



# Ph.D. in International Studies

## *Student Handbook 2015-2016*



**The Henry M. Jackson  
School of International Studies  
University of Washington**

[jsisphd@uw.edu](mailto:jsisphd@uw.edu) | [jsis.washington.edu/phd/](http://jsis.washington.edu/phd/)

## TABLE OF CONTENTS

<b>PREFACE</b> .....	<b>5</b>
<b><u>I. GENERAL INFORMATION</u></b> .....	<b>6</b>
<b>ELIGIBILITY</b> .....	<b>6</b>
<b>ADMISSION PROCEDURES AND DEADLINES</b> .....	<b>6</b>
<b>ADMINISTRATIVE STRUCTURE</b> .....	<b>7</b>
The Ph.D. Program Committee.....	7
Mentoring of Doctoral Students and Candidates .....	7
The Role of Faculty Advisors (FAs).....	7
Quarterly Progress Reviews (QPRs) and Annual Progress Reviews (APRs).....	8
Financial Awards.....	9
Departmental Funding Policy .....	10
<b><u>II. THE CURRICULUM</u></b> .....	<b>11</b>
<b>GENERAL DESCRIPTION</b> .....	<b>11</b>
<b>FOUNDATIONAL FIELD DESCRIPTIONS</b> .....	<b>12</b>
1. Religions, Cultures, and Civilizations (RCC).....	12
2. States, Markets, and Societies (SMS).....	12
3. Peace, Violence, and Security (PVS) .....	13
4. Law, Rights, and Governance (LRG).....	13
<b>ACADEMIC REQUIREMENTS</b> .....	<b>14</b>
Overview of Required Coursework .....	14
Professional Presentation and Communication Skills.....	16
Academic Credits and Courses.....	17
Required Minimum Course Distribution by Credits.....	17
Coursework Descriptions.....	18

Introduction to International and Area Studies .....	18
Research Tutorial .....	19
Field Seminars .....	19
Specialization or Independent Study Courses .....	20
Research Design and Methods in International Studies .....	20
1. Qualitative Multi-Method Research Initiative (QUAL) Concentration.....	21
2. Statistics Concentration.....	22
3. Approved Lists of Methods Courses (I, II, III) .....	23
Sample Minimum Course Schedule for Year 1 and Year 2 .....	25
<b><u>III. DOCTORAL EXAMINATIONS</u></b> .....	<b>26</b>
Format and Requirements .....	28
Schedule for Students for Ph.D. Portfolio, Written Exams, and Oral Exams .....	33
Year Two and Beyond with the Doctoral Supervisory Committee.....	34
<b><u>IV. UW ADMINISTRATIVE POLICIES</u></b> .....	<b>36</b>
<b>ON DOCTORAL DEGREE POLICIES</b> .....	<b>36</b>
Doctoral Degree Requirements .....	36
Appointment of Doctoral Supervisory Committee .....	37
Doctoral Supervisory Committee Roles and Responsibility .....	37
General Examination – Admission to Candidacy for Doctoral Degree.....	37
Candidate Certificate.....	38
Appointment and Responsibilities of Doctoral Reading Committee .....	38
Final Examination – Dissertation Defense.....	38
Doctoral Dissertation.....	38
<b>ON STATUS AND STANDING POLICIES</b> .....	<b>39</b>
Graduate Courses.....	39
Repeating a Course .....	39

Grading System for Graduate Students.....	40
Scholarship Requirements .....	40
Academic Probation .....	41
Withdrawal Policy .....	41
Enrollment Requirements.....	42
Final Quarter Registration .....	42
Continuous Enrollment and On-Leave Policy.....	42
Reinstatement .....	42
English Proficiency Requirements.....	43
<b>ON ACADEMIC CALENDAR AND REGISTRATION POLICIES .....</b>	<b>43</b>
<b><u>V. APPENDICES</u>.....</b>	<b>44</b>
<b>Appendix I – Jackson School Ph.D. Program Guidelines For Satisfactory And Unsatisfactory Performance.....</b>	<b>44</b>
<b>Academic Progress Expectations .....</b>	<b>44</b>
Satisfactory Performance.....	45
Unsatisfactory Performance.....	45
<b>JSIS Ph.D. Program Guidelines for Course Grades .....</b>	<b>48</b>
<b>Appendix II – JSIS Faculty By Jackson School Ph.D. Program Foundational Fields..</b>	<b>49</b>
<b>Appendix III – Representative Graduate Courses By Jackson School Ph.D. Program Foundational Fields.....</b>	<b>52</b>
<b>Appendix IV – Checklist for FAs or Chairs in the JSIS Ph.D. Program .....</b>	<b>56</b>
<b>Appendix V – Guidelines for Students Related to The Bridge Lab.....</b>	<b>57</b>

## PREFACE

Welcome to the Ph.D. Program at the Jackson School of International Studies (JSIS), University of Washington, Seattle.

This *Student Handbook* describes the structure and contents of the JSIS Ph.D. Program. It is intended to be a general source of information for doctoral students progressing through the program. It is also intended to serve as a guide to potential applicants to the program. The *Handbook* is updated at least once annually, and can be accessed at the JSIS website at <http://jsis.washington.edu/phd/>. Students are advised to note and to keep abreast of the latest updated version of the *Handbook*, which supersedes previous versions and has immediate and retroactive effect.

For questions about admission, or any additional concerns related to eligibility and enrollment, potential applicants should get in touch with the JSIS Ph.D. Program at [jsisphd@uw.edu](mailto:jsisphd@uw.edu). For questions related to internal matters (guidelines, required forms etc.), admitted Ph.D. students should make active use of the dedicated JSIS Ph.D. Program website (“**COMMONS**”) available via the UW CATALYST System. Access to the COMMONS is restricted to admitted JSIS doctoral students with a UW NetID.

In navigating their way through the program, Ph.D. students should always turn to their appointed Faculty Advisors (FA) for guidance on intellectual and any other matters. They can then also seek the guidance of the Director of Academic Services, who will direct them to appropriate persons in JSIS. Students are also welcome to call directly on the Director of the Ph.D. Program, the Graduate Program Coordinator (GPC), as well as the Ph.D. Program Administrator, who can help orient and guide them generally through the Program’s requirements, curriculum, university policies, etc. The current Ph.D. Program Administrator is John Charlton, who can be reached at [jcharltn@uw.edu](mailto:jcharltn@uw.edu). The current Graduate Program Coordinator (GPC) is Nathalie Williams, who can be reached at [natw@uw.edu](mailto:natw@uw.edu). The current Director of the Ph.D. Program is Saadia Pekkanen, who can be reached at [smp1@uw.edu](mailto:smp1@uw.edu).

## **I. GENERAL INFORMATION**

The Jackson School Ph.D. Program seeks to integrate the renowned area-based capabilities of its existing graduate programs, with next-generation scholarship and practice in the field of international studies. Its objective is to create scholars combining a deep knowledge of areas and regions in the context of contemporary global themes, policy challenges, and real-world problems.

The Jackson School Ph.D. in International Studies prepares students for academic work in U.S. and foreign universities, such as departments, programs, and institutes in international studies, international affairs, and area-studies. It also prepares professional country and region specialists for research and foreign policy positions in think tanks, government agencies, the media, the non-profit sector, and the private sector in the United States and abroad.

The Ph.D. Program gives students the option of writing their dissertation as a thematically-linked collection of three publishable research papers or one multi-chapter book-length monograph. In principle, students are expected to complete the program in three years.

### **ELIGIBILITY**

Admittance into the Ph.D. Program requires a Master's degree (or an equivalent professional degree) from an accredited institution in the United States or abroad.

Applicants without a Master's degree (or an equivalent professional degree) who are interested in the JSIS Ph.D. Program in particular may apply to one of the MAIS programs in JSIS. In the terminal year of that degree, such a student would apply for admission to the JSIS Ph.D. program.

### **ADMISSION PROCEDURES AND DEADLINES**

Admission information on the JSIS Ph.D. Program is available at the official website at <http://jsis.washington.edu/phd/>. The application materials include the Statement of Purpose, Writing Sample, Curriculum Vitae, Letters of Recommendation, all Undergraduate and Graduate Transcripts, and GRE and TOEFL test scores sent directly by the Educational Testing Service. The deadline for receipt of all application materials is in the first week of January for the year in which admission is sought, and the exact date can be found on the official website above at

<http://jsis.washington.edu/phd/admission/>. Potential applicants with specific queries can also contact the JSIS Ph.D. Program at [jsisphd@uw.edu](mailto:jsisphd@uw.edu). Students are advised that all admission procedures for doctoral study at the University of Washington, including the JSIS Ph.D., are handled centrally through the University's Graduate School. For information, see <https://www.grad.washington.edu/applForAdmiss/>.

## **ADMINISTRATIVE STRUCTURE**

The Director of the Ph.D. Program works closely with the Ph.D. Program Committee which has two basic responsibilities from which all others follow: to facilitate the internal and external administration of the Ph.D. Program, and to set the substantive standards of the Ph.D. Program in line with the intellectual directions of JSIS that relate to the training of doctoral students.

### **The Ph.D. Program Committee**

The Committee coordinates the Ph.D. Program's activities with other graduate programs and administrative bodies in the JSIS and also the UW. Working with the Ph.D. Program Administrator, the Committee also handles all administrative and procedural issues related to each student from admittance to graduation. For any individual and/or additional queries, doctoral students in the program can write directly to the Ph.D. Program Committee at [jsisphd@uw.edu](mailto:jsisphd@uw.edu).

### **Mentoring of Doctoral Students and Candidates**

The Ph.D. Program Committee has an integrated and coordinated system for mentoring each individual student, which is in line with The Graduate School requirements for close review of each student's satisfactory and unsatisfactory performance in the program (see Appendix I).

### **The Role of Faculty Advisors (FAs)**

The mentoring process begins with the identification of the primary JSIS foundational fields and the JSIS individual faculty members named on an individual Ph.D. application. In order to make it easier for applicants and students to identify potential Faculty Advisors (FAs) and subsequent members of a Doctoral Supervisory Committee, a brief biographical sketch for each JSIS faculty is available online at

<http://jsis.washington.edu/phd/faculty/>. Jackson School faculty who are named in a Ph.D. application and are in residence can be solicited by the Ph.D. Program Committee as first-year FAs. In order to ensure that incoming Ph.D. students are exposed to as wide a range of JSIS faculty as possible within their primary foundational fields in the initial year, an individual JSIS faculty member cannot normally be solicited as the formal FA to more than one incoming student in the same year.

Doctoral students must seek regular contact with their individual JSIS Faculty Advisor (FA), who is appointed at the time of their enrollment in the Program in line with their expressed research interests. In general, FAs serve as valuable resources for students on specific intellectual trajectories, graduate classes, grant and fellowship applications, doctoral dissertations, etc. From the very beginning of the first year, students should begin formulating a dissertation prospectus under the guidance of their FAs. To that end, also from the beginning, FAs play the central role in guiding students toward other faculty, who work together as a team to help students make concrete progress on their dissertation prospectus in the first year. By the end of the first year, FAs also guide students toward the formation of a more formal Doctoral Supervisory Committee whose setup is required by The Graduate School. In consultation with students, FAs and some members of the first-year teams may or may not go on to serve as chairs or members of the Doctoral Supervisory Committees. Beyond the first year, it is the Doctoral Supervisory Committee that has the prime responsibility for guiding students toward their formal general examinations and the final dissertation. All FAs and/or Chairs are advised to acquaint themselves with their obligations and deadlines in the Ph.D. Program as they supervise the work of students. For that purposes a streamlined checklist is provided by the program (see Appendix IV – Checklist for FAs or Chairs in the JSIS Ph.D. Program).

The FAs or Chairs of Doctoral Supervisory Committees file regular evaluations of the progress of their doctoral students with the Ph.D. Program Committee. As necessary, FAs or Chairs may also be asked to join meetings with the Ph.D. Program Committee in order to allow a comprehensive discussion of a student's progress in the JSIS Ph.D. program based on the quarterly and annual reviews filed (more below).

### **Quarterly Progress Reviews (QPRs) and Annual Progress Reviews (APRs)**

The Ph.D. Program Committee requires that all doctoral students file progress reviews on their academic performance on a quarterly basis in their first year. After the first year, students are only required to file them on an annual basis. On this, see Section II, Sample Minimum Course Schedule for Year 1 and Year 2)



These Quarterly Progress Reviews (QPRs) and Annual Progress Reviews (APRs) allow students and their FAs to address matters related to academic performance and progress through the Ph.D. Program.

The QPR and APR forms are available online to all faculty and Ph.D. students in the Jackson School via the Ph.D. Program COMMONS. All students are advised that the Ph.D. Program requires typed and dated electronic copies of all QPRs and APRs, which should be mailed by the relevant deadlines to [jsisphd@uw.edu](mailto:jsisphd@uw.edu). The specific deadlines for the QPRs and APRs is as follows:

- the QPR focused on student performance in the Autumn quarter is due by or before the first day of classes in the following Winter quarter
- the QPR focused on student performance in the Winter quarter is due by or before the first day of classes in the following Spring Quarter; and
- the APR focused on academic performance over the entire academic year (all quarters, including the final Spring Quarter and, if relevant, Summer Quarter) is due by or before the first day of classes in the Autumn Quarter of the following academic year.

The evaluation of the QPRs or APRs is taken up by the Ph.D. Program Committee at its first meeting in the quarter in which they are due. The Ph.D. Program Committee will then notify students whether their performance has been satisfactory or unsatisfactory. All communications to the student are automatically copied to the FA and/or the Chair of the Doctoral Supervisory Committee. Students with questions about their evaluations are directed to approach their FA and/or Chair and then the Director of the Ph.D. Program.

## **Financial Awards**

The Ph.D. Program Admissions Committee, which is composed of a new set of JSIS voting faculty each year, makes determinations about financial awards at the time of admission. Subsequently, the Ph.D. Program Director works with the Ph.D. Program Committee to monitor and determine the financial support available to a student during the course of his/her time at JSIS. At all times, students in the Ph.D. program are expected to pursue external sources of funding. The Jackson School aims to provide funding for three years provided that students make satisfactory performance as outlined per Graduate School requirements in Appendix I. Fellowships, teaching assistantships, and research assistantships are provided to qualified graduate students,

including first year students. Additional funding comes from the existing area-based MAIS, the Ph.D. Program, as well as other endowments and opportunities in the JSIS Ph.D. Program and the Jackson School.

### **Departmental Funding Policy**

The foundation of the Jackson School Ph.D. Program is that it is an accelerated, applied program with a three-year timeline. It is the Jackson School's goal to fund all of its Ph.D. students to the fullest possible extent during the three-year program. The funding includes JSIS fellowships, teaching assistantships, and research assistantships. However, departmental funding is not available to students who remain with the program beyond the designated three-year timeline. Students who remain in the program for four or more years are fully expected to support themselves by pursuing external sources of funding in a timely manner. Students who must extend their program of study beyond three years due to documented illness or other serious unforeseen circumstances may be considered for departmental support on a case-by-case basis.

## **II. THE CURRICULUM**

This section describes the intellectual contents of the Ph.D. program. It sets out the general description of the Program, the field descriptions that situate and anchor the Ph.D. Program in JSIS, as well as the academic requirements of the Ph.D. Program and The Graduate School over the duration of the program.

The Jackson School Ph.D. Program offers a two-track option for the dissertation. Track one requires a dissertation consisting of a multi-chapter book-length monograph. Track two requires three major publishable research papers. Whichever option is pursued, candidates are required (i) to organize their dissertations under an overarching theme/topic in one of the four foundational fields of the Ph.D. Program, and (ii) to also ground them in one of the existing area-based MAIS degrees in the Jackson School. As they solidify their expertise and intellectual trajectories, students should enlist the help of the appointed FA and other faculty with whom they wish to work from Year 1 onwards.

In principle, the Ph.D. Program Committee expects that students will fulfill all requirements for the PhD, including dissertation defense, within three years.

### **GENERAL DESCRIPTION**

The Jackson School Ph.D. in International Studies is framed around four foundational fields that provide cohesion across our existing graduate programs and courses: (1) “Religions, Cultures, and Civilizations (RCC),” which exposes students to the diversity of cultural and religious life anchored in concrete studies of world areas, histories, cultural and political movements, as well as religious institutions and practices; (2) “States, Markets, and Societies (SMS),” which exposes students to theoretical and empirical debates about the engagement of states with their societies and with transnational actors in their historical, political, and social settings; (3) “Peace, Violence, and Security (PVS),” which exposes students to theoretical and foreign policy debates about global security challenges, conflicts, and violence, as well as issues of their prevention; and (4) “Law, Rights, and Governance (LRG),” which exposes students to theoretical and policy debates about the causes and consequences of legal evolution, rule of law, and a broad range of governance concerns in world affairs.

## **FOUNDATIONAL FIELD DESCRIPTIONS**

Potential and current doctoral candidates are required to choose a primary and a secondary field from among these four fields for dissertation writing purposes, and are also required to take the field seminars associated with both their choices. In order to solidify their expertise they are encouraged to take further approved courses falling under these fields and to also contact professors working in the fields of their interest. For identification of the core JSIS faculty members working in each of the four fields who can supervise doctoral research students should also see Appendix II. The four foundational fields in the Jackson School are described briefly below.

### **1. Religions, Cultures, and Civilizations (RCC)**

The RCC field engages the diversity of cultural and religious life throughout the world, anchored by concrete studies of world areas, histories, cultural and political movements, and religious institutions and practices. Employing historical, ethnographic, sociological, hermeneutic and other social scientific methods, the RCC field explores the intersections, connections, and tensions between the sacred and the secular from the ancient to the modern period. RCC provides students with an understanding of religious cultures and the interplay between the cultural and the political in social formations such as race, class, gender, capitalism, and democracy. The RCC field covers topics such as religious cultures (e.g., Jewish Studies, Islam, Christianity, Hinduism, Sikhism, and Buddhism); cultural identities; social movements and political violence; civilizational, political and historical changes, and much more.

### **2. States, Markets, and Societies (SMS)**

The interaction of state organizations, economic forces, and social dynamics is at the heart of the SMS field. Using a variety of qualitative and quantitative approaches, students will focus on understanding change and lack of change in political, economic, and social institutions spread globally and across areas and regions of the world. Outcomes are analyzed as processes involving the interplay of a variety of social agents at the country, regional, transnational, international, and global levels. The approach in the Jackson School steps beyond structural approaches, such as those favoring classes, to social struggles among a wide range of public and private actors attempting to shape outcomes within and across countries. The SMS field subsumes a variety of comparative topics spread across all areas and regions of the world, including political economy, revolutions, ethnicity, gender, nationalism, democracy, political parties, electoral

systems, civil societies, NGOs, social movements, and development (e.g., poverty, health, education). It also ties these issues into international and transnational phenomena, such as trade, investment, finance, multinational corporations, and economic policymaking.

### **3. Peace, Violence, and Security (PVS)**

The central preoccupations of the PVS field are issues of war and peace, violence and brutality, national and international security, as well as internal and transnational conflict management. Using a variety of theoretical and methodological approaches from across the social sciences, the field focuses on critical problems in world politics and across areas at a practical foreign policy level. Casting a wide net over both conventional and rising human security concerns, it illuminates the international interactions of countries at both the regional and global levels as they struggle to shape outcomes. It also focuses on the domestic underpinnings and implications of the foreign security relations of specific countries or sets of countries that bear upon contemporary patterns of transnational order and stability. The PVS field covers topics such as proliferation/non-proliferation, WMD, disarmament, arms control, nationalism, ethnic conflict, genocide, offense-defense balance, weaponry, intelligence, invasions, interventions, peacekeeping, arms control, national security etc.

### **4. Law, Rights, and Governance (LRG)**

The multidisciplinary field of LRG focuses on unveiling the interactions among law, institutions, and policy in international, transnational, and regional contexts. Using multiple methodologies, disciplinary theories, and legal tools, it spans cutting edge scholarship in international and comparative law, international relations, and area studies. The LRG field explores how state-society relations affect legal and institutional governance in the face of multi-faceted changes across borders. It also examines how public and private actors grapple with the challenges of instituting and maintaining governance worldwide and across various regions. Problem-driven analyses across the world are based on a careful understanding of the interplay of law and institutions with societies, histories, cultures, structures, religions, economic realities, political regimes, and international interactions. The LRG field covers topics such as human rights, international economics, human security, environment, crime, energy, multilateral global and regional institutions, international tribunals, courts, justice, rule of law etc.

## ACADEMIC REQUIREMENTS

To qualify for the doctoral degree, students must meet the requirements of both the Jackson School Ph.D. Program and The Graduate School at the University of Washington. For doctoral degree requirements of The Graduate School, students should acquaint themselves with and follow those stated online at <http://www.grad.washington.edu/policies/doctoral/requirements.shtml>.

Doctoral candidates must earn a minimum of **100 total credits** for the Jackson School Ph.D. degree. The basic distribution for these 100 credits, along with additional requirements of both the Jackson School Ph.D. Program as well as The Graduate School, is set out briefly below.

As a Master's is required for entry into the program entrants can expect, upon approval by the Ph.D. Program Committee (in consultation with FAs as appropriate) to count up to 28 previous credits toward their total number of credits from their previous graduate degrees corresponding to coursework in existing JSIS MAIS Programs. In addition, all doctoral students also have to complete a minimum of 45 Ph.D. dedicated credits and 27 dissertation credits.

With respect to the minimum total credit requirements, the Ph.D. Program Committee recognizes that incoming doctoral candidates with previous graduate degrees may require a case-by-case adjustment to their required coursework. In all such cases, the Ph.D. Committee will evaluate the merits of the candidate's petition in consultation with, as necessary, the appointed FA and/or any other faculty in the relevant area-based JSIS MAIS programs.

All final determinations and approval of individual student petitions regarding appropriate program coursework and/or course credits rests with The Graduate School.

### Overview of Required Coursework

To integrate the themes in the four-field approach of the Jackson School Ph.D. Program with area-based skills for a doctoral dissertation, doctoral students are required to do the following:

1. Obtain approval of **credits waivers** corresponding to coursework listed under the foundational fields and/or area-based JSIS MAIS Programs.

2. Complete the **first-year sequence of Ph.D. Program coursework**, specifically the Introduction to International and Area Studies Course (“Director’s Course”), the Research Tutorial spread over three quarters, the two Field Seminars (primary and secondary), and, at least two Specialization Courses or Independent Study courses. Under the guidance of the FAs, the integrated objective of the first-year curriculum is to move a student’s research agenda forward in the concrete form of a draft dissertation prospectus. In doing so, students will also begin consideration of JSIS faculty for the Doctoral Supervisory Committee in consultation with their FA. Students should also begin the process of identification and application for fellowships, awards, and grants at end of Year 1 in consultation with their FA.
3. **Circulate and formally present the draft dissertation prospectus** in The Annual Jackson School Ph.D. Capstone Workshop at the end of the Spring Quarter in Year 1.
4. Under guidance of their first-year FAs and team, **set up the Doctoral Supervisory Committee** in line with the requirements of The Graduate School. All JSIS Doctoral Supervisory Committees are required to have a voting faculty member in the Jackson School as Chair. At least one, and preferably two, other member on the Doctoral Supervisory Committee must also have a similar appointment in the Jackson School. Information on the core JSIS faculty who can serve on Doctoral Supervisory Committees by each field is set out in Appendix II.
5. Continue **second-year sequence of Ph.D. Program coursework**, focusing, as appropriate, on methods and specialization courses under the guidance of the Doctoral Supervisory Committee. Also circulate and present one problem-focused piece in The Bridge Lab, which communicates central ideas drawn from the dissertation in an intelligible way to a broader external audience in the Jackson School and beyond.
6. Take and pass the **General Examination** conducted by the Doctoral Supervisory Committee, consisting of written and oral parts, at the end of Winter Quarter in Year 2. On the written part, doctoral candidates are required to demonstrate knowledge of their primary foundational field and are also required to demonstrate knowledge of their geographical area/region. On the oral part, doctoral candidates are required to defend knowledge of their foundational field as well as knowledge of their area of expertise. They are also required to defend their dissertation prospectus. (See Section III, Doctoral Examinations).

7. If successful in General Examination, **begin the setup of the Doctoral Reading Committee**, at least three members of which must be members of the already constituted Doctoral Supervisory Committee in line with The Graduate School rules and at least two members of which must be the core JSIS faculty as identified in Appendix II.
8. Do **fieldwork** and **dissertation write-up**, as appropriate, in Year 3 onwards under supervision of the Doctoral Reading Committee.
9. **Circulate and formally present the dissertation** in The Annual Jackson School Ph.D. Capstone Workshop at the end of the Spring Quarter in Year 3.
10. Take and pass the **Final Examination** under the supervision of the Doctoral Reading Committee, consisting of oral defense of the written dissertation by end of the Spring Quarter of Year 3.

### **Professional Presentation and Communication Skills**

The Jackson School Ph.D. Program aims to train the next generation of scholars who are comfortable presenting and communicating their ideas both within the scholarly community and in professional settings outside of the academy. Doctoral students are therefore professionalized early on to present and communicate their dissertation-related works at all stages and in a diversity of forums both in and out of the Jackson School.

In addition to presentations in class-based workshops or seminars where they interact with their student peers, all students are required to present their dissertation-related works in The Annual Jackson School Ph.D. Capstone Workshop and The Bridge Lab. These forums are designed to hone student abilities to present their work to academic and other audiences, as well as to provide feedback to students on their research. For further guidelines on The Bridge Lab, please see Appendix V (Guidelines for Students Related to The Bridge Lab).

Students are also encouraged to present and communicate their works well beyond the Jackson School to academic and policy audiences. For students seeking to present their dissertation-related works (e.g. articles, chapters, etc.) in professional associations, conferences, meetings, and so on, the Ph.D. Program Committee provides funds to defray some of the costs on a competitive basis. Priority is given to students who are going to present their work over those who simply wish to participate.



## Academic Credits and Courses

Using the field descriptions as a guide, this section describes the minimum 100-credit coursework as well as the other requirements for the successful completion of the JSIS Ph.D. program. The credits and description of the required minimum coursework is given in succession below.

### Required Minimum Course Distribution by Credits

Course Number	Course Title	Total Credits
<b>JSIS 594</b>	<b>ONE Introduction to International and Area Studies</b> (open to all incoming JSIS graduate and doctoral students)	<b>2</b>
<b>JSIS 595</b>	<b>ONE Research Tutorial</b> (open only to first-year doctoral students; spread over 3 quarters, Year 1)	<b>15</b>
<b>JSIS 596-599</b>	<b>TWO Foundational Field Seminars of Choice (Primary, Secondary)</b> JSIS 596 Seminar for Religions, Cultures, and Civilizations (RCC) JSIS 597 Seminar for States, Markets, and Societies (SMS) JSIS 598 Seminar for Peace, Violence, and Security (PVS) JSIS 599 Seminar for Law, Rights, and Governance (LRG)	<b>10</b>
<b>As relevant</b>	<b>THREE Specialization Courses OR Independent Study Courses of Choice</b> (as guided by FA/Chair; minimum required to reinforce either disciplinary or area-based competence related to dissertation)	<b>14+</b>
<b>As relevant</b>	<b>TWO Courses in Research Design and Methods in International Studies</b> (as guided by FA/Chair; courses can be from those in optional JSIS Ph.D. Track sponsored by Center for Statistics and the Social Sciences (CSSS)); or from those in the optional Qualitative Multi-Method Research Initiative (QUAL) Concentration)	<b>10+</b>
<b>JSIS 800</b>	<b>Dissertation Credits</b> (required minimum spread over 3 quarters by The Graduate School)	<b>27+</b>
<b>As relevant (Credits waivers)</b>	<b>Area-based/Specialization Courses from MAIS Degrees in JSIS</b> China Studies; Comparative Religion; Japan Studies; Korean Studies; Middle East Studies; Russian, East European, and Central Asian Studies (REECAS); South Asian Studies; Southeast Asian Studies; and Others (Americas, Africa etc.); <b>AND/OR Approved courses from other UW Graduate Degrees;</b> <b>AND/OR Approved courses from non-UW Graduate Degrees</b>	<b>28-30</b>
<b>Total Minimum Credits</b>		<b>100+</b>

1. All petitions for course/credit adjustment need to be examined by the Ph.D. Program Committee prior to the formal approval process through The Graduate School. The Credits Waiver Petition, as well as related information on the procedures and policies at UW, is available to admitted students via the required forms and FAQs portals in the COMMONS.
2. All students are required to pass a basic statistics and data analysis class (requirement usually satisfied by the second quarter of the RT sequence) in order to have basic competence in reading and evaluating social science works. Students able or interested in pursuing further statistical training bearing on their research can take courses in the JSIS Ph.D. track, specifically the "Statistical Concentration in International Studies," sponsored by CSSS as set out in the section on coursework descriptions. Alternatively, they can pursue the "Qualitative Multi-Method Research Initiative (QUAL) Concentration," an initiative sponsored by the JSIS Ph.D. Program as set out also in the section on coursework descriptions.

## **Coursework Descriptions**

JSIS doctoral candidates are required to formally locate their research themes in one (or two) of the foundational fields in the JSIS Ph.D. Program, and to come up with and formally present a draft version of their dissertation prospectus at the end of their first year in The Annual Jackson School Ph.D. Capstone Workshop. They will also be required to formally report on the progress of their prospectus-related work in their QPRs and APRs to the Ph.D. Program Committee.

Without exception, all doctoral candidates must register for the Introduction to International and Area Studies course (“Director’s Course”), the Research Tutorial, two of the field seminars, at least two specialization courses or independent study courses under the guidance of the FA, and two courses identified under Research Design and Methods in International Studies also under the guidance of the FA. General descriptions of these courses are set out below.

The objective at all stages is to ground the field-based training in the Ph.D. Program in the specific context of area-based work. It is also to ensure that doctoral candidates are advancing their own research agenda through training, as necessary, in social science methodology directly applicable and appropriate to their work on their dissertations.

### **Introduction to International and Area Studies**

This course, offered by the office of the Director of the Jackson School, serves as a gateway to international and area studies at the graduate level in the Jackson School. In addition to the Ph.D. program, the Jackson School is home to nine separate Master’s programs (China, Comparative Religion, International Studies, Japan, Korea, Middle East, REECAS, South Asian, Southeast Asia).

This course uses the concept of the “State and beyond” to showcase linkages between the four-fold *international* themes of the Ph.D. Program and the area-based studies in the Master’s Programs. Students are invited to grapple with the historical evolution of “the state,” and to understand the strengths and limits of this concept over time as it travels across countries, regions, issues, topics, and emerging agendas in the world order.

Doctoral students are strongly advised to use the exposure to the faculty and readings in this course in the service of their own dissertation ideas. They should begin contacting the Jackson School faculty with whom they might work on their

dissertations, and to think more cohesively about putting together a preliminary bibliography to frame their dissertation.

### **Research Tutorial**

The directed Research Tutorial, open only to doctoral candidates at JSIS and other designated units at UW, is spread over one full academic year. It is an intensive and doctoral-level training approach that uses approaches, issues, techniques, and concepts in social science research methods to help practically advance each student's specific research agenda.

The class runs as a Research Tutorial through all three quarters in the first year, meaning there is a heavy focus not just on learning the range of methodologies in the social sciences, but to actively reading, discussing, and parsing those that are more specifically of interest to the student in advancing his/her research agenda.

Working closely with the student, his/her FA, and any other faculty as part of the first-year team under the guidance of the FA, the course objective is to familiarize students with the basics of research design and methods in their area of research interest – from conceptualization of the central question in the context of a field (“why does the question arise?” “What is the puzzle?”) to the logic of social scientific inquiry (“How can we best answer it?”).

Students are required to attend The Bridge Lab as part of the requirements of the Research Tutorial. The Bridge Lab is designed to train students to be able to communicate the importance of their “problem-focused” dissertation to external audiences both within the Jackson School and beyond. First-year students are required only to attend and participate in the activities of The Bridge Lab; second-year students are required to craft and present a problem-focused piece drawn from their dissertation for their portfolio as part of the doctoral examinations (see Section III, Doctoral Examinations; and Appendix V, Guidelines for Students Related to The Bridge Lab).

### **Field Seminars**

The Field Seminars provide doctoral-level introductions and immersions in the principal analytical fields of interest to the students. Students can expect to focus on leading books/articles that represent the field's key themes and approaches as put together collectively by the Jackson School faculty, and also illuminate concrete problems in the wider field of international studies that students can analyze. Ph.D.

students are advised to approach each field with a view to narrowing down and/or pinpointing their research interests for dissertation purposes.

The objective of these courses is to advance a student's foundational knowledge in a specific field and area of scholarship, and provide the doctoral-level skills for engaging with the theoretical and practical controversies that draw together research in the field with area studies. Specific course objective for students is to learn how to examine competing theories, approaches, and challenges within the field with a view to identifying the lacunae that they can use to situate and advance their own research agendas.

### **Specialization or Independent Study Courses**

The Specialization Courses draw upon the distribution courses in the existing MAIS programs (regular or special topics etc.) or Independent Study and Research courses at the 600 level with FAs and other JSIS faculty in or other UW units where permissible. These courses should help doctoral students deepen the foundational knowledge gained from the field seminars, and to also present an opportunity for them to situate it in specific areas of the world. As with the field seminars, Ph.D. students are advised to approach each course with a view to narrowing down and/or pinpointing their research interests for dissertation purposes in consultation with their FAs. Language-based credits required in the existing MAIS courses, other UW programs, or non-UW programs, may not be counted toward Ph.D. credits.

The objective of these courses is to advance a student's substantive knowledge skills in order to better situate research questions of interest in a wider literature, whether disciplinary or area-based, within the dissertation prospectus. Consultation with the FA as well as any current or possible member of the Dissertation Supervisory Committee is strongly advised.

### **Research Design and Methods in International Studies**

The courses in Research Design and Methods in International Studies train doctoral students in a variety of practical approaches that are necessary to designing and conducting actual research. Specifically, the emphasis is on solidifying students' understanding of both qualitative and quantitative research-related skills that they can then use to advance their individual research agendas. These skills include, for example, interviewing, case studies, content analysis, archival work, ethnographic studies, observation and fieldwork, data analysis, experiments, and statistics. In planning their methodological training, students are strongly advised to consult with their FA at the

early stages, and members of the Doctoral Supervisory Committee as appropriate at subsequent stages.

All doctoral students are required to take and pass at least one basic statistical course as identified below in Methods List I. Thereafter, the design and methods courses draw on two existing track concentrations, each with a curriculum that emphasizes varied skill sets and techniques for carrying out research. These are both optional track concentrations, and students should seek the guidance of their FAs or Chairs of Doctoral Supervisory Committees on appropriate research methods and techniques.

Once students complete the required set of courses specified in each track, they qualify for a formal “Letter of Recognition” that certifies their completion of either (1) the Qualitative Multi-Method Research Initiative (QUAL) Concentration or (2) the Statistics Concentration. Both tracks lead to a certification of competence that is open to all doctoral and graduate students in the Jackson School.

The requirements for each track concentration are set out below. Students should note that Methods List II courses allow for further training in a range of qualitative methods, and are formally and automatically recognized for purposes QUAL concentration. Methods List III courses specifically allow for further formally recognized specialized quantitative training through CSSS as explained below. Students should enlist the help of their FAs or Doctoral Supervisory Committees as they design their methods-related training.

### **1. Qualitative Multi-Method Research Initiative (QUAL) Concentration**

Students desirous of developing further expertise in advanced qualitative techniques that are relevant to their own research can take advantage of a “Qualitative Multi-Method Research Initiative (QUAL) Concentration.” This is an optional concentration track for graduate and doctoral students in both social science and professional units at the University of Washington (UW). This initiative is sponsored by the Dean of the Social Sciences Division at UW, and is presently being coordinated under the auspices of the Jackson School Ph.D. Program. Further information about the concentration can be obtained from Valentina Petrova, who can be reached at [petrova@uw.edu](mailto:petrova@uw.edu).

The QUAL concentration in international studies involves (1) taking part in QUAL Workshop Tutorials (as scheduled in the inaugural year 2015-2016), and (2) taking a minimum of three advanced courses at the 500 level in relevant research design

and/or methods courses (12-15 credits). The three advanced courses are approved formally as a coherent course plan by the QUAL Concentration Committee.

The QUAL Concentration Committee is composed of at least three faculty members, and normally includes the Director of the JSIS Ph.D. Program, the GPC of the JSIS Ph.D. Program, and members from other social science units at the University of Washington, Seattle. The Committee is responsible for approving a student's course plan. Existing courses chosen primarily from Methods List II qualify automatically for the course plan. However, using recent syllabi and a coherent rationale, doctoral students and their FAs/Chairs may also petition the aforementioned committee for approval of other courses throughout UW that may be more relevant to their own research.

Students must obtain a minimum grade point average of 3.5 for their three approved courses. Once the three courses are completed, students submit their grades as well as any written papers from the courses to the aforementioned QUAL Committee. Once they do so, they qualify for a formal "Letter of Recognition" that certifies their completion of the QUAL concentration.

## **2. Statistics Concentration**

Students with prior statistical training and/or desirous of developing further expertise in quantitative techniques that are relevant to their own research can take advantage of a "Statistics Concentration in International Studies." This is an optional Ph.D. track for JSIS doctoral candidates, as well as other JSIS graduate students, formally sponsored and recognized by CSSS. Further information about the concentration in international studies can be found at the following URL: <http://www.csss.washington.edu/Courses/PhD/JSIS.shtml>.

The statistics concentration in international studies involves taking four advanced courses at the 500 level in social statistics that are approved formally as a coherent course plan by the Statistics Concentration Committee in CSSS. The Statistics Concentration Committee is composed of at least two faculty members, and normally includes the Director of the JSIS Ph.D. Program and another faculty member affiliated with CSSS who serves as chair. The Committee is responsible for approving a student's course plan. Existing CSSS courses chosen primarily from Methods List III qualify automatically for the course plan. However, using recent syllabi and a coherent rationale, students may also petition the aforementioned CSSS committee for approval of other statistical courses throughout UW that may be more relevant to their own research.

Students are advised that courses under Methods List III require, at a minimum, preparation through a graduate-level statistics sequence. Examples of these sequences at the University of Washington include Political Science 500, 501 and 503; Sociology 504, 505, and 506; Biostatistics 511, 512, and 513, or Biostatistics 517, 518. Additionally, some courses may require calculus, matrix algebra, or advanced probability theory. In order to ensure sufficient preparation for the advanced courses and depending on their backgrounds, students may also consider taking some combination of the intensive one-week Math Camp (which takes place in early September), CS&SS 505 Review of Mathematics for Social Scientists, and/or CS&SS 508 Introduction to R.

Students are also required to complete two quarters of an informal seminar series, specifically CS&SS 590 CSSS Seminar, which requires attendance for exposure to new methodological ideas but does not involve assignments. Students must obtain a minimum grade point average of 3.3 for their four approved courses. Once the four courses as well as the seminar series, is completed, students submit their grades as well as any written papers from the courses to the aforementioned Statistics Concentration Committee. Once they do so, they qualify for a formal “Letter of Recognition” that certifies their completion of the Statistics Concentration in International Studies.

As an affiliated unit of CSSS, JSIS doctoral candidates can avail themselves of its free statistical consulting on their research questions at any stage. The JSIS Ph.D. Program may nominate applicants to the doctoral program for the competitive Hubert M. Blalock Fellowships, which are awarded annually by CSSS to incoming UW students in Departments with CSSS Ph.D. tracks.

For further information on the work and integration of the CSSS in the UW community see the following URL: <http://www.csss.washington.edu/index.shtml>.

### **3. Approved Lists of Methods Courses (I, II, III)**

A list of courses currently approved by the JSIS Ph.D. Program Committee under each list is given below. Students are advised that courses appearing in all three lists may be subject to change from time to time.

The following is a list of approved basic statistics courses (**Methods List I**):\*

CS&SS 321 Case-Based Social Statistics I

CSS&SS 322 Case-Based Social Statistics II

CS&SS 501 Advanced Political Research Design and Analysis

PBAF 527 Quantitative Analysis

JSIS 595 / LAW 554 Basic Statistics and Data Analysis (Research Tutorial)

The following is a list of approved qualitative and mixed-method courses that also automatically qualify for use in the optional QUAL Concentration in International Studies sponsored by the Jackson School Ph.D. Program (**Methods List II**):\*

JSIS 511 Research Design and Methods for International Studies

PBAF 525 Qualitative Field Methods for Public Policy

GEOG 425 Qualitative Methods in Geography

GEOG 525 Advanced Qualitative Methods in Geography

ANTH 519/GH 538 Advanced Qualitative Research Methods in Anthropology and Public Health

ANTH 550 Field Techniques in Ethnography

HIST 598 Methods of Historical Research

POL S 502 Qualitative Research Methods

POL S 504 Multi-Method Field Research

SOC 519 Fieldwork: Observation and Interviewing

SOC 520 Fieldwork: Observation and Interviewing

SOC 555 Historical and Comparative Methods in the Social Sciences

The following is a list of approved advanced quantitative courses that also automatically qualify for use in the optional Statistics Concentration in International Studies sponsored by CSSS (**Methods List III**):

CS&SS 510 Maximum Likelihood Methods for the Social Sciences

CS&SS 526 Structural Equation Models for the Social Sciences

CS&SS 527 Survey Research Methods

CS&SS 529 Sample Survey Techniques

CS&SS 536 Analysis of Categorical and Count Data

CS&SS 544 Event History Analysis for the Social Sciences

CS&SS 560 Hierarchical Modeling for the Social Sciences

CS&SS 564 Bayesian Statistics for the Social Sciences

CS&SS 566 Causal Modeling

CS&SS 567 Statistical Analysis of Social Networks

CS&SS 569 Visualizing Data

CS&SS 589 Multivariate Data Analysis for the Social Sciences

\*JSIS Ph.D. students are advised that non-CSSS and non-JSIS courses may have limited and/or restricted graduate enrollment, and may therefore require prior approval from the instructing unit and/or the instructor of record.



## Sample Minimum Course Schedule for Year 1 and Year 2

Year One			Year Two		
Quarter	Course	Credits	Quarter	Course	Credits
Autumn	JSIS 594 Introduction to International and Area Studies (Director's Course)	2	Autumn	Methods Course	5
	JSIS 595 Research Tutorial	5		Specialization Course OR JSIS 600 Independent Study with FA (or other faculty) (focused on General Examination/Dissertation Prospectus)	5
	JSIS 600 Independent Study with FA (focused on dissertation prospectus) OR Methods Course	3+		The Bridge Lab Presentation (if applicable)	
	Quarterly Progress Review (QPR)			Quarterly Progress Review (QPR)	
Winter	JSIS 595 Research Tutorial	5	Winter	Methods Course	5
	JSIS 596-599 Primary or Secondary Field Seminar	5		Specialization Course OR JSIS 600 Independent Study with FA (or other faculty) (focused on General Examination/Dissertation Prospectus)	5
	Specialization Course OR JSIS 600 Independent Study with FA (or other faculty) (focused on dissertation prospectus) or Methods Course	2+		The Bridge Lab Presentation (if applicable)	
	Quarterly Progress Review (QPR)			GENERAL EXAMINATION (DISSERTATION PROSPECTUS DEFENSE)	
Spring	JSIS 595 Research Tutorial	5	Spring	Dissertation Credits	5+
	JSIS 596-599 Primary or Secondary Field Seminar	5		Specialization Course OR JSIS 600 Independent Study faculty (if desirable)	5
	Specialization Course OR JSIS 600 Independent Study with FA (focused on dissertation prospectus) OR Methods Course	2+		The Bridge Lab Presentation (if applicable)	
	DOCTORAL SUPERVISORY COMMITTEE SETUP			DOCTORAL READING COMMITTEE SETUP	
	GRANT APPLICATIONS			GRANT APPLICATIONS	
	THE ANNUAL JACKSON SCHOOL PH.D. CAPSTONE WORKSHOP (Dissertation Prospectus)				
	Annual Progress Review (APR)			Annual Progress Review (APR)	
	<b>Total Credits Year One</b>	<b>30+</b>		<b>Total Credits Year Two</b>	<b>30+</b>

1. For full time status, doctoral candidates are required to take a minimum credit load of 10 credits per quarter. In addition, the JSIS Ph.D. Program requires that at least 40 credits at the 500 level or higher must be completed prior to the General Examination.

2. As part of the portfolio requirements in their Doctoral Examinations (see Section III, Doctoral Examinations), all second year students are required to make one presentation on the "problem-focused" aspects of their work for a general audience. Depending on the final schedule this one-time presentation can take place in the Autumn, Winter, or Spring Quarters in Year 2.

### **III. DOCTORAL EXAMINATIONS**

The Jackson School Doctoral Examinations are made up of specific requirements spread over three years. They are designed to test and reinforce the competency, specialization, and preparation of students for carrying out dissertation research and writing, and to test the student's final dissertation. The requirements of the Doctoral Examinations include an Assembled Portfolio, a General Examination with written and oral components, and a Final Examination focused on the dissertation defense.

The Doctoral Supervisory Committee and subsequently the Doctoral Reading Committee are responsible for the doctoral examinations as required by the rules of The Graduate School. The Ph.D. Program Committee oversees only the procedural aspects of doctoral examinations and liaises, as necessary, with the Doctoral Supervisory Committee, the Doctoral Reading Committee, and also The Graduate School.

Each set of the doctoral examinations operates on a specific timeline, and deviations from this timeline are normally not permitted in the accelerated Ph.D. Program without the express authorization of the Ph.D. Program Committee. Deviations from and extensions of the timeline after the second year require the support of the Chair of the Doctoral Supervisory Committee and/or the Doctoral Reading Committee. The Chair is also required to submit his/her evaluations on the progress of the student in the QPRs and/or APRs as appropriate. Students are advised to read the following information carefully and to acquaint themselves with the relevant parts of the doctoral examinations as laid out in the Schedule below.

Students are also advised to familiarize themselves with the rules of The Graduate School related to (a) the appointment of the Doctoral Supervisory Committee, and its roles and responsibilities; (b) the role of the Doctoral Reading Committee, and its roles and responsibilities; (c) the General Examination; and (d) the Final Examination. These rules are summarized in Section III (UW Administrative Policies) of this *Handbook*, and can be found in full at <https://www.grad.washington.edu/policies/doctoral/>.

The Doctoral Supervisory Committee, consisting of a minimum of four members of the Graduate Faculty at the University of Washington, is appointed by The Graduate School no later than four months prior to the General Examination. Students are required to convey the names of their committee members to the Ph.D. Program Committee that then transmits that information to The Graduate School. The Chair and at least one other member of the Doctoral Supervisory Committee must be voting members of the Jackson School Faculty. Students are welcome to find additional members outside of the Jackson School. One other member is designated as The

Graduate School Representative (GSR), who must attest to having no conflict of interest, defined by The Graduate School as having no budgetary, personal, research and/or publication-related relationships. In line with the rules of The Graduate School, all four members of the Doctoral Supervisory Committee should be physically present at the time of the General Examination. All three (or four) members of the subsequent Doctoral Reading Committee should also be present for the Final Examination.

Working with their FAs, students are expected to put together teams of faculty at the start of their first year. These teams bring together the FA, other Jackson School faculty, and the Research Tutorial instructors to help students make concrete substantive and methodological progress on their dissertation prospectus from the first year forward. The student and faculty members of these teams typically meet once in the middle of each quarter to ensure that everybody is on the same page. While there is no obligation to do so, the formal Doctoral Supervisory Committees are expected to grow organically from these first-year teams.

Students are also required to familiarize themselves with the rules of The Graduate School related to doctoral degree requirements, which can be found in full at <https://www.grad.washington.edu/policies/doctoral/requirements.shtml>.

Jackson School doctoral students are advised that the General Examination can only be scheduled if the student has (a) completed 60 credits, (b) received numerical grades in at least 18 credits of course work at the UW; (c) successfully passed all JSIS program requirements as designated on the Schedule; and (d) received the approval of the Chair of the Doctoral Supervisory Committee as fully prepared to proceed to the General Examination stage.

Students are advised that it is their responsibility to ensure that the designated members of their committees, particularly the Chair and GSR, are available physically for the general examination and final examination. If they cannot be present, students should substitute or rotate in other members well in advance, including the Chair and GSR.

The Graduate School also requires that students register for a minimum of 27 dissertation credits (800 level) spread across a period of at least three quarters. At least one of those quarters must come after the student passes the General Examination. Students are limited to a maximum of 10 dissertation credits per quarter, with the exception of the summer quarter. Students who have shown satisfactory progress by the end of their first year can begin taking dissertation credits thereafter with the approval of their FAs and/or Chairs of their Doctoral Supervisory Committees.

Students should acquaint themselves with the Jackson School Ph.D. Program Guidelines for Satisfactory and Unsatisfactory Performance laid out in the *Student Handbook* (Appendix I).

## Format and Requirements

To ensure that Ph.D. students remain focused on their dissertations in the accelerated program while gaining the requisite training, the Jackson School Ph.D. program requires doctoral students to:

- |   |
|---|
| 1) Initiate a <b>portfolio</b> of work starting in Fall Quarter, Year 1 |
|---|

The Ph.D. portfolio format is spread across and integrated in a student's coursework and dissertation-related work from Year 1 onwards. It allows a student to display not just mastery of his/her topic in concrete form but to also demonstrate its progression over time in the form of proposals, articles, chapters, etc. Students are required to complete and submit the portfolio as shown on the Schedule.

Students should note **six items** in particular related to the portfolio:

- i. A student's knowledge of his/her primary foundational field (ie. RCC, SMS, PVS, or LRG) is tested, in part, through the completion of the actual field seminar in the first year, and the filing of all required written papers from that seminar in the portfolio by the deadline shown on the Schedule. Students may not substitute any course for the primary foundational field seminar, either from graduate degrees prior to entry into the Jackson School or during coursework at the UW. See additionally the testing requirements related to the primary foundational field in the written and oral examinations as set out below and in the Schedule.
- ii. A student's knowledge of his/her secondary foundational field (ie. RCC, SMS, PVS, or LRG) is tested primarily through the completion of the actual field seminar in the first year, and the filing of all required written papers from that seminar in the portfolio by the deadline shown on the Schedule. Students may not substitute any course for the secondary foundational field seminar, either from graduate degrees prior to entry into the Jackson School or during coursework at the UW.

iii. Students are required to present at least one problem-focused piece of around 750 words drawn from their dissertation research in The Bridge Lab during Year 2. Students should craft this piece so that it generally communicates the importance of their dissertation work/ideas to other students and faculty in the Jackson School, as well as to external audiences. Students thus learn to use their knowledge in public ways for the sake of service to their communities. Through this active process of reflection and engagement, students also learn how to use their scholarship to develop a public policy persona. After the presentation students are encouraged to submit their piece to a news/journal service (online or print) that reaches a general public and/or policymaking audience (though publication itself is not a requirement). One set of general guidelines on the submission and publication process is provided by The Op-Ed Project, available online at [http://www.theopedproject.org/index.php?option=com\\_content&view=article&id=70&Itemid=82](http://www.theopedproject.org/index.php?option=com_content&view=article&id=70&Itemid=82). Students are encouraged to do more than one piece over the course of their studies through The Bridge Lab. See Appendix V for further details (Guidelines for Students Related to The Bridge Lab).

iv. Students are always encouraged to put additional works reflecting their subject-matter expertise and/or their public policy persona in the portfolio, such as published book reviews, journal articles, edited book chapters, conference papers, monographs, teaching syllabi, blogs, op-eds, etc.

v. A copy of the approved final dissertation prospectus from the General Oral Examination.

vi. A copy of the approved final dissertation from the Final Examination.

The Assembled Portfolio is examined and evaluated by the Doctoral Supervisory Committee at the end of Year 2, and the Doctoral Reading Committee at the end of Year 3. For the purposes of the Ph.D. Program only, the final Assembled Portfolio will be graded Distinction, Pass, or Fail by the Doctoral Reading Committee. The results are transmitted to the Ph.D. Program Committee. All written exams and graded evaluations are formally noted in and become part of the APR.

2) Submit and Present the **Draft Dissertation Prospectus** in The Annual Jackson School Ph.D. Capstone Workshop in Spring Quarter, Year 1

Over the course of the first year, all students work closely with their FAs and other members of their team to craft a draft dissertation prospectus. At the end of the first year, all students are required to circulate the final version of the draft dissertation prospectus and to present it in The Annual Jackson School Ph.D. Capstone Workshop that is open to all Jackson School faculty and students, as well as others.

3) Submit the **Revised Dissertation Prospectus** in Fall Quarter, Year 2

Working closely with their Chair/members of the Doctoral Supervisory Committee, all second-year doctoral students are required to submit their First Revised Dissertation Prospectus to the Doctoral Supervisory Committee. The Doctoral Supervisory Committee is required to formally evaluate the dissertation prospectus at this stage in order to assess its general progression toward a final dissertation prospectus. A copy of the revised dissertation prospectus will be circulated to all Jackson School faculty to acquaint them with the diversity and quality of the work being undertaken by the students in the Ph.D. Program. The evaluations of the committee will be (noted in and become part of the APR.

4) Take the **General Examination** in Winter Quarter, Year 2

The General Examination has both a **written** and **oral** component.

A) The **general written exam** tests two fields of knowledge separately.

i) The First Written Exam relates to a student's primary foundational field of interest (i.e. RCC, SMS, PVS, or LRG). The exam is based on a bibliography as agreed upon by the Doctoral Supervisory Committee in consultation with the student. The bibliography for the primary foundational field seminar should, as deemed appropriate in the process of consultation, contain readings identified in the required, supplementary, and/or reservoir readings in the template syllabus held by the Ph.D. Program in the COMMONS as well as those appearing in the syllabus of the instructor with whom the student has taken the actual seminar. The bibliography, once decided upon, must be annotated by the student, and this document is the foundation of the exam materials.

ii) The Second Written Exam relates to a student's principal country or geographical area of interest. The exam is based on a bibliography as agreed upon by the Doctoral Supervisory Committee in consultation with the student. The bibliography, once decided upon, must be annotated by the student, and this document is the foundation of the exam materials.

B) The **general oral exam** is spread over two hours. It is carried out by the Doctoral Supervisory Committee, and covers the contents of the written exams (as above) and other aspects of the student's work in the program up to that point. The general oral exam concludes with the defense of the final formal dissertation prospectus.

At that time, providing the student has passed the General Written and Oral Examinations, the Doctoral Supervisory Committee will transmit the overall grade to the Ph.D. Program Committee. For Jackson School purposes, the grade will be Distinction, Pass, or Fail. The members of the Doctoral Supervisory Committee will also sign and submit the official warrant to the Ph.D. Program Committee that will be forwarded to The Graduate School as required by its rules. It is also the responsibility of the Doctoral Supervisory Committee to subsequently transmit information about which of its three (or four) members will be continuing on as members of the Doctoral Reading Committee. The Ph.D. Program Committee will convey that information to The Graduate School as required by its rules.

Students who pass their General Examination, and have completed all requirements for the Ph.D. except the final dissertation, will be awarded a **Candidate Certificate** by The Graduate School. Thereafter they are no longer designated as Ph.D. "students" but as Ph.D. "candidates."

Students are advised that registration as a graduate student is required by The Graduate School in the quarter the exam is taken and candidacy is conferred.

5) Take the <b>Final Examination</b> (Dissertation Defense) in Spring Quarter, Year 3
---

The Final Examination consists of the defense of the written and completed dissertation. The Final Examination is carried out by the Doctoral Reading

Committee, at least three members of which were previously on the Doctoral Supervisory Committee as required by the rules of The Graduate School.

For the purposes of the Ph.D. Program only, the Doctoral Reading Committee should assign its evaluation of the grade for the dissertation as Distinction, Pass, or Fail. The Doctoral Reading Committee should also indicate whether the work should be nominated for the Graduate School Distinguished Dissertation Award. All written and graded evaluations formally become part of the candidate's final APR. The members of the Doctoral Supervisory Committee will also sign and submit the official warrant to the Ph.D. Program Committee that will be forwarded to The Graduate School as required by its rules.

Students are advised that registration as a graduate student is required by The Graduate School in the quarter the exam is taken and the degree is conferred.

6) Present the <b>Dissertation</b> in The Annual Jackson School Ph.D. Capstone Workshop in Spring Quarter, Year 3
---

At the end of the third year, all Ph.D. candidates who have successfully defended their dissertations are required to circulate the final version of their dissertation and to present its contents in The Annual Jackson School Ph.D. Capstone Workshop that is open to all Jackson School faculty and students, as well as others.



## Schedule for Students for Ph.D. Portfolio, Written Exams, and Oral Exams

<b>Year 1</b>	<b>Winter or Spring</b>	Submit all papers from primary foundational field seminar to Ph.D. Program	End of Week 10	
	<b>Winter or Spring</b>	Submit all papers from secondary foundational field seminar to Ph.D. Program	End of Week 10	
	<b>Spring</b>	Submit Draft dissertation Prospectus to FA	End of Week 10	
		Present Draft Dissertation Prospectus at The Annual Jackson School Ph.D. Capstone Workshop (copy of prospectus and presentation required for circulation)	1 <sup>st</sup> Day of Exam Week	
<b>Year 2</b>	<b>Fall</b>	Submit First Written Exam Annotated Bibliography related to primary foundational field(s) to Chair of doctoral supervisory committee; and also submit Second Written Exam Annotated Bibliography related to principal country or area to Chair of Doctoral Supervisory Committee	End of Week 8	
		Submit Revised Draft Dissertation Prospectus to Chair of Doctoral Supervisory Committee	End of Week 8	
	<b>Winter</b>	Submit Final Revised Draft Dissertation Prospectus to Chair of Doctoral Supervisory Committee	End of Week 6	
		Take First Written Take-Home General Examination: [Written Exam in Primary Foundational Field] (no more than 1,500 words)	End of Week 8 (Thurs), 09:00-17:00	
		Take Second Written Take-Home General Examination: [Written Exam in Principal Country or Area] (no more than 1,500 words)	End of Week 8 (Fri), 09:00-17:00	
		Take General Oral Examination (Includes Final Revised Doctoral Dissertation Prospectus Defense)	As Scheduled, 2 hours	
		Attend The Annual Jackson School Ph.D. Capstone Workshop	1 <sup>st</sup> day of Exam Week	
	<b>Year 3</b>	<b>Spring</b>	Take Final Examination – Dissertation Defense	As Scheduled, 2 hours
			Submit Final Assembled Portfolio to Chair of Doctoral Reading Committee	Start of Exam Week
			Present the Dissertation at The Annual Jackson School Ph.D. Capstone Workshop (copy of dissertation and presentation required)	1 <sup>st</sup> day of Exam Week

As noted above, deviations from the timeline in this Schedule are normally not permitted in the accelerated Ph.D. Program without the express authorization of the Ph.D. Program Committee. Deviations from and extensions of the timeline in this Schedule, such as for fieldwork that is funded by an outside fellowship (for a cumulative maximum total of 12 months for any one student), require the support of the Chair of the Doctoral Supervisory Committee or the Doctoral Reading Committee.

Students are advised to read this schedule in conjunction with Appendix IV – Checklist for FAs or Chairs in the JSIS Ph.D. Program.

## **Year Two and Beyond with the Doctoral Supervisory Committee**

The JSIS Ph.D. Program curriculum is designed to ensure a focus on making concrete progress on dissertation-related work from the time that students enroll in their required classes in their very first quarter. Under the guidance of their FAs, who coordinates interactions with members of their first-year teams, students are expected to make concrete progress in the form of a Draft Dissertation Prospectus. At the end of the first year, students are required to circulate and present their Draft Dissertation Prospectus in The Annual Jackson School Ph.D. Capstone Workshop that is open to all Jackson School faculty and students, as well as others. At that time in particular students are expected to work with their FAs to set up their formal Doctoral Supervisory Committee, which is central to advancing their progress through the JSIS Ph.D.

Typically, in consultation with the student, the FAs and members of the first-year teams go on to serve on the formal Doctoral Supervisory Committees whose setup is required by The Graduate School. Students should familiarize themselves with The Graduate School policies on *Doctoral Supervisory Committees Roles and Responsibilities*, available online at the URL: <http://www.grad.washington.edu/policies/doctoral/committee-roles.shtml>.

Under the guidance of their Doctoral Supervisory Committee in Year 2, students are expected to continue work on refining their draft prospectus from the first year. All elements of the Ph.D. Program curriculum, including the General Written and Oral Examination, are designed to ensure that they remain focused on that task. Although elements of the draft prospectus will undoubtedly change under the guidance of their Doctoral Supervisory Committee, the Ph.D. Program Committee expects that each student will use his/her training and draft prospectus from the first year as a building block to construct a formal Dissertation Prospectus and, from there, the dissertation itself. As they embark on their scholarly endeavors doctoral students can draw on the professional development resources suggested by The Graduate School at *Core Programs: Cultivating Capacities for Success*, available online at <http://www.grad.washington.edu/profdev/>. These resources include, among others, informational guidelines on carrying out various phases of research, improving writing and editing skills, and presenting research to general audiences.

From Year 3 onwards, students are expected to meet regularly with members from their Doctoral Supervisory Committee in order to make progress specifically on their research and writing related to the dissertation. They should seek regular counsel about their dissertation contents, framework, and methodologies primarily from their committee members. In addition, they should seek guidance on fieldwork and fellowships that will facilitate their work on their dissertations.

The Graduate School also requires the set up of the Doctoral Reading Committee after the General Examination but prior to the Final Examination. The Doctoral Reading Committee is made up of at least three members of the Doctoral Supervisory Committee. It is the Doctoral Reading Committee that is responsible for reading, approving, and signing off on the dissertation. This means that the Doctoral Reading Committee is essentially responsible for ensuring that the dissertation is a significant scholarly contribution to knowledge, and then issuing a warrant for a Final Examination. Students should familiarize themselves with The Graduate School policies on the *Appointment and Responsibilities of a Doctoral Reading Committee*, available online at the URL: <http://www.grad.washington.edu/policies/doctoral/reading-committee.shtml>.

Doctoral candidates are required to submit an Electronic Thesis/Dissertation (ETD), and information on the requirements, procedures, and timelines for their submission is available online at the following URL: <http://www.grad.washington.edu/students/etd/format-guidelines/index.shtml>.

The Graduate School also sets out doctoral student responsibilities vis-à-vis their respective Doctoral Supervisory Committees, and these can also be found at the same URL: <http://www.grad.washington.edu/policies/doctoral/committee-roles.shtml>. As reproduced below, doctoral students are responsible for

- Providing all members with a short summary of the program of study and research interests and an examination timeline;
- Providing necessary General Examination materials to all committee members in a timely manner;
- Providing necessary Final Examination materials to all committee members in a timely manner (this includes a draft of the entire dissertation to reading committee members);
- Keeping the committee membership current and notifying the department's Graduate Program Coordinator (GPC) / Graduate Program Assistant (GPA – staff member) of any committee changes in a timely manner.

## **IV. UW ADMINISTRATIVE POLICIES**

This section references the basic policies of The Graduate School at the University of Washington (UW) with regards to doctoral degrees, as well as those related to acceptable status and standing as a full-time doctoral candidate. All doctoral candidates are responsible for familiarizing themselves with The Graduate School's procedures, processes, and timelines related to their academic work and standing. They are also responsible for familiarizing themselves with the JSIS Ph.D. Program's internal requirements, procedures, and timelines.

The Graduate School has a gateway that allows all students to take advantage of simplified administrative procedures, and this is accessible at URL: <http://www.grad.washington.edu/mygrad/student.htm>. Doctoral students can log in with their UW NetID to, for example, schedule a doctoral General or Final Exam, submit a permission to the dean, review and update dissertation title, start the Electronic Thesis/Dissertation (ETD) process, request graduate leave status, pay for approved graduate leave, request reinstatement to The Graduate School, and pay for approved reinstatement to The Graduate School. They can also use the gateway to access additional resources such as those on doctoral degree requirements and policies.

### **ON DOCTORAL DEGREE POLICIES**

Students are responsible for familiarizing themselves with the doctoral degree policies of The Graduate School at UW, the latest of which are at URL: <http://www.grad.washington.edu/policies/doctoral/>.

Supplementary information on Graduate School policies is available in the form of The Graduate School's Memoranda, which are available online at URL: <http://www.grad.washington.edu/policies/memoranda/index.shtml>.

Briefly summarized, these policies include the following elements:

#### **Doctoral Degree Requirements**

Principal requirements include completing the 100-credit JSIS program of study, earning 18 credits of 500-level coursework prior to the General Examination, earning numerical grades in 18 credits worth of coursework at approved 400-level and all 500 levels prior to the General Examination, completing at least 60 credits at the UW related

to the doctoral program, maintaining cumulative GPA of 3.0, taking and passing the General Examination, writing a dissertation, taking and passing the Final Examination, and completing all dissertation work within 10 years. Students are advised to see the complete details and full set of requirements at the URL indicated above.

### **Appointment of Doctoral Supervisory Committee**

Principal requirements include the appointment of at least a four-member Doctoral Supervisory Committee by the Dean of The Graduate School at the initiation and recommendation of the Graduate Program Coordinator (GPC) and/or the Director of the Ph.D. Program, after any Preliminary Examination and at least four months prior to the General Examination. Appointment of such a committee admits students formally into the JSIS program of doctoral study and research. Students are advised to see the complete details and full set of requirements, including Graduate School *Memo 13 (Supervisory Committees for Graduate Students)*, at the URL indicated above.

### **Doctoral Supervisory Committee Roles and Responsibility**

Principal requirements include interacting closely under the intellectual guidance of and providing all necessary materials to the Doctoral Supervisory Committee in a timely manner. Appointed Doctoral Supervisory Committee members, normally specialists in the student's field or sub-field drawn from JSIS and other relevant units in UW, are voting members of the Doctoral Supervisory Committee. Doctoral Supervisory Committee also includes a formal Chair, with principal responsibility for the student, and a non-specialist Graduate School Representative (GSR) without a conflict of interest. Chair and GSR are responsible for attending both the General Examination and Final Examination. Students are advised to see the complete details and full set of requirements, including The Graduate School document on *GSR Eligibility* and Graduate School *Memo 13 (Supervisory Committees for Graduate Students)*, at the URL indicated above.

### **General Examination – Admission to Candidacy for Doctoral Degree**

Principal requirements for achieving formal doctoral candidacy include completing 60 credits, passing the JSIS Research Tutorial, being endorsed ready for General Examination by Dissertation Supervisory Committee, passing the general examination, passing the dissertation prospectus defense, and being registered as graduate students the quarter of the General Examination. Students are advised to see

the complete details and full set of requirements at the URL indicated above.

### **Candidate Certificate**

Principal requirements for conferral of candidate certificate include completion of all obligations for doctoral degree except a Final Examination and Graduate School acceptance of a dissertation. Students are advised to see the complete details and full set of requirements at the URL indicated above.

### **Appointment and Responsibilities of Doctoral Reading Committee**

Principal requirements include the appointment of Doctoral Reading Committee at the initiation and recommendation of the Graduate Program Coordinator (GPC) and/or the Director of the Ph.D. Program, at least three members of which were previously on the Doctoral Supervisory Committee and one of whom can serve as Chair. Doctoral Reading Committee bears responsibility for reading and approving the dissertation, determining suitability of candidate's dissertation as basis for issuing warrant for Final Examination, and signing original Signature Pages for placement in the final and revised dissertation. Students are advised to see the complete details and full set of requirements at the URL indicated above.

### **Final Examination – Dissertation Defense**

Principal requirements include passing the General Examination in the previous quarter, ensuring official establishment of a Dissertation Reading Committee with The Graduate School, ensuring Dissertation Reading Committee reads the final draft, ensuring agreement among the full Dissertation Supervisory Committee that student is prepared enough for Final Examination, passing the Final Examination, and ensuring return of warrant signed by members of the Dissertation Supervisory Committee present at the Final Examination to JSIS by the last day of the quarter. Students are advised to see the complete details and full set of requirements at the URL indicated above.

### **Doctoral Dissertation**

Principal requirements include written presentation of an original and independent investigation, and paying all mandatory fees for microfilm publication of

the dissertation required by The Graduate School. Students are advised to see the complete details and full set of requirements, including The Graduate School document entitled *Format Guidelines for Theses and Doctoral Dissertations* and also The Graduate School document entitled *Final Submission of Your Electronic Thesis or Dissertation (ETD)*, at the URL indicated above.

## **ON STATUS AND STANDING POLICIES**

Students are also responsible for familiarizing themselves with the policies governing their status and standing as full-time doctoral candidates at URL: <http://www.grad.washington.edu/policies/doctoral/>.

Supplementary information on Graduate School policies is available in the form of Graduate School Memoranda, which are available online at URL: <http://www.grad.washington.edu/policies/memoranda/index.shtml>.

Briefly summarized, these include the following:

### **Graduate Courses**

Graduate courses are normally restricted to those designated at the 500 to 800 levels. However, some courses at the 300 and 400 levels may be part of the graduate program when acceptable to the Doctoral Supervisory Committee and The Graduate School. Approved courses at the 300 level are accepted only in the minor/supporting field in the graduate program, are not included in the calculation of the GPA, and do not apply toward the minimum Graduate School requirement of 18 graded credits for the doctoral degree. Approved courses at the 400 level may be accepted as part of the major, minor, or supporting field in the graduate program. With the exception of summer, students are limited to a maximum of 10 credits per quarter of any combination of courses at the 600, 700, or 800 level. Students are advised to see the complete details and full set of requirements, including The Graduate School *Memo 36 (Graduate Courses)*, at the URL indicated above.

### **Repeating a Course**

Students may repeat any course multiple times, but can apply the credits earned only once toward the degree requirement. The first and second grades will be included in the cumulative GPA, whereas all subsequent grades will only appear on the

permanent record. Students are advised to see the complete details and full set of requirements at the URL indicated above.

### **Grading System for Graduate Students**

Student grades are entered as numbers with the highest grade at 4.0 (corresponding to an A), followed by 3.0 (corresponding to a B), and 2.0 (corresponding to a C). Grades below 1.7 are recorded as 0.0 and do not qualify for course credits. A minimum of 2.7 is required in each course that is counted toward a graduate degree. A minimum GPA of 3.0 is required for graduation. Students are advised to see the complete details and full set of requirements on grades (Numeric, Incomplete, No grade, Satisfactory/Not-Satisfactory, Credit/No Credit, Withdrawal, Hardship Withdrawal), including Graduate School *Memo 19 (Grading System for Graduate Students)*, at the URL indicated above.

### **Scholarship Requirements**

A doctoral candidate's GPA is calculated entirely on the basis of numeric grades in 400 and 500 level courses. Grades of Satisfactory/Non-Satisfactory, Credit/No Credit, as well as courses at the 100, 200, 300, 600, 700, and 800 levels are excluded in the GPA calculation. A cumulative GPA of 3.0 or above is required for a degree from The Graduate School. Failure to maintain a 3.0 GPA, either cumulative or for a given quarter, constitutes low scholarship and may lead to a change-in-status action by The Graduate School. Failure to maintain satisfactory performance and progress toward a degree may also result in a change-in-status action by The Graduate School. Students are advised to see the complete details and full set of requirements, such as those related to incompletes, satisfactory/non-satisfactory, withdrawals etc., at the URL indicated above. Students are advised to see the complete details and full set of requirements, including Graduate School *Memo 16 (Unsatisfactory Performance and Progress)*, at the URL indicated above.

Graduate School *Memo 16* also requires that Ph.D. granting units specify the "definition of satisfactory performance and progress toward completion of the degree program," and to moreover "have these requirements in writing and distribute them to graduate students." Per these requirements, in Appendix I to this *Student Handbook*, the JSIS Ph.D. program has set out its requirements detailing general expectations for doctoral candidates, identification of persons responsible for evaluating and informing doctoral candidates, criteria for evaluating performance and progress, circumstances leading to alteration of a doctoral candidate's standing, and appeal procedures. Students



are advised to see the complete details and full set of requirements in Appendix I (JSIS Ph.D. Program Guidelines for Satisfactory and Unsatisfactory Performance).

Students are advised to see the complete details and full set of requirements, including Graduate School *Memo 16 (Unsatisfactory Performance and Progress)* at the URL indicated above, as well as Appendix I (JSIS Ph.D. Program Guidelines for Satisfactory and Unsatisfactory Performance) to this *Student Handbook*.

### **Academic Probation**

The Graduate School requires that doctoral degree units review all their students with a 3.0 GPA at least once annually. The Graduate School also mandates quarterly reviews, accompanied by written reports detailing expectations for improvements, for doctoral students with cumulative or quarterly GPA below 3.0. The JSIS Ph.D. Program has an in-built review and mentoring system in the Quarterly Progress Reviews (QPR) and Annual Progress Review (APR) required of all doctoral students in the program. If this collective review system results in a determination that a student's progress has been unsatisfactory, the Ph.D. Program transmits the student's name and recommendation for action (i.e. probation, final probation, or drop to the Dean of The Graduate School) by the appropriate deadline dates. For drop recommendations the deadline is by the first day of class; and for probation and final probation recommendations the deadline is by the tenth day of class. Students are advised to see the complete details and full set of requirements, including Graduate School *Memo 16 (Unsatisfactory Performance and Progress)* and also Graduate School *Memo 33 (Academic Grievance Procedures)* at the URL indicated above; as well as Appendix I (JSIS Ph.D. Program Guidelines for Satisfactory and Unsatisfactory Performance) to this *Student Handbook*.

### **Withdrawal Policy**

Students are directly responsible for withdrawing either in person or in writing if they are unable to attend any quarter in the academic year. Depending on when students withdraw, their courses may or may not be recorded on their UW transcript. Also depending on when they withdraw, students may or may not be eligible for a refund of all or a portion of their tuition and fees for a given quarter. Withdrawal from any quarter prior to the first day of the quarter for a newly admitted student invalidates the status of a continuing student. Students who withdraw during the first week of two consecutive quarters will not be eligible to register a continuing student for the third quarter. Students are advised to see the complete details and full set of requirements at

the URL indicated above and to also take account specifically of the time-bound procedures in the student guide at the URL: <http://www.washington.edu/students/reg/wdoffleave.html>.

### **Enrollment Requirements**

Of the total number of credits for the doctoral degree, 60 credits must be taken at the University of Washington. Full-time quarterly enrollment for graduate students is 10 credits. Students are advised to see the complete details and full set of requirements, as well as the *Graduate Courses Policy*, at the URL indicated above.

### **Final Quarter Registration**

Students are required to maintain registration as a full- or part-time doctoral student at the UW in the quarter the doctoral degree is conferred. Students who do not complete all degree requirements by the last day of the quarter must be registered for the following quarter. Students are advised to see the complete details and full set of requirements at the URL indicated above.

### **Continuous Enrollment and On-Leave Policy**

Doctoral students are required to maintain graduate status during their program of study. Failure to maintain this graduate status requires reinstatement to the University of Washington. In order to take a quarter or quarters off without going through reinstatement procedures, The Graduate School requires that students must apply for on-leave status for each quarter they do not register. Students are also required to understand what they are and are not entitled to during their on-leave status. Domestic and international students should understand some key differences in procedures for requesting leave. Students are advised to see the complete details and full set of requirements, including *Graduate School Memo 9 (On-Leave Status to Maintain Graduate Status)*, at the URL indicated above.

### **Reinstatement**

A doctoral candidate previously registered in The Graduate School who fails to maintain graduate student status (either through registration or being formally on-leave) must have the approval of the doctoral granting unit and also satisfy Graduate

School policies in order to reinstate. Students approved for reinstatement must pay the Reinstatement Fee in order to return to active student status. Students are advised to see the complete details and full set of requirements, including Graduate School *Memo 9 (On-Leave Status to Maintain Graduate Status)*, at the URL indicated above.

### **English Proficiency Requirements**

Students are required to be proficient in English for doctoral programs of study at the University of Washington. Students whose native language is not English must demonstrate English language proficiency in at least one of the ways specified by The Graduate School. Students are advised to see the complete details and full set of requirements, including Graduate School *Memo 8 (Graduate School English Language Proficiency Requirements)*, at the URL indicated above.

### **ON ACADEMIC CALENDAR AND REGISTRATION POLICIES**

Students can find the current and upcoming academic calendar at URL: <http://www.washington.edu/students/reg/calendar.html>.

Students can find the latest information related to registration at the following URL: <http://www.washington.edu/students/reg/regelig.html>.

## **V. APPENDICES**

### **Appendix I – Jackson School Ph.D. Program Guidelines For Satisfactory And Unsatisfactory Performance**

UW Graduate School *Memo 16* requires that Ph.D. granting units specify the “definition of satisfactory performance and progress toward completion of the degree program,” and to moreover “have these requirements in writing and distribute them to graduate students.” Students are strongly advised to see The Graduate School guidelines for determining the status of a doctoral student as set out in *Memo 16 (Unsatisfactory Performance and Progress)*, available online at the following URL: <http://www.grad.washington.edu/policies/memoranda/memo16.shtml>. The Graduate School’s criteria for evaluation student performance and progress are reproduced below:

- Performance in the fulfillment of degree program requirements.
- Maintenance of a minimum GPA of 3.0 cumulatively and for every quarter of coursework. Cumulative and quarterly GPA’s are computed on courses taken while the student is enrolled in the UW Graduate School. Computation is based only on courses numbered 400-599; courses graded I, S/NS, and CR/NC are excluded, as are the 600-800 series.
- Performance during informal coursework and seminars.
- Research capability, progress, and performance.

In line with the requirements of The Graduate School, the following guidelines stipulate the conditions for satisfactory and unsatisfactory academic performance in the Jackson School Ph.D. Program. They detail general expectations for doctoral candidates, identification of persons responsible for evaluating and informing doctoral candidates, criteria for evaluating performance and progress, circumstances leading to alteration of a doctoral candidate’s standing, and appeal procedures. It also sets out the JSIS Ph.D. Program guidelines for course grades.

#### **Academic Progress Expectations**

Doctoral students are expected to complete the first-year sequence of Ph.D. Program coursework their first year, which must include the Introduction to International and Area Studies, the Research Tutorial, the two Field Seminars in their primary and secondary foundational fields, and at least two specialization courses or independent study courses their FAs deem appropriate. They must also pass the General Examination in the second year in order to be eligible to continue in the JSIS Ph.D.

Program. In addition, in the second year, they must take at least one method and one further specialization course/independent study course in consultation with their Doctoral Supervisory Committee. By the end of their General Examination in second year, they are expected to carry out their form dissertation prospectus defense.

Throughout their doctoral candidacy, all students are expected to file QPRs and APRs with the JSIS Ph.D. Program on the days designated by the Ph.D. Program above. These reviews are designed to allow both the FAs/Chairs as well as the Ph.D. Program Committee to figure out whether students are making satisfactory academic progress in the Ph.D. Program, and to head off any potential academic concerns.

### **Satisfactory Performance**

The Ph.D. Program defines satisfactory performance as follows:

1. a cumulative annual grade point average (GPA) of 3.0 or higher
2. a cumulative GPA of 3.0 or higher across the three quarters of the Research Tutorial
3. a grade of 3.0 or higher in each of the two required field seminars representing the student's primary and secondary foundational fields
4. a grade of 3.0 or higher in at least one of the two required specialization courses and/or the independent study courses directed by the FA
5. supporting evaluations by the FA and/or Chair of the Doctoral Supervisory Committee and subsequently the Doctoral Reading Committee

### **Unsatisfactory Performance**

If a doctoral student fails to meet the JSIS Ph.D. Program's satisfactory progress expectations, as well as the requirements for satisfactory performance set out below, this fact will be noted at the end of his/her QPRs and APR. Evaluations of unsatisfactory performance require the extensive involvement of the FA and/or Chair of the Doctoral Supervisory Committee and subsequently the Doctoral Reading Committee. The purpose of the evaluations is to ensure that the student can return to satisfactory performance.

In consultation with the FA/Chairs, any such doctoral candidate will then be notified formally in writing of his or her unsatisfactory performance by the Ph.D. Program Committee, and also notified of the recommended course of action by the

Ph.D. Program Committee. In line with Graduate School rules, students will receive written notification of unsatisfactory performance (probation, final probation) and the steps necessary to return to satisfactory performance. Such notification always precedes the more drastic recommendation for dropping a student from the Jackson School Ph.D. Program.

As or when required, the Director of the Ph.D. Program and/or the Graduate Program Coordinator will transmit that information – that is, name of the student, recommendation for action (i.e. probation, final probation, or drop) – directly to The Graduate School.

Doctoral students may appeal the evaluation of the Ph.D. Program by filing a formal appeal with the Director of the Jackson School. After consideration, the Director of the Jackson School will make a recommendation to the Ph.D. Program Committee, which is forwarded to the Dean of The Graduate School.

The Ph.D. Program defines unsatisfactory performance, and a set of related possible recommendations, as follows:

1. cumulative GPA below 3.0 – “low scholarship”
  - a. Warn: recommendation for first-year and continuing students whose cumulative annual GPA is below 3.0, and whose grades in some core courses falls below 3.0
  - b. Probation: recommendation for continuing students whose quarterly GPA and/or cumulative GPA falls below 3.0 for two successive quarters
  - c. Final Probation: recommendation for continuing students whose quarterly GPA and/or cumulative GPA falls below 3.0 for three successive quarters (used as a drop warning)
  - d. Drop: recommendation for students whose quarterly and/or cumulative GPA does not improve in the quarter after the final probation period of three successive quarters
  
2. a core course GPA below 3.0 (i.e. Research Tutorial, two field seminars, one methods course, independent study with FA) – “low scholarship”
  - a. Warn: recommendation for any student with a grade below 3.0 in any of the core courses for one quarter
  - b. Probation: recommendation for any student with a grade below 3.0 in any of the core courses for two successive quarters
  - c. Drop: recommendation for students with a grade below 3.0 in any of the core courses for three successive quarters

3. failure to file QPRs and APRs
4. negative evaluations by the FA and/or Chair of the Doctoral Supervisory Committee

## JSIS Ph.D. Program Guidelines for Course Grades

The following guidelines describe a general scale of numerical grades for core courses in the Jackson School Ph.D. Program. Doctoral students should also note Graduate School *Memo 19 (Grading System for Graduate Students)*, available online <http://www.grad.washington.edu/policies/memoranda/memo19.shtml>. The Graduate School requires that a minimum of 2.7 numerical grade-point is required in each course counted toward a doctoral degree. In addition, The Graduate School requires a cumulative grade-point average of 3.0 for graduation.

Numerical Grade	Description
4.0	Excellent and exceptional work for a graduate student. Work at this level is conceptually clear, methodologically sophisticated, thorough and well written. Work approaches professional quality potentially worthy of publication, shows an incisive understanding of the theoretical and area-based issues, and presents novel, compelling, and creative arguments. Work demonstrates a clear recognition and mastery of the appropriate analytical approaches to address problems and questions.
3.7-3.9	Strong and compelling work for a graduate student. Work at this level shows signs of creativity, is empirically thorough, clearly structured, and well reasoned. Work indicates a strong understanding of appropriate methodological or analytical approaches, and also demonstrates a clear recognition and good understanding of the salient issues in theory and area of study.
3.4-3.5	Competent and sound graduate student work. Work is well reasoned, thorough, methodologically and analytically sound. Work is not especially creative or insightful, or even analytically and methodologically sophisticated. Work shows adequate understanding of the issues and problems in theory and the area of study, although that understanding may be somewhat incomplete. Grade indicates neither unusual strengths nor exceptional weaknesses.
3.2-3.3	Adequate graduate level work. Basically competent performance in written work, but with weaknesses. Work is moderately thorough and well reasoned, but indicates that the understanding of salient theory and area studies is less than complete. Work may also be inadequate in other ways, such as quality of reasoning and argumentation, writing, or incomplete analysis. Methodological or analytical approaches are generally adequate but have one or more weaknesses or limitations.
3.0-3.1	Borderline graduate student work. Work barely meets minimal expectations for a graduate student in the course. Work shows incomplete understanding of basic theory and area of study. Methodological and analytical foundations of work are minimally adequate. Writing, argumentation, and reasoning barely qualify for graduate level quality work. Overall performance, if consistent in graduate courses, would barely suffice to sustain graduate status in good standing.
2.9-2.5	Deficient graduate work. Work does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed and flawed by numerous errors and misunderstandings of approaches in theory and area of study. Methodological work or analysis is weak and fails to demonstrate knowledge or basic skills competence expected of graduate student work. May also reflect unprofessional level of writing, organization, or reasoning skills. Grade indicates that course will not count toward graduation.



## Appendix II – JSIS Faculty By Jackson School Ph.D. Program Foundational Fields

For supervision of their doctoral dissertations, doctoral students should first look to the voting members of the Jackson School faculty who generally work under some aspects of the four foundational fields in the JSIS Ph.D. Program (see Section II of the *Student Handbook* for details on the fields).

To aid them in this task, this appendix lists the core voting JSIS doctoral faculty by the four foundational fields, and a brief description provided by each faculty member is also available online at <http://jsis.washington.edu/phd/faculty/>. Students are also advised to seek out additional information on the teaching and research interests of these faculty by examining their affiliations with current JSIS Academic Programs, available online through the JSIS Academic Programs page, at <http://jsis.washington.edu/advise/academic.shtml>. Further information on faculty members can also be found through their individual curricular vitae, shortened versions of which are available online at <http://jsis.washington.edu/faculty/>.

### 1. Religions, Cultures, and Civilizations (RCC)

This field exposes students to the diversity of cultural and religious life anchored in concrete studies of world areas, histories, cultural and political movements, as well as religious institutions and practices. The main faculty members in this field include the following:

Mika Ahuvia  
David Bachman  
Sara Curran  
Madeline Yue Dong  
Kathie Friedman  
María Elena García  
Christophe Giebel  
Gary Hamilton  
Resat Kasaba  
José Antonio Lucero  
Hwasook Nam  
Devin Naar

Christian Novetzke  
Noam Pianko  
Ken Pyle  
Deborah Porter  
Cabeiri Robinson  
Clark Sorenson  
Jonathan Warren  
James Wellman  
Michael Williams  
Anand Yang  
Glennys Young

## **2. States, Markets, and Societies (SMS)**

This field exposes students to theoretical and empirical debates about the engagement of states with their societies and with transnational actors in their historical, political, and social settings. The main faculty members in this field include the following:

Marie Anchooguy  
David Bachman  
Daniel Bessner  
Mary Callahan  
Sara Curran  
Angelina Godoy  
Yong-Chool Ha  
Gary Hamilton  
Rebecca Weber  
Sunila Kale  
Resat Kasaba  
Sabine Lang  
William Lavelly  
José Antonio Lucero  
Joel Migdal

Hwasook Nam  
Devin Naar  
Nathalie Williams  
Christian Novetzke  
Robert Pekkanen  
Saadia Pekkanen  
Noam Pianko  
Scott Radnitz  
Cabeiri Robinson  
Matt Sparke  
Rebecca Weber  
Anand Yang  
Glennys Young

## **3. Peace, Violence, and Security (PVS)**

This field exposes students to theoretical and foreign policy debates about global security challenges, conflicts, and violence, as well as issues of their prevention. The main faculty members in this field include the following:

David Bachman  
Daniel Bessner  
Mary Callahan  
Daniel Chirot  
Kathie Friedman  
Angelina Godoy  
Yong-Chool Ha  
Don Hellman  
Chris Jones  
Resat Kasaba  
Joel Migdal

Saadia Pekkanen  
Ken Pyle  
Scott Radnitz  
Cabeiri Robinson  
Matt Sparke  
Rebecca Weber  
Anand Yang  
Jim Wellman  
Nathalie Williams

#### **4. Law, Rights, and Governance (LRG)**

This field exposes students to theoretical and policy debates about the causes and consequences of legal evolution, rule of law, and a broad range of governance concerns in world affairs. The main faculty members in this field include the following:

David Bachman

Mary Callahan

Patrick Christie

Sara Curran

Kathie Friedman

Angelina Godoy

Saadia Pekkanen

Matt Sparke

Rebecca Weber

Anand Yang

## **Appendix III – Representative Graduate Courses By Jackson School Ph.D. Program Foundational Fields**

To advance their research and writing, doctoral students should actively seek out and take graduate courses that are in line with especially their primary and secondary foundational field interests. They should focus on gaining in-depth exposure to those specialized graduate courses (preferably at the 500 level) whose comparative approaches and perspectives can serve to frame their own specialized research. To facilitate their choices, this appendix sets out the categorization of principal graduate courses in the Jackson School (undertaken by the JSIS faculty), as well as other units at UW, by the four foundational fields of the Ph.D. Program.

Given the level of their previous graduate work, doctoral students are also strongly encouraged to seek more independent specialized studies (JSIS 600 level courses focusing on research and/or reading; special topic courses etc.) with appropriate JSIS doctoral faculty who can directly help advance and deepen their knowledge in a particular foundational field and/or a country or area of the world.

Students are advised that the categorization below is for a representative set of courses that can be changed, amended, or supplemented over time. In making their decisions about coursework, doctoral students are strongly encouraged to consult with their appointed FA, the Director of the PHD Program, other members of the JSIS doctoral faculty, and/or members of their doctoral supervisory committees.

### **1. Religions, Cultures, and Civilizations (RCC)**

This field exposes students to the diversity of cultural and religious life anchored in concrete studies of world areas, histories, cultural and political movements, as well as religious institutions and practices. A representative set of courses in this field includes the following:

\*JSIS 596 Seminar for Religions, Cultures, and Civilizations (Robinson, Wellman, Novetzke)

JSIS C 501 Theories in the Study of Religion (Wellman)

JSIS C 502 Religion in Comparative Perspective – Ethnicity, Race, Religion (Williams)

JSIS C 598 Colloquium in Comparative Religion (Wellman, Novetzke etc.)

JSIS C 526 Political Islam (Robinson)

JSIS B 501 Theories of Religion: Religion and Modernity (Novetzke)

JSIS B 502 Religion in Comparative Perspective (Williams)

JSIS B 520 Seminar On Early Christianity (Williams)

JSIS 596 Seminar for Religions, Cultures, and Civilizations (Wellman)

JSIS 578C Special Topics: Between City and Empire: Jews and the Politics of Belonging (Naar)

JSIS 590 American Religion and US Foreign Policy (Wellman)

(JSIS TBD) History, Religion, and the Modern State (Novetzke)

JSIS B 525 Race, Ethnicity, Nationalism (Lucero)

JSIS B 537 Global Diasporas (Friedman)

HIST 590 Comparative Revolutions (Young)  
 JSIS 584 Special Topics: The Park Chung Hee Period (Nam)  
 JSIS 586 Special Topics Southeast Asia: Readings in Vietnamese History (Giebel)  
 JSIS A 508 The History and Practice of South Asia Studies (Novetzke)  
 JSIS A 508A Interdisciplinary Study of South Asia I (Yang)  
 JSIS A 555 Introduction to Japan Studies (R. Pekkanen)  
 JSIS A 574 Civil Society in Japan and East Asia (R. Pekkanen)  
 JSIS A 580 Field Course in Modern Southeast Asian History (Giebel)  
 JSIS A 582 Research Seminar in Modern Southeast Asian History (Giebel)  
 JSIS A 584 Introduction to Korean Studies (Sorensen)  
 JSIS A 585 Field Course on Korea (Sorensen)  
 JSIS A 590 Spaces of Possibility: Korea/Japan (Sorensen with Arai)  
 JSIS A 521 Intro to Interdisciplinary Study of China (Bachman, etc.)  
 JSIS (TBD/grad component) Religion and Modern Greek Nationalism  
 JSIS A 494/ (grad component) Greece and Europe: A Changing Relationship (Klapaki)  
 HSTEU 544 Soviet History Graduate Seminar (Young)  
 JSIS 478 Psychoanalysis and International Studies (Porter)  
 JSIS B 446 History, Memory & Justice (Giebel)  
 JSIS 485A/HSTAS 403 Special Topics: Twentieth Century India (Yang)  
 HSTAS 482 History of Modern Korea (Nam)  
 HSTAS 481 History of Premodern Korea (Nam)

## 2. States, Markets, and Societies (SMS)

This field exposes students to theoretical and empirical debates about the engagement of states with their societies and with transnational actors in their historical, political, and social settings. A representative set of courses in this field includes the following:

\*JSIS 597 Seminar for States, Markets, and Societies (Radnitz, R. Pekkanen, Hamilton, Migdal)  
 JSIS B 542 Seminar in State & Society (Migdal)  
 JSIS 500 Origins of the Global System (Hamilton, Curran)  
 JSIS 501 Comparative International Studies (Curran)  
 (JSIS / SOC TBD) Late industrialization and social changes (Ha)  
 JSIS A 552/POL S 560 Industrialization and International Relations (Ha)  
 (JSIS TBD) History, Religion, and the Modern State (Novetzke)  
 JSIS 501 Comparative International Studies (Curran)  
 JSIS 578 Failed States (Radnitz)  
 JSIS 572 /POL S 572 Electoral Systems (R. Pekkanen)  
 JSIS 575 / GEOG 575 Advanced Political Geography (Sparke)  
 JSIS 584 Special Topics: The Park Chung Hee Period (Nam)  
 JSIS A 508 The History and Practice of South Asia Studies (Novetzke)  
 JSIS A 508A Interdisciplinary Study of South Asia I (Yang)  
 JSIS A 509 Interdisciplinary Study of South Asia II (Kale)  
 JSIS A 529 Eco-Capitalism (Ingebritsen)  
 JSIS A 536 Political Parties in Japan and East Asia (R. Pekkanen)  
 JSIS A 544-45-46 Seminar in Middle East Studies (Migdal)  
 JSIS A 555 Introduction to Japan Studies (Anchordoguy, R. Pekkanen)  
 JSIS A 573 Political Economy of Japan (Anchordoguy)  
 JSIS A 574 Civil Society in Japan and East Asia (R. Pekkanen)  
 JSIS A 577 Readings in the Political Economy of Japan and Northeast Asia (Anchordoguy)  
 JSIS A 578 Japanese Business and Technology (Anchordoguy)  
 JSIS A 584 Introduction to Korean Studies (Sorensen)  
 JSIS A 585 Field Course on Korea (Sorensen)

JSIS A 590 Spaces of Possibility: Korea/Japan (Sorensen with Arai)  
 JSIS (TBD also grad component) Industrialization and its Discontents (Klapaki)  
 HSTEU 544 Soviet History Graduate Seminar (Young)  
 HSTAS 482 History of Modern Korea (Nam)  
 JSIS 485A/HSTAS 403 Special Topics: Twentieth Century India (Yang)  
 JSIS A 420 Post-Soviet Security (Radnitz)  
 JSIS A 431 Demographic Issues in Asia (Lavelly)  
 JSIS A 464 Contemporary Chinese Society (Lavelly)  
 JSIS A 466A/JSIS A 566A/POL S 480A Comparative Politics and Korean Studies (Ha)  
 JSIS A 472 Science, Technology, and Innovation in East Asia (Anchordoguy)  
 JSIS A 479 Contemporary Central Asian Politics (Radnitz)  
 JSIS B 498 Global Health and Philanthrocapitalism (Sparke)  
 JSIS 578/POLS S 527/POL S 544A Civil Societies and NGOs in Global Governance (Lang)

### **3. Peace, Violence, and Security (PVS)**

This field exposes students to theoretical and foreign policy debates about global security challenges, conflicts, and violence, as well as issues of their prevention. A representative set of courses in this field includes the following:

\*JSIS 598 Seminar for Peace, Violence, and Security (Chirot, Bessner, S. Pekkanen)  
 JSIS 578 Failed States (Radnitz)  
 JSIS 584C/POL S 544B Special Topics East Asia (Ha)  
 JSIS B 536 Shaping American Foreign Policy (Chirot)  
 JSIS A 537 International Relations of Japan (S. Pekkanen)  
 JSIS A 548 National Security of Japan (S. Pekkanen)  
 JSIS A 535 International Relations of Modern China (Bachman)  
 JSIS A 551 International Relations of Northeast Asia (Hellman)  
 JSIS B 537 Global Diasporas (Friedman)  
 JSIS B 522 Ethnicity and Nationalism (Chirot)  
 JSIS B 541 Forced Migrations (Friedman)  
 JSIS A 420 Post-Soviet Security (Radnitz)  
 JSIS B 590 Water and Security in the Middle East (Lorenz)  
 JSIS A 479 Contemporary Central Asian Politics (Radnitz)  
 POL S 521 International Relations Theory 1: Theory and Method (Kier, Mercer)  
 POL S 524 International Security (Kier, Mercer)  
 POL S 528 Advanced International Relations Theory (Kier, Mercer)  
 LAW A 558 National Security Law Seminar (Allen)

### **4. Law, Rights, and Governance (LRG)**

This field exposes students to theoretical and policy debates about the causes and consequences of legal evolution, rule of law, and a broad range of governance concerns in world affairs. A representative set of courses in this field includes the following:

\*JSIS 599 Seminar for Law, Rights, and Governance (Soderland, Sparke, Friedman, S. Pekkanen, Godoy)  
 Law B 579 / JSIS 579 Law and Development: History and Theories (Ramastry)  
 Law A/B 549/JSIS 549 International Investment Law and Practice (S. Pekkanen)  
 Law A 574 International Law (Durkee)  
 Law A 575 Human Rights History: Rights, Revolutions, Republics, 1750-1850 (Walsh)  
 Law B 596 International Protection Of Human Rights (Wolcher)  
 Law E 579 International And Foreign Law Research (Hotchkiss)  
 Law E 545 International Trade Law (Zang)

Law B 540/JSIS A 540 Japanese Law  
Law B 541/JSIS A 541 Chinese Law (Zang)  
Law B 556 Islamic Law (Lombardi)  
Law E 560 Contemporary Muslim Legal Systems Seminar (Lombardi)  
JSIS 501 Comparative International Studies (Curran)  
JSIS 420 International Humanitarian Law (Lorenz)  
JSIS A 529 Eco-Capitalism (Ingebritsen)  
JSIS B 537 Global Diasporas (Friedman)  
JSIS B 541 Forced Migrations (Friedman)  
JSIS A 574 Civil Society in Japan and East Asia (R. Pekkanen)  
JSIS 572 /POL S 572 Electoral Systems (R. Pekkanen)  
HIST 590 Comparative Revolutions (Young)  
HSTEU 544 Soviet History Graduate Seminar (Young)  
JSIS/SMEA/ENVIR 433 Root Causes of Environmental Degradation in the Tropics (Christie)  
JSIS 490 Health as a Human Right (Godoy)  
JSIS B 498 Global Health and Philanthrocapitalism (Sparke)  
JSIS 578/POLS S 527/POL S 544A Civil Societies and NGOs in Global Governance (Lang)

1. \* Indicates Ph.D. field seminars required for doctoral students specializing in that field.
  2. JSIS Ph.D. students are advised that non-JSIS courses may have limited and/or restricted graduate enrollment, and may therefore require prior approval from the instructing unit and/or the instructor of record.
  3. The School of Law has specific conditions for entry. With the exception of 1L classes that are closed to them, non-law students are advised that they may take upper level/specialty law classes (a) with instructor permission and/or (b) based on space availability. Interested students should send email communication to Academic Services, the Law School Registrar's Office, at [lawnews@u.washington.edu](mailto:lawnews@u.washington.edu). They should also be prepared to file the appropriate form, which is available online at the following URL at <http://www.law.washington.edu/Students/Forms/NonLawStudentPermission.pdf>. This form is also available online to JSIS Ph.D. students in the program via the COMMONS.
  4. The Graduate School accepts numerical grades in all 500-level classes and in approved 400-level courses such as those identified above. For further details, see <http://www.grad.washington.edu/policies/doctoral/requirements.shtml>.
-

## Appendix IV – Checklist for FAs or Chairs in the JSIS Ph.D. Program

<b>Year 1</b>	<b>Fall, Winter, and Spring</b>	Supervise course of study, and formation of dissertation prospectus	All three quarters
	<b>Winter</b>	Submit Quarterly Progress Review (QPR) for previous Fall quarter	1 <sup>st</sup> day of classes
	<b>Spring</b>	Submit Quarterly Progress Review (QPR) for previous Winter quarter	1 <sup>st</sup> day of classes
		Approve draft dissertation Prospectus	End of Week 10
		Attend presentation of draft dissertation prospectus at Annual Jackson School Capstone Workshop	Exam Week, as scheduled
	Guide student toward formation of a Doctoral Supervisory Committee	End of Quarter	
<b>Year 2</b>	<b>Fall</b>	Submit Annual Progress Review (APR) for previous academic year	1 <sup>st</sup> day of classes
		Approve The Bridge Lab piece, and attend its presentation (as scheduled in any one quarter of second year)	As scheduled, 1 hour
		Supervise and approve annotated bibliography for first written exam related to primary foundational field(s), coordinating with other Doctoral Supervisory Committee members as appropriate	End of Exam Week
		Supervise and approve annotated bibliography for second written exam related to principal country or area, coordinating with other Doctoral Supervisory Committee members as appropriate	End of Exam Week
		Provisionally approve draft dissertation prospectus, soliciting input from Doctoral Supervisory Committee members	End of Exam Week
	<b>Winter</b>	Send JSIS PhD Program Administrator finalized annotated bibliographies for (a) primary foundational field and (b) principal country/area, copying the student to establish formal basis for doctoral examination; begin process of soliciting written exam questions from Doctoral Supervisory Committee members	1 <sup>st</sup> day of classes
		Approve Final Revised Doctoral Dissertation Prospectus, soliciting input from Doctoral Supervisory Committee members	End of Week 7
		Send JSIS PhD Program Administrator three questions for first written exam related to primary foundational field	End of Week 7
		Send JSIS PhD Program Administrator three questions for second written exam related to principal country or area	
		Inform PhD Program Administrator that student can proceed to oral examination	End of Week 9
		Conduct oral examination, including defense of Final Revised Doctoral Dissertation Prospectus	As scheduled, 2 hours (expected Week 10)
		Submit Graduate School forms and report internal grades to Ph.D. Program Administrator for written and oral exams (distinction, pass, or fail)	At end of oral exam
<b>Year 3</b>	<b>Spring</b>	Examine Final Assembled Portfolio, solicit input from members of Doctoral Reading Committee, and report internal grade to Ph.D. Program Administrator (distinction, pass, or fail)	End of Exam Week

As noted in the Ph.D. Program *Student Handbook*, deviations from the timeline in the Schedule are normally not permitted in the accelerated Ph.D. Program without the express authorization of the Ph.D. Program Committee. Deviations from and extensions of the timeline in the Schedule, such as for fieldwork that is funded by an outside fellowship (for a cumulative maximum total of 12 months for any one student), require the support of the Chair of the Doctoral Supervisory Committee or the Doctoral Reading Committee.

FAs or Chairs are advised to read this checklist in conjunction with the Schedule for Students for Ph.D. Portfolio, Written Exams, and Oral Exams (in Section III: Doctoral Examinations).



## Appendix V – Guidelines for Students Related to The Bridge Lab

Please find attached some guidelines from the Ph.D. Program that clarify what you should be doing in your scheduled session for The Bridge Lab.

The Bridge Lab is chaired and run by two students, who are selected from each student cohort by the Ph.D. Program Director. These Chairs are jointly responsible for scheduling all events and logistics. Their responsibilities include setting up the schedule for the student speakers, assigning at least two student discussants for each session, inviting and involving faculty as appropriate, liaising with the Ph.D. Program Committee and other JSIS faculty as appropriate, etc. To pass on the baton, the outgoing and incoming Bridge Lab Chairs are invited to lunch with the Ph.D. Program Director at the end of each academic year at the faculty club.

The purpose of the Bridge Lab piece is to make your dissertation *intelligible* and *interesting* to a general audience in a compact way. This is best achieved by writing a short piece that makes you reflect on the real-world relevance of your dissertation topic. When you are done with the piece you may send it out to be considered for publication and/or put a revised version back in the dissertation itself to frame its significance. Please also note the following points to guide you:

1. Your Bridge Lab piece should be based on the questions or focus of your doctoral dissertation, and should use your subject and area knowledge expertise to convey your thoughts on an issue of relevance to a lay-audience.
2. Your Bridge Lab piece must be designed to answer a “so what?” or “who cares?” type of question related to your dissertation topic. You have to engage, inform, and convince. In writing the piece, you have to persuade academics, practitioners, and others in the community about the importance of the issue you are addressing. Given the popular writing style the Bridge Lab seeks to develop, this piece should be considered separate from the dissertation itself, but still be useful in thinking about how to convey the importance of your broader dissertation to a diverse and non-specialist audience.
3. Your Bridge Lab piece should take into account the following guidelines from *Foreign Policy* and The OP-ED Project, which should generally steer you no matter what outlet you may be aiming for. For your convenience, these are reproduced below and are also available online at [http://www.foreignpolicy.com/articles/writers\\_guidelines](http://www.foreignpolicy.com/articles/writers_guidelines), and at [http://www.theopedproject.org/index.php?option=com\\_content&view=article&id=67&Itemid=79](http://www.theopedproject.org/index.php?option=com_content&view=article&id=67&Itemid=79) respectively.

**FOREIGN POLICY** readers are well-informed, intelligent individuals with a wide range of interests. But they are not necessarily specialists in international affairs -- in fact, as many business people read **FP** as academics and practitioners combined. Our readers want to be provoked, surprised, and presented with memorable information and rigorous analysis. They don't want long-winded arguments, insider jargon, narrow topics, or excessively technical writing. The ideal **FP** article strikes a balance: It is a reference for debate among specialists, but it also engages

and informs a general-interest reader. Sharp analytical thinking should complement reporting. Opinion pieces or essays should use original data, anecdotes, and wit to draw in readers. We look forward to hearing your ideas!

Before you pitch us an idea, keep a few things in mind:

1. Read the magazine and the website. It's the best way to get a sense of what we like, and the easiest way to avoid sending us something we've already covered.
2. Avoid the obvious. We receive dozens of pieces with titles such as "NATO at the Crossroads" and "The Future of Trans-Atlantic Relations." We publish almost none of them.
3. Connect the dots. **FP** focuses on why what happens "there" matters "here" -- and vice versa. That's why we rarely run articles on single countries. So unless your piece on Nagorno-Karabakh is going to be relevant or worth reading by someone in, say, Antananarivo, don't bother sending it.
4. Don't send us anything that refers to "our" interests "abroad." Unless, that is, you're the president, the secretary of state, or some other government official. **FP** has readers in more than 90 countries and seven foreign editions, so articles that assume a strictly American audience are probably not for us.
5. Steer clear of wonky, technical language. **FP** believes in making big ideas accessible to the widest possible audience.
6. Provide original research or reporting to support your ideas. And be prepared to document what you say. **FP** fact-checks everything we publish.
7. Pitch articles for specific departments. **FP** has a variety of different formats, almost all of which are open to outside contributors. See below for details.
8. Include your full mailing address, phone number, and e-mail address.
9. Don't send us any article or proposal that begins with "Since the end of the Cold War..." or "In the wake of September 11..." Really. Please don't.

### The Op-Ed Project: Tips for Op-Ed Writing

#### 1. Own your expertise

Know what you are an expert in and why - but don't limit yourself. Consider the metaphors that your experience and knowledge suggest.

#### 2. Stay current

Follow the news – both general and specific to your areas of specialty. If you write about Haiti, read the Haitian press. If you write about pop culture, read the media that cover it.

#### 3. The perfect is the enemy of the good

In other words: write fast. You may have only a few hours to get your piece in before the moment is gone. But also...

#### 4. Cultivate a flexible mind

Remember that a good idea may have more than one news hook, indeed if the idea is important enough it can have many. So keep an eye out for surprising connections and new news hooks – the opportunity may come around again.

#### 5. Use plain language

Jargon serves a purpose, but it is rarely useful in public debate, and can obfuscate – sorry, I mean cloud – your argument. Speak to your reader in straight talk.

#### 6. Respect your reader

Never underestimate your reader's intelligence, or overestimate her level of information. Recognize that your average reader is not an expert in your topic, and that the onus is on you to capture her attention – and make the argument compel.

4. For the purposes of the actual presentation in The Bridge Lab, each student must electronically submit the following **three items** to both the Bridge Lab Chairs **at least one week prior** to the scheduled date of the session:
  - a. Your written piece. This will be circulated to all Bridge Lab participants.
  - b. The name of the intended outlet for your piece such as, but not limited to, *Foreign Policy*, *The Diplomat*, *Foreign Affairs*, *The Seattle Times*, etc. You must also give the URL where this outlet sets out its online submission guidelines, and reproduce the actual submission guidelines for your audience (similar to the format for *Foreign Policy* and The OP-ED Project above). This should help to make clear the intended audience for your piece, as indicated by an actual outlet such as, but not limited to, *Foreign Policy*, *The Diplomat*, *Foreign Affairs*, *The Seattle Times*. This reproduction will also be circulated to all Bridge Lab participants to acquaint them with your intended outlet and audience, and to allow them to prepare their remarks/advice accordingly.
  - c. The names of all JSIS faculty or other UW faculty whom you would like to invite to your session.
5. Students may be requested to be formal discussants on one of their colleague's Bridge Lab written piece, and should aim to provide constructive and pointed feedback to improve its quality.
6. Please also take specific note of the following excerpts from the Ph.D. Program *Student Handbook*.

### **From Section II: The Curriculum**

2. Continue **second-year sequence of Ph.D. Program coursework**. Also circulate and present one problem-focused piece in The Bridge Lab, which communicates central ideas drawn from the dissertation in an intelligible way to a broader external audience in the Jackson School and beyond.

### **From Section III: Doctoral Examinations**

#### **Format and Requirements**

To ensure that Ph.D. students remain focused on their dissertations in the accelerated program while gaining the requisite training, the Jackson School Ph.D. program requires doctoral students to:

- 1) Initiate a **portfolio** of work starting in Fall Quarter, Year 1

The Ph.D. portfolio format is spread across and integrated in a student's coursework and dissertation-related written work from Year 1 onwards.

iii. Students are required to present at least one problem-focused piece of around 750 words drawn from their dissertation research in The Bridge Lab during Year 2. Students should craft this piece so that it generally communicates the importance of their dissertation work/ideas to other students and faculty in the Jackson School, as well as to external audiences. Students thus learn to use their knowledge in public ways for the sake of service to their communities. Through this active process of reflection and engagement, students also learn how to use their scholarship to develop a public policy persona. After the presentation students are encouraged to submit their piece to a news/journal service (online or print) that reaches a general public and/or policymaking audience (though publication itself is not a requirement). One set of general guidelines on the submission and publication process is provided by The Op-Ed Project, available online at [http://www.theopedproject.org/index.php?option=com\\_content&view=article&id=70&Itemid=82](http://www.theopedproject.org/index.php?option=com_content&view=article&id=70&Itemid=82). Students are encouraged to do more than one piece over the course of their studies through The Bridge Lab.

iv. Students are always encouraged to put additional works reflecting their subject-matter expertise and/or their public policy persona in the portfolio, such as published book reviews, journal articles, edited book chapters, conference papers, monographs, teaching syllabi, blogs, op-eds, etc.