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November 15, 2011

Dr. Randy Spaulding, Director
Academic Affairs
Higher Education Coordinating Board
917 Lakeridge Way
Olympia, WA 98504

Dear Dr. Spaulding:

Please find enclosed the proposal to establish the Doctor of Philosophy (Ph.D.) in International Studies at the University of Washington. Evaluations of the proposal were conducted by Dr. Gi-Wook Shin, Professor in the Department of Sociology at Stanford University, and John O. Voll, Professor in the School of Foreign Service at Georgetown University. These evaluations are attached to the proposal along with the program's response to the external reviewers' comments.

Please contact David Canfield-Budde at (206) 685-6664 or by email at dacan@u.washington.edu with any questions you may have regarding these proposals.

Sincerely,

Gerald J. Baldasty
Vice Provost and Dean

James Soto Antony
Associate Vice Provost and Associate
Dean for Academic Affairs

Enclosures

cc: Douglas J. Wadden, Executive Vice Provost for Academic Affairs and Planning,
Office of the Provost
Resat Kasaba, Professor and Director, Jackson School of International Studies
Saadia M. Pekkanen, Professor, Jackson School of International Studies
David Canfield-Budde, Academic Program Specialist, The Graduate School

COVER SHEET FOR NEW DEGREE PROGRAM PROPOSAL FORM 2

Program Information

Program Name: Doctor of Philosophy in International Studies

Institution Name: University of Washington

Degree Granting Unit: Jackson School of International Studies, College of Arts & Sciences
(e.g. College of Arts & Sciences)

Degree: Ph.D. International Studies Level: Doctorate Type: (of) Philosophy
(e.g. B.S. Chemistry) (e.g. Bachelor) (e.g. Science)

Major: International Studies CIP Code: 30.2001
(e.g. Chemistry)

Minor: _____
(if required for major)

Concentration(s): _____
(if applicable)

Proposed Start Date: Autumn 2012

Projected Enrollment (FTE) in Year 1: 4 FTE At Full Enrollment by Year 5: 20 FTE

Proposed New Funding: None (reallocation of existing resources initially)

Funding Source: State FTE Self Support Other

Mode of Delivery / Locations

Campus Delivery Seattle
(enter locations)

Off-site _____
(enter location(s))

Distance Learning _____
(enter formats)

Other

Note: If the program is the first to be offered at a given site or location, the submission must also include the information required for the establishment of a new teaching site as outlined in section B.1 of the Program and Facility Approval Policy and Procedures.

Scheduling

Day Classes Evening Classes Weekend Classes

Other (describe)

Attendance Options

Full-time

Part-time

Total Credits 100 Quarter Semester

Contact Information (Academic Department Representative)

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Endorsement by Chief Academic Officer

Date: 11/14/2011

Proposal for a Ph.D. in
International Studies
at the
Jackson School of International Studies
University of Washington – Seattle

.14 November 2011.

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I- INTRODUCTION

This document sets out and explains key components of the proposed Doctor of Philosophy (Ph.D.) in International Studies offered by the Henry M. Jackson School of International Studies, located in the College of Arts & Sciences, University of Washington Seattle. The Ph.D. program builds on the vision, mission, and present capabilities of the Jackson School to enhance its research, reputation, and visibility around the world. However, the Ph.D. program is a school-wide degree for the Jackson School, and not housed within any one of the school's existing program areas. As described in this document, it also represents an important and unique innovation in graduate education through its development of a cross-disciplinary, cross-area, and problem-focused approach to graduate training. The Jackson School faculty as a whole has logged about 400 queries about the proposed Ph.D. program from students based not just in the United States, but also those in Asia, Europe, and the Middle East. The first student enrollments for the JSIS Ph.D. program are projected for Autumn 2012.

The Jackson School does not anticipate or request any new state funds for substantive or administrative support of its proposed Ph.D. program. As described in more detail subsequently, there are two large anticipated costs, both of which will be funded by redirecting/reallocating internal JSIS resources. The first such large cost is faculty and staff time. Here the current simplification of our undergraduate and graduate requirements, as well as reduction of duplicate courses, will allow us to channel released FTEs toward the Ph.D. program. The Chair of the Ph.D. Program Committee will serve as the Director of Graduate Studies, and will be compensated through existing Jackson School discretionary endowment funds and one course reduction in work load per year. The second anticipated large cost includes fellowships and TA/RA salaries for the Ph.D. students. Support for our doctoral candidates will come from some reallocation of TA and RA positions currently held by our Master's students as well as doctoral candidates in social science programs outside the Jackson School. We also anticipate that some of this doctoral candidate support will come from our eight National Resource Centers (NRCs), from continued growth in the grant and contract income brought in through faculty research which should benefit as never before with the actual presence of in-house Ph.D. candidates, from institutional grants by the Jackson school as a whole, as well as the efforts by the doctoral candidates to shift towards their own fellowship and grant income.

The Henry M. Jackson School of International Studies (JSIS)

The Henry M. Jackson School of International Studies *explains* and *engages* the world through *research*, *education* and *public service*. As described briefly below, the Jackson School has long-standing commitments to regional, cross-cultural, and comparative studies, and these extend well beyond the boundaries of its many formal academic programs.¹

¹ See the Introductory Remarks on JSIS at <http://jsis.washington.edu/jackson/welcome.shtml>.

The Jackson School has an extraordinarily high number of federally funded centers: eight Title VI National Resource Centers (NRCs), all of which were renewed in a national competition by the United States Department of Education in 2010 to support the teaching and study of foreign areas and languages for the next four years.² The awards translate into more than \$16 million, and together put the University of Washington in the top two out of 44 renowned national institutions in terms of the number of International Education Awards.³

The NRC awards at the Jackson School are used to support hundreds of students from across the University of Washington, thousands of K-12 teachers in the state of Washington who integrate area studies into their lessons, and hundreds of UW faculty who research, write, and teach on the most important problems of our world in effective, interdisciplinary and cross-regional ways. The Jackson School NRCs thus continue to be devoted to outreach and public education activities for students and teachers, policymakers in state and federal governments, executives in global businesses, as well as citizens and civic groups in the general community. Each year the School sponsors dozens of conferences, colloquia, and seminars featuring the works of scholars, government officials, business people, and diplomats from around the world. Members of the faculty have also moved to harness synergies in terms of teaching and research through new ventures, such as the Global Asia Institute established in 2009 at the University of Washington by the State of Washington Legislature to improve understanding of Asia in the world.

Between 2004 and 2010, the Jackson School graduate programs have attracted about 400 applications for an average of 150 graduate spots per year. Our applicant pool is diverse and professional, regularly attracting not only top US and foreign students, but also US Military Foreign Area Officer (FAOs), as well as junior Foreign Service officials from abroad. The quality of our programs is reflected in our alumni employment. In two recent surveys conducted for the Masters in International Studies (MAIS), more than 80% work in their field and perceive their job placement and graduate training well matched. Hundreds of our graduate students span the public to private spectrum in the global workforce: they go on to serve in local, state, and national governments around the world as well as in a range of international organizations; they teach, research, and administer within academic institutions ranging from those in urban settings in developed countries to remote villages in developing ones; they man non-profit organizations, civic groups, and community movements across the United States and abroad; and they are readily employed in multinational corporations headquartered within the United States and in foreign countries. Another measure of quality is reflected in the performance of our students in national and global competitions for scholarships, internships, jobs and fellowships. Since 2000, 38 University of Washington graduate students have received Fulbright Awards for research

² The eight grants went to the following centers administered by the Jackson School: Canadian Studies; East Asia; Global Studies; Middle East; Russian, East European, and Central Asian Studies; South Asia; Southeast Asia; and West European Studies.

³ These 44 institutions were themselves selected from among hundreds of applications that required detailed information about their commitment to international education, precise plans and innovative projects for expanding such education.

related to topics in international studies. Other students have also received support and recognition from the National Science Foundation, Harvard Academy for International and Area Studies, US Institute of Peace, Ford Foundation, Social Science Research Council, as well as from foundations and organizations in many countries.

The Jackson School is therefore a leading information resource for local, national, and international communities with an interest in tackling contemporary global problems. In constructing a Ph.D. program the Jackson School is answering to a concrete demand among professionals for greater knowledge of international affairs and foreign societies, as well as the research skills necessary to analyze their interactions. Since 2006 when work on the Ph.D. program was begun, the faculty and staff as a whole have responded to well over 400 queries from interested applicants both in the United States and abroad. With a commitment to fostering enduring partnerships around the globe and across sectors and institutions, both through its existing Master's programs as well as the proposed Ph.D. program, the Jackson School seeks to provide and promote intellectual and civic leadership in the 21st century.

Advantages of a Ph.D. for the Jackson School and the University of Washington Seattle

A Ph.D. program at the Jackson School has distinct practical advantages in line with our academic and intellectual interests and, as a consequence, also for the University of Washington Seattle. Some of the main ones are as follows:

- Allows JSIS to capitalize on a diminishing area-focused educational niche in the mainstream social sciences in the United States, and to ensure the preservation and continuation of this base of knowledge relevant to state and national interests⁴
- Advantages our students by providing the only doctoral-level program in the Pacific Northwest for working on contextualized and practical area-focused analytical problems in the social sciences
- Advantages our faculty by raising our intellectual profile and assets, and helps us in recruitment and retention of top academic talent in terms of both faculty and students
- Advantages our centers, faculty, and students in competition for external funding from national and international sources

⁴ For controversies on this issue see Peter J. Katzenstein, "Area and Regional Studies in the United States," *PS: Political Science and Politics*, 34(4), 2001, pp. 789-791; Robert H. Bates, "Area Studies and the Discipline: A Useful Controversy?" *PS: Political Science and Politics*, 30. 166-169; and David Ludden, "Area Studies in the Age of Globalization," Manuscript, University of Pennsylvania, 1998 at <http://www.sas.upenn.edu/~dludden/areast2.htm>.

- Advantages JSIS by building a cohesive intellectual community that combines the in-depth knowledge of specific languages, countries, and regions with the insights of single-lens social-science disciplines on campus such as the Department of Political Science, Department of History, Department of Sociology, Department of Anthropology, Department of Geography, College of the Environment, School of Law, the Foster School of Business, and so on.
- Advantages the University of Washington Seattle, and the State of Washington, by placing it at the center of a global community of scholars and practitioners in every region of the world who collectively serve as an information clearinghouse on foreign processes, powers, and policies relevant to state and national interests.

II – INTELLECTUAL CORE FOR THE PH.D.

The Jackson School has a unique combination of disciplinary, conceptual, and area-based competences at the graduate level, all of which intermingle with various methodological approaches. Contrary to the trend especially in the social sciences, we are problem-focused. By this we mean that we privilege inductive and empirical approaches, seek to generate solid area/country expertise within the flow of global changes, and speak directly to contemporary global problems along various dimensions as described below. Although mainstream disciplinary departments such as politics, economics, and sociology continue to draw scores of doctoral students, we firmly believe that a single disciplinary lens no longer suffices in explaining the global cross-currents at present, much less prepare people to work or seek understanding across national and regional borders.

In a survey spanning 30 years, the National Science Foundation (NSF) compared doctorate degree recipients from 1978 to 2008, which allows us to pick out some key patterns.⁵ Compared to other fields, the percentage distribution of doctorate recipients broadly in the social sciences went from about 20 percent of the total in 1978 to 15 percent in 2008 (see Figure 7 – Percentage Distribution of Doctorate Recipients, by Broad Field of Study: 1978 and 2008). Although the NSF does not list “International Studies” as a field of study in its present categorization, for our purposes we can focus on its categories related to “area studies” and “international relations” that together somewhat approximate the diverse research and teaching carried on under the auspices of the Jackson School.

Within the striking downturn in terms of social science degrees as whole, the NSF sub-category of the field of area/ethnic/cultural/gender studies showed important growth, from about 14 doctorate recipients in 1998 to 114 such doctorate recipients in 2008. This was in contrast to the category of general “international relations/affairs” which, while showing growth in the

⁵ For the discussion of facts on doctorate recipients in the United States, the discussion here draws on National Science Foundation (NSF), *Doctorate Recipients from U.S. Universities: Summary Report 2007-2008*, NSF 10-309, December 2009, available at <http://www.nsf.gov/statistics/nsf10309/start.cfm>.

2000s, actually went from about 96 doctorate recipients in 1998 to 81 such recipients in 2008 (see Table 47-Doctorate Recipients, by Subfield of Study, 1998-2008). Using these emerging realities as a guiding post, our goal is to use a Jackson School Ph.D. to give actual content to calls for interdisciplinary studies, specifically those that unite cross-disciplinary and cross-area expertise, and that speak to timely analytical and policy problems in the contemporary world.

For historical reasons, the Jackson School has thus far been unable to harness the renown of its existing graduate programs in the service of a school-wide doctoral program. Given the extraordinary diversity of the existing graduate programs, one important reason has been the inability to define a comprehensive intellectual core for the school as a whole. The proposed Ph.D. program has the advantage of providing this integration and paving the way forward for a cohesive Jackson school intellectual identity. For clarification purposes, the remainder of this section describes the intellectual core of the Ph.D. program in International Studies. A detailed description of the exact curriculum, with the required HECB forms, is laid out below in Section IV (Program Description).

Existing Graduate Programs

As of 2011, in terms of graduate training, the Jackson School offers nine interdisciplinary programs leading to a Master of Arts in International Studies (MAIS).⁶ Substantively, at the cross-disciplinary level, these include International Studies, and Comparative Religion. At the cross-areas level, these include China Studies; Japan Studies; Korean Studies; Middle East Studies; Russian, East European and Central Asian Studies (REECAS); South Asian Studies, and Southeast Asian Studies.

All nine MAIS programs require competence in a foreign language, and generally focus their coursework in the social sciences. To date, each of these Master's programs is administered by a Chair and has its own requirements and structure. Given the global renown and appeal of the existing MAIS programs, this administrative structure will continue to stand as is. However, deliberations among the faculty since November 2006 reveal a common consensus that school-wide curricular reform and some minimal integration is necessary to better service a comprehensive Ph.D. program in International Studies that is not identified with any one single graduate program alone. This work is being conducted by the Curriculum Committee, led by the Associate Director of the Jackson School.

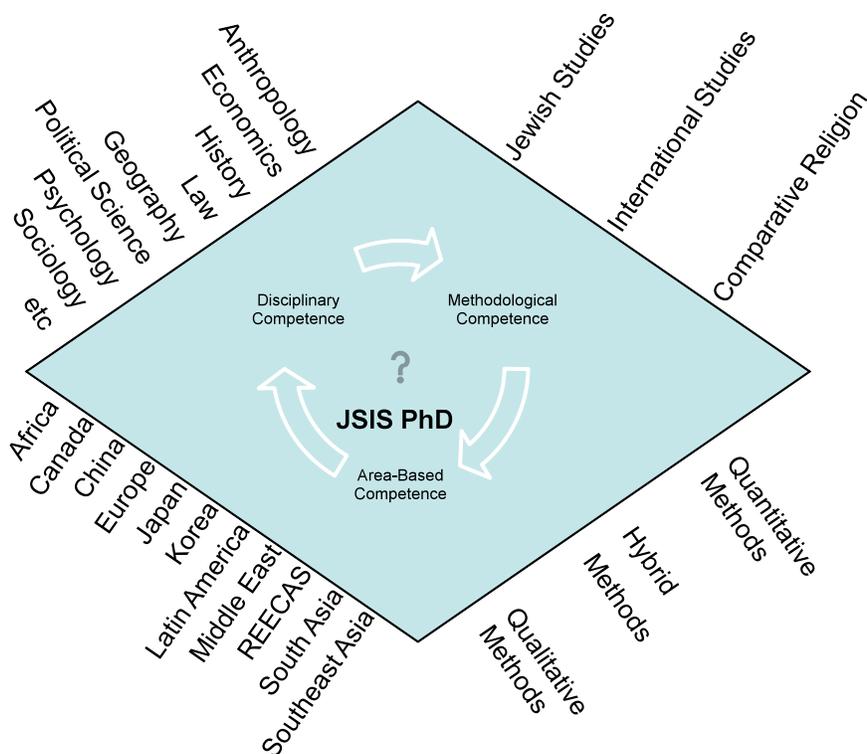
Innovative Program Design

This section describes the method by which the Jackson School integrated its intellectual profile, and moved to cohere its existing MAIS and proposed Ph.D. programs. As noted above, the existing nine MAIS programs offer unparalleled diversity and excellence as stand-alone graduate programs, but have not thus far not cohered into a school-wide intellectual identity.

⁶SeeJSIS Office of Student Services, "Academic Programs," at <http://jsis.washington.edu/advise/academic.shtml>.

This has hampered both intellectual cohesiveness as a unit that puts us on par with like academic units on campus, and also external funding prospects for the school as a whole. Figure 1 illustrates this existing phenomenon.

Figure 1 - Illustration of Existing Graduate Programs⁷



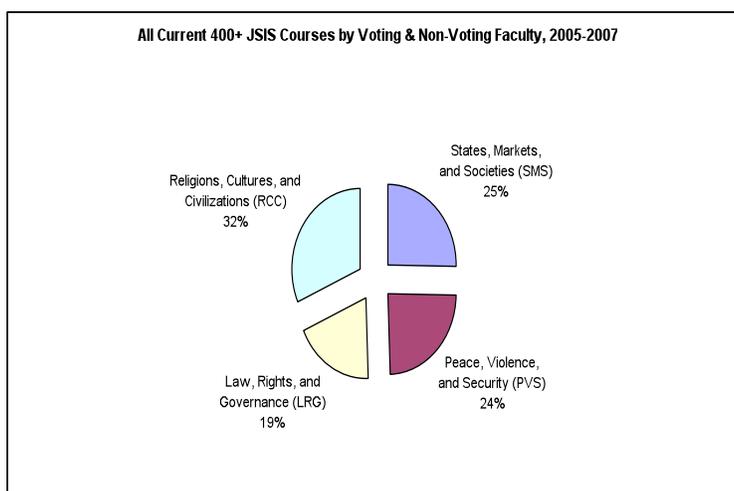
13

The Jackson School consensus on a core intellectual identity for the graduate program builds on these existing cross-disciplinary and cross-area strengths. To take advantage of this unparalleled diversity, the Jackson School examined and classified its in-house intellectual capabilities and resources in a way that would unite the schools' disciplinary and area-studies approaches into a unified teaching and research whole. We examined the most cohesive course data available between 2005-2007 that included 195-200 JSIS courses by voting JSIS faculty, and 32-36 JSIS courses by non-voting faculty.⁸ In general, we found that there were four distinct fields that comport with the breakdown of existing JSIS capabilities in academic courses, and which also provide a measure of faculty research interests.

⁷As of 2010, some of the listed programs do not have stand-alone MAIS programs.

⁸ This refers to JSIS courses taught by JSIS line faculty, whether 100% line, 50% line etc. It also includes courses taught by non-line (0%) faculty which often cross-list but sometimes not. Additionally, it also includes a very small number of non-JSIS courses taught by JSIS line faculty, normally because of joint appointments (plus the stray course for UW Honors, Simpson Center, other buy-out situations).

Figure 2 – Breakdown of JSIS Courses, 2005-2007

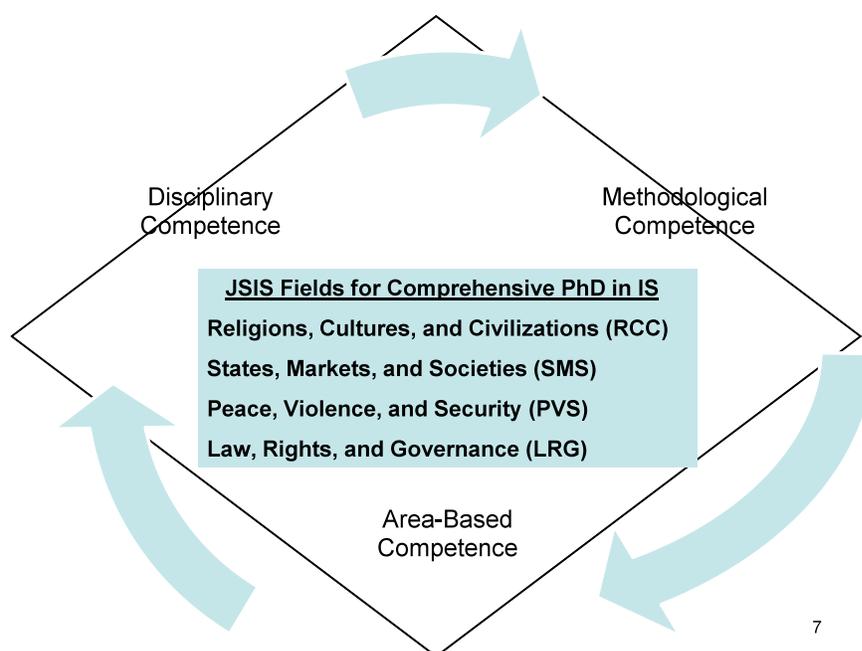


Based on these results, and by consensus of the faculty, the Jackson School has therefore integrated the intellectual dimensions of the Jackson School into four substantive and unique fields. These combinational fields provide a unique opportunity to build a “problem-focused” approach for the study of global issues and challenges, as they combine our strengths in both cross-disciplinary and cross-area courses as identified in Appendix C. They also help train the next generation of doctoral students who develop specializations in both a discipline and area related to their dissertations. These fields are set out in Figure 3, and some examples of the more specific topics that fall within each of these fields are outlined below for illustrative purposes:

- **Religion, Culture, and Civilization (RCC)**
 - Covering topics such as Jewish Studies, Islam, Christianity, cultural identities and ideas, social and historical changes, political and economic trajectories, civilization changes and clashes etc.
- **States, Markets, and Societies (SMS)**
 - Covering topics such as development, (poverty, health, education, gender), trade, investment, finance, multinational corporations, economic policymaking, democratization, political parties, electoral systems, etc.
- **Peace, Violence, and Security (PVS)**
 - Covering topics such as proliferation/non-proliferation, nationalism, ethnic conflict, genocide, human genocide, defense, weapons, intelligence, invasions, interventions, peacekeeping, arms control, disarmament etc.

- **Law, Rights, and Governance (LRG)**
 - Covering topics such as human rights, international economics, human security, environment, crime, tribunals, courts, international and regional institutions, non-governmental organizations, civil society, social movements, etc.

Figure 3 - Illustration of Intellectual Merger of Existing MAIS Programs and Ph.D. Program under Four JSIS Fields



Importance of the New JSIS Fields

In cohering its intellectual profile and identifying its niche, JSIS seeks to move beyond just any one social science discipline, and to impart a cohesive set of skills at the cross-disciplinary, cross-areas, and methodological, levels through the four designated fields. These fields also inform the specifics of the curriculum as discussed in Section IV (Program Description) discussed later. In defining the linked area-disciplinary core of the graduate international studies program within JSIS, they are important because

- They integrate the research and teaching interests/competence of all JSIS faculty, who have chosen to align themselves in fields in line with their cross-disciplinary and cross-area scholarly interests (see especially Appendix A and also Appendix C).
- They provide a cohesive theoretical and analytical framework for distinguishing JSIS to an external audience for funding purposes.

- They provide building blocks for designing the core of requirements for a JSIS Ph.D. curriculum in line with our existing Master’s Programs
- They provide a means for faculty, graduate students, and doctoral candidates to pose questions combining disciplinary and area-based competences. Concrete examples of a “problem-focused” approach that fuses JSIS cross-disciplinary and cross-area competences in line with the JSIS niche above include the following:
 - Why do terrorists play the religious card in the Middle East and with what consequences for the security of Western democracies? (PVS, Middle East)_
 - Can the politics of competitive subsidies in the global aircraft industry represented by Boeing and Airbus really be adjudicated in the dispute settlement system of the WTO? (SMS, LRG, Europe)
 - What do territorial disputes, like Kashmir, imply about building political cooperation between Pakistan and India? (PVS, South Asia)
 - Is Japan reorienting its defense and security policy with the rise of domestic nationalism? (PVS, Japan)
 - Can international tribunals actually affect the prospects of political reconciliation in Latin American countries dealing with the aftermath of gross human rights abuses? (LRG, PVS, Latin America)
 - How and in what ways does the engagement of multinational corporations in specific sectors benefit economic and political outcomes in Southeast Asia? (SMS, Southeast Asia)
 - What might the rise of the internet imply about democratization processes in China? (LRG, SMS, China)
 - Does the institution of microfinance offer an alternative vision for economic development in Sub-Saharan Africa and Southeast Asia? (SMS, Africa, Southeast Asia)
 - Why did the Canadian government work so effectively with NGOs in the international campaign to ban landmines through the Ottawa Treaty? (LRG, SMS, Canada)
 - What political and social implications does the admission of a Muslim Turkey have for a largely Christian European Union? (SMS, PVS, Middle East)
 - What are the prospects and impact of reunification of North and South Korea after the confirmed nuclear status of the former? (PVS, Korea)
 - Does ecosystem-based management lead to more environmentally beneficial policies in the Southeast Asian countries (LRG, SMS, Southeast Asia)?
 - How has the presence and potential of natural resources of interest to a number of great powers affected the stability of states in Central Asia? (SMS, PVS, REECAS)

III – DOCUMENTATION OF NEED FOR PROGRAM

This section assesses the local, regional, national, and global need for instituting a Ph.D. program at the Jackson School from the perspective of various angles and actors: the University of Washington, other academic institutions, the State of Washington, and the skill sets necessary for the next-generation of global scholars and practitioners.

Relationship to Institutional Role and Mission

With an emphasis on problem-focused research, doctoral candidates in JSIS will be ideally positioned to make a significant contribution to the study and practice of International

Studies in a way that is currently not being undertaken anywhere else in the world. Their contributions will also advance the missions of the University of Washington, the College of Arts and Sciences, and the Jackson School.

Mission of the University

The primary stated mission of the University of Washington is the preservation, advancement, and dissemination of knowledge.⁹ Using multiple approaches to advance research, inquiry and discussion, the University seeks dissemination of knowledge through such channels as academic institutions, international education, creative practices, scholarly communities and exchanges, as well as public service. The mission statement recognizes explicitly that the “academic core” of the University is its College of Arts and Sciences, within which JSIS is located and makes an indispensable contribution through its graduates not just to the local economy but also globally around the world.

Mission of the College of the Arts & Sciences

Recognizing the profoundly diverse, technological, and global changes transforming global realities, the College of Arts & Sciences places scholarly discovery and exchange at the heart of efforts to understand and shape the new world orders.¹⁰ In expanding the frontiers of knowledge and responding to the critical challenges facing humankind, the College identifies the generation of faculty scholarship, in partnership with graduate students, as a top priority.

With an emphasis on uniting disciplinary enterprises and area-based knowledge, the Jackson School’s emerging problem-focused approach seeks to achieve significant and meaningful scholarship in line with the College’s mission. The goal is to train the next generation of doctoral candidates to go beyond existing academic boundaries in an effort to explore, analyze, and disseminate knowledge about the world’s leading problems.

Mission of the Jackson School of International Studies

The Jackson School’s research mission bridges disciplines and makes theoretical and empirical contributions for rethinking the critical problems of the world. Our faculty is dedicated to comprehensive understandings of countries, areas, and regions within the four fields that conceptually and thematically unify the Jackson School, namely RCC, SMS, PVS, and LRG. These four fields provide the pillars for school-wide initiatives that tackle critical challenges, such as globalization, challenges to international law, the political use of religion, human rights and poverty, weapons proliferation, energy and climate change, racial and ethnic conflict, and emerging powers in Asia. Faculty conduct engaged interdisciplinary scholarship through cooperation with units across the university and partnerships with scholars, practitioners,

⁹ See the “UW Role and Mission Statement” at <http://www.washington.edu/home/mission.html>.

¹⁰ See the “Mission of the College of Arts & Sciences” at <http://www.artsci.washington.edu/mission.asp>; and “Seizing the Future: The Visions and Goals of the College of Arts and Sciences at the University of Washington,” at <http://www.artsci.washington.edu/vision.asp>.

universities, NGO's and state agencies within the region and from around the world. Harnessing the diversity and synergies in the Jackson School also answers to documented trends that suggest a trend towards interdisciplinary approaches. As the NSF survey suggested earlier, the largest growth in the broad field of social sciences is in this kind of diverse "other social sciences," with a focus on area/ethnic/cultural/gender studies, geography, and policy analysis.¹¹

With a cadre of doctoral candidates trained to engage in problem-focused research, the proposed Ph.D. program will further strengthen the ability of JSIS faculty to grapple with critical challenges in the region and around the world. One concrete measure of this interest between 2006 and 2010 has come in the over 400 queries from prospective applicants in the US and abroad, who seek professional degrees that allow them to combine disciplinary and area training in the service of concrete global problems. Through their respective foci, doctoral candidates and faculty can reach out to their counterparts regionally, nationally, and globally and help effect a genuine community of scholars and practitioners tackling critical challenges together.

Comparable Institutions

Currently there are no schools in the Pacific Northwest offering a Ph.D. in International Studies as proposed by the Jackson School. With its eight renewed Title VI National Resource Centers (NRCs), the US Department of Education awards demonstrate that the Jackson School is one of the top two schools in the country for sustained and innovative international education. As the discussion of the survey of comparable institutions around the world also reveals, the JSIS program is unique worldwide because it harnesses its renowned capabilities in key areas of the world (East, South, and Southeast Asia, Middle East, Latin America, etc.) with the newly-minted conceptual fields (e.g. RCC, SMS, PVS, and LRG) to advance next generation scholarship in International Studies.

The Jackson School survey of comparable institutions in the region and around the world reveals that there are significant limitations in some of the main competitor existing doctoral programs (Appendix B). These include all major known schools in the United States (e.g. SAIS at Johns Hopkins, Woodrow Wilson at Princeton, SIPA at Columbia), all APSIA (Association of Professional Schools of International Affairs) schools which include 30 members and 19 affiliates in the United States and abroad, 4 units at the University of Washington (Near/Middle Eastern Studies, Evans School, Women's Studies, IPh.D.), and 8 external National Resource Centers (NRCs). From the vantage point of the JSIS, which has significant cross-disciplinary and cross-area depth and breadth on which to base its own Ph.D. program, these external programs are illustrative of some difficulties in coming up with a cohesive model in the absence of such strengths. As outlined more fully in Appendix B, these gaps include, for example:

- Merely joint degree programs, e.g. offer Masters with possibility of Ph.D. in political science, economics, etc.
- Disjointed Ph.D. programs, e.g. academic training in individual disciplines (e.g. political science, economics) but Ph.D. tacked on

¹¹ National Science Foundation (NSF), *Doctorate Recipients from U.S. Universities: Summary Report 2007-2008*, NSF 10-309, December 2009, p. 5, available at <http://www.nsf.gov/statistics/nsf10309/start.cfm>.

- Ph.D. minors or concentrations
- Lack of overall vision with focus on just one or two conceptual themes e.g. sustainable development, economic flows, or international security etc.
- Lack of significant depth in area studies across the board
- Lack of administrative integration within one academic unit

One notable and important directional model for the JSIS Ph.D. is the School of Interdisciplinary Area Studies, one of the thirteen constituent parts of the Social Sciences Division, at the University of Oxford.¹² The stated purpose of this division is to showcase a major commitment by the University to “enhancing teaching and research in Area Studies” through six units (African studies, Latin American Studies, Japanese Studies, China Studies, Russia and East European Studies, South Asian Studies) operating as centers and institutes that are spread across the Oxford Colleges, most notably through St Antony’s College. However like the other programs surveyed in Appendix B, this one is also spread administratively across colleges. Another world-renowned institution is the School of Oriental and African Studies (SOAS), at the University of London, which has a sterling global reputation for area studies but, largely restricted to the study of Asia, Africa, and the Near and Middle East.¹³

None of the academic institutions surveyed in the United States, the United Kingdom, and elsewhere has the four-field focus like those proposed at the Jackson School, and which distinguish JSIS from its counterparts around the world. Taking its cues from the survey of the above programs, some of which have important limitations, the Jackson School can draw on its concentrated cross-areas strengths with the insights of the cross-disciplinary approaches. In this way the JSIS can position itself to be the intellectual leader in International Studies, and to bring its reputation on par with other leading institutions particularly in the United States and United Kingdom.

Importantly, in contrast to many of the programs surveyed, the Jackson School has the *in-house capability* to cultivate “problem-focused” research that builds solid area-based expertise within the flow of contemporary global changes and challenges. JSIS values this niche because it distinguishes the doctoral program both from standard single-lens disciplines and stand-alone area-based graduate programs, which are also continuing to go their separate ways rather than coming together analytically as suggested by the survey especially in the United States. By providing a rigorous Ph.D. program, which combines both disciplinary and area-based competences, the JSIS program capitalizes on a diminishing niche in the educational market in the United States, and advancing to the next generation of international studies in the world.

Student Interest or Demand

As information about a possible Jackson School Ph.D. in International Studies has gotten out since November 2006, which marked the start of internal deliberations, there has been

¹² For the School of Interdisciplinary Area Studies, University of Oxford, see “Welcome to the School of Interdisciplinary Area Studies,” at <http://www.area-studies.ox.ac.uk/>. For St Antony’s College, see “Welcome to St. Antony’s” and the various Area Studies Centers at <http://www.sant.ox.ac.uk/>.

¹³ For SOAS see “Our Research” at <http://www.soas.ac.uk/research/>.

considerable interest in its contents. We have already had numerous inquiries, some of it from our current student body. Additional queries have come not just from within the United States but from international/foreign students. The faculty member in charge of setting up the Ph.D. program within the Jackson School has logged about 40 queries between Autumn 2007 to Spring 2010, coming from our own U.S. or foreign graduate students in the Jackson School or from foreign sources in Asia, Europe, and the Middle East. In a spot poll conducted of the JSIS faculty on 28 September 2010, we determined that well over 300 inquiries have come in collectively between 2006 and 2010 about admission requirements, academic and career prospects, and professional placements around the world. Approximately 15-20 queries have come in, over roughly the same period of time, from other faculty and staff members in JSIS institutes, such as the Institute for Global and Regional Security Studies (IGRSS), the East Asia Resource Center, the Office of Student Services, and the various stand-alone existing MAIS programs in the Jackson School.

Most of these students are interested in solidifying their area-based knowledge with contemporary global problems, making them ideal doctoral candidates for the analytical focus of our Ph.D. program. They also stand to represent and increase the diversity of our student body. This interest is especially important in light of the fact that mainstream disciplinary trends in the United States eschew actual knowledge of foreign areas and processes.¹⁴ Both scholars and students with specialization in a particular area of the world, for example, find it difficult to be accepted in disciplines such as in economics, political science, and sociology in which mainstream quantitative and theoretical approaches have gained ground. Doctoral candidates committed to analytical and area-based interests that lead to creative scholarship and practice in the global arena have few places to go for rigorous interdisciplinary Ph.D. programs in the United States at present.

Economic Growth and Development

A Ph.D. program can play to our unique strengths in international and area/country studies in the State of Washington, the United States as a whole, and indeed the world at a very important moment in history. JSIS has historically been and will remain distinguished by its emphasis on area studies in a global context, which is something we seek to capitalize on through the Ph.D. program. Scholars, specialists, and doctoral candidates with expertise in specific areas of the world that are linked economically to Washington State can serve a vital advisory role in the development of the region. As a concrete example, there is a strong state and federal need to develop scholarly and policy expertise in particular areas of the non-Western world, such as Asia. This point is expanded below under the HECB goals.

¹⁴ Peter J. Katzenstein, "Area and Regional Studies in the United States," *PS: Political Science and Politics*, 34(4), 2001, pp. 789-791.

Changes in Occupation or Profession

With increasing globalization, the older disciplinary boundaries and pedagogical approaches need to be re-conceptualized. As stated earlier, the intellectual niche of the Jackson School advances well beyond the limited single-discipline approach that is common to most Ph.D. programs especially in the United States. The Jackson School approach is to use the four fields to unite disciplinary paradigms with area-based approaches. This will allow JSIS to help transform and shape the field of International Studies to fit the rapidly changing social, political, technological, environmental, etc. realities.

Workforce Needs

We anticipate that our doctoral candidates will enter into academe, public service, non-profit organizations, international organizations, and businesses, in line with where our existing Master's students go. The International Studies program, which is broadly representative for the school as a whole, estimates that of its alums 44% work in government, 33% work in the for profit private sector, 15% work as educators, 4% work in the non-profit sector, and 4 percent work in international organizations.

The objective of the JSIS Ph.D. is to train strategic leaders in a rigorous interdisciplinary setting and to arm them with complex and creative problem-solving skills – those that specifically distinguish them from their cohorts, and give them distinct cross-cultural advantages in global, national, and regional settings. The skill set we are aiming for with the Ph.D. includes the following:

- Mastery of global, regional, and national processes and policies (e.g. India, China, Southeast Asia, Africa, etc.)
- Mastery of language and communications in cross-cultural settings (e.g. Hindi, Japanese, Chinese, etc.)
- Mastery of specific problems that are of contemporary national or global concern using cross-disciplinary contexts and tools (e.g. poverty, human trafficking, terrorism, economic blocs, epidemics, health, environment, government-business relations, legal infrastructure etc.)
- Acquisition of statistical and case methodologies appropriate for multi-dimensional analyses (regressions, surveys, interviews, ethnography etc.)

These skills answer to increasing concerns about the competitiveness of both the State of Washington and the United States in the global economy as identified by the Washington Higher Education Coordinating Board (HECB) in conjunction with others.¹⁵ First, in order to ensure the competitiveness of the labor market, the State of Washington needs to increase degree production by over 5,000 degrees at every level, including the graduate/professional one such as that proposed in the form of the Jackson School Ph.D. The Jackson School Ph.D. program can play a modest role in addressing some of the persistent gaps in the Washingtonian workforce for

¹⁵ Washington Higher Education Coordinating Board, State Board for Community and Technical Colleges, and Workforce Training and Education Coordinating Board, *A Skilled and Educated Workforce: An Assessment of the Number and Type of Higher Education and Training Credentials Required to Meet Employer Demand*, March 2009, pp. 10, 13, 20-26 .

occupational clusters identified such as in the health, education, and business fields where trends are also influenced by global pressures.

Second, the influential Council on Competitiveness cautioned that the United States is approaching a “tipping point” as competition becomes ever more innovative in the global marketplace. Among four others, it identified the importance of building service economy skills as these jobs comprise 75% of all jobs in the United States.¹⁶ According to the Bureau of Labor Statistics cited in the report, virtually all of the projected growth in the U.S. economy until 2016 will occur in service-providing industries, such as education, legal, business, and health care. These knowledge-intensive service industries require “higher levels of communications and problem-solving skills” in the *global* marketplace. These rigorous skills can come about only if academia works with industry and governments to support multidisciplinary curricula that allow the workforce to work productively and seamlessly in cross-cultural contexts. Here too the Jackson School Ph.D. can play a modest role as representing an integrative curriculum that can serve to advantage the United States government, companies, and academia under rapidly changing competitive realities around the world.

A potential list of the eventual placement of our Ph.D. recipients in the national, regional, and global workforce is given in Table 1 below. This list mirrors the National Science Foundation (NSF) facts on the employment sector of Ph.D. recipients between 1988 to 2008, and both the “social sciences” and “other fields” categories show strong placement in academe followed by other sectors (see Table 29 – Employment Sector of Doctorate Recipients with Definite Postgraduate Employment commitments in the United States, by broad field of study: Selected years, 1988-2008).¹⁷ We also anticipate that most of our doctoral graduate students will enter into academic positions in the United States and abroad. For the social sciences, which form a vital core of the Jackson School Ph.D. program, it is important to note that in the NSF study academe has gone up as an employment sector from around 46.8 percent in 1988 to 61.9 percent in 2008 in terms of all U.S. employment commitments. These trends suggest that the niche proposed by the Jackson School Ph.D., which seeks to capitalize on the growth of trends combining disciplinary and area approaches within the broader field of social sciences, will generate sizable employment opportunities for its doctoral graduates.

Table 1 – Anticipated Workplaces for Jackson School Ph.D. Students

- US and foreign universities
- US and foreign government agencies (e.g. Commerce, Agriculture, etc.)
- US and foreign civilian/military intelligence agencies
- US and foreign corporations

¹⁶ Council on Competitiveness, *Thrive: The Skills Imperative*, 2008 (Washington, DC: Council on Competitiveness), pp. 4-5, 18-20.

¹⁷ The facts here on doctorate degrees draws on National Science Foundation (NSF), *Doctorate Recipients from U.S. Universities: Summary Report 2007-2008*, NSF 10-309, December 2009, available at <http://www.nsf.gov/statistics/nsf10309/start.cfm>.

- US and foreign media services
- US and foreign NGOs, foundations, think tanks etc.
- Business-government divisions in multinational corporations
- International and national organizations (WTO, WB, UN, IMF)
- Private corporations engaged in development and privatization projects
- Country-risk analyses departments in international business and organizations
- Regional/area resource centers with educational outreach programs at universities
- Profit and non-profit ventures engaged in practical education and development efforts in developing countries

Service to Community

The Jackson School area-based expertise is critical to advancing the State of Washington's economic, political, social, and diplomatic interests.

With the eight newly renewed National Resource Centers (NRCs) in 2010 bringing in about \$16 million, the Jackson School will once again be a critical catalyst in educational ventures and partnerships. Already the eight NRCs of the Jackson School are engaged in public and educational outreach services that bring scholarly expertise to bear on K-12 educators both within the state and across the nation. In the next four years as many as 500 graduate and undergraduate students will receive full scholarships to study a foreign language. Thousands of teachers in Washington will participate in programs that are designed by these centers; they will gain new insights about distant places, and some of them will travel thousands of miles to study and bring back new insights into their classrooms. Each year, hundreds of students at the University of Washington will be able to take new international and area focused courses and work with a diverse group of American and foreign faculty members.

Having so many active and innovative centers operating from the Jackson School base will also enable the UW faculty and students to deal with some of the most important problems of our world in effective, cross-disciplinary and cross-regional ways. A new cadre of doctoral candidates at the Jackson School will be a vital part of these ventures and partnerships, enhancing educational contents and directions in the service of the community. With a problem-focused approach that combines critical cross-disciplinary and cross-area research in line with our visions for a Ph.D. program, our doctoral candidates will be in strong positions to inform public discourse and policies in some of the most critical concerns of our day such as microfinance in Africa, human trafficking in Southeast Asia, economic blocs in the world order, global pandemics, and human rights violations.

Our concept of community, however, extends beyond the regional Pacific Northwest to encompass a global network of scholars and practitioners. By drawing in and training both foreign and domestic doctoral students, we can tap into the drive towards a global university that is linked to academic and non-academic markets and educational frontiers both at home and abroad. Our expanding network of domestic and foreign Ph.D. alumni can be a source of

intellectual, political, and financial strength for the Jackson School and the University of Washington.

Relationship to HECB Policies and Goals for Higher Education

The HECB has two main goals, both of which can be furthered by instituting a Ph.D. program at the Jackson School.¹⁸ The two specific goals outlined in the preface and discussed in the report are as follows:

“Goal 1: We will create a high-quality higher education system that provides expanded opportunity for more Washingtonians to complete postsecondary degrees, certificates, and apprenticeships.”

The HECB seeks to increase opportunities for students to earn degrees. In terms of doctoral degrees, the National Science Foundation (NSF) survey of doctorate recipients in the social sciences shows that our peer public institutions such as the University of California Berkeley, University of California Los Angeles, University of Maryland, University of Texas-Austin, University of Wisconsin Madison, and so on all rank alongside and even ahead of the top Ivy League institutions such as Harvard, Yale, and Cornell (see Table 3 – Top 20 Doctorate-Granting Institutions, by Broad Field of Study: 2008).¹⁹

While Washington State ranked 20th in terms of total number of doctorate recipients, altogether Washington State accounted for a mere 1.67% of all doctorates awarded in the United States in 2008 (815 out of 48,802 such degrees awarded). The University of Washington which accounted for about 70 percent of all doctoral degrees awarded in the state in 2008 could boost its doctorate-granting profile in the social sciences and “other fields” category further (see together Table 4 – State of Awarding Institution, including the District of Columbia and Puerto Rico, Ranked by Number of Doctorate Recipients, 2008; and also Table 45b – Institutions Granting Research Doctorate in Non-Science and Engineering Fields, by State and Field of Study, 2008).

The innovative, cross-areas and cross-disciplinary, Ph.D. in International Studies being proposed by the Jackson School could play its modest part in this important research direction for the state of Washington as a whole. To our knowledge, there is no other comparable opportunity to pursue a Ph.D. in international studies in the Pacific Northwest, and certainly none at the research university level with the Jackson School’s cross-area, cross-disciplinary, and

¹⁸ See Washington Higher Education Coordinating Board (HECB), *Program and Facility Approval Policies and Procedures*, September 2005, p. 1, at <http://www.hecb.wa.gov/autheval/dpr/documents/GuidelinesProgramandFacilityApproval-Final.pdf>. See more recently, Washington Higher Education Coordinating Board (HECB), *2008 Strategic Master Plan for Higher Education in Washington: Moving the Blue Arrow – Pathways to Educational Opportunity*, esp. p. ii, 12-29, at <http://www.hecb.wa.gov/research/masterplans/documents/2008MasterPlan-fromPRT.pdf>.

¹⁹ The facts here on doctorate degrees draws on National Science Foundation (NSF), *Doctorate Recipients from U.S. Universities: Summary Report 2007-2008*, NSF 10-309, December 2009, available at <http://www.nsf.gov/statistics/nsf10309/start.cfm>.

methodological depth and breadth. The Jackson School Ph.D. can thus be part of a direct effort to boost the ranking of the state in such national tabulations on doctorates in the future. Through the provision of a Ph.D., the Jackson School will increase doctorate-granting opportunities for both domestic and foreign residents centered in the state who will then over time forge a network of scholars and practitioners spanning the globe. With far greater depth than the existing MAIS degrees, the Jackson School Ph.D. can also enhance the profile of its specialist doctoral graduates to serve more effectively in academia, government, business, and the non-profit sector.

“Goal 2: We will create a higher education system that drives greater economic prosperity, innovation and opportunity”.

The HECB seeks to develop a higher education system responsive to the respond to the State’s economic needs. The Jackson School makes substantial contributions to the Washington State economy. The Jackson School currently administers over \$55 million annually through a combination of federal, national, and international grants and contracts, private gifts, and endowments. Expenditures from these funds directly benefit the economy and people of the State of Washington.

In addition, the Jackson School can contribute knowledge and policy expertise to the government and business processes that are shifting patterns of international trade focused on Asia, and which are proving to be critical to the future of the Washington State economy. The combined research and teaching efforts of faculty and doctoral candidates can serve as an asset to state legislators, policymakers, and educators as Washington continues to shape and be part of economic globalization. Given also the international, and especially Asian exposure, of the State of Washington, scholarship and practice related to the countries in the region can also serve as an asset to these same regional players. The presence of a Ph.D. will enhance the ability to be able to bring in more national research dollars into the state, bolstering the state resources.

According to the Washington State Department of Commerce, for example, international trade is critical to Washington’s economy.²⁰ Washington State remains the fourth largest exporter in the country, earning about \$52 billion in exports in 2009. This alone provides a strong practical rationale in support of a Ph.D. program that is designed to fortify our understanding of foreign governments, societies, and policies. Its principal foreign markets include Canada, China, and Japan, with emerging markets also in the Middle East and South Asia. Between March 2009 and July 2010, the top ten export markets for the State of Washington continued to show a strong focus on six Asian countries, Mainland China, Taiwan China, Singapore, Japan, India, and South Korea.²¹ A similar story is evident at the national

²⁰ See Washington State Department of Commerce, “State Data: International Trade Statistics” at <http://www.choosewashington.com/data/trade/Pages/default.aspx>.

²¹ Washington State, Department of Commerce, *Community, Trade & Economic Development (CTED) Quarterly Trade Bulletin*, Vol. 1, No. 1, March 2009, p. 2; and , Washington State, Department of Commerce, *Community, Trade & Economic Development (CTED), Quarterly Trade Bulletin*, Vol. 2, No. 2, July 2010, p. 2; both at <http://www.choosewashington.com/Pages/CommerceQuarterlyTradeBulletin.aspx>.

level, as the United States trade picture is also becoming “Asianized.” In terms of total trade in goods at the start of 2010, Canada had a slim lead with 16.7 percent of total trade, followed closely by China at 14 percent, Mexico at 12.1 percent and Japan at 5.7 percent.²² China is now the largest import partners for the United States as a whole, with Canada, Mexico, and Japan emerging in that order. With this background in mind, the Jackson School’s area-based strengths, particularly across Asia which is rising economically in the world, are long-standing and ever more critical to understanding, securing, and advancing government, business, and social interests in the Asian region. Particular areas of interest and expertise on the part of JSIS faculty, that can be passed on to Ph.D. candidates, include information on foreign technology, businesses, trade, finance, investment, governments, politics, cultures, and societies that are critical to forging economic and diplomatic links.

Relationship to Other Institutions

As we build on and rationalize our in-house capabilities, we do not foresee any direct relationship with domestic and foreign universities in the short-term. However, in the interest of providing on-the-ground training for our doctoral candidates abroad, and to further the drive toward becoming part of a global university, we will move to establish formal exchange programs and other scholarly relationships in critical areas of the world in line with UW goals.

Our most important links will come within our own institution, the University of Washington Seattle. In line with the mission of the University and the HECB, we will supplement our own cross-area and cross-disciplinary strengths by building formally institutionalized channels and links with other academic units on campus such as the Department of Political Science, Department of History, Department of Sociology, Department of Anthropology, Department of Geography, College of the Environment, School of Law, the Foster School of Business etc. The appeal of such combinational and inter-disciplinary degrees is also reflected in our students’ profiles. The Office of Merit Scholarships, Fellowships and Awards at the University of Washington, identified roughly 30 percent of the 2009-2010 Scholars and Nominees as those with an International Studies major, either singly or jointly with other majors in the social or physical sciences.²³

No Duplication

As articulated earlier (and summarized by programs in Appendix B), a survey of existing international studies programs in competitor universities in the United States reveals that comprehensive Ph.D.s that fundamentally integrate international studies/area-based programs do

²² See U.S. Census Bureau, Foreign Trade Statistics, “Trade Highlights: Top Trading Patterns – Total Trade, Exports, Imports, Year-to-Date January 2010,” at <http://www.census.gov/foreign-trade/statistics/highlights/top/top1001yr.html>.

²³ Office of Merit Scholarships, Fellowships & Awards, University of Washington, Listing of 2009-2010 Scholars and Nominees (2010 Spring Nominees Reception), 11 May 2010.

not yet exist. The way we have carved out and defined the JSIS integrated niche is a first in the Pacific Northwest, the United States, and even the world.

Uniqueness of Program

In unifying the existing disciplinary foci with area-based programs under the new four fields (e.g. Religions, Cultures, and Civilizations (RCC); States, Markets, and Societies (SMS); Peace, Violence, and Security (PVS); and Law, Rights, and Governance (LRG)), the Jackson School is positioned to provide intellectual leadership in defining the field of International Studies in the 21st century. Its present interdisciplinary integration is unique and unprecedented.

IV - PROGRAM DESCRIPTION

A - Goals, Objectives, Student Learning Outcomes

The primary goal of the Jackson School Ph.D. in International Studies is to prepare scholars and practitioners to advance the state of knowledge across disciplinary boundaries and area-based approaches in a unified manner under the four designated JSIS fields, i.e. Religion, Cultures, and Civilizations (RCC); States, Markets, and Societies (SMS); Peace, Violence, and Security (PVS), and Law, Rights, and Governance (LRG).

These combinational fields provide a unique and innovative opportunity to train a new generation of scholars and practitioners in “problem-focused” analyses of critical global issues and challenges. In socializing our doctoral candidates in line with our visions, we will also combine existing resources in other UW units where our students can take joint courses with faculty (e.g. political science, geography, law, LSJ, sociology, Evans School, School of Public Health, College of the Environment etc.) to gain greater scope and specialization according to their intellectual interests. In part these moves will be coordinated on the basis of our existing faculty who hold appointments jointly in these other UW units.

The Jackson School’s new intellectual directions will also benefit from the integration of reference, information, and library resources to support the doctoral program. The UW Library system constitutes the primary repository of information supporting all research and teaching at the UW and the Pacific Northwest. The UW received the Association of College and Research Libraries’ 2004 Excellence in Academic Libraries Award. With more than 7.4 million volumes, 7.8 million microforms, and about 60,000 current serial subscriptions it is a genuine trove of information for any scholar or practitioner. The value and scope of the libraries’ holdings have multiplied with the tremendous investment the UW has made in electronic resources in recent years. Over the last 50 years the UW Libraries have benefited from the support the Jackson School has been receiving from the Department of Education’s Title VI Program. A specific mandate of these awards is to support library acquisitions. As a result, the UW library system has one of the most extensive collections of materials relating to international and area studies anywhere in the country to support the proposed Ph.D. program.

Curriculum

To give content to calls for interdisciplinary approaches in line with the University's various missions, we will continue to combine resources with other UW units that correspond to the joint appointments of our faculty outside JSIS. For curriculum purposes all existing doctoral courses are broken down by the four fields as shown in Appendix C. The advantage of this approach is that it automatically allows students to engage in in-depth comparative training both conceptually and in area-based courses, all of which are cohesively designated under one of the four fields.

In an effort to integrate the curriculum of these MAIS programs with a JSIS-wide Ph.D. program, and to more cohesively socialize the graduate student body across the entire school, the Jackson School proposes one common course for all incoming graduate students as well as the elimination of some duplicate courses across the programs. This course, SIS 5XX Survey of International and Area Studies, provides all graduate students with the fundamental building blocks for conceptualizing, exploring, and understanding the discipline of international studies as theorized and practiced by the existing Jackson School faculty. Using this base, students then advance to further cross-disciplinary and cross-area training.

For the cross-disciplinary focus, students are then required to specialize in two of the four fields which are Religions, Cultures, and Civilizations (RCC); States, Markets, and Societies (SMS); Peace, Violence, and Security (PVS); and Law, Rights, and Governance (LRG)). Depending on their interest, they do this by taking a total of 2 courses chosen from the following Field Seminars which are described as follows: The SIS 5XX Field Seminar in RCC exposes students to theoretical and empirical debates in the study of Western and non-Western religions, as well as cultural and civilization interactions in an interdependent world. The SIS 5XX Field Seminar in SMS exposes students to theoretical and empirical debates about the structures of states and their interactions with other social agents and constructs across societies. The SIS 5XX Field Seminar in PVS exposes students to theoretical and empirical debates about a range of global security challenges, conflicts, and violence, as well as issues of their prevention. The SIS 5XX Field Seminar in LRG exposes students to theoretical and empirical debates about the causes and consequences of legal evolution as well as governance concerns across multiple issues.

For the cross-area focus, students are also required to satisfy the core requirements deemed necessary by the standards of the existing area-based programs. As the existing MAIS area-based programs have different requirements for language and substantive courses, each student's core disciplinary and area competence is reviewed and overseen by the Ph.D. Program Committee in heavy consultation with the student's principal faculty advisor as well as the chairs of those programs. Although we will require a Master's for entry into the Ph.D. program, we anticipate that there will be some adjustments and balancing with programs within the Jackson School as well as those from outside. To ensure consistency, we anticipate that this component of the degree will be between 10-15 credits (approximately 2-3 courses). This component of the program thus requires a case-by-case approach which balances the intellectual needs of the

student, his/her prior training, as well as the curriculum demands of each individual existing MAIS program. The review and coordinating role played by the Ph.D. Program Committee ensures standardization in terms of training students in different disciplinary tracks and areas.

Course of study

The proposed number of credits for successful completion of the Jackson School is set at 100 credits, which allows us to integrate and cohere across all of our existing programs and resources. To understand the division of the 100 credits as described in more detail below, requires a clear understanding also of the doctoral degree requirements at the University of Washington. As a starting point, the Graduate School at the University of Washington requires a minimum of 90 credits, of which 30 credits may be from a prior Master's degree from UW or another institution.

The standard for the Jackson School Ph.D. program will therefore be to allow 30 credits from a master's degree for incoming students, whether focused on a discipline or an area of interest. As per the Graduate School rules, these master's degrees can be awarded by both external institutions and existing MAIS programs from the Jackson School. Students, who graduate from the MAIS programs in the Jackson School, do not automatically qualify for admission to the Ph.D. program and must apply, if interested, through the normal Ph.D. admission process. The admission deadline for entry into the Ph.D. program is December 1 for entry into the next academic year cycle. For all Ph.D. candidates, the Graduate School requires that 60 additional credits must be completed at UW (18 at 500 level courses or higher; 18 in approved 400/500 level courses). Of these 27 credits must be in dissertation credits (800 level or higher courses) spread out over at least three quarters, which are for prospectus and dissertation writing.

Of the remaining 33 credits, JSIS will have field seminars for each of the four main designated fields. Each doctoral candidate must take, at minimum, two of the four fields (5 credits each for a total of 10 credits), in line with their interests, and with the approval of their main faculty advisor. The remainder of the credits are distributed over other coursework as indicated in the HECB required Form 4 in Appendix D. We anticipate that our students will further solidify their knowledge base in these fields and also acquire teaching experience by serving as Teaching Assistants typically starting in their third year.

A projected program of study is laid out below in Table 2, which can be tailored after year 1 in line with the capabilities and previous training of the doctoral candidates.

TABLE 2 – Projected Program of Study for Ph.D.

Year of Study	Requirements (with specified timeline and credits)
By End Year 1	<ul style="list-style-type: none"> _____ Complete SIS 590 Survey of International and Area Studies (Autumn) (5 credits) _____ Complete SIS 590 Research Methods in International and Area Studies (Autumn) (5 credits) _____ Complete 1st designated JSIS field seminar (Winter) (5 credits) _____ Complete 2nd designated JSIS field seminar (Spring) (5 credits) _____ Complete first-year MAIS requirement in cross-area of focus (substitute independent study if equivalent completed) (Autumn) (5 credits)

	<ul style="list-style-type: none"> _____ Complete first-year MAIS requirement in cross-area of focus (substitute independent study if equivalent completed) (Winter) (5 credits) _____ Complete 25-30 credits at end year 1 _____ Complete at least one seminar paper at end year 1 _____ Maintain GPA of 3.0 or higher _____ Meet with principal academic advisor (once/quarter) _____ Meet with Ph.D. Program Committee Chair (Autumn, Spring) _____ Confirm appointment of doctoral supervisory committee by Dean of Graduate School
By End of Year 2	<ul style="list-style-type: none"> _____ Complete SIS 590 Research Methods in International and Area Studies II (focus on producing prospectus for defense in exam) (Autumn) (5 credits) _____ Complete SIS 501 Origins of the Global System (Autumn) (5 credits) _____ Complete additional course in 1st designated JSIS field seminar (Autumn) (5 credits) _____ Complete additional course in 2nd designated JSIS field seminar (Spring) 5 credits _____ Complete advanced MAIS course in cross-area of focus (substitute independent study if equivalent completed) _____ Complete advanced MAIS requirement in cross-area of focus (substitute independent study if equivalent completed) _____ Identify targets of funding research with Principal Academic Advisor _____ Confirm Appointment of General Examination Committee (Start Spring) _____ Take General Examination (End Spring) (Tested in designated JSIS fields, tested in designated area, tested on prospectus) _____ Complete 20 credits at end year 2 (estimate) _____ Complete second seminar type paper at end year 2 _____ Maintain GPA of 3.0 or higher _____ Begin submission for funding, scholarships, grants etc. _____ Meet with principal academic advisor (once/quarter) _____ Meet with Ph.D. Program Committee Chair (Autumn, Spring)
By End Year 3	<ul style="list-style-type: none"> _____ Complete SIS 800 Dissertation credits (Autumn) (5 credits) _____ Complete SIS 800 Dissertation credits (Fall) (5 credits) _____ Complete SIS 800 Dissertation credits (Spring) (5 credits) _____ Complete additional coursework in primary designated JSIS Field (5 credits) _____ Confirm appointment of doctoral dissertation committee and chair (Autumn) _____ Complete and defend dissertation proposal (also draft table of contents, and chapters if possible of actual dissertation) (Public defense) (Spring) _____ Complete TA experience _____ Complete 20 credits at end year 3 (estimate) _____ Maintain GPA of 3.0 or higher _____ Begin submission of seminar papers/dissertation chapters to journals, professional conferences etc. _____ Begin submission for funding, scholarships, grants etc. _____ Meet with principal academic advisor (once/quarter) _____ Meet with Ph.D. Program Committee Chair (Autumn, Spring)
By End of Year 4	<ul style="list-style-type: none"> _____ Complete SIS 590 Dissertation colloquium (Autumn, Winter, Spring) (at end 5 credits) _____ Complete SIS 800 Dissertation credits (Autumn) (5 credits) _____ Complete SIS 800 Dissertation credits (Winter) (5 credits) _____ Complete SIS 800 Dissertation credits (Spring) (5 credits) _____ Complete fieldwork if funded _____ Continue research if funded _____ Complete TA work _____ Complete 20 credits at end year 4 (estimate) _____ Maintain GPA of 3.0 or higher _____ Begin submission of seminar papers/dissertation chapters to journals, professional conferences etc. _____ Begin submission for funding, scholarships, grants etc. _____ Meet with principal academic advisor (once/quarter) _____ Meet with Ph.D. Program Committee Chair (Autumn, Spring)
By end Year 5	<ul style="list-style-type: none"> _____ Complete SIS 590 Dissertation colloquium (Autumn, Winter, Spring) (at end 5 credits) _____ Complete SIS 800 Dissertation credits (Autumn) (5 credits)

	<input type="checkbox"/> Complete SIS 800 Dissertation credits (Winter) (5 credits) <input type="checkbox"/> Complete SIS 800 Dissertation credits (Spring) (5 credits) <input type="checkbox"/> Complete fieldwork if funded <input type="checkbox"/> Continue research if funded <input type="checkbox"/> Defend dissertation (public defense) <input type="checkbox"/> Complete TA work <input type="checkbox"/> Complete 20 credits at end year 5 (estimate) <input type="checkbox"/> Maintain GPA of 3.0 or higher <input type="checkbox"/> Begin submission of seminar papers/dissertation chapters to journals, professional conferences etc. <input type="checkbox"/> Begin submission for funding, scholarships, grants etc. <input type="checkbox"/> Meet with principal academic advisor (once/quarter) <input type="checkbox"/> Meet with Ph.D. Program Committee Chair (Autumn, Spring) <input type="checkbox"/> Begin preparation for job market/postgraduate activities
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Admission Requirements

A Master's degree is required for admission, with a minimum of third-year proficiency in the language of interest. As stated earlier, if admitted, graduate students with master's from external institutions or from JSIS MAIS programs may count part of their coursework toward the Ph.D. degree. Although all admitted doctoral candidates must then adhere to the basic sequence of courses, a case-by-case approach will determine the additional coursework for candidates with previous coursework.

All prospective applicants are required to identify two of the core designated fields (e.g. PVS, RCC) and an area-based field (e.g. Middle East) in their statement of interest. In line with JSIS's emphasis on a problem-focused analytical approach, they are also required to pinpoint the critical problem/issue they want to work on in the form of a clear question in their statement of interest for the admission process. Where possible, all applicants are also required to identify a set of professors with whom they wish to work in their two designated fields.

Course Sharing

The stream of coursework also makes use of a number of courses outside the Jackson School in which, due to the interdisciplinary appointments of our existing faculty, we have existing cross-registered courses. This allows us to enroll our students in other units on campus, which may further advantage them in terms of access to more specialized courses that may be of interest to them in specific disciplines (e.g. in political science, history, geography, sociology, law, Evans School, College of the Environment etc.).

Use of Technology

Course delivery is primarily through direct classroom contact between faculty and doctoral candidates. These will take the form of lectures, seminars, case studies, and student presentations. Doctoral candidates will be instructed in the use of appropriate on-line sources for primary and secondary research. They will also be instructed in applied quantitative and qualitative methods, becoming familiar with statistical analyses, software, and project-specific tools.

Faculty

This section provides a profile of the Jackson School faculty as well as the administrative structure responsible for the Ph.D. program.

Faculty Profile

As of 2010, the Jackson School has a world-renowned, research-oriented faculty with 43 professors in tenured and tenure-track positions. These include 17 full professors, 19 Associate professors, 7 Assistant Professors, and 3 Adjunct Professors. We also have a variable number of lecturers/distinguished visiting faculty assigned to some of our specialist courses.

Appendix A shows the research achievements of all faculties with abridged CVs.

Administration

The Jackson School has already committed to making the required changes in its internal organization to release the appropriate FTE's to fulfill the necessary administrative positions. The program will be overseen by a Ph.D. Program Committee and led by a tenured faculty member. This tenured faculty member will specifically be appointed as the Director of Graduate Studies, and will be responsible for devoting 50% time to the task of administering and coordinating all graduate programs including the Ph.D. program. The chair/Director of Graduate Studies will work closely with an administrative point person in the Jackson School Office of Student Services regarding admissions, program support, and career services. The chair will receive compensation for these duties through existing Jackson School discretionary endowment funds. The Jackson School Office of Student Services recently hired an additional academic adviser, and increased the career services staff position from 50% to 100% FTE, in preparation for the advent of the Ph.D. program.

In conjunction with the Chair of the Ph.D. Program Committee, the activities of the Office of Student Services will include coordinating and supporting the committee's work, handling initial and subsequent inquiries about the program, supporting the admission process from applications to commencement of program by an individual applicant, providing information for mentoring and guidance to the doctoral student body, assisting in production and updating of program information in electronic and paper form, maintaining student records, and generally serving as the point person for the doctoral program etc. In addition to working closely with the Ph.D. Program Committee, the Office of Student Services will also liaise with the Office of Career Services to facilitate coordination in the interest of the MAIS and Ph.D. programs. More detailed information on program personnel, by both faculty and administrative/support staff FTEs, is given in HECB required Form 6 in Appendix D.

Students

Projected Enrollments for Five Years

We anticipate enrolling 4 students per year, one for each of the four designated fields and covering a range of the area-based programs. Given changes in the makeup and continued enrollment of students, we project a class size of about 20 students in Year 5, which will put us in our current thinking at maximum capacity. The enrollment and graduation targets are set out in HECB required Form 5 in Appendix D.

Expected Time for Program Completion

We project a time range of 5 years, or less depending on previous graduate training, from start to finish for each doctoral candidate. We anticipate that doctoral students will finish their required coursework in the first two years of their graduate training, including an advanced dissertation prospectus. An additional 1-2 years is required for field work and research, followed by a final year of dissertation writing. A systematic process of mentoring will be undertaken by both the chair of the Ph.D. Program Committee, in coordination with the relevant faculty advisors, to ensure that individual students stay on track in terms of their progress. Doctoral candidates with prior Master's or other training may complete the sequence earlier.

Diversity

The Jackson School has a strong track record of recruiting and retaining students from who are persons of color. A traditional strength of our area studies curricula is that they provide a rich environment that attracts undergraduate and graduate students from across cultures, including underrepresented minorities, first generation immigrants and others from the many immigrant communities of the Pacific Northwest and beyond. By definition, the Jackson School's interdisciplinary orientation establishes a welcome intellectual home to those of many different backgrounds, experiences and interests.

At the student level, our programs have proved especially of interest to both female students as well as minority students. As of autumn 2010, the Jackson School enrolled more female than male students across our undergraduate and graduate programs. Also, reflecting historic patterns, in Autumn 2010, about 36 percent of our undergraduate student body and 17 percent of our graduate student body is made up of minority students (i.e. African American, Asian American, Hawaii/Pacific Islanders, Hispanic Americans, and Native Americans). At the teaching level, the Jackson School faculty teaches and carries out research that promotes multicultural understanding. Approximately 16% of our faculty can be classified as non-white ethnic minorities, and about 5% have physical disabilities. As opportunities for faculty hires may emerge, the JSIS will actively recruit candidates from underrepresented communities, as part of the School's and UW's larger commitment to diversity.

For our Ph.D. program, we will also similarly undertake outreach to and targeted recruiting of students of color from the University of Washington campus, other institutions of higher learning in the state of Washington, and the Pacific Northwest. The University of

Washington has several programs to increase diversity among graduate students and has seen a rise in minority graduate student enrollments from 13% in 2001 to 19% in 2009. To identify potential Ph.D. students and to retain those enrolled, we will thus collaborate with UW students and staff from the Ethnic Cultural Center, the Multicultural Alumni Project, the Multicultural Organization of Students Actively Involved in Change, the Office of Minority Affairs and Diversity, the Diversity Research Institute, the Women's Center, and the departments that have historically attracted minority students. The Jackson School partners with the Graduate School and the Graduate Opportunities and Minority Achievement Program to serve the funding and other needs of students of color and other underrepresented groups. The University of Washington also has disabilities minor, that increases accessibility to students with disabilities in our classes and also promotes scholarly understanding of the challenges faced by the disabled.

V - PROGRAM ASSESSEMENT

A - Assessment Plan

The Ph.D. program will be assessed periodically (beginning with five year intervals, followed by 10 year intervals) both internally and by the Graduate school. This information will be used to strengthen the substantive and administrative nature of the program in terms of coursework, student socialization, program administration etc. Internally, the Ph.D. Program Committee will also be responsible for monitoring the quality and progress of the program through quarterly reviews based on course evaluation, consultations with existing MAIS programs, and input from the graduate student body in the form of regularized meetings.

B - Student Learning Outcomes

Doctoral candidates will be assessed through their coursework, as well as the progress on their dissertation proposals and writing.

Assessment of First Year Performance

Doctoral candidates must successfully pass the first year sequence of courses, and also take a qualifying exam testing on two of the four fields. They will be expected to utilize their theoretical and methodological training in formulating specific research questions that deal with particular regions of the world and/or global processes in line with the four school-wide fields.

Assessment of Second Year Performance

Doctoral candidates must successfully pass the required number of second year courses, devoting their time to passing the qualifying public defense of their dissertation prospectus.

General Examination

The general examination conducted at the end of the second year tests a student's knowledge in two of the four fields, area of interest, and also the dissertation prospectus. Only

students who have passed the general examination will be allowed to proceed with duties as a TA, and serve as RA for faculty members in their areas of expertise.

Dissertation Defense

In line with the Graduate School requirements, the completion of the Ph.D. will be the formal public presentation and defense of the dissertation.

V - FINANCES

The Jackson School is a fully funded unit that exists within the College of Arts and Sciences. It has a sizable endowment and houses one of the larger undergraduate majors in the College and, has close to fifty full or half time faculty lines committed to it in any given year. The Ph.D. program will belong to the entire school. It was planned and built by taking into consideration the school's existing strengths and has the support and commitment of the entire faculty in various programs, some with sizable endowments of their own that they can commit to supporting doctoral candidates. To safeguard against excessive drain on our resources, we intend to keep the program small and manageable, and also operate it closely in conjunction with the financial realities and other academic needs of the Jackson School.

A - Summary of Program Costs and Revenues

Information on the foreseeable program costs and revenues for the Ph.D. program are given in required HECB Form 7 attached in Appendix D. The largest anticipated costs are faculty and staff time, as well as fellowships and TA/RA salaries for the Ph.D. students.

With respect to faculty and staff time, the important background factor is that the Jackson School is involved in a thorough revision of its core curriculum. This task is ongoing, and scheduled to be completed by the end of the 2011-2012 academic year. The results of this school-wide effort will be the simplification of the undergraduate and graduate requirements, reduction of the number of duplicate courses, and the channeling of released FTEs toward the Ph.D. program. As the budgetary situation improves our new hiring decisions will also be carried out in such a way as to support the Ph.D. Program. The Jackson School Office of Student Services recently hired an additional academic adviser in preparation for the advent of the Ph.D. program. We anticipate that the Chair of the Ph.D. Program Committee, also serving as the Director of Graduate Studies, will be compensated through existing Jackson School discretionary endowment funds, and given one course per year reduction in work load to compensate for additional duties related to the Ph.D. program.

With respect to fellowships and TA/RA salaries, the Ph.D. program will start slowly by admitting 2-4 students at first. This will enable us to utilize our existing resources and faculty time with some adjustments. We plan to use several fellowships that exist in our area-based programs as recruitment tools in attracting new students. We then plan to fund all the Ph.D.

students by hiring them as Teaching Assistants or Research Assistants for the slots in the Jackson School. Currently these positions are staffed by graduate students in other units. Thus support for our doctoral candidates will come from some reallocation of Teaching Assistant and Research Assistant positions currently held by our Master's students as well as doctoral candidates in social science programs outside the Jackson School. We also anticipate that some of this doctoral candidate support will come from our eight National Resource Centers (NRCs), from continued growth in the grant and contract income brought in through faculty research which should benefit as never before with the actual presence of in-house Ph.D. candidates, from institutional grants by the Jackson school as a whole, as well as the efforts by the doctoral candidates to shift towards their own fellowship and grant income. At this stage, we do not request any new state funds for administrative support.

VI - EXTERNAL EVALUATION OF PROPOSAL

A - External Expert Reviewers

Letters attached separately

B - Other Public Four-Year Institutions

Please invite the other public four-year institutions to submit their comments related to the proposed program directly to the HECB.

APPENDIX A - ABRIDGED FACULTY CVs

This appendix, attached as separate document, contains the abridged CVs of all faculty at the Jackson School as of December 2010.

APPENDIX B - SURVEY OF COMPARABLE PH.D. PROGRAMS

This appendix sets out information on Ph.D. programs outside the Jackson School. This allows us to examine avenues for structuring our own Ph.D. program from those at our competitor schools, and also within UW. This exercise also allows us to understand the building blocks of Ph.D. program in general. More importantly, it alerts us to the need to distinguish a JSIS Ph.D. from existing programs in line with our own visions.

The focus of the brief survey below is on examining external institutions with full-fledged schools that give out MAs and Ph.D.s, such as the more prominent schools as well as the APSIA (Association of Professional Schools of International Affairs) that include both US and foreign universities. It also provides information on institutional peers/units at UW that have recently instituted Ph.D. programs. Finally, it outlines information on those external institutions that have Title VI National Resource Center (NRC) designation for international studies.

In most cases, as discussed in the text, the survey of these Ph.D. programs reveal that they are joint programs, i.e. offering a Masters with a Ph.D. in a particular discipline, or focused on political science, international relations etc. Those that do have an interdisciplinary focus often lack depth in countries/regions.

INSTITUTION	ESSENTIALS OF THE Ph.D. PROGRAM
<p>School of Advanced and International Studies (SAIS) at Johns Hopkins</p>	<p>SAIS Doctor of Philosophy is focused on and draws upon SAIS's four broad areas of courses – International Econ, IR, International Development, and Regional Studies. Not all fields accept students every year.</p> <p>Ph.D. requirements include approx 8 courses, including two research methodology courses (Theories and Methods of Qualitative Political Research, Qualitative Methods of Political Research), competence in International Economics, language competence, coursework in chosen field, written comprehensive exam in three fields, dissertation prospectus, dissertation, oral dissertation defense</p> <p>SAIS also has an International Policy (IP) Ph.D. program that admits one student per year who happens to be working on the same topic as a permanent faculty member.</p> <p>For further information see URLs: http://www.sais-jhu.edu/admissions/Ph.D./index.html http://www.sais-jhu.edu/programs/ir/ip/Ph.D.program.html</p>
<p>Woodrow Wilson School of Public and International Affairs at Princeton University</p>	<p>Ph.D. in Public Affairs focuses on policy studies, and reliance on existing affiliated disciplines.</p> <p>School bases its doctoral degree requirements on the doctoral requirements of its affiliated Department of Politics, Economics, Sociology, and several science departments. Students acquire research methodology required within each department, and they also complete the majority of their general examinations in these departments.</p> <p>School's "value-added" is then the slanting of its students towards concentrations with a public policy focus. These are five principal fields/clusters, representing areas of (cross-disciplinary) substantial faculty research interest in the School. These include Politics and Public Policy, Political Economy, Population and Public Policy, Urban and Regional Planning, and Science, Technology, and Environmental Policy. Faculty coordinator in each cluster assumes primary responsibility for students in that cluster.</p> <p>For further information see URL http://ww.wws.princeton.edu/acad-adm/programs/Ph.D..html</p>

<p>School of International and Public Affairs (SIPA) at Columbia University</p>	<p>SIPA at master's level has functional and regional concentrations</p> <p>Recently approved multidisciplinary Ph.D. in Sustainable Development (Jeff Sachs, Joseph Stiglitz, and Geoffrey Heal, as co-directors), with goal of broad social science education, strong research skills, and knowledge of the natural sciences.</p> <p>Combines traditional graduate education in social science, particularly economics, with a significant component of training in the natural sciences</p> <p>Catch-all policy-oriented degree that has in background themes of climate change, poverty, public health, demography, urbanization, species extinction and weakened ecosystems – Specific foci on gender and development, urban growth, industrial or agricultural policy, science and technology, education, or other related fields</p> <p>Aims to train/educate researchers, university teachers, and global policymakers in the social science and natural science disciplines that underpin sustainable development. Aims to provide such students with the flexibility to pursue in-depth research in a broad variety of critical policy issue-areas.</p> <p>Graduates are aimed for academic market, though it is recognized that most will go to non-academic market such as US and foreign governments, environmental protection and sustainable development programs, or international institutions like the World Bank and IMF, private firms engaged in large-scale development projects, or consulting firms analyzing development issues for private and public clients</p> <p>For further information see URL http://www.sipa.columbia.edu/academics/degree_programs/Ph.D./index.html</p>
<p>School of International Relations at the University of Southern California</p>	<p>Recently instituted Ph.D. in Politics and International Relations (POIR) combines two faculties, namely political science and international relations.</p> <p>Program has five-course core sequence of theory and methods, and each student chooses three fields of concentration which include traditional fields including American Politics, Law and Public Policy, Foreign Policy Analysis, International Political Economy, International Politics and Security, Political Theory, Comparative Politics; and new interdisciplinary fields including Culture, Gender, and Global Society, and Urban and Ethnic Studies in Global Society. Students petition to create special fields (e.g. international human rights, environmental policy, economics, and methodology) to meet their specific academic interests.</p> <p>Ph.D. degree requires minimum of 60 units (15 courses beyond BA), the Ph.D. screening process, three fields of concentration, a substantial paper or MA thesis, a foreign language requirement, qualifying examinations, a dissertation proposal, and a dissertation and oral defense.</p> <p>Program seeks to recruit a limited number of highly qualified, academically oriented students. All admitted students receive full five-year packages including fellowship, TA/RAships, as well as annual stipend, and support for academic conferences subsequently.</p> <p>For further information see URL http://www.usc.edu/schools/college/poir/about_the_program http://www.usc.edu/schools/college/poir/academic_program</p>
<p>Interdisciplinary Program in Near and Middle Eastern Studies at the University of Washington</p>	<p>Interdisciplinary Ph.D. in Near and Middle Eastern Studies trains students to engage in comparative research in five fields – Near Eastern languages and lit, Turkish and Central Asian Turkic languages, Near Eastern linguistics, Islam topics, Comparative relations, and interdisciplinary investigations of modern topics using the social sciences</p> <p>Program run by interdisciplinary Graduate School group, and current director is Joel Migdal.</p> <p>Program of studies include course in the Department of Near Eastern Languages and Civilizations (NELC), JSIS, and other departments.</p>

	<p>Students are admitted with MAs, and are required to identify their proposed course of study, areas of interest, languages, and principal faculty member with whom they wish to work.</p> <p>Students are required to complete two advanced courses in humanities (one of which has to be in NELC) and two advanced courses in social sciences (one of which has to be in history). Additionally they need to complete a graduate seminar, study three languages (two of which should be regional and one must be non-English Western European). Students are encouraged to take disciplinary methods and theory requirements as appropriate. Students are required to take two disciplinary core/field courses as appropriate to research interests. Students are required to take preliminary exams (consisting of an area of specialization exam and a theory and discipline exam) general exam (consisting of a take-home part and oral part), and final exam (dissertation defense). Student progress is monitored by program faculty. Supervisory committee (generally three members) must include two faculty who are members of the program.</p> <p>For further information see URL http://www.grad.washington.edu/inter/nme.htm</p>
<p>The Daniel J. Evans School of Public Affairs at the University of Washington, Seattle</p>	<p>Ph.D. in Public Policy and Management admitted its first class for Fall 2006, with the goal of preparing graduates for careers as faculty in university programs in public policy and management, as well as for research positions in public and non-profit sectors.</p> <p>Program seeks to draw 5-7 applicants per year through funding, with the anticipation that they will graduate in 4-5 years. Although prospective students are not required to have a master's degree to apply, they are expected to have successfully completed coursework in intermediate microeconomics, differential calculus, and multivariate statistics.</p> <p>First-year core curriculum includes research design, institutional perspectives on management and leadership, public policy processes, microeconomics, policy analysis and evaluation, quantitative methods, and data analysis practicum. Second-year coursework emphasizes research-level specializations in public or nonprofit management or a substantive policy field. Ph.D. candidates are encouraged to take three or more courses in one social science discipline across UW campus (such as anthropology, economics, geography, political science, physiology, or sociology) in order to develop depth for their specialization.</p> <p>For further information see URL http://evans.washington.edu/degree/index.php</p>
<p>Women's Studies, UW</p>	<p>Interdisciplinary program that only admits applicants who are interested in working toward the Ph.D.. Program designed to prepare students for scholarly careers in feminist research and teaching interdisciplinary women studies at the university/college level, or governmental/non-governmental agencies. Uses a strong social science orientation that is unique (i.e. does not provide emphasis on or training in humanities and languages. Department's focus is on global and/or transnational feminist analysis of issues pertinent to the lives of women in Asia and in the Americas. Core faculty specializes in social science discipline including history, anthropology, psychology, sociology, cultural studies, and economics. Ph.D. students complete total of 60 credits, with 15 credits of core seminars, with other 45 credits of coursework in research methods and student's area of concentration. Supervisory committee is then responsible for aiding the student in course selection and getting their research training. Increased enrollments over time, starting with about 4 students and increasing at present to 25.</p> <p>(URL: http://depts.washington.edu/webwomen/GRADUATE%20PROGRAM/gradreqs.shtml)</p>
<p>Individual Ph.D. Program, UW (IPh.D.)</p>	<p>Graduate School has a Ph.D. degree granting unit, the individual Ph.D. (IPh.D.) program that is managed by the IPh.D. Program Coordinator and headed by the Dean of the Graduate School. The program is intended "for exceptionally able students in high academic standing whose objectives for study are so truly interdisciplinary that they cannot be met within one of the University units authorized to grant the Ph.D. degree." Intended for dissertation topics which require supervision from two or more programs through which the university offers the Ph.D. degree. Each of these individual programs is student designed, with guidance by a supervisory committee.</p>

	<p>As stated, the IPh.D. Program is not intended to be</p> <ul style="list-style-type: none"> a) a mechanism for offering the Ph.D. degree within units which do not have their own authorized Ph.D. programs b) used as an alternative for students unable to gain admission to an established program and c) placing faculty from more than one department on a supervisory committee is a standard procedure and alone is not sufficient justification for admission into the Program <p>(URL: http://www.grad.washington.edu/inter/iPh.D..htm)</p>
<p>Designated Title VI Institutions</p> <p>In FY 2006, the following institutions have designated Title VI National Resource Centers (NRCs) in international studies. Generally these centers/institutions are administrative/coordinating units for the respective universities, and have responsibility for overseeing the integration of international research, teaching, and outreach.</p> <p>Thus far they support “internationally oriented” specialization by both undergraduate and graduate students in line with existing programs/departments/units. They tend to house or oversee any internationally related (mostly) undergraduate and also (some) graduate majors/minors/certificates. A few are moving towards directly creating “Ph.D. concentrations” or “Ph.D. minors” in global or international studies as noted.</p> <p>From the perspective of JSIS, what is important is that none of these NRCs is situated in an administratively independent “<i>School</i> of International Studies.” What is also equally important is that none of them thus far has a comprehensive Ph.D. program integrating international studies/area studies.</p>	<p>Duke University – Center for International Studies (DUCIS) – university’s major administrative structure for coordinating and promoting interdisciplinary international research and training (URL: http://www.jhfc.duke.edu/ducis).</p> <p>Indiana University – Center for the Study of Global Change – university’s major catalyst for encouraging/focusing intellectual resources for workable solutions to fluid transnational problems (URL: http://www.indiana.edu/~global).</p> <p>Michigan State University – The Office of International Studies and Programs (ISP) – university-level office supporting/encouraging international activities across campus (URL: http://isp.msu.edu). Of interest is that ISP contains offices involved in international development activities such as the Center for Advanced Study of International Development (CASID) and the Women & International Development Program (WID), both of which are technically the NRCs (URLs: http://www.casid.msu.edu; http://www.wid.msu.edu).</p> <p>University of Chicago – Center for International Studies (CIS) – assumed the responsibility on campus for all international studies, and works closely with staffs of area studies, regional committees, and several interdisciplinary studies (URL: http://internationalstudies.uchicago.edu).</p> <p>University of Illinois – Center for Global Studies (CGS) – a unit of International Programs and Studies at the university that has campus mission for defining globalization, as well as coordinating globalization-related activities across disciplinary colleges, departments, and units. CGS is planning new course developments (15 new graduate, 3 new undergraduate), new degree programs, and also new Ph.D. concentrations on which no further information is yet available (URL: http://www.cgs.uiuc.edu).</p> <p>University of Minnesota – Institute for Global Studies (IGS) – the central university unit for coordinating/working closely with international and area studies centers, and fostering interdisciplinary faculty and graduate student research on global/international themes (URL: http://igs.cla.umn.edu/)</p> <p>University of North Carolina – University Center for International Studies (UCIS) – pan-university center for bringing leadership, innovation, and coordination to general university mission of extending its international presence and global perspective. In addition to supporting several research, training, and service initiatives, also administers a Graduate Certificate in International Development, which allows graduate students to acquire specialization on this issue in communities and nations around the world (URL: http://www.ucis.unc.edu).</p> <p>University of Wisconsin, Madison – The International Institute – a joint venture between the College of Letters & Sciences and the Division of International Studies, oversees sixteen regional and global member programs. For FY 2006, like JSIS at the University of Washington, the International Institute received eight Title VI NRCs across its member programs. One global member program is Global Studies, the designated NRC for international studies. Thus far the International Institute has fostered Ph.D. minors in area-related studies, and Global Studies is currently considering moves to establish a Ph.D. minor as well with no apparent moves towards comprehensive Ph.D. programs in global/area studies. (URLs: http://www.intl-institute.wisc.edu, http://www.global.wisc.edu)</p>
<p>Association of Professional Schools</p>	<p>APSIA has 30 members and 19 affiliate members both in the United States and abroad, with a focus on</p>

<p>of International Affairs (APSIA)</p> <p>APSIA membership provides a comprehensive examination of schools/programs/centers of international studies. APSIA includes the main US and foreign universities dedicated to “the improvement of professional education in international affairs and the advancement thereby of international understanding, prosperity, peace, and security.” JSIS is a member school of APSIA.</p> <p>From the perspective of JSIS, APSIA membership provides a more definitive examination of peer schools/centers with Ph.D. programs of their own (i.e. both stand-alone and also joint Ph.D. programs with other departments etc.). Of the approximately 49 total members and affiliate members, only ten have Ph.D. programs. None of these programs however has integrated area studies cohesively with conceptual fields.</p>	<p>professional training in international studies. All members Those with Ph.D. programs as of 21 December 2006 are highlighted for reference. (URL: www.apsia.org).</p> <p>Member Schools</p> <ol style="list-style-type: none"> 1. School of International Service, American University (Ph.D. in International Relations) 2. Norman Peterson School of International Affairs, Carleton University (Canada) 3. School of International and Public Affairs (SIPA), Columbia University (no Ph.D. identified but see earlier discussion of newly instituted Ph.D. in Sustainable Development) 4. Terry Sanford Institute of Public Policy, Duke University (Ph.D. in Public Policy) 5. Elliott School of International Affairs, George Washington University 6. Edmund A. Walsh School of Foreign Service, Georgetown University (joint master’s programs at school with Ph.D.s in other departments like Economics, Government, History, Arabic etc.) 7. Graduate Institute of International Studies (HEI), Geneva, Switzerland (Ph.D. in International Studies) 8. JFK School of Government, Harvard University (Ph.D. in Public Policy, Ph.D. in Political Economy and Government, Ph.D. in Health Policy, Ph.D. in Social Policy) 9. Institut d’Etudes Politiques de Paris (Sciences Po) 10. Paul H. Nitze School of Advanced International Studies (SAIS), Johns Hopkins University (Ph.D. in International Relations identified; see also earlier discussion on SAIS) 11. Graduate School of International Studies, Korea University, Seoul, Korea 12. International Relations Department, London School of Economics and Political Science (LSE), London, UK 13. Moscow State Institute of International Relations, MGIMO University, Russia 14. Woodrow Wilson School of Public and International Affairs, Princeton University (Doctor of Philosophy in Public Affairs; see also earlier discussion on the Woodrow Wilson School) 15. School of International Relations, Ritsumeikan University, Kyoto, Japan 16. Graduate School of International Studies, Seoul National University, Seoul, Korea 17. School of International Relations, St. Petersburg State University, Russia 18. Stockholm School of Economics, Stockholm School of Economics, Stockholm (No information available) 19. The Maxwell School, Syracuse University 20. The Fletcher School of Law and Diplomacy, Tufts University (Doctor of Philosophy) 21. Graduate School of International Relations and Pacific Studies (IR/PS), University of California, San Diego (Joint Ph.D. in International Affairs and Political Science, Joint Ph.D. in Economics with option to apply for Pacific Leadership Fellows Program. 22. Graduate School of International Studies (GSIS), University of Denver 23. School of Public and International Affairs of Public Policy, University of Maryland (Doctorate in Policy Studies) 24. Gerald R. School of Public Policy, University of Michigan 25. Hubert H. Humphrey Institute of Public Affairs, University Minnesota 26. Graduate School of Public and International Affairs, University of Pittsburgh (Doctor of Philosophy in Public and International Affairs) 27. Annenberg School for Communications, University of Southern California 28. Master International Affairs and Governance, University of St. Gallen 29. Henry M. Jackson School of International Studies, University of Washington 30. The Whitney and Betty MacMillan Center, Yale University <p>Affiliate Members</p> <ol style="list-style-type: none"> 1. National Foreign Affairs Training Center, Department of State 2. International Studies Program, DePaul University 3. Department of International Relations, Florida International University (Ph.D. Program in International Relations) 4. International Political Economy and Development Program, Fordham University 5. International Commerce and Policy Program, George Mason University 6. Ralph J. Bunche International Affairs Center, Howard University (no information available) 7. Graduate School of International Relations, International University of Japan 8. Graduate School of International Policy Studies, Monterey Institute 9. Department of Political Science and Public Administration, North Carolina State University 10. The Division of Global Affairs, Rutgers – The State University of New Jersey 11. John C. Whitehead School of Diplomacy and International Relations, Seton Hall University 12. Bush School of Government and Public Service, Texas A&M University
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	<ol style="list-style-type: none">13. Thunderbird, The American Graduate School of International Management, Thunderbird14. Facultad de Finanzas, Gobierno y Relaciones Internacionales (FIGRI), Universidad Externado de Colombia, Bogotá (joint master's/postgraduate degrees)15. Committee on International Relations, University of Chicago16. Master of Arts in International Administration Program, University of Miami17. International Studies Program, University of Oregon18. Munk Centre for International Studies, University of Toronto19. Graduate School of International Studies, Utsunomiya University
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APPENDIX C – DOCTORAL COURSES BY FOUR DESIGNATED JSIS FIELDS

The following table represents the designated substantive JSIS courses in the doctoral program at the 500 level and also the 400 level (with graduate sections) which are currently taught by JSIS faculty. They are broken down across the four designated JSIS fields i.e. Religion, Cultures, and Civilizations (RCC); States, Markets, and Societies (SMS); Peace, Violence, and Security (PVS), and Law, Rights, and Governance (LRG).

JSIS COURSES	DESIGNATED FIELDS FOR DOCTORAL COURSES			
	RCC	SMS	PVS	LRG
CROSS-DISCIPLINARY COURSES	SIS 590 RCC Field Seminar SIS 600 Independent Research RELIG 501 The Study of Religion RELIG 502 Religion in Comparative Perspective RELIG 510 Colloquium in Comparative Religion RELIG 520 Seminar on Early Christianity RELIG 490/590 Special Topics – Lotus Sutra, Text and Culture in Buddhism RELIG 490/590 Special Topics – Women in Buddhism RELIG Special Topics – Engaged Buddhism SIS 405 Political Economy of Religious Institutions SIS 407 Political Islam and Contemporary Islamist Movements RELIG 415 Modern Jewish Thought RELIG 420 Early Church RELIG 490 /NEAR E 496 Rabbinic Oral Tradition in Literature RELIG 460 Anti-Semitism in the Cultural System RELIG 491 Early Judaism	SIS590 SMS Field Seminar SIS 600 Independent Research SIS 500 Origins of Global Systems SIS 501 Comparative Studies SIS 542/ POL S 542 Seminar on State and Society SIS 575/GEOG 575 Advanced Political Geography SISRE 555/SMA 555 Marine Business Practices SIS 590/PBAF537d Gender and Development SIS 600 Independent Research SIS 401 International Political Economy SIS 467 Nations and States in the Modern World SIS 436 Ethnic Politics and Nationalism in Multiethnic Societies SIS 438 Forced Migration SIS 455 Industry and State SIS 476 Comparative International Political Economy SIS 456/POLS 450 States and Societies in the Third World SIS 440/HSTEU 440 History of Communism SIS 498 IS Readings -Creating the Public in Democracies SIS 498 IS Readings - Family and Morality as Economic Institutions SIS 498 IS Readings - Development , Modernization and Culture SIS 498 IS Readings – Comparative Revolutions	SIS590 PVS Field Seminar SIS 600 Independent Research SIS 524 International Security SIS 522/SOC 589 Ethnicity and Nationalism SIS 502 Globalization and International Relations SIS 523 Seminar on Religious and Political Violence SIS 526 Political Islam and Islamic Fundamentalism SIS 527 Weapons of Mass Destruction SIS 534 International Affairs SIS 590 Special Topics – Sacrifice and the State SIS 421 National Security and International Affairs SIS 426/POLS 426 World Politics SISRE 424 Security Affairs SIS 476 Deeply Divided Societies SIS 446 History, Memory, and Justice SIS 444 Peasants in Politics SIS 498 Readings in IS-Genocide SIS 498 IS Readings – Limits of Diversity SIS 498 IS Readings- Psychoanalysis and IS SIS 498 IS Readings – Role of Exiles and Diasporas in Global Politics SIS 490 Special Topics – Multiculturalism: Scope, Conflicts, and Boundaries SIS 490 Special Topics /HSTAS 490 Rumors, Unofficial History, Popular Mentality SIS 490 Special Topics – Diasporas, Ethnicity, Collective Memory SIS 490/590 Special Topics – Arms Control Simulation SIS 490/590 Special Topics – Negotiation Simulation SIS 495 Task Force - Trafficking	SIS590 LRG Field Seminar SIS 600 Independent Research SIS 452/552 Law and Politics of International Trade SIS 562 Law, Globalization, and Multinational Corporations SIS 553/Law H516 Health in International Trade Law LAW B 560 Islamic Law LAW E 560 Muslim Legal System RELIG 410 Law Judaic Experience SIS 425 International Law and Arms Control SIS 439/LSJ 490 Law and Political Power SIS 460 Law, State, and Society
CROSS-AREA COURSES	SISEA 530 Seminar on China SISEA 532 Chinese Political System SISEA 579 Modern Chinese History SISEA 521/522 Interdisciplinary Studies of China SISEA 590 Special Topics – Social Science Readings in Chinese SISEA 555 Intro Japan Studies SISEA 559 Japan Seminar SISEA 585 Seminar on Modern	SISEA 532/POLS 532 The Chinese Political System SISEA 468 China's Economic Reforms SISEA 538 Topics in the Chinese Economy SIS495 Task Force – National Development Policies in Light of Chinese Global Manufacturing SIS 495 Task Force – Lessons Learned from China's Industrialization SISEA 482/582 Japanese Business	SISEA 551/POLS 539 International Relations of Northeast Asia SISEA 548 National Security of Japan SISEA 437/537 POLS424 International Relations of Japan SISEA 535/PolS535 International Relations of Modern China SIS 536 Analysis, Information, and the Politics Shaping American Foreign Policy SIS 422 The United States in the	SISEA 543/LawB541 Law in East Asia: China SISEA 540/LAW B 540 Japanese Law SISEA 474/574 Civil Society in Japan/East Asia SISSA 539 South Asian Social Movements SIS 490c Special Topics – Environment and Development in South Asia SIS 433 Environmental Degradation in the Tropics

	<p>Korea SSSA 511/512 Seminar on South Asia SSSA 536 Seminar on South Asian Geography SISME 530/531/532 Seminar Middle East Studies SISME 560 Seminar Turkish Studies SIS 490/590 Special Topics – America and Asia in the Global System SIS 590 Special Topics – Latin American Studies Seminar SISA 401 Rise of Asia SISEA 445 Religion in China SISEA 435 Politics and Government in Japan SISEA 423/HSTAS 423 History of Modern Japan SISEA 440/HSTAS 424 Postwar Japan SISEA 490/590 Special Topics/HISTAS 490 Religion and Politics in Modern Japan SISEA 448 Modern Korean Society SISSE 445 Literature and Society in Southeast Asia SISAF 444 Africa Seminar SISME 458 Israeli Politics and Society SISJE 438 Jewish Women in America SISRE 444 Imperial Russia SISRE 20th Century Russia SSSA 436 Society and Political Geography of South Asia SIS 490A Special Topics – Modern India to 1900</p>	<p>and Technology SISEA 486/586 POLS 418 Japanese Trade Politics SISEA 482/582 Japanese Business and Technology SISEA 436/536/POLS 429 Political Parties in Japan/East Asia SISEA 584 Survey of Korean Society SIS 412/ANTH 412 South Asian Social Structure SISRE 418 East Europe Political Economy SIS449/ANTH 449 Social Transformation of Modern East Asia SIS 495 Task Force – US Economic Development Policy for the South SISAF Special Topics /PBAF 537D African Development Challenges</p>	<p>Cotemporary International System SISEA 498 IS Readings – Political Violence in Southeast Asia SIS 590b Special Topics – Water and Security in Middle East SIS 490/HSTAS 490 Hiroshima and Nagasaki SIS 495 Task Force –US Policy Toward Japanese Textbook Controversy</p>	<p>SIS 470 Human Rights in Latin America SISA 490d Special Topics – Culture, Environment and Sustainability in India</p>
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APPENDIX D – HECB FORMS 4, 5, 6, 7

Please find below the required and completed HECB forms.

Form 4**REQUIRED COURSE WORK****Part I**

Include this form with new degree program proposals. Staff will post this information and the program proposal on the HECB Web site during the public comment period.

PREREQUISITE COURSES		
Course Number*	Course Title	Credits
SIS 5XX	Survey of International and Area Studies	5
SIS 5XX	Origins of the Global System	5
SIS 5XX	Research Design and Methods for International and Area Studies I	5
SIS 5XX	Research Design and Methods for International and Area Studies II (Prospectus Development) -- Year 2	5
SIS 5XX	Field Seminar in Religions, Cultures, and Civilizations (RCC) (2 of 4 field seminars for a total of 10 credits)	(5)**
SIS 5XX	Field Seminar in States, Markets, and Societies (SMS) (2 of 4 field seminars for a total of 10 credits)	(5)**
SIS 5XX	Field Seminar in Peace, Violence, and Security (PVS) (2 of 4 field seminars for a total of ten credits)	(5)**
SIS 5XX	Field Seminar in Law, Rights, and Governance (LRG) (2 of 4 field seminars for a total of ten credits)	(5)**
SIS 5XX	Required content course in cross-area of interest	5
SIS 5XX	Required content course in cross-area of interest	5
Total Credits [dedicated Ph.D. credits]		40
PROGRAM REQUIREMENTS		
Course Number	Course Title	Credits
As indicated	UW content courses from existing MAIS (disciplinary or area-based) /Non-UW content courses (disciplinary or area-based) at the graduate level	30
SIS 800	Dissertation Credits	30
Total Credits		100***

*SIS5XX is a generic course number necessary for holding new courses in place before formal course numbers are assigned through university procedures.

**Only two of the four field seminars are required as part of the dedicated Ph.D. prerequisite courses, making for a total of 10 credits.

***Minimum Requirements.

Form 5**ENROLLMENT AND GRADUATION TARGETS****Part I**

Include this form with a new degree program proposal or a Notice of Intent to extend an existing program. Staff will post this information to the HECB Web site during the comment period.

Year	1	2	3	4	5
Headcount	4	8	12	16	20
FTE	4	8	12	16	20
Program Graduates	0	0	0	0	4

Form 6**PROGRAM PERSONNEL****Part II**

Include this form with a new degree program proposal. This information will not be posted to the HECB Web site during the public comment period, but it will be available upon request.

Faculty				
Name	Degree (e.g. M.A.; Ph.D.; J.D.)	Rank (if applicable)	Status (e.g. full-time, part-time)	% Effort in Program
Anchordoguy, Marie	PhD	Professor	Full	10
Bachman, David	PhD	Professor	Full	10
Barzilai, Gad	PhD	Professor	Full	10
Callahan, Mary	PhD	Assoc Prof	Full	10
Chirof, Dan	PhD	Professor	Part	10
Christie, Patrick	PhD	Assoc Prof	Full	10
Curran, Sara	PhD	Assoc Prof	Full	10
Dong, Madeleine Yue	PhD	Assoc Prof	Full	10
Friedman, Kathie	PhD	Assoc Prof	Full	10
Garcia, Maria Elena	PhD	Assoc Prof	Full	10
Giebel, Christoph	PhD	Assoc Prof	Full	10
Godoy, Angelina	PhD	Assoc Prof	Full	10
Guy, Kent	PhD	Professor	Full	10
Ha, Yong-Chool	PhD	Professor	Full	10
Hamilton, Gary	PhD	Professor	Full	10
Hellmann, Donald	PhD	Professor	Full	10
Jaffee, Martin	PhD	Professor	Full	10
Jones, Christopher	PhD	Assoc Prof	Full	10
Kale, Sunila	PhD	Asst Prof	Full	10
Kasaba, Reşat	PhD	Professor	Full	10
Khagram, Sanjeev	PhD	Assoc Prof	Full	10
Lang, Sabine	PhD	Asst Prof	Full	10
Latsch, Wolfram	PhD	Asst Prof	Full	10
Lavelly, William	PhD	Assoc Prof	Full	10
Lucero, Jose Antonio	PhD	Assoc Prof	Full	10
Migdal, Joel	PhD	Professor	Full	10
Nam, Hwasook	PhD	Asst Prof	Full	10
Novetzke, Christian	PhD	Assoc Prof	Full	10

Pekkanen, Robert	PhD	Assoc Prof	Full	10
Pekkanen, Saadia	PhD	Professor	Full	10
Pianko, Noam	PhD	Asst Prof	Full	10
Porter, Deborah	PhD	Assoc Prof	Full	10
Poznanski, Kazimierz	PhD	Professor	Full	10
Pyle, Kenneth	PhD	Professor	Full	10
Radnitz, Scott	PhD	Asst Prof	Full	10
Robinson, Cabeiri	PhD	Asst Prof	Full	10
Sorensen, Clark	PhD	Assoc Prof	Full	10
Sparke, Matthew	PhD	Professor	Full	10
Tokuno, Kyoko	PhD	Sr. Lecturer	Full	10
Warren, Jonathan	PhD.	Assoc Prof	Full	10
Wellman, James	PhD	Assoc Prof	Full	10
Williams, Michael	PhD	Professor	Full	10
Yang, Anand	PhD	Professor	Full	10
Young, Glennys	PhD	Assoc Prof	Full	10
Total Faculty FTE				4.4
Administration and Staff				
Name	Title	Responsibilities	% Effort in Program	
TBA	Director of Graduate Programs	Oversees coordination and administration of all JSIS graduate programs and Ph.D. Program	50	
Donnen, James	Director, Office of Student Services	Oversees administration of PhD Program	10	
Milligan, Paula	Graduate Program Coordinator	Coordinates graduate student programs	10	
Martin, Melissa	Director of Career Services & Alumni Relations	Advises on career opportunities; assists with internships	10	
Scott, Sandra	Payroll Coordinator	Will handle payroll and other business paperwork	7	
Total Staff FTE				0.87

Form 7**SUMMARY OF PROGRAM COSTS AND REVENUE****Part II**

Include with a new program proposal or Notification of Intent to extend an existing program. This information will not be posted to the HECB Web site during the public comment period, but it will be available upon request.

Program Expenses

	Year 1	Year 2	Year 3	Year 4	Year 5 (full enrollment)
Administrative Salaries (0.87 FTE) Benefits @ 30.6% # %	102,268	102,803	103,349	103,906	103,906
Faculty Salaries (4.4 FTE) Benefits @ 28.50 %	503,579	513,650	523,923	534,402	534,402
TARA Salaries (17 FTE) Benefits @ 14.7 %	19,175	19,559	19,950	20,349	20,349
Clerical Salaries (# FTE) Benefits @ # %					
Other Salaries (# FTE) Benefits @ # %					
Financial Aid specific to the program					
Contact Services					
Goods and Services					
Travel					
Equipment					
Lease or Acquisition (attach form iii.a)					
Other (itemize) Photocopying, office supplies	1,000	1,050	1,100	1,150	1,150
Indirect (if applied to the program)					
Total Costs	626,022	637,062	648,322	659,807	659,807

Program Revenue

	Year 1	Year 2	Year 3	Year 4	Year 5 (full enrollment)
General Fund: State Support					
Tuition and Fees (total)					
Corporate Grants / Donations					
Internal Reallocation* (incl. salaries)	886,304	896,375	906,648	917,127	917,127
Other Fund Source (specify)					
Total Revenue	886,304	896,375	906,648	917,127	917,127

*If revenues are projected through internal reallocation please attach an explanation of the impact the reallocation would have on other departments or programs.

Estimated impact of internal reallocations: The Jackson School is planning to undertake internal reallocations to service its Ph.D. program, and as such we are not requesting any new state funds for administrative or doctoral student support. As stated in Section V (Finances), the Jackson School is undergoing a thorough revision of its undergraduate and graduate curriculum which should be completed by the end of the 2011-2012 academic year. One result in streamlining requirements and reducing duplicate courses is that it will free up FTEs that can be channeled toward the Ph.D. program. Additional faculty and staff FTE allocations in support of the Ph.D. program will be funded through the existing Jackson School discretionary endowment funds, as well as partially through our existing eight National Resource Centers (NRCs). In addition to some school-wide fellowships, we also plan to use several fellowships that exist in our area-based programs as recruitment tools in attracting new students to the Ph.D. programs. We then plan to fund all the Ph.D. students by hiring them as TAs or Ras for the slots in the Jackson School. Currently these positions are staffed by graduate students in other units. Thus support for our doctoral candidates will come from some reallocation of TA and RA positions currently held by our Master's students as well as doctoral candidates in social science programs outside the Jackson School.

Note: FTE and benefits rate for personnel should be included in this table.

October 4, 2011

Mr. James Anthony
Associate Vice President and Associate Dean for Academic Affairs
University of Washington

Dear Mr. Anthony:

I was asked to review a proposal for a new Ph.D. degree program from the Jackson School of International Studies (JSIS) at the University of Washington. The interdisciplinary approach as proposed in this new degree program is a recent trend in many leading universities, and its implementation would be highly feasible with the current JSIS faculty. The program would enhance the standing of the JSIS and, more broadly, the University of Washington in the intellectual and policy community. I endorse the proposal without reservation.

The program represents an important innovation in graduate education in its application of an interdisciplinary and problem-focused approach to graduate training. It benefits from a coherent curricular design with sufficient depth and breadth and is well positioned to utilize the excellent faculty that the JSIS already possesses. Given that the program would start small and build on existing resources—both human and financial—I don't foresee any major challenges or difficulties in its implementation. Overall, the proposal is well designed and its execution eminently achievable.

I have little doubt that the proposed Ph.D. program at the JSIS will be well received by both academic and policy communities, as areas studies have recently been given less attention. It will also enhance the JSIS's standing in the nation. Currently there is no school offering a Ph.D. in international studies in the Pacific Northwest—adding a doctoral program such as this one to its curriculum will allow the JSIS to continue to play a leadership role in the region. The new program will also help the JSIS to achieve a standing comparable to that of other top programs in the country, like the programs at Princeton, Harvard, and Columbia.

While there appear to be no major obstacles to starting a small program as proposed, it would be crucial to secure additional human and financial resources to make the program successful in the long run. In particular, it should be noted that because the program will stress a “problem-focused” approach, the JSIS would need to recruit more “practitioners” to its faculty, on either a full- or a part-time basis. The current JSIS faculty is outstanding academically but should be supplemented by leading practitioners in various fields, especially those with policy experience. Those practitioners not only would share their experience with students but could also play an essential part in connecting graduates with non-academic organizations that would be interested in hiring them.

Securing financial resources presents another challenge for any successful program. It is truly

impressive that the JSIS has eight National Resource Centers (NRCs) grants—those can be easily tapped into to help start the program. However, the future of the NRCs grant is somewhat uncertain, as it could become the target of government budget reductions in the years to come. Accordingly, the JSIS may face a difficult financial situation and would eventually need to raise funds sufficient for the doctoral program.

Despite these future challenges, the proposed doctoral program would be a no-brainer for the JSIS and should be implemented immediately. It will without a doubt help the JSIS and the University of Washington to continue to play a leadership role in international studies education in the Pacific Northwest and in the nation. I recommend the proposal with great enthusiasm.

Sincerely,

A handwritten signature in black ink, appearing to read 'Gi-Wook Shin', with a long horizontal flourish extending to the right.

Gi-Wook Shin

Tong Yang, Korea Foundation, and Korea Alumni Chair of Korean Studies
Professor of Sociology
Director of the Shorenstein Asia-Pacific Research Center



GEORGETOWN UNIVERSITY

*Prince Alwaleed Bin Talal
Center for Muslim-Christian Understanding
Edmund A. Walsh School of Foreign Service*

Dr. James S. Antony
Associate Vice Provost and
Associate Dean for Academic Affairs
The Graduate School
University of Washington
Seattle, Washington 98195.

Dear Dean Antony:

RE: Proposal for the Doctoral Program in International Studies.

It has been a pleasure to read the Proposal for a doctoral program in international studies within the Jackson School of International Studies. The proposal is well-conceived and comprehensive. I will begin with a simple statement of my conclusion after reviewing this proposal: I recommend the adoption of this proposed program because it is conceptually strong and represents a viable program for the working in the distinctive contexts of twenty-first century global relations. I have some suggestions and observations that I will discuss later in this letter, but those suggestions should not be taken as reservations about the viability of the proposed program. Instead, I offer them as suggestions for making what could (will) be a strong program even stronger.

In presenting my report, I will start with the guiding questions set forth by the Washington State Higher Education Coordinating Board and then present some additional comments and observations.

1) Does the program demonstrate a coherent design, reflecting appropriate depth and breadth, curriculum, sequencing of courses, synthesis of learning, and assessment of learning outcomes?

The basic answer to this broad question is "yes." To be more specific, the program provides a remarkably strong and integrated design for the shape of the program as a whole. The proposal starts with an important presentation of the existing programs and courses and based on that study of existing resources and expertise, defines a program based on four program areas/themes which both reflect the existing context and represent a significant reframing of the shape of the overall program which gives the proposed program a strong sense of cohesive integrity. The four fields of "Religions, Cultures, and Civilizations" (RCC), "States, Markets, and Societies" (SMS), "Peace, Violence, and Security" (PVS), and "Law, Rights, and Governance" (LRG) provide a

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1
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crucial conceptual framework for bringing together important but previously autonomous and disparate study fields in the existing program. The reconceptualization of framework is possibly the single most important part of the definition of the new program, and would give the program a distinctive character in the broader community of graduate programs in international studies across the country and the world.

The four field definition sets the framework for the potential strengths of the more specific aspects of the proposed program. It gives a clear structure for the curriculum, avoiding the problem all-too-common in International Studies programs of the cafeteria approach to so-called “interdisciplinary” studies—that is, having simply a list of courses from different disciplines and programs that is a menu of courses to choose. The four fields are defined in a way that gives a greater sense of synthesis to the subject matters being presented. The diversity of the four fields insures significant breadth of coverage, while the combination of courses from different disciplines within each of the four categories provides a greater potential for appropriate in-depth coverage of any subject.

The proposed curriculum presents a sound balance between the specific needs of the individual students in the program and the importance of building and maintaining a sense of a “school-wide intellectual identity” (proposal, page 11). The proposed sequence of courses, beginning with the shared core and field seminars and moving to more specialized study, provides a viable shared experience as well as building a common vocabulary of analysis for both students and faculty in the program. These core courses also make available an effective synthesis of learning. The process of designing the specifics of coverage in the field seminars is itself important as a part of the developing of a synthesis of subject matter and learning among the participating faculty.

The proposal’s discussion of assessment procedures defines processes that are standard in the general area of international and regional studies programs around the world.

2) How does the program compare to other institutions' programs? Is it traditional? Is it innovative ("cutting edge") in some way(s)?

This proposed program definitely should not be described as “traditional.” The four field framework gives the program a coherency that does not exist in the more “traditional” programs that are built on a foundation of separate disciplinary departments and separate regional studies centers. One of the distinctive aspects of the program is the importance given to cultural and religious dimensions of international studies. In most programs, religion tends to be either ignored or treated as a secondary part of political studies.

With the emphasis in the proposal on integrating the disciplinary approaches within the framework of a “problem-focused” conceptualization of the inclusive subject matter, rather than simply clustering courses from different disciplines under a catch-all label, the proposed program can be thought of as innovative and, as I will discuss further in the answer to question 3, can be seen as “cutting edge.”

3) Does the program respond to current trends in the field?

The “field” of “International Studies” is in the midst of a number of important and sometimes contradictory trends and conceptual transformations. Possibly the most important of these trends is the continuing shift from viewing the subject as “international relations” with an emphasis on statecraft and diplomacy to a definition that fits better under the label “international studies.” This shift involves a move away from concentration on the activities of states to giving more attention to non-governmental and cultural elements. In this context, the basic lines of the proposed program would place it among the leaders in the newly-defined field. An important part of this is a parallel transition from seeing developments as being more “trans-national” and global than being conceived in the older definitions of “inter-national.” Again, with the more global vision of the Center for Global Studies (as a National Resource Center) as a resource, the new program would be “cutting edge.”

A second major trend is the growing recognition of “religion” as an important element in global relations. Most of the major programs in the APSIA schools still give very little attention to “religion” and the JSIS program would be “cutting edge” in this as well.

4) Are student learning outcomes appropriate and clearly defined?

The student learning outcomes that are described in the proposal are both appropriate and clearly defined. The desired outcomes are directly related to the structure of the program. The combination of regional expertise and thematic analytical skills that are the desired outcomes fit closely with the professional needs of the prospective students.

5) Is the student assessment system adequate, stellar, innovative? Why?

Student “assessment systems” are constantly being reviewed, altered, and changed. At the doctoral level, student assessment systems must be different from those of undergraduate programs. Under the current conditions of higher education, having “innovative” assessment systems is not always desirable in specialized and advanced programs of graduate study where predictable reliability is more important than following the most recent fad in assessment systems. The assessment system described in the proposal will provide reliable and useful results for prospective employers and colleagues of the students in the program. In my assessment, this means that the student assessment system as described in the proposal is what the program needs.

6) Is the program assessment system adequate, stellar, innovative? Why?

The program assessment system, like the student assessment system, provides the kind of continuing evaluation that must be expected of programs. The system will provide results that should be of use to administrators and others who need such assessments.

7) Are the resources (faculty, administrative, facility, equipment) appropriate?

I will limit my observations to the faculty and scholarly resources. The faculty as presented in the proposal clearly has the necessary sets of expertise to make the program successful. Many members of the related faculty have the kind of global visibility that will attract students to the program. However, the proposed program is not dependent upon one or two “stars.” Instead, the faculty represents a critical mass of expertise that makes the program, not a single “star,” the attraction.

In terms of resources, the proposal does not provide information about one important aspect of any doctoral program: the reference, informational, and library resources. I am confident that the University of Washington has the library resources to support this doctoral program, but the proposal should affirm that in some way.

8) What are the program’s strengths and weaknesses?

The major strengths of the program involve its inclusive and comprehensive nature, open both to broad thematic coverage and focused particular expertise. It has the potential for being a real pioneer in the era of more globally-oriented and globally-defined conceptualizations of relations among states, societies, and cultures.

I would not say that the program, as proposed, has any significant “weakness.” However, I would note that programs of this type continue to be vulnerable in certain ways. The proposal notes that the program is “not housed within any one of the school’s existing program areas.” (p.6) This gives the program independence, but it also makes it vulnerable to being “orphaned” in times of institutional financial difficulties. While there is a list of faculty who will be associated with the program, the proposal does not make it clear if the new program would have any authority to determine what level of participation would be needed from those faculty members. Specifically, for example, would the program be able to secure the necessary faculty from “other programs” to teach regularly the basic field and core seminars? If the program is dependent upon the generosity of other programs for providing faculty, it is in a weak position. It would be important for the program to have some budget line for faculty specifically in the program.

9) What are your recommendations?

I have suggestions more than recommendations.

First, I think that the people involved in planning for the program need to be a bit more explicit about “the product,” that is, what do they think that people who gain their PhD in the program

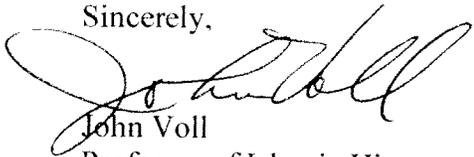
will do? The proposal is a bit confusing. It states (p. 19): “We anticipate that our doctoral candidates will enter into academe, public service, nonprofit organizations, international organizations, and businesses, in line with where our existing Master’s students go” (noting that 15% work as educators). However, on the next page (p. 20), it is stated,” We also anticipate that most of our doctoral graduate students will enter into academic positions in the United States and abroad.” Part of the distinctiveness of the “problem-focused” nature of the program is that it appears to be training people for positions outside of the academic world. (See the description of “anticipated workplaces” on page 21.) The trans-disciplinary nature of the program might make it difficult for people with the program’s degrees to be hired by a disciplinary department and it would be important for the program to recognize that the best employment opportunities for its students might be outside of academe – and therefore have at least part of the curriculum more directly involved with professional preparation.

Second, as the program develops and gets more operationally defined, it might be good to expand the subject coverage even more broadly, to make use of special resources available at the University of Washington. The proposal gives remarkably little coverage to Western Europe and North America. The University of Washington has a number of important programs that could be of great benefit to the program. Specifically, there is a West European Studies National Resource Center that gets mentioned in a footnote but does not seem to provide many faculty resources. Similarly, the University of Washington has a virtually unique program in Scandinavian and Baltic Studies. This could add a distinctive dimension to the area studies dimensions of the doctoral program

However, more importantly, the proposal does not give much indication that the study of the United States would be involved in the curriculum in ways other than simply covering issues of American foreign policy. One of the important trends in international studies at this time is the effort to reduce the influence of the concept of “American exceptionalism” in the study of global affairs. In more traditional curricula, the United States is treated separately from the rest of the world. However, the proposed program could be innovative in this area, especially since the History Department has distinctive graduate programs in American Indian Studies and American Ethnic Studies that could add strength to the proposed program.

Let me conclude by affirming what I stated at the outset of this letter: in my estimation, the proposed doctoral program would be a strong program that would add strength to the broader educational programs of the University of Washington.

Sincerely,



John Voll
Professor of Islamic History and
Associate Director, Prince Alwaleed bin Talal
Center for Muslim-Christian Understanding
Georgetown University
202-687-0288



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Date: 27 October 2011

To: Dr. James Anthony, Associate Vice President and Associate Dean for Academic Affairs

From: Resat Kasaba, Professor and Director, Jackson School of International Studies; and Saadia Pekkanen, Professor.

Re: Responses to Reviews for the Jackson School (JSIS) Ph.D. Program in International Studies

Dear Dean Anthony,

Thank you for soliciting the reviews for our proposal for a new Ph.D. program at the Jackson School of International Studies (JSIS). In line with the established procedure, we are asked to respond to the issues raised in the reviews.

First and foremost, we are very grateful to the two reviews for their very strong endorsement of the substantive program we have constructed. In particular, we are heartened to see that both reviews consider it a unique and unprecedented program in International Studies that has the potential to advance the national academic standing of JSIS to a far greater degree, and to also allow it to become a leader in forging new intellectual directions. As one reviewer notes, the proposed JSIS Ph.D. program will help JSIS to achieve a standing comparable to programs at Princeton, Harvard, and Columbia.

As both reviewers also note, we have worked hard to ensure that the program draws upon our existing strengths; in doing so, we have successfully brought our conceptual and area studies programs together in an integrated cutting-edge design that gives our proposed Ph.D. program a distinctive character both nationally and internationally.

The reviewers do raise some issues that deserve our attention as we further refine the operational structure of our program and consider its implementation.

First, with respect to resources, we are asked to refer to the need to mention and integrate reference, information, and library resources to support the doctoral program. As you know, the UW Library system constitutes the primary repository of information

supporting all research and teaching at the UW and the Pacific Northwest. The UW received the Association of College and Research Libraries' 2004 Excellence in Academic Libraries Award. With more than 7.4 million volumes, 7.8 million microforms, and about 60,000 current serial subscriptions it is a genuine trove of information for any scholar. The value and scope of the libraries' holdings have multiplied with the tremendous investment the UW has made in electronic resources in recent years. Over the last 50 years the UW Libraries have benefited from the support the Jackson School has been receiving from the Department of Education's Title VI Program. A specific mandate of these awards is to support library acquisitions. As a result, the UW library system has one of the most extensive collection of material relating to international and area studies anywhere in the country.

Second, we believe the comment about the possibility that the program can be vulnerable and orphaned results from our failure to describe fully how exactly the Jackson School is organized and where the Ph.D. program will fit. The Jackson School is a fully funded unit that exists within the College of Arts and Sciences. It has a sizable endowment and houses one of the larger undergraduate majors in the College and, has 47 full or half time faculty lines committed to it. The Ph.D. program will belong to the entire school. It was planned and built by taking into consideration the school's existing strengths and has the support and commitment of the entire faculty. To safeguard against excessive drain on our resources, we intend to keep the program small and manageable, and also operate it closely in conjunction with the financial realities and other academic needs of the Jackson School

Third, with respect to ensuring the integrity of the program and its core field seminars, we have already asked faculty through the JSIS Curriculum Committee to begin considering appointments for these seminars. This helps to ensure that faculty teaches in line with their existing research and teaching interests, and therefore helps to cultivate interest in sustaining the new fields over the long run.

Fourth, with respect to the issue of post-doctoral avenues, the trans-disciplinary nature of our program, means that while we will primarily be preparing our doctoral candidates to enter academe in international studies and regional studies programs both in the United States as well as around the world, we will encourage some to also enter the policy community directly. To do that, we will be giving particular attention to methodological training and skills (both quantitative and qualitative) that can be carried across disciplines and policy communities. Relatedly, with respect to human resources, we already have a group of practitioners such as current and former government officials and diplomats who regularly join our faculty. We plan to develop ways of integrating them and their courses more fully in our core competences. In ending, we note that the issue of where doctoral candidates choose to go afterwards for employment is also found in traditional single-lens disciplines and is not unique to the future of the JSIS Ph.D. program.

Fifth, with respect to the necessity of including substantive new fields, such as Western Europe and North America, we note that we have built in a certain degree of

flexibility in the program. This will allow us to draw on our existing resources in European studies. The Jackson School houses a European Union Center, a federally funded Center for Western European Studies, and an –undergraduate European Studies major. A faculty line specializing in “US in the World” remains a top priority for the School. Several years ago as a result of the hiring freeze, we had to cancel a search that was already under way We do hope to be able to make this our first hire once the freeze is lifted. In the meantime, we will be in close cooperation with other units outside the Jackson School, and continue to cultivate our own in house capabilities.

Thank you for your continuing cooperation and support in this matter.

APPENDIX A – Abridged Faculty CVs

Available upon request from Mark Bergeson at 360-753-7881 or markb@hecb.wa.gov.