

# SIS 201: Introduction to International Political Economy

Spring 2011 – Smith 120

Prof. Joel S. Migdal  
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Office Hours:  
Mon. and Wed.  
1:30-2:30

SIS 201 has its own web page with important information about the course. The URL is: <https://catalyst.uw.edu/workspace/sis501/20300/>. The page has an electronic version of this syllabus, links to international information sources, a Message and Discussion Board, Go-Post, where you can post thoughts about the course, and more.

There will be a formal CLUE (Center for Learning and Undergraduate Enrichment) session for this course on Tuesday evenings, 6:30-8:00, 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. Reuben Silverman 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 8:30-10:20 a.m., Thursday, June 9, 2011. That is the only time the final will be given. The final will be a closed book examination covering all course materials, but students will be allowed to bring one 8-1/2 x 11" sheet of notes to the exam. Make sure to bring blue books to the exam.

**FRIDAY AFTER CLASS:** On most Fridays, immediately after class, Professor Migdal will have an informal chat with any students who would like to participate. We will meet in a classroom to be announced.

TAs:

Brady, Liz (AG, AH)	<a href="mailto:lizbrady@gmail.com">lizbrady@gmail.com</a>
Guyton, Heather (AE, AL)	<a href="mailto:amirah@uw.edu">amirah@uw.edu</a>
Meijer-Irons, Jacqueline (AF, AJ)	<a href="mailto:jmeijer@uw.edu">jmeijer@uw.edu</a>
Pagano, Annamaria (AD, AI)	<a href="mailto:annmar@uw.edu">annmar@uw.edu</a>
Sprinkle, Sarah (AB, AK)	<a href="mailto:sprinks@uw.edu">sprinks@uw.edu</a>

**Purpose of the Course:**

Brian Urquhart, former Undersecretary General of the United Nations, wrote,

Dreams of world order come and go. After World War II there was a brief interlude when the United States led governments and peoples throughout the world in the belief that a new era of peace, disarmament, and the rule of law could emerge through working together in the United Nations. The cold war soon blighted that vision, and the world was frozen for forty years in the balance of nuclear terror. The end of the cold war and the demise of the Soviet Union caught most people by surprise, and they were followed by a brief period of euphoria in which optimistic notions circulated, many of them inspired by the apparent success of the first Gulf War. Among them were President George H. W. Bush's "new world order," Madeleine Albright's "assertive multilateralism," and a short-lived but widespread belief that the UN had at last come into its own. The century ended in general disillusionment over the prevailing disorder and violence. The events of September 11, 2001, and the reaction of the administration of President George W. Bush have so far dominated the twenty-first century's discussion of world order.

Urquhart's statement reflects the concerns of this course. The attack on the World Trade Center and the Pentagon a decade ago, on September 11, 2001, brought into sharp relief a new configuration of world power and opposition. Since the collapse of the Soviet Union at the end of 1991, there had been much talk of a New World Order, emphasizing globalization, a single model of export-oriented economic development, liberalization, human rights, democracy, and a global war on terrorism. Notions of a New World Order typically did not incorporate possible sources of opposition, or, when they did, it was with apocalyptic ideas like "the clash of civilizations." Some theories assumed that the dominance of the new order meant an "end to history," that is, an end to the struggles between major powers and systems of thought that had marked international relations historically. September 11 demonstrated that we have not reached the end of history or a world without struggle, but it also demonstrated that simply dividing the world into clashing civilizations misses the new global configuration of power and opposition. The post 9/11 world has been marked by a single super-power, the United States, which has played an aggressive military (especially since its invasion of Afghanistan in 2001 and Iraq in 2003), political, and economic role in the world, and the emergence of key non-state actors, including ethnic groups, al-Qaeda, and many more. In recent months, a key region, the Middle East and North Africa, has seen unprecedented popular uprisings, with citizens expressing pent-up anger against authoritarian regimes. The 2000s have been a period described by the word "globalization" but rife with powerful forms of localism. The purpose of this course is to understand the 21<sup>st</sup>-century configuration of the world, with all its contradictory pulls.

With that goal in mind, the course first will analyze the earlier configuration of power that marked the second half of the twentieth century, how and why it crumbled, and how its disintegration laid the foundation for today. The main emphasis is on the creation of global economic interdependence in the twentieth century in a world politically divided. The interdisciplinary approach of the course stresses **the interplay between two global structures, the world market and the hierarchy of states**, and how the interplay of these structures has generated rules governing international life, "winners," who have gained from these rules, and "losers," who have felt the rules slighted them. In the latter part of the course, we will look at the structure of the world political-economy in the first decade of the twenty-first century, the role of imperial America, and events in the Middle East, including the recent popular uprisings.

### **Requirements of the Course and Assignments:**

This course is designed to greatly improve students' critical-analytic reading abilities and their academic writing capabilities. To help students reach higher levels, the course requires substantial reading and writing throughout the term. Every student is expected to fulfill the following requirements:

1. **Readings.** Students must read the assignments listed in the course schedule below prior to Section of the listed week (**in Week One, the reading must be completed before the Thursday Section; for the rest of the quarter, the reading must be completed before the Tuesday Section**). The readings are presented somewhat differently from the methods used in many other classes. The assigned readings present the authors' own interpretations of how the twentieth century (or a part of it) unfolded. Their interpretations are important. As the course is interdisciplinary, the book authors include an economist, Sen, who is a Nobel Prize winner; a leading political scientist at Harvard, Frieden; an award-winning historian from Yale, Gaddis; and a noted journalist of the Middle East, Bradley. Interpretations in the assigned books often clash with those given in lecture, and they may contradict each other. In other words, students will have to make their way through conflicting stories of the making of the 21<sup>st</sup> century. Because the authors' interpretations are given as the authors presented them from beginning to end, they frequently do not line up chronologically or topically with the week-by-week class lectures. But students are challenged to compare and contrast over the course of the quarter the various narratives they hear in lecture and read in the books. Besides the books, there are some scattered additional secondary readings required. Additionally, the assigned documents will help students learn to read primary sources. The readings will be discussed by students and TAs in weekly Sections. **Students are required to bring to section the books being discussed, as well as printouts of ALL additional required documents and readings assigned for the week.**
2. **Participation.** Students' active participation in Sections is highly valued. Participation in Sections will be included in determining final grades.
3. **Short Papers.** Each student will write **two short essays** of approximately one and a half double-spaced, typewritten pages (12 point New Times Roman type, one-inch margins). The first paper will be on a reading assigned in Week One, Francis Fukuyama, "The End of History," *The National Interest*, 16 (Summer 1989), pp. 3-18 [http://academic.marion.ohio-state.edu/vsteffel/web597/Fukuyama\\_history.pdf](http://academic.marion.ohio-state.edu/vsteffel/web597/Fukuyama_history.pdf). The class session on Monday, April 4, will be devoted, in part, to instruction on writing this paper, and students will have an opportunity in class to begin writing the paper. It is imperative, therefore, to read the Fukuyama article carefully before the April class session. The paper is due in section on Thursday, April 7. The second paper can be on any other assigned reading. It should be handed in on the week that the chosen reading is assigned. (**Tip:** When writing on a reading, use the other assigned readings to help you make your point. A presentation of opposing points of view and making a comparison of two works can lead you to good paper topics. In short, students are encouraged to compare and contrast different authors' ideas, even as the main focus is on a single reading.) Papers may comment on how the author uses words, the construction of the argument, types of evidence, methods, etc. What the paper should **not** do is write about the **topic of the reading**; rather it should write on **how the reading treats or approaches its topic**. The

essay is to be submitted **in person at the Tuesday Section meeting on the week the student chooses during weeks 2-8 of the quarter, as long as the paper is on the reading assigned for that week; no late submissions will be accepted and no papers will be accepted in which the student is not in attendance in the section.**

4. **New York Times.** Every student must read the *New York Times* daily. Discounted subscriptions are available.
  
5. **The KNOW Project.** This new project is still in the beta phase, and SIS 201 students will be helping develop it. Created by the Center for Global Studies, it is intended to be an interactive website, where readers can find newspaper articles on current events from multiple international news sources, often with quite differing perspectives, as well as brief annotations on those articles. They will also be able to find more in-depth analysis and resources on various news topics. Each student in SIS 201 will choose a region of the world or a major country such as China or India (or, with permission of the TA, a theme, such as global health, from a set list of themes) and follow that topic throughout the quarter through several online news sources, chosen from an approved list. Each week, from Week 3 through Week 9, students will upload three news articles about their region or theme, preferably on the same topic, from different international news sources, along with a 3-5 sentence summary of each article and 1-2 sentence description of each article's specific perspective on the topic. A template for uploading the articles, as well as instructions on how to upload to the KNOW site will be provided.
  
6. **Research Paper.** Each student will complete a research paper—typed, double-spaced, 12 point New Times Roman type, one-inch margins—on the region or country (or thematic topic) chosen for the KNOW Project. Each paper will focus on a topic that falls in the period from World War II to the present. Ideally, the topic of the paper will be suggested by the current newspaper articles of the KNOW Project. The aim, though, is NOT to write on current events but on events or trends in the past that can help give essential background for understanding today's news. Library research using scholarly books and journals (not newspaper articles) will be the backbone of the assignment (at least three journal articles and two books should be used heavily in the research). Each paper will be organized around something puzzling in that country's political, economic, or social experience at some time in the latter half of the twentieth century or the first few years of the present century. That puzzle will be expressed in a "why question," which will be substantiated by qualitative or quantitative evidence. Students will develop an answer to that "why question," which will be the argument of the paper, including further evidence to support that argument.

A number of aids are available for researching and writing your papers. The most important is your TA. You also can receive help from OUGL reference librarians. The JSIS/Political Science Writing Center (<http://depts.washington.edu/pswrite/index.html>; email, [pswrite@u.washington.edu](mailto:pswrite@u.washington.edu); or phone 616-3354) can be of great assistance. The Center is in Gowen 105. Please note that the tutors in the Writing Center can help you with problems of organization, clarity, composition, and grammar only; they are not equipped to comment on the substantive content of your paper. You can also receive feedback on your paper ideas and substantive content at CLUE sessions. The due dates for the paper are as follows (late papers will be penalized):

- a. A 1-2 page research proposal with references. Librarians will be in class on April 18 helping you get started on your paper, explaining what is entailed in a research proposal, detailing the precise assignment, and offering practical lessons on undertaking the research. **The research proposal is due in class on April 22.**
  - d. First draft (approx. 5-6 pages), **due on May 3. Papers must be uploaded on the course webpage by 5:00 p.m., May 3 for peer comments by other Study Group members.** Members of the Study Group will **provide their comments by 5:00 p.m., May 6.**
  - e. Second draft (approx. 5-6 pages), revised by incorporating the suggestions and criticisms of the Study Group members, **due in TA mailbox in Thomson 411 on May 10 by 5:00 pm** (the doors to the mailroom close at 5:00).
  - f. Third and final draft (approximately 8 pages), revised and expanded by incorporating the suggestions and criticisms of the TA and Study Group members, **due May 23, 5:00 pm**, in TA's mailbox, Thomson 411 (or you may give the paper to your TA in person after lecture on that day).
7. **Pop Quizzes.** There will be five brief pop quizzes during section meetings in the course of the term, mostly geared towards that week's reading. The quizzes are motivational tools to help students keep up with the reading.
  8. **Final Exam.** The final exam, Thursday, JUNE 9, 2000, 830-1020am, SMI 120, will include short and long essay questions and identifications. A series of long essay questions will be available before the exam, from which two questions will be selected to actually appear on the exam. Questions will include materials from lecture, readings, and the *New York Times*. There will also be a geography question (see below). Students may bring a single page of personal notes to the exam. All students must bring blue books to the exam.
  9. **Maps.** Everyone must learn the basic political map of the world, as well as natural sites, such as bodies of water, that have been critical to international relations. There will be a map section on the final exam. Consult atlases regularly!
  10. **Study Groups.** All students will participate in Study Groups to be formed the first week during Section. Study Groups should meet face-to-face at least once a week to discuss readings, papers, and ideas. They are important sounding boards. Each Study Group will also set up an e-mail list, including all its members, as a way to communicate frequently about assignments, readings, and ideas presented in lecture.

**Final grades** will be determined on the following basis.

Section participation, inc. library assignment	7%	2 <sup>nd</sup> paper draft	10%
Peer review of others' papers	3%	3rd paper draft	20%
Two response papers	15% (total)	Pop quizzes	15% (total)
Final exam	20%	KNOW project	10%

**The following books are available for purchase at the University Bookstore:**

- John R. Bradley *Inside Egypt*
- Jeffrey A. Frieden *Global Capitalism*
- John Lewis Gaddis *The Cold War*
- Amartya Sen *Development As Freedom*

Finally, any additional materials will be made available on-line as electronic reserve, which you can download and print, or as a link on the course website. (The easiest way to access electronic reserve is through the course webpage <https://catalyst.uw.edu/workspace/sis501/20300/> .)

## **Schedule of the Course**

Note: all readings are to be read prior to the Tuesday Section for the week under which they are listed. **For Week One only, read Clark and Frieden prior to Thursday's section, and read Fukuyama carefully prior to lecture class on Monday, April 4.** The readings can be found in the books for purchase, on the Internet through the designated link, or in Libraries Reserve Readings, which can be accessed through the course website.

**Week One, March 28- April 1: *Understanding the World in Which We Live; The Destruction of the 19<sup>th</sup> Century World Order; The Long Crisis: 1914-1945—World War I, the Great Depression, and World War II—; Plans and Hopes for a New World Order Emerge***

**Reading (note: Clark, Frieden, and the Documents should be completed before section meeting, Thursday, March 31; READ FUKUYAMA VERY THOROUGHLY BEFORE LECTURE ON APRIL 4):**

Francis Fukuyama, "The End of History," *The National Interest*, 16 (Summer 1989), pp. 3-18 [http://academic.marion.ohio-state.edu/vsteffel/web597/Fukuyama\\_history.pdf](http://academic.marion.ohio-state.edu/vsteffel/web597/Fukuyama_history.pdf)

Gregory Clark, *A Farewell to Alms: A Brief Economic History of the World*, pp. ix-x, 1-16 (On E-reserve)

Frieden, *Global Capitalism*, pp. xiii-79

**Documents:**

Roosevelt's Four Freedoms speech

<http://www.americanrhetoric.com/speeches/fdrthefourfreedoms.htm>

The Atlantic Charter <http://www.ssa.gov/history/acharter2.html>

Universal Declaration of Human Rights <http://www.un.org/Overview/rights.html>

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**Week Two, April 4-8: Class session on April 4, Enhancing Critical Reading and Writing (with hands-on help in preparing the paper on Fukuyama); Building a New World Order: Bretton Woods, the United Nations, and American Dominance; The Marshall Plan and the Move towards Cold War**

**Reading:**

Frieden, *Global Capitalism*, pp. 80-172

Gaddis, *The Cold War*, pp. 1-47

**Documents:**

The Bretton Woods Agreements (skim)

[http://avalon.law.yale.edu/20th\\_century/decad047.asp](http://avalon.law.yale.edu/20th_century/decad047.asp)

The Marshall Plan <http://www.americanrhetoric.com/speeches/georgecmarshall.html>

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**Week Three, April 11-15: The Cold War**

**Reading:**

Frieden, *Global Capitalism*, pp. 173-250

Gaddis, *The Cold War*, pp. 48--118

**Documents:**

"X" (George F. Kennan), "The Sources of Soviet Conduct," *Foreign Affairs* 25:4 (July 1947), 566-82 <http://www.historyguide.org/europe/kennan.html>

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**Week Four, April 18-22: Class session on April 18 with librarians on preparing a Research Proposal; Development and Underdevelopment: The Conflict Between North and South**

**Reading:**

Amartya Sen, *Development as Freedom*, pp. xi-xiv, 3-53

Frieden, *Global Capitalism*, pp. 253-320

Gaddis, *The Cold War*, pp. 119-156

**Documents:**

Prime Minister Nehru: Speech to Bandung Conference Political Committee, 1955

<http://www.fordham.edu/halsall/mod/1955nehru-bandung2.html>

Joint Declaration Of The Seventy-Seven Developing Countries Made At The Conclusion Of The United Nations Conference On Trade And Development, Geneva, 15 June 1964

<http://www.g77.org/doc/Joint%20Declaration.html>

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**Week Five, April 25-29: *The Collapse of the Post-War Order; The End of Bretton Woods; The Implosion of the Soviet Union***

**Reading:**

Frieden, *Global Capitalism*, pp. 321-360

Gaddis, *The Cold War*, pp. 157-258

**Document:**

Eyewitness Report by a Student of the Collapse of the USSR

<http://news.bbc.co.uk/1/hi/world/europe/1482624.stm>

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**Week Six, May 2-6: *The Aftermath of the Cold War; The First Gulf War; Lecture on May 6 by Professor Mary Callahan on How the End of the Cold War Affected Southeast Asia***

**Reading:**

Sen, *Development as Freedom*, pp. 54-111

Frieden, *Global Capitalism*, pp. 363-434

**Document:**

Millennium Development Goals (MDG)

<http://unstats.un.org/unsd/mdg/Host.aspx?Content=Indicators/OfficialList.htm>

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**Week Seven, May 9-13 *Globalization, Neoliberalism (also known as the Washington Consensus), Financial Crisis, and the New Europe***

**Reading:**

Sen, *Development as Freedom*, pp. 112-203

Frieden, *Global Capitalism*, pp. 435-456

Samuel P. Huntington, "The Clash of Civilizations?" *Foreign Affairs*, 72, no. 3 (Summer 1993), pp. 22-49 (available through JStor or Google Scholar).

**Document:**

Treaty Establishing The European Coal And Steel Community

[http://europa.eu/scadplus/treaties/ecsc\\_en.htm](http://europa.eu/scadplus/treaties/ecsc_en.htm) (skim)



Week *Eight*, May 16-20: *9/11, the War on Terrorism; The New American Imperium*; ;

**Reading:**

Sen, *Development as Freedom*, pp. 204-298

Stanley Kurz, "Democratic Imperialism: A Blueprint," 14 pp.  
<http://www.hoover.org/publications/policy-review/article/6426>

Frieden, *Global Capitalism*, pp. 457-472

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

**Document:**

President Bush Delivers Graduation Speech at West Point  
<http://teachingamericanhistory.org/library/index.asp?document=916>

Excerpts from "Rebuilding America's Defenses" (Project for a New American Century).  
<http://www.newamericancentury.org/RebuildingAmericasDefenses.pdf> (skim)

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Week *Nine*, May 23-27: *The War in Iraq; The Global Financial Crisis; The Middle East in Turmoil*

**Reading:**

George Packer, *The Assassin's Gate: America in Iraq*, pp. 3-61  
[http://books.google.com/books?id=LwGYSuMkkG4C&printsec=frontcover&dq=the+assassins+gate&hl=en&ei=3gGJTZmxIJDEsAPgo4SADA&sa=X&oi=book\\_result&ct=resuIt&resnum=1&ved=0CCKQ6AEwAA#v=onepage&q&f=false](http://books.google.com/books?id=LwGYSuMkkG4C&printsec=frontcover&dq=the+assassins+gate&hl=en&ei=3gGJTZmxIJDEsAPgo4SADA&sa=X&oi=book_result&ct=resuIt&resnum=1&ved=0CCKQ6AEwAA#v=onepage&q&f=false)

Bradley, *Inside Egypt*, pp. 1-100

**Documents:**

World Trade Organization Pamphlet  
[http://www.wto.org/english/res\\_e/doload\\_e/inbr\\_e.pdf](http://www.wto.org/english/res_e/doload_e/inbr_e.pdf)

Statement of Public Citizen President Joan Claybrook on the World Trade Organization's Five-Year Record, Oct. 13, 1999 <http://www.citizen.org/pressroom/release.cfm?ID=892>

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**Week Ten, June 1-3** (no class on May 30): *Middle East Cauldron*

**Reading:**

Gregory Clark, *A Farewell to Alms: A Brief Economic History of the World*, pp. 352-377  
(On E-reserve)

Bradley, *Inside Egypt*, pp. 101-229

Frieden, *Global Capitalism*, pp. 473-477

**Documents:**

President Obama's Speech in Cairo

<http://www.nytimes.com/2009/06/04/us/politics/04obama.text.html>

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*If you have any concerns about the course or about your TA, please see the TA as soon as possible. If you are not comfortable talking with your TA or are not satisfied with the response you receive, you may contact Professor Migdal. His office location and e-mail are at the head of this syllabus.*

*If you continue to be dissatisfied with the response you receive, you may contact Anand Yang, director of the Jackson School, at 406 Thomson Hall (ph: 685-3877; email: [ay@u.washington.edu](mailto:ay@u.washington.edu)), or the Graduate School (200 Gerberding Hall, phone: 543-5900).*

If you would like to request academic accommodations due to a disability, please contact Disabled Student Services, 448 Schmitz, (206) 543-8924 (V/TTY). If you have a letter from Disabled Student Services indicating you have a disability that requires academic accommodations, please present the letter to Professor Migdal so the accommodations you might need for this class can be discussed.

## JACKSON SCHOOL OF INTERNATIONAL STUDIES

### INFORMATION FOR STUDENTS\*

#### 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 2002-2004, p. 26.*)

##### 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 2002-2004, p. 27.*)

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

## 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](mailto: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](mailto: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 Graduate School under the Vice-Provost and Dean of the Graduate School. 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*)