

Agenda- PhD Committee meeting

January 9, 2018

11:00-12:15 PM

TH 317

1. Updates

- a. Office space with SOC
Space in SOC is available. JSIS students will get an email with more info.
- b. Faculty response to student survey results
- c. Catalyst documents- update from Sonja
Documents from Catalyst will be moved to the JSIS intranet (public documents) and the R drive (confidential documents.)
- d. Student email on TA training- for update now and discussion at a later meeting

2. Old business

- a. Description for 594- see below
Committee agrees the new description is better.
Is the description reflective of the Jackson School?
Nathalie will update the description to be more inclusive of JSIS faculty and themes.

3. New business:

- a. Suggestions for the admissions committee- number of admits
A large group of students are graduating and traveling next year.
Admit 4-6 and create a waitlist
Count up TA quarters to see how many are available
- b. Review QPRs- attached to email
All first year students are progressing well.
Scott will send email to all students to confirm good progress.
- c. Methods credits- 10 credits or 2 courses? See below.
Other departments' methods classes are only 3-4 credits.
Proposed: take 2 methods courses that are at least 3 credits.
Proposal approved.
- d. Length of field seminars- 2 vs 3 hours- see below
Instructors have the option to let students out after the discussion is complete, whether it's 2 or 3 hours, depending on the content of the class that day.
Changing the class time would deny instructor flexibility.
Can students get what they need meeting once a week? Yes, once a week allows for students to finish and apply their reading assignments.
Two hours may be insufficient for some class meetings.
Class planning should be left up to the instructor.
Other factors like class size vary each quarter and affect the needs of the class and instructor.
The official length of the field seminars will not be changed at this time.

- e. Skills and theory in field seminars
To be discussed next month.
- f. Handbook online
Great idea.
Ph.D. GPA/RA will look at other MA and PhD handbooks and give some options for reformatting.

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."