

Date: September 29, 1999

To: ~~Dean Marsha Landolt~~  
Graduate School

Dean David Hodge  
College of Arts and Sciences

Divisional Dean Susan Jeffords  
College of Arts and Sciences

Divisional Dean Michael Halleran  
College of Arts and Sciences

From: Jere L. Bacharach  
Director, Henry M. Jackson School of International Studies

Re: Response to Ten-Year Review Committee Report

Preamble:

On September 14, 1999, 31 voting members of the Jackson School held a Faculty Retreat to discuss our collective response to the recommendations by the Ten-Year Review Committee. [Hereafter, the Committee]. The gathering was notable for the incisiveness and civility of debate, for the intellectual quality of the discussion and for the ultimate unanimity on the responses to specific Committee recommendations. The faculty also realized the necessity of articulating more effectively, concisely and clearly what the Jackson School does and how it does it. On behalf of the Jackson School faculty, I wish to thank the members of the Committee for their extensive exploration of issues and the seriousness with which they gathered data and put together their recommendations. We have learned a great deal about our own image and the messages we communicate about the Jackson School's mission and functions from the Report.

The Jackson School is unlike any other unit in the College of Arts and Sciences and, perhaps, any department in the University. The School houses 15 programs, two institutes and seven Department of Education National Resource Centers. All of these units are interdisciplinary, international and comparative and are composed of faculty whose "home unit" may or may not be the Jackson School. This point is best illustrated by analyzing the composition of those who participated in the Retreat. The Jackson School pays part or all of the salary of 35 faculty of whom 20 attended the Retreat, 13 were out of the State or Country on that day, one was engaged on campus in University business and one did not respond. Of the remaining 11 faculty present, the following units were represented: School of Law, CHID [Comparative History of Ideas], Anthropology, Asian L & L, French & Italian, History, Near East, Political Science, and Slavic. Among JSIS paid faculty present, 12 had joint appointments with the following departments: Geography, History, Near East, and Sociology. Thus the Retreat was not only a gathering of Jackson School voting faculty, but also a cross section of faculty in the social sciences and humanities involved in international, interdisciplinary and

comparative studies. Our responses should be seen in this broader context.

#### Response to Committee Report:

##### I. Mission of the Jackson School

Rather than discuss any of the assumptions in this section of the Committee Report, the faculty began crafting a mission statement of its own that is part of its Departmental Strategic Planning. Preliminary drafts of a mission statement were circulated before the meeting. The following represents the next stage in our collective discussion. While what follows is not the final version and should not be circulated as our official mission statement, the draft reflects many of the points that emerged at the Retreat. The faculty believe that the Jackson School is a national model for the integration of the study of the local or regional in a global context drawing upon disciplinary, interdisciplinary and comparative models and including the close study of peoples, cultures and religions. At the same time, the Jackson School is not a social science discipline or a professional school although it draws heavily on those fields for its research and teaching.

#### [MISSION STATEMENT - DRAFT]

The Henry M. Jackson School of International Studies is dedicated to interdisciplinary and comparative teaching and research about the peoples, cultures, and religions of the world and their interactions with one another. Its faculty approaches an understanding of international relations through the close study of particular regions, cultures, and languages. The School pursues its mission by means of degree programs, courses of study, scholarly research, lectures, symposia and publications, as well as programs of public service to benefit the citizens of the State of Washington including K - Community College, the nation, and the world by illuminating international topics and issues.

##### II. Strengths and resources of JSIS

Choosing to focus on the Committee's recommendations, we did not undertake a discussion of this section. I would point out, however, that international studies, specifically non-Western studies, were inaugurated at the U.W. in 1909, making it one of the oldest programs in the U.S.

##### III. Current impediments

Again, we determined to focus on the Committee's recommendations and did not discuss this section of the report.

##### IV. Recommendations for removing structural impediments

#### General Comment:

The faculty were concerned that a careful reading of the Report could create inaccurate impressions about the role of the humanities, and, in

particular, the study of religion as part of the Jackson School's identity and teaching mission. All present felt very strongly that Comparative Religion and, by extension, Jewish Studies, were an integral part of the School and, in many cases, directly connected to their own programs. They felt that constantly citing Comparative Religion and Jewish Studies as an exception could create unnecessary divisions within the School.

## 1. Issues Regarding The Undergraduate Curriculum

The Jackson School faculty held a long and very serious discussion of the Review Committee's suggestion that there is an undue proliferation of undergraduate degree programs in the School and that all except the Comparative Religion and Jewish Studies BAs should be consolidated into a single BA with multiple tracks. Although the result of our discussion was a strong consensus that distinct area-focused degrees remain necessary and should be continued, the faculty took very seriously the issues raised by the committee report and also began considering ways they might be addressed through curricular changes.

Let us first list what we think are the main issues raised by the report and then discuss the ways we might respond to them.

Basically the report suggests that the multiplicity of programs of study may appear to many as chaotic, with the School as a whole appearing to lack unity of purpose. One element of this picture, which the Committee itself sets to one side as not as problematic as it might appear, is the presence of the Comparative Religion Program and Jewish Studies in the School; they appear marginal, but in the view of the Committee these two programs are of good quality, without any more logical home, and they do not interfere with other activities of the School. A more important element for the Committee is that the various programs focusing on world regions and the International Studies (IS) Program currently lack a common core that would give international studies the kind of unified focus one might normally expect from a social science department. Another is that some programs have small numbers of majors and therefore might be better consolidated into the new single degree.

Regarding the apparent chaos due to multiplicity, the faculty appreciates the Committee's suggestion about this appearance, but we believe this is less a function of our multiplicity, which we consider a strength rather than a weakness, than of a failure on our part to make our purpose clear and perhaps also of the way the current curricula are packaged. We address below some ways of dealing with these problems.

Regarding the (comparatively benign) marginality of Comparative Religion and Jewish Studies in the structure of the School, there emerged a very strong consensus among the faculty that the study of religions and the way they give form to societies and peoples is as vital to the understanding of today's world as is the study of politics and economic systems. Perhaps this is one of the things we need to try harder to make clear. One result of this discussion is the emphasis in our mission statement on "interdisciplinary and comparative teaching and research about the

peoples, cultures, and religions of the world and their interactions with one another."

This connects directly with another important point, which is that despite the School's classification as a Social Science department in the current structure of the College of Arts and Sciences, its field of study extends into the humanities as much as it does into the social sciences. In many respects, the Jackson School has greater similarity to what in a different pattern of organization might be a College of International Studies embracing the main disciplines that are needed for a full understanding of the worldwide interactions of nations, societies, and peoples. Viewed in such a light, the School's multiplicity of programs and degrees might seem no more anomalous and inappropriate than does the multiplicity of departments and degrees in many of the colleges or schools of the university.

The School faculty recognizes the pertinence of the committee's suggestion that more might be done to make visible the underlying unity of international studies, but we think there may be ways to achieve this within our present framework of distinct degree programs. There seem to us some powerful arguments for retaining distinct area degrees. One is that to study a world region seriously with respect to its language, history, and total culture demands considerably more course work focused in that area than do the regional tracks of our current IS major, successful as that is with respect to its own, substantially different, focus.

Another equally important consideration is that the students in the area majors choose those because they want that type of concentrated study of language, history, and culture rather than a focus on global systems with only some attention to a region. There is no reason to expect that the elimination of our distinct area majors would result in all of this clientele's simply settling for what a single major (even if it was not simply identical with the current IS major) would offer them. Many would probably continue seeking the course of study they originally wanted, perhaps through Language and Literature (or Civilization) departments or perhaps, as was often the case in the past, through General Studies.

An example very much to the point is that the Latin American Studies Program began in General Studies and operated under that rubric for a long time before it recently joined the Jackson School, and it did not do so in order to cease to be a program focused on the study of Latin America. Similarly, the European Studies Program began outside the School at the initiative of many faculty in both the humanities and social sciences, even though there were already Western and Eastern European tracks in the current IS degree curriculum, in order to do something embracing the whole of Europe with much greater depth of focus on specifically European issues in view of the great changes taking place there today. If majors like these were trimmed down to become minor concentrations within a more generic degree, many students could be expected to look to other majors than the one that remained available.

The School does recognize, however, the value of seeking unity and the efficiencies of consolidation to the extent that these can be pursued in fidelity to what we believe is our genuine mission. We have already begun working toward this through such efforts as the consolidation of our five previously separate Asian degrees into the new Asian Studies major. In this case we did not have to compromise the quality of Asian regional studies because the programs involved were able to identify a core of Asian subject matter all five of the faculties could recognize as valuable for understanding their particular regions within the larger context of Asia as a whole, and they were able to pull this together into just one more course required of all Asia majors. We are considering a comparable effort in Western Hemispheric Studies that might embrace Canada and Latin America as well as the United States. Discussion of this possibility is still in a very early stage, but its success will depend on whether or not the common features of a Western Hemispheric system can be studied, as in the case of Asian Studies, in a way that could offer a new coherence without compromising the quality and integrity of the regional studies involved. Still other consolidations might be explored in the future. We believe very strongly, however, that this is the way to pursue consolidation of degree programs through building up from already solid bases in regional studies.

As mentioned earlier, the faculty recognizes the pertinence of the Review Committee's suggestion that more might be done to make visible the underlying unity of international studies as this expresses itself in both the area programs and the IS program. One of the topics that came up at the retreat, which was generally well received by those present, while recognizing that the specifics would require considerable work, is the possibility that some new core courses might be developed which could be shared by the various area majors and the IS major. One possibility discussed was that some course combining the material in the current SIS 200 and 201 might be created, along with another new course from the Comparative Religion Program designed to introduce all students in International Studies to the nature of religion and its role in the formation of imagined communities.

To work toward these possibilities of consolidation and the development of courses bringing out the underlying unity of international studies will take time, and it will also take resources. Our new director will have to exercise intellectual leadership here, and he or she will also have to seek the necessary resources, perhaps beginning with a substantial Tools for Transformation grant or funds from the UIF. We appreciate the stimulus the Review Committee has given us toward these efforts. They will be a major focus of the School's strategic planning in the next decade.

## 2. Rationalize the graduate degree programs

JSIS is only one of two departments in the Humanities and Social Sciences that does not have a Ph.D. program. The other, Near East Languages and Civilization, feeds many of its best students into the Graduate School's Interdisciplinary Ph.D. in Near and Middle Eastern Studies. At the same time, JSIS has more M.A. students than any other Humanities or Social Science unit.

The faculty were unanimous in their belief that M.A. programs which are interdisciplinary, international and comparative and have a scholarly rather than a professional focus should be retained in the School. The faculty believes that these degree programs are serving important constituencies. One group of students includes those who wish to go on for Ph.D. work in appropriate disciplines such as History and Political Science but have not had adequate undergraduate training in a specific area, religious traditions, or general international studies. Very few universities in the United States offer the range of international courses and languages available to our students, and the JSIS M.A. programs fill that gap. The Jackson School has placed many of those types of M.A. students in Ph.D. programs. A second group of graduate students have career goals where such regional knowledge is extremely valuable. Students from JSIS have entered governmental service and more and more are looking at the private sector and NGOs for overseas opportunities. The U.S. military has found our M.A. programs excellent for training its career officers and a small but steady stream of them have been in various Asian fields, REECAS, Middle East Studies and International Studies. Finally, there is a small but growing group of ethnic heritage students who see our M.A. programs as an opportunity to learn about their own heritage in a scholarly fashion.

The faculty did recognize that there is room for improvement in both the graduate curriculum and in the tracking of our graduates. The latter is already underway using a small grant from the Jackson Foundation. We hope to do a better job in keeping contact with our graduates in addition to using our current tools, which include graduation surveys and mailings to students shortly after they graduate. Consolidation of course offerings and even consolidation of M.A. degree programs is an issue which the faculty are open to and have made a commitment to look into in a systematic fashion. In particular, the REECAS faculty have indicated that they are engaged in a serious re-evaluation of their M.A. degree program while informal discussions among faculty in the Korea, Japan and China programs on ways to combine some courses, if not their degrees, has already been underway.

A close reading of the recommendations in this section could lead to the conclusion that only the M.A. programs in Middle East Studies and South Asian Studies and the non-professional concurrent degree track in International Studies were to be eliminated. Since all concurrent degrees were to be retained, China, Japan and Korea M.A.s continued, REECAS revived and then retained, and Comparative Religion left alone, only the three previously identified degree programs were left. Why these programs were targeted was not clear but the faculty felt very strongly that they should be retained for the reasons given at the beginning of this section.

### 3. Rationalize and reallocate some of the staff time in the School.

This issue was discussed at a special retreat of JSIS staff on 16 September, which was attended by 13 individuals representing financial, computer, student services and support staff. The staff agreed that after the submission of Department of Education Title VI proposals in October, a working committee would be created which would identify the

types of responsibilities which might be consolidated such as tracking certain types of information, preparing centralized lists of courses and faculty bios, and handling all the non-financial aspects of visitors and public lectures. This committee would then analyze the advantages and disadvantages of the consolidation of these tasks in comparison with the current arrangements.

There was recognition by the staff and the faculty at their retreats that additional support for Student Services should be a priority, although the highest priority for all was the need for a full time computer person. The loss on 16 September of the third 50% time computer person in three years without any replacement emphasized that point.

The faculty and staff are pleased that a highly qualified individual has just been hired as a 50% Department of Education Foreign Language and Area Studies [FLAS] specialist to handle FLAS graduate student needs, the financial records following the particular federal guidelines, and relations with the Department of Education's Title VI division. The Jackson School appreciates the one-year support for this position from the Divisional Dean for the Humanities, the Divisional Dean for the Social Sciences, the Dean of the Graduate School, and the Office of the Provost. Continued funding has been requested from the Department of Education in the Title VI proposals being submitted.

#### 4. Raise the administrative level of the Jackson School

While there was recognition that neither the Office of the Provost nor that of the Dean of the College of Arts and Sciences were supportive of this recommendation at this time, the faculty present expressed their very strong support of such a move. As noted in the preamble to this response, 11 different College units were represented at the Retreat and all those present supported the idea of creating a Divisional Dean for International Studies. All agreed that the international, interdisciplinary and comparative nature of the School's program warranted, at least, this rank and visibility. The Report's recommendation that the DDIS be given major input in assigning faculty positions in departments outside the Jackson School was recognized as essential if the continued vulnerability of every international, interdisciplinary program to decisions of disciplinary units where international or area studies is not a priority is to be reduced. No one seemed to be bothered by the dual role of the Director of the Jackson School where he/she was both a Divisional Dean and the chair of a department in the College whose salaried faculty were subject to all the rules of every other department. Columbia University has a similar situation.

In addition to the widely shared view on a divisional status, there were a number of faculty who felt very strongly that the Jackson School, since its interdisciplinary programs include faculty from many of the existing Colleges, should be constituted as a separate college headed by its own Dean. They also felt that the growing internationalization of the UW necessitated having such a point person but these individuals accepted the

reality that such a change was not likely to take place in the foreseeable future.

5. Create a strong directorship and recruit a top person

A job description for the Director's position has been approved by the Dean of the College of Arts and Sciences and is being circulated to all appropriate professional organizations in print and electronically. In addition, individuals are being identified for whom a more personalized letter would be written, and a specific staff person in the Dean's Office has been assigned to coordinate these activities. It was announced that the search committee will be chaired by Professor C. Hirshman of Sociology and would include Professors R. Moxon of Business and D. Behler of Germanics and the Humanities Center. From the Jackson School J. Migdal and S. Hanley would serve as members.

While the faculty were disappointed that Dean Hodge was not willing to identify the position as a Divisional Dean of International Studies at this time, the faculty were very encouraged by the package which is being put together. What follows is a summary of statements from the office of Divisional Dean Jeffords:

In addition to the Golub professorship, we have converted the position to a 12-month appointment with teaching duties at the discretion of the director, recognizing that the job is not identical to that of a department chair. We have talked extensively about additional lines for the school and Dean Hodge has agreed in principle to the fact that we will need to place several positions at the disposal of the new director, whether to hire as full positions within JSIS or to use as bases for joint appointments with departments. The exact number and timing of these positions are to be left for the negotiations with the top candidate. We have, in addition, begun to address the Title VI center problems, providing state funding for director's salaries and partial funding for outreach coordinators, so the next director will have these resources firmly in place at the time of appointment.

The Golub Professorship refers to the recently established Stanley D. Golub Professorship endowed by a donation of \$500,000 from the Henry M. Jackson Foundation to be used by the University as a permanent fund and title for the School's director. In addition, the Jackson Foundation, the Golub Family and the College under David Wu's direction are already seeking ways to increase this endowment. All concerned about the UW's willingness to find the very best candidate should be very encouraged by the commitments already made. The School hopes that those reviewing JSIS will also keep in mind possible candidates and contact Ms. Mary Pullen [206-543-5340 or marpul@u.washington.edu] for a copy of the job announcement.

V. Recommendations for Changes in Particular Programs

1. Japan Studies

The Review Committee spoke of the need for the Japan Program to move



toward future changes "rather than trying to reproduce its glorious but now increasingly outdated past." Since no specifics are given as to what might be considered outdated and what might be more up to date and therefore preferable, we are hardly in a position to comment on what, with some specifics, might well be considered an arguable criticism of this program. On the other hand, we fully agree with the suggestion that the imminent turnover of four senior positions should be an occasion for careful consideration of future directions for the program on the part of the entire Japan faculty, including those with appointments in other departments. This, in fact, is what the Japan Program itself has in mind and has already begun planning for.

One issue directly connected with the turnover of four senior positions that the report did not mention is that if all four were to be replaced with beginning Assistant Professors, there would be a sudden, drastic loss of senior leadership in the program and a corresponding diminution of the program's currently very high national standing. We consider it vital that at least some of these four potential retirees be replaced at the senior level.

## 2. REECAS [Russian, East European and Central Asian Studies]

The Committee wrote that the REECAS Program was formed in response to Cold War imperatives, and that in the post-Soviet world it seems adrift. The anachronistic pooling of Federal funding for the study of this area, and the dissolution of the Soviet Bloc, do indeed determine the circumstances, both academic and administrative, in which this and all similar programs in the U.S. operate. REECAS is alone among the Title VI area centers in seeing its once-unified region split apart into competing, mutually antagonistic subregions, often with a parallel effect on the specialists who study them. It has the often incompatible tasks of working out a unified intellectual vision for the study of the former Soviet region while recognizing and including as much of its political, economic, and cultural diversity as possible and competing for funding based on a geopolitical reality that no longer exists. Faced with this challenge, REECAS has over the past decade very successfully focused its energies on developing distinct coverage of emerging postcommunist peripheries such as the Russian Far East, the Baltic States, Central Asia and East-Central Europe, and linking each of these areas to neighboring regions represented by other NRC centers, while maintaining the UW's strong tradition as a first-rate center for the study of European Russia. The negative language of the JSIS review committee seems almost to blame the Program for the challenge that it and its peers are facing, and to overlook the extent to which the UW REECAS Program as a whole has succeeded in adapting. It's also worth pointing out that the REECAS Program, due to its size and complexity, has suffered more than most from the "administrative anomalies" of the Jackson School to which the review committee drew attention. The impossibility of Coordinating academic leaves, coupled with resistance to curricular consolidation and shortcomings in secretarial support have caused unusual difficulties, and will continue to do so until these problems are at least to some extent resolved. Where the undergraduate degree is concerned, the issue is not "whether there should continue to be a B.A. program in REECAS," but whether it makes administrative sense to retain a \*distinct\* REECAS B.A.

program for half-a-dozen majors -- it doesn't, and the Program's past, present and future chairs are in favor of some form of amalgamation. Where the M.A. program is concerned, REECAS has over the last five years introduced a degree of curricular flexibility and informal integration with professional programs that should be a model, while at the same time maintaining rigorous, discipline-based curricular options that prepare the students who choose them for entry into prestigious doctoral programs.

Appendix B illustrates the career paths of some REECAS graduates.

#### Appendix A Job Description

The University of Washington is accepting applications for the position of Director, Henry M. Jackson School of International Studies, with a term to begin July 1, 2000. The successful candidate will have administrative experience and a distinguished record. The Director will also hold the title of Stanley D. Golub Professor of International Studies.

The educational mission of the Jackson School stresses interdisciplinary international and comparative studies. The Jackson School faculty engages in research and instruction in a range of international programs that combine area expertise with disciplinary skills. In addition to chairing a faculty unit within the College of Arts and Sciences, the Director oversees Department of Education Arts and Sciences Title VI NRC centers; a research institute; and thirteen degree granting programs, including international studies, comparative religion, Jewish studies and ten regional programs. The Director will be involved as well with community groups and appropriate professional organizations. The Director will be expected to play a role in the University's development of its international programs and in fund raising. Salary will be commensurate with the position and the experience and achievements of the candidate.

Candidates for the position should have a Ph.D. or its equivalent. Letters of interest should include a full c.v., the names of four references, and information about administrative experience; materials should be sent to:

JSIS Director's Search  
c/o Divisional Dean Susan Jeffords  
College of Arts & Sciences  
Box 353765, University of Washington  
Seattle, WA. 98195-3765.

For more information you may contact Mary Pullen, Administrative Assistant to Divisional Dean Susan Jeffords, via email at [maryp@u.washington.edu](mailto:maryp@u.washington.edu).

Priority will be given to candidates that apply by November 15, 1999. The University of Washington is building a multicultural faculty and strongly encourages applications from female and minority candidates; the institution is an equal opportunity/affirmative action employer.

## Appendix B

### REECAS BAs:

Gwyneth Barber, after stint to fulfill military obligation (she was posted to Bosnia), accepted into Columbia University REECAS M.A. program where she is concentrating on International Media and Communications.

Nathan Ferguson, enrolled in UTexas REECAS M.A. program

Laura Lockard, worked as project facilitator for a USIA business for Russia Program at TRADEC and then as Senior Associate at APCO Associates, a public affairs and strategic communication company with an office in Moscow.

Constance Spangler, teaching English in a Soros-funded program in Almaty, Kazakstan

Jason Campbell, USAF Lieutenant, enrolled in Harvard M.A. program in Government

Kirk Smith, B.A. 1997, working for U.S. State Dept. in the embassy in Dushanbe, Tajikistan

Amy Mills, received Fulbright to Romania for a year; now enrolled in Anthropology graduate program at Univ. of Oregon

Sean Pollock, Harvard Univ. M.A. in Russian Regional Studies; currently Ph.D. candidate at Harvard in History, focussing on Central Asia.

Dawn Plumb Nowacki, completed Ph.D. in Political Science (Ohio State?); now an Assistant Prof. of Political Science at Linfield College.

Michelle DenBeste Barnett, completed Ph.D. in Russian History at S. Illinois University.

### REECAS M.A. grads:

Erica Agiewich, received Fulbright for year in Romania, then U.S. State Dept. Fawcett Fellowship for a second year there; was an OSCE Election Supervisor for Bosnia; then went to work at Cisco Systems, which is now financing her M.B.A. program at Santa Clara University. A revised version of her U.W. M.A. thesis was published as an issue of our Donald W. Treadgold Papers.

Jane Desnoyers, worked for American Bar Association Central And East European Law Initiative; was an OSCE Election Supervisor in Bosnia; chosen for a Fawcett Fellowship but turned it down in order to attend law school.

Erin Kinder, worked for at least two companies doing joint-venture business in Russia; currently with USAID, for which for several years she was posted to Moscow and headed one of their major programs there as a

Private Enterprise Officer. Has been rotated back to U.S. and will be assigned to another USAID program soon.

Ben Hanson, worked as assistant director for the Sakhalin American Russian Business Center (funded by U.S. Govt.); now is Regional Director for all of these centers in the Russian Far East, a responsibility that involves frequent travel in the region from his base on Sakhalin.

Ian Sterling, worked in St. Petersburg, Russia for a couple of years; most recently has been the Station Manager for Alaska Airlines in Iuzhn-Sakhalinsk in the Russian Far East.

Ursula Oaks (former Jackson fellow in REECAS), was a director for educational programs at the World Affairs Council in Seattle. Her revised M.A. thesis has been accepted for publication by the Carl Beck Papers at the University of Pittsburgh. She recently re-located to D. C.; I do not know yet whether she has new employment there.

Karl Seeley (another former Jackson Fellow), worked for a year in private consulting firm in the area of energy efficiency research, one with East European connections; now finishing his Ph.D. in Economics at the University of Washington.

Dagmar Koenig, who supported herself in grad school here by teaching Czech for the UW Slavic Department, is now in the Ed.D. program of the UW School of Education.

Alison Price Romm, worked for Soros Foundation education program in Belarus; recently completed an Ed.D. at Columbia University in international/comparative education.

Maria Kozhevnikova (Jackson Fellow) begins her Ph.D. program in the UW Economics dept. this fall.

Loretta Fleurs, presumably near completion of her Ph.D. program in History at Princeton University.

Brian Driscoll, similarly presumably well along in his Ph.D. program in Sociology at Indiana University (this, I understand, is one of two top programs in country; he received full funding to attend there).

David Lucas, worked in Prague for a couple of years; has returned to U.S. for Ph. D. program in history (I believe at Columbia, but would need to check this).

Elizabeth Grygo, worked for CARE and Soros in Russia for several years; then returned to receive an MBA at Thunderbird and now is working for Monstaro in Krasnodar, Russia.

Deborah Espinosa, just completed UW Law School, where, along the way, she was recipient of Bonderman travelling fellowship to do work in Russia, Kazakstan and Kyrgyzstan. Until recently worked for Rural Development Institute (headed by UW law prof. Roy Prostermann), in part doing field

work in Russia and Central Asia and then, until the USAID funding they had ended, heading their Moscow office. Now doing a judicial clerkship.

Dobek Pater, working for the Commercial Counselor's office at the Polish Embassy in Johannesburg, South Africa.

Dan Ryan, enrolled in UW Ph.D. program in History

Kate Brown, finishing UW Ph.D. program in History, in which she has garnered many honors, including SSRC Dissertation Fellowship.

Rob Smurr, finishing UW Ph.D. program in History; recently finished year in Estonia on IREX or Fulbright Fellowship.

Bruce Acker, Co-Director, Eurasia Policy Studies, National Bureau for Asian Research

Matthew Ouimet, recent Ph.D. in History from UW; currently on a one-year fellowship at the Kennan Institute, Woodrow Wilson Center, in D.C.

Ira Queen, one of FAOs who went through our MA program, head of USA JFK Special Warfare Center and School in North Carolina.

David Ruffley, another of the FAOs, who, after his stint in Garmisch and points east returned to receive a Ph.D. in Russian History at Ohio State University; he is currently teaching at the Air Force Academy.

(There are some other cases of our FAOs who have continued to develop successful careers in the military, or who took early retirement and went into private sector involving use of their Russia or EEur. expertise.)

Mark McConnell, in UW History Ph.D. program.

Alan Fahnstock, consulting and work as Director, International Development, for US West in Moscow. After U.S. West he moved on to another company doing communications work in the Russian Far East.

Colleen Halley, worked as an IREX internet training fellow for a year in Rostov-na-Donu, Russia; now a program director and fund raiser for Project Harmony in Vermont, which is involved in international exchange and education programs involving especially Russia.

Lara Iglitzin, did graduate degree at George Washington U.; now Executive Director of the Henry M. Jackson Foundation.

Joseph Rogers, has held successively, in Moscow, following positions: Program Coordinator, International Press Center and Club; Program Coordinator, Open Society Institute (Soros); Resident Director, America's Development Foundation.

Paulina Bren, near completion (may have completed) in Ph.D. program in History at NYU.

Zulfiya Tokhchukova (also received B.A. from the program), headed IREX office in Almaty, Kazakstan for several years, with responsibility for IREX operations in Central Asia; then worked in Almaty for Philip Morris; has returned to U.S., although I am not sure whether she is continuing in her Ph.D. Program in the UW Slavic Dept., from which she took leave when she went to Almaty.

Tony Allison, has worked for years for Marine Resources International, where he has been something like Managing Director and the one really responsible for day-to-day operations of the company (it was the first major joint commercial venture with Russians, in the North Pacific Fisheries. Allison received an MBA from UW somewhere along the way.

Peter Christiansen, received an Institute for Current World Affairs Fellowship to spend two years in Kamchatka while still a UW grad. student; has worked for years in the Russian Far East, at one point as director of port operations for Sea-land Co. in one of the major Russian ports. I am not sure about his current position, but presumably it is in the field.

Robert Croskey, UW Ph.D. in Russian History; currently Prof. of History at Muhlenberg College.

Oscar Bandelin, UW Ph. D. in Russian History, 1999.

Vjeran Pavlakovic, beginning UW Ph.D. program in History (E.European).

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