

Special topics include: the Non Proliferation Regime and How it Works; the "Is Nuclear Proliferation Good?" debate; Nuclear "Hot Spots" including North Korea, the Asian sub-Continent and the Middle East; Denuclearization in South Africa and the former Soviet Union; "Loose Nukes" in the former Soviet Union; and the New Focus on "Counterproliferation" in U.S. National Security Policy. The course is timed to prepare teachers for the renewed interest in nuclear issues occasioned by the 1995 Non-Proliferation Treaty Review Conference as well as the 50th anniversary for the dropping of the atomic bombs on Hiroshima and Nagasaki. The course will feature Peter D. Feaver, Duke University; Peter Lavoy, Naval Postgraduate School; Clay Moltz, Monterey Institute of International Studies; James J. Wirtz, Naval Postgraduate School; and Scott Sagan, Stanford University.

**Short Course 13:
Case and Participatory
Teaching Methods**

Sponsor: APSA Organized Section on Political Psychology Section

This short course, featuring Martha Crenshaw, Wesleyan University; Maryann Cusimano, Catholic University; Brian Mandell, Harvard University; and Brian Ripley, University of Pittsburgh, will introduce participants to case and participatory teaching methods. How can faculty liven up their classrooms, increase student participation in and responsibility for the learning process, sharpen attention to student's critical thinking, writing, and speaking skills, and increase student retention of and interest in course content? Practical techniques and tips will be offered, as well as a variety of handout materials and resources.

Short Course 14: The Role of the States in National Health Reform
Sponsor: APSA Organized Section on Federalism and Intergovernmental Relations

The crushing defeat of President Clinton's health care reform pro-

posals means that the national government is unlikely to attempt comprehensive health system reform until—at the earliest—the beginning of the next century. This failure has inevitably caused health reformers to look more favorably upon the states as the vehicle for major health system reform. Indeed, those universal health insurance advocates that wish the US to adopt the Canadian system explicitly assume the states will be the locus of authority just as the provinces are in the Canadian health system.

Students of federalism in the U.S. know that an important role for the states in social policy is normal rather than exceptional. They also know, however, that federalist systems differ and that casually equating American states with Canadian provinces is an error.

The purpose of this workshop, is to try and bring the insights of federalist scholarship into the analysis of health policy-making.

Political scientists specializing in health politics will analyze the "big" issue of universal health insurance and the more "routine" issue of intergovernmental issues in health professionals education, demonstrating the widely varying issues—(borrowing the Lowi typology) encompassed by the term health policy. Leading health policy officials including Leonard Robins, Roosevelt University; Carol Weisert, Michigan State University; Laura Lundrum, Illinois Department of Health; Patrick Lenihan, Chicago Department of Health; and Virginia Gray, University of Minnesota, will discuss the intergovernmental management and policy issues they face every day in trying to create and implement health policy. The result of the workshop will ideally be a clearer realization of how a sophisticated understanding of federalism can improve both the theory and practice of health policy making.

**Short Course 15:
Wired to the President—Using NII
for Presidency Research**
Sponsor: APSA Organized Section on Presidency Research

This program, led by Terry Sullivan, University of North Carolina, focuses on using the national information infrastructure to enhance research activities, including obtaining timely information on the presidency. The program will begin with an overview of the basic concepts of networking to develop an appreciation of geek speak: name server, router, packet switched network, TCPIP, server, etc. It presumes no preliminary experience with the internet or e-mail or anything else other than how to turn on the computer. The program will cover basic nii tools: telnet, ftp, gopher, www-mosaic/netscape. And the program will cover basic presidency resources on nii: PRESIDENT, www.whitehouse.gov, sunsite.unc.edu, tamu.edu, nwu.edu.

**Foreign Student Travel
Grants for 1995 APSA
Annual Meeting**

The American Political Science Association will again offer a number of travel grants for foreign graduate students studying in the U.S. to attend the APSA Annual Meeting in 1995. Through funding support from the Huang Hsing Foundation, the APSA Council, and other sources the Advanced Foreign Graduate Student Travel Grant Program will bring nearly 30 foreign students to Chicago.

APSA selects the recipients on the basis of the following guidelines:

- Recipients of awards must be studying in the United States at the time the award is offered to them.
- Recipients must be full-time graduate students. Foreign graduate students having refugee, immigrant, or tourist visa status are not eligible.
- Applicants who are furthest along in their graduate course of study and intend to return to their native country once their course of

study is completed will be given preference.

- Applicants are not eligible for awards if they are receiving any U.S. government funds for either travel or academic expenses.
- Previous grant recipients are not eligible.
- The maximum award to an individual is \$300.

Applicants must complete a form available from the APSA national office and must have their department chair write a letter of support for their application. Applications without a letter of support *will not* be considered.

The deadline for the receipt of the complete application for a travel grant to the 1995 Annual Meeting is July 7. Application forms and further information are available by writing to: Foreign Advanced Graduate Student Travel Grants, APSA, 1527 New Hampshire Ave., NW, Washington, DC 20036-1290; or call (202) 483-2512.

Placement Report: New Political Scientists on the Job Market in 1994

Michael Brintnall, APSA

The job market is always a subject of intense interest. This year has attracted more attention than usual. The travail of finding academic employment has been highly publicized lately, with the *Wall Street Journal* headlining that “Job Competition Is Fierce” and the *Chronicle of Higher Education* reporting the “Job Market Blues.” All accounts report a vastly more competitive market throughout academia, with stories of up to 700 applicants per job opening.

This report examines the placement success of Ph.D. and A.B.D. students in political science for 1993–94. Information for this report is drawn from many sources, but relies largely on a recent survey of graduate placement directors regarding the job search experiences of the 1993–94 Ph.D. placement class.

Highlights are as follows:

- last year far more new political scientists were on the market searching for jobs than at any time in the last decade—a whopping 36% increase from two years ago;
- yet placement success has not dropped dramatically—69% of the searchers found positions, off 5 percentage points from two years ago, but equal to the rate six years ago;
- job searchers with the Ph.D. in hand—59% of the class—were as successful as any placement class in the last decade, with 82% finding positions;
- 29% of placements were in temporary positions—fewer than has typically been the case in the last decade. Men and women on the job market landed temporary jobs at similar rates;
- placement rates for women exceeded those of men—74% of women in the placement class found positions, and unlike the last survey two years ago a greater proportion of the placements for women were in Ph.D. institutions than for men;
- placements in American government increased to their highest share of all fields in the last decade.

The Placement Class

APSA obtains its information about placements from a survey of graduate placement directors in political science departments in Ph.D.-granting institutions. The placement class represents all students completing or nearing completion of the doctoral programs and entering the job market. These

students are typically seeking academic or related positions to begin the following academic year. One hundred and five departments (80%) responded to the survey; the largest universities are routinely included among the respondents for the placement surveys, which is why we rely on actual numbers rather than weighting for missing cases.

The 1993–94 placement class is significantly larger than previous years, with 1,037 new political scientists seeking jobs. By comparison, in 1992, 763 students were in the placement class, 823 two years before that, and 740 two years earlier. This alone corroborates anecdotal evidence that there seem to be more competitors than ever for each position.

Several factors may be contributing to the dramatic increase in size of this placement class. First of all, it continues a trend of increasing numbers of new graduates on the job market throughout the decade—up from a count of 611 in 1982.

Graduate student enrollments have been steadily increasing too. Numbers of students in Ph.D. programs in political science in 1994 have increased by more than 50% over students enrolled in 1984. This “filling of the pipeline” has evidently started to produce. Numbers of new students accepted to start work in Ph.D. programs are continuing to increase, suggesting that production of new Ph.D.’s will stay high for some time to come.

A suspicion as well is that students are entering the job market earlier—without the Ph.D. in hand—to get an early start on what is suspected to be a difficult and lengthy search. Over the longer run

TABLE 1
Trends in Placement*

	1982	1984	1986	1987	1988	1990	1992	1994
Number of firm candidates	611	672	690	604	740	823	763	1037
% repeats	36	38	32	36	32	32	33	40
% Ph.D.	64	64	69	76	64	59	59	59
% women	21	25	26	27	25	26	30	27

*Figures are from 91 departments for 1982 (76% response rate), 83 departments for 1984 (71% response rate), 83 departments for 1986 (70% response rate), 103 departments for 1987 (86% response rate), 115 departments for 1988 (92% response rate), 118 departments for 1990 (93% response rate), and 110 departments for 1992 (87% response rate), and 106 departments for 1994 (81% response rate).