



FINDING A PLACE IN THE WORLD

THE

UNIVERSITY *of* WASHINGTON

JACKSON

REPORT

THE HENRY M. JACKSON SCHOOL OF INTERNATIONAL STUDIES

ANNUAL HIGHLIGHT OF ACTIVITIES 2019-2020



HONORING PLACE

We acknowledge that we are on Coast Salish territory, the traditional homelands of the Duwamish, Suquamish, Tulalip and Muckleshoot nations and other Natives peoples. The Jackson School understands that the international community includes sovereign American Indian tribes, Indigenous nations, and peoples across the world.

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List current as of October 1, 2020

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MESSAGE FROM the DIRECTOR

I began my term as Director of the Jackson School in a turbulent time - in the midst of the COVID-19 pandemic, a sharply contested election and a fully virtual mode of communication. In the first six months of my term, it is clear that these challenges have only served to highlight the vibrancy and dedication of the Jackson School's community to teaching, service and intellectual engagement.

Our commitment to public engagement is a critical source of leadership in our interconnected global environment. Public engagement matters to all aspects of our work - scholarship, teaching, policy work, commentary and community outreach. Our vision is marked by a strong emphasis on equity, justice and respect for the histories and knowledge of diverse peoples and places across national borders. One of our central objectives is to model socially inclusive approaches to addressing practical problems in the world today.

In the coming years, the School will offer an interdisciplinary global education for the next generation of students who will require skills to work in a world shaped by the opportunities and challenges of multiculturalism, technological advances, and climate change. In our approach to teaching about the world, we show how such opportunities and challenges of the present require an understanding of global connections, historical context and local cultural and national specificities. Our connections to local and global communities through our 21 outreach centers and programs allow students and the public to immerse themselves in firsthand global experience.



LEELA FERNANDES UW PHOTOGRAPHY/DENNIS WISE

We began the year with an exciting program of speakers providing global perspectives on the U.S. elections - including distinguished leaders such as Ambassador Nicholas Burns and former Secretary of Defense William J. Perry. We will be continuing on with programming on global perspectives on race and citizenship, climate change and knowledge production in the context of a changing global geopolitical landscape.

I am delighted to be able to work with such a dynamic community both in the School, University and across our global network of supporters and alumni. I look forward to engaging with all of you in the coming years.

Leela Fernandes

Director and Stanley D. Golub Endowed Chair
Henry M. Jackson School of International Studies

"The Jackson School's emphasis on global citizenship and engagement resonated with me. As a child of Arab immigrants, I understand the importance of cross-cultural exchange and cooperation which the Jackson School stresses. Using my studies and experiences at the Jackson School, I hope to contribute to our increasingly connected world."



TEACHING ACROSS Borders

Name: Arwa Mokdad
Studies: B.A. International Studies (Human Rights)
Year expected to graduate: 2021
Hometown: Mercer Island
Foreign Languages: Arabic
Favorite Quote: "Education can raise structureless homes while ignorance destroys even the most well-established homes" -AHMED SHAWQI

In July, Arwa Mokdad, a rising senior majoring in international studies with a focus on human rights, was selected as the 2020-2021 recipient of the annual Donald C. and Margery S. Hellmann Scholar award. The award, unique to the Jackson School, provides a stipend for a student entering their senior year to pursue an experiential learning experience for a career in the international arena.

A gift for LANGUAGE

Inspired by her work experience after a long career with the CIA and her love of languages, in summer 2020 Jackson School Alumna Helen Louise Noyes created the Jonathan and Helen Louise Noyes Language Scholarship Fund at the Jackson School.

Noyes's UW gift focuses on languages categorized by the State Department as Level 3 or higher, meaning that they are difficult for native English speakers to learn. But an interest in the CIA or State Department is not required for scholarship recipients. Noyes believes language proficiency is valuable for success in any field involving communication across countries and cultures. Students in a wide range of disciplines will have the opportunity to benefit from her scholarship support.

"Becoming conversant in another language makes for a more well-rounded person, who can engage with and understand persons from another culture," Noyes says. "Whether the speaker is employed by the U.S. government, an international business, or a non-governmental organization doing charitable work abroad, our nation will benefit. It may sound like hubris, but I think better cross-cultural understanding would help foster world peace. We can't get along if we can't communicate with one another."

Adapted from a story by Nancy Joseph originally published in the College of Arts & Sciences Perspectives newsletter in August 2020: <https://bit.ly/2EtIC5C>



NOYES (IN A UW YEARBOOK PHOTO)
NOYES IN BAGHDAD IN 2003, WEARING BODY ARMOR AND A HELMET.

"BECOMING CONVERSANT IN ANOTHER LANGUAGE MAKES FOR A MORE WELL-ROUNDED PERSON, WHO CAN ENGAGE WITH AND UNDERSTAND PERSONS FROM ANOTHER CULTURE,"
HELEN LOUISE NOYES

PHOTO CREDIT: COURTESY OF HELEN LOUISE NOYES
PHOTO CAPTION: HELEN LOUISE NOYES, CLASS OF 1969, AT THE CIA MEMORIAL WALL IN WASHINGTON, D.C.





RESILIENCY IN ACTION: TASK FORCE 2020 zooms around the world

Task Force Evaluation Day is the culmination of the Jackson School Donald C. Hellman Task Force Program capstone that simulates a real-life policymaking experience for students: teamwork, research on a current global issue and reporting under time pressure to experts. Held on the last day of winter quarter classes, students present and discuss their research and foreign policy recommendations to foreign policy experts inside and outside the U.S.

This year, less than a week before the March 13 annual final, high-stakes Task Force Day, a required rite of passage for International Studies majors to graduate—the Jackson School learned due to the coronavirus crisis it needed to convert all of its in-person presentations by 129 students in 11 Task Force teams to an online, real-time format across three continents.

By using technologies, conducting quick turnaround practice sessions and Jackson School staff, students and faculty working together, the Task Force students gave a total of 18 hours-worth of presentations to their high-level external evaluators based in Accra, Berlin, Brussels, Ottawa, San Francisco, Washington D.C. and Washington state. The students were similarly dispersed across the country and the world. <https://bit.ly/2En16nf>

TASK FORCE 2020 External Evaluator Organizations:

- Senior Adviser, United States Institute of Peace
- Director of Emerging Trends, Google
- Professor of Political Science, University of California, Davis
- Deputy Minister of Energy, Government of Ghana
- Partner and Pacific Northwest Climate Change Attorney, Davis Wright Tremaine Law Firm
- Head of the Political Unit ALDE Party Brussels
- U.S. Ambassador (ret.)
- Communications and Broadcasting Journalist and Book Author on Arctic Regions & People
- Washington state's 9th Congressional District Representative
- Senior Fellow and Director, Europe Program German Marshall Fund of the United States



"IT WAS GREAT TO TACKLE A CURRENT ISSUE IN THE WORLD THAT NO ONE HAS SOLVED YET AND FOR WHICH AN ANSWER DOES NOT EXIST ... A FASCINATING GLIMPSE INTO WHAT WORK POST-GRADUATION MAY LOOK LIKE AND WHAT STRUGGLES REAL POLICYMAKERS AND PROPOSERS FACE."

- MELINA SCHMIDT, B.A. INTERNATIONAL STUDIES AND EUROPEAN STUDIES MINOR 2020, AND ALUMNI OF TASK FORCE ROME 2020 "EUROPEAN DEFENSE: STRATEGIC CHOICES FOR 2030"



MELINA SCHMIDT
COURTESY MELINA SCHMIDT

TASK FORCE PROMPTS

Possible Policy Change in Ghana



It's not often that work by UW students and their professor affects the very policies of another nation. But that might be the case for the Jackson School's Donald C. Hellmann Task Force Program and The Republic of Ghana, in sub-Saharan Africa.

Danny Hoffman, professor and chair of the African Studies Program, along with doctoral candidate Francis Abugbilla, focused 13 undergraduate international studies majors in their Task Force 2020 on Ghana as a case study for an examination of best practices for how energy infrastructure can reach rural Africa. The students authored a policy report titled "A Multiperspective Analysis of Renewable Energy Technologies in Sub-Saharan Africa: Ghana Case Study."

The result? Hoffman learned in summer 2020 from Hon. Amin Adam, Ghana's deputy minister of energy — who also was among the evaluators for the students' presentations — that two of the students' recommendations for energy use have been written into the country's new Draft National Energy Policy, to be finalized for the government to approve.



TASK FORCE 2020 "ENERGY INTERVENTIONS IN SUB-SAHARAN AFRICA (GHANA CASE STUDY)" PHOTO CREDIT: UW JACKSON SCHOOL

"TO BE ABLE TO ENGAGE IN HIGH-LEVEL DISCUSSION WITH HONORABLE DR. MOHAMMED AMIN ADAM, DEPUTY MINISTER OF ENERGY IN GHANA ABOUT ONE OF THE MOST SERIOUS ISSUES FACING HIS COUNTRY WAS INCREDIBLY REWARDING, IT PROVED THE BENEFITS OF HIGH-LEVEL RESEARCH."

CLARA YARDLEY, B.A. INTERNATIONAL STUDIES AND MINOR IN SPANISH 2020



PICTURED IS THE STUDENT GROUP ON TASK FORCE DAY, MARCH 2018, PRESENTING THEIR REPORT TO THEIR FACULTY ADVISER ROBERT PEKKANEN AND EXTERNAL EVALUATOR SARAH REPUCCI, SENIOR DIRECTOR OF GLOBAL PUBLICATIONS, FREEDOM HOUSE. PHOTO CREDIT: UW JACKSON SCHOOL

TASK FORCE GETS A LONG SHELF LIFE

by way of Oxford University Press

Research and policy recommendations authored by a group of 13 students in Task Force 2018 on "The Global Implications of Populism on Democracy" continue to inform the world, thanks to their report being cited in an Oxford University Press book that was published in July 2020.

"The students took on one of the most important issues facing the democratic world today," said Jackson School Professor Robert Pekkanen who served as the faculty supervisor of the Task Force. "That their research earned

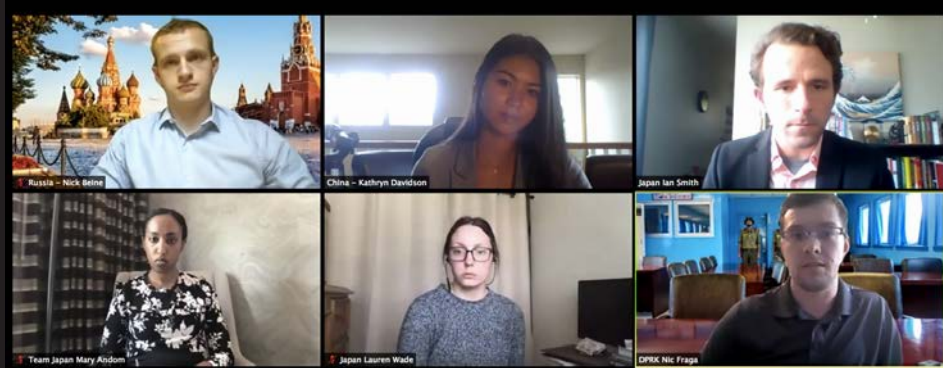
a citation in a book published by the prestigious Oxford University Press is a real mark of accomplishment and shows the quality of the Task Force Report that the students wrote."

Titled "Foundations of Global Health & Human Rights" and edited by Georgetown University Law Professor Lawrence O. Gostin and Benjamin Mason Meier, faculty at University of North Carolina at Chapel Hill, the book references the Task Force 2018 report in a citation and bibliography.

Creating international policymaking opportunities for mid-career professionals

The M.A. in Applied International Studies (MAAIS) has a number of unique attributes that strengthen the program's attraction for mid-career professionals:

- 1) A cohort-based program, MAAIS capitalizes on its diverse student body to provide a rich context for cross-cultural understanding and team building.** In 2019-20, students ranged in age from 27 to 58 and joined the program with experience in technology, journalism, the military, natural resource management, international development, law, defense policy, refugee resettlement and community organizing.
- 2) The MAAIS curriculum emphasizes the practical application of an international studies education,** including through two capstone experiences: the International Strategic Crisis Negotiation Exercise (ISCNE) and the Applied Research Client Projects (ARCP).



Virtual Crisis SIMULATION

Despite the closure of campus due to the coronavirus outbreak in the spring, MAAIS students honed their diplomatic negotiation skills in a first-ever virtual two-day simulation May 16-17. Some 47 participants came together via Zoom to find solutions to the Korean nuclear crisis. Teams consisted of MAAIS students, graduate students from other UW programs, and 17 Air Force ROTC senior cadets from across the Seattle area—all supported by high-level mentors and a technical control team that spanned three time zones.

[PHOTO: ISCNE 2020 SCREENSHOT]

INSTRUCTOR SPOTLIGHT: Ann Burkhart Relationship Manager at Earthworm Foundation

Ann Burkhart joined MAAIS in 2019 as the new Applied Research Client Projects instructor. She holds a bachelor's degree from the Jackson School as well as an MBA from New York University.

What attracted you to the ARCP teaching opportunity?

As a Jackson School alumna and a MAAIS Civic Council member, I was happy to have the opportunity to deepen my involvement with the program. Since I had been on the client side of a couple of previous MAAIS-ARCP engagements [in her time working on ethical sourcing for Starbucks], I was excited to be on the other side, working with the student teams as a coach and mentor.

What is the value of the ARCP experience for students?

Having a project with an actual corporate or non-profit client stretches and stimulates the students in ways that a theoretical case study never could. Situations come up that test the group as individuals and as teams – changes in scope, personality conflicts, difficulty securing interviews with stakeholders. Coming out of the class every student better understood how to work well in a team, how to define a project's scope, and how to run client engagement. In addition, all projects have an international component which allows the students to see their studies come to life and to envision how they can apply their knowledge and skills to jobs after graduate school.

JACKSON SCHOOL ALUMNA ANN BURKHART
PHOTO CREDIT: UW JACKSON SCHOOL/KERRY DAHLEN



UW Asia-Pacific Army War College Fellowship Program 2020-2021

Hosted by the Jackson School, in partnership with UW Tacoma, U.S. military personnel selected by the U.S. Army War College spend a year with UW faculty researching a policy issue on Asia. Part of the Asia-Pacific Fellowship program includes Fellows sharing their military experience with UW students and larger community, including corporate, academic, government, community, and NGO leadership in the Seattle area.

Lieutenant Colonel

Christopher H. Clyde, UW Asia-Pacific Army Fellow, is an active-duty Army aviation officer who has served in multiple operational assignments around the world. Prior to attending the Jackson School, LTC Clyde was assigned as the Executive Officer to the Commanding General of I Corps and Joint Base Lewis-McChord. His research will focus on U.S. strategic competition and potential threats to security and prosperity.



LIEUTENANT-COLONEL CHRISTOPHER H. CLYDE FLYING FROM JOINT BASE LEWIS MCCHORD TO YAKIMA TRAINING CENTER, 2019. PHOTO CREDIT: COURTESY OF CHRISTOPHER H. CLYDE

Lieutenant Colonel

Alex Elmore, UW Asia-Pacific Alaska Army National Guard Fellow, joins us from Washington D.C. where he most recently served at the Pentagon as a strategic planner in the Chief's Action Group for the Chief, National Guard Bureau. His 20-year military career includes multiple overseas deployments. He has received numerous medals, including Army Commendation with Valor device. His research will focus on the South China Sea. He holds an MBA from Webster University and a Master's in Military Arts and Science from the Command and General Staff College.



LIEUTENANT-COLONEL ALEX ELMORE
PHOTO CREDIT: COURTESY OF ALEX ELMORE

TEACHING ACROSS BORDERS **DIVERSITY, EQUITY AND INCLUSION**

Our Mission of DIVERSITY, EQUITY and INCLUSION

The Jackson School is foregrounding the mission of diversity, equity and inclusion in its work. We are committed to this mission both within our institution as well as an intellectual agenda. Our diversity, equity and inclusion committee members are working hard on redesigning our School's charge and charter dedicated to these issues. We are also launching a new speaker series on global perspectives on race and citizenship. In the winter quarter our series, in partnership with the African Studies Program, will focus on "Protest, Race and Citizenship across African Worlds." <https://bit.ly/JSISAfricaSeries>



“Researching and writing as an Undergraduate Student Researcher on a National Science Foundation grant has given me so much joy, and I’ve developed a love for policy analysis that I want to take with me into my future career. Above all, I now know that I want to pursue a career in an area that can make meaningful changes in our nation and in our world, no matter how small.”

RESEARCHING for Good

Name: Emma Tong Lii

Studies: B.A. International Studies and Sociology 2020

Hometown: Pleasanton, California

Foreign Languages: Chinese, Spanish

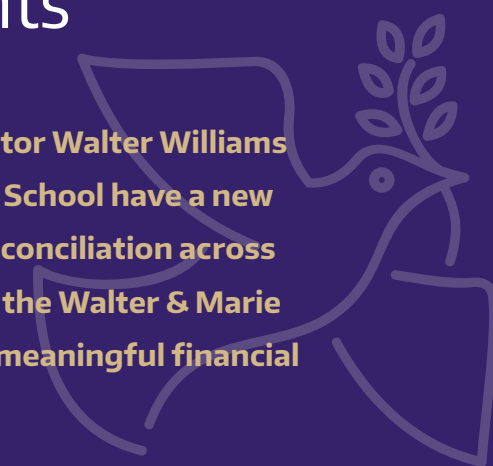
Favorite Quote: *“No human can ever fully understand the experiences and feelings of another, and I must remind myself that progress, although often slow and painful, can be made.”*

-ANONYMOUS QUOTE FROM DR. BEVERLY DANIEL TATUM'S BOOK *WHY ARE ALL THE BLACK KIDS SITTING TOGETHER IN THE CAFETERIA.*

In summer 2020, Emma Tong Lii was selected as an Undergraduate Student Researcher to support research efforts by Jackson School Faculty Jessica Beyer, a co-investigator of a UW National Science Foundation grant on how to keep the “internet of things (IoT)” — and institutional systems — safe and secure. Lii also received a two-quarter UW Mary Gates Research Scholarship in Winter 2019 and worked in a Global Research Group for Microsoft in autumn 2019.

A NEW INTERNATIONAL PEACE AND RECONCILIATION FUND for Jackson School students

Thanks to a gift from former Washington State Senator Walter Williams and his wife Marie, graduate students at the Jackson School have a new opportunity to pursue their passion for peace and reconciliation across the globe. Established in 2019 and launched in 2020, the Walter & Marie Williams Endowed Graduate Fellowship is providing meaningful financial assistance to our future global leaders.



“During World War II, my father personally experienced the horror of war, but also learned that communication between individuals of different nationalities -- even enemies-- can lead to understanding and friendship,” said Marcia Williams (MPH, 1992; Ph.D. 2000). “It has been a privilege for me to facilitate their continued support of the Jackson School and their vision of global reconciliation through students like Yasir Zaidan.”

Yasir Zaidan, a Ph.D. student in international studies, became the inaugural recipient of the fellowship in autumn 2020, his first quarter at the Jackson School.

The Walter & Marie Williams Endowed Graduate Fellowship grew out of the Williams International Friendship Fund at the Seattle Foundation.



PHOTO CAPTION: WALTER AND MARIE WILLIAMS, PHOTO CREDIT: COURTESY OF MARCIA WILLIAMS



YASIR ZAIDAN PHOTO CREDIT: COURTESY OF YASIR ZAIDAN

“THE WALTER WILLIAMS & MARIE WILLIAMS ENDOWED GRADUATE FELLOWSHIP HELPED ME WORK ON MY RESEARCH QUESTION ON MIDDLE EASTERN INFLUENCE IN EAST AFRICA. IT FELT GREAT TO BE SUPPORTED THROUGH THE DIFFICULT TIME OF THE PANDEMIC. I AM TRULY GRATEFUL.”

YASIR ZAIDAN

STUDENTS FIND A PLACE IN THE WORLD through the GLOBAL RESEARCH GROUP

Jackson School faculty-supervised teams of graduates and undergraduates continue to generate original research, analysis and evaluations on emerging topics in international affairs and policy for local, national and international clients. Students are selected for their geographic area expertise and knowledge of global affairs topics, as well as top-tier research and communication skill sets.

2019-2020 CYBERSECURITY GRG Program Team

Jessica Beyer
FACULTY CO-LEAD

Jessica Beyer, lecturer and co-lead of the Jackson School Cybersecurity Initiative



Sara Curran
FACULTY CO-LEAD

Sara Curran, professor and director of the Center for Studies in Demography & Ecology and co-lead of the Jackson School Cybersecurity Initiative



Megan Ward
PROGRAM MANAGER AND SENIOR RESEARCH FELLOW

Megan Ward, Ph.D. Candidate, Jackson School of International Studies



Faith Nyakundi
SENIOR RESEARCH FELLOW

Faith Nyakundi, M.A. International Studies 2020, Cyber Risk Specialist



AUTUMN 2019

CLIENT: Microsoft Digital Security and Diplomacy Team
Three Jackson School Undergraduate Research Fellows

A deep dive into the stakeholder landscape of the global initiative "Paris Call: For trust and security in cyberspace" held on Nov. 12, 2018 and with a 2019 follow-up to that international discussion. The team created a robust overview of the major stakeholders and their activities across each of the nine Paris Call principles.

SPRING 2020

CLIENT: Global Disinformation Index
10 Jackson School Undergraduate Research Fellows

The team assessed the disinformation media market landscape according to the rubric laid out by the Global Disinformation Index and contributed to final report development and analysis.

SUMMER 2020

CLIENT: National Science Foundation Rapid Grant for COVID-19 with Louisiana State University Program: Secure and Trustworthy Cyberspace
Three Jackson School Undergraduate Research Fellows

To complement an analysis of Twitter data, the team created databases for contextualizing the geographic, demographic, political, and health information related to varying information sources.

CLIENT: Microsoft Digital Security and Diplomacy Team
Eight Jackson School Undergraduate Research Fellows

To understand areas where industry could engage in conversations of AI-caused physical harm, the team created 16 country profiles and compared specific use cases for AI: medical applications, autonomous vehicles, and drones (autonomous aerial vehicles).



In June, the Jackson School's Global Research Group program received \$200,000 from Carnegie Corporation of New York to bridge the gap between global cybersecurity research and actionable policy.

This new grant builds on \$2 million in philanthropic grants from the Corporation that helped launch the School's International Policy Institute in 2015. <https://bit.ly/2Dz2m6C>



POLICYMAKING for scholars

Established in 2015 with funding in part from Carnegie Corporation of New York, the Jackson School's International Policy Institute (IPI) this year expanded its scholarship to policymaking experience for students, faculty and practitioners in the Pacific Northwest and beyond.



SNAPSHOT OF EXAMPLE OUTPUTS IN 2019-2020:

Arctic Initiative

Student policy papers, ranging in topics from the Arctic environment to societal health to mobilizing Inuit knowledge, published in Arctic and International Relations, Issue #7, autumn 2020.

Cross-Cultural Religious Literacy Initiative

In winter and spring 2020, taught courses on "Religion, Politics and International Conflict" and "Cross-cultural Religious Literacy" and currently developing a capstone project for the Jackson School's Masters in Applied International Studies program and a Handbook on Cross Cultural Religious Literacy with Routledge Publishing.

Cybersecurity Initiative Global Research Group

Original research by Jackson School students assessing a wide variety of media and news sites in the U.S. media market was published in October 2020 by the Global Disinformation Index in their report "GDI Primer: The US (Dis)information Ecosystem."

Disability Inclusive Development Initiative

United Nations Educational, Scientific and Cultural Organization (UNESCO) commissioned a background paper with original research for use in a series of international policy dialogues during November and December 2020 on the topic of violence and bullying involving young people with disabilities.

JACKSON SCHOOL International Policy Institute Leads

PRIMARY INVESTIGATOR: REŞAT KASABA, ANNE H.H. AND KENNETH B. PYLE PROFESSOR OF AMERICAN FOREIGN POLICY

THE ARCTIC

Nadine Fabbi
Managing Director,
Canadian
Studies Center

Michelle Koutnik
Research Associate
Professor, Earth and
Space Sciences

CYBERSECURITY

Jessica Beyer
Lecturer

Sara Curran
Professor and Director of
the Center for Studies in
Demography & Ecology

CROSS-CULTURAL RELIGIOUS LITERACY

James Wellman
Professor and Chair,
Comparative Religion

DISABILITY INCLUSIVE DEVELOPMENT INITIATIVE

Stephen Meyers
Assistant Professor, Law,
Societies & Justice and
Jackson School

Learn more: jsis.washington.edu/research/ipi



MEGAN WARD

Cybersecurity IPI Fellow 2019-2020
Ph.D. Candidate in International
Studies with a certificate in Law,
Societies, and Justice

"The ability to work closely with Jackson School faculty like Jessica Beyer has provided invaluable mentorship for my own research on defense expertise, cybersecurity, and online and offline vigilante communities. In addition, the fellowship provides an amazing community of scholars with which to refine and expand my own understanding of the field and my work's place within it."



KATIE GONSLER

Cybersecurity IPI Fellow 2019-2020
Ph.D. Student in International Studies

"I've really enjoyed the collaborative aspect of the fellowship. It's opened me up to new ideas and it's been exciting to do research in such a fast-paced field."



KATHERINE CHAMBLIN

Disability Inclusive Development Initiative
IPI Fellowship 2019-2020
Speech and Hearing Sciences Major
and Disability Studies Minor, Class of 2021

"As I look to lead my own inclusive classroom in the future, I plan to draw from the insights and experiences I have gained through this fellowship and empower other young people with disabilities to be leaders in research."

New Books

“You Say You Want a Revolution? Radical Idealism and its Tragic Consequences” (Princeton University Press, 2020) by **Daniel Chirot**

“Gender Equality in Politics: Implementing Party Quotas in Germany and Austria” (Springer International Publishing, 2020) by Petra Ahrens, Katje Chmielewski, **Sabine Lang**, and Birgit Sauer.

“Citizens of Scandal: Journalism, Secrecy, and the Politics of Reckoning in Mexico” (Duke University Press, 2020) by **Vanessa Freije**

“High on God: Mega-Churches and the Making of America” (Oxford University Press, 2020) by **James Wellman**, Katie Corcoran, and Kate Stockly.



Some Honors & Awards

Daniel Chirot, Herbert J. Ellison Professor of Russian and Eurasian Studies in the Jackson School of International Studies, received an honorary doctorate from the University of Bucharest in Romania in recognition of his work on Romanian social history. The ceremony, held in Bucharest on Oct. 10, 2019, included a conference on “Thirty Years After: Post Communism, Democracy, and Illiberalism,” where Chirot gave the keynote address.

Donald C. Hellmann, professor emeritus and Japan specialist, received the Order of Rising Sun, Gold Rays with Neck Ribbon from the Government of Japan on December 12, 2019 in a ceremony hosted by the Consulate-General of Japan in Seattle.



ON DEC. 12, 2019, A CONFERENCE AND RECEPTION WERE HELD TO CONGRATULATE DONALD C. HELLMANN (LEFT) AT THE OFFICIAL RESIDENCE OF CONSUL GENERAL YOICHIRO YAMADA (RIGHT) IN SEATTLE. PHOTO CREDIT: CONSULATE OF JAPAN IN SEATTLE

Notable Grants

In July, **Celia Lowe**, professor and chair of the Southeast Asia Center, in partnership with UW Libraries and Southeast Asia faculty Judith Henchy, secured a \$1 million, competitive four-year grant from the Henry M. Luce Foundation for innovative collaborations on Southeast Asian research and community engagement.

Jessica Beyer, lecturer and co-lead of the Jackson School's Cybersecurity Initiative, and **Sara Curran**, a professor and director of the Center for Studies in Demography & Ecology, were named co-investigators on a \$200,000 National Science Foundation RAPID COVID-19 grant in partnership with Louisiana State University Engineering environmental sciences and

engineering faculty to examine the demographic and geographic structure of disinformation during the pandemic.

In autumn 2019, **Arzoo Osanloo**, professor in the department of Law, Societies & Justice and Director, Middle East Center, and **Cabeiri Robinson**, associate professor in the Jackson School of International Studies and Director, Interdisciplinary Ph.D. Program in Near and Middle Eastern Studies, received a prestigious two-year grant from the Mellon Foundation to run a Sawyer Seminar at the University of Washington via the UW Simpson Center for Humanities on "Humanitarianisms: Migrations and Care Through the Global South" for 2020-2021.

Noam Pianko, director of the Stroum Center for Jewish Studies, was elected for a two-year term as President of the Association of Jewish Studies, the largest learned society and professional organization representing Jewish Studies scholars worldwide. Pianko will lead the organization's efforts to advance research and teaching in Jewish studies at universities and to foster greater understanding of Jewish studies scholarship among the wider public.

José Antonio Lucero, associate professor and associate director of the Jackson School, was named as one of only eight recipients of a 2020 UW Undergraduate Research Mentor Award. Lucero is also chair of Latin American and Caribbean Studies at the UW.

Faculty Launch

On Dec. 6, 2019 Jackson School Job and Gertrud Tamaki Endowed Professor outer space expert **Saadia Pekkanen**, along with UW Aeronautics and Astronautics Chair Kristi Morgansen, convened top industry, policy and researchers to start the conversation on searching for better solutions in space. The inaugural annual UW Space Symposium, which featured retired commander of the U.S. Strategic Command, General Kevin Chilton, was the first major event of UW's new Space Policy and Research Center (SPARC).

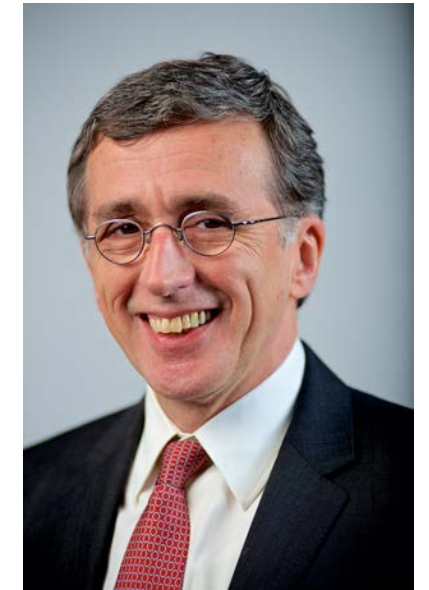
“It’s exciting to think that SPARC is helping position the UW in the new space race,” Pekkanen says. “Students of social sciences, humanities, policy, and law can make a difference. And I think that’s a difference worth making.”

With Thanks

A decade of contributions as director of the Jackson School (2010-2020)

On June 17, over 100 staff, faculty and friends and supporters gathered over Zoom in recognition of **Reşat Kasaba** for his two-term tenure as the director of the Jackson School. Under his leadership, the School expanded its faculty and programs, including a mid-career M.A. in Applied International Studies, a doctoral degree in international studies, and an International Policy Institute that bridges the gap between academia and policymaking.

He also served a two-year term as president of the Association of Professional Schools of International Affairs. A longtime UW Jackson School professor and administrator, he will continue teaching and research at the Jackson School.



REŞAT KASABA

Chair of the UW Korea Studies Program becomes Professor Emeritus

Clark Sorensen, faculty and the inaugural director of the Center for Korea Studies, retired at the end of spring quarter 2020 as Chair, Korea Studies Program. Sorensen, who will now become Professor Emeritus, came to the Jackson School of International Studies in 1989 and became the Korea Program Director in 1998. Sorensen's successful fundraising activities, with the help of the late Senator Paul Shin and Mr. Ick-hwan Lee, endowed two positions in the Korea Studies Program, ensuring its continued existence into the future. His efforts also allowed the establishment of the Center for Korea Studies in 2006. He will continue part-time in these roles and teach part-time for the next three years.



CLARK SORENSEN

MEET LEELA FERNANDES

Jackson School Director and Stanley D. Golub Endowed Chair



Leela Fernandes, an internationally recognized scholar and author on democratic politics and inequality with a focus on contemporary India, officially assumed the directorship role of the Jackson School of International Studies at the University of Washington on July 1, 2020.

A professor of gender studies and political science with a STEM background, Director Fernandes joins us from the University of Michigan in Ann Arbor. Below is an excerpt from a Jackson School Q&A with Director Fernandes in autumn 2020.

1 QUESTION:

What impressed you most about the School during the search process?

Fernandes: The Jackson School has an impressive national reputation and has played a historic role in shaping the field of international studies. The School is also unique in the way it has combined a focus on public service and policy issues on the one hand, with a depth of understanding of specific countries and regions, on the other. Big challenges such as climate change, for example, cannot be adequately addressed without understanding the local political dynamics and institutional constraints that shape and constrain the implementation of solutions to these challenges. Moreover, effective solutions are often best developed by drawing on the knowledge of local communities and specific contexts.

2 QUESTION:

What do you feel is important when addressing diversity, equity and inclusion?

Fernandes: Institutions of higher education in the United States have made progress but also still have a long way to go in addressing diversity, equity and inclusion. There is well-established research that has shown that diversity improves the quality of work in organizations and institutions. This is particularly true for the quality of liberal arts education and for any institution or organization with a public mission. In the case of international studies, diversity, equity and inclusion are actually at the heart of the field. The study of citizenship rights, equality, democratic norms, institutional accountability and inequality are central subjects of inquiry.

3 QUESTION:

What are your first priorities for the Jackson School?

Fernandes: The world is currently being shaped by major cross-cutting crises and significant geopolitical shifts. The Jackson School has the breadth and depth necessary for developing effective responses and training new generations of leaders. School faculty and staff have tremendous reservoirs of knowledge. I look forward to working with all members of the School in this endeavor in ways that can engage with broad public audiences both in the U.S. and internationally.



BEGINNING with Kichwa

When Kelsey Gilman first heard she had received a national Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship 2020-2021 to support 10 months of field research in Ecuador she immediately thought: **“Wow, someone made a mistake, this was too good to be true.”**

But it was as real as her growing up in Ballard, Washington to learning Kichwa, an Indigenous language spoken widely in South America, this past summer in the Amazonian province of Napo, Ecuador, thanks to receiving a 2019 Peter Mack and Jamie Mayerfeld Fund for Human Rights from the University of Washington’s Center for Human Rights and a 2019 Research and Travel Grant from the UW’s Center for American Indian and Indigenous Studies.

And it was as real as her passion for learning and researching the politics of Indigenous higher education that led her to apply to the Jackson School’s international studies doctoral program, where she is currently a third-year student.

“The Jackson School offered a unique opportunity to pursue my passion and interests,” she says, noting in her searches for expert faculty on Latin American politics and Indigenous cultures in the Pacific Northwest two UW names kept popping up: Tony Lucero, Chair of Latin American & Caribbean Studies at the Jackson School, and María Elena García, Associate Professor, Department of Comparative History of Ideas.

Pursuing a passion by learning a language

It was while pursuing her master’s degree in Latin American history that Kelsey discovered a case study about a decades-long struggle of a university in Ecuador involving Indigenous access to education.

“It made me question the politics of who gets to go or not go to college, who has the advantage of cultural capital versus who is starting from the basics.”

Her pursuit for inclusion did not stop there. Gilman discovered most of the documents were in Spanish and written by Indigenous men who had had the opportunity to study abroad in Europe or the United States. “That inspired me to start learning Kichwa and begin the process to access those submerged perspectives from women, elders and communities who haven’t been able to be part of the conversation yet,” she said.

Training for her next project

She is aware of the impact of her background in research abroad. “As a white middle class scholar in the Global North researching Indigenous political movements in the Global South, there’s vast degrees of power differentiations,” she notes. “But I’m learning Kichwa in order to position myself as a learner, and I’m excited about what local communities can teach me.”

The Jackson School’s interdisciplinary approach toward international studies has also helped her, she says, learn important and effective social science skills such as interviewing and qualitative methods that have broadened her research well beyond her training as a historian.

“Seattle is an exciting place to think globally about politics and current events, and the implications of these on our work,” she says.

PHOTO CAPTION: KELSEY GILMAN, A DOCTORAL STUDENT AT THE JACKSON SCHOOL, ON HER SUMMER STUDY OF KICHWA IN ECUADOR, 2019. PHOTO CREDIT: MATEO MARTÍNEZ WRITTEN BY MONIQUE A. THORMANN

"As our next steps take us into various career fields and institutions of this country, we must leverage the power of our education. You must leverage your privilege, white and otherwise, and other privileges granted to you by the system if justice is to be achieved."

Watch Victoria's 8-minute speech to the Class of 2020, Jackson School Virtual Spring Convocation 2020: <https://youtu.be/4sfvP-iAjS8>

IMPACTING Communities

Name: Victoria T. Tyron

Studies: B.A. International Studies and Communication 2020

Hometown: Lynnwood, Washington

Foreign Languages: Akan, French

Favorite Quote: *"Who of you by worrying can add a single hour to your life? Since you cannot do this very little thing, why do you worry about the rest?"* (LUKE 12)

In spring 2020, Victoria Tyron was named to the UW Husky 100 List and received the annual Jackson School Leadership Award, a \$5,000 prize for leadership, community service and academic achievement. While at the UW, Tyron served on the Black Student Commission, Office of Minority Affairs & Diversity Student Advisory Board, Campus Sustainability Fund, AfricaNow Association, ASUW Senate and Black Campus Ministries. She is pursuing a career in higher education.



UW SECURES COMPETITIVE \$1 million Luce Foundation grant for Southeast Asian research and community engagement

The Southeast Asia Center at the Henry M. Jackson School of International Studies and the Libraries at the University of Washington will spearhead a new initiative of innovative collaborations to explore the effects and consequences of authoritarianism in Southeast Asia and on Southeast Asian American communities in the United States.

The \$1 million grant to deepen discourse on Southeast Asia was approved in June by the Henry Luce Foundation after a national competition seeking projects that will develop expertise, capacity and resources on Southeast Asia. At the UW, the Luce Initiative on Southeast Asia will attract underrepresented students, faculty, future librarians and the regional Southeast Asian American community to the project of engaging with Southeast Asian history, language and culture in new ways.

"We are excited to develop our work to engage scholars and students in the crosscurrents and interconnections between the U.S. and Southeast Asia," said Celia Lowe, chair of the Jackson School's Southeast Asia Center.

Multiple UW departments will be involved in the four-year project, which will be administered by the Southeast Asia Center. UW Libraries and the Burke Museum will form innovative collaborative projects on healing and reconciliation from histories of violence and dislocation, while the UW Asian Languages & Literature Department will create a new faculty position to connect language study to meaningful community engagement.

<https://bit.ly/33BINVE>

PHOTO CAPTION: AGE OF THE KAMPUCHEA PICTURE VIDEO INSTALLATION WHICH WON THE CENTER FOR RESEARCH LIBRARIES' PRIMARY SOURCE AWARD, PRIMARILY CREATED BY M.A. IN SOUTHEAST ASIAN STUDIES ALUMNUS ADRIAN ALLARILLA, A FILIPINO AMERICAN FILMMAKER. ALLARILLA'S WORK WITH VISUAL ARCHIVES SPEAKS DIRECTLY TO THE QUESTIONS OF THE REPRESENTATION OF VIOLENCE THAT OUR FOCUS ON AUTHORITARIANISM SEEKS TO ADDRESS. 2017. PHOTO CREDIT: UW LIBRARIES/JUDITH HENCHY



ALUMNI highlights

As geographic area and international issues experts, Jackson School alumni work in Seattle and other cities in the U.S. and abroad, making an impact that spans industries and sectors.

EXAMPLES OF WHERE RECENT ALUMNI HAVE LANDED:

- | | |
|---------------------------------------|--|
| Amazon | Ratio Companies |
| Boeing | Spirit of America |
| CAIR Washington | United Nations |
| Concentric Advisors | U.S. Department of State |
| Corbus Pharmaceuticals | University of Auckland in New Zealand |
| Deloitte | WA Utilities and Transportation Commission |
| FishWise | World Learning |
| Microsoft | |
| Pacific Northwest National Laboratory | |

"I NEVER THOUGHT OF PURSUING AN ENGINEERING JOB UNTIL I TOOK CYBERSECURITY CLASSES IN THE JACKSON SCHOOL."

JULIA YOON



JULIA YOON (B.A. INTERNATIONAL STUDIES; INFORMATICS MINOR 2018), ASSOCIATE SECURITY ENGINEER AT CHECK POINT SOFTWARE AND A MASTER'S OF COMPUTER AND INFORMATION TECHNOLOGY STUDENT AT THE UNIVERSITY OF PENNSYLVANIA

Are you a Jackson School alum?

We'd love to hear from you! Email Sarah Greenberg at sargreen@uw.edu or fill out our alumni update form: <https://bit.ly/3gcXenN>

The UW community needs you!

Want to find UW alumni near you? Lend a helping paw to the next generation and share your knowledge about your industry? Expand your professional network? Join Husky Landing, the UW's new networking platform. Open to alumni, students and community partners. <https://bit.ly/37vljW>



JACKSON SCHOOL ALUMNUS TODD LARSON WITH PRESIDENT BARACK OBAMA. 2016 PHOTO CREDIT: WHITE HOUSE PHOTOGRAPHER PETE SOUZA

Profile of Public Service: MEET TODD LARSON

The Jackson School was honored to name Todd Larson as its Jackson School 2020 Distinguished Alumni Award recipient. The annual award goes to an alum of the school for their leadership and service. Larson's impressive career choices have taken him all over the world. After serving in the Peace Corps in Togo, he began a 20-year career with the United Nations, serving in a variety of legal and managerial capacities. That entailed living in an array of countries, including Namibia, Indonesia, Malaysia, Cambodia, the former Yugoslavia and Haiti, as well as serving at U.N. Headquarters in Geneva, Switzerland and New York City.

Larson's career took a significant move when he assumed a presidential appointment in the Obama administration as Senior LGBT Coordinator. His mandate was to work with the White House, the State Department and the U.S. Agency for International Development (where he was based), to help define and give substance to an emerging U.S. foreign policy priority—the human rights and development of LGBTQI+ persons around the world. There, Larson continued his battle, begun at the United Nations, for LGBTQI+ rights within some of the world's most complex bureaucracies.

"PLEASE DON'T JUST PASSIVELY GET THROUGH LIFE. YOU'VE EARNED THE DEGREE AND ACQUIRE THE INTELLECTUAL SKILLS TO WIELD IT. WIELD YOUR LIFE TO HAVE A POSITIVE IMPACT...ANY LESS AND YOU ARE FAILING TO FULLY CAPITALIZE ON YOUR WORLD-CLASS EDUCATION..."

TODD LARSON (M.A. INTERNATIONAL STUDIES; J.D. 1988), IN HIS KEYNOTE SPEECH AS THE 2020 JACKSON SCHOOL ALUMNI SPEAKER, JACKSON SCHOOL VIRTUAL SPRING CONVOCATION 2020. WATCH THE 10-MINUTE SPEECH: [HTTPS://YOUTU.BE/KLZJ27YQZXY](https://youtu.be/KLZJ27YQZXY)

STUDENT highlights

Our students take on the world. Every year they are also recognized with honors and awards at the UW and national levels for their leadership, research and community impact.

JACKSON SCHOOL student honors & award examples 2019-2020

- 2 HUSKY 100** Jackson School International Studies majors
- 2 MARY GATES RESEARCH FELLOWS**
- 1 HUSKY 100** Southeast Asia Center Foreign Language and Area Studies Fellowship (Cambodia) master's degree student in public health and social work
- 1 HUSKY 100** Canadian Studies Center Corbett Scholar majoring in American Indian Studies and Environmental Science & Resource Management
- 1 FULBRIGHT U.S. SCHOLAR AWARD** for open study and research (Moldova)
- 1 FULBRIGHT-HAYS DOCTORAL DISSERTATION RESEARCH ABROAD FELLOWSHIP 2020-2021** (Ecuador)
- 1 CRITICAL LANGUAGE SCHOLARSHIP** for summer study abroad language learning



"I KNEW THAT THE JACKSON SCHOOL WOULD PROVIDE A MULTI-FACETED APPROACH TO UNDERSTANDING AND DEEPENING MY KNOWLEDGE OF GLOBAL ISSUES."

CONOR CUNNINGHAM, WHO GRADUATED IN SUMMER 2020, ON CHOOSING TO MAJOR IN INTERNATIONAL STUDIES AT THE UNIVERSITY OF WASHINGTON

STUDENT spotlight

Name: Conor Cunningham
Degree: B.A. International Studies with minors in Russian language, French language, and Russian, East European, and Central Asian studies 2020
Hometown: Bainbridge Island, Washington
Foreign Languages: French, Russian
Award Highlights 2019-2020:
 Fulbright U.S. Student Program (Moldova) for 2020-2021
 Boren Scholarship (Latvia), National Security Education Program (2019-2020)
 Graham-Trzcinski Scholarship, Mortar Board Alumni/ Tolo Foundation UW (2019-2020)

In his own words: "During my time at the Jackson school, I have had the opportunity to study in Russia during the summer quarter of 2018 as an Ellison Center for Russian, East European and Central Asian Studies Foreign Language and Area Studies Fellow (Russian) and in Latvia during the 2019-2020 academic year.

These experiences taught me the value of being multi-lingual, particularly in how it helps us to bridge cultural divides. Displaying a real interest and effort to learn a language, which is a core piece of culture, can go a long way to break down barriers and create genuine cross-cultural connections. I hope to continue to broaden my knowledge of the Russian language, post-Soviet world, and cybersecurity in the hopes of working as a specialist in East European affairs."



National Resource CENTERS

Funded by the U.S. Department of Education’s prestigious Title VI Program, the six National Resource Centers at the Jackson School provide critical global education resources for the whole of the UW and region. Support ranges from area and international studies, languages and thematic issues and research to K-12 and community college teacher training for students and educators as well as public engagement activities.

EXAMPLE ACTIVITIES BY UW’S JACKSON SCHOOL NATIONAL RESOURCE CENTERS (2019-2020)

CANADIAN STUDIES CENTER

With the Department of French & Italian Studies and UW Study Abroad, created a new direct exchange providing UW students the opportunity to study at l’Université Laval in Quebec. As a result of COVID-19 the direct exchange evolved into a virtual study abroad and had its first student in 2019-2020.

CENTER FOR GLOBAL STUDIES (1)

Co-sponsored the “Following the Supply Chain” study tour to Vietnam for 16 students from four community colleges in Washington state—Highline College, Wenatchee Valley College, Tacoma Community College and North Seattle College. The Center partnered with the Global Business Center at the Foster School of Business, also a Title VI funding recipient, creating opportunity for all as students only had to pay a small fee to participate.

EAST ASIA CENTER (2)

In response to COVID-19, co-hosted two public events, one with the China Studies Program “China and the COVID-19 Coronavirus: Interdisciplinary Perspectives on an Epidemic” (Feb. 2020) that featured UW scholars with diverse expertise and was covered by local news media, and the other with the Taiwan Studies Program “Containing COVID-19: Taiwan’s Response to the Global Pandemic” (May 2020), an online event on lessons from how Taiwan successfully contained the spread of COVID-19.

MIDDLE EAST CENTER (3)

With the Arab Gulf nations consistently ranking in Washington State’s top five international trade partners, offered an innovative new course on the business and politics of this region. Through presentations by Seattle-area companies doing business in the Gulf, as well as from Gulf experts, students gained unique insights.

SOUTH ASIA CENTER

In summer 2020, launched its inaugural Intensive Nepali language workshop, bringing together 26 learners – college students, faculty, researchers, professionals, artists, and travelers – from across the country for two weeks of intensive online language training.

SOUTHEAST ASIA CENTER (4)

Building upon the scholarship and resource collections fostered by over 30 years of Title VI funding, in July 2020 received a four-year grant from the Henry Luce Foundation for collaborative development of teaching and research models of Southeast Asian studies. The initiative creates new opportunities for graduate study and engagement for current students, strengthening the mission as a National Resource Center.

BORDERS: Real and Imaginary

Are borders a political language? What are the implications of borders on globalization, identity, democracy, migration, global health, press freedom, climate change, Black Lives Matter? These were just a few of the critical issues debated for five days in July 2020 by 32 competitively selected community college faculty who participated in the annual Community College Master Teacher Institute (CCMTI) at the University of Washington. Led by the six National Resource Centers housed at the Jackson School and co-sponsored with other partners in education, each year CCMTI explores a global topic from a variety of perspectives and disciplines.

FOREIGN LANGUAGE and AREA STUDIES FELLOWSHIPS at the UW



The National Resource Centers housed at the Jackson School offer the opportunity for UW students across all three campuses to apply for academic year and summer Foreign Language and Area Studies (FLAS) fellowships. FLAS funding allows for the study modern foreign languages in less-commonly taught languages of national priority and area or international studies competencies.

UNIVERSITY OF WASHINGTON FLAS PROGRAM STATISTICS 2019-2020

6 NATIONAL RESOURCE CENTERS

FLAS grants were awarded to all six National Resource Centers in the Jackson School: Canadian Studies Center, Center for Global Studies, East Asia Center, Middle East Center, South Asia Center, Southeast Asia Center

47 INSTITUTIONS

UW is one of only 47 institutions in the country awarded FLAS grants.

#3 UW RANKED

UW ranked #3 in the country for the number of FLAS grants awarded (6).

87 FLAS FELLOWSHIPS

In the 2019-2020 academic year including summer 2020, a total of 87 FLAS fellowships were awarded at the UW.

\$1.8 MILLION

Total amount of funding in 2019-20 was just over \$1.8 million.

8 SCHOOLS & COLLEGES

Students who received a fellowship represented eight schools and colleges including: College of Arts and Sciences (13 departments), College of Built Environments, Evans School of Public Policy, School of Law, School of Marine and Environmental Affairs, School of Medicine, School of Public Health, School of Social Work

25 LANGUAGES

A total of 25 languages were represented including: Arabic, Bengali, Chinese, Filipino/Tagalog, French, Hebrew, Hindi, Indonesian, Inuktitut, Japanese, Khmer, Korean, Nepali, Nuu-chah-nulth, Persian, Portuguese, Russian, Sanskrit, Swahili, Telugu, Thai, Tsek-ene, Turkish, Urdu and Vietnamese.

“LEARNING NUU-CHAH-NULTH IS A PRIVILEGE THAT AFFORDS ME AN OPPORTUNITY TO UNDERSTAND CRITICAL CONTEXT THAT CAN HELP GUIDE MY THESIS AS WELL AS SHOW RESPECT FOR THE NUU-CHAH-NULTH NATIONS THAT ARE ME ALLOWING TO WORK WITH AND LEARN FROM THEM AS A NON-INDIGENOUS WOMAN.”

LINDSEY POPKEN, A GRADUATE STUDENT IN THE SCHOOL OF MARINE AND ENVIRONMENTAL AFFAIRS AND CANADIAN STUDIES CENTER FOREIGN LANGUAGE AND AREA STUDIES FELLOW IN NUU-CHAH-NULTH (SUMMER 2020 AND 2020-2021)

PHOTO CREDIT: COURTESY OF TERRI WOOLF



Sharing our knowledge in times of global crisis is part of our mission. Take a virtual journey around the world with recorded event highlights we hosted during the 2019-2020 academic year.

COVID-19 GLOBAL CONVERSATION: THE EUROPEAN RESPONSE TO COVID-19 May 28, 2020 - Livestream event

Former Prime Minister of Italy and Dean of the Paris School of International Affairs (PSIA) at Sciences Po Enrico Letta in conversation with then Jackson School Director Reşat Kasaba. In partnership with the Henry M. Jackson Foundation. UW co-sponsors: Center for West European Studies and Center for Global Studies.

Watch: <https://youtu.be/uM03lwNygCc>

COVID-19 GLOBAL CONVERSATIONS: FROM SEATTLE TO _____ Spring 2020 - Pre-recorded videos

A series of 10 conversations between our faculty in Seattle with experts in other countries, including Canada (Consul-General in Seattle), Djibouti, France, India, Kazakhstan, Liberia, Spain, Uganda among others, to help make sense of the world in the time of COVID-19.

Watch: <https://bit.ly/JSISTalksCOVID19>

LECTURE: BEHIND THE SCENES WITH NPR'S CORRESPONDENT IN JERUSALEM Jan. 28, 2020 - UW Kane Hall

NPR Journalist Daniel Estrin shares reporting from Israel to Gaza to Syria and beyond. In partnership with the Henry M. Jackson Foundation. UW co-sponsors: Stroum Center for Jewish Studies, the Middle East Center and the Department of Communication.

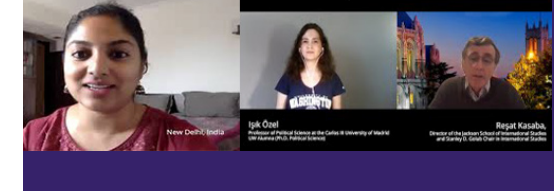
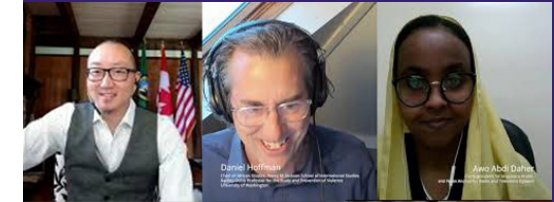
Watch: <https://bit.ly/EstrinVideo>

LECTURE: CAN THE US STILL HAVE A SUCCESSFUL FOREIGN POLICY? Dec. 4, 2019 - UW Kane Hall

Featuring Stephen Walt, Robert and Renee Belfer Professor of International Affairs at Harvard University Kennedy School of Government. In partnership with the Henry M. Jackson Foundation. UW co-sponsors: African Studies Program, Center for Global Studies, Center for West European Studies, East Asia Center, Ellison Center for Russian, East European and Central Asian Studies and Southeast Asia Center.

Watch: <https://youtu.be/fURiADQuX0I>

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Remembering **PETER JACKSON** (1966-2020)

It is with deep sadness that we relay the passing of Peter Hardin Jackson, the son of Senator Henry M. (Scoop) Jackson, on March 21, 2020. Jackson served as editorial page editor at the Daily Herald in Everett, Washington, and won numerous awards for his journalism, career of public service and devotion to an intelligent foreign policy.

He was also an enthusiastic supporter of the School and a firm believer in its mission of training our students to be engaged citizens. He played a key role in establishing the University of Washington Center for Human Rights, housed at the Jackson School, and endowing the Helen H. Jackson Chair in Human Rights in honor of his mother.

“Our Center would not exist today if Peter hadn’t proposed the idea, when he and I first met in 2008, that we approach the Washington state legislature to create an interdisciplinary center for human rights at UW,” wrote Angelina Godoy, the inaugural recipient of the Helen H. Jackson Chair in Human Rights and Director of the Center for Human Rights, in a tribute. “It was his connections, his campaigning and his patient and abiding counsel over the years, that opened the way for us to grow as an institution.”

“OUR CENTER WOULD NOT EXIST TODAY IF PETER HADN’T PROPOSED THE IDEA, WHEN HE AND I FIRST MET IN 2008, THAT WE APPROACH THE WASHINGTON STATE LEGISLATURE TO CREATE AN INTERDISCIPLINARY CENTER FOR HUMAN RIGHTS AT UW,”

ANGELINA GODOY, DIRECTOR OF THE CENTER FOR HUMAN RIGHTS AT THE UNIVERSITY OF WASHINGTON



ADVANCING HUMAN RIGHTS **at Home Fund**

Peter Jackson spent the last weeks of his life making sure that the Human Rights Center’s work was properly recognized and supported. With this goal in mind he and his wife Laurie Werner started the Advancing Human Rights at Home Fund focused on human rights in the U.S. through the research being done at the Center for Human Rights. <https://bit.ly/378tyG6>

“THE JACKSON FOUNDATION IS PROUD TO CONTINUE THE WORK PETER STARTED BY PROVIDING MATCHING FUNDS TO THE ADVANCING HUMAN RIGHTS AT HOME FUND. THIS IS A WONDERFUL TRIBUTE TO PETER AND AN EXCELLENT WAY TO SUPPORT OUR GOAL OF EMPOWERING HUMAN RIGHTS LEADERS”

KATHRYN TERRY, EXECUTIVE DIRECTOR, HENRY M. JACKSON FOUNDATION



OUR JACKSON SCHOOL OFFER

JACKSON SCHOOL CENTERS, PROGRAMS AND UNITS

- African Studies Program
- Arctic and International Relations
- Canadian Studies Center*
- Center for Global Studies*
- Center for Human Rights
- Center for Korea Studies
- Center for West European Studies
- China Studies Program
- Comparative Religion
- East Asia Center*
- East Asia Resource Center
- Ellison Center for Russian, East European and Central Asian Studies
- European Union Center
- Hellenic Studies Program
- International Policy Institute
- Japan Studies Program
- Latin America and Caribbean Studies
- Middle East Center*
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- Stroum Center for Jewish Studies
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