

Agenda- PhD Committee meeting

January 9, 2018

11:00-12:15 PM

TH 317

1. Updates
 - a. Office space with SOC
 - b. Faculty response to student survey results
 - c. Catalyst documents- update from Sonja
 - d. Student email on TA training- for update now and discussion at a later meeting
2. Old business
 - a. Description for 594- see below
3. New business:
 - a. Suggestions for the admissions committee- number of admits
 - b. Review QPRs- attached to email
 - c. Methods credits- 10 credits or 2 courses? See below.
 - d. Length of field seminars- 2 vs 3 hours- see below
 - e. Skills and theory in field seminars
 - f. Handbook online

1d. Student email on TA training

Hi Wolf and Nathalie,

Thank you so much for the opportunity to TA with the Jackson School this fall. I really enjoyed the experience and was pleasantly surprised by how much I liked working with the students. I had some marvelous students and getting to know them and watching them learn was a joy!

Before I began the quarter, experienced TAs shared me with how much the workload was for JSIS 200 but no one quantified it. I tracked my hours in the event it's helpful for you both as you plan; which ended up at just over 250 hours for the quarter.

A couple ways to lower that number might be:

1. Lower the number of assignments in the 200-level courses. We had a great conversation with Professor Yang at the end of TAing and he is considering having the students complete two short papers (instead of three), a long paper, and the exam. That would definitely help lower the TA workload while still providing ample opportunities for the students to improve their writing.

2. Eliminate the required UW TA Conference. This provided little to no value. The two-day PoliSci TA orientation, however, was super helpful. I learned a lot about policies and practices that even experienced TAs hadn't been taught. This is a must!
3. Lower the TA training commitment. While I found the PoliSci TA training course to be useful, two hours a week in class and four memos that required outside work (observing others TAs in their quiz sessions, etc) was a lot of work for one credit. I would recommend something like this, but perhaps a lower time commitment.

I hope some of these observations are helpful for you as you continue to plan for JSIS TAs in the future.

Thank you again for the opportunity to teach in the Jackson School!

Happy New Year!

Sent by Allison Anderson, 12/29/2017

2a. Description for 594

Based on our discussion at the December 2017 meeting, I suggest a revision to the JSIS 594 course description in the handbook/website. We can consider/revise this description and then send it through the 594 committee (Saadia and Resat)

NEW Description

This course serves as a gateway to international and area studies at the graduate level in the Jackson School. JSIS 594 uses the concept of the “State and beyond” to showcase linkages between the political, security, economic, legal, social, and cultural forces that shape the foundations of world order. Students 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 today. Students will develop key professional skills including synthesizing academic literature and academic discussion and critique.

Old description

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.

JSIS 594 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 Masters 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.

3c. Methods requirement

The handbook currently states:

TWO Courses in Research Design and Methods in International Studies (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)	10 +
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Full methods courses are usually between 3-5 credits. So 2 courses is not always (in fact, most often it is not) the same as 10 credits. Currently we (PhD program staff) are interpreting this requirement as 10 credits. We (PhD committee) need to consider what we actually want the requirement to be.

3d. Length of field seminars

Request from Daniel Bessner:

"I'm writing with a request for the PhD committee. I will be teaching PVS this year, and next year as well. I wanted to make a request that I hope the PhD committee will consider approving.

For both this year and next year (and going forward), I would like PVS not to be three hours, but to be two hours. I've found that students can rarely sit and talk for three hours, and I also hope PVS--which last year did not have any PhD students, and might not this year, since we only have 4 PhD students--will become a class for undergraduates and master's students to take. I would like the class to meet for 2 hours, once a week.

Dan and I talked about the difficulties of having students sit for three hours at our lunch meeting yesterday, and I have CC'ed him here in case he would like to add or disagree with anything I've said (and I would defer to his opinions)."

Reply from Dan Chirot:

"I agree. Dan"

Comment from Wolf:

"Currently all four PhD Field Seminars are scheduled for three hours.

Changing the PVS format has implications for the other three field seminars, SMA, RCC and LRG.

My five cents worth: all FFS should be the same length, whether that's 2 or 3 hours. Other than that, I am happy to implement whatever the PhD committee decides."