARD J. BLOUSTEIN SCHOOL OF PLANNING AND PUBLIC POLICY
***DOCTORAL PROGRAM IN PLANNING AND
PUBLIC POLICY***

PROGRAM HANDBOOK

(revised August 2011)

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INTRODUCTION TO THE PROGRAM

Welcome to the Ph.D. program in Planning and Public Policy at Rutgers University. The doctoral degree, offered through the Graduate School-New Brunswick, is an advanced scholarly degree appropriate for students seeking a career in university teaching and research, planning and policy research and development in the public sector, and leadership positions in the private or non-profit sectors. Approximately 170 students have graduated since the doctoral program was established in the 1960s. Graduates have obtained senior positions in universities, research centers, governments, non-profit organizations, and the private sector. A list of our program graduates, their dissertation topics, and their current employment is attached in Appendix 1.

Diverse disciplines—reflected in the backgrounds of incoming students, in the positions filled by graduates, and in the academic and professional pursuits of the faculty—exemplify the flexibility of the doctoral program. This intentional diversity is central to the goals of our program: to prepare students to pursue a variety of approaches exploring critical questions in planning and public policy and to shape innovative responses to those questions. The program enables its graduates to competently respond to the social, economic, and political problems and opportunities of our time, to anticipate new and emerging challenges, and to teach others to do the same.

This Handbook presents an overview of Ph.D. program requirements and outlines the process you will follow to complete the degree. The doctoral degree process involves six key components:

1. Credit requirements
2. Required courses
3. Student advising and mentoring
4. Qualifying examinations
5. Forming a dissertation committee and preparing a dissertation proposal
6. Writing and defending your doctoral dissertation

We summarize these elements in Table 1 and follow with a description of key aspects of the process. A suggested *Program Navigation Guide* for scheduling critical steps in the program is provided in Appendix 2.

For more information, to answer your questions, and to facilitate your progress through the degree, you should maintain regular and frequent contact with the various individuals who are here to help you. These include your faculty advisor, the doctoral program Director, the doctoral faculty, and the staff in the Bloustein School's Office of Student Services. When in doubt about any aspect of the program, seek out any of these individuals for information and guidance.

Table 1. SUMMARY OF Ph.D. PROGRAM REQUIREMENTS

1. Credit Requirements

72 credits (minimum) are needed to graduate, as follows:

- 24 credits (maximum) can be transferred in from previous graduate coursework
- 24 credits of EJBS coursework, including required courses + electives
- 24 research credits (minimum)

2. Required Courses

Theory: 762:624 Planning, Public Policy, and Social Theory
762:626 Advanced Scholarly Research

Methods: 833:628 Advanced Qualitative Methods
970:630 Discrete Choice Methods
One additional advanced methods course

3. Student Advising and Mentoring

A faculty advisor is assigned to each in-coming student. After the first semester, each student may select his or her own advisor.

First-year and second-year students submit a "Program of Study" (PoS) form in the Fall semester and meet with faculty to develop a program strategy.

4. Qualifying Examinations

Doctoral students are required to pass four comprehensive exams to qualify for candidacy in the Ph.D. program. All exams include both written and oral portions:

- a. Theory of and in planning and public policy
- b. Methods (quantitative and qualitative methods and research design)
- c. First substantive field
- d. Second substantive field

The Methods exam may be taken at any time after the student has completed the required methods classes 628 and 630 (see above).

In order to take the three remaining exams (Theory, First Field, Second Field), students must have:

- Completed 48 credits, including transfer credits
- A minimum cumulative GPA of 3.5
- No outstanding Incomplete (IN) grades

Table 1 continued...

Table 1 continued

The written portions of the Theory, First Field, and Second Field exams, as well as a combined oral covering all three exams, must be completed within a single semester.

At the completion of all qualifying exams, the exam portion of the ***Degree Candidacy Form*** (DCF) is signed by the faculty and placed on file with the Graduate School – New Brunswick.

5. Dissertation Committee and Dissertation Proposal

Student selects a dissertation committee chair from members of the Bloustein School graduate faculty.

Student forms a dissertation committee of four faculty members who agree to participate, consisting of:

- The committee chair

- Two additional members of the Bloustein School graduate faculty

- One member from outside the Bloustein School

Within six months of passing qualifying examinations, and with approval of the dissertation committee, the student presents a dissertation proposal at an open public meeting, followed by an oral defense of the proposal before his or her dissertation committee.

All doctoral students and faculty are invited and expected to attend the public portion of proposal defenses scheduled throughout the academic year.

6. Researching, Writing, and Defending the Dissertation

The doctoral dissertation makes an original contribution to planning and public policy through the rigorous analytical examination of theory and evidence supporting a significant argument or testing a relevant hypothesis.

With approval of the doctoral committee, the student presents the results of his or her dissertation research at an open public meeting, followed by an oral defense of the dissertation before the committee.

All doctoral students and faculty are invited and expected to attend the public portion of dissertation defenses scheduled throughout the academic year.

After successful defense of the dissertation, the committee signs the final-exam portion of the DCF, which is then forwarded to the Graduate School – New Brunswick as certification of completion of the requirements for the Ph.D. degree.

DETAILED REQUIREMENTS AND DEGREE PROCESS

A. ADMISSION AND FINANCIAL AID

Admission

Admission to the Ph.D. program requires a formal application with supporting documents, references, a full resume, and evidence of research ability. In most cases, only applicants who have completed a Master's degree or its equivalent are considered for admission. In rare instances, exceptional students may be considered after they receive their Bachelor's degree or, for students enrolled in Bloustein School Master's programs, after completion of twelve graduate credits.

The number of students admitted to doctoral study depends on 1) the number of applicants who display a high level of performance and 2) the faculty's capacity to provide high quality supervision in the students' areas of interest. Approximately 7-10 doctoral students enter the program each year, selected from about 80 to 100 applicants. Applications are carefully reviewed by a doctoral admissions committee and the Bloustein School's graduate faculty. As admission is highly competitive, students are urged to submit their application by no later than January 15th. Applicants are notified of the admission decision in mid-March or early April. Information on the application process is available on the Graduate School's Web site at <http://gradstudy.rutgers.edu/>.

Financial Aid

Financial support for doctoral students is available in the form of fellowships, teaching assistantships, and research assistantships. Many doctoral students also obtain funding through appointment as adjunct instructors, in hourly work at research centers or on faculty research projects, and from other sources. Students should exercise initiative in contacting center directors and/or individual faculty members regarding opportunities for hourly work on research related to their interests. Students interested in applying for external fellowships and other forms of research support (e.g., Fulbright, NSF, HUD, NIH, etc.) should contact the University's GradFund program: The Resource Center for Graduate Student External Support at <http://gradfund.rutgers.edu>.

Entering students wishing to be considered for financial aid should so indicate by checking the appropriate box on their application for admission; no separate application form is required. Since the number of students seeking financial support invariably exceeds available resources, students should seek all appropriate sources of funding that might be available to them. For entering students who receive multi-year funding offers, continuation funding beyond the first year requires evidence of satisfactory progress through the program.

Continuing students can apply for funding each year by completing the *Financial Scholarship, Fellowship and Assistantship Application* available from the Bloustein School's Office of Student Services.

B. COURSE REQUIREMENTS, TRANSFER CREDITS, AND RESIDENCY

Credit Requirements

Students holding a Master's degree must complete a minimum of 48 credits of coursework and an additional 24 research credits, yielding the Graduate School's minimum requirement of 72 credits for the doctoral degree. Up to 24 of the 48 coursework credits may be transferred in from previous graduate-level courses, subject to approval by the doctoral program Director (see "Transfer Credits" below).

Required Courses

Students in the doctoral program are **required** to take the following five classes:

Theory: 16:762:624 Planning, Public Policy, and Social Theory
16:762:626 Advanced Scholarly Research

Methods: 34:833:628 Advanced Qualitative Methods
34:970:630 Discrete Choice Methods
One additional advanced methods course related to the student's dissertation research, selected with the approval of the doctoral program Director.

Information on the Methods requirement is summarized in Table 2 below.

The choice of remaining coursework and course sequencing for each student is guided by the student's faculty advisor, the doctoral program Director, and the Program of Study (PoS) committee (*see section G below*). As a general rule, doctoral students should not take introductory-level graduate courses offered in the Master's programs in Planning and Public Policy (indicated by course numbers 500-530), except with permission from their faculty advisor.

Research Credits

Doctoral students are required to complete 24 research credits, beginning in the semester during which they take their qualifying exams. Registration for research credits normally allows the student to prepare for qualifying exams and conduct dissertation research. Credits for Directed Study count toward coursework and may **not** be used for research credits. From 1 to 12 research credits may be taken in any one semester. The number of research credits allowed in a semester (between 1 and 12) should be commensurate with the scope and quality of the research, and requires the approval of a faculty member supervising the research. The student and supervising faculty member should discuss the topic, scope of work, expected product(s), and schedule at the beginning of the semester and this discussion should guide the research and grading. Research credits are graded either "S" (satisfactory) or "U" (unsatisfactory).

Table 2. Methods Course Requirements**Objectives**

1. Every doctoral student should have core competency in **both** quantitative and qualitative methods.
2. Every doctoral student should have advanced competency in **either** quantitative or qualitative methods.

Core competency requirements

Qualitative methods: 34:833:628 Advanced Qualitative Methods
 Quantitative methods: 34:970:630 Discrete Choice Methods

Prerequisite for Discrete Choice Methods is lower-order statistical knowledge gained from 970:515 Methods-I or equivalent introductory statistics class.

Advanced competency requirements

A second-semester **advanced qualitative methods course**, selected from Bloustein course offerings **or** an independent (directed) study providing advanced competency **or** an appropriate advanced qualitative methods course offered elsewhere at Rutgers or another institution (see Appendix 3).

OR

A second-semester **advanced quantitative methods course**, selected from Bloustein course offerings **or** an independent (directed) study providing advanced competency **or** an appropriate advanced quantitative methods course offered elsewhere at Rutgers or another institution (see Appendix 3).

Note: Selection of a methods course that meets the advanced competency requirement must be approved by the doctoral program Director. For a list of possible courses meeting the advanced competency requirement, see Appendix 3. *Advanced Methods and Research Design Courses at Rutgers and Princeton Universities.*

Once students have completed 72 credits of coursework and research, they must continue to register for at least one research credit each semester to maintain enrollment until they have completed all requirements for the doctoral degree (i.e., completed and defended their dissertation).

Transfer Credits

Graduate courses completed at other institutions may be accepted for credit toward the doctoral degree, subject to conditions outlined in the Graduate School Bulletin and with the approval of the doctoral program Director. Transfer credits usually apply to courses with a substantive focus that is relevant to the student's doctoral studies, and do not normally include studio courses, independent or directed studies, or Master's thesis

research. Transfer credits may not exceed 40% of the total credits applied toward the Master's degree. The procedure for transfer of credits involves completing a form (available from the Office of Student Services) and obtaining the approval of the doctoral program Director.

Full- and Part-Time Residency

The doctoral program does not require full-time residency and has no foreign language requirement, except at the discretion of the student's dissertation committee. However, students must register for at least six credits of coursework (normally equivalent to two classes) in each semester prior to taking qualifying examinations.

C. PROGRAM PARTICIPATION

Formal coursework is just one of many avenues for scholarly learning and intellectual interaction in the Bloustein School. All doctoral students are expected to attend and actively participate in the full range of seminars, colloquia, and other presentations that enrich our academic community. Some of the regularly scheduled activities in which doctoral students are expected to participate include (but are not limited to):

- *Ph.D. Lunchtime Colloquium*, at noon every third or fourth week during Fall and Spring semesters – informal discussion of professional skills and current student and faculty research
- *Bloustein Colloquium*, alternate Thursdays at 4:00 p.m. – invited speakers on a broad variety of current research topics across the disciplines
- *Dissertation Proposal Presentations* – the public lecture portion of the proposal defense
- *Dissertation Lectures* – the public lecture portion of the dissertation defense

D. EVALUATION OF DOCTORAL STUDENTS

Student progress toward the degree is evaluated by the doctoral program faculty at the end of each semester. Failure to maintain a semester grade point average of 3.5 or a cumulative grade point average of 3.5 is cause for a student to be considered for dismissal from the program. No more than 9 credits with grades of C or C+ may be counted in partial fulfillment of the requirements for the doctoral degree.

In the event of insufficient evidence of progress toward the degree, a conference will be called which will include four persons: the doctoral program Director, a member of the doctoral program faculty (usually the student's academic advisor), the coordinator of student and academic services, and the student. The conference provides a frank discussion of the student's strengths and weaknesses and conveys an assessment by the faculty and staff as to the student's prospects for completing the doctoral program in a

timely manner. The doctoral program Director will provide the student with a written statement of the assessment. If a student wishes to continue in the program after being advised of his or her limitations, the doctoral program Director may prescribe courses or other remedial action for the student to take in the following semester or semesters. Failure to demonstrate an ability to meet the criteria for continuation within the specified time period may be reason for dismissal from the program.

Normal progress toward the degree implies timely completion of coursework, qualifying exams, and dissertation research. Under the regulations of the Graduate School-New Brunswick, students registered in the program beyond a period of seven years must apply annually to the Graduate School for permission to continue to enroll. The application must specify the reasons for continued enrollment and must establish clear deadlines for completion of the degree. The Application for Extension of Time form is available from the Graduate School at <http://gsnb.rutgers.edu/forms/index.php3>.

E. INCOMPLETE GRADES

A grade of incomplete (IN) in a course is given only when circumstances beyond the student's control merit granting extra time for completing course requirements. Students must apply for an IN grade in writing using the form obtained from the Office of Student Services. The application must include a statement of the circumstances meriting the IN grade and a contract that defines the nature of the incomplete work and the date by which it is due. The contract must be signed and dated by the student, the faculty member, and the doctoral program Director before an IN grade can be assigned.

Should a student require a further extension of the contract, he or she must obtain permission for the extension from the course instructor and the doctoral program Director. Only one extension may be granted to any contract. After one year, the IN grade automatically converts to a permanent incomplete (PIN). When this happens, a student will not receive another grade or credits for the course in question. A student may maintain two INC grades for no more than a single semester. If at least one is not converted to a final grade, the student may be prohibited from registering for the following semester. Students who receive more than one INC within the first 12 credits of coursework in the program will receive a written warning and must meet with the review committee to discuss the problem (*see Section D above*).

F. STUDENT ADVISING

A faculty advisor is assigned to each in-coming doctoral student. After the first semester, each student may select his or her own advisor among members of the graduate faculty in the Bloustein School, upon mutual agreement by the student and faculty member. The faculty advisor may or may not become chair of the student's dissertation committee (*see Section H below*) depending on many factors including the student's

evolving research interests, substantive focus, methodological approach, professional schedules, personal preferences, and other factors.

Students are strongly encouraged to seek out faculty outside of formal classes (during office hours or by appointment) to learn about on-going research, discuss mutual interests, seek mentoring or advice, and discuss any program-related issues that might arise. *It is the student's responsibility to make full use of faculty advising through frequent and regular contact with faculty advisors, other program faculty, and the doctoral program Director.* The doctoral program Director is available to answer questions, provide guidance, or discuss student progress through the program. While program faculty and the program Director carefully monitor student progress, it is the student's responsibility to take the initiative to maintain regular contact with faculty advisors.

G. PROGRAM OF STUDY

The Program of Study (PoS) process is required for all first- and second-year students in the Ph.D. program who have not yet completed their qualifying exams. The process is designed to help you in selecting courses appropriate for your field of study; identifying relevant faculty and other resources both within and outside the Bloustein School; choosing an academic advisor; developing a direction for dissertation research; and preparing for qualifying exams.

The Program of Study process involves two parts: (1) compiling information on your coursework, program goals, and research interests by completing the Program of Study form in Appendix 4 or at http://www.policy.rutgers.edu/phd/program_template.pdf; and (2) meeting with the Program of Study committee in the Fall semester of the first and second year to jointly review and discuss your program. The PoS committee includes the Ph.D. Program Director and selected program faculty with interests similar to your own. Students may (but are not required to) request specific faculty to participate in their PoS meetings, subject to faculty availability, and may indicate such preferences by contacting the program Director and/or the Student Services Coordinator in advance of the meeting.

H. SELECTING A DISSERTATION CHAIR

Before presenting her or himself for the qualifying examinations (*see Section I below*), a student must select a member of the doctoral program faculty who agrees to chair and supervise the student's doctoral dissertation. The dissertation chair does not necessarily have to be the student's former academic advisor. Except in very exceptional cases, the dissertation chair is a tenured member of the doctoral faculty.

In selecting a dissertation chair, the student should engage in discussion with potential faculty members to identify mutual interests and the likelihood of establishing a compatible working relationship. Since the dissertation chair often becomes the student's principal advocate within the program and an important reference for future endeavors, students should be diligent in their selection. Following inquiry and discussion, the student obtains a letter from the faculty member expressing willingness to chair the student's dissertation committee and supervise his or her doctoral dissertation, and submits copies of the letter to the doctoral program Director and the Office of Student Services.

I. QUALIFYING EXAMINATIONS

Qualifying examinations certify that the student is "qualified" to transition from coursework to independent dissertation research. Passing the qualifying examinations constitutes formal advancement to candidacy for the Ph.D. degree. Basic information on Qualifying Exams is summarized here. Detailed information, including recommended reading lists, is provided in the document titled *Doctoral Qualifying Exams: Components, Timing, and Preparation* in Appendix 5.

(1) Required Examinations

Doctoral students in Planning and Public Policy are required to pass written and oral qualifying examinations in the following four areas:

- **Theory:** of and in planning and public policy.
- **Methods:** including core competency in qualitative and quantitative analysis and research design.
- **First Field:** a topical specialization within planning and public policy, requiring broad familiarity with a substantive literature that is central to the student's anticipated dissertation research.
- **Second Field:** a second topical or substantive specialization closely related to the student's anticipated dissertation research and defined so that the subject matter does not overlap with the First Field; or a related field other than planning and public policy (e.g., civil engineering, computer science, economics, geography, political science, sociology, or another field) that the student can show is relevant to his or her dissertation research.

First Field and **Second Field** exams assess the student's comprehension and mastery of a substantive literature relevant to the topical specialization covered by each exam. Selection of topical specializations comprising the First and Second Fields is the responsibility of the student together with his or her

selected examiners, in consultation with and approved by the student's academic advisor and the doctoral program Director.

(2) Scheduling Qualifying Exams

Students are encouraged to take qualifying exams as soon as they are eligible to do so.

Methods. The Methods examination may be taken in any semester after the student has completed the two required core-competency methods classes:

(628) Advanced Qualitative Methods

(630) Discrete Choice Methods

Note: The required (third) advanced methods course may be taken either before or after the student passes the Methods qualifying exam, as guided by the student's dissertation research direction and interests.

The doctoral program offers the Methods qualifying examination twice a year, once in the Fall semester and once in the Spring semester, on a date set by the Methods examiner(s) and announced in advance. The oral portion of the Methods exam usually occurs one to two weeks following the written exam.

Theory, First Field, and Second Field. The student must complete written and oral examinations in Theory, First Field, and Second Field within a single semester.

To take qualifying examinations in Theory, First Field, and Second Field, students must have:

1. Completed 48 credits of coursework (including up to 24 transfer credits)
2. Have a minimum cumulative GPA of 3.5
3. Have **NO** outstanding Incomplete (IN) grades

The doctoral program offers the qualifying examination in Theory twice a year, once in the Fall semester and once in the Spring semester, on a date set by the Theory examiner(s) and announced in advance.

Each student is responsible for scheduling First and Second Field exams in consultation with his or her examiners, with the proviso that *all three exams—Theory, First Field, Second Field—must be completed within a single semester*. Following satisfactory completion of written exams, a single combined oral exam covering Theory, First Field, and Second Field is scheduled on a date (within the same semester as the written exams) agreed to by the student and his or her examiners.

(3) Preparing for Qualifying Exams

At least one semester (and preferably more) before the student intends to take qualifying exams, he or she, in consultation with the faculty advisor and with the

approval of the doctoral program Director, must select an examination committee from among full members of the doctoral program faculty. The examination committee must include one faculty member specializing in research methods, one member specializing in theory, and two members whose specializations match the student's First and Second Field topics.

Theory and Methods. The format and scheduling of qualifying exams in Theory and in Methods are set by the doctoral faculty and are uniform for all students taking those exams in any given semester. Recommended reading lists and additional useful information for preparing for qualifying exams in Theory and in Methods are provided in Appendix 5.

First and Second Fields. *The student is responsible for selecting faculty examiners for his or her First and Second Field exams and should initiate this process at least one semester (and preferably more) before the intended exam date.* The format and substantive content for First and Second Field exams are decided by mutual agreement between the student and the respective faculty examiners for those two exams.

Except in very unusual circumstances, preparation for First and Second Field exams requires the student to prepare a comprehensive reading list of the extant literature relevant to the selected topical areas. This reading list encompasses the primary material covered in the examination. Working closely with their First and Second Field examiners, students should begin the process of delineating the substantive focus and preparing reading lists for these exams at least one semester (and preferably more) before the intended exam date.

(4) Oral Exams

Oral exams provide an opportunity for follow-up discussion and/or clarification of questions posed in the written exams, and for any other matters chosen by the examiners.

Methods. The oral component of the Methods exam is arranged by the Methods examiner(s) and is scheduled to follow the written Methods exam in a timely manner, usually within a week or two after the written exam.

Theory, First Field, Second Field. A single combined oral exam covering Theory, First Field, and Second Field must be completed within the same semester as the three written exams. *It is the student's responsibility to arrange a date and time for the combined oral exam that are agreed to by all three examiners. This process should be initiated as early as possible, certainly as soon as the dates of the written exams have been decided, to accommodate work schedules of faculty who are often asked to schedule multiple exams in the same semester.*

(5) Exam Adjudication

After passing all qualifying exams, the student obtains the signatures of his or her examiners on the exam portion of the *Degree Candidacy Form (DCF)* obtained from the Graduate School-New Brunswick, indicating that the student has advanced to candidacy for the Ph.D. degree. The signed form is kept on file at the Graduate School until the student successfully defends a dissertation and completes all requirements for the degree.

Should the student fail any part of the examination, the examination committee in conjunction with the doctoral program Director will advise the student to pursue one or more of the following options: (1) retake part(s) or all of the exam(s) at a specified time; (2) take additional courses or submit additional written and/or oral work; (3) withdraw from the doctoral program.

J. FORMING A DISSERTATION COMMITTEE

Upon passing the qualifying examinations, the doctoral candidate, in consultation with his or her dissertation chair and the doctoral program Director, forms a dissertation committee of four faculty members. *It is the student's responsibility to form a dissertation committee by discussing his or her research interests with potential committee members and obtaining their agreement to serve on the committee.*

The dissertation committee normally (but not necessarily) includes some or all of the faculty members who served as the student's examining committee for Qualifying Exams. Three of the four committee members are members of the doctoral program faculty in the Bloustein School (see Appendix 6 for a list of program faculty). The fourth "outside" member must hold the PhD degree and may be a member of the Rutgers graduate faculty in a program outside of Bloustein or a faculty member from another university. An individual without an academic appointment (but holding a PhD) may be named as the student's "outside member" with the approval of the doctoral program Director and the Graduate School-New Brunswick. In any case, the "outside" member must hold the Ph.D. degree.

Once the dissertation committee is constituted, the student submits a memo specifying the committee membership for approval by the dissertation committee chair and the doctoral program Director, and the memo is then placed in the student's file, with a copy sent to the Graduate School.

K. DISSERTATION PROPOSAL

Following successful completion of the qualifying examinations, the student prepares a written dissertation proposal in consultation with his or her dissertation chair and

dissertation committee. The dissertation proposal sets out the focus of the student's dissertation research, presents a concise problem statement, reviews the relevant literature, and provides a roadmap detailing a strategy for undertaking and completing the research in a productive and timely manner.

Except under extremely unusual circumstances, the defense of the dissertation proposal must be completed within six months of passing qualifying examinations. *It is the student's responsibility to obtain the dissertation committee's approval of the written proposal and to schedule a date and time for a proposal defense.* Students should allow sufficient time before the anticipated date of a proposal defense for dissertation committee members to review draft(s) of the proposal and for the student to complete any revisions that might be required by committee members. At least two weeks before the scheduled defense, the student should notify the Office of Student Services of the date and time of the defense and provide the title and abstract of the proposed dissertation.

The proposal defense consists of (1) an open public lecture presented at the Bloustein School, in which the student describes the substance and method of the proposed research; and (2) an oral defense of the proposal before the student's dissertation committee. Immediately following successful defense of the proposal, the student's dissertation chair, in consultation with the rest of the dissertation committee, provides the student with a written evaluation of the proposal, summarizing the discussion during the oral exam and providing specific recommendations and guidelines for improving the proposed dissertation research. (A copy of the written evaluation is sent to the doctoral program Director and the Office of Student Services).

Note: All doctoral students are expected to attend the public lecture component of proposal defenses that are scheduled from time to time throughout the academic year. Attendance at the proposal lecture is an opportunity to learn how it is done, to support fellow students in the program, and to participate in the intellectual life of the academic community.

L. THE DOCTORAL DISSERTATION

The Ph.D. dissertation makes an original contribution to planning and public policy through the rigorous analytical examination of theory and evidence exploring a significant argument or testing a relevant hypothesis. The dissertation may draw from a broad array of quantitative and/or qualitative research methods, as appropriate to the topic and purpose of the research and reflecting the multidisciplinary nature of the field. Doctoral dissertations presented for defense (*see section M below*) shall be completed to the same standard of substance and format as would be a formal research paper submitted to a leading journal for publication. A list of titles of dissertations completed in the doctoral program in planning and public policy can be found in Appendix 1.

M. DISSERTATION DEFENSE

Upon completion of a complete written draft of the dissertation, and with the approval of the dissertation committee chair, the manuscript is circulated to the members of the dissertation committee for review. The student should allow sufficient time (normally at least three to four weeks) for committee members to read, review, and comment on the draft dissertation manuscript. Several revisions of the draft dissertation may be required before committee members agree that the dissertation has attained a standard of excellence required for it to be submitted for defense. Unanimous agreement by the dissertation committee is required before the dissertation can be submitted for oral defense. *It is the student's responsibility to obtain the dissertation committee's approval of the final dissertation manuscript and to schedule a date and time for a proposal defense.*

The oral defense must be scheduled at least one month prior to the date posted by the Graduate School-New Brunswick for filing the completed doctoral dissertation. For the 2011-2012 academic year, the following deadlines apply:

For an October degree:

August 12	Last day to distribute complete dissertation draft to committee
September 5	Last day for dissertation defense and public lecture
October 3	Last day for filing final dissertation with the Graduate School

For a January degree:

November 14	Last day to distribute complete dissertation draft to committee
December 9	Last day dissertation defense and public lecture
January 6	Last day for filing final dissertation with the Graduate School

For a May degree:

February 20	Last day to distribute complete dissertation draft to committee
March 16	Last day for dissertation defense and public lecture
April 16	Last day for filing final dissertation with the Graduate School

At least two weeks before the scheduled defense, the student should notify the Office of Student Services of the date and time of the defense and provide the title and abstract of the proposed dissertation.

Oral defense of the dissertation consists of two parts. These are:

1. An open public lecture presented at the Bloustein School, in which the student reports the dissertation's objectives, methods, findings, and implications.
2. An oral defense of the dissertation before the dissertation committee.

Note: All doctoral students in residence are expected to attend the public lecture component of dissertation defenses that are scheduled from time to time throughout the academic year. Attendance at the dissertation lecture is an opportunity to learn how it is done, to support fellow students in the program, and to participate in the intellectual life of the academic community.

Following the oral defense, the dissertation committee may either approve the dissertation or require additional work to be completed before the final document can be approved. After passing the dissertation defense, the student obtains the signatures of his or her doctoral committee on the dissertation portion of the *Degree Candidacy Form (DCF)* obtained from the Graduate School-New Brunswick, indicating that the student has completed all requirements for the degree.

A final copy of the successfully defended dissertation must be submitted to the Graduate School – New Brunswick, in a format and manner specified by the Graduate School (for detailed information, see the *Electronic Thesis and Dissertation Style Guide*, available from the Graduate School at <http://gsnb.rutgers.edu/guide.php3>). Submission of the dissertation to the Graduate School completes the doctoral process.

N. SUSAN FAINSTEIN AWARD

The Susan Fainstein Award, named after the distinguished scholar and long-term director of the doctoral program, is presented by the Doctoral Program in Planning and Public Policy to students completing doctoral dissertations that exhibit “outstanding scholarship and excellence in doctoral research.”

The procedure for selecting candidates for the Fainstein Award is as follows:

1. On March 1st of each year, a list of potential eligible doctoral students will be distributed to the doctoral faculty.
2. The doctoral faculty will be invited to nominate candidates for the Award by April 1st of each year. The nomination shall include:
 - A letter of nomination, usually written by the nominee’s dissertation committee chair.
 - Evidence of external indication of superior quality of the dissertation, such as portions of the work accepted for journal publication, etc.
 - An electronic copy of the dissertation.

3. A committee of four doctoral faculty appointed by the doctoral program Director will review the nominations and will recommend, by April 15th, whether an award is appropriate.
4. The committee's decision will be reported at the final Spring semester meeting of the doctoral faculty (usually held in late April or early May) and at the Bloustein School's Spring commencement.

APPENDIX 1. GRADUATES OF THE DOCTORAL PROGRAM

1) JAMES HUGHES (1971). *Equifinality in Major Metropolitan Systems: A Cross Cultural Factor Analytic Study.*

George Carey, Supervisor.

Current Employment: Dean, Bloustein School, Rutgers University.

2) ROBERT BURCHELL (1971). *PUD: Antecedents, Current Realities, and Future Prospects.*

George Sternlieb, Supervisor.

Current Employment: Professor, Center for Urban Policy Research, Rutgers University.

3) JAMES SCOTT (1972). *Relations Between Pluralism and Social Planning in Contemporary Life.*

Larry Mann, Supervisor.

Current Employment: Retired.

4) THOMAS ANGOTTI (1973). *Planning for Regional Waste Water System : Its Relationship to Land Use and Social Structure.*

George Carey, Supervisor.

Current Employment: Professor, Department of City and Regional Planning, Hunter College, CUNY.

5) CHRISTOPHER BAKWESEGHA (1973). *Modernization and National Integration in Uganda.*

George Carey, Supervisor.

Current Employment: Faculty member, Makerere University, Uganda.

6) JOHN KELLER (1974). *The Capital Programming Process in New Jersey: Structure, Organization and Budgetary Considerations*

George Hagevik, Supervisor.

Current Employment: Professor, Department of Regional and Community Planning, Kansas State University.

7) PATRICK BEATON (1974). *A Positive Theory of the Local Political Economy.*

George Sternlieb, Supervisor.

Current Employment: Professor, New Jersey Institute of Technology, Newark, NJ.

8) KENNETH PACK (1974). *The New Jersey Department of Education: The Marburger Years. A Case Study of Bureaucratic Innovation, Planning and the Politics of Education at the State Level.*

Susan Fainstein, Supervisor.

Current Employment: Partner in law firm.

9) ETHAN T. SMITH (1974). *Mathematical Models for Environmental Quality Management.*

George Carey, Supervisor.

Current Employment: U.S. Environmental Protection Agency.

10) JEROME JONES (1974). *Urban Education Field Agent Programs and Policy Development at State Departments of Education.*

Susan Fainstein, Supervisor.

Current Employment: Educational Consultant.

11) JUSTICE MLIA (1975). *Urbanization as a Process of Modernization: The Dynamics of the Central Place System in Malawi.*

Salah El-Shakhs, Supervisor.

Current Employment: Faculty member, University of Malawi.

12) PETER BREYER (1976). *Neighborhood Health Centers: A Social Policy Analysis.*

Susan Fainstein, Supervisor.

Current Employment: Co-Director, Urban Health Institute, New Jersey.

13) SIMEON HOOK (1976). *Attitudes Toward Air Quality and Ice Management in Middlesex County, New Jersey.*

Michael Greenberg, Supervisor.

Current Employment: U.S. Environmental Protection Agency.

14) CLARK TAYLOR (1976). *Planning an Urban Experimental College: A Case Study of the College of Public and Community Services.*

Susan Fainstein, Supervisor.

Current Employment: Professor, University of Massachusetts, Boston.

15) PETER ROGGEMANN (1976). *Community Organizations and Neighborhood Preservation: Housing Initiatives and Agency Response in New York City.*

Susan Fainstein, Supervisor.

Current Employment: Vice President, Chase Manhattan Bank, New York.

16) LARRY BENNETT (1976). *The Contemporary Urban District: Machine Politics Old, New, and Decentralized.*

Susan Fainstein, Supervisor.

Current Employment: Professor, Department of Political Science, DePaul University.

17) NEWTON LEVINE (1976). *On the Way To School: The Future Configuration of School Districts.*

Current Employment: Professor, Ramapo College.

18) MONICA LETT (1977). *Rent Control as an Instrument of Local Housing Policy.*

George Sternlieb, Supervisor.

Current Employment: Retired.

19) KENNETH LIPNER (1977). *A Comparison of Five Employment and Training Programs for Employing the Disadvantaged.*

Melvin Levin, Supervisor.

Current Employment: Professor, Department of Economics, Florida International University.

20) JOHN WELLS (1977). *Poverty Amidst Riches: Why People Are Poor in Appalachia.*

Melvin Levin, Supervisor.

Current Employment: Director, Federal Mediation and Conciliation Service, Washington, DC

21) JON WEYLAND (1977). *Travel Behavior and Transportation Associated with Planned Unit Development: A Study of Recent Suburban Development in New Jersey.*

Robert Burchell, Supervisor.

Current Employment: Peat, Marwick, and Mitchell, New Jersey.

22) DAVID LISTOKIN (1978). *The Urban Financing Problem: An Evaluation of the Economic and Eco-Race Models of Lender Behavior.*

George Sternlieb, Supervisor.

Current Employment: Professor, Center for Urban Policy Research, Rutgers University.

23) WILLA JOHNSON (1978). *Black City Mayors: Newark, A Case Study.*

Melvin Levin, Supervisor.

24) MARGARET MUKHERJEE (1978). *Evaluating the Impact of Federally Assisted Code Enforcement on Neighborhood Stability.*

Robert Burchell, Supervisor.

Current Employment: Professor, Montclair State College.

25) RONALD FORESTA (1978). *Acquiring Public Open Space in an Urban State: The Politics and Dynamics of New Jersey's Green Acres Program.*

Susan Fainstein, Supervisor.

Current Employment: Professor, Department of Geography, University of Tennessee.

26) THEODORE KOEBEL (1979). *Planning Technique and Process in a Bargaining Framework.*

Donald Krueckeberg, Supervisor.

Current Employment: Professor and Director, Housing Research Center, Virginia Polytechnic Institute.

27) ADEMOULA SALAU (1979). *Evaluating the Impact of Administrative Decentralization on Regional Development in Nigeria as an Alternative Growth Center Strategy.*

Salah El-Shakhs, Supervisor.

Current Employment: Africa Desk, Climate Change Global Environmental Facility, United Nations, New York.

28) MARTIN BIERBAUM (1980). *Hoboken: A Comeback City.*

Susan Fainstein, Supervisor.

Current Employment: Associate Director, National Center for Smart Growth Research, University of Maryland, College Park.

29) BARRY ORTON (1980). *Media-Based Issue Balloting for Regional Planning.*

James Hughes, Supervisor.

Current Employment: Associate Professor, University of Wisconsin, Madison.

30) G. WILLIAM PAGE (1980). *Toxic Substances in Water: Patterns of Condemnation and Policy Implications.*

Michael Greenberg, Supervisor.

Current Employment: Professor and Chair, Department of Environmental Design and Planning, SUNY Buffalo.

31) SARA ROSENBERRY (1980). *The Role of Ideology in Public Development: A Comparison of British and American Old Age Income Security Efforts.*

Susan Fainstein, Supervisor.

Current Employment: Foreign Service Officer, U.S. Foreign Service, Washington, DC

32) RICHARD TOMLINSON (1980). *Spatial Inequality and Public Policy in Less Developed Countries: The Case of Kenya.*

Salah El-Shakhs, Supervisor.

Current Employment: Professor, Department of Development Planning, University of the Witwatersrand, South Africa.

33) RICHARD F. ANDERSON (1981). *Hazardous Waste Siting in Middlesex County.*

Michael Greenberg, Supervisor.

Current Employment: Director of Government Affairs, Wheelabrator Technologies.

34) ABBAS HIRYA (1981). *Transportation, Economic Development, and Spatial Transformation in Uganda.*

Salah El-Shakhs, Supervisor.

35) CARL HOROWITZ (1981). *Housing Choice and Family Life Cycle: The Changing Functions of the Garden Apartment.*

Robert Burchell, Supervisor.

Current Employment: Washington Correspondent, Investor's Business Daily.

36) BENJAMIN MAZUR (1981). *People, Politics, and Planning: The Comparative History of Three Urban Communities.*

James Hughes, Supervisor.

37) MARILYN REEVES (1982). *The Impact of Conflicting Social Goals on Preventive Health Policy Making: A Case Study of the Anti-Smoking Campaign.*

Robert Beauregard, Supervisor.

38) MARJORIE FEINSON (1982). *Distress and Social Support: A Needs Assessment of Bereaved Older Adults.*

Robert Beauregard, Supervisor.

39) HARVEY MOSKOWITZ (1983). *Planning Boards in New Jersey: Current Realities and Historical Perspectives.*

James Hughes, Supervisor.

Current Employment: Harvey S. Moskowitz, PP, PA, Community Planning Consultants, Retired.

40) TAREK ABOUL-ATTA (1985). *The Spatial Urban and Economic Concentration in the Less Developed Countries: A Reassessment of the Inter-Regional Divergence-Convergence Hypotheses.*

Salah El-Shakhs, Supervisor.

Current Employment: Professor of Planning, Faculty of Engineering, University of Cairo, Egypt.

- 41) YOU-WEN HSIEH (1985). *Urban Deconcentration in Developing Countries: A Study of Trends and Policies of Population Decentralization from Major Urban Centers, Taiwan and South Korea*. Salah El-Shakhs, Supervisor.
- 42) BETH KRUGMAN (1985). *The Impact of Pollution Control on Manufacturing: A Study of the Pharmaceutical Industry in New Jersey*. Michael Greenberg, Supervisor.
- 43) MICHAEL MCKINNEY (1986). *Organizational Dependence and Effectiveness in the Human Service Sector*. Robert Beauregard, Supervisor.
- 44) FARHAD ATASH (1986). *The Spatial Consequences of Dependent Industrialization, Government Regional Policies and Ethnicity: A Case of Iran, 1941-1979*. Salah El-Shakhs, Supervisor.
Current Employment: Professor and Chair, Department of Community Planning, University of Rhode Island.
- 45) FELIX BARRETO (1986). *Rental Housing Production and Fiscal Effects of Rent Control*. Robert Burchell, Supervisor.
Current Employment: Professor, California State University at Pomona
- 46) CURT WINKLE (1986). *Determinants of the Role of the Nonprofit Sector in Providing Social Services*. Robert Beauregard, Supervisor.
Current Employment: Associate Professor and Chair, Department of Urban Planning, University of Illinois, Chicago.
- 47) DAVID ROSE (1989). *Health Science and Environmental Science Based Producer Services: Location and Linkages*. Michael Greenberg, Supervisor.
- 48) JON ERICKSON (1989). *Factors Contributing to Plant Closings in the United States 1969-1975*. Robert Beauregard, Supervisor.
Current Employment: Associate Professor of Public Administration, Kean University, NJ
- 49) ALEX SCHWARTZ (1989). *The Geography of Corporate Services in the New York Urban Region*. Susan Fainstein, Supervisor.
Current Employment: Professor and Chair, Urban Policy Analysis and Management, Milano, The New School for Management and Urban Policy
- 50) JONG PARK (1990). *Impact of the Growth Center Strategy on Population Dispersion in Korea*. Hooshang Amirahmadi, Supervisor.
Current Employment: Assistant Professor, Department of Public Administration, Kyungpook National University, Dagu, South Korea.
- 51) HEATHER MACDONALD (1990). *The Development Planning Process in the Transport Sector of the Southern African Development Coordination Conference (SADCC) 1980-1986*.

Susan Fainstein, Supervisor.

Current Employment: Associate Professor, Department of Planning, University of Iowa.

52) ALAN PETERS (1990). *The Scottish Development Agency and the Development of the Indigenous High Technology Sector in Silicon Glen, Scotland.*

Susan Fainstein, Supervisor.

Current Employment: Associate Professor, Department of Planning, University of Iowa.

53) NEBAHAT TOKATLI (1990). *Imported, Informalized, and Place-Bound Labor: Turkish Immigrant Community in Paterson, New Jersey.*

Robert Beauregard, Supervisor.

Current Employment: Independent Scholar and Adjunct Professor, New School University.

54) LAWRENCE NEWTON (1990). *The Impact of Tax Sharing on Fiscal Disparity Among Municipalities in the Hackensack Meadowlands of New Jersey.*

John Pucher, Supervisor.

55) SAWSAN BAKR (1990). *Very Small Business Establishments and Metropolitan Development in the United States 1962-1985.*

Robert Beauregard, Supervisor.

Current Employment: Associate Professor, Department of Architecture, Faculty of Engineering, University of Cairo, Egypt.

56) JOSE PUNSODA (1990). *Decentering Puerto Rico: The Industrial Decentralization Policy-Origin and Impact.*

Hooshang Amirahmadi, Supervisor.

Current Employment: Assistant Professor, University of Puerto Rico, Rio Piedras, Puerto Rico.

57) IRA HIRSCHMAN (1991). *Spatial Equity and Transportation Finance: A Case Study of the New York Metropolitan Region.*

John Pucher, Supervisor.

Current Employment: Senior Economist and Transport Planner, Parsons Brinckerhoff, Quade and Douglass, Inc., New York City.

58) GLEN BELNAY (1991). *Recycling of Solid Waste.*

Michael Greenberg, Supervisor.

Current Employment: Health Officer of Hillsborough Township, NJ.

59) BERNADETTE WEST (1991).

Michael Greenberg, Supervisor.

Current Employment: Assistant Professor, School of Public Health, University of Medicine and Dentistry of New Jersey – Robert Wood Johnson Medical School, New Brunswick, New Jersey.

60) GEORGE FENICH (1992). *The Dollars and Sense of Convention Centers.*

Susan Fainstein, Supervisor.

Current Employment: Associate Professor, School of Hotel, Restaurant, and Tourism Administration, University of New Orleans.

- 61) VASANTT JOGOO (1993). *Environmental Planning in Small Island Nations: The Interface Between Economic Growth and Environment in Mauritius*.
Frank Popper, Supervisor.
Current Employment: African Development Bank, Abidjan, Ivory Coast.
- 62) ROBERT CULLETON (1993). *Restructuring the Countryside: Dispersed Economic Growth and Rural Planning's Response*.
Susan S. Fainstein, Supervisor.
Current Employment: Research Scientist I, New Jersey Department of Health/Senior Services, Division of Addiction Services.
- 63) ALLAN LICHTENSTEIN (1993). *Ideology and the Organization of Industrial Production: A Comparative Study of Four Production Structures in Israel*.
Susan Fainstein, Supervisor.
Current Employment: Poverty Research Institute, Legal Services of New Jersey.
- 64) HSIEN-HSING LIAO (1993). *Alternative Approach for Project Evaluation and Financing: Applications in Secondary Housing Financial Markets*.
James W. Hughes, Supervisor.
Current Employment: Associate Professor, Department of Finance, College of Business Administration, National Taiwan University.
- 65) DIMITRI IOANNIDES (1993). *The State, Transnationals, and the Dynamics of Tourism Evolution in Small Island Nations*.
Ann Markusen, Supervisor.
Current Employment: Associate Professor, Southwest Missouri State University.
- 66) MARGARET MIANO (1994). *Establishment of Community Residences for the Developmentally Disabled - Why Some States Are Succeeding*.
Richard Brail, Supervisor.
- 67) STEVEN C. DINERO (1995). *Human Settlement in Post-Nomadic Bedouin Society: An Assessment of Social and Economic Transformation in Segev Shalom, Israel*.
Salah El-Shahks, Supervisor.
Current Employment: Associate Professor of Human Geography, Philadelphia University.
- 68) HASSAN HEGAB (1995). *New Cities in Egypt: A Study of Migrants Experiences in Older and New Cities, the Case of Tenth of Ramadan and Belbeis*.
Salah El-Shahks, Supervisor.
Current Employment: Assistant Professor, College of Architecture & Planning, King Saud University, Saudi Arabia.
- 69) KAREN LOWRIE (1995). *Planning to Promote Ground Water Pollution Prevention in Small Businesses*.
Michael Greenberg, Supervisor.
Current Employment: Post-Doctoral Associate, National Center for Neighborhood and Brownfields Redevelopment, Rutgers University.

70) MARK MOTTE (1995). *The Incidence of High School Dropout: An Analysis of Educational Failure.*

Don Krueckeberg, Supervisor.

Current Employment: Assistant Vice President for Academic Affairs, Director of the David E. Sweet Center for Public Policy, and Professor of Geography, Rhode Island College, Providence, RI

71) SOLOMON MULGETA (1995).

Donald Krueckeberg, Supervisor.

Current Employment: Chair, Department of Geography, Addis Ababa University, Ethiopia.

72) JESSICA SANCHEZ (1996). *Municipal Interest and Voluntary Action for Ground Water Protection in New Jersey.*

Michael Greenberg, Supervisor.

Current Employment: New Jersey Office of State Planning

73) NEVIN COHEN (1996). *Improving Corporate Environmental Performance Through Citizen Participation: A Study of the Implementation of Community Advisory Panels by the United States Chemical Industry.*

Michael Greenberg, Supervisor.

Current Employment: Assistant Professor of Environmental Studies, Eugene Lang College, New School for Liberal Arts, NY

74) WEIPING WU (1996). *Pioneering Economic Reform Through Promoting Foreign Investment in China's Special Economic Zones.*

Hooshang Amirahmadi, Supervisor.

Current Employment: Assistant Professor, Department of Urban Studies and Planning, Virginia Commonwealth University, Richmond, VA

75) ANN CURLEY (1996). *An Assessment of Burden, Control, and Professional Support of the Caregivers of Abused Elderly.*

Meredith Turshen, Supervisor.

Current Employment: Assistant Professor of Clinical Nursing, School of Nursing, University of Medicine and Dentistry of New Jersey.

76) GRANT R. SAFF (1996). *Urban Change During the Political Transition in South Africa: The Case of Cape Town.*

Susan Fainstein, Supervisor.

Current Employment: Professor and Chair, Department of Geography, Hofstra University.

77) FRANCOS HALLA (1997). *Institutional Arrangements for Urban Management: The Sustainable Dar-es-Salaam Project.*

Salah El-Shakhs, Supervisor.

Current Employment: Senior Lecturer, University of Dar-es-Salaam, Tanzania.

78) ANN GRAHAM (1997). *Citizen Participation in Small Polish Towns.*

Susan Fainstein, Supervisor.

Current Employment: Program Administrator, Local Democracy in Poland Project, Rutgers University.

79) MARVA WILLIAMS (1997). *Linking State Economic Development and Environmental Protection Policy*.

Robert Lake, Supervisor.

Current Employment: Senior Research Associate, Woodstock Institute, Chicago, Illinois.

80) JONATHAN FELDMAN (1997). *Diversification Success and Failure After the Cold War: An Evaluation of Naysayer, Minimalist and Conversion Barriers Theories*.

Ann Markusen, Supervisor.

Current Employment: Post-Doctoral Fellow, Department of Technology and Social Change, University of Linkoping, Sweden.

81) MOHAMMAD RAZAVI (1997). *Learning to Industrialize: A Comparative Study of Four Industrial Poles in Brazil and Iran*.

Ann Markusen, Supervisor.

Current Employment: Adjunct Professor, Allameh Tabatabai University, Tehran, Iran.

82) BASILIO VERDUZCO CHAVEZ (1997). *Transnational Activism and Environmental Conflicts in the United States - Mexican Border Region*.

Michael Greenberg, Supervisor.

Current Employment: Professor, Instituto de Estudios Economicos y Regionales, Universidad de Guadalajara, Mexico.

83) RENEE SIEBER (1997). *Computers in the Grass Roots: Environmentalist, Geographic Information Systems, and Public Policy*.

Lyna Wiggins, Supervisor.

Current Employment: Professor, Department of Geography and Planning, McGill University, Montreal, Canada.

84) EVE BARON (1998). *The Right To Gamble: Opposition To American Indian Reservation Casinos*.

Briavel Holcomb, Supervisor.

Current Employment: Land Use Planner, Brooklyn Borough President's Office, Brooklyn, NY

85) CATHERINE HILL (1998). *Re-Use of Former Military Bases: An Evaluation of Four Converted Naval Bases*.

Ann Markusen, Supervisor.

Current Employment: Policy Researcher, Institute for Women's Policy Research, Washington, DC

86) KATHARINE TYLER MILLER (1998). *The Dwelling-Use Problems of Low-Income Elderly Residents of Public Housing: the Demand for On-Site Supportive Services*.

James Hughes, Advisor.

87) PATRICIA GRAY (1999). *Emerging Industries and Mature Regions: A Study of Location, Strategy and Scale in Biotechnology*.

Ann Markusen, Supervisor.

Current Employment: Lecturer, Department of Geography, Cambridge University, UK

88) MARLEN LLANES (1999). *Similar Designs and Divergent Outcomes in Processes of Decentralization: A Comparison of Chile and Nicaragua.*

Ann Markusen, Advisor.

Current Employment: Regional Program Coordinator, United Nations World Food Programme, Regional Office for Latin America and the Caribbean, Managua, Nicaragua

89) HENRY MAYER (1999). *The Economic Future of Regions Surrounding Major Nuclear Weapon Sites: Bright or Bleak?*

Michael Greenberg, Advisor.

Current Employment: Executive Director, National Center for Neighborhood and Brownfields Redevelopment, Rutgers University

90) JANICE WELLS (1999). *The Re-emergence of the Two-family Housing Model: A Response to Changing Demographics.*

James W. Hughes, Supervisor.

Current Employment: Lecturer, Bloustein School of Planning & Public Policy, Rutgers University

91) ANAK AGUNG AGUNG (2000). *A Regional Growth Model for South New Jersey.*

Richard Brail, Supervisor

Current Employment: Project Manager, ESRI Professional Services, Redlands, CA

92) POOYA ALAEDINI (2000). *Investment, Human Capital and Industrialization in Developing Countries: The Case of Iran.*

Hooshang Amirhamadi, Supervisor.

Current Employment: Assistant Professor of Social Planning, Faculty of Social Science, University of Tehran

93) DAVID GLADSTONE (2000). *From Pilgrimage to Package Tourism: A Comparative Study of Travel and Tourism in the Third World.*

Susan Fainstein, Supervisor

Current Employment: Assistant Professor, University of New Orleans, LA

94) SUSANA FRIED (2000). *Micro Enterprise and Democratic Development in the United States*

Susan Fainstein, Supervisor

Current Employment: Gender and Human Rights Consultant, Brooklyn, New York

95) ELLEN SHOSHKES (2000). *East-West: Interactions Between the United States and Japan and their Effects on Community Development.*

Susan Fainstein, Supervisor.

Current Employment: Senior Urban Designer, New Jersey Office of State Planning, Trenton, NJ

96) DARIEN SIMON (2000). *Reuse and Public Participation at Small DOE Sites.*

Michael Greenberg, Supervisor.

Current Employment: Research Associate, National Center for Neighborhood & Brownfield Redevelopment, Rutgers University

97) YI-LING CHEN (2000). *Housing Women in Taiwan.*

Robert Lake, Supervisor.

Current Employment: Assistant Professor, Nan-Hua University, Taiwan.

98) NEAL DENNO (2001). *Foundation of Sand – Increasing Efficiency by Devolution: Transit Industry Productivity During the Reagan-Bush Years.*

Richard Brail, Supervisor.

Current Employment: Transportation Planner, Wilbur Smith Associates, Anaheim, CA

99) GAVIN SHATKIN (2001). *Agents of Change? Community-Based Organizations and the Politics of Shelter Delivery in Metro Manila, Philippines.*

Susan Fainstein, Supervisor

Current Employment: Professor, Taubman School of Architecture and Planning, University of Michigan.

100) TATIANA WAH-GRULLON (2001). *Reconnecting Expatriates: An Alternative Strategy for Development.*

Hooshang Amiramadi, Supervisor

Current Employment: Visiting Assistant Professor, Milano School, New School University.

101) YONG-SOOK LEE (2001). *Does Geographical Proximity Matter? The South Korean and Japanese Automobile Industries.*

Ann Markusen, Supervisor.

Current Employment: Associate Professor, Department of Public Administration, Korea University

102) JEFFREY LOWE (2001). *Community Foundation Support for Community Development Corporations.*

Donald Kruckeberg, Supervisor.

Current Employment: Associate Professor, City and Regional Planning Program, University of Memphis, TN

103) JAINABA KAH (2001). *Urban Transportation Privatization and Regulation in Sub-Saharan Africa. Problems, Policies and Prospects: Case Studies of Senegal and The Gambia.*

Donald Kruckeberg, Supervisor.

Current Employment: Urban Specialist, Water and Urban Unit, The World Bank, Central and Western Africa, Africa Region.

104) WANSOO IM (2001). *Childhood Asthma: Demographic, Social and Environmental Differences. New Jersey 1993-1995.*

Lyna Wiggins, Supervisor.

Current Employment: Principal, Vertices, LLC, New Brunswick, NJ.

105) EDWARD RAMSAMY (2001), *From Projects to Policy: The World Bank and Housing in the Developing World.*

Susan Fainstein, Supervisor.

Current Employment: Associate Professor, Africana Studies Department, Rutgers University

106) LAURA SOLITARE (2001). *Public Participation In Brownfields Redevelopments Located In Residential Areas.*

Michael Greenberg, Supervisor.

Current Employment: Associate Professor, Urban Planning and Environmental Policy, Texas Southern University

107) CATHERINE GALLEY (2001). *Cultural Policy, Cultural Heritage and Regional Development in the European Union*.

Briavel Holcomb, Supervisor.

108) FRANCES HOFFMAN (2001). *Utilizing Municipal Solid Waste Combustion Residue in Construction Applications – Analysis of Attempts to Establish Demonstration Projects in the United States: Process, Perception, Policy and Technology*.

Michael Greenberg, Supervisor.

109) ROBERT STOKES (2002). *Business Improvement Districts: Their Political, Economic and Quality of Life Impacts*.

Susan Fainstein, Supervisor.

Current Employment: Assistant Professor, School of Urban and Public Affairs, University of Texas – Arlington

110) LEWIS DIJKSTRA (2002). *Public Spaces in Suburbia and Tourism Destinations: Comparing New Jersey to the Netherlands*.

Susan Fainstein, Supervisor.

Current Employment: Auxillary Functionaire, European Commission.

111) KRISTOPHER RENGERT (2002). *The Effect of Minority Ownership of Financial Institutions on Mortgage Lending to Minority and Lower Income Home Seekers: A Cross-Section and Time Series Analysis*

David Listokin, Supervisor.

Current Employment: Senior Research Fellow, Fannie Mae Foundation.

112) MICHAEL FRISCH (2002). *Measuring Regional Capacity*.

Michael Greenberg, Supervisor.

Current Employment: Associate Professor, Department of Architecture, Urban Planning and Design, University of Missouri – Kansas City.

113) JANE SPONHOLZ (2002). *Telemedicine as Viable Health Delivery*.

Michael Greenberg, Chair.

114) BRIAN SCHMITT (2002). *Assessing the Effects of Community Reinvestment Act Agreements on Bank Lending Behavior*.

David Listokin, Supervisor.

Current Employment: Research Officer, Community Development Venture Capital Alliance.

115) JUDITH SHAW (2002). *Benefits and Neighborhood Equity in Siting Decisions: What Do They Get? When Do They Get It?*

Michael Greenberg, Supervisor.

Current Employment: Post-Doctoral Associate, National Center for Neighborhood and Brownfields Redevelopment, Rutgers University

- 116) ELYSE GOLOB (2003), *The Urban Laboratory: Technology Transfer as an Economic Development Strategy in New York City*.
Ann Markusen, Supervisor.
Current Employment: Executive Director, Center of Excellence-Border Security and Immigration, University of Arizona, Tucson, AZ
- 117) WANDA MILLS-BOCACHICA (2003), *Identity, Power and Place at the Margins: Negotiating Difference in el barrio San Anton Ponce, Puerto Rico*.
Donald Krueckeberg, Supervisor.
Current Employment: Historic Preservation Planner, Virgin Islands Historic Preservation Office; Researcher and Policy Adviser, Virgin Islands Delegate to Congress.
- 118) DEIKE PETERS (2003), *Planning for a Sustainable Europe? A Case Study of EU Transport Infrastructure Policy in the Context of Eastern Enlargement*.
Susan Fainstein, Supervisor.
Current Employment: Lecturer, Department of City and Regional Planning, Technical University of Berlin.
- 119) DAVID LEWIS (2003), *Innovation, Incubation, and Place: An Empirical Analysis of the Technology Incubators in their Host Communities*.
Ann Markusen, Supervisor.
Current Employment: Associate Professor, Department of Geography and Planning, State University of New York, Albany.
- 120) ALIDAD MAFINEZAM (2003), *For Inquiry and Reform: Think Tanks of the Progressive Era*.
Frank Popper, Supervisor.
Current Employment: Visiting Fellow, University of Toronto.
- 121) ANNA LAURA WOLF-POWERS (2003), *The Effect of Labor Market Intermediaries on Career Opportunity for Non-College-Educated Workers: A Supply- and Demand-Side Analysis*.
Ann Markusen, Supervisor.
Current Employment: Associate Professor, Department of City Planning, University of Pennsylvania, Philadelphia, PA
- 122) MARLA NELSON (2003), *Intra-Metropolitan Location: The Public Accounting Industry in the Chicago and Minneapolis-St. Paul Regions*.
Susan Fainstein, Supervisor.
Current Employment: Associate Professor, College of Urban and Public Affairs, University of New Orleans.
- 123) ANTONIA CASELLAS (2003), *The Barcelona Model? Agents, Policies and Planning Dynamics in Tourism Development*.
Briavel Holcomb, Supervisor.
Current Employment: Assistant Professor, Department of Geography, Universitat Autònoma de Barcelona
- 124) JOSEPH HOERETH (2004), *CDCs and Intermediary Support: Balancing Resources and Control*.
Susan Fainstein, Supervisor.

Current Employment: Development Associate, Community Development Associates.

125) FEREDOUN NIKPOUR (2004). *Relationship Between Changes of Urban Primacy and Demographic and Macro Economic Fluctuations: Case Study of Iran.*

Hooshang Amirahmadi, Supervisor.

Current Employment: Lecturer, Rutgers University, New Brunswick, NJ.

126) SORAYA GOGA (2005). *Property Power vs. People Power: An Examination of the Decentralised Construction of Office Space in the Johannesburg Region.*

Susan Fainstein, Supervisor.

Current Employment: Urban Specialist, South Asia Energy and Infrastructure, World Bank.

127) YEN WEN SANDRA PENG (2004). *Deliberating Prostitution Policy: Frame-Critical Analysis for Intractable Policy Controversies.*

Frank Fischer and Briavel Holcomb, Co-Supervisors.

Current Employment: Assistant Professor, Department of Public Policy and Management, Shih Hsin University, Taipei, Taiwan.

128) KURT PAULSEN (2004). *Land Use and Locational Justice: Land Use and Fiscal Policies of New Jersey Municipalities*.

Don Krueckeberg, Supervisor.

Current Employment: Associate Professor, Urban and Regional Planning, University of Wisconsin, Madison

129) PHILIP ASHTON (2005). *Advantage or Disadvantage? The Changing Institutional Landscape of Central City Mortgage Lending.*

David Listokin, Supervisor.

Current Employment: Associate Professor, Urban Planning and Policy Program, University of Illinois, Chicago

130) JOHN RENNE (2005). *Transit Oriented Development: Measuring Benefits, Analyzing Trends and Evaluating Policy.*

Michael Greenberg, Supervisor.

Current Employment: Associate Professor and Associate Director, Merritt C. Becker, Jr. Maritime and Intermodal Transportation Center, College of Urban and Public Affairs, University of New Orleans.

131) AARON FICHTNER (2005). *The Effect of State-Subsidized, Firm Specific Training Programs on Firm Location and Training Decisions.*

Carl Van Horn, Supervisor.

Current Employment: Director, Research and Evaluation, John J. Heldrich Center for Workforce Development, Rutgers University.

132) LALITHA KAMATH (2006). *Achieving Global Competitiveness and Local Poverty Reduction? Examining the Public-Private Partnering Model of Governance in Bangalore, India.*

Susan Fainstein, Supervisor.

- 133) JENNIFER ALTMAN (2006). *Matching University Resources to Community Needs: Case Studies of University-Community Partnerships*.
Robert Lake, Supervisor.
Current Employment: Instructor and Community-Based Research Consultant, Department of History and Social Behavior, Center for Civic Engagement, Middlesex County College, Edison, NJ.
- 134) KRISTEN CROSSNEY (2006). *The Paradox of Predatory Lending: An Examination of Mortgage Lending in Philadelphia, Pennsylvania*.
David Listokin, Supervisor.
Current Employment: Assistant Professor, West Chester University of Pennsylvania.
- 135) STEPHAN SCHMIDT (2006). *Nature in the Suburbs: Open Space Preservation, Fiscal Planning, and Exclusion*.
Donald Krueckeberg, Chair.
Current Employment: Assistant Professor, Department of City and Regional Planning, Cornell University, Ithaca, NY.
- 136) STACEY SUTTON (2006). *Contested Spaces and Countervailing Practices: Urban Revitalization and the Agency of Neighborhood Entrepreneurs*.
Susan Faistein, Chair. (interdisciplinary Ph.D. degree with Sociology)
Current Employment: Assistant Professor, Graduate School of Architecture, Planning and Preservation, Columbia University, New York, NY.
- 137) JUSTIN HOLLANDER (2006). *Unwanted, Polluted, and Dangerous: America's Worst Abandoned Properties and What Can be Done About Them*.
Michael Greenberg, Chair.
Current Employment: Assistant Professor, Department of Urban and Environmental Policy and Planning, Tufts University.
- 138) DEBRA BRUCKER (2007). *Disability, Substance Abuse and Public Disability Benefits*.
Radha Jagannathan, Chair.
Current Employment: Supervisor of Data and Research, State of Maine Office of Substance Abuse.
- 139) JEREMY NEMETH (2007). *Security and the Production of Privately Owned Public Space*.
Robert Lake, Chair.
Current Employment: Associate Professor, University of Colorado, Denver, CO
- 140) MATTHEW CUDDY (2007). *A Practical Method for Developing Context-Sensitive Residential Parking Standards*.
David Listokin, Supervisor.
Current Employment: Research Coordinator, The Transportation Center, Northwestern University, Evanston, IL
- 141) SUDHA MAHESHWARI (2007). *Disaster Damage Estimation Models: Data Needs versus Ground Reality*.
Richard Brail, Supervisor.

Current Employment: Operations Manager, Sanborn Map Company

142) CORIANNE SCALLY (2007) *States, Housing, and Innovation: The Role of State Housing Finance Agencies.*

David Listokin, Supervisor.

Current Employment: Assistant Professor, Department of Geography and Planning, University at Albany – SUNY

143) BRIAN SCHILLING (2009). *Local Planning for Agriculture: A New Charge to the Planning Profession.*

Clinton Andrews, Chair.

Current Employment: Associate Director, Food Policy Institute, Rutgers University.

144) CHRISTOPHER HANSON (2007). *The Institute of Medicine's 2001 Report on Palliative Cancer Care as an Instrument of Innovation in Palliative Oncology.*

Dona Schneider, Supervisor.

145) LEELA HEBBAR (2008). *Three Essays Evaluating New Jersey's Individual Training Grant Program.*

William Rodgers, Supervisor.

Current Employment: Consultant, MGT of America, Inc.

146) ANA BAPTISTA (2008). *Just Policies? A Multiple Case Study Evaluation of State Environmental Justice Policies.*

Clinton Andrews, Supervisor.

Current Employment: Project Manager, Ironbound Community Corporation, Newark, NJ.

147) RALPH BUEHLER (2008). *Transportation Policies, Spatial Development Patterns, and Individual Travel Behavior: A Comparison of Germany and the US*

John Pucher, Supervisor.

Current Employment: Assistant Professor, Virginia Polytechnic Institute and State University.

148) JOHN POSEY (2008). *Coping with Climate Change: Toward a Theory of Adaptive Capacity.*

Clinton Andrews, Supervisor.

Current Employment: Manager of Research Services, East-West Gateway Council of Governments

149) JOSEPHINE FAASS (2009). *"Mission Accomplished" or "Mission Impossible?" Current Practices, Common Challenges and Innovative Solutions in State-Level Oil Pollution Regulation.*

Michael Greenberg, Supervisor.

Current Employment: Research Assistant Professor and Research Coordinator, Drexel University Engineering Cities Initiative

150) MONICA TAYLOR-JONES (2009). *Breast Cancer Mortality: A Social Justice Perspective.*

Joel Cantor, Supervisor.

Current Employment: Scientific Data Analyst, National Center for HIV, STD and TB Prevention, Division of HIV and AIDS Prevention, Centers for Disease Control, Atlanta, GA

151) MOOK HAN KIM (2009). *Eco-industrial Developments in the US: Spatial Forms, Contextual Factors, and Institutional Fabrics of Greener Plants and Offices.*

Clinton Andrews, Supervisor.

Current Employment: Associate Research Fellow, Metropolitan Policy Research Group, Seoul Development Institute, Seoul, South Korea

152) UMA KRISHNAN (2009). *Emerging from the Shadows: A Case Study of Goleta Incorporation.*
Briavel Holcomb, Supervisor.

Current Employment: City Planner II/Urban Demographer, Bureau of Planning & Sustainability, City of Portland, OR

153) LUIS BALULA (2010). *Urban Design and Planning Policy: A Contextual Approach.*

Anton Nelessen, Supervisor.

Current Employment: Planning Consultant, Consultores, Lisbon, Portugal

154) GWENDOLYN HARRIS (2010). *The Impact of Affordable Housing on Taxable Property Valuation in a Poor City.*

Michael Greenberg, Supervisor.

Current Employment: Associate Director, Walter Rand Institute for Public Affairs, Rutgers University, Camden

155) MI SHIH (2010). *Disputed Relocation and Property Development in Shanghai, 1990-2005.*

Robert Lake, Supervisor.

Current Employment: Post-Doctoral Fellow, China Research Centre, University of Technology Sydney, NSW, Australia

156) NISHA KORATTYWAROOPAM (2010). *The Role of Privatization in Improving the Efficiency of Urban Bus Services: The Case of India.*

John Pucher, Supervisor.

Current Employment: Lecturer, Department of Earth and Environmental Sciences, C.W. Post Campus, Long Island University

157) HYUNSOO PARK (2010). *The Social Structure of Large-Scale Blackouts: Changing Environment, Institutional Imbalance, and Unresponsive Organizations.*

Clinton Andrews, Supervisor.

Current Employment: Research Assistant, Alan M. Voorhees Transportation Center, Rutgers University

158) SEONG-JAI KIM (2010). *Institutions for a Sustainable Locality: Eco-Efficiency and Equity Improvements for Sustainable Environmental Management of Korean Localities.*

Clinton Andrews, Supervisor.

Current Employment: Director of Green Energy Division, Gyeonggi Provincial Government, South Korea

159) MARGARET BRENNAN-TONETTA (2010). *A Methodology and Decision Support Tool for Informing State-Level Bioengineering Policymaking: New Jersey Biofuels as a Case Study.*

Clinton Andrews, Supervisor.

Current Employment: Associate Director, New Jersey Agricultural Experiment Station, Rutgers University

160) ROBERT CHECCHIO (2011). *Crisis in the Skies: The Challenge of Forming United States National Aviation Policy*.

Michael Lahr, Supervisor.

Current Employment: Retired

161) DEBRA BORIE-HOLTZ (2011). *Breaking Through the Glass Ceiling Only to Get Stuck in the Rafters: A Study of Gendered Legislative Leadership in the Fifty State Politics*.

Alan Rosenthal, Supervisor.

Current Employment: Lecturer, Bloustein School of Planning and Public Policy, Rutgers University

162) SHARON PINNELAS (2011). *Traffic Now, Transit Later: Understanding Current and Future Travel Behavior of Residents in Active-Adult Communities*.

Radha Jagannathan, Supervisor.

163) STEPHEN O'CONNOR (2011). *State Mandated Versus Market-Based Locations of Affordable Housing: The Impact of State Housing Programs on the Production of Affordable Housing in the United States*.

Robert Buchell, Supervisor.

Current Employment: President and CEO, NuHouse Group

164) HSIU-TZU BETTY CHANG (2011). *Place Making Versus Place Marketing: The Implications of the Main Street Approach to Neighborhood Commercial Revitalization*.

Briavel Holcomb, Supervisor.

Current Employment: Assistant Professor, Department of Urban Planning, National Cheng Kung University, Taiwan

165) ALAN CANDER (2011). *The Law and Practice of Municipal Land Assembly: Fifty Years of Urban Redevelopment and Community Opposition in Newark, New Jersey*.

Robert Lake, Supervisor.

Current Employment: Lecturer, Bloustein School of Planning and Public Policy, Rutgers University.

166) CAROL CRONHEIM (2011). *The Long and Winding Road: Money, Culture, and Public Policy in New Jersey*.

Briavel Holcomb, Supervisor.

Current Employment: Seminar Director, Leadership New Jersey

167) SAMONNE MONTGOMERY (2011). *Organizing for Regime Change: An Analysis of Community Unionism in Los Angeles, 2000-2010*.

James DeFilippis, Supervisor.

Current Employment: Research Consultant, Partnership for Working Families

168) PAMELA LEBEAUX (2011). *What to Tell the Public? Information Design as Interpretation in Corridor Planning*.

Frank Fischer, Supervisor.

Current Employment: Senior Supervising Planner, Parsons Brinckerhoff

169) ARIANNA MARTINEZ (2011). *The Politics of Latino Belonging*.

Briavel Holcomb, Supervisor.

Current Employment: Assistant Professor, Urban Studies Department, LaGuardia Community College, CUNY

170) ELIZABETH NISBET (2011). *The Role of the State in Low-Wage Labor Supply: A Case Study of Farmworkers in New York State*.

Hal Salzman, Supervisor.

171) ROLANDO HERTS (2011). *From Outreach to Engaged Placemaking: Understanding Public Land-Grant University Involvement with Tourism Planning and Development*.

Briavel Holcomb, Supervisor.

Current Employment:

172) NATASHA TURSI (2011). *Poverty Deconcentration, Housing Mobility, and the Construction of Recent US Housing Policy: A Discourse Analysis of the Policy-Making Process*.

Robert Lake, Supervisor.

Current Employment: Assistant Dean, Faculty of Arts and Sciences, Rutgers University-Camden.

APPENDIX 2. PROGRAM NAVIGATION GUIDE *		
	FALL SEMESTER	SPRING SEMESTER
YEAR 1	<p><u>Register for:</u> 624 Planning, Policy & Social Theory (3) 628 Advanced Qualitative Methods (3) Elective (3)</p> <p>Program of Study Meeting Attend Library Info Session</p>	<p><u>Register for:</u> 630 Discrete Choice Methods (3) Elective (3) Elective (3)</p> <p>Schedule Methods Qualifying Exam for Fall Apply for Summer Predissertation Funding Attend GradFund Info Session on External Funding</p>
YEAR 2	<p><u>Register for:</u> Third methods course (3) Elective (3-6)</p> <p>Program of Study Meeting Arrange for transfer credits (up to 24) Take Methods Qualifying Exam Schedule Qualifying Exams for Spring</p>	<p><u>Register for:</u> 626 Advanced Scholarly Research (3) Elective (3-6) OR Research Credits (Prep for Qual Exams – maximum of 6 research credits)</p> <p>Qualifying Exams (Theory, 1st & 2nd Field) Apply for Summer Predissertation Funding Form Dissertation Committee</p>
YEAR 3	<p><u>Register for:</u> Research credits OR electives TA/RA credits if applicable</p> <p>Dissertation Proposal Presentation: Public lecture + orals</p>	<p><u>Register for:</u> Research credits OR electives TA/RA credits if applicable</p> <p>Apply for Dissertation funding</p>
YEAR 4+	<p><u>Register for:</u> Research credits OR electives</p>	<p><u>Register for:</u> Research credits OR electives</p> <p>· · Dissertation Defense: Public lecture + orals</p>

***NOTE:** This guide is only suggested. Individual experience may vary, sometimes considerably. Specific guidance should be obtained from your faculty advisor, the program director, and Program of Study meetings.

APPENDIX 3. ADVANCED METHODS AND RESEARCH DESIGN COURSES AT RUTGERS AND PRINCETON

I. QUALITATIVE METHODS COURSES

A. RUTGERS COURSES

Bloustein School of Planning and Public Policy

34:970:750 Case Study Methods. Concepts and methods of case study analysis, illustrated by exemplary methods in the classic and contemporary literature.

Anthropology

16:070:506 Research Design and Methods in Social/Cultural Anthropology. Survey and critical evaluation of methods in current anthropology, using original research as data.

16:070:526 Urban Ethnography. Classic and contemporary urban ethnographies of the US and elsewhere. Urban methods, construction of “the field,” and epistemological concerns. Modernity and global cities. Space, race, and class. Representations of urbanism.

16:070:527 The Ethnology of Inequality: Race, Class, and Ethnicity. Survey of anthropological literature on the relationships among race, class, and ethnicity. Ethnographic methods and the comparative approach to the study of hegemony, resistance, and conflict among groups defined as “racial” or “ethnic.”

16:070:532 Problems in Ethnography. For graduate students wishing to pursue advanced work in areas not provided for in formal courses. Conferences, reading, and empirical work arranged in consultation with the professor.

16:070:580 Research Methods and Theory in Archaeology. Conceptual bases and assumptions used in the formulation of research designs and the interpretation of research results; examination of fieldwork problems and techniques, with emphasis on the problems of observation, use of documentary sources, surveying and excavation, and use of quantitative data.

Communication, Information, and Library Studies

16:194:603 Qualitative Research Methods. Qualitative approaches for examining information processes, including information definition, acquisition, evaluation, and use.

Political Science

16:790:595 Advanced Survey Research. Sample design, questionnaire construction, interviewer training and evaluation, analysis of survey data, and preparation of proposals for potential users.

Public Affairs and Administration (Rutgers-Newark)

Qualitative Methods II. The purpose of this course is to give doctoral students a more in-depth understanding of the various ways to gather qualitative data. Differs from Qualitative Methods I in that it will be a seminar where students read intensively about, and examine examples of, individual data gathering techniques. These focused readings are coupled with a lab experience in which students implement their protocols. Ethical considerations in analyzing qualitative data are also discussed.

Social Work

16:910:640 Qualitative Research Methods. Examination of the methods of collecting, analyzing, presenting, and applying qualitative data. History and evolution of qualitative research methods; theoretical observations; data-collection methods, including ethnography, participant observation, in-depth interviewing, focus groups, and archival analysis; methods of data analysis; and research applications, including theory development and program design and evaluation.

Sociology

16:920:501, 502 Sociological Research Methods I, II. Logic, design, and implementation of research to test sociological hypotheses. First term: fundamentals of research design, sampling, and measurement. Second term: data collection, data management, and exploratory data analysis, including an introduction to computer techniques. Laboratory exercises required.

16:920:520 Comparative and Historical Methods. Philosophical, theoretical, and methodological issues involved in sociological explanations of social systems over time.

16:920:615 Seminar in Qualitative Research Methods. Discussion and guided practice in the collection and analysis of qualitative data. Major attention on research designs employing participant observations and/or in-depth interviewing. Case studies reviewed; collection and analysis of data from a field research study.

Women and Gender Studies

16:988:602 Feminist Methodologies. This course focuses on both the advantages and disadvantages of different philosophical, methodological, theoretical, and disciplinary traditions for contributing to our knowledge of central issues in Women's and Gender Studies. The goal is to provide students with the critical tools to utilize and interrogate existing methodologies and to adapt them to the enterprise of feminist research. What counts as authoritative knowledge? What defines good research and bad research? What is the role of the social in the constitution of knowledge? The aim will be to understand the implications for feminist research of different philosophies of science, including positivism, realism, pragmatism, idealism, postmodernism, and others. We also consider the development of feminist hybrid epistemologies such as strong objectivity, situated knowledge, and a genial realism.

16:988:603 Feminist Knowledge Production. This course is an introduction to many of the methods used in feminist interdisciplinary research. The course looks at how to formulate a research question, collect data, interpret and analyze evidence, and report research results. This methodological overview raises broader issues about the relationship among theory, methods, and research goals. Do certain research problems impose methodological restrictions? Does reliance on some methods rather than others limit what we can know? The course will be a

forum to apply knowledge of methods and methodologies to students' own research and research-activist interests.

Graduate School of Applied and Professional Psychology

18:820:616 Qualitative Research Methods. Provides an overview of the broad range of qualitative research methods that are available, from traditional coding of narrative information into quantitative categories, to pragmatic case studies, to ethnographic methods, to hermeneutic studies. The course provides an opportunity to practice qualitative research skills by designing, conducting, and writing systematic, semistructured narratives.

Graduate School of Education

15:310:536 Methods of Educational Ethnography. This course is an introduction to doing and thinking about educational ethnography. Ethnography is the study of culture and social organization through fieldwork. Students will learn ethnographic methods by doing them. Prerequisites: Sociology or Anthropology of Education, an introductory course in qualitative methods, or permission of the instructor.

15:255:500 Foundations of Inquiry. Provides a broad conception of disciplined inquiry. Enables students to locate various methods and general issues in research within a broader perspective; epistemology, history, and philosophy of science and social science, logic, introduction to the logic of specific methods, contemporary issues in social science, and research ethics. Required of all doctoral students in the School of Education.

B. PRINCETON COURSES

Sociology and Population Research

Soc 553 The Nuts and Bolts of Ethnographic Research. Several facts inspire this course: (a) ethnographic methods can play a vital role in the development and testing of sociological theory; (b) they are also increasingly relevant to policy-directed research and evaluation; (c) ethnographers have long connected the world of academia with the general public; (d) top publications and bestsellers in the social sciences typically depend on ethnographic research; and (e) a combination of qualitative and quantitative methods improves the quality of findings and interpretation.

Woodrow Wilson School of Public and International Affairs

520 Historical Methods and Public Policy. The seminar will introduce students to the approach of historians who tackle contemporary policy issues. The historical approach is particularly well suited to particular challenges, such as uncovering long-term patterns in government institutions that are likely to shape policy outcomes or evaluation policies during the implementation process. After completing this seminar, students will have a much stronger understanding of the historical development of many issues that they will deal with professionally and will master a new analytic tool that they will be able to use in their work.

II. QUANTITATIVE METHODS COURSES

A. RUTGERS COURSES

Bloustein School of Planning and Public Policy

34:970:527 Advanced Multivariate Methods. Multivariate statistical methods used to analyze land-use, environmental, public health, and other large data sets.

34:833:530 Research Design and Data Analysis for Public Policy. Scientific method of study, the processes of conceptualization and measurement, and experimental design, or how social programs are structured so they may be effectively studied.

34:970:594 Program Evaluation: Process and Impact. Focus on program evaluation as the procedures and techniques used to scientifically document the implications of professional interventions. Study of conceptual, measurement, and analytic tools including intervention activities and objectives, intervention monitoring, measurement, design of monitoring and social experiments, and impact analysis.

34:833:679 Advanced Quantitative Methods. Presents a variety of advanced econometric theories and applies them to estimate the impact of policies and laws. The course's capstone experience is the completion of a "peer review" style research paper on a question of interest to the student.

Computer Science

01:198:424 Modeling and Simulation of Continuous Systems. To concentrate on the formation and derivation of mathematical models of continuous dynamical systems and to analyze their simulation by means of analog and digital computers. Definition of continuous and discrete systems. Differential equations and their role in modeling. Numerical models, integration algorithms, the CSMP language, error propagation. Examples of continuous and discrete dynamic processes in physics, environment, urban studies, genetics, engineering, and industrial dynamics.

Economics

16:220:506 Advanced Economic Statistics. Background in statistical inferential procedures used in economic-data analysis. Probability, random variables and distributions, estimations, testing hypotheses, and sampling distribution of estimators. Prerequisites: background in calculus and linear algebra.

16:220:507 Econometrics I. Focus on measurement of economic parameters. Statistical estimation and inference of regression equation models. Properties of OLS, GLS, JGLS, 2SLS, 3SLS, and Maximum Likelihood Estimators. Introduction to time-series analysis and quantitative-response models. Use of linear algebra and statistical packages. Prerequisites: 16:220:506 or equivalent.

16:220:508 Econometrics II. Time series analysis. Specification, estimation and inference. Continuous and discrete data. Multivariate and univariate methods including (V)ARMA models, cointegration, unit roots, predictive inference, bootstrap methods, and financial econometric methods. Prerequisite: 16:220:507.

16:220:613 Seminar in Applied Econometrics. Applied work in macroeconometrics and micro-econometrics; use of data and standard statistical packages.

Industrial and Systems Engineering

16:540:530 Forecasting and Time Series Analysis. Alternative time-series models for purposes of prediction. Smoothing techniques, probability and regression analysis, and econometric analysis. Prerequisites: Advanced calculus, statistics.

16:540:530 Simulation of Production Systems. Discrete event simulation applied to problems in production, transportation, computing and health care systems. ARENA simulation tool is utilized. Input/output analysis, verification and validation are emphasized. Interval estimates, variance reduction techniques, and statistics. Prerequisites: 14:540:311; 01:640:477 or 01:960:379; 01:960:381, 382 or equivalent; and FORTRAN or C.

Political Science

16:790:633 Multivariate Techniques. Focus on multiple regression but also may include categorical regression, factor analysis, causal modeling, and analysis of variance. Heavy emphasis on computer applications.

16:790:634 Game Theory for Political Scientists. Introductory course in game theory for political science graduate students.

Social Work

16:910:638 Advanced Statistical Methods I. Analytic and measurement strategies fundamental to multivariate model testing in policy, administration, and direct practice research. Topics include tabular and loglinear analysis, multiple regression, analysis of covariance, and analysis of variance in its principal forms. Multiple indicators and measurement approaches such as exploratory and confirmatory factor analysis. Prerequisite: 16:910:637.

16:910:639 Advanced Statistical Methods II. Use of multivariate quantitative methods. Employing multiple dependent variables, nonlinear relationships, mediator effects, instrument variables, and multilevel analysis. Prerequisite: 16:910:638.

Sociology

16:920:541-542 Analysis of Sociological Data I, II. Application of classical and modern statistical techniques to the analysis of sociological data. Problems of optimal fitting of technique to level and quality of data emphasized. First term: bivariate techniques, up to and including analysis of variance. Second term: multivariate techniques, multiple regression, and the general linear model. Laboratory exercises required. Prerequisite for 16:920:542; 16:920:541 or permission of the instructor.

16:920:633 Seminar in Social Science Data Analysis. Advanced topics in quantitative reduction and analysis of data generated by research in the various social sciences. Topics chosen from, but not limited to, loglinear analysis, structural equation models, panel analysis, network analysis, time-series analysis, and continuous-time process models. Initial sessions focus on developing the basics of matrix algebra upon which most of these techniques rely. Prerequisite: 16:920:542 or permission of the instructor.

Statistics

16:960:582 Introduction to Methods and Theory of Probability. Emphasis on methods and problem solving. Topics include probability spaces, basic distributions, random variables, expectations, distribution functions, conditional probability and independence, sampling distributions. Prerequisite: one year of calculus.

16:960:583 Methods of Inference. Theory of point and interval estimation and hypothesis testing. Topics include sufficiency, unbiasedness, and power functions. Emphasis on application of the theory in the development of statistical procedures. Prerequisite: 16:960:582.

16:960:565 Applied Time Series Analysis. Model-based forecasting methods, autoregressive and moving average models, ARIMA, ARMAX, ARCH, state-space models, estimation, forecasting and model validation, missing data, irregularly spaced time series, parametric and nonparametric bootstrap methods for time series, multiresolution analysis of spatial and time-series signals, time-varying models and wavelets.

16:960:542 Life Data Analysis. Statistical methodology for survival and reliability data. Topics include life-table techniques, competing risk analysis; parametric and nonparametric inferences of lifetime distributions; regressions and censored data; Poisson and renewal processes; multistate survival models and goodness-of-fit test. Statistical software used. Prerequisite: one year of calculus, Level V statistics, or permission of the instructor.

16:960:553 Categorical Data Analysis. Two-by-two frequency tables, Fisher's exact test, measures of association, general contingency tables, loglinear models, logistic regression, repeated categorical-response data, maximum likelihood estimation, tables with ordered categories, discriminant analysis. Prerequisite: Level V statistics or permission of the instructor.

16:960:587 Interpretation of Data II. Modern methods of data analysis and advanced statistical computing techniques: smooth regression (including GAM models), nonlinear models, Monte-Carlo simulation methods, the EM algorithm, MCMC methods, spatial statistics, longitudinal data analysis/mixed effects models/GEE, latent variable models, hidden Markov models, Bayesian methods, etc. Prerequisite: 16:960:586 or permission of the instructor.

B. PRINCETON COURSES

Woodrow Wilson School of Public and International Affairs

508b Econometrics and Public Policy: Basic. Provides a thorough examination of statistical methods employed in public policy analysis, with a particular emphasis on regression methods which are frequently employed in research across the social sciences. This course emphasizes intuitive understanding of the central concepts and develops in students the ability to choose and employ the appropriate tool for a particular research problem and understand the limitations of the techniques. Prerequisite: 507b.

508c Econometrics and Public Policy: Advanced. Discusses the main tools of econometric analysis and the way in which they are applied to a range of problems in social science. Emphasis is on using techniques and on understanding and critically assessing others' use of them. Topics include regression analysis with a focus on regression as a tool for analyzing non-

experimental data, discrete choice, and an introduction to time-series analysis. Applications from macroeconomics, policy evaluation, and economic development. Prerequisite: grounding in topics covered in 507c.

509 Generalized Linear Statistical Models. Focuses primarily on the analysis of survey data using generalized linear statistical models. The course starts with a review of linear models for continuous responses and then proceeds to consider logistic regression models for binary data, log-linear models for count data including rates and contingency tables and hazard models for duration data. Attention is paid to the logical and mathematical foundations of the techniques but the main emphasis is on the applications, including computer usage. Assumes prior exposure to statistics to the level of 507c or higher and familiarity with matrix algebra and calculus. Prerequisite: 507c.

515b Program and Policy Evaluation. This course introduces students to evaluation. It explores ways to develop and implement research-based program improvement strategies and program accountability systems; to judge the effects of policies and programs; and to assess the benefits and costs of policy or program changes. Students study a wide range of evaluation tools; read and discuss evaluation examples and apply this knowledge by designing several different types of evaluation on programs of their choosing. Prerequisite: 507b/c or instructor's permission.

C. OTHER QUANTITATIVE METHODS COURSES AT RUTGERS

Geospatial Information Sciences

- 34:970:591 Introduction to GIS for Planning
- 34:970:592 Topics in Geographic Information Science
- 34:970:650 Planning Support Systems

- 16:450:615 Seminar in Remote Sensing
- 16:450:605 Land Change Science
- 16:450:617 Seminar in Remote Sensing of the Biosphere
- 16:455:501 Seminar in Geospatial Information Science
- 16:194:601 Information and Communication Processes
- 16:198:535 Pattern Recognition and Theory
- 16:198:541 Database Systems
- 22:198:603 Database Systems
- 16:332:484 Introduction to Computer Graphics
- 16:375:551 Remote Sensing of the Ocean and Atmosphere
- 16:712:615 Geophysical Data Analysis
- 17:610:557 Database Design and Management

Environmental Planning and Policy

- 16:375:501 Environmental Science Analysis
- 11:375:625 Life-Cycle Assessment Tools
- 16:127:507 Environmental Systems Analysis
- 16:198:510 Numerical Analysis
- 16:332:505 Control System Theory
- 16:220:549 Experimental Economics
- 16:711:613 Simulation

APPENDIX 4. PROGRAM OF STUDY FOR FIRST- AND SECOND-YEAR Ph.D. STUDENTS

TO BE COMPLETED BY FRIDAY, OCTOBER 28, 2011

Please save the completed form, along with a copy of your current resume, as a single .pdf document and return it to Lynn Astorga via e-mail at lastorga@rutgers.edu.

The Program of Study process is required for all first- and second-year students in the Ph.D. program who have not yet completed their qualifying exams. The process is designed to help you plan a strategy for completing your coursework, choosing an academic advisor, identifying a research topic, and preparing for qualifying exams.

The Program of Study process involves two parts: (1) completing and submitting this form; and (2) meeting with the Program of Study committee to jointly review and discuss your program. The Program of Study committee includes the Ph.D. Program Director and Ph.D. program faculty with interests similar to your own.

Please fill in all parts of this form. Your responses to some questions understandably will be limited, provisional, and subject to change. Do the best you can, knowing that some answers will change as you become more familiar with the doctoral program and begin to clarify your research ideas.

The Program of Study form asks for the following information:

- graduate-level courses you have taken prior to starting the Ph.D. program
- courses you are currently taking this semester
- courses you are thinking about or plan to take in the future
- courses listed by qualifying exam area
- expected dates, subject fields, and names of examiners for qualifying exams
- a brief statement identifying your objectives for the Ph.D. program and for your career after completion of the doctorate
- a brief statement describing your dissertation topic or area of interest

Name _____ Date _____

Date (semester & year) admitted to the Ph.D. program _____

Expected date for Qualifying Exam in Methods _____

Expected date for Qualifying Exam in Theory, 1st & 2nd Fields _____

Theory exam _____ Examiner _____

First Field topic _____ Examiner _____

Second Field topic _____ Examiner _____

1. List graduate-level courses *previously* taken, prior to starting the Ph.D. program, by semester and year, course number and title, instructor and institution, and grade. Use more space as needed.

<i>Semester/Year</i>	<i>Course Number and Title</i>	<i>Instructor and Institution</i>	<i>Grade</i>

2. List courses you are *currently* taking this semester, at Rutgers or elsewhere.

<i>Semester/Year</i>	<i>Course Number and Title</i>	<i>Instructor and Institution</i>

3. List courses you plan to take or are thinking about taking, at Rutgers or elsewhere.

<i>Semester/Year</i>	<i>Course Number and Title</i>	<i>Instructor and Institution</i>

4. Now list all prior, current, and future courses (again) by the four qualifying exam fields.

<i>Field</i>	<i>Course Number and Title</i>	<i>Instructor and Institution</i>	<i>Grade</i>
Theory			
Methods			
First Field			
Second Field			

5. Write a brief statement describing your *objectives* for the Ph.D. program and for your career after completion of the doctorate. (This statement should not exceed one page.)

6. Write a brief statement describing your *dissertation topic* or area of interest. (This statement should not exceed one page.)

APPENDIX 5. DOCTORAL QUALIFYING EXAMS: COMPONENTS, TIMING, AND PREPARATION

A. QUALIFYING EXAM OVERVIEW

Qualifying examinations assess the student's mastery of the concepts, approaches, and literature relevant to planning and public policy in general and to each student's particular research field or topic. Qualifying examinations certify that the student is "qualified" to transition from coursework to independent dissertation research. Passing the qualifying examinations constitutes formal advancement to candidacy for the Ph.D. degree.

Preparation for qualifying exams normally involves constructing reading lists and attaining familiarity with the extant literature in several fields. The exams provide an opportunity for the student to devote structured time to achieve deep familiarity with the state of knowledge in his or her field of study. It may be useful to think of qualifying exams as a means to undertake an intensive program of reading in a disciplined, efficient, and productive manner, providing a strong foundation in the literature in one's chosen field.

B. REQUIRED EXAMINATIONS

Doctoral students in Planning and Public Policy are required to pass written and oral qualifying examinations in the following four areas:

1. **Theory:** of and in planning and public policy.
2. **Methods:** including core competency in qualitative and quantitative analysis and research design.
3. **First Field:** a topical specialization within planning and/or public policy, requiring broad and deep familiarity with a substantive literature that is central to the student's anticipated dissertation research.
4. **Second Field:** a second topical or substantive specialization closely related to the student's anticipated dissertation research and defined so that the subject matter does not overlap with the First Field; or a related field other than planning and public policy (e.g., civil engineering, computer science, economics,

geography, political science, sociology, or another field) that the student can show is relevant to his or her dissertation research.

C. SCHEDULING EXAMS

Students are encouraged to take their qualifying exams as soon as they are eligible to do so.

Methods Exam

The Methods examination may be taken in any semester after the student has completed the two required core-competency methods classes:

(628) Advanced Qualitative Methods

(630) Discrete Choice Methods

Note: The required (third) advanced methods course may be taken either before or after the student passes the Methods qualifying exam, as guided by the student's dissertation research direction and interests and by the availability of relevant courses.

The doctoral program offers the Methods qualifying examination twice a year, once in the Fall semester and once in the Spring semester, on a date set by the Methods examiner(s) and announced in advance. The oral portion of the Methods exam usually occurs one or two weeks following the written exam.

Students wishing to take the Methods exam should notify the Methods examiner(s) or the doctoral program Director the semester before the desired exam date regarding their intention to take the exam the following semester. The student will then be put on a list to receive information regarding the date, time, and place of the exam; guidelines for exam format and/or preparation; and other essential information that may become available.

Theory, First Field, and Second Field Exams

The student must complete written and oral examinations in Theory, First Field, and Second Field within a single semester.

To take qualifying examinations in Theory, First Field, and Second Field, students must have:

1. Completed 48 credits of coursework (including up to 24 transfer credits)
2. Have a minimum cumulative GPA of 3.5
3. Have NO outstanding Incomplete (IN) grades

The doctoral program offers the qualifying examination in Theory twice a year, once in the Fall semester and once in the Spring semester, on a date set by the Theory examiner(s) and announced in advance.

Each student is responsible for selecting examiners to administer his or her qualifying exams in Theory, First Field, and Second Field. Students can select as examiners any three members of the graduate faculty in the Bloustein School with knowledge or specialization in the subject matter of the exam. No faculty member may administer more than one exam for the same student, although follow-up or repeat versions of the same exam are allowable when necessary and appropriate.

At least one semester (and preferably more) before intending to take Theory, First Field, and Second Field exams, and in consultation with the faculty advisor and the doctoral program Director, the student should initiate conversations with his or her selected faculty examiners to determine the subject matter, format, and date for the three exams. The format and substantive focus of the Theory exam Part B (see “Preparing for Qualifying Exams” below) as well as the First and Second Field exams are decided by mutual agreement between the student and the respective faculty examiners selected by the student to administer the three exams. To repeat, *the written and oral portions of the Theory, First Field, and Second Field exams must all be completed within a single semester.*

Oral Exams

All four qualifying exams contain both oral and written components. Oral exams provide an opportunity for follow-up discussion and/or clarification of questions posed in the written exams; for discussion of the direction, nature, and content of the student’s proposed dissertation research; and for any other matters chosen by the examiners.

Methods. The oral component of the Methods exam is arranged by the Methods examiner(s) and is scheduled to follow the written Methods exam in a timely manner, usually within a few weeks.

Theory, First Field, Second Field. A single combined oral exam covering Theory and First and Second Fields must be completed within the same semester as the three written exams. *It is the student’s responsibility to arrange a date and time for the combined oral exam that are agreed to by all three examiners.* This process should be initiated as early as possible, certainly as soon as the dates of the written exams have been decided, to accommodate work schedules of faculty who are often asked to schedule multiple exams in the same semester.

D. PREPARING FOR QUALIFYING EXAMS

This section contains detailed information and recommended reading lists, for preparing for qualifying exams. These guidelines are subject to change and may vary for specific exams. *It is the student’s responsibility to maintain frequent contact with examiners, the doctoral program Director, and the Office of Student Services for current information on*

procedures, content, scheduling, and other matters regarding qualifying exams. Students should familiarize themselves with the separate instructions below for each of the four qualifying exams.

METHODS EXAM

The qualifying exam in Methods assesses core competency in qualitative and quantitative research methods and research design. The Methods exam covers topics that are essential to the conduct of dissertation research and that an individual holding a Ph.D. in planning and public policy are expected to know.

Exam Preparation. We suggest that you prepare for the Methods exam by doing the following:

1. Take some or all of the following introductory-level quantitative methods courses or, if you believe that you already have a thorough grounding in the material, acquire their syllabi and reading lists and review the material covered in the course:
 - 970:515 Methods of Planning Analysis I
 - 833:530 Methods I-Research Design
 - 833:630 Methods II-Data Analysis
2. Take the required doctoral courses in qualitative and quantitative methods:
 - 833:628 Advanced Qualitative Methods
 - 970:630 Discrete Choice Methods
3. Prepare a reading list that covers the concepts taught in these courses as well as any additional methods you are likely to use in your dissertation research. Make sure you are familiar with the material covered in your reading list. Suggested lists of qualitative and quantitative methods topics and readings are provided below.
4. Practice defining concepts and succinctly discussing their relevance (e.g., “What is an ANOVA test and under what circumstances is it used?”) Also practice comparing concepts and commenting on the appropriateness of alternative methods (e.g., clustered vs. stratified sampling; t-distribution vs. normal curve; logit model vs. linear regression). Finally, prepare to discuss “big picture” issues of structuring a research study in a longer essay covering research design, sampling, variable measurement, and data analysis.
5. Study in groups—it’s more fun and more productive. Contact other members of your exam cohort to set up a study group well in advance of your anticipated exam date.
6. Give yourself a timed practice exam. Prior year exams are posted on the PhD Cohort site on Sakai and are available from the Bloustein School’s Office of Student Services.

Exam Format and Administration. The written portion of the Methods exam is in two parts, followed by an oral exam:

Part 1. Short answers covering quantitative and qualitative methods. Answer 11 out of 12 quantitative questions and 7 of 8 qualitative questions. Exam is closed book,

handwritten in blue exam books. You will be expected to understand and be able to define basic formulas, concepts, and methodological tools.

(Lunch break)

Part 2. Longer essay that proposes a research plan for a study. The essay should address research design, sampling strategy, data collection strategy, and strategy for analyzing data. You must answer 1 of 2 or 3 questions, handwritten or typed, within the specified time limit.

Oral exam. The oral portion of the Methods exam is administered several weeks after the written exam and normally takes 30 to 60 minutes per student. Examiners use the oral portion of the exam to ask questions designed to clarify or expand on the student's responses to the written exam.

Topics and Readings for Quantitative Methods. The following topics and suggested readings are likely to be covered in the quantitative portion of the Methods exam.

1. Design

- Designs that help establish causality
- Concepts of internal and external validity
- Concept of counterfactual
- Kinds of experimental and quasi-experimental designs
- Advantages and disadvantages of above designs

Recommended readings: Rossi, Lipsey, and Freeman, 2004; Shadish, Cook, and Campbell, 2001.

2. Measurement and Data Collection

- Concepts of reliability and validity
- Types of reliability and validity
- Relationship between reliability and validity
- Data collection methods
- Survey research

Recommended readings: Babbie and Rubin, 2010; Dillman, 2008; www.aapor.org.

3. Sampling

- Types of sampling schemes
- Types of random sampling schemes
- Types of non-random sampling schemes
- Advantages and disadvantages of sampling schemes

Recommended readings: Babbie and Rubin, 2010; Lipsey, 1990; Kish, 1995.

4. Statistical Analysis

- Descriptive statistics
- Inferential statistics (Z, t, F-tests, Chi-square test)

- Regression methods (regression assumptions, OLS, panel regression, instrumental variables regression, binary independent variable [Logit/Probit], multiple category dependent variable [Multinomial Logit/Ordered Logit/Ordered Probit])
- Other multivariate (data reduction) methods (factor analysis, cluster analysis, discriminant analysis)
- Statistical versus substantive significance

Recommended readings: Aldenderfer and Blashfield, 1984; Berry and Feldman, 1985; Healey, 2004; Kachigan, 1991; Kennedy, 2003; Kim and Mueller, 1978; Lewis-Beck, 1980; Liao, 1994; Long, 1997; Stock and Watson, 2007.

Recommended Readings in Quantitative Methods

- Aldenderfer, M. and Blashfield, R. 1984. *Cluster Analysis*. Sage.
- Babbie, E. and Rubin, A. 2010. *Research Methods for Social Work*. Brooks Cole.
- Berry, W. and Feldman, S. 1985. *Multiple Regression in Practice*. Sage.
- Healey, J. 2004. *Statistics: A Tool for Social Research*. Wadsworth.
- Kachigan, S. 1991. *Multivariate Statistical Analysis*. Radius Press.
- Kennedy, P. 2003. *A Guide to Econometrics*. MIT Press.
- Kim, J. and Mueller, C. 1978. *Factor Analysis*. Sage.
- Kish, L. 1995. *Survey Sampling*. Wiley.
- Lewis-Beck, M. 1980. *Applied Regression: An Introduction*. Sage.
- Liao, T. 1994. *Interpreting Probability Models: Logit, Probit, and Other Generalized Linear Models*. Sage.
- Lipsey, M. 1990. *Design Sensitivity: Statistical Power for Experimental Research*. Sage.
- Long, S. 1997. *Regression Models for Categorical and Limited Dependent Variables*. Sage.
- Rossi, P., Lipsey, M., and Freeman, H. 2004. *Evaluation: A Systematic Approach*. Sage (ch. 7-10).
- Shadish, W., Cook, T., and Campbell, D. 2001. *Experimental and Quasi-Experimental Design for Generalized Causal Inference*. Wadsworth.
- Stock, J. and Watson, M. 2007. *Introduction to Econometrics*. Addison Wesley.

Topics and Readings for Qualitative Methods. The following topics and suggested readings are likely to be covered in the qualitative portion of the Methods exam.

Research Design

Marshall, C. and Rossman, G. 1999. *Designing Qualitative Research*. 3rd, 4th, or 5th ed. Sage.

Interviewing

Rubin, H. and Rubin, I. 2004. *Qualitative Interviewing: The Art of Hearing Data*. 2nd ed. Sage.

Focus Groups

Morgan, D. 1997. *Focus Groups as Qualitative Research*. Sage.

Morgan, D. 1993. *Successful Focus Groups: Advancing the State of the Art*.

B. Crabtree, et al. "Selecting individual or group interviews," pp. 137-149.

R. Zeller, "Focus group research on sensitive topics: setting the agenda without setting the agenda," pp. 167-183.

Illustration: Kline, Kline, and Oken. 1992. "Minority women and sexual choice in the age of AIDS. *Social Science and Medicine* 34: 447-457.

Illustration: Shively. 1992. "Cowboys and Indians: Perceptions of western films among American Indians and Anglos." *American Sociological Review* 57: 725-734.

Other Data Collection Techniques

Denzin, N. and Lincoln, Y., eds. 1988. *Collecting and Interpreting Qualitative Materials*. Sage. Chapter 4. Ian Hodder, "The interpretation of documents and material culture."

Chapter 5. Douglas Harper, "On the authority of the image."

Chapter 6. D. J. Clandinin and F. M. Connelly, "Personal experience methods."

Denzin, N. and Lincoln, Y. eds. 1998. *Strategies of Qualitative Inquiry*. Sage.

Chapter 8. L.M. Smith, "Biographical method."

Chapter 9. Gaye Tuchman, "Historical social science."

Creswell, J. 1997. *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Sage, pp. 47-51.

Illustration: Lopez, E., Eng, E., Randall-David, E., and Robinson, N. 2005. "Quality-of-life concerns of African American breast cancer survivors within rural North Carolina: Blending the techniques of photovoice and grounded theory." *Qualitative Health Research* 15: 99-115.

Illustration: Angrosino, M. 1997. "On the bus with Vonnie Lee." In Creswell, J., *Qualitative Inquiry and Research Design*. Sage, Appendix B.

Illustration: Luken, P. and Vaughan, S. 2005. "...be a genuine homemaker in your own home:" Gender and familial relations in state housing practices, 1917-1922." *Social Forces* 83: 1603-1626.

Observation, Participant Observation, and Ethnography

Schensul, S., Schensul, J., and LeCompte, M. 1999. *Essential Ethnographic Methods*. Alta Mira Press, chapter 5, pp. 91-120.

Dewalt, K. and Dewalt, B. 2002. *Participant Observation: A Guide for Fieldworkers*. Alta Mira Press, chapters 1-4, pp. 1-82.

Fetterman, D. 2009. *Ethnography: Step by Step*. 3rd ed. Sage, chapters 1-3, 5, pp. 1-67 and 93-112.

Illustration: Newman, K. 1999. *No Shame in my Game*. Russell Sage Foundation, chapter 1.

Illustration: Newman, K. 2001. "Hard times on 125th Street: Harlem's poor confront welfare reform." *American Anthropologist* 103: 762-778.

Illustration: Luhrmann, T. 2004. "Metakinesis: How God becomes intimate in contemporary U.S. Christianity." *American Anthropologist* 106: 518-528.

Case Study

Creswell, J. 1997. *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Sage, pp. 61-64.

Denzin, N. and Lincoln, Y. eds. 1998. *Strategies of Qualitative Inquiry*. Sage, chapter 4.

Eisenhardt, K. 1989. "Building theories from case study research." *Academy of Management Review* 14: 532-550.

Stake, R. 1995. *The Art of Case Study Research*. chapter 7. "Triangulation."

Illustration: Creswell, J. 1997. *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Sage. Appendix F.

Illustration: Rubin, J. and Stankiewicz, G. 2001. "The Los Angeles Community Development Bank: The possible pitfalls of public-private partnerships." *Journal of Urban Affairs* 23: 133-153.

Illustration: Varady, D., Raffel, J. and Sweeney, S. 2005. "Attracting middle-income families in the HOPE VI public housing revitalization program." *Journal of Urban Affairs* 27: 149-164.

Illustration: Smith, H. and Graves, W. 2005. "Gentrification as corporate growth strategy: The strange case of Charlotte, North Carolina and the Bank of America." *Journal of Urban Affairs* 27: 403-418.

Grounded Theory Building

Strauss, A. and Corbin, J. 1998. *Basics of Qualitative Research*. 2nd or 3rd ed. Sage.

Creswell, J. 1997. *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Sage. Appendix D.

Phenomenology, Ethnomethodology, Action Research, and Participatory Action Research

Denzin, N. and Lincoln, Y. eds. 1998. *Strategies of Qualitative Inquiry*. Sage.

Chapter 6. J. Holstein and J. Gubrium, "Phenomenology, ethnomethodology and interpretive practice," pp. 137-150 only.

Chapter 10. P. Reason, "Three approaches to participative inquiry."

Creswell, J. 1997. *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. pp. 51-55.

Poore, S. *Ethnomethodology: An Introduction*.

<http://www.hewett.norfolk.sch.uk/curric/soc/ethno/intro.htm>

Wadsworth, Y. 1998. *What is Participatory Action Research?* Action Research International, paper 2.

Illustration: Davis, M., Dias-Bowie, Y., Greenberg, K., Klukken, G., Pollio, H., Thomas, S., and Thompson, C. 2004. "A fly in the buttermilk: Descriptions of university life by successful black undergraduate students at a predominantly white southeastern university." *The Journal of Higher Education* 75: 420-445.

Illustration: Romero Gonzalez, E. et al. 2007. "Participatory action research for environmental health: Encountering Freire in the urban barrio." *Journal of Urban Affairs* 29: 77-100.

Illustration: Cahill, C. 2004. "Defying gravity? Raising consciousness through collective research." *Children's Geographies* 2: 273-286.

THEORY EXAM

It is the student's responsibility to select an examiner for his or her Theory exam, and you should initiate this process at least one semester (and preferably more) before the semester in which you intend to take the exam. The student may choose any member of the graduate faculty in the Bloustein School as his or her Theory examiner but the format of the exam is uniform for all students, as described below.

Exam Format and Preparation. The written qualifying exam in Theory is a take-home exam consisting of two essays completed in a single 12-hour period. Exam questions are distributed via e-mail at approximately 9:00 a.m. on the day of the exam and completed essays must be returned within 12 hours.

The written Theory exam is in two parts: Part A and Part B. Each part consists of an essay of no more than twelve double-spaced typed pages, not including the list of references.

Written Part A consists of 2-3 questions on the general theory of planning and public policy, planning history, urban and social theory, the policy process, and related themes. All students receive the same 2-3 questions and choose one question to answer in Part A.

Written Part B of the Theory exam consists of a unique question written specifically for each student, corresponding to the theoretical literature relevant to the student's chosen research field. Each student answers the specific question designated by his or her name in Part B.

Oral exam in Theory is combined with and held at the same time as oral exams in the student's First Field and Second Field (see below). The oral exam provides an opportunity to follow up and clarify material in the written essays and to discuss the student's proposed dissertation research.

Preparation for Part A requires attaining familiarity with the material in the following recommended reading list. This list comprises the basic, foundational literature that should be familiar to anyone receiving a doctoral degree in planning and public policy. All students are expected to have a working knowledge of the readings in all three sections of the following list:

Recommended Reading List – Theory Exam Part A
[for students entering the program in Fall 2009 or later]

I. Classics

- Bentham, Jeremy. 1988. *The Principles of Morals and Legislation*. NY: Prometheus Books.
- Berman, Marshall. 1988. *All That is Solid Melts Into Air: The Experience of Modernity*. NY: Penguin Books.
- de Tocqueville, Alexis. 2004. *Democracy in America*. NY: Library of America.
- Foucault, Michel. 1978 [1991]. "Governmentality." In G. Burchell, C. Gordon and P. Miller, eds. *The Foucault Effect: Studies in Governmentality*. Chicago: University of Chicago Press.
- Gaventa, John. 1980. *Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley*. Urbana: University of Illinois Press.
- Hamilton, Madison, and Jay. *The Federalist Papers*. Nos. 1, 10, 15.
- Harden, Garret. 1968. "The tragedy of the commons." *Science* 162: 243-248.
- Jacobs, Jane. 1961. *The Death and Life of Great American Cities*. NY: Vintage Books.
- Kuhn, Thomas. 1962. *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.
- Lukes, Steven. 1974. *Power*. London: Macmillan.
- Marx, Karl. 1977. *Capital: A Critique of Political Economy*. vol. 1. NY: Vintage Books.
- Mill, John Stuart. 1989. On liberty. In *On Liberty and Other Writings*. Cambridge: Cambridge University Press.
- Mills, C. Wright. 1956. *The Power Elite*. Oxford: Oxford University Press.
- Mumford, Lewis. 1961. *The City in History*. NY: MJF Books.
- Olson, Mancur. 1965. *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge, MA: Harvard University Press.
- Park, Robert; Burgess, Ernest; and McKenzie, Roderick. 1925 [1966]. *The City: Suggestions for Investigation of Human Behavior in the Urban Environment*. Chicago: University of Chicago Press.
- Polanyi, Karl. 1957. *The Great Transformation: The Political and Economic Origins of our Time*. Boston: Beacon Press.
- Schumpeter, J. 1950. *Capitalism, Socialism, and Democracy*. NY: Harper Torchbooks.
- Sen, Amartya. 1999. *Development as Freedom*. Oxford: Oxford University Press.
- Simmel, Georg. 1903. "The metropolis and mental life." In Donald Levine, ed. 1971. *Simmel: On Individuality and Social Forms*. Chicago: University of Chicago Press, pp. 324-339.
- Weber, Max. 2004 [1919]. Politics as a vocation. In D. Owen, T. Strong and R. Livingstone, eds. *The Vocation Lectures*. Hackett Publishing.
- Weber, Max. 1946. Science as a vocation. In H. Gerth and C. Wright Mills, eds. *Max Weber: Essays in Sociology*. NY: Oxford University Press.
- Weber, Max. 2002. *The Protestant Ethic and the Spirit of Capitalism*. NY: Penguin Books.
- Williams, Raymond. 1973. *The Country and the City*. NY: Oxford University Press.
- Worth, Louis. 1938. "Urbanism as a way of life." *American Journal of Sociology* 44, 2: 1-24; reprinted in Albert Reiss, Jr., ed. 1964. *Louis Wirth on Cities and Social Life*. Chicago: University of Chicago Press, pp. 60-83.

II. Public Policy, Politics, and Organizations

- Arrow, Kenneth. 1974. *The Limits of Organization*. NY: WW Norton.
- Dahl, Robert. 1961. *Who Governs? Democracy and Power in an American City*. New Haven, CT: Yale University Press.
- Fischer, Frank. 2009. *Democracy and Expertise: Reorienting Policy Inquiry*. NY: Oxford University Press.
- Hirschman, Arnold. 1970. *Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States*. Cambridge, MA: Harvard University Press.
- Kingdon, John. 1984. *Agendas, Alternatives, and Public Policies*. Boston: Little, Brown.
- Laswell, Harold. 1971. *A Preview of the Policy Sciences*. NY: American Elsevier.
- Lindbloom, Charles. 1959. "The science of muddling through." *Public Administration Review* 19: 79-88.
- Lipsky, Michael. 1983. *Street Level Bureaucracy*. NY: Russell Sage Foundation.
- Matland, Richard. 1995. "Synthesizing the implementation literature: the ambiguity-conflict model of policy implementation." *Journal of Public Administration Research and Theory* 5: 145-174.
- North, Douglass. 1990. *Institutions, Institutional Change, and Economic Performance*. Cambridge: Cambridge University Press.
- O'Connor, Alice. 2001. *Poverty Knowledge: Social Science, Social Policy and the Poor in Twentieth Century U.S. History*. Princeton: Princeton University Press.
- Perrow, Charles. 1986. *Complex Organizations: A Critical Essay*. third ed. NY: McGraw-Hill.
- Piven, Frances F. and Cloward, Richard. 1971. *Regulating the Poor: The Functions of Public Welfare*. NY: Vintage Books.
- Sabatier, Paul. 1995. "Top-down and bottom-up approaches to implementation research: a critical analysis and suggested synthesis." *Journal of Public Policy* 6: 21-48.
- Scott, James. 1998. *Seeing Like a State*. New Haven, CT: Yale University Press.
- Wilson, James Q. 2000. *Bureaucracy*. NY: Basic Books.

III. Planning Theory

- Boyer, Christine. 1986. *Dreaming the Rational City: The Myth of American City Planning*. Cambridge, MA: MIT Press.
- Campbell, Scott and Fainstein, Susan. eds. 2003. *Readings in Planning Theory*. 2nd edition. Oxford: Blackwell.
- Clavel, Pierre. 1986. *The Progressive City: Planning and Participation, 1969-1984*. New Brunswick, NJ: Rutgers University Press.
- Fainstein, Susan and Campbell, Scott. eds. *Readings in Urban Theory*. 2nd edition. Oxford: Blackwell.
- Fischer, Frank and Forester, John. eds. 1993. *The Argumentative Turn in Policy Analysis and Planning*. Durham, NC: Duke University Press.
- Flyvbjerg, Bent. 1998. *Rationality and Power*. Chicago: University of Chicago Press.
- Flyvbjerg, Bent. 2001. *Making Social Science Matter*. Cambridge: Cambridge University Press.
- Fogelson, Richard. 1986. *Planning the Capitalist City*. Princeton: Princeton University Press.
- Forester, John. 1989. *Planning in the Face of Power*. Berkeley: Univ of California Press.

- Friedmann, John. 1987. *Planning in the Public Domain: From Knowledge to Action*. Princeton: Princeton University Press.
- Harvey, David. 1989. *The Urban Experience*. Baltimore: Johns Hopkins University Press..
- Healey, Patsy. 2006. *Collaborative Planning: Shaping Places in Fragmented Societies*. 2nd edition. NY: Palgrave Macmillan.
- Hoch, Charles. 1994. *What Planners Do: Power, Politics and Persuasion*. Chicago: American Planning Association.
- Lefebvre, Henri. 2003. *The Urban Revolution*. Minneapolis: University of Minnesota Press.
- Logan, John and Molotch, Harvey. 1987. *Urban Fortunes: The Political Economy of Place*. Berkeley: University of California Press.
- Schon, Donald. 1983. *The Reflective Practitioner: How Professionals Think in Action*. NY: Basic Books.
- Sugrue, Thomas. 2005. *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. Princeton, NJ: Princeton University Press.
- Young, Iris. 1990. *Justice and the Politics of Difference*. Princeton: Princeton University Press.

Preparation for Part B. The Part B essay in the Theory exam is based on the theoretical literature corresponding to each student's substantive or topical interest and the anticipated focus of his or her dissertation research. Prepare for Part B by doing the following:

1. At least one semester (and preferably more) before intending to take the exam, identify a potential Theory examiner from among the Bloustein School's graduate faculty and obtain his or her agreement to serve as your Theory examiner.
2. Meet with your selected examiner to discuss the substantive focus of your Part B essay. This may take several meetings to define a topic that is central to your intended dissertation research and yet is sufficiently focused to allow you to identify and absorb the principal theoretical literature in a timely manner.
3. Prepare a reading list identifying the key theoretical literature on your topic. The length, breadth, and complexity of your reading list will be governed by the nature of your selected topic. Discuss your reading list with your examiner: it may take several iterations to arrive at a "final" list, remembering that your list may change as your growing familiarity with the field uncovers new relevant material. Avoid substantial overlap with your reading for First and Second Field exams (see below). As a general rule, your Theory Part B readings should focus on the theoretical premises, assumptions, and approaches underlying your topic rather than on reports of empirical research.
4. Read and become familiar with the material on your reading list. Remember that this reading is preparation for your dissertation and not simply a means to pass an exam.
5. Approximately one month before the scheduled date of the Theory exam, prepare and send to your examiner 3-5 potential questions for your Part B essay. Your questions should address key debates or alternative approaches encompassed in the literature. See prior-year exams for examples of Part B essays. In most cases, your

examiner will adopt or adapt one of your potential questions as the question for your Part B essay.

- Contact your examiners to schedule a date for the combined oral exam in Theory, Major Field, and Minor Field. This should be done as early as possible to avoid time conflicts and accommodate busy schedules. Remember that the three written exams and the combined orals must be completed within a single semester.

FIRST AND SECOND FIELD EXAMS

First and Second Field exams review the literature addressing substantive topics or subtopics relevant to the student's anticipated dissertation research. No hierarchical difference in importance between the two exams is implied despite their designation as "first" and "second" fields.

Exam Format and Preparation. Each student is responsible for selecting his or her examiners for First Field and Second Field exams from among the members of the Bloustein School's graduate faculty. Preparation for First and Second Field exams follows a similar process and timeframe as for Part B of the Theory exam:

- At least one semester before your intended exam date, meet with your selected examiners and obtain their agreement to serve. Discuss the substantive or topical focus of your First and Second Fields.
- Prepare a separate reading list for each exam. The length, breadth, and complexity of your reading lists are governed by the nature of the topics or subtopics you have selected. Avoid substantial overlap with your Theory Part B reading list.
- Read and become familiar with the material on your reading lists. Remember that your reading is in preparation for your dissertation and not simply a means to pass an exam.
- Discuss the format of your exams with your examiners. Given the wide diversity of topics and students, there is no fixed format for First and Second Field exams. Past exams have taken the form of 5-10 page essays on pre-set questions; a longer (c. 20 page) synthesis of the literature; an article-length discussion of empirical research; and other formats as agreed to by the student and the examiner.
- Contact your examiners to schedule a date for the combined oral exam in Theory and First and Second Fields. This should be done as early as possible to avoid time conflicts and accommodate busy schedules. Remember that the three written exams and the combined orals must be completed within a single semester.

E. FORMS AND REPORTING REQUIREMENTS

- As soon as you have identified examiners, topics, and dates for your Theory, Major Field, and Minor Field exams, send this information in an e-mail to the Office of Student Services with a copy to the doctoral program Director.
- Obtain a copy of the Degree Candidacy Form issued by the Graduate School-New Brunswick and available from the Office of Student Services. Complete page one of this form and bring it to your oral exams for signature by your examiners.

**APPENDIX 6. MEMBERS OF THE GRADUATE FACULTY
BLOUSTEIN SCHOOL OF PLANNING AND PUBLIC POLICY**

Hooshang Amirahmadi, Professor of Planning and Public Policy; Ph.D., Cornell
Third-world development (regional/national); global economic restructuring

Clinton J. Andrews, Professor of Planning and Public Policy; Ph.D., MIT
Energy and environmental planning; regulatory reform; planning methods

Robert W. Burchell, Professor of Planning and Public Policy, Ph.D., Rutgers
Empirical analysis in housing; land use; municipal finance

Joel Cantor, Professor of Planning and Public Policy; Sc.D., Johns Hopkins
Health care financing and delivery; health care policy

Gabriella Carolini, Assistant Professor of Planning and Public Policy; Ph.D., Columbia
International urban development; affordable housing and informal settlements; public sector
accounting and fiscal policy; international financial architecture

Caron Chess, Professor of Human Ecology; Director, Center for Environmental Communication,
SEBS; Ph.D., NYU
Public participation and deliberation; communication concerning environmental issues

Henry A. Coleman, Professor of Planning and Public Policy; Ph.D., Princeton
Public policy; state and local finances

Jocelyn Elise Crowley, Professor of Planning and Public Policy; Ph.D., MIT
Social policy; American politics

Stephanie Curenton, Assistant Professor of Planning and Public Policy; Ph.D., Virginia
Education policy; early childhood education and intervention; workforce development for early
childhood teachers; language and social indicators of school readiness

James DeFilippis, Associate Professor of Planning and Public Policy; Ph.D., Rutgers
Community development; housing; immigration

Frank Fischer, Professor of Political Science and Public Administration, Rutgers-Newark; Ph.D.,
NYU
Science, technology, and environmental policy

Norman J. Glickman, University Professor; Ph.D., Pennsylvania
Urban and regional economics and policy

Michael R. Greenberg, Professor of Planning and Public Policy; Ph.D., Columbia
Environmental planning; public health

William K. Hallman, Professor of Human Ecology, SEBS; Ph.D., South Carolina
Risk perception; risk communication; consumer attitudes and behavior; food policy

Andrea Hetling, Assistant Professor of Planning and Public Policy; Ph.D., Columbia
Social policy; domestic violence; welfare

Briavel Holcomb, Professor of Planning and Public Policy; Ph.D., Colorado
Environment and behavior; urban revitalization

James W. Hughes, Dean and Professor of Planning and Public Policy; Ph.D., Rutgers
Housing, demographic and economic analyses

Radha Jagannathan, Associate Professor of Planning and Public Policy; Ph.D., Princeton
Statistics and methods; public welfare

Robert W. Lake, Professor of Planning and Public Policy; Ph.D., Chicago
Urban and political geography; community development; environmental politics

David Listokin, Professor of Planning and Public Policy; Ph.D., Rutgers
Housing; land use; finance

Jane Miller, Professor of Planning and Public Policy; Ph.D., Pennsylvania
Maternal and infant health; demography

Anton Nelessen, Associate Professor of Planning and Public Policy; M.A., Harvard
Urban design; site and master planning; media presentations

Kathe Newman, Associate Professor of Planning and Public Policy; Ph.D., CUNY
Urban politics; urban revitalization; community development

Robert B. Noland, Professor of Planning and Public Policy; Ph.D., Pennsylvania
Impacts of transport planning and policy on environmental outcomes; impact of induced travel
on vehicle emissions; behavioral responses to new transport capacity

Karen M. O'Neill, Associate Professor of Human Ecology, SEBS/SAS; Ph.D., UCLA
Land-use conflicts; social classes; the state

Frank Popper, Professor of Planning and Public Policy; Ph.D., Harvard
Urban politics; urban revitalization; community development

John R. Pucher, Professor of Planning and Public Policy; Ph.D., MIT
Urban transportation; urban and public-sector economics

William M. Rodgers III, Professor of Planning and Public Policy; Ph.D., Harvard
Labor economics; economics of social problems

Alan Rosenthal, Professor of Planning and Public Policy; Ph.D., Harvard
State legislatures; state politics

Julia Sass Rubin, Associate Professor of Planning and Public Policy; Ph.D., Harvard
Community economic development; developmental finance; nonprofit and hybrid
organizational forms

Thomas Rudel, Professor of Sociology, SEBS; Ph.D., Yale
Development; environment; human ecology

Hal Salzman, Professor of Planning and Public Policy; Ph.D., Brandeis
Workforce development and labor markets; effects of technological change; science and
engineering workforce policy

Dona Schneider, Professor of Planning and Public Policy; Ph.D., Rutgers
Morbidity and mortality patterns for children and high-risk groups

Joseph J. Seneca, University Professor; Ph.D., Pennsylvania
Environmental policy and regulation; state and local economic development and finance

Stuart Shapiro, Associate Professor of Planning and Public Policy; Ph.D., Harvard
Public administration; public policy; regulatory processes; quantitative methods

Peter Simmons, Professor of Law, School of Law-Newark; LL.B., California (Berkeley)
Land use; housing; municipal law

Meredeth Turshen, Professor of Planning and Public Policy; Ph.D., Sussex (UK)
Political economy of health; third-world social policy

Carl Van Horn, Professor of Planning and Public Policy; Ph.D., Ohio State
American political institutions; public policy

Lyna Wiggins, Associate Professor of Planning and Public Policy; Ph.D., California (Berkeley)
GIS; computer applications in planning

Nancy Wolff, Professor of Planning and Public Policy; Ph.D., Iowa State
Health economics; public finance

Cliff Zukin, Professor of Planning and Public Policy; Ph.D., Ohio State
Mass media and American politics; public opinion and voting behavior; survey research

Associate Members of the Graduate Faculty

Frank Felder, Director, Center for Energy, Economic, and Environmental Policy; Ph.D., MIT
Energy policy; restructured electric power systems

Paul Gottlieb, Associate Professor of Agricultural, Food, and Resource Economics, SEBS; Ph.D.,
Princeton
Farmland fragmentation; causes and effects of zoning; rural and high-tech economic
development

Wolfram Hofer, Assistant Professor of Landscape Architecture, SEBS; Dokt. Ing., Technische
Universität München (Germany)
Brownfields; suburban landscapes; design theory

Michael Lahr, Associate Research Professor,; Ph.D., Pennsylvania
Economic development; regional economics; public finance

Andrew Pleasant, Assistant Professor of Human Ecology; Ph.D., Cornell
Health, environment, and science literacy and communication; social change

Edward Ramsamy, Associate Professor of Africana Studies; Ph.D., Rutgers
Social theory and urban planning; international development

Mark Robson, Professor of Entomology and Director of the New Jersey Agricultural Experiment
Station; Ph.D., Rutgers
Public health; agrochemical toxicology

Rachel Shwom, Assistant Professor of Human Ecology; Ph.D., Michigan State
Environmental sociology; organizational sociology; global climate change