

SIS 201: THE MAKING OF THE 21ST CENTURY
WINTER 2011

Prof. David Bachman

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Lecture: MWF 11:30-12:20

ARC 147

Sections: T, Th, various

Final: March 16, 2:30-4:20

Website: <http://courses.washington.edu/sis201w/>

Course is also being screencast: <http://www.css.washington.edu/courses/SIS201A>

CLUE Sessions: Mary Gates Hall, 251, Wednesdays, 6:30 to 8, led by Sarah Boone (starting January 12)

This course is designed as an introduction to major issues relating to the creation, preservation, and breakdown of global order. After World War I and World War II, the major victorious powers attempted to establish stable world orders. These served the interests of the world powers, to be sure, but they also aspired to provide a normative order that would have broader appeal and legitimacy than simply the great powers ruling the world. After the end of the Cold War (with the collapse of the Soviet Union in 1991), there was no comparable attempt to redefine world order, though new ideas began to emerge. Since the attacks on September 11, 2001, the U.S. may have tried to bring about a new world order, but one that is more unilateral than any in history. This attempt to create a new American-based world order has been and is being challenged (almost from its inception) by a variety of factors and developments. Consequently, the future of world order is far from clear.

Why does world order matter? The breakdown of world order has historically been related to major wars. However, over the last 200 years, the scope of conscious attempts to create global orders has increasingly expanded beyond issues of war and peace to incorporate areas like economic management and development, and in the last 30 years (arguably) human rights and human security. While the scope of global order has broadened, the range of issues confronting humanity as a whole has grown even faster: global environmental issues, new problems related to human health, the rapid spread of new technologies that can have both beneficial and negative effects, and so on. Moreover, it is far from clear that older institutions of global order are capable of meeting existing challenges, much less future ones. Today, it is possible that the breakdown of global order will not lead to major war (from an American perspective). But breakdown of global economic order could lead to dramatic declines in living standards for almost everyone in the world. New public health crises, such as HIV/AIDS, SARS, and Bird Flu pose the threat of great human catastrophes. Global warming and other environmental dangers may fundamentally alter the way we currently inhabit the earth. More than a billion people on the earth live in extreme poverty.

Thus, at the heart of this course are issues related to the creation, preservation, and breakdown of world order: When and under what circumstances are world orders created?

Who participates in the process of world order creation, and how are they decided upon? What issues and actors are privileged in the attempts to create a world order? Why do they persist or breakdown? What consequences follow from the breakdown of world order? What can and should be done about the challenges facing the global order today?

Course Mechanics:

This is a very intense course; a lot is expected of you in the course, and the assignments are heavy. Historically, the average grade in this course is about 3.0-3.1.

Lectures are M,W, F, 11:30-12:20 in Architecture 147. Lecture outlines/notes will be available in various formats—on the course webpage (in progress), from the class email list (sis201a_will@uw.edu), [note: there is an underscore between “a” and “wi” in the previous email address] and in lecture. Lectures will be recorded and podcast (details forthcoming). I cannot promise a set time when they will be available, but I will try to circulate them before the relevant lecture.

Sections are Tuesdays and Thursdays

TAs for the course are:

Meredith Bauer (mabauer@uw.edu)

Elizabeth Brady (lizbrady@uw.edu)

Heather Guyton (amirah@uw.edu)

Annamaria Pagano (annmar@uw.edu)

Briana Thirloway (bgrayt@uw.edu)

Randy Thompson (actionspeaklouder@gmail.com)

There will be a formal CLUE (Center for Learning and Undergraduate Enrichment) session for this course on Wednesday nights (time to be announced) in Mary Gates Hall. Attendance and participation are voluntary. It is an opportunity for students to continue discussion, ask questions about course materials, try out paper ideas and so on. Sarah Boone will be the facilitator. In addition, CLUE’s Writing Center is open for drop in tutoring in the MGH Gateway Center from 7 P.M. to Midnight, Sundays through Thursdays. The JSIS/Political Science writing center <http://depts.washington.edu/pswrite/index.html> is available to provide assistance in writing projects, and is available by appointment.

The Final Examination is scheduled for Wednesday, March 16, 2:30-4:20. That is the only time the final will be given. The final will be a closed book, closed note examination covering all course materials.

Readings:

Required readings for the course average over 150 pages a week. Most of the books are about items of current interest, of various degrees of readability. Assigned readings are of 3 kinds for this course: 1. Four assigned books (available at the University Bookstore) plus other materials available on line. Sections of the books will be assigned (but you will read or at least be assigned to skim all of them) for discussions (usually Thursdays). 2. Short, usually primary documents to be read for section on Tuesday or Thursdays. 3.

Daily reading of the *New York Times* (at least Monday through Friday). All three kinds of readings will be evaluated and will strongly affect your final grade.

Students will be expected to participate in section discussion on the basis of the assigned readings. Participation means more than attending and sitting in the room.

The following books have been ordered at the University Bookstore (in approximate order of assignment)

Jeffrey Frieden, *Global Capitalism*.

William R. Keylor, *A World of Nations*, 2nd edition.

Bassam Tibi, *The Challenge of Fundamentalism*, updated edition.

Richard McGregor, *The Party*.

These books are also on 4 hour reserve in Odegaard Library.

A presentation about your options for the *New York Times* will be made on the first day of class (I hope!). (Home delivery or campus pick-up). The Times' free website DOES NOT provide the full coverage that the hard copy edition does. A subscription to the hardcopy gives you free access to New York Times select—premium access to the Times electronically.

All other readings will either be uploaded to the course website or a web address will be provided on the syllabus.

Evaluation:

Grades will be based on three response papers, participation in section, two to four quizzes, a final exam, and a research paper. The breakdown of your final grade is as follows (More details on these assignments below):

3 Response papers:	15%
(maximum 3 pages each)	
Participation in section:	10%
Research Paper:	40%--3% for one paragraph-page statement, 7% for first draft, 30% for final draft
Quizzes:	5%
Final Exam:	30%

Additionally, students may have the opportunity to attend public lectures, where arrangements for extra credit will be specified. Up to .1 (on the 4 point scale) can be gained through extra-credit, depending on availability of speakers. Each extra-credit opportunity can earn .05 on the 4 point scale (so extra credit for a maximum of two opportunities).

The course is not graded on a curve. You are responsible for keeping copies of everything you turn in.

Written Assignment Time Line (details of assignments and evaluation follow).

Tuesday, January 25: One paragraph-one page description of research paper and preliminary sources due.

Tuesday, February 1: First short paper due.

Tuesday, February 8: First draft of research paper due.

Tuesday, February 15: Second short paper due.

Thursday, February 24: Final draft of research paper due.

Tuesday, March 8: 3rd Short paper due.

With the exception of the final, all written work is to be turned in at the beginning of your regularly scheduled section meeting in person IN HARDCOPY (unless otherwise specified by your T.A.) ALL PAPERS MUST BE TYPED, IN 12 POINT TYPE, NEW TIMES ROMAN FONT, DOUBLE SPACED, MINIMUM MARGINS OF 1 INCH ON ALL SIDES. LATE PAPERS WILL BE PENALIZED 10 POINTS (OUT OF 100) FOR EACH 24 HOURS LATE. ALL WRITING ASSIGNMENTS ARE COURSE REQUIREMENTS. YOU MUST COMPLETE ALL ASSIGNMENTS TO GET A GRADE IN THE COURSE. IF YOU DO NOT TURN IN AN ASSIGNMENT, YOU WILL RECEIVE AN "INCOMPLETE" FOR THE COURSE, WHICH CONVERTS TO A 0.0 AFTER ONE QUARTER.

Details on Writing Assignments.

General: All writing assignments should have an argument. Ideally, they should address a "why" question (an argument that answers why something happened for example). A paper that merely summarizes the materials will be graded no higher than a 2.5.

Short writing assignments. Short writing assignments have a maximum length of 3 pages (in the format specified above). All short assignments are based solely on course materials. No additional sources should be used unless explicitly stated (see the second response paper). The topics of each of the short writing assignments are clearly specified as follows:

The first response paper. Examine the Covenant of the League of Nations and the UN Charter. Why (and in what particular ways) is the UN Charter different than the Covenant of the League? Why are there points of similarity? Do the differences (similarities) explain the relative successes of one organization or the other? Due February 1st in Section.

The second response paper. Focus on Universal Declaration of Human Rights. Consult the U.S. Bill of Rights (the first 10 amendments to the U.S. Constitution) <http://www.ushistory.org/documents/amendments.htm> and the UN Charter. Address the following questions: Why (and in what ways) does the Universal Declaration go beyond the rights enumerated in the Bill of Rights in most cases? Why does the Universal Declaration seem to contradict parts of article 2 of the UN Charter? Does the Charter provide adequate recourse for fundamental violations of Human Rights (and explain your answer to this question). Due February 15th in Section.

The third response paper. Write a response to Tibi's book. The paper should be analytical in content. Three possible ways to approach this response paper are whether there is a concept in his book you find particularly useful or problematic; whether his overall argument is persuasive or not and why you feel that way; or why and in what ways does the book tell us something significant about the making of the 21st Century? Due March 8 in Section.

The Research Paper. Students will write a 6-8 page *ORIGINAL, ANALYTICAL* research paper. In this paper, you will choose an event from the last 100 years that addresses a why question, or which seeks to explain an outcome of some significance over the last 100 years. The paper must be based on at least 3-5 primary sources that offer insight into the question; three scholarly books and four scholarly articles. This is not an easy assignment and you will work through several drafts. Choose a question that deals with the part of the world you know/like best. If you don't have a favorite region or country, pick one and do it soon.

Some examples:

Why did the UN remove its troops from Rwanda in 1992 instead of using them to prevent genocide?

How did apartheid end in South Africa?

Why did a communist party loyalist like Gorbachev carry out reforms that ultimately led to the end of the Soviet system?

Why did the US in 1991 not overthrow Saddam Hussien?

You should organize your paper in 1) a clear introduction that presents the puzzling event that you will explain and states your argument in brief, 2) supporting sections with evidence that develops your argument and considers alternative explanations, and 3) a conclusion that summarizes your arguments and illustrates its significance (answering the "so-what" question).

In academe, we usually distinguish between "primary sources" and "secondary sources," which are scholarly interpretations of topics. You are required to consult secondary sources—scholarly books and journal articles—to help make sense of the original documents you work with. They are "secondary" (not "primary") in the sense that they are twice removed from the actual events under consideration. (Remember: all primary

and secondary sources should be cited in your paper and listed in your bibliography.) Be careful about internet sources. For example, Wikipedia is not an entirely reliable source.

For your reference, the UW Library (www.lib.washington.edu) has the following two very useful sites on the web that you are well advised to read.

UW Libraries, "Using Primary Materials on the Web"

www.lib.washington.edu/subject/History/rusa/

UW Libraries, "Primary and Secondary Sources,"

www.lib.washington.edu/subject/communications/bi/digitalmedia/sources.html

Odegaard Library offers a variety of help with research.

www.lib.washington.edu/ougl/walkins

As you begin your paper, it is a good idea to start with a rough general topic or question, and find out what primary sources might be available for you. Then narrow your topic based on what sources you can find (and make sense of).

Where can you find primary documents?

--Check the bibliographies of textbooks and other scholarly analyses of your subject.

Often the bibliography will contain a separate section that lists primary sources.

--Some primary sources are printed in books that are collections of sources. Modern historians or other scholars usually edit these collections.

--Many governments publish official documentary histories. Thus, the US Department of State publishes *Foreign Relations of the United States*. These cover different years, issues, and areas, such as China or Japan, for example. The public papers of the presidents are also published. More recent versions of these sources are found on the web (in the example above at state.gov or whitehouse.gov), and older materials are found in hard copy volumes.

--Search the library catalogue and research databases for your topic plus the word "sources." Sometimes this strategy turns up primary source collections.

--There are primary source collections available on the worldwide web, such as:

The Internet Modern History Sourcebook.

www.fordham.edu/halsall/mod/modsbook.html

Eurodocs www.lib.byu.edu/~rdh/eurodocs/

The Avalon Project www.yale.edu/lawweb/avalon/avalon.htm

The National Security Archive <http://www2.gwu.edu/~nsarchiv/>

The Cold War International History Project

http://www.wilsoncenter.org/index.cfm?topic_id=1409&fuseaction=topics.home

In preparing this paper, each student is required to turn in:

A one paragraph—one page description of the paper's topic along with an annotated list of possible documentary sources (no more than 1.5 pages, typed, double-spaced).

This description should lay out in a sentence or two the question you will research for your final paper. The list of sources should include possible documents (not databases or locations that file documents). Each source should have one or two sentences explaining

what the document is about. Documents should be listed in bibliographical format. I don't care particularly whether you use MLA style (parenthetical references in the text, with full references in the reference list at the end of the paper, or footnote/endnote style, again with a full bibliography. But you must be consistent. The UW library has a guide to citation style:

<http://guides.lib.washington.edu/citations>

This exercise should be taken seriously, although your choice of topic is not necessarily binding. In fact, the point of writing out topics in this fashion is to help you generate new ideas and refine your research plan.

Due January 25th, at the start of section. Of the 40% of your grade that is based on the term paper, this part of the paper assignment will count for 3% of the final grade.

A first draft of the paper, with a minimum of four pages. The research question and argument must be laid out clearly and the draft should give a sense of how you will prove your argument.

Due February 8, at the start of section in hardcopy. Of the 40% of your grade that is based on the term paper, this part of the paper assignment will count for 7% of your final grade. The first draft will be peer edited; details provided in section.

A final draft of the research paper, which should address issues raised with the previous drafts, and with a complete bibliography.

Due February 24th, at the start of section in hardcopy (unless your t.a. says otherwise). Of the 40% of your grade based on the term paper, this part of the paper assignment will count for 30% of your final grade.

As with the response papers, be very careful about writing a paper that simply summarizes the contents of the primary sources. Of course, you will have to understand the documents and briefly present an overview of them, but your assignment is to explain and interpret the evidence (documents). Additionally, beware of gushing or ranting about your documents. Finally, remember that most of the papers you will write in the Jackson School—and in many of your future life experiences—are exercises in persuasion. Don't simply assert or suggest your views. Instead, prove and demonstrate them.

Note: As mentioned above, please be particularly careful about evaluating information found on the internet. Two useful guides for evaluating internet information are found at:

www.library.jhu.edu/elp/useit/evaluate/ and

<http://www2.widener.edu/Wolfgram-Memorial-Library/webevaluation/webeval.htm>

Some topics have been so heavily written about in SIS 201, that you can only write on them with my express permission. These topics are Pearl Harbor, the dropping of the atomic bomb, and the Bay of Pigs invasion and the Cuban Missile Crisis.

Note also that some primary materials come “prepackaged”, such as National Security Archive electronic briefing books. Just because some issues are so prepackaged does not

mean that they include all or even the most important sources. You are responsible for finding the major primary documents, not just any primary documents.

Newspaper reading.

You are expected to read the New York Times on a regular basis, Monday (except for the two holidays) through Friday. The Times will be used in lecture, in sections, in quizzes and likely on the final.

You have various options on the *New York Times*. The By George Newstand (in the basement of Odegaard Library) can arrange a subscription for you newsstand will make a presentation to you about subscribing for a special rate M-F for the course of the quarter on the first day of class. The *Times* is also available on-line at www.nytimes.com for free (they have just announced that not all features of the paper are available on line. But in some ways it is harder to find all stories on line than in the hardcopy version of the newspaper.) Hard copies of the *Times* are available in various UW libraries.

Quizzes:

There will be up to four pop quizzes done in section (each t.a. may draw up his or her own quiz). We will take your top two quiz grades. Note: Expect that there will be a quiz on the syllabus in the first week of the class. Most of the quiz information will come from readings in the New York Times.

Final Examination

The final has been set by the University for Wednesday March 16th, 2:30-4:20. It will be a closed book, closed note examination. It will be composed of three sections: short answers on some major themes, events, people, and dates from the course; an essay that will present a New York Times article and ask you to comment on it using information from the course; and another essay section. Study guides for the first and third part of the exam will be presented in the last week or so of class.

Lecture Schedule and Readings:

NOTE: LECTURE SCHEDULE IS LIKELY TO CHANGE AND IS ONLY APPROXIMATE. READINGS AND ASSIGNMENT DATES DO NOT CHANGE EVEN IF LECTURE SCHEDULE SLIDES.

Week 1

Monday, January 3: Introduction/Class mechanics

Wednesday, January 5: World Order and Disorder: Towards a framework

Friday, January 7: The World on the Eve of World War I.

Readings:

The syllabus/

Frieden, pp. xv-xvii (preface), pp. 1-123.

(U.S.) National Intelligence Council, Global Trends, 2025: A Transformed World.
http://www.dni.gov/nic/PDF_2025/2025_Global_Trends_Final_Report.pdf
pp. iv-xiii. (textbox and executive summary).

Week 2

Monday, Jan 10: World War I and its Aftermath: Rebuilding World Order

Wednesday, Jan 12: Depression and the Challengers to Capitalism

Friday, Jan 14: The Origins of World War II, the War, and its Settlement.

Readings:

Frieden, pp. 127-250.

The Covenant of the League of Nations. Read the introduction and articles 8, 10-17 and 22-23 very carefully. http://avalon.law.yale.edu/20th_century/leagcov.asp

Week 3

Monday, Jan 17 Martin Luther King Day: Holiday, UW Closed, NO CLASS

Wednesday, Jan 19: The Legacies of the WWII: The UN and Bretton Woods.

Friday, Jan 21: The Origins and Early Development of the Cold War

Readings:

Frieden, pp. 253-300.

Keylor, pp. 1-45.

Charter of the United Nations; read introductory note, preamble, chapters 1, 2, 4, 5, 6, 7, 9 (articles 55 and 56 only), 11, 12, 14, and 17. Read article 2 and chapters 6 and 7 particularly carefully.

<http://www.un.org/en/documents/charter/index.shtml>

Week 4

Monday, Jan 24: The Cold War in Europe, 1949-1975

Wednesday, Jan 26: Decolonization, independence, and the appearance of the 3rd World

Friday, Jan 28: The Cold War in Asia: China, Korea, Vietnam (I)

Readings:

Frieden, pp. 300-338

Keylor, pp. 46-96, 183-193, 232-257, 290-315, and 413-426.

The Universal Declaration of Human Rights (entire)

<http://www.un.org/en/documents/udhr/index.shtml>

Week 5

Monday, Jan 31: The Cold War in Asia II

Wednesday, February 2: “Developmentalism”

Friday, February 4: The Cold War in Europe—Détente and New Cold War

Readings:

Frieden, pp. 339-360, 363-391

Keylor, pp. 197-145, 257-285, 355-381

Mao Zedong, “Talk with the American Correspondent Anna Louise Strong,”

http://www.marxists.org/reference/archive/mao/selected-works/volume-4/mswv4_13.htm

or <http://www.marx2mao.com/Mao/TALS46.html>

Week 6

Monday, Feb 7: The Fall of Communism

Wednesday, Feb 9: Neoliberalism and Triumphalism

Friday, Feb 11: The Rise of Asia

Readings:

Frieden, pp. 392-434

Keylor, pp. 146-155; 193-222; 318-344, 382-394; and 426-438.

Tibi, ix-xxx, 1-35

Francis Fukuyama, “The End of History?” originally in *The National Interest*, Summer 1989 available at <http://www.wesjones.com/eoh.htm>

Week 7

Monday, Feb 14: The First Gulf War

Wednesday, Feb 16: The Asian Financial Crisis

Friday, Feb 18: The Uniting of Europe

Readings:

Frieden, pp. 435-476.

Keylor, pp. 146-179, 222-231; 285-289, 345-354, and 438-448

European Union, Economic and Monetary Union: Legal and Political Texts, pp. 9-31

http://ec.europa.eu/economy_finance/legal_texts/pdf/compendium_en.pdf

Week 8

Monday, Feb 21 Presidents Day Holiday. UW Closed, NO CLASS

Wednesday, Feb 23 9/11, Iraq and Afghanistan

Friday, Feb 25: The Global Financial Crisis and after

Readings:

Keylor, pp. 395-412, 449-459

Tibi, 36-178

Simon Johnson, "The Quiet Coup," *The Atlantic*, May 2009 available at <http://www.theatlantic.com/magazine/archive/2009/05/the-quiet-coup/7364/>

Week 9

Monday, Feb 28: Yet another world?

Wednesday, March 2: Challenges to World Order I: China

Friday, March 4: Challenges to World Order II: Environment

Readings:

Tibi, pp. 179-214

McGregor, prologue and pp. 1-103.

Intergovernmental Panel on Climate Change, 4th Synthesis Report, Summary for Policymakers http://www.ipcc.ch/publications_and_data/ar4/syr/en/spm.html

Week 10

Monday, March 7. Challenges to World Order III: Clashing Civilizations

Wednesday, March 9: Challenges to World Order IV: Weak Institutions

Friday, March 11: Conclusion: What is to be Done?

Readings: McGregor, pp. 104-273. Read the conclusion carefully.

Reread

(U.S.) National Intelligence Council, *Global Trends, 2025: A Transformed World*.

http://www.dni.gov/nic/PDF_2025/2025_Global_Trends_Final_Report.pdf

pp. iv-xiii. (textbox and executive summary).

Wednesday, March 16, 2:30-4:20 FINAL EXAMINATION---Closed Book, Closed Note

**UNIVERSITY OF WASHINGTON
JACKSON SCHOOL OF INTERNATIONAL STUDIES
INFORMATION FOR STUDENTS***

* *Adapted from material prepared by the UW Department of History and used with permission.*

COURSES, GRADING, ACADEMIC CONDUCT

Plagiarism

Plagiarism is defined as the use of creations, ideas or words of publicly available work without formally acknowledging the author or source through appropriate use of quotation marks, references, and the like. Plagiarizing is presenting someone else's work as one's own original work or thought. This constitutes plagiarism whether it is intentional or unintentional. The University of Washington takes plagiarism very seriously. Plagiarism may lead to disciplinary action by the University against the student who submitted the work. Any student who is uncertain whether his or her use of the work of others constitutes plagiarism should consult the course instructor for guidance before formally submitting the course work involved. (*Sources: UW Graduate School Style Manual; UW Bothell Catalog; UW Student Conduct Code*)

Incompletes

An incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. (*Source: UW General Catalog Online, "Student Guide/Grading"*)

Grade Appeal Procedure

A student who believes he or she has been improperly graded must first discuss the matter with the instructor. If the student is not satisfied with the instructor's explanation, the student may submit a written appeal to the director of the Jackson School with a copy of the appeal also sent to the instructor. The director consults with the instructor to ensure that the evaluation of the student's performance has not been arbitrary or capricious. Should the director believe the instructor's conduct to be arbitrary or capricious and the instructor declines to revise the grade, the director, with the approval of the voting members of his or her faculty, shall appoint an appropriate member, or members, of the faculty of the Jackson School to evaluate the performance of the student and assign a grade. The Dean and Provost should be informed of this action. Once a student submits a written appeal, this document and all subsequent actions on this appeal are recorded in written form for deposit in a School file. (*Source: UW General Catalog Online, "Student Guide/Grading"*)

Concerns About a Course, an Instructor, or a Teaching Assistant

If you have any concerns about a Jackson School course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact the chair of the program offering the course (names available from the Office of Student Services, Thomson Hall 111).

If you have any concerns about a teaching assistant, please see the teaching assistant about these concerns as soon as possible. If you are not comfortable talking with the teaching assistant or not satisfied with the response that you receive, you may contact the instructor in charge of the course. If you are still not satisfied with the response that you receive, you may contact the chair of the program offering the course (names available

from the Office of Student Services, Thomson Hall 111), or the Graduate School at G-1 Communications Building (543-5900).

For your reference, these procedures are posted on a Jackson School bulletin board in the Student Services Office, Room 111 Thomson Hall.

POLICIES, RULES, RESOURCES

Equal Opportunity

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran in accordance with University of Washington policy and applicable federal and state statutes and regulations.

Disability Accommodation

The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. For information or to request disability accommodation contact: Disabled Students Services (Seattle campus) at (206) 543-8924/V, (206) 543-8925/TTY, (206) 616-8379/Fax, or e-mail at uwdss@u.washington.edu; Bothell Student Affairs at (425) 352-5000/V; (425) 352-5303/TTY, (425) 352-5335/Fax, or e-mail at uwbothel@u.washington.edu; Tacoma Student Services at (253) 552-4000/V, (253) 552-4413/TTY, (253) 552-4414/Fax.

Sexual Harassment

Sexual harassment is defined as the use of one's authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for his or her refusal, or as the creation by a member of the University community of an intimidating, hostile, or offensive working or educational environment through verbal or physical conduct of a sexual nature.

If you believe that you are being harassed, seek help—the earlier the better. You may speak with your instructor, your teaching assistant, the director of student services (111 Thomson), or the director of the Jackson School (406 Thomson). In addition, you should be aware that the University has designated special people to help you. They are: University Ombudsman and Ombudsman for Sexual Harassment (for complaints involving faculty members and teaching assistants) Lois Price Spratlen, 301 Student Union, 543-6028; and the University Complaint Investigation and Resolution Office, 616-2028. (*Sources: UW Graduate School, CIDR, Office of the President*)

Office of Scholarly Integrity

The Office of Scholarly Integrity is housed in the Office of the Vice-Provost. The Office of Scholarly Integrity assumes responsibility for investigating and resolving allegations of scientific and scholarly misconduct by faculty, students, and staff of the University of Washington. The Office of Scholarly Integrity coordinates, in consultation and cooperation with the Schools and Colleges, inquiries and investigations into allegations of scientific and scholarly misconduct. The Office of Scholarly Integrity is responsible for compliance with reporting requirements established by various Federal and other

funding agencies in matters of scientific or scholarly misconduct. The Office of Scholarly Integrity maintains all records resulting from inquiries and investigations of such allegations. University rules (Handbook, Vol. II, Section 25-51, Executive Order #61) define scientific and scholarly misconduct to include the following forms of inappropriate activities: intentional misrepresentation of credentials; falsification of data; plagiarism; abuse of confidentiality; deliberate violation of regulations applicable to research. Students can report cases of scientific or scholarly misconduct either to the Office of Scholarly Integrity, to their faculty adviser, or the department chair. The student should report such problems to whomever he or she feels most comfortable. (Sources: UW web page (<http://www.grad.washington.edu/OSI/osi.htm>); minutes of Grad School Executive Staff and Division Heads meeting, 7/23/98)