

INTRODUCTION

The Law, Societies, and Justice (LSJ) Program provides a suite of rigorous inter-disciplinary courses and an undergraduate major and minor that focus on the complex and consequential role that law and law-like systems play in helping structure an increasingly globalized world. In recent years, its undergraduate major has attracted attract strong and growing levels of interest, as witnessed by record numbers of applications for admission. Through its association with the Comparative Law and Society Studies Center (CLASS), LSJ also offers a graduate certificate program for a significant number of PhD students from an array of disciplines. CLASS additionally provides a forum for scholars from across the UW campus who seek connections through various research endeavors focused on socio-legal studies.

The faculty not only help guide both LSJ and CLASS, but also provide notable levels of curricular, administrative and other forms of support to many units on campus. Faculty with appointments in LSJ currently serve as: LSJ Director; CLASS Director; Center for Human Rights Director; Middle East Center Director; and Associate Chair of Sociology. The three active adjuncts currently serve as: Chair of Political Science; Associate Chair of Political Science; and Harry Bridges Labor Center Director. As this list demonstrates, the health of LSJ is not only significant to the large and growing numbers of undergraduate and graduate students that it serves, but also to a wide range of other curricular, scholarly, and public service enterprises on the UW campus. LSJ and CLASS, separately and together, provide an exceptional level of service to the University of Washington community, and to various communities beyond campus, despite its small size and budget.

As noted below, LSJ faculty have managed to maintain active research agendas despite their manifold obligations across campus. They have also collectively helped buttress LSJ's deserved reputation for creating a curriculum populated by challenging and stimulating courses that focus on issues of considerable consequence. And they have engaged in various forms of public service. Indeed, two members of the LSJ faculty are recent winners of the UW Public Service Award – Katherine Beckett in 2013, and Angelina Godoy in 2014.

By all indications, then, LSJ and CLASS continue to exceed any reasonable expectations in terms of the level of service they provide to the University of Washington. Given the caliber of its faculty, the high levels of interest in its curriculum, and the extraordinary quality of advising its staff provides, there is clearly room for growth and for new initiatives. LSJ is willing to embrace some of these opportunities, but is cognizant of the constraints any such pursuits would encounter. One such constraint is faculty and staff time. As much as LSJ is proud of the range of contributions its faculty makes to other enterprises, time is a finite resource. Without additional faculty, new or broader initiatives are likely doomed to fail, especially if they are at all ambitious. And although the LSJ staff is larger than it was five years ago, increased numbers of majors and prospective majors generate very significant demands which severely tax staff time. Another constraint, of course, is budgetary. LSJ's budget for teaching assistants is slightly larger than it was five years ago, but its state budget is otherwise much the same, other than shifts in

faculty salaries. And we face the prospect of a significant loss of discretionary monies through the cessation of the Evening Degree Program and Extension. The faculty are thus reluctant to embrace any new efforts of any scope absent a concomitant increase in resources.

As the following narrative makes clear, LSJ's core commitments remain unchanged from the last review in 2009. Also unchanged is LSJ's reputation for innovative research, high caliber teaching, and consequential service both on and off campus. Some key changes, however, have occurred, many of which are described below, including: increases in faculty and staff; the acquisition of our own dedicated office space; the development of an alumni outreach and advancement effort; shifts in our curricular structure; the creation of a CLASS director position and a dedicated CLASS revenue stream; and record-setting interest in the undergraduate major. Each of these developments is very welcome, and increase the potential for LSJ and CLASS to yet further catalyze their status as a locus of superb interdisciplinary research and teaching. However, it is important to make any steps forward in a measured fashion, to ensure that we do not compromise our well-established abilities to excel.

PART A. I. Overview of Organization

LSJ's principal obligations are to provide high-caliber curricular offerings for students interested in socio-legal studies, to help prepare graduate students for teaching and scholarly careers, to strengthen its reputation for innovative and well-regarded scholarly activity, and to provide high levels of service to the UW community and beyond. The faculty see law and law-like systems as social processes that are shaped by a wide range of phenomena. We are committed to the study of law from a strong interdisciplinary perspective, and believe we combine our disparate intellectual backgrounds into a surprisingly cohesive whole. We also see law as an increasingly global phenomenon, and one that is commonly infused with the talk of rights and their protections. Accordingly, our curriculum is strongly comparative; we challenge students to recognize the variety of forms that law can take across time and space. Our curriculum is also heavily focused on contemporary justice issues of considerable consequence. Students thus describe that curriculum as highly relevant and immensely challenging.

LSJ majors pursue a wide range of paths after graduation. Although we lack precise data on our alumni's trajectory, we do have sufficient evidence to know that a sizable percentage pursue post-baccalaureate training, commonly in either law or public administration. Others work in the legal arena or in government service, including criminal justice. Yet others enter the professional work force and thereby find employment with such local enterprises as Starbucks, Amazon, Google, the Gates Foundation, Microsoft, and many others. In short, LSJ appears to succeed as the strong liberal arts program it aspires to be, and thus prepares its graduates to move capably in a variety of directions.

LSJ offers a bachelor's degree and a graduate certificate. We have seen steady growth in student interest in our courses and our undergraduate major and minor. As Figure 1 demonstrates, our undergraduate majors grew steadily over the past nine years, and we are on track for a record number of 222 majors this spring. Figure 2 shows an even greater increase in the rate of applications to the major. That number has more than doubled in the same time period. This has meant, unsurprisingly, that our acceptance rate in our competitive admissions process has

declined sharply in recent years. Whilst we admitted more than 80 percent of those who applied in the 2007-08 school year, that number dropped to 45 percent in 2014-15.

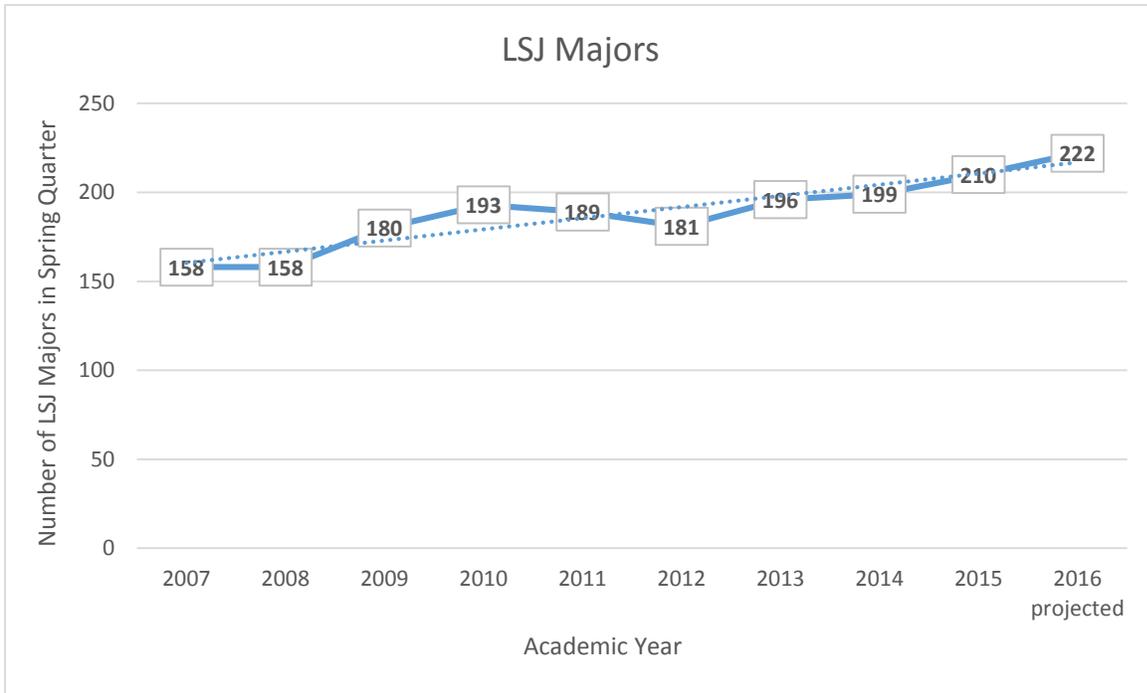


Figure 1: Numbers of LSJ Majors

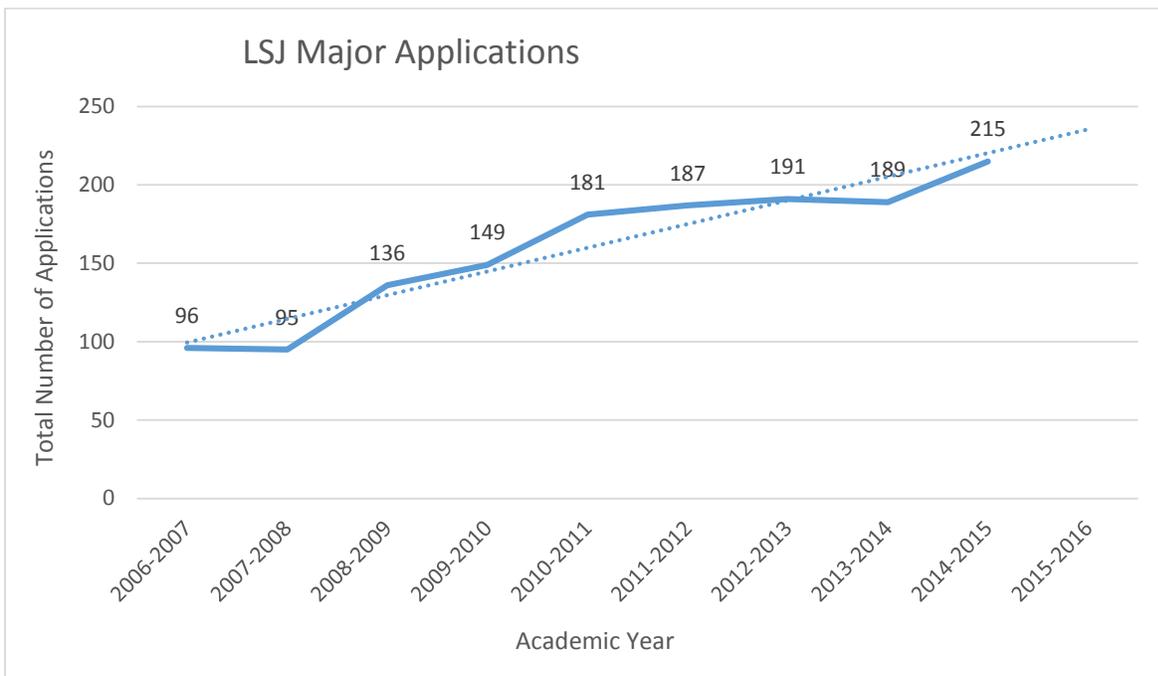


Figure 2: Numbers of Applications to LSJ Major

In addition to increases in interest in our major, we have also seen notable increases in student credit hours in recent years. LSJ has thus diverged from the downward trend in student interest that has afflicted other social science units. Figure 3 illustrates the trend.

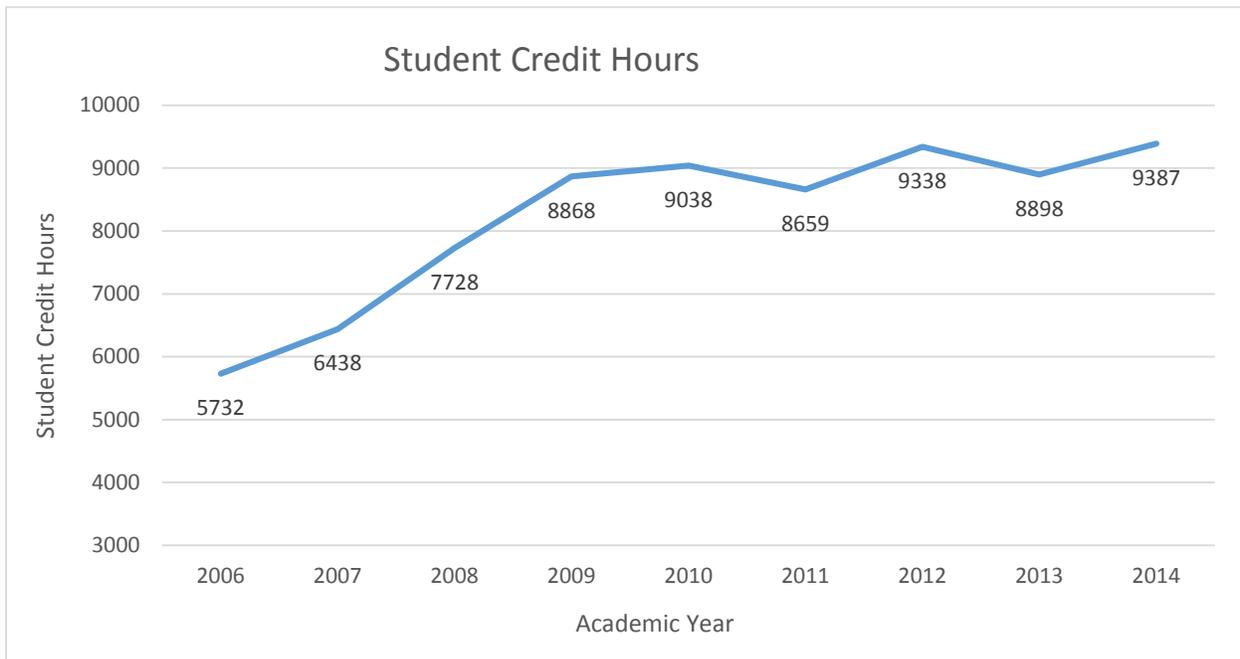


Figure 3: LSJ Student Credit Hours

Staffing. At the time of the last review, LSJ had one full-time adviser and a .15 time administrator. LSJ now has one full-time adviser, and three half-time positions: an administrator, an adviser, and a program assistant. The full-time adviser has been in her job for about three years. Although she replaced a long-standing and well-regarded adviser, she has infused the advising office with impressive energy and creativity; reviews from students are universally glowing. Her work is at least partially responsible for the continued growth in student interest in LSJ. This not only creates the need to provide advising services to a larger number of majors, but to pre-majors, as well. Prospective majors frequently talk with advising staff to learn more about the program and its application process. Because many students apply more than once, they commonly meet with advisers to improve their second and even third applications. As we describe below, we also believe that our well-executed advising strategy helps explain the diverse nature of our pool of applicants to the major.

The growth in demand for advising services made necessary the hiring of a second adviser. This half-time position was filled this past fall by a recent LSJ alumnus. Her energy and creativity are also on display, through her advising-related tasks and also her work on the website and social media outlets. The half-time administrator was made necessary by continued program growth. Her work includes the oversight of our fiscal machinery, but also assistance in our ongoing effort with alumni outreach and advancement. And the program assistant, on staff now for about three years, provides receptionist, clerical and other valued services.

The acquisition of the new office space has provided a much-needed centralization of the staff, who now occupy the main office complex. In years past, LSJ staff were not contiguous, which made communication and co-ordination much more difficult.

In terms of academic staffing, LSJ has seven faculty with actual appointments in LSJ, and three very active adjuncts, all with appointments in Political Science. It also shares a full-time lecturer with Sociology. Of the seven with LSJ appointments, all but one, Arzoo Osanloo, have a joint appointment with such other units as American Ethnic Studies, Geography, the Jackson School of International Studies, Political Science, and Sociology. LSJ has retained all of the six faculty hired in its first few years (Beckett and Steve Herbert in 2000, Rachel Cichowski and George Lovell (adjunct) in 2001, Godoy and Osanloo in 2002), despite numerous efforts by other universities to recruit them. Beckett, Godoy, Herbert, and Lovell have all been promoted to full professor since the last review, and Cichowski and Osanloo are on the cusp of that transition. Two of the other active adjuncts, Michael McCann and Jamie Mayerfeld, are also full professors. Carolyn Pinedo Turnovsky, hired in 2011 as a joint appointee with American Ethnic Studies, and Stephen Meyers, hired in 2015 as a joint appointee with the Jackson School, are both assistant professors. LSJ lost one appointed faculty member since the last review, Gad Barzilai, who is now dean of the law school at Haifa University in Israel, and one adjunct, Naomi Murakawi, now at Princeton. The demographics of the LSJ faculty are thus on the top-heavy side, a reality that will be exacerbated when Cichowski and Osanloo are promoted.

LSJ has a director, who is appointed by the Dean of the College of Arts and Sciences. CLASS also has a director, who is appointed by the LSJ director.

Governance. As a fairly small unit, LSJ does not have an especially elaborate governance structure. Small committees deal with targeted issues. The most significant of these is the admissions committee, which meets quarterly. Two faculty members constitute this committee each quarter; service rotates amongst the appointees. Additional committees determine the recipients for the Stromberg Scholarships, and the winners of undergraduate awards. LSJ has also had an executive committee in recent years, upon whom the director relies for advice and counsel on emerging issues and trends.

The faculty as a whole take all major policy decisions, and respect a strong culture of consensual decision-making. Because both the undergraduate major and the graduate certificate program are well-developed, they do not require much by way of continuing faculty attention. That said, we did spend considerable collective effort four years ago addressing a needed shift in our undergraduate curricular structure. As the last review noted, we faced issues ensuring a wide swath of criminal justice focused courses. Although we have continually offered some such courses, we could not guarantee sufficient numbers to justify a dedicated track to that area. As a result, we shifted to a two-track structure, with the tracks being “Comparative Legal Institutions” and “Rights”. This structure still enables students to take courses on criminal justice topics, but provides greater ease in progress toward graduation.¹ We also devoted several discussions last

¹ The previous review committee expressed understandable concern that the elimination of the criminal justice track would reduce undergraduate interest in the major, and lessen the degree of diversity in the major population. Fortunately, neither of these possibilities came to pass; interest in the major has increased in recent years, as has the level of diversity represented in our undergraduate major population. In addition, we have been able to maintain a strong curricular presence in the area of criminal justice, due to permanent funding of a full-time lecturer and through use of temporary teaching monies from the divisional dean.

year to the structure of the graduate certificate program. These experiences suggest our general “committee of the whole” approach works well, although if either the undergraduate or graduate programs grow in size or complexity, it may be necessary to institute standing committees for one or both, to enable more focused and ongoing attention to their evolution.

Budget. The LSJ state budget is overwhelmingly devoted to faculty salaries. The most fungible parts of our state budget, historically, are those devoted to salaries for independent instructors and teaching assistants. This is an area of strong concern on our part. Our core faculty is not large, and most are involved in administrative tasks that often necessitate releases from teaching. As a result, we rely heavily on outside instructors and senior PhD students to fill out our curriculum. Our ability to continue to meet existing student demand for our courses, much less offer more courses, is critically contingent on continued resources for independent instructors. These instructors have offered such popular and challenging courses as “Crime, Law, and Mental Illness,” “Children, Families, and the Law,” “Miscarriages of Justice,” and “Sexuality and the Law,” amongst many notable others.

Our state budget also includes modest amounts for faculty travel, office supplies, and other miscellaneous items.

Spending on matters unrelated to teaching salaries – research and extra travel monies for faculty, support for convocation, symposia, and community-building events like career panels and Days of Service – has largely come from the \$8,000 - \$10,000 annually provided from the Evening Degree Program and Extension. That these monies will soon evaporate is a great concern. As the next section notes, advancement efforts are developing apace, and may eventually make up for this impending shortfall, but we may face some funding challenges in the interim.

Advancement. The previous self-study identified alumni outreach and associated advancement projects as needs for the program. The recent period has seen several notable developments along these fronts. These include:

- Regular alumni events, most notably an annual social event in the fall, and at least one Day of Service a year, which involves local alumni and current students working together at a facility operated by the Downtown Emergency Services Center;
- The creation of an active Alumni Outreach Council, which includes six to eight local alumni who help to plan events and to develop an advancement strategy;
- The creation of two new endowed funds. One of these is dedicated to the memory of Karin Stromberg, the first LSJ adviser, and provides scholarship support to LSJ majors who study abroad. The other honors the memory of Timothy Richard Wettack (LSJ class of 2010), and provides support for prison-based instruction for LSJ majors. All told, we raised more than \$100,000 for these funds, spread across dozens of donors;
- The development of a public relations strategy, which includes regular news stories on the program website; an active Facebook page; a LinkedIn group; and annual alumni newsletters;
- The active involvement of local alumni in annual career panels, and in our newly-launched mentorship program;
- The development of close and productive relations with the Advancement office in the College of Arts and Sciences. These relations have created new openings for potential major gifts, which we are pursuing as thoughtfully and patiently as possible.

There is more work to be done here, but the general strategy is to maintain ongoing relations with our alumni, and to anticipate appropriate moments to solicit financial support for the program. We plan to use the upcoming 15th anniversary of LSJ to host an event for our local alumni, and to use that occasion to intensify requests for financial support. At the same time, we recognize that most LSJ alumni are early in their careers, and hence these public outreach efforts may not yield much by way of advancement support for some number of years.

Diversity. The population of LSJ majors can be described as diverse. As Figure 4 depicts, the percentage of non-white students in our major has increased steadily over the past seven years. Because the absolute number of white students has remained largely constant over that period, much of the growth in the major population has thus come from increased interest on the part of non-white students. As Figure 5 indicates, much of the non-white student population is either Latino or Asian American. We would thus do well to increase our outreach to the African-American and American Indian student communities.

The LSJ major community is also disproportionately female. In recent quarters, it has been common for 75 percent of our majors to be female. We are uncertain how to explain this pattern, but we suspect a contributing factor is the fact that five of the seven faculty with appointments in LSJ are female.

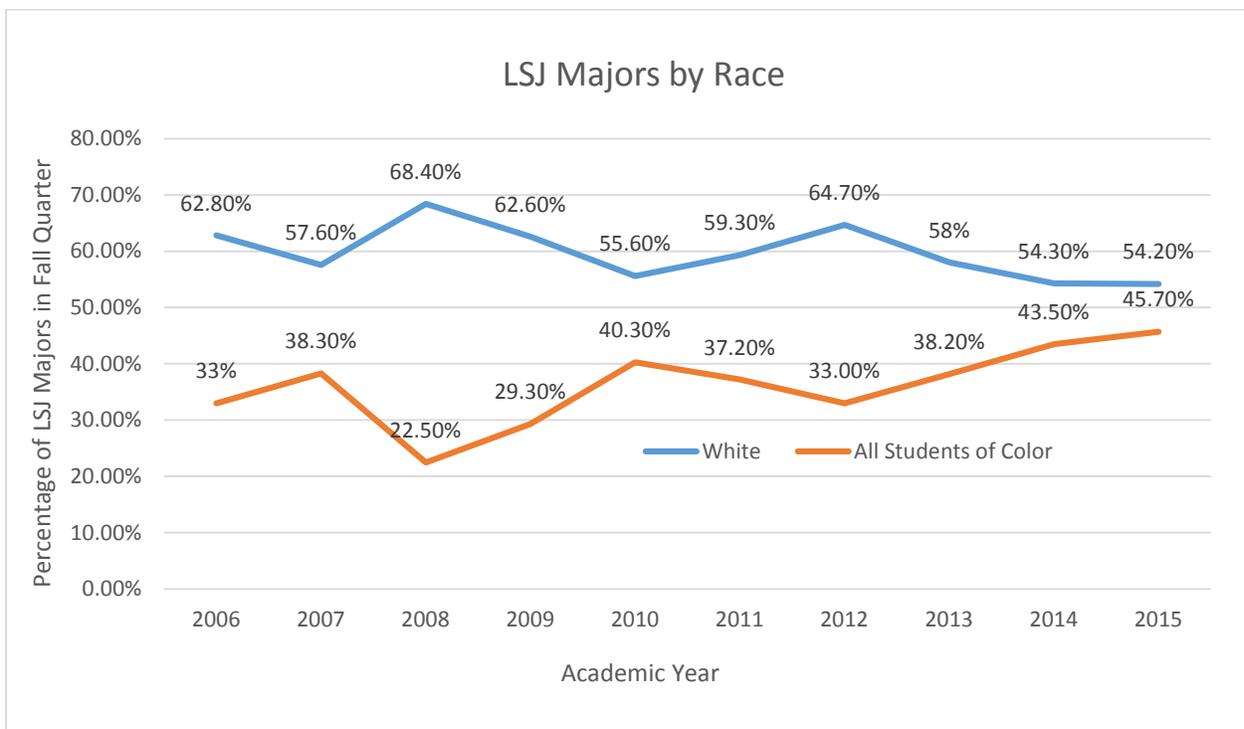


Figure 4: LSJ Majors by Race

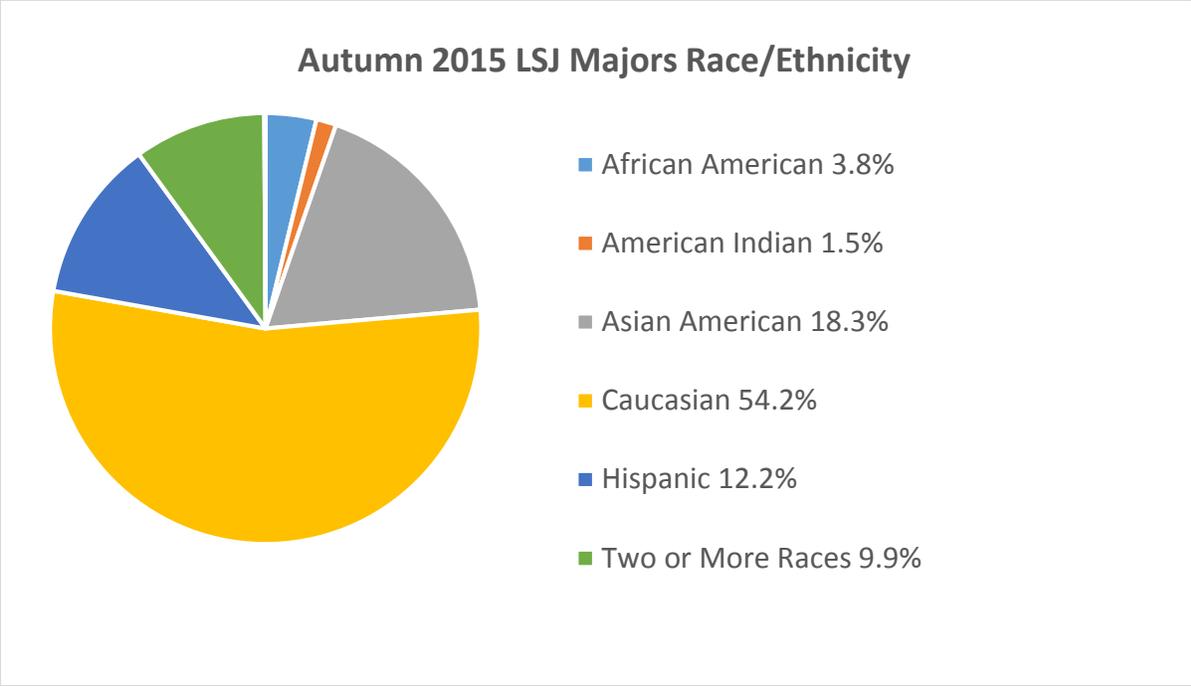


Figure 5: Autumn 2015 LSJ Majors Race/Ethnicity

We are especially heartened to see interest in LSJ from students in the Educational Opportunity Program (EOP) in the Office of Minority Affairs and Diversity (OMAD), which promotes academic success and graduation for under-represented ethnic minority, economically disadvantaged and first generation college students at the University of Washington. We have gathered data on the presence of EOP students in our applicant pool for the past two and a half years. Those data reveal that EOP students currently compose more than 25 percent of our applicant pool, and that they are admitted at about the same percentage rate (50 percent) as the applicant population as a whole.

We are not entirely certain what accounts for the more diverse applicant pool in LSJ. Our curriculum is likely part of the explanation, because it highlights attention to issues of difference in at least three ways. *First*, our curriculum rigorously focuses attention not only on demographic features but, more importantly, on the “socially constructed” differences in identity, worth, inclination, and power of variously categorized citizens or traits. These often pliable categories and markers of identity hold huge implications for differential citizenship status, power, inclusion/exclusion, and justice/injustice. *Second*, our defining commitment to comparative cross-national and transnational study further advances attention to diversity. The LSJ curriculum draws attention to differences among nations and regions in an increasingly globalized world, beyond a narrow focus on differences among citizens within the United States. *Finally*, the LSJ curriculum is committed to ideals of citizen tolerance and genuine respect for difference. Concepts such as justice, rights, equality, and the like are interrogated throughout the LSJ curriculum as normative standards that are both internal and external to law. In this pursuit, questions of difference arise at every point.

The faculty group is united by commitments to basic principles of justice and rights as essential foundations of citizenship, although they approach those norms from a variety of different

substantive and pedagogical angles. Our very program title – Law, Societies, and Justice – expresses all these linkages in direct, clear terms. LSJ’s close and longstanding connection to the Disability Studies Program is another strong expression of this commitment.

The LSJ program also emphasizes relentless interrogation of different forms of knowledge and different ways of knowing as a substantive component of contemporary education. This focus addresses both issues of different knowledge forms themselves and their linkages to different citizens’ social situation or traditions. To understand differences among people, we believe, we must become more attentive to the different ways in which people know, the different sources of knowledge, and the different types of normative claims that separate and, potentially, enrich us. Our deeply interdisciplinary approach to research and teaching itself reflects this profound sensitivity to and curiosity about different ways of knowing.

We also believe it likely that our advising team is at least partially responsible for the diversity of our undergraduate major population. That team utilizes a strengths-based, empowerment advising model. Research indicates that students from underrepresented backgrounds are more likely to succeed academically with a strengths-based (versus a deficit-based) approach. From an empowerment perspective, the advising staff works with all students to enable them to be the best advocates for their own success. So, for example, instead of simply telling a student they need to petition for a reinstatement of financial aid, staff work with them to craft the petition together, to help empower students to do such work on their own in the future. The advising team also practices “intrusive advising” for underrepresented students who may be at a higher risk of dropping out. This involves reaching out directly to students with personalized reminders of deadlines, tasks, and opportunities as well as offers of support, instead of solely relying on the student to reach out to the adviser for help.

This intrusive advising is enabled, in part, by continual monitoring of the satisfactory progress of all students, but especially students enrolled in the Equal Opportunity Program. The LSJ Advisers reach out directly to EOP LSJ majors who fail to uphold satisfactory progress as defined both by the UW financial aid office and by the UW Registrar. Advisers then work directly with these students to assist them in re-establishing satisfactory progress. Because maintaining financial aid eligibility is of especially crucial importance for underrepresented and low-income students, the Advisers work with students in these groups to create specific plans for academic success. The advising team works directly with EOP OMAD Advisers to: recruit underrepresented students to the major; clarify program requirements and the application process; ensure that underrepresented students successfully transition from pre-major advising in OMAD to major advising in LSJ; and provide coordinated wrap-around advising support.

In addition, the advising team regularly attends trainings to learn best practices for supporting and working with LGBTQ students, students with disabilities, students of color, first generation students, veterans, undocumented students, and student survivors of abuse and sexual assault. The Advising team also maintains relationships with the Veterans Center, OMAD, Disability Resources for Students (DRS), the Q Center, and Health & Wellness to support students in these marginalized groups. The advisers also provide direct support to transfer students who are prospective LSJ majors, both before and after they apply to UW. In LSJ’s experience, students of color and first generation students appear to be overrepresented among transfer students.

On an interpersonal level, faculty also likely deserve some credit for the levels of diversity in our undergraduate major population. The faculty all practice various forms of “active learning”

classroom strategies, which have been shown to reduce barriers to education that the economically-disadvantaged might otherwise face. In addition, the LSJ faculty are generally seen by undergraduates as approachable and friendly, and genuinely concerned about student progress. Although our culture could be yet more welcoming, we do endeavor to make LSJ a community in which there is a treasured place for a diverse range of students.

A diverse community of majors is certainly a preoccupation of our admissions committee every quarter. The admissions committee works intentionally to admit a range of students from a variety of backgrounds and identities, and encourages students to explain in their personal statement how their own background informs their interest in the LSJ major.

Given the size of LSJ, we are uncertain whether creating a stand-alone Diversity Committee would assist us in further accentuating our efforts at an inclusive community. We are certainly willing to provide ongoing discussions of any such efforts at our regular faculty meetings. For instance, our March faculty meeting included a presentation by Leadership Without Borders on the challenges facing undocumented students on the University of Washington campus. We also anticipate using the LSJ Advisory Council as a springboard for conversations about underrepresented LSJ students' experience in the major, and using the exit survey to elicit student feedback on such matters. We could, for instance, ask more intentional questions to our students about whether/how they see their own identities reflected in the curriculum, and whether they feel welcome and supported to speak up in class and in other LSJ-related spaces.

A. II. Teaching & Learning

The Law, Societies and Justice Program offers an undergraduate major and minor, and a graduate certificate program. LSJ also provides support to the Disability Studies Major and the Human Rights Minor. LSJ seeks to train students in critical approaches to the study of law in its manifold relations to societies and justice. As such, LSJ does not shape its curriculum and instruction to help students prepare for law school. Rather, we approach legal studies as an independent and autonomous field of social science and humanistic inquiry that is both multi- and interdisciplinary.

Through the wide-ranging interests of its faculty, the LSJ curriculum offers courses that are substantively diverse and methodologically distinct. One of the significant outcomes of this approach is that students encounter and explore social issues from multiple perspectives. LSJ's curricular strengths are not exhausted through disciplinary and empirical diversity. Our faculty's breadth of research expertise, topically and geographically, also provides students with substantive knowledge about numerous topics in different parts of the world. LSJ students thus gain the skills that are essential to a liberal arts education: to think, write, and speak with critical engagement and nuance about the complex and pressing issues facing the world today.

Student Learning Goals and Outcomes: LSJ faculty come together around core learning objectives that include engaging students to **improve their reading, writing, and critical thinking skills**. To prepare students to approach socio-legal topics and concepts with nuance and analytical thinking, LSJ offers a range of courses with different approaches. The faculty's diverse disciplinary backgrounds permit students to become familiar with different kinds of readings and approaches to critically studying contemporary issues. For instance, Professors

Beckett and Herbert offer the introductory course in socio-legal studies (LSJ 200), drawing from their unique disciplinary backgrounds, Sociology and Geography, respectively, while engaging students in *how to think* about core issues in sociolegal studies. Similarly, Professors Godoy, Mayerfeld and Osanloo offer human rights courses that draw from their respective disciplines, Sociology, Political Science, and Anthropology, but each also frames human rights issues through socio-legal studies' emphasis of critical engagement with questions of history and power through which our understandings of human rights take shape.

While most courses provide a theoretical framework, these frameworks will sometimes vary and allow students to think through important issues of our time, such as policing and social control or immigration and refugee crises, through diverse analytical perspectives.

A number of our courses emphasize **empirical application** to give students an opportunity to apply the theoretical concepts they have encountered. For instance, Prof. Cichowski's *Women's Rights as Human Rights* course (LSJ 327) exposes students to the complex issues – social, political, economic and legal – that characterize women's rights around the globe. The course emphasizes key substantive areas of rights – from reproductive rights to health rights – at the domestic level. The focus then shifts to women's rights at the international level in areas like rape as a war crime and sex trafficking. Lectures are complemented by group projects and student presentations that apply concepts to actual situations. Each student is engaged in independent research on a topic of women's human rights. The research culminates in a paper and a presentation that makes use of the classroom technology and interactive learning spaces. The course also includes direct engagement with community organizations.

Professor Godoy's *Human Rights in Latin America* course (LSJ 322) emphasizes that human rights are a fluid and changing concept, best understood by localizing and contextualizing struggles for human rights and by listening to the voices of those leading these struggles. Thus, in LSJ 322, Professor Godoy provides opportunities for students to engage in direct conversations with human rights actors from different Latin American countries through Skype calls into the classroom, including calls from torture survivors and families of the disappeared. This commitment to requiring students to apply theoretical concepts to real scenarios is common across LSJ courses.

Another learning goal, which builds on the emphasis on empirical application, is that of motivating students to develop **research skills**. In this capacity, many LSJ courses focus on helping students develop their own original work, not an inconsequential result of their liberal arts training. During the course of completing their major requirements, LSJ students have several opportunities to develop research skills. One of those opportunities is found in the required departmental seminar in which students often develop original research projects. For instance, in her course on refugees and asylum-seekers (LSJ 425), Professor Osanloo assigns a series of writing assignments that build on one-another, starting with 1-page "no-stakes" reading responses, and a mid-term analytical essay that culminates into a final original research paper. In these, students select, research and write about a particular issue related to contemporary refugee crises, and present their work to the rest of the class.

Professor Godoy's business and human rights course (LSJ 491A) approaches the seminar as a workshop in which students develop their own original research projects from the outset and construct a specific case study in corporate social responsibility. Students conduct rigorous original research through interviews, little-explored online databases, and other sources that

require preparation to use. The goal is that by the end of the term, students are able to draw their own conclusions based on the empirical evidence uncovered. They share their finished products with other students through both written work and in-class discussions.

In another innovative approach to developing research skills, Professor Mayerfeld's seminar on the prison at Guantanamo (LSJ 491B) asks students to select a prisoner and to research his life. Through a series of prompting tasks, students develop a journal about the prisoner, which serves to humanize that person. Professor Mayerfeld provides guidelines for how to learn more about the prisoners and then gives them regular journal assignments that require them to conduct original research for their entries. Students share their findings with the rest of the class at regular intervals. At the close of the course, students' journals develop into research case studies.

LSJ's emphasis on research and writing accompanied by close faculty engagement and supervision has helped students develop their ideas beyond the classroom. One mechanism for doing so is the "group honors" course, first offered in 2012. The group honors course requires enrolled students to work together on a research project under the active guidance of a faculty member. Commonly, the students work with a local organization, who participates in the creation of the research project, and who ostensibly can employ the resulting research toward organizational ends. LSJ has worked with the Seattle City Council, Columbia Legal Services, One America, and the Concerned Lifers' Organization on these projects.

Our individualized honors option also remains available to students, and is pursued by about a dozen students a year. A number of students in such courses have moved their research projects beyond the seminars in which they started them to develop highly-polished Honor's Theses and Independent Research Papers. Students engaged in such focused writing have been awarded university-wide awards, including the Mary Gates Scholarship, the Boren Fellowship and the Dean's Medal.

LSJ's diverse research programs and courses provide LSJ majors with a breadth and depth of instruction that helps them to *think comparatively and de-center the North American context*, and sometimes from a subaltern point of view. Professor Cichowski's course on comparative law and courts (LSJ 367) allows students to consider alternative approaches to judicial institutions and justice. Professor Godoy's course on human rights in Latin America (LSJ 322) emphasizes the roles of indigenous actors in the struggle for human rights. Professor Mayerfeld's course on Guantanamo is an excellent example of helping students learn about the lives of distant others. Professor Meyers's course on Human Rights and International Development (LSJ 490) gives students the opportunity to interrogate development and its supposed beneficiaries. Professor Osanloo's course on post-conflict reconciliation (LSJ 426) helps students think through modalities of justice and accountability in both transnational and varied domestic contexts. Comparative analytical approaches emerge even in courses largely focused on a particular national context, such as Professor Pinedo-Turnovsky's course on citizenship, immigration and rights (LSJ 329), in which she emphasizes the privileges and rights of some categories of citizenship over others. Professor McCann's law in society course (LSJ 363) introduces comparative cross-national perspectives and attention to global interdependencies.

The emphasis on comparative thinking and decentering of North America strengthens critical thinking skills, to be sure, but such exercises also contribute to fostering students to become more globally-minded. As such, comparative training contributes to one of the more unique goals of the LSJ undergraduate major, to develop capacities and opportunities for *empathic civic*

and civil engagement and active global citizenship. LSJ courses are broadly engaged with pressing social, political and cultural issues of our times. Professor Herbert's Law, Justice and the Environment course (LSJ 474) asks students to examine several contemporary environmental issues. Through its debate format, students not only learn about crucial environmental concerns, but also form intelligent opinions and examine them with their peers in open dialogue. In an innovative approach to engagement, in her course on immigrants and labor (LSJ 422), Professor Pinedo-Turnovsky has her students keep a "work journal" at a site in which they conduct fieldwork and take observational notes on their surroundings and interactions.

LSJ's promise of empathic civil engagement is especially well-exemplified by our recently-established "mixed enrollment" courses at the Monroe Correctional Facility. These courses enroll equal numbers of LSJ students and incarcerated students. The prisoner students are part of University Beyond Bars (UBB), a non-profit organization that provides college preparatory and college-level courses for Monroe inmates. The mixed-enrollment courses work on more than just the substantive and theoretical levels discussed thus far, because they allow LSJ students to sit in a classroom alongside inmates. To the diversity already evident inside LSJ's campus-based classrooms, the mixed enrollment seminars provide LSJ students with an unparalleled diversity of experience and opinion. The impact of these courses on the enrolled students – both from LSJ and from UBB – has been quite profound. LSJ students describe transformative experiences that they could not have previously imagined, as their latent stereotypes of prisoners are exploded, and as they develop respectful relations inside the classroom. These courses have enjoyed recent media attention, in such outlets as the *Seattle Times*, attention that has helped solidify LSJ's reputation for challenging and enriching curricular experiences. The creation of the Timothy Richard Wettack Fund will enable these courses to continue into the future. Resources from the fund pay for the cost of transportation for the LSJ group to and from the prison, and for the reading materials for the UBB students.

Student satisfaction. Student satisfaction is assessed through continual dialogue between students and faculty as well as between students and LSJ's undergraduate advisors, with whom they meet regularly. The advising staff also convenes regularly with an undergraduate advisory council in order to gauge students' needs, concerns, and desires for the LSJ major. In addition, LSJ has invited graduating seniors to complete an exit survey since 2012. These exit surveys ask students to evaluate their learning experience and to offer their suggestions for enhancing the learning of future LSJ majors.

Almost all LSJ majors who complete exit surveys consistently indicate that LSJ courses, faculty, and graduate student TAs advanced their learning to a significant degree in relation to each learning outcome for the LSJ major. The exit surveys show that students believe that the major especially strengthened their abilities to: think critically; understand and value diverse people and cultures; engage in comparative analysis; develop skills and attitudes that foster lifelong learning; analyze issues from multiple perspectives; and write effectively. In their graduating senior reflection meetings with LSJ Advisers, students indicate that they particularly enjoy LSJ's small seminar courses, the variety in the curriculum, the willingness of faculty to provide mentorship, and the opportunities for learning outside the traditional classroom setting (through the LSJ internship, honors research, service learning, study abroad, and the mixed enrollment course).

Students frequently comment that they wish LSJ provided more opportunities for career development. Due to this feedback, LSJ is launching a pilot alumni-current student mentorship program this spring that matches current students with local alumni working in their intended career field. We have also expanded our programming to include a career networking night with local alumni, as well as workshops on graduate school options and “gap year” programs.

Instructional Effectiveness: Faculty assiduously seek to improve their courses to meet students’ individual learning needs. Even within their courses, faculty tailor work to address students’ concerns, needs and subjective interests. Yet it is also the case that students may not fully understand or feel the full impact of their training until they have moved into careers or graduate school. Faculty attest to this from the comments they receive from the LSJ alumni, many of whom stay in touch long after graduation.

LSJ courses broadly avoid rote memorization. The preferred mode of evaluation is that students demonstrate their analytical skills through written, short-answer exams, essays, and research papers. Many courses also contain oral components, such as presentations and debates. Importantly, many LSJ courses design assignments to connect to one another and to build slowly throughout the 10-week quarter into a larger research paper or project.

To improve and enhance the quality of student education, LSJ faculty make use of on-campus teaching workshops and consult regularly with staff at the Center for Teaching and Learning (CTL). The CTL review syllabi, especially assessment methods, and attend class sessions in order to observe and sometimes even talk with students individually to evaluate their learning needs. Afterwards, CTL staff make recommendations to faculty for improving student learning. During one of her consultations with CTL staff who had met with students in her human rights class, Professor Osanloo learned that students stated that they would benefit from empirical examples of a unit of study that was in the syllabus. Professor Osanloo then shifted her lecture style accordingly.

LSJ’s collaborative faculty also sit-in on colleagues’ courses to review junior faculty, as required, but they also observe new teaching techniques and employ them. At faculty meetings, colleagues sometimes introduce and discuss new teaching techniques they have learned and employed successfully. LSJ faculty also take a flexible approach to teaching, even changing requirements during the term to make learning more accessible to students. For instance, in her senior seminars, Professor Osanloo reserves pockets of time during sessions that can be used, if needed, for in-class writing exercises, both to help with brainstorming and to employ a peer-review evaluation method among students. Another time, when the migration crises spread to the Mediterranean Sea, Professor Osanloo changed course readings and led a Q&A style discussion, shifting from the usual inductive method of a small group format to accommodate the more immediate concerns precipitated by the crisis.

Faculty also use course evaluations and individual meetings with students after the conclusion of a course to address concerns and enhance teaching. Many of the LSJ faculty make use of the latest teaching technologies available at the UW to enhance students’ learning experiences. For instance, Professor Cichowski redesigned her *Women’s Rights as Human Rights* course (LSJ 327) to make use of the University of Washington’s Active Learning Classrooms. The 100 students in class are grouped into 10 tables to share a common digital display and collaborative

learning technologies. The students work on individual research projects that they then present at the end of the term, using the classroom technology and interactive learning spaces.

Teaching and Mentoring Outside the Classroom: LSJ students can enlist faculty in individualized mentoring outside of the classroom; this commonly occurs with minority, under-represented, and international students. Through their research and teaching, LSJ faculty develop opportunities for students to sometimes work alongside them. For instance, Professor Godoy, Founding Director of the UW's Center for Human Rights, enables students to assist with a number of the Center's projects pertaining to human rights accountability for victims of atrocities in El Salvador, Guatemala, and other parts of Central and South America. Through engagement with "mixed enrollment" courses, LSJ faculty mentor inmates pursuing higher education. LSJ faculty also lead regular study abroad courses in Rome and Amsterdam, each of which involve considerable student time in various field sites.

Another method of teaching and mentoring outside of the classroom is service learning. Many LSJ faculty (Cichowski, Godoy, Mayerfeld) permit students to include a service learning component in their courses, allowing students to apply their thinking and learning of a topic to real life situations. LSJ faculty also supervise Honor's Theses and Independent Study projects regularly. In addition, most every faculty is involved in informal mentoring by including students in research tasks and meeting independently with students who seek individualized advice and support. Professor Osanloo regularly supervises research projects with students from refugee families and many with diverse backgrounds, particularly from the Middle East and North Africa region. As the Director of UW's Title VI National Resource Center for Middle East Studies, Professor Osanloo also meets with LSJ students informally to discuss the various issues and crises in the Middle East with which they are concerned. Professor Pinedo-Turnovsky's concerns with citizenship and immigration in the United States have drawn students with diverse backgrounds, including those from undocumented families, to explore individual projects, concerns and interests with her. More could be said here, but suffice it to say that LSJ faculty frequently mentor and advise students in a wide array of extra-classroom pursuits.

As a major dedicated to public engagement and service, LSJ requires students to complete an internship. Student interns engage with organizations while enrolled in an internship course under faculty supervision. This experience gives students excellent opportunities to apply some of what they have learned as LSJ majors. At the same time, faculty supervision of student interns allows students to deepen the intellectual quality of their internship experience.

Given that one of LSJ's key learning goals is to foster civil engagement and global citizenship, LSJ also seeks to instill values of empathy and self-reflection. As a part of that aim, LSJ convenes regular "Day of Service" events, which allow LSJ majors to give back to their communities. LSJ's day of service events permit current students to interact with both alumni and faculty. It also allows them to learn about and support the work of local organizations doing exemplary work in social justice.

Finally, LSJ students are curious, intellectually rigorous, and eager to learn about the world outside of university-life. To feed their interests, LSJ offers real-world engagement for the students, not only through the above-mentioned internships and day of service events, but also by sponsoring events that permit students to learn about future careers, evidenced by career panels that LSJ organizes with former alumni, pizza lunches with students and individual faculty

members, and LSJ happy hours. These events allow for the cultivation of respectful relationships between students, faculty, and alumni.

Graduate Education: Since its inception, graduate education has been a key component of the LSJ/CLASS vision and practice. The Comparative Law and Society Studies (CLASS) Center encompasses the research-oriented activities of the LSJ program faculty and administers an interdisciplinary graduate certificate program in Law & Society Studies. Doctoral students from the social sciences, Evans School, and Law School are eligible to apply to the certificate program. PhD students who are accepted into the certificate program are designated as CLASS Fellows, and are eligible to receive a certificate designating completion of an independent, interdisciplinary law and society program.

The goal of the certificate program is to provide an opportunity for Ph.D. students from varied disciplines to immerse themselves in socio-legal studies taught from at least two, and often more, disciplinary perspectives. Students must complete at least three CLASS-approved graduate courses to earn a CLASS certificate. Currently, CLASS approved graduate courses include any course taught by a CLASS faculty member² and JSIS 599 (Law, Rights & Governance). In order to ensure broad, interdisciplinary exposure to socio-legal studies, CLASS Fellows must complete the following: 1) The LSJ/CLASS “core course” (Political Science 561 (Law & Politics)); 2) any other CLASS-approved graduate course that is offered outside of their home department; 3) and any other CLASS-approved graduate course.

In addition, in order to fulfill the graduate school’s “capstone” requirement, students pursuing the CLASS certificate are required to develop a research paper using law and society materials and to present it in our ongoing workshare group and/or the annual meetings of the Law and Society Association. (Financial assistance is provided to make this participation possible). This serves several functions. First, by regularly participating in the workshare group both as commentators and presenters, students interact with other graduate students and faculty; this provides an opportunity for professional socialization. Second, students gain experience in presenting their work and incorporating feedback from their colleagues. Finally, by traveling to the annual conference and presenting their work in that venue, students gain important professional experience as well as networking opportunities. Students are encouraged to submit their capstone paper for publication once this process is complete.

We currently have 35 students in the certificate program, 18 of whom have completed their requirements. We have 25 alumni of the program.

CLASS Fellow learning and satisfaction have been assessed in a variety of ways. First, once a year, the CLASS Director holds an informal brown bag with CLASS Fellows in which graduate students are encouraged to share their experiences, offer suggestions for program improvement, and request additional activities. In addition, the CLASS Director now appoints a CLASS

² These include Katherine Beckett, Rachel Cichowski, Angelina Godoy, Steve Herbert, George Lovell, Jamie Mayerfeld, Michael McCann, Stephen Meyers, Joel Migdal, Arzoo Osanloo, and Carolyn Pinedo-Turnovsky.

Advisory Committee consisting of CLASS Fellows from varied units. This committee serves as an additional means by which CLASS Fellows can communicate with the CLASS Director.

Establishing these communication routes has been quite fruitful. For example, through these fora we recently learned that some CLASS Fellows – mainly those in the Political Science Department – struggle to complete a course taught by an LSJ faculty member from another department. (Many LSJ faculty are currently serving as heads of units or centers, and thus are teaching graduate courses less regularly than was previously the case). In response to this feedback, we recently added a new course – JSIS 599 – to our list of courses that satisfy the certificate requirements. We also modified our requirements such that students who have been unable to complete a CLASS course outside their home unit, but have otherwise taken three CLASS-approved courses, may petition the CLASS Director for permission to waive the “out of department” requirement. To support such a petition, students are asked to write a letter to the CLASS Director that explains: a) Why they were unable to take CLASS approved course outside of their home department; and b) how the in-department courses taken to satisfy the CLASS requirements included substantial inter-disciplinary content. We also elected to allow students to petition to count a third course that is not a CLASS-approved course but has substantial socio-legal content toward the certificate.

Instructional effectiveness is mainly evaluated through teaching evaluations. CLASS faculty interact with CLASS Fellows in a variety of other contexts, including the aforementioned workshares, professionalization workshops that focus on issues specific to this interdisciplinary field, talks by outside visitors, receptions, parties, and practice conference and job talks. Of course, CLASS faculty also interact with CLASS Fellows by serving as advisers and committee members; CLASS Fellows’ committees typically include CLASS faculty from various departments.

CLASS has prospered in recent years through oversight provided by its own dedicated director. Professor Cichowski played this role for several years; Professor Beckett is in her first year in that post. The creation of a CLASS director separate from the LSJ director provides greater opportunity for attention to each. CLASS also now has its own revenue stream, one based upon support from the various units whose students benefit from CLASS and its certificate program, including Political Science, Sociology, Geography, the Jackson School, and the School of Law. The College of Arts and Sciences also provides a half-month summer salary to compensate the CLASS Director. We are hopeful such funding can continue, to enable greater flexibility and capacity in ensuring the continuing intellectual vibrancy of the CLASS community.

A. III: Scholarly Impact

Research Publication Output. LSJ faculty have excelled in their research output as much as in their teaching of students. One indicator of research productivity is that the original five members of our faculty who were hired as Assistant Professors were promoted to Associate Professor in timely fashion, and three of them (Beckett, Godoy, Herbert) were promoted quickly to the rank of Professor; the other two (Cichowski, Osanloo) are close to promotion to Professor. Assistant Professor Carolyn Pinedo-Turnovsky, hired in 2011, will be up for promotion to Associate Professor soon, and Stephen Meyer, hired in 2015, is off to a very productive start in

terms of publications. The Adjunct faculty who have been closely aligned with the program also have continue to advance. Jamie Mayerfeld (2011) and George Lovell (2014) were both promoted to Professor in timely fashion. Michael McCann, the first director and most senior Adjunct, was promoted in the previous century but continues to publish actively.

Scholarly production and publication varies among the faculty, but most individuals have been very fruitful. Since 2010, the faculty group has published: four monographs with academic presses; one co-authored book; three edited or co-edited books; 21 solo peer reviewed journal articles; 31 jointly authored peer reviewed journal articles; and 47 chapters in edited books or other publications (non-peer reviewed journal articles, encyclopedia entries, etc.). It is quite noteworthy that our faculty also publish widely in non-academic public and policy forums, including digital web formats, which are highly valued outlets for respected “publicly engaged intellectuals.”

LSJ faculty members have won considerable recognition for their work, and have also been active in generating research grants. Members of the faculty group generated at least four NSF research grants (two for Cichowski; one each for McCann/Lovell and for Beckett) and a host of other external grants (Puffin, Jackson Foundation, Fetzer Foundation, Washington State Labor Research Grant, etc.) and internal UW grants (RRF, Simpson Center, etc). Several faculty have been invited Fellows in prestigious programs at top universities (e.g., Osanloo and McCann each at Law and Public Affairs, Princeton). Finally, our faculty members have been in high demand for talks and presentations; nearly all of our faculty accept invitations every year to speak at top institutions in the U.S. and around the world as well as to participate in professional conferences.

Research Substance and Impact. The content of this research by LSJ faculty has been quite varied. It generally fits three broad substantive categories, which closely track the original three curricular tracks in our undergraduate program: law, violence, and social control; comparative legal institutions; and struggles over human or civil rights. Yet our faculty research agendas are highly dynamic and constantly expanding. For example, Angelina Godoy followed up her first book on social violence in Latin America with a high profile study of intellectual property rights inscribed in the Central American Free Trade Agreement and their implications for human health rights in the region; Steve Herbert followed up his books on policing with a book on urban social control policies “banishing” various marginal populations, completed a research project on environmental justice issues, and is now focused on the consequences of life sentences for both prisoners and the prisons that house them; Katherine Beckett shifted from her early books and articles about the politics of criminal justice policy to co-author the project on banishing and on non-carceral financial punishments lacking in formal due process constraints; Arzoo Osanloo shifted her focus from women’s civil rights to criminal processes and practices of “mercy” in Iranian Sharia legal traditions; Rachel Cichowski shifted from a focus in her first book on the European Court of Justice to new work on the very different European Court of Human Rights; George Lovell transitioned from studying national judicial/legislative relations to popular constructions of civil rights and most recently to legal mobilization by low wage racialized workers; Michael McCann shifted his research agenda away from tort law, civil disputing, and popular cultural constructions of law and back to earlier interests in legal rights mobilization, but with a focus on race and American empire; Jamie Mayerfeld completed his book on the International Criminal Court, human rights, and torture, completing a shift away from classic moral philosophy. All this reflects a rather unique characteristic of the LSJ faculty group – that individuals have multiple interests, find stimulation in interacting with others, and shift the

substantive topics of interest on a regular basis. The result is a flexible, broadly informed group of scholars that offers expertise on a remarkably wide range of issues and ideas.

Despite this variety, faculty research tends to share some common features, all of which articulate very closely with our original program vision and undergraduate and graduate teaching mission. We emphasized these features when we undertook searches for the initial LSJ appointees, and they have been strongly supported by our enduring general research culture. While many individual exceptions can be cited, LSJ scholarship increasingly tends to be marked by the following traits:

Interdisciplinarity. From the start, we have sought not just to mix scholars from the different disciplinary backgrounds of social science, but also to promote scholarship that is truly multi-disciplinary at the institutional level and individually interdisciplinary or transdisciplinary in character. Our scholars tend to engage scholarly traditions from Anthropology, Sociology, Political Science, Geography, Ethnicity and Race Studies, and Philosophy in particular, but also from the traditions associated with the international Law & Society Association. At the same time, *none* of our faculty came from one of the several leading socio-legal programs; new faculty recruits were educated at top programs but were chosen instead for their original, independent research agendas. That our faculty members publish in a mix of journals, socio-legal and otherwise, is but one indication of this.

A Global Perspective. Our study of law devotes particular attention to social scientific analyses of specific global forces that are emerging or accelerating in the contemporary world. A global perspective requires not only study of legal institutions and practices beyond US borders, but also analysis of the ways that global dynamics shape lawmaking *within* national borders, and the ways that traditional borders become blurred in the newest realms of transnational lawmaking, beyond the sovereign purview of any one state. We emphasize that globalization itself is constituted by new legal forms and actors, which in turn variously reshape legal practices and contests in diverse sites. Our work has pressed traditional categories of analysis to adopt more complex understandings about how the local and global are interconnected. This is as true for those of us who focus study on the U.S. as well as beyond.

Legality: A Pluralistic Conceptual Framework. Most of us work at the intersection of multiple theoretical understandings about law and legal systems. In particular, our approach builds on but transcends traditional “realist” approaches that tend to locate law only in the state, either acting on or reflecting discrete social forces. First, we tend to focus on authoritative *practices* as much as written rules; we examine the variable constructions and enactments of law’s meanings in practical activity, emphasizing law’s contingent and protean character. Second, we examine the manifold institutional contexts where legal conventions develop outside of direct state rule. This includes research on legal practices “in” society (workplaces, families, corporate boardrooms, community forums, kinship networks, neighborhoods, religious domains, etc.), among or between states, and in the expanding domains of legal control and contestation “above” states in transnational institutions or relationships. Much of our research has also underlined how traditional legal traditions have given way to new hybrid legal forms, whether in post-colonial multi-legal systems or in the US merger of civil and criminal legal practices (Beckett, McCann). We think that our scholarship has contributed to redefining where and how legality is studied as a complexly pluralistic fabric of multiple overlapping, often clashing forms

of legal control, cohesion, and contestation that demand context-specific empirical understanding as well as sophisticated theorizing.

Viewing Power from the Bottom Up. Our scholarship tends to take a self-conscious view of law from the bottom up – either analyzing how legal practices of dominant groups affect less powerful groups or how the latter groups challenge and struggle to transform the dominant order. So much of our research -- Godoy’s study of competing constructions of rights at the transnational and local levels regarding health, Meyers’ parallel studies of disjunctures between local and transnational rights development for people with disabilities, Cichowski’s, Lovell’s, and McCann’s studies of legal mobilization from below, Herbert and Beckett’s analysis of urban policies and police practices “banishing” marginalized persons, Herbert’s interview-based work on the experiences of prisoners serving life sentences, Osanloo’s ethnography of women’s rights development and embrace of merciful practices in Iran, and Pinedo-Turnovsky’s work on immigrant workers and informal local legal systems – all work on roughly parallel lines in this regard.

Taking Rights Seriously. One of the most important developments among the LSJ faculty group has been the ascendance of a complex, rich tradition of engagement about the basic rights of persons that is attentive to both emerging global advocacy of “universal” rights as well as to rights-related traditions unique to specific national and group histories. If any single theme has come to characterize the distinctive identity of our program, it is the commitment to serious, committed, but critical engagement (of multiple kinds) with the limits as well as promises of rights discourses, conventions, and struggles around the globe.

A Comparative Case-Study Approach. The role of law in global transformation is dynamic, complex, variable. Our research thus tends to place an emphasis on *comparative case study research of institutional processes* and practices beyond as well as within the United States, which involves two commitments. *First*, and most fundamentally, we encourage research designs promoting systematic comparative analysis among legal institutions and practices within different cultural contexts, geographic sites, discrete social groups, or time periods. This enterprise in turn involves a *second* emphasis on balancing general familiarity with the historical legacies of multiple socio-legal traditions around the world and focused, detailed empirical knowledge of socio-legal relationships within and among select geographic contexts. The approach that most of us advance is crucial to systematically assessing differences, similarities, and interrelationships among different institutional forms and sites of legal activity. These commitments have led to considerable reliance on qualitative – and especially quasi-ethnographic or interview-intensive – methods, but many of us integrate quantitative measures as they seem appropriate to the subject.

All in all, these traits define work that fits squarely within the traditions of Law & Society scholarship even as it marks an intellectual identity distinctive to our faculty group.

A Dynamic Research Culture. This mix of broad, even eclectic substantive concerns and a common mode of research design has developed in tandem with what might be considered a coherent research culture in LSJ. To some extent, the common vision evolved in the founding period was reproduced by senior mentoring of the initial faculty group. But it has also evolved out of routine faculty interactions, at once deepening and changing its contours with remarkably little “steering.” Faculty members have easily integrated into this culture while simultaneously influencing its continued development. At the heart of this culture is the common set of reference

points and understandings outlined above. But equally important has been a shared respect among faculty for each other and a commitment to the collective intellectual enterprise. The facts that the faculty group has been high in quality across the board, and that program involvement has imposed low costs on faculty member time, surely has helped further to sustain these bonds of common purpose amidst differences of intellectual projects.

This common framework of research commitments in particular has facilitated easy and productive exchange among members of the group about their own research projects and the bigger questions that we face as researchers. Faculty members tend to be familiar with the work of their colleagues, to be diligent in reading and commenting on such work at workshare events, and to reference each other in their own publications. There is some reason to think that collective interaction has nurtured the expansion of research agendas among individuals; for example, McCann, Mayerfeld, and Osanloo ventured for the first time into criminal justice issues, while Godoy, Herbert, and Beckett have moved away from themes of criminal violence/control toward issues of corporate regulation and consumer-citizen rights mobilization. Moreover, collaboration on research and publications among scholars in the group has developed as well. Beckett and Godoy, Herbert and Beckett, and Lovell and McCann have collaborated on articles and books. In addition, several faculty publish regularly with current and former PhD students.

Graduate Student Productivity and Achievements. The relatively well defined and coherent style of scholarship that marks the LSJ group has been recognized by other scholars in the interdisciplinary socio-legal world as well as by prospective graduate students. Indeed, our coherent “image” has promoted increased inquiries and applications from prospective graduate students, although perhaps not as much as we might like (probably because we do not offer an independent interdisciplinary Ph.D., our partner social science units are not uniformly well situated to work with us, and we have very modest independent funding). Still, the certificate program has become a draw for an intellectually and geographically diverse group of students seeking degrees in social science disciplines. We are especially pleased that the graduate group is less dominated by political science students than in earlier years.

Even without a fully independent interdisciplinary Ph.D., we have managed to recruit excellent graduate students for our certificate program and to mentor them toward outstanding dissertations and job placements. It is relevant that the very idea for developing our socio-legal program largely grew out of informal collaborative interdisciplinary mentoring of successful graduate students – working comparatively on legal developments in Asia, Europe, various Islamic societies, and Latin America as well as the U.S. – by senior faculty in the 1990s. Our graduates have produced theoretically creative and empirically rigorous dissertations that have won numerous awards, been supported by competitive grants (including NSF dissertation improvement grants), and been published by top university presses. Projects have addressed a wide array of topics, including comparative studies of: high court independence; state relations with ethnic/religious groups at intersection of state law, personal law, and human rights; gender violence in different state/transnational contexts; women’s rights and LGBT rights activism; labor rights at the European Court of Human Rights and on the ground; how post-colonial state/group relations contribute to new hybrid legal regimes; national and transnational legacy advocacy of climate policies; criminal justice policy and practices; and more. Graduates (more than half of them women) over the last dozen years have taken jobs at top universities in the U.S., including University of Wisconsin, University of Connecticut, Penn State University,

Syracuse University, Rutgers University, University of Massachusetts at Amherst, University of Florida, University of Minnesota, Arizona State University, Ohio University, among many others, and assumed positions at various international universities, including in Israel, Korea, United Kingdom, and Denmark.

LSJ/CLASS in Comparative Professional Perspective. The LSJ/CLASS program from the start has been strongly connected to the intellectual legacy of scholarship in the U.S. (but highly international) Law and Society Association. The undergraduate LSJ program is one of over sixty socio-legal or law & justice programs around the nation, and it quickly became a high-profile player in this constellation, especially in the organized Consortium of Undergraduate Law and Justice Programs during the early 2000s. Indeed, a number of programs have undertaken reforms that follow the lead of LSJ, especially in its attention to comparative cross-national and global orientations. As previously noted, much of our original aim was to develop a graduate program, combining an interdisciplinary certificate program with Ph.D.s from disciplinary units. In some ways, we quickly went a long way toward realizing these goals, but the failure to score an IGERT grant reduced our ambitions. We remain one of the top programs for Ph.D. study in law and society, and our record of joining disciplinary degrees to the interdisciplinary certificate has provided a viable, competitive alternative to other universities.

At the same time, this route of graduate program development along with individual faculty research agendas has sustained only a loose professional relationship to the Law and Society Association. Some of our faculty are highly active in LSA annual meetings, professional activity, and governance; Michael McCann has played a host of institutional roles, and he served as elected President of LSA 2011-2013. A number of faculty (Beckett, Osanloo, Godoy) have served on the LSA Board of Trustees. Yet our internal deliberations about what we do and who we are have not prominently turned on references to LSA or competition with other LSA-oriented programs. Our trajectory in developing a non-degree graduate program is just one of the many reasons for our somewhat loose, variable relationship to the intellectual communities of LSA. At the same time, most of the faculty members whom we have recruited were not educated in programs strongly connected to LSA, so they did not enter LSJ with strong connections to LSA. We somewhat self-consciously were interested in recruiting young, independent, innovative scholars; we succeeded, and virtually all of these have established relations with LSA, but that relationship is, again, often not strong or primary. Related to this is the fact that LSJ, as a faculty group and program, increasingly has gravitated toward a focus on international human rights issues; this fits the broader socio-legal tradition, but it also has nurtured centrifugal impetus for us in other directions. Finally, we have from the start resisted nearly all temptations to connect ourselves closely to our Law School, which makes our program different from programs at UC Berkeley, NYU, Wisconsin, and now UC Irvine. All in all, we aspire to be and are part of the professional community connected to LSA, but LSA is less central to our agenda than is often realized by those who know of our program.

A. IV. Future Directions

In our view, LSJ and CLASS would do well simply to maintain the caliber of its current efforts. We are proud of our continuing abilities to serve students at both the undergraduate and graduate levels, to maintain rigorous and well-recognized scholarly agendas, and to provide any number of forms of service. Yet we wish never to become complacent nor to miss opportunities to grow and change.

In terms of future directions, we can identify three worth pursuing:

1. Shift to department status. When LSJ was first created, it was administratively housed within an existing department, Political Science. For that reason, it had to be a program. At the time of our last review, we sought to remain as a program, in part because we were still considering the creation of a PhD track; we anticipated that we would become a department if we took that step. At this point, we have no plans for a PhD track, but we do think that the size, caliber and reputation of LSJ warrants departmental status. LSJ is the only program in the Social Sciences Division of the College of Arts and Sciences, even though it has more undergraduate majors than many social science departments. There seems little reason to retain LSJ's status as a program, given its continuing growth and strength.

2. Develop a more visible public face. As noted, many LSJ faculty are quite involved in various endeavors across campus and the greater Seattle community, and are involved in scholarly and activist networks of global scope. This commitment to service is one of our greatest sources of pride. That said, LSJ could be more active in shaping the intellectual and public life of the local campus and Seattle communities. We rarely organize our own public talks or symposia. This is unfortunate, because LSJ faculty and CLASS graduates are engaged in innovative research on contemporary issues of great consequence. Further, many faculty and graduates are participants in networks of individuals who are championing various reform efforts, including efforts to reduce racial disparities in criminal justice institutions and to redress wrongs committed in past conflicts in other countries, amongst many others. In addition, some of our alumni are also involved in such efforts. Given this, it would not be hard for LSJ/CLASS to create more public forums for discussions of issues upon which our teaching and research energies focus. In this, we could partner with other UW institutions, including our neighbors on the Smith Hall mezzanine, the Center for Human Rights and the Bridges Labor Studies Center. As with other endeavors, we will be limited by the constraints of time and financial resources, but this remains a worthy goal to which we can aspire.

3. Continued work on advancement. Our efforts to create a strong sense of community within our undergraduate, graduate and faculty populations are largely successful, and thus deserve perpetuation. Sadly, community building efforts can be expensive. Our annual convocation, for example, now costs about \$3,000. The impending loss of resources that once flowed from Extension and from Evening Degree will imperil LSJ's ability to fund these various community-building practices. Any resources directed toward LSJ from the College of Arts and Sciences will likely come in the form of support for faculty and staff, which means that LSJ will need to continue to invest considerable energy in advancement operations. Much of the work the past few years has been dedicated to laying the foundation for future donations. This has included various forms of regular communication with our alumni, and particular strategies to involve those alumni who live locally. Many have attended one or more of our social functions and our Days of Service, and many have participated in our career and other panel discussions about post-graduation life. And others are part of our newly-minted mentorship program, wherein a local alumnus develops a relationship with one of our current students to provide advice on possible future trajectories.

These outreach efforts have all been well-received by our alumni. To this point, we have refrained from applying much pressure for donations, for two reasons. One is that we do not want our alumni to believe that the only contribution they can make to LSJ is through donations.

Thus, we wished to establish a range of means by which they can provide support. A second reason is that our alumni are fairly young, and thus would likely be alienated through any requests that they experienced as intrusive and as incommensurate with their earning power. That said, we are now likely in a position to begin to make more frequent and more explicit requests for support, whilst maintaining multiple opportunities for alumni connections to the program. Regardless of the strategies we adopt, the director and the staff will need to provide ongoing and considered attention to advancement work.

Part B. I. Unit Defined Questions

Question One: *Given ongoing and high levels of interest in the undergraduate major, how should the Law, Societies, and Justice Program best address and manage the attendant possibilities for growth?*

LSJ strives to provide a high-caliber intellectual experience for its undergraduate students. Our success in this pursuit is reflected, in part, in the numbers of applications for admission to the major. This has led to a concomitant reduction in the percentage of those we can admit. As noted above, we once admitted about 80 percent of those who applied; our current average hovers around 50 percent. Thus, if we admitted at our previous 80 percent, we could allow an additional 50 or so majors each year.

As much as LSJ would be interested in serving interested and capable students who wish to pursue the major, we are cognizant of resource and other issues that might impinge on our ability to provide high levels of service to any additional majors. We have steadily increased the number of majors, although we are understandably concerned about creating a situation in which students cannot enroll in classes that they need for graduation. We have not yet reached that point, but any substantial increase in majors would certainly make that occur.

We are also concerned about resources within the advising office. LSJ students are accustomed to stellar responses to their concerns, and to steady support toward graduation and beyond. We would be reluctant to see a decline in those levels of service. In addition, LSJ works hard to create a strong sense of community within its undergraduate major population. This is manifest in various ways: an orientation session for each quarter's new group of majors; support for an advisory council of 8-10 majors who help plan events; two annual panel discussions focused on careers and other post-graduation plans; two annual Days of Service; and quarterly happy hours. If the major population were to grow significantly, this sense of community might weaken.

At present staffing levels, we believe we can capably serve up to 225 majors in the program. Any number beyond that, absent additional teaching and advising staff, would likely threaten the caliber of education and intellectual community that our majors currently experience.

On the graduate side, we do not anticipate any notable increases in interest in the certificate program, although that can change. As it stands, the plurality of administrative commitments that faculty possess means that they offer fewer graduate-only courses than we would ideally like to see. For that reason, some of the certificate students already struggle to find enough seminars to fulfill their requirements. Thus, any notable increases in student interest might well exceed the capacity of the faculty as it is currently constructed.

For all of these reasons, we are both enticed by and wary of any notable increases in program size, at both the undergraduate and graduate levels. Absent commensurate growth in resources, any efforts to increase our service capacity to any notable degree might compromise the quality of the experience we provide to our current students.

Question Two: How can the Law, Societies, and Justice Program and the Comparative Law and Societies Studies Center best address the needs of graduate students who wish to gain expertise in socio-legal studies?

After much discussion, the LSJ/CLASS faculty has decided not to seek to house a Ph.D. program in socio-legal studies. Instead, we wish to continue to improve and strengthen the certificate program. There are two main reasons for this. First, graduate students who wish to pursue socio-legal studies can currently do so and can readily form inter-disciplinary advisory committees. To take one just example, the committee of one of our CLASS Fellows from Sociology, Ayse Toksak, consists of Katherine Beckett (Sociology, co-chair), Resat Kesaba (JSIS, co-chair), Michael McCann (Political Science), and Judy Howard (Sociology and Social Science Dean). Second, creating our own PhD program would involve re-allocating TAs from the disciplinary units to LSJ/CLASS, something we are reluctant to do. The current TA-sharing arrangement enables LSJ to maintain cordial and collegial relations with other social science units, to the benefit of all.

Our current efforts to strengthen and improve the CLASS certificate program and experience have three foci. First, as previously described, we have been working to facilitate the completion of the certificate program. The CLASS Director continues to seek additional courses that also count toward the certificate. Second, we recently developed and implemented a new funding strategy to ensure that adequate resources are available to subsidize the cost of outside visitors, particularly those with extensive connections to the LSA community. These visitors are invited not only to give talks, but also to meet with our Fellows in order to give feedback on our graduate students' research projects. Finally, in the future, we wish to enhance the public face of the CLASS Faculty and Fellows. Specifically, we hope to showcase the expertise of our faculty and fellows by organizing symposia (to which the public will be invited) in which current events are discussed. For example, one of our faculty members – Arzoo Osanloo (also Director of the Middle East Studies Center) – might join several of our graduate students to host a panel discussion of recent developments in the Middle East.

Appendix A: Organizational Overview

As indicated above, LSJ is not a large or elaborate unit, so its structure can be described narratively.

LSJ has a director, appointed by the College of Arts and Sciences. The LSJ Director reports to the Divisional Dean of the Social Sciences. Two of the LSJ staff report to the Director, the administrator and the full-time adviser. The half-time program assistant reports to the administrator, the half-time adviser reports to the full-time adviser.

The LSJ director appoints the CLASS director. The LSJ director also appoints members to the four standing committees: Admissions; Stromberg Scholarship Selection; Undergraduate Awards; Executive Committee. Additional ad-hoc committees are also constructed on an as-needed basis, such as the committee that created this self-study!

The CLASS director has discretion over the dedicated CLASS budget, and can make direct requests for assistance as needed from the administrator and the program assistant.

All policy decisions are taken by the faculty as a whole, through conversations that commonly occur over multiple faculty meetings. Faculty meetings are scheduled monthly.

Appendix B: Budget Summary

The LSJ state budget is overwhelmingly devoted to faculty and staff salaries with modest funding for faculty travel, office supplies, and other contractual obligations to the University of Washington’s central services.

The following charts and tables provide a biennia overview of the LSJ state budget. It’s especially important to note that there were no salary merit increases in the 2009-2011 biennium. Merit increases were partially restored during the fall of 2012 and summer of 2013.

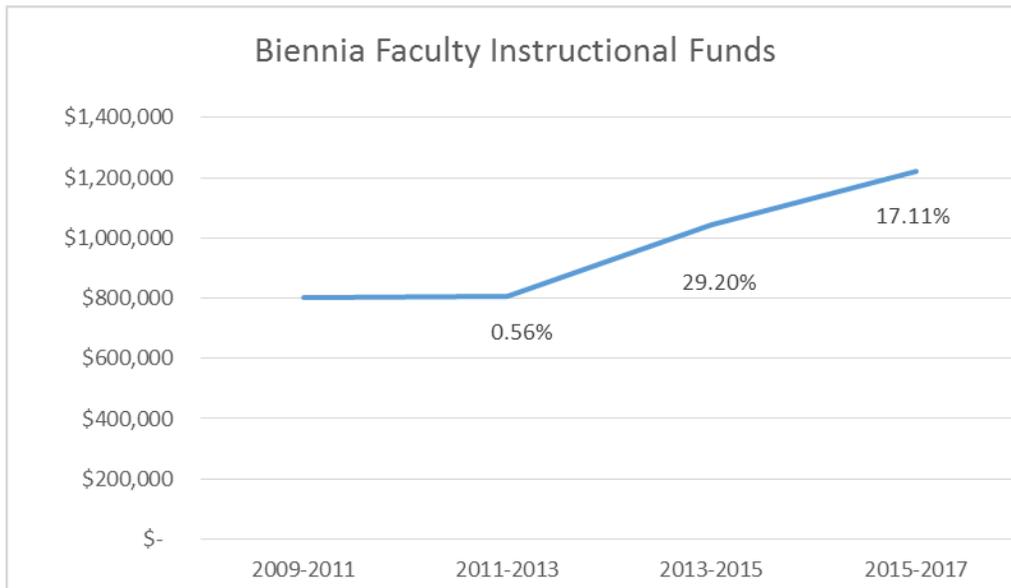


Figure 6. Faculty Instructional Funds

Biennia	2009-2011	2011-2013	2013-2015	2015-2017
Faculty	\$ 802,038	\$ 806,565	\$ 1,042,107	\$ 1,220,446
Change	-	0.56%	29.20%	17.11%

Table 1. Faculty Instructional Funds

The increase in the 2013-2015 teaching assistant budget is due to collectively bargained salary increases of 10% in 2014, followed by an additional 10% in 2015. Those increases were fully funded by the College of Arts and Sciences. TA salaries will increase by 11.6% in 2016. However, LSJ’s teaching assistant budget did not receive a corresponding increase in its 2016 budget to cover higher teaching assistant salaries.

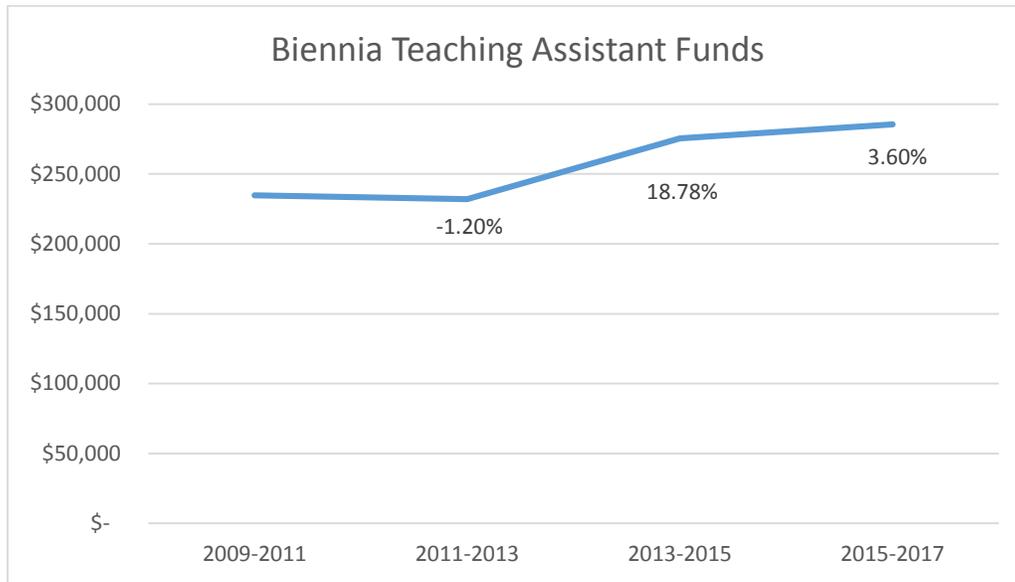


Figure 7. Teaching Assistant Funds

Biennia	2009-2011	2011-2013	2013-2015	2015-2017
TAs	\$ 234,752	\$ 231,926	\$ 275,477	\$ 285,398
Change	-	-1.20%	18.78%	3.60%

Table 2. Teaching Assistant Funds

As previously mentioned, the increase in combined salaries in the 2013-2015 biennium is due to the restoration of merit increases, which had been withheld in the previous biennia. The additional increase in combined salaries in the 2015-2017 biennium is due, in part, to a new faculty position, and two new part-time staff positions.

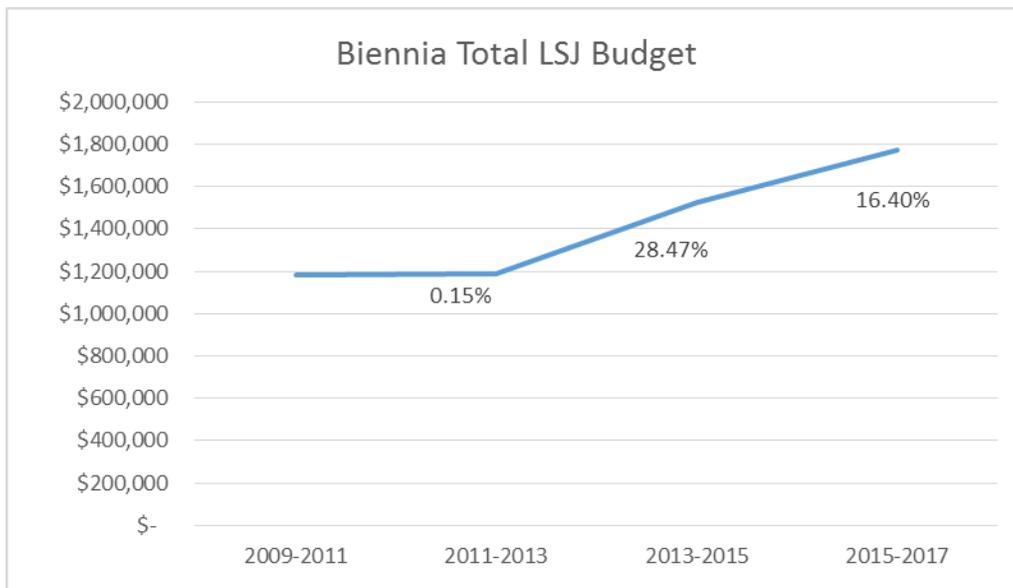


Figure 8. Total LSJ Budget

Biennia	2009-2011	2011-2013	2013-2015	2015-2017
Combined Salaries	\$ 1,150,812	\$ 1,169,675	\$ 1,493,381	\$ 1,750,844
Contractual Services	\$ 29,865	\$ 11,988	\$ 12,988	\$ 9,364
Travel	\$ 2,100	\$ 2,942	\$ 16,089	\$ 12,198
Supplies	\$ 1,908	\$ 1,908	\$ 1,908	\$ 1,908
Total	\$ 1,184,685	\$ 1,186,513	\$ 1,524,366	\$ 1,774,314
Change	-	0.15%	28.47%	16.40%

Table 3. Total LSJ Budget

Appendix C: Information about Faculty

LSJ Appointees

Katherine Beckett, Professor; Joint with Sociology

CV at: <https://lsj.washington.edu/people/katherine-beckett>

Rachel Cichowski, Associate Professor, Joint with Political Science

CV at: <https://lsj.washington.edu/people/rachel-cichowski>

Angelina Godoy, Professor, Joint with Jackson School

CV at: <https://lsj.washington.edu/people/angelina-godoy>

Steve Herbert, Professor, Joint with Geography

CV at: <https://lsj.washington.edu/people/steve-herbert>

Stephen Meyers, Assistant Professor, Joint with Jackson School

CV at: <https://lsj.washington.edu/people/stephen-meyers>

Arzoo Oslanoo, Associate Professor

CV at: <https://lsj.washington.edu/people/arzoo-osanloo>

Carolyn Pinedo-Turnovsky, Assistant Professor, Joint with American Ethnic Studies

CV at: <https://lsj.washington.edu/people/carolyn-pinedo-turnovsky>

LSJ Adjuncts

George Lovell, Professor, Political Science

CV at: <https://lsj.washington.edu/people/george-lovell>

Jamie Mayerfeld, Professor, Political Science

CV at: <https://lsj.washington.edu/people/jamie-mayerfeld>

Michael McCann, Professor, Political Science

CV at: <https://lsj.washington.edu/people/michael-mccann>