

HANDBOOK

Masters in International and Regional Studies

LSA International Institute, University of Michigan

Adopted by the MIRS EC on October 23, 2020

LSA International Institute: Mission Statement

The International Institute brings together distinguished and diverse faculty and scholars with deep area studies and international expertise to enrich the university's intellectual environment and provide the U-M community with the knowledge, tools, and experience to become informed and active global citizens. We advance this mission in three ways.

We internationalize EDUCATION by organizing lectures, symposia, conferences, courses, and roundtables on global issues, and preparing students for careers in international affairs through four undergraduate majors (International Studies; Middle Eastern and North African Studies; Latin American and Caribbean Studies; and Russian, East European, and Eurasian Studies), and an MA program and Graduate Certificate programs.

We advance global ENGAGEMENT by hosting visiting scholars, lecturers, artists, and performers from around the world and connecting them with the U-M community, offering grants to support international internships, research projects, and fellowships to students and faculty, and providing opportunities for faculty to incorporate international educational experiences into their ongoing courses and other academic programs.

We promote INNOVATION in teaching and research by fostering collaborations across international borders, the schools and colleges of the university, and traditional intellectual and geographical boundaries, and incentivizing faculty to generate novel answers to pressing global problems and bold new approaches to international education.

Part I: Academic Program

Overview

The Masters in International and Regional Studies (MIRS) provides students with the comparative perspective and analytical tools necessary to both understand and address issues and challenges that traverse the globe. MIRS combines an interdisciplinary curriculum, deep regional/thematic expertise, rigorous methodological training, and international experiences to enable students to situate these issues and challenges in their cultural, historical, geographical, political, and socioeconomic contexts and to approach them in diverse ways. MIRS is designed to prepare students for global career opportunities, whether in academia, private, or public sectors.

MIRS builds on the strengths of the International Institute's interdisciplinary centers and programs. Our centers and programs rank among the nation's finest in their respective fields of study; five have been designated as U.S. Department of Education National Resource Centers. Students have the unique option of pursuing either a regional or thematic track with multiple specializations anchored in one of our centers or programs.

MIRS provides students with unique academic and professional training, including:

- Immense curricular offerings, including language training
- Innovative regional and thematic programming and events
- Publicly engaged, internationally recognized faculty with deep regional expertise
- Rigorous, yet flexible, core requirements tailored to career interests
- Robust academic advising and professional development opportunities
- Large, intellectually vibrant and diverse cohort

MIRS students will complete a total of 36 credits, distributed over at least two academic disciplines, at the 400-level or above. 27 of these credits are determined by the specialization. The remaining 9 credits are required for all MIRS students. MIRS requirements include two core courses and a graduate colloquium. In addition, MIRS students will have access to a graduate professional development workshop. MIRS students are also required to achieve intermediate language proficiency. Prospective students should consult the specialization website for details concerning this requirement.

MIRS Degree Requirements

CORE COURSES

Research Design (INTLRGN 501-502)

INTLRGN 501-502 is an introductory seminar spread over the Fall and Winter terms, designed to help you acquire the tools necessary to develop a research project that will ultimately result in a

capstone project by the end of your second year. It is mandatory for first-year MIRS M.A. students and optional for other II M.A. students.

The class will be a mixture of lectures, class discussion, practical exercises, and short individual assignments. In the fall semester, students will learn how to ask feasible research questions and explain what the stakes are, explore library resources, identify the relevant literature within their topic of interest, and study different types of evidence and sites of inquiry. A site of exploration could be an archive, a data set, a geographical place, or a community. In preparation for the second semester, students should start thinking of a discipline in the humanities, social sciences or behavioral sciences where the student thinks this question is best explored. At the end of the semester they will be asked to submit a progress report to the instructors, which states the topic, starts to explore the literature, expresses an argument, indicates how the argument will be researched, and identifies faculty members who will potentially mentor you through this process.

In the second semester, students will be introduced to how different academic disciplines in the humanities and the social sciences approach research questions and treat evidence. Having decided on which disciplinary approach they will take, students will begin to build a relevant bibliography, systematically review the literature on their topic, hone their arguments, find evidence, sources and data, and learn about research ethics. By the end of the class, students will give 7 minute presentations on their proposal and submit a capstone project proposal.

The capstone project proposal will serve as the blueprint to either an academically informed internship or an MA thesis. If you intend to write a thesis, it will constitute a significant part of your thesis's first chapter (introduction). The completion of a strong prospectus is the best way to recruit a great mentor and will make your second year proceed much more smoothly.

Graduate Colloquium (INTLRGN 600)

Students will participate in two semesters of engaged discussions covering topics of global significance, including programs (guest lectures and relevant events) and participation in moderated online and in-person discussions. (2 credits).

The graduate colloquium will draw on and discuss area-related issues covered in Noon Lectures and other events. This will present you with an opportunity to engage outside of the classroom in how to ask questions and have an intellectual exchange, and will expose you to broader themes in both your own and other specialization. Students are required to attend at least 3 events per semester that address themes pertaining to several regions and 6 regional events per semester.

Students should consult the consolidated list of International Institute events and draw up their own list of nine events that satisfy the above criteria, alongside with a brief intellectual justification of attending the event, subject to the approval of the instructor. Students should ask for approval to attend events for credit in advance of the event, so that the instructor has time to approve and

review. Events organized by other units in LSA and other schools, such as the Ford School, Law School, and Business School, as well as events announced on Happening @ Michigan may be eligible for INTLRGN 600 credit, subject to prior instructor approval.

Students are expected to participate actively in the events and should sign-in at the events, in case sign-up sheets are available. If graduate student lunches are offered in conjunction with the event, students are required to make an effort to attend those events. In case events are limited to a certain amount of participants, it is the responsibility of students to sign up in advance. After the event, students should write a two page response paper to Canvas, which will be peer reviewed by the class.

CAPSTONE PROJECTS

To complete the program, students will dedicate efforts to their capstone, either in research, coursework, **or** work experience related to their specialization.

Master's Thesis (INTLRGN 799)

The Master's Thesis should be a substantial work of research, the length and scope of which will typically be defined in consultation with the Director of Graduate Studies and the Thesis Advisor. The Thesis Advisor will be designated by each Center or Program; in some cases this is the Associate Director but in others, another faculty member may agree to assume this role. The Thesis Advisor designated by the center or program and the DGS for the MIRS will co-evaluate the thesis. Students should have a prospectus drafted by the end of the second semester and will be expected to use the summer term for research. Students may enroll in independent study courses for up to six credits to complete the thesis, which will be evaluated by a committee that includes at least two faculty members. While not formally on the thesis committee, the student services advisor will help ensure that each student is receiving appropriate support and feedback at all stages of the process. The master's thesis is a likely choice for those going into PhD programs.

The Master's Thesis should be at least 50 typed, double-spaced pages, but not exceed 100 pages and should represent greater breadth and depth than an average term paper submitted for an upper level seminar. In exceptional cases, previously graded work can be used for the thesis, but it must be substantially amplified, incorporating additional original research and must be approved by the director of graduate studies. The student must either use primary sources or a theoretical framework to organize the material in an original way. Students are expected to make revisions recommended by their readers and complete the revision process before a thesis is approved. The thesis advisor is normally a full-time, tenured faculty member at the University of Michigan. Exceptions must be approved by the director of graduate studies.

Format

It is recommended that the essay should be prepared in accordance with the styles described in the University of Chicago Press, *A Manual of Style*; Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*; or William R. Parker, *MLA Style Sheet*. Please discuss specific formatting issues and preferences with your thesis advisor.

Procedure

1. The student should enroll in INTLRGN 799, which is a four credit course that can either be taken in one or over two semesters. The course must be supervised by a thesis advisor who is affiliated with the specialization of the student. Exceptions to this rule may be granted by the DGS and must be discussed beforehand with the center mentor of the student..

The thesis advisor will be responsible for supervising the student's progress and for suggesting revisions. In consultation with the advisor, the student must invite a second reader, who should be affiliated with the International Institute, to evaluate the thesis and recommend revisions. For students enrolled in dual degree programs, the second reader need not to be affiliated with the II, but could represent the second department (in the case of a dual degree student).

2. The student will submit a "Master's Degree Thesis Acceptance Form," available from the II Academic Services Coordinator, to each reader. Both readers need to return this form to the II as final acceptance of the completed thesis. It is the student's responsibility to verify that the acceptance forms have been received by the final day of exams at the end of the term in which the student expects to graduate.

3. The advisor/principal reader will submit a grade online for the student's work. Whether or not the student is permitted to receive a pass/fail or grade for the thesis is dependent upon the preference of the advisor/principal reader and department/school policy. Discuss this in advance with your advisor.

4. The student must contact the II Academic Services Coordinator at least one month before completion of the thesis regarding completion date, graduation date, names of readers, and research topic. The Academic Services Coordinator will monitor the evaluation process.

5. Before submitting the final version of the thesis, the student should arrange for an oral defense of the thesis together with the thesis advisor and the second reader to be held before graduation. The oral defense may be waived after petitioning the DGS.

6. The student must submit a final version of the thesis to the II Academic Services Coordinator by the end of the term in which graduation is expected.

NOTE: Students planning to write their theses and graduate in the spring/summer terms should make special arrangements well in advance to ensure availability of faculty readers.

Practicum (INTLRGN 798)

Practicum Projects will be designed especially for students who wish to pursue non-academic careers. The practicum must be approved by the Director of Graduate Studies and the student's faculty advisor.

Requirements: Students should plan to work at least 120 contact hours; i.e. thirty hours per week for four weeks. Ideally, students will work close to full time for eight weeks. Potential practicum placements will come from students' own research, as well as from faculty or alumni. The II student services team will work to build a robust alumni database to foster such connections.

Approval process: All practicum projects will be subject to a rigorous review process overseen by the MIRS DGS. Specifically, students seeking to do a practicum will need to submit a detailed proposal of 5000 words for consideration that references scholarly or policy research related to the student's area of interest and that links the internship experience to more substantive theoretical or policy debates. Ideally much of the writing of this proposal should take place during the research design seminar in the student's first year of graduate study. The practicum project will need to offer a valuable learning opportunity (preferably, it will take place abroad) and will need to align with the student's anticipated career path. Students will also need to provide 3 on-going reports to insure the intellectual rigor and practical benefits of the project and submit a final report of 7500 words.

Once in the field, the student will need to meet with his/her practicum supervisor (i.e., his/her boss at the internship) at the start, middle, and end of his/her practicum; the student will submit a report of 2000 to 2500 words to his/her/their advisor and the DGS after each meeting with the practicum supervisor.

The first report will outline the goals of the practicum and the steps to achieving them. The second report will describe work completed so far, challenges encountered, and plans for addressing the challenges. The third report will reflect on the overall practicum experience and the lessons learned.

Final Policy Brief-Following the conclusion of the practicum experience, the student will be expected to submit a policy brief or scholarly paper of approximately 7500 words that situates the issues or themes encountered during the practicum within a broader scholarly and policy literature. Besides the practicum experience, this final brief ideally will be informed by research that the student conducted already in the first year research design class or in a seminar. It will draw together both the student's academic and experiential training.

Additional Research-Oriented Coursework

Students choosing this capstone project will pursue further depth through additional graduate-level seminar courses. Each seminar course must include an independent research component that will allow students to use methods learned in Research Methods Seminar. The selected courses must be approved by the MIRS DGS and should require a final term paper or project. Students who aim to work in professional fields outside of academia, in either the public (e.g. civil service) or private (e.g. multinational corporations) sector would be likely to choose either this option or the Practicum Project.

Students wishing to fulfil this capstone option can also fulfil it under the course number INTLRGN 797. They should first consult with their center mentor and the DGS, and then enroll in a three-credit seminar as a meet-together with INTLRGN 797, OR take an independent study with a faculty mentor as INTLRGN 797, also in consultation with the DGS. Students attending a three credit seminar should consult with their instructor and center mentor to agree on extra written work to fulfil the additional 1 credit in INTLRGN 797.

Part II: Specialization Requirements

African Studies

The African studies specialization of the Masters in International and Regional Studies (MIRS) is designed for students seeking to gain advanced, interdisciplinary knowledge in the field of African studies. The specialization offers courses in African languages, literature, arts, history, politics, law and economics but also public health, environmental studies, and development from across the university's many schools and colleges. The comprehensive but flexible curriculum of the specialization provides a solid foundation for those students wishing to volunteer or work on the African continent, to serve in government, or to pursue a doctoral degree.

Anchored in the African Studies Center (ASC) and the Department of Afroamerican and African Studies (DAAS), the MIRS African studies specialization draws upon their strategic guidance and coordination for Africa-related research and programming on campus, and on the continent. DAAS offers a diverse curriculum of enriching and rigorous courses taught by award-winning faculty. Founded in 2008, ASC serves as a conduit for the university's many Africa initiatives in the sciences, arts, humanities, social sciences, engineering, medicine, and related fields. With the support of ASC, the university's prestigious faculty who specialize in the study of Africa have formed institutional and individual partnerships with faculty based in Ghana, Nigeria, South Africa, Uganda, Mozambique, Ethiopia and [many other African countries](#); they have hosted seminars and conferences on Africa related topics as diverse as politics, public health, the arts, medicine, engineering and more; and conducted research with graduate students on the continent of Africa.

In addition to the general MIRS requirements, the African studies specialization has the following requirements:

- AAS 600: Pro-Seminar on Interdisciplinary Approaches to the Study of Africa (3 credits). Preferably taken during the first year.
- Intermediate level proficiency in a language, other than English, that is relevant to the study of Africa. This requirement can be fulfilled with proficiency in an African language or another language spoken on the continent. The language requirement can be met by:
 - coursework (up to 9 of the total 36 credits in the MIRS degree), or
 - proficiency as demonstrated through a method mutually agreed upon between the student and the ASC MIRS representative (e.g., proficiency test).
- AAS 892: A capstone research seminar that, when it runs, will be cross-listed with INTL RGN 798 or 799. The course requires a public presentation of a chapter from the student's master's thesis, or a detailed study based on the student's practicum. When it runs, this seminar will also meet the MIRS capstone requirement. When the course is not offered, students doing a masters' thesis or practicum will complete their capstone project using course numbers 798 or 799.

- At least one AAS course (offered by DAAS) at the 500 level or above. The remaining credits are filled by courses primarily at the 400 level or above. These should be selected in consultation with the student's advisor or the DAAS representative to MIRS from all the Africa related offerings at U-M to ensure a well-balanced program of courses that meets the student's interests and professional goals.

Chinese Studies

The Masters in International and Regional Studies (MIRS) Chinese Studies specialization (CS), is designed for students with an interest in gaining a broad, interdisciplinary approach to the study of China. Students are introduced to advanced studies of China from different perspectives and disciplines.

Anchored in the Lieberthal-Rogel Center for Chinese Studies (LRCCS), the MIRS Chinese Studies specialization draws upon the LRCCS's broad, interdisciplinary approach to the study of China. LRCCS provides students, specialists, and the public with expert resources and a deeper understanding of contemporary and historical issues related to China.

The intellectual objective of the Chinese Studies Specialization is to provide graduate students an opportunity to engage in intensive study and research on China on an interdisciplinary basis. A prominent feature of the specialization is the possibility of working closely with our outstanding China faculty. Students are encouraged to pursue individual areas of interest.

In addition to the general MIRS requirements, the LRCCS specialization in Chinese Studies has the following requirements:

- Advanced oral and written language proficiency (two terms of 4th year or testing out of 4th year proficiency)
- 3 credits in history
- 3 credits in premodern China
- 3 credits in modern China
- 3 credits of Chinese Studies in the humanities (cannot be combined with other credit requirements)
- 3 credits of Chinese studies in the social sciences (cannot be combined with other credit requirements)

Besides meeting the MIRS general requirements and the LRCCS required courses as listed above, students also need to have 12 credits in area-studies courses so as to get the total of 36 credits for the MIRS degree. Students who take the language classes may choose to count up to 9 credits of language above the 400 level as part of their area studies courses. For additional area studies courses, students may take any of the China-related courses listed on the LRCCS website. However, if students wish to take any courses outside the list, they will need to get approval from

the LRCCS director of graduate study. Students may take courses that do not have a strong China focus but offer valuable training with regard to their research and career interests. In those cases, students will need to work with the director to determine how such courses could be modified to have a significant China component through efforts such as developing China-focused course assignments. Students may refer to a sample course plan for MIRS students with Chinese Studies specialization listed on the LRCCS website.

Islamic Studies

The Masters in International and Regional Studies (MIRS) Islamic Studies specialization is designed for students focusing on Islam as a world religion and global Muslim peoples, societies, and history. The program provides a thorough grounding in the inter-regional study of Islamic communities, history, and civilization.

Anchored in the Global Islamic Studies Center (GISC), the MIRS Islamic Studies specialization draws upon GISC's extraordinary depth in scholarship and research. As part of the MIRS - Islamic Studies specialization, you will have access to more than 50 active research scholars and faculty members from a wide array of departments and professional schools.

The Islamic Studies specialization offers you a unique opportunity to enjoy a wide range of core subjects, while also enabling you to dig into a specific area within the field of modern Islamic scholarship.

- At least 18 credits: Islam is global, which is why you're required to study Muslim society and history in more than one region, or supplement in-depth focus on a single region with coursework relevant to Muslim communities and culture worldwide.
- Up to 9 credits: Language requirements are an integral part of the MIRS Islamic Studies specialization. Before you complete the program, you must attain intermediate oral and written proficiency in a relevant language as approved by the Islamic Studies advisor.
 - You will choose a language in consultation with an Islamic Studies academic advisor.
 - The language requirement may be fulfilled by coursework or by demonstrating proficiency via a placement exam (e.g., Intermediate Mid on the ACTFL OPI scale).
 - Up to 9 credits earned in advanced language courses (400-level or above) may be counted toward the minimum credit requirement.

- For more on the Islamic Studies language requirement, please contact MIRS-info@umich.edu.

Japanese Studies

The Masters in International and Regional Studies (MIRS), Japanese Studies specialization, is designed for students with an interest in acquiring advanced proficiency in Japanese language in combination with a broad, multidisciplinary understanding of Japan, as well as training in graduate-level research and writing.

Anchored in the Center for Japanese Studies (CJS), the MIRS Japanese Studies specialization draws on CJS's depth in scholarship and research on Japan. CJS fosters communication among diverse disciplines, and encourages new approaches in the understanding of Japan and its place in the world.

The intellectual objective of the Japanese studies specialization is to provide graduate students an opportunity to engage in intensive study and research on Japan on an interdisciplinary basis. The requirements are structured to provide maximum flexibility for students to pursue their own interests within Japanese studies.

Students must complete at least 27 credits in Japanese language and Japanese studies classes. Credit hours must include courses which meet the distribution and research/writing requirements.

- **Language Proficiency:** Students must attain intermediate-level Japanese language proficiency. Students may meet this requirement by successfully completing ASIANLAN 326 (third-year Japanese II) with a grade of B or better, or by placing into a fourth-year Japanese class (ASIANLAN 425, 429, or 439). (up to 12 credits)
- **Research/Writing Requirement:** Students must complete four core courses for at least 12 credit hours with a substantial research and writing component. (12 credits or more)
- **Distribution Requirement:** Students must take courses from at least three disciplines for at least three credit hours each. These credits can also be used to fulfill the research/writing requirements. (9 credits or more)
- **Minimum Credit Requirement:** Except for up to 12 credits of language classes, only courses approved for graduate credit may be used toward the Japanese studies specialization degree.

Students should consult with the CJS Director of Graduate Studies for a full explanation of the Japanese specialization requirements.

Middle East and North African Studies

The Masters in International and Regional Studies (MIRS) Middle Eastern & North African studies (MENAS) specializations is designed for students interested in understanding the peoples, cultures, and languages in the MENA region. The program prepares students for onward graduate education, as well as placement into jobs in the private, government, or non-profit sectors. It is ideal for students with in-country experience who want to channel their talents, advance their language competence, and join an intellectual community of specialists in a vibrant interdisciplinary environment.

Anchored in the Center for Middle Eastern & North African Studies (CMENAS), the MIRS MENAS specialization draws upon CMENAS's depth of scholarship and research in the region: 125 faculty members working in 17 disciplines and professional schools, including history, anthropology, political science, law, and public policy. CMENAS provides advanced training in MENA languages, literatures, and cultures. U-M's world-renowned museums and libraries enrich students' classroom experiences.

The Middle Eastern & North African Studies specialization provides broad area and language training at the graduate level for students with either academic or professional aims. The versatility allows students to take courses from schools and colleges across the university and uniquely tailor their overall coursework to their specific interests.

Intermediate language proficiency (sixth semester or equivalent) in a MENA language is required.

Russia, East European, and Eurasian Studies

The Masters in International and Regional Studies (MIRS) Russian, East European, and Eurasian studies specialization is designed for students with an interest in engaging in interdisciplinary research and training on Russia, Central and Eastern Europe, and Eurasia. Students choose to focus their studies on humanities, social sciences, and professional coursework related to Russia, Eastern Europe, and/or Eurasia.

Anchored in the Center for Russian, East European, and Eurasian Studies (CREES), the MIRS REEES specialization draws upon CREES's depth of scholarship and research. CREES has over 50 affiliated faculty members from all across the University of Michigan, including from 17 departments in the College of Literature, Science, and the Arts (LSA), and from 9 professional schools, including: Architecture and Urban Planning; Art and Design; Business; Environment and Sustainability; Law; Medicine; Music, Theatre & Dance; Public Health; and Public Policy. CREES affiliated faculty are area specialists and visiting scholars who offer more than 150 courses each year on the business, cultures, demography, economics, history, languages, law, literatures, politics, public policy, and social organization of the region.

The Russian, East European, and Eurasian Studies specialization offers training to graduate students preparing for academic and professional careers with a focus on the region of the former

Soviet Union and Eastern Europe. The specialization is designed to enhance students' language ability to the level of professional competence and to provide on-site experience and analytical skills appropriate for an area expert.

- **REEES Colloquium.** REEES 601 is required every semester, usually for one credit each term. This ongoing course will draw on and discuss area-related issues, including programs (Noon Lectures and Center events); Center "gateway" and other course lectures; visiting speakers; with occasional separate meetings on development and current state of REEES. All students are expected to attend CREES Noon Lectures.
- **Language Proficiency.** All students must either attain a level of proficiency in one REEE-area language one year beyond that required for the REEES B.A. (i.e., fourth-year Russian or Polish with a grade of B- or better; third-year for other languages) or achieve the level required for a B.A. plus an additional year in a second REEE language. All M.A. students will complete CREES-approved language tests upon matriculation and at graduation. Students who arrive with native proficiency in one of the regional languages must attain the REEES M.A. proficiency as described above in another area language.
- **Minimum Credit Requirement.** Students must complete a minimum of 24 credits in REEES-approved courses at the 400-level and above, of which 15 must be 500-level or above.
- Dual degrees. The REEES-MIRS specialization can be combined with other degrees at U-M; one of the most common is a dual degree in the Ford School's Master of Public Policy (MPP).
- CREES also offers a graduate certificate for students enrolled in other units at U-M; this certificate is independent of MIRS.

South Asian Studies

The Masters in International and Regional Studies (MIRS) South Asian Studies Specialization, is designed for students with an interest in gaining a deeper understanding of India, Pakistan, Afghanistan, Nepal, Bangladesh, Bhutan, and Sri Lanka. Students with academic or professional interests receive broad area and language training at the graduate level—ideal for students with in-country experience who want to channel their experience into a more formal direction, acquire further language competence, and interact with other specialists in an interdisciplinary environment.

Anchored in the Center for South Asian Studies, the MIRS South Asian Studies specialization draws upon CSAS's broad area scholarship and research. Students benefit from direct interaction with more than 100 world-class faculty members at Michigan who devote all or part of their research to understanding South Asian histories, cultures, economies, environments, and politics. CSAS offers courses in humanities and social science departments, as well as in the schools of

Environment and Sustainability, Ford School of Public Policy, Law, Public Health, Ross School of Business, and Taubman College of Architecture and Urban Planning.

Requirements

- **South Asian Studies Courses.** Students must complete at least 21 credits in South Asia focused courses. 18 of these must be in SAS-approved courses at the 400-level and above, and at least one course must include a substantial writing component (usually 600-level or above).
- **Cognate Courses.** Students must complete a minimum of 6 credits of coursework with thematic or comparative relevance to the student's educational goals, not necessarily focused on South Asia.
- **Language Requirement:** Intermediate oral and written proficiency in one South Asian language, which can be accomplished in one of the following ways:
 - Submit an official transcript from an accredited program indicating a passing grade in intermediate-level language
 - Pass a second-year language course at U-M
 - Pass an ACTFL exam or individualized assessment overseen by the department of Asian Languages and Cultures (ALC) South Asian language faculty

Southeast Asian Studies

The Masters in International and Regional Studies (MIRS), Southeast Asian studies specialization is designed for students with an interest in gaining a broader and deeper understanding of Southeast Asia, including Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam. Our language and area training will prepare students who want to pursue a career in academia, business, the government, or with a nonprofit organization in the U.S. or abroad. Dual-degree students are welcome.

Anchored in the Center for Southeast Asian Studies (CSEAS), the MIRS Southeast Asian studies specialization takes advantage of the expertise of internationally renowned faculty and the abundant resources of numerous departments and centers. Our Southeast Asia library and museum collections are recognized as among the best in the world. Thai Studies is particularly strong, benefited by faculty specialists and an endowment that funds research, internships, and language study abroad. Students are encouraged to travel to Southeast Asia and are given opportunities to organize conferences, network with faculty and visiting scholars, and participate in the programming of the center.

Requirements

The Southeast Asian studies specialization combines broad interdisciplinary coursework and intense language learning with the flexibility to pursue individual areas of interest. As a founding

member of the Graduate Education and Training in Southeast Asia (GETSEA) consortium, we encourage students to explore remote opportunities for didactic and other coursework with our partner institutions, with the possibility of independent study credits where applicable. Pre-approval of the course (including review of the syllabus and assessments) is required through the CSEAS MIRS director.

In addition to the MIRS requirements, CSEAS also requires:

- SEAS 501: Introduction to Southeast Asian Studies (3 credits). This course is an broad introduction to contemporary issues in SE Asia, and its format provides a forum for stimulating dialogue and networking between students and leading faculty in a variety of disciplines.
- Language Proficiency: Students must attain at least intermediate oral and written proficiency in one Southeast Asian language.
- The remaining credits should be distributed in at least three disciplines, such as anthropology, Asian cultures, history, political science, public policy, religion, music, and sociology. Courses offered through other universities, including those in the GETSEA Consortium, will be considered on a case-by-case basis.

DUAL DEGREES

In addition to these established specializations, the II welcome proposals from students to design self-initiated dual degree programs, combining the MA in International and Regional Studies with another graduate degree or graduate certificate at the University of Michigan. Students who are interested in pursuing a self-initiated dual degree program should consult with a member of the II academic services team.

Part III: Policies and Procedures

GENERAL ACADEMIC POLICIES AND PROCEDURES

This section summarizes and highlights general academic requirements and procedures of the Horace H. Rackham School of Graduate Studies that pertain to all Area Studies MA programs at the International Institute, including dual degree programs.

Official Edition of Rackham Academic Policies

Rackham no longer prints and distributes its academic policies. The most up-to-date edition of Rackham Graduate School Academic Policies is available on the Rackham website at

<http://www.rackham.umich.edu/policies/academic-policies>. Rackham's academic policies are updated as needed; where there is a discrepancy between the version on Rackham website and this handbook, Rackham website takes precedence.

Course Selection and Academic Record

Reference: Rackham Graduate School Academic Policies, Chapter 4

It is the responsibility of the student to make sure that the course selections recorded with the Registrar's Office accurately reflect the classes he/she is currently attending, including the section number of multi-section language or topics courses. Course selections may be modified through Wolverine Access during the first three weeks of a full term and the first two weeks of a half term. Courses dropped during this period do not remain on the student's academic record.

After this period and through the last day of classes, students may add or drop courses or change the status from credit to visit only with the approval of the course instructor and the International Institute Graduate Academic Services Coordinator. Late Add/Drop may be requested online through Wolverine Access; online workflow will route the request to the course instructor and the II Graduate Academic Services Coordinator. Only those requests approved by both the course instructor and the II Graduate Academic Services Instructor will be posted to the student's academic record. Courses dropped during this period will remain on the student's permanent academic record with the notation W, or withdrawn. Other registration changes, including changing credit/visit, must be completed using a paper form. Contact an II Graduate Academic Services Coordinator for more information and the appropriate form. All changes to the course must be recorded by the last day of classes for the term.

After classes have ended, courses may be added or dropped only under extenuating circumstances. Students may drop a course only if the instructor has not submitted the final grade to the Registrar's Office. No changes may be made to a course once a grade has been submitted.

Visiting (Auditing) a Course

Reference: Rackham Graduate School Academic Policies, Chapter 4, Section 3

With the permission of the course instructor, a student may enroll in a course as a visitor (auditor) rather than for credit. A notation of VI appears on the transcript when the course is successfully completed. Once the course grade is submitted, a student may not change the course from visit to credit or vice versa. Courses with a grade of VI do not count toward the minimum credits required for the degree and cannot be used to meet any of the degree requirements.

To sign up for a course as a visitor, register for the course through Wolverine Access and then complete the Add/Drop Form to change the status from credit to visit. The form is available from the II Graduate Academic Services Office. The student must obtain the signature of the course instructor and the II Graduate Academic Services Coordinator before submitting the form to the Registrar's Office. Students should be aware that regular tuition is assessed for visiting courses.

Residency and Tuition

Reference: Rackham Graduate School Academic Policies, Chapter 2

The University has a tuition structure with different rates for Michigan residents and students from out-of-state. To be eligible for resident classification, a student must demonstrate compliance with the University's Residency Classification Guidelines (<http://ro.umich.edu/resreg.php>). Students should consult with the II Graduate Academic Services Coordinator or the Office of the Registrar to determine whether a residency classification application needs to be filed. Students should be aware that there are certain circumstances in which Michigan residency is not automatic and a student must file a residency application. Application deadlines for each term are posted on the Registrar's website; late applications will be assessed a non-refundable fee.

Full Time Study

Reference: Rackham Graduate School Academic Policies, Chapter 3, Section 1

As a student in the Horace H. Rackham School of Graduate Studies, area studies MA students must be registered for at least eight (8) credit hours in the full term and four (4) credit hours in the half term to be considered a full time student for academic purposes. Students should be aware that full time registration for tuition calculation purposes and need based financial aid eligibility may not be the same as Rackham's definition. International students should be aware that US Citizenship and Immigration Services requires that a student who holds a J-1 or F-1 visa be registered full-time in the fall and winter terms to maintain his or her visa status.

Detached Study

Reference: Rackham Graduate School Academic Policies, Chapter 3, Section 3

Students whose program of study takes them away from the Ann Arbor campus, or who do not require any university resources beyond library privileges and a computing account while completing their master's essay may apply for a period of detached study. This status allows students to retain their student status and return to the program at the conclusion of the detached study period without reapplication. Up to 12 months of detached study may be granted by filing the Application for Detached Study. A detached study period may generally be extended for an additional 12 months by filing another petition.

Students working as a GSI, GSRA, or in any other capacity at the University, including hourly employment, or who are using laboratory facilities or taking examinations (including preliminary examinations and the oral defense), may not have detached study status.

Application for Detached Study must be completed online by the International Institute Graduate Academic Services Office and approved by the Center Director. Students interested in detached study should consult the Detached Study Information Sheet on the Rackham website and consult with an II Graduate Academic Services Coordinator.

Disenrollment and Withdrawal

Reference: Rackham Graduate School Academic Policies, Chapter 3, Section 3

Dropping all courses for the term is considered a term withdrawal. Prior to the beginning of the term, students can disenroll from the term (drop all courses) on Wolverine Access with no record, and tuition and fees for the term will be cancelled. Once the term has begun and through the last day of classes, students must obtain a Term Withdrawal Notice from the II Graduate Academic Services Coordinator. Students who register and subsequently withdraw after the term has begun will be responsible for the registration/disenrollment fee regardless of class attendance. Tuition adjustments follow the dates and amounts set by the Registrar.

Requests for a retroactive withdrawal after the term has ended will only be considered for extremely extenuating circumstances in which a student is unable to complete the term, and must be approved by the Center Director and Rackham. Petition for retroactive withdrawal must include documentation confirming extenuating circumstances.

Discontinuation and Readmission

Reference: Rackham Graduate School Academic Policies, Chapter 3, Section 3

Students who are not enrolled for two consecutive terms and are not on approved detached study are discontinued from the program by Rackham and must apply for readmission to the program if they want to continue with their studies. Application for readmission is completed online through the

Rackham website. An application for readmission must be approved by the Center Director and by Rackham. If a student has exceeded the time limit for degree completion, an online Petition for Modification or Waiver of Policies, available on the Rackham website, requesting the extension of the time limit must be submitted at the same time. See the section on Time Limit on Degree Completion below for more details on this requirement.

Satisfactory Progress

Reference: Rackham Graduate School Academic Policies, Chapter 4, Sections 6-7

Students must maintain a minimum cumulative grade point average of 3.0 (on 4.0 scale) or B for all courses taken for credit toward the degree, including all language courses. (See the Rackham Graduate School Academic Policies website for how to calculate the grade point average.) A student whose cumulative grade point average falls below a B average in a given term or half term will be placed on probation for the following term or half term by the Rackham Graduate School. A student whose cumulative grade point average falls below a B average for two successive terms or half terms may, upon the recommendation of the Center Director and the consent of the Graduate School, be granted a final opportunity to correct the scholastic and/or academic deficiency. A student whose cumulative grade point average falls below a B average for three successive terms or half terms may not be permitted to enroll again, and may be required to withdraw from the University. A student whose cumulative grade point average is below a B cannot be recommended for the degree.

Program Residence Requirement

Reference: Rackham Graduate School Academic Policies, Chapter 4, Section 1

Students must complete at least 12 credit hours of courses on the Ann Arbor campus while registered as a Rackham student. Credit hours earned at other University of Michigan campuses, other institutions of higher education, and courses elected for visitor status may not be used to meet this requirement.

Transfer of Credit

Reference: Rackham Graduate School Academic Policies, Chapter 4, Section 2

A maximum of 6 credit hours may be transferred from other institutions of higher education, or from another campus of the University of Michigan, or from a combination of those two. Only graduate level courses taken for a letter grade of B or above may be transferred. Students must be in good standing and have completed at least 8 credit hours with a grade point average of 3.0 in the degree program before transfer of credit can be initiated. Credit hours used to meet degree requirements for another degree, either at the University of Michigan or at another institution, cannot be transferred.

To transfer credit, a student must submit official transcripts from the institution granting credit. One copy must be sent to Rackham Office of Academic Records and Dissertations (see Rackham website for instructions on how to send the official transcript), and one copy must be sent to the

International Institute Graduate Academic Services Office. Acceptance of transfer credit for any degree requirement must be approved by the Center Director.

Note: language courses that are equivalent in proficiency level to 100-499 as taught at the University of Michigan are considered undergraduate courses. Even though 400-level language courses are approved for graduate credit and can count toward the degree, credits for courses that are equivalent in proficiency level to these courses cannot be transferred.

Time Limit on Degree Completion

Reference: Rackham Graduate School Academic Policies, Chapter 6

A student must complete all work toward the degree within five consecutive years from the date of first enrollment in the program. This limit may be extended by petition, using the online Petition for Modification or Waiver of Policies available on the Rackham website. The petition should specify the amount of work that remains to be completed for the degree and a timetable for its completion, including the month and the year by which the requirements will be completed. The petition must be endorsed by the Center Director before it is submitted to Rackham.

Applying for Graduation

Reference: Rackham Graduate School Academic Policies, Chapter 6

Students apply for graduation through Wolverine Access to receive the MA degree. Log in to Wolverine Access using your uniqname and Kerberos password, and go to the Student Center. You will find “Apply for Graduation” in the pull-down menu in Degree Progress/Academics section. Follow the instructions and provide requested information. You will be asked how you would like your name to appear on the diploma, and where to have it mailed. If you have any special requests (e.g. diacritical marks), be sure to provide detailed information. If you are a dual degree student, you must apply separately for each degree. If the exact name of the degree you wish to apply for does not appear on Wolverine Access, please contact the II Graduate Academic Services Office.

Students who have applied for graduation by the application deadline date will have their names printed in the commencement program. Deadlines for the next several semesters are posted on the Rackham website (go to the Rackham home page and search for master degree application deadline). Applications for graduation will be accepted until the last day of classes of the term in which the student wishes to receive their degree/diploma; however, the names of those students who apply after the deadline will not appear in the commencement bulletin.

All students should file degree applications as early as possible in the term during which they are reasonably certain of completing all degree requirements. If the student fails to complete all requirements during the term in which the degree application is filed, the student will be denied the degree during degree audit and will be notified of this result. He/she must file a new degree application for the next term to be considered again for the degree. Final grades for all required courses must be recorded before the student can be certified for graduation at degree audit. It is the student’s responsibility to see that all degree requirements are met and recorded in a timely manner.

Students should be aware that various university services, such as library privileges and computing access, are tied to their status as active students, and many of these services will no longer be accessible in the same manner once they graduate. Some of these services may be continued as alumni for a fee. To help students plan for this transition, Rackham has prepared a web page with more information on what happens with various university services after graduation. Go to the Rackham website (www.rackham.umich.edu) and search for “preparing to graduate”.

Commencement and Diploma

Information about University Commencement (for all students) and University Graduate Exercises (for Rackham students) is posted on the Graduate’s Guide to Commencement website (www.umich.edu/~gradinfo). Hood color for all International Institute area studies programs is white.

Diplomas are mailed approximately eight weeks after end of the term to the address specified at graduation application. Students who need a proof that the degree has been awarded before they receive their diploma may get a verification of degree(s) awarded from the Office of the Registrar by filling out the Certification Form available on their website (<http://ro.umich.edu/forms/certification-form.pdf>).

Academic and Professional Integrity

Reference: Rackham Graduate School Academic Policies, Chapter 11

The University is an academic community which students join of their own volition. As members of this community, and as future leaders in research and the professions, all Rackham students are expected to take personal responsibility for understanding and observing the following standards of academic and professional behavior that safeguard the integrity of the academic mission of the University.

This policy defines serious violations of academic integrity. Allegations of such violations will lead to inquiries conducted under the authority of the Graduate School or other schools and colleges, and may result in the imposition of serious disciplinary actions. Procedures for these inquiries are described in section 11.3 of Rackham Academic Policies.

Other units in the University maintain campus-wide policies and procedures concerning personal conduct including sexual harassment and misconduct; assault, theft, cyber-misconduct and other violations; discrimination and harassment in the workplace; conflict of interest; use of information technology resources; misconduct in sponsored research; protocols for the conduct of research involving human subjects and animal use; and requirements concerning export controls and access restrictions for certain technologies. Students engaged in research are expected to understand and follow the policies and regulations that apply to their investigations. Students are also responsible for learning and observing standards of professional conduct of their field.

Students are also accountable for maintaining the standards of academic integrity endorsed by their graduate program, which may set additional expectations.

Offenses against the standards of academic integrity include the following categories of misconduct.

These categories are not limited to the violations listed below, but may include other forms of misconduct.

- Cheating or obtaining an improper advantage
- Plagiarism
- Research misconduct
- Dishonesty in publication

- Abuse of confidentiality
- Misuse of computer facilities
- Misuse of hazardous substances used in research-related activities
- Fabrication, falsification, or unauthorized modification of an academic record
- Obstruction of academic activities and scholarly research of another
- Illegal or unauthorized use of university resources
- Other forms of academic misconduct
- Attempted academic misconduct
- Professional misconduct

Criminal misconduct must be reported to the Division of Public Safety and Security. Allegations of other kinds of non-academic misconduct should be referred to the offices responsible for enforcing these University regulations and policies. These offices will inform the Rackham Resolution Officer when complaints involve Rackham students, and will consult with the Resolution Officer to determine how to proceed. These offices will inform the Resolution Officer in writing of the resolution of any case involving a Rackham student.

- The Office of Student Conflict Resolution has policies and procedures for allegations of personal misconduct involving other students in violation of the Statement of Student Rights and Responsibilities, including sexual misconduct.
- The Office of the Vice President for Research conducts inquiries concerning violations of the University's Policy Statement on the Integrity of Scholarship and Procedures for Investigating Allegations of Misconduct in the Pursuit of Scholarship and Research. This includes misconduct in externally-sponsored research and training; violations of protocols for the conduct of research involving human subjects and animal use; abuse of guidelines that govern conflict of interest; and violations of other federal compliance requirements such as export control regulations and access restrictions for certain technologies.
- The Office of Institutional Equity is responsible for enforcing policy concerning discrimination and harassment in the workplace.
- The Office of the Chief Information Officer investigates allegations of misuse of information technology resources.

When a complaint involves both academic and non-academic misconduct, the non-academic complaint(s) will be resolved first and then the Resolution Officer will determine if additional action should be taken.

The Rackham Graduate School will handle allegations involving International Institute Area Studies MA students. Students should refer to Section 11.3 of Rackham Academic Policies for

details of the procedure for reporting, investigating, and adjudicating allegations of violation of Rackham's policy on academic and professional integrity.

Conflict Resolution and Student Grievances

Rackham Graduate School offers graduate students and postdoctoral fellows formal and informal dispute resolution services, provides resources and referrals, and can offer alternative resolutions in consultation with other offices as appropriate. All can expect confidentiality in a safe environment.

Rackham's Academic Dispute Resolution Policy and Procedures are available to Rackham students who have a dispute or disagreement with faculty or staff about the equity and fairness of decisions or procedures that affect their academic standing, the conduct of their research, and progress toward the degree.

The Rackham Resolution Officer provides a safe and confidential environment to discuss concerns, and advises faculty, postdoctoral fellows, staff, and students on matters related to emergencies, crisis situations, disputes, and student conduct violations. The Resolution Officer also provides information about Rackham Graduate School and University policies and procedures, makes referrals, and offers resources when appropriate.

The University Ombuds office is a place where student questions, complaints and concerns about the functioning of the University can be discussed confidentially in a safe environment. The Office offers informal dispute resolution services, provides resources and referrals, and helps students consider options available to them.

The Office of Student Conflict Resolution promotes a safe and scholarly community in which students navigate conflict in a peaceful, socially just, and self-reflexive manner. OSCR offers a spectrum of conflict resolution pathways that are educationally focused, student-driven, community owned, and restorative in nature, which are adaptable to meet the needs of individuals experiencing conflict.

The Office for Institutional Equity (OIE) provides programs and services for faculty, staff, and students to support diversity, inclusiveness, equal access, equitable treatment, and cultural understanding and competency. OIE provides training and consultation on achieving and supporting diversity in the workplace, on Americans with Disabilities Act issues, and on preventing and resolving discrimination and discriminatory harassment.

UNIVERSITY POLICIES

This section summarizes and highlights a few important university-wide policies that pertain to students in the International Institute Area Studies MA programs. Links to many of these

university policies are provided on the Student Policies website of the Office of the Vice President for Student Life (<http://studentpolicies.umich.edu/>).

Fundamental Tenets of Membership in the University Community

The University of Michigan is a community devoted to learning. Members of our community advance, preserve, and transmit knowledge through study, teaching, artistic expression, research, and scholarship. As a public university, we have a special obligation to serve the public interest.

All who join the University community gain important rights and privileges and accept equally important responsibilities. We believe in free expression, free inquiry, intellectual honesty, and respect for the rights and dignity of others. We respect the autonomy of each person's conscience in matters of conviction, religious faith, and political belief. We affirm the importance of maintaining high standards of academic and professional integrity. In defining the rights we enjoy and the responsibilities we bear, we must keep those basic principles in mind.

All members of the University have civil rights guaranteed by the Bill of Rights. Because the search for knowledge is our most fundamental purpose, the University has an especially strong commitment to preserve and protect freedom of thought and expression. Reasoned dissent plays a vital role in the search for truth; and academic freedom, including the right to express unpopular views, is a cherished tradition of universities everywhere.

All members of the University have the right to express their own views and hear the views of others expressed, but they must also take responsibility for according the same rights to others. We seek a University whose members may express themselves vigorously while protecting and respecting the rights of others to learn, to do research, and to carry out the essential functions of the University free from interference or obstruction.

Adopted by the Senate Assembly, June 18, 1990

Statement of Student Rights and Responsibilities

This Statement and its violation are administered by the Office of Student Conflict Resolution. The full text of this Statement, effective July 1, 2013, is posted online at: <http://oscr.umich.edu/statement>

The University of Michigan-Ann Arbor (the University) is dedicated to supporting and maintaining a scholarly community. As its central purpose, this community promotes intellectual inquiry through vigorous discourse. Values which undergird this purpose include civility, dignity, diversity, education, equality, freedom, honesty, and safety.

When students choose to accept admission to the University, they accept the rights and responsibilities of membership in the University's academic and social community. As members of the University community, students are expected to uphold its previously stated values by maintaining a high standard of conduct. Because the University establishes high standards for membership, its standards of conduct, while falling within the limits of the law, may exceed federal, state, or local requirements.

Within the University, entities (such as schools and colleges; campus, professional, and student organizations) have developed policies that outline standards of conduct governing their constituents and that sometimes provide procedures for sanctioning violations of those standards. This Statement of Student Rights and Responsibilities (the Statement) does not replace those standards; nor does it constrain the procedures or sanctions provided by those policies. This Statement describes possible behaviors which are inconsistent with the values of the University community; it outlines procedures to respond to such behaviors; and it suggests possible sanctions/interventions which are intended to educate and to safeguard members of the University community.

Students at the University have the same rights and protections under the Constitutions of the United States and the State of Michigan as other citizens. These rights include freedom of expression, press, religion, and assembly. The University has a long tradition of student activism and values freedom of expression, which includes voicing unpopular views and dissent. As members of the University community, students have the right to express their own views, but must also take responsibility for according the same right to others.

Students have the right to be treated fairly and with dignity regardless of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status, and as revised in the University of Michigan Nondiscrimination Policy. The University has a long-standing tradition of commitment to pluralistic education. Accordingly, the University, through this Statement, will not unlawfully discriminate on the basis of protected group status.

Students have the right to be protected from capricious decision-making by the University and to have access to University policies which affect them. The University has an enduring commitment to provide students with a balanced and fair system of dispute resolution. Accordingly, this Statement will not deprive students of the appropriate due process protections to which they are entitled. This Statement is one of the University's administrative procedures and should not be equated with procedures used in civil or criminal court.

The University's commitment to providing students appropriate dispute resolution avenues means that in addition to formal conflict resolution processes the University also provides informal, adaptable conflict resolution pathways. Related procedures are outlined in VI.2.B. Adaptable Conflict Resolution (including Mediation).

Along with rights come certain responsibilities. Students at the University are expected to act consistently with the values of the University community and to obey local, state, and federal laws.

Religious Holidays and Academic Conflict

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Ombudsperson. Final appeals will be resolved by the provost.

LSA and University Policies on International Travel

The university's policy on international travel applies to all students who travel outside the United States for any University-related purpose, including but not limited to, study, research, internships, service, conferences/workshops (presentation or attendance), teaching, performances, or athletic competitions. For International Institute's Area Studies MA students, these activities may include language study, experiential learning course-related travel, independent research, conference or workshop attendance, and/or paid or unpaid internship during the summer, semester breaks, or during the academic year. All student international travelers for University-related purposes are required to register their travel details on M-Compass and to purchase the university's international travel health insurance group policy for the duration of their time overseas. Information provided in the M-Compass travel registration is only accessible by authorized university and public safety personnel.

The University reserves the right to prohibit or suspend travel for University-related purposes to any destination by faculty, staff, or students if significant health, safety or security concerns pose extreme risks that warrant such a decision. A list of such destinations and nature of restrictions is posted on the Global Michigan Portal (globalportal.umich.edu). Students traveling to areas under

such travel warning or restriction must obtain prior approval from the university's International Travel

Oversight Committee. Students registering travel on M-Compass to regions under travel warning or restriction will be prompted to submit documents for prior approval through M-Compass. Travel warnings and restrictions are reviewed and updated monthly in response to changing conditions. The Global Michigan Portal contains more details on this policy and explains the procedures for obtaining approval. The forms necessary for obtaining approval may be downloaded from this site.

International Institute is administratively located within the College of Literature, Science and the Arts (LSA); thus, LSA's policy on international travel applies to all Area Studies MA students. For LSA students, international travel is considered University-related travel when it meets one or more of the following criteria:

- Student receives U-M 'in residence' credit for the experience
- Travel experience or program is organized or managed by U-M unit
- Student receives any sort of financial support from a LSA unit for their time abroad
- Student participates in an experience abroad that is necessary to achieve a degree requirement, e.g. master's essay field research, internships, degree milestones
- Student is accompanied or led by a U-M faculty or staff member while abroad

Compliance with LSA International Travel Policy, including travel registration, travel health insurance purchase, and waiver for travel warning and restriction destinations, is monitored by the Health and Safety staff of the Center for Global and Intercultural Study (CGIS). Students should keep in mind that any funding for international travel from LSA unit(s), including the International Institute and its constituent Centers/Programs, will not be disbursed to the student until CGIS Health and Safety confirms that the student is in compliance with the LSA International Travel Policy requirements. As the first step in complying with the LSA International Travel Policy, all International Institute Area Studies MA students must report all University-related international travel to the II Graduate Academic Services Coordinator as soon as travel details (travel purpose, destination countries, and approximate dates) are available. The II Graduate Academic Services Coordinator will inform CGIS Health and Safety staff, who will contact student by email with specific instructions and links on how complete the requirements prior to departure. For students who will receive funding from the International Institute or any of its constituent Centers/Programs, or will participate in a group travel experience organized or managed by the International Institute or any of its constituent Centers/Programs, the initial step of contacting CGIS Health and Safety staff with travel details should occur automatically.

Students are also strongly encouraged to use the U-M Travel Registry for any personal or leisure travel that takes them overseas, including those taken in conjunction with University-related travel

(such as arriving early before the start of the educational program or staying over beyond the end of the program). The international travel health insurance is also available for any accompanying dependents (spouse and/or children) on the same itinerary. Students may complete this optional registration and purchase insurance through the Register Your Travel link Wolverine Access.

University Policies on Smoking and on Alcohol and Other Drugs (AOD)

The University maintains a smoke-free campus. Smoking is prohibited in all university buildings and vehicles and on university grounds. The University's policy on alcohol and other drugs for faculty, staff and students is posted on the university website at <http://www.umich.edu/~spolicy/studentalcohldrug.html>.

University Policy on Sexual Misconduct by Students

The full text of this policy is posted on the university website at:

<http://studentsexualmisconductpolicy.umich.edu/>

The University of Michigan (University or U-M) values civility, dignity, diversity, education, equality, freedom, honesty, and safety, as described in the Statement of Student Rights and Responsibilities, and is firmly committed to maintaining a campus environment free from sexual harassment, and sexual assault, collectively referred to in this policy as sexual misconduct.

Sexual misconduct jeopardizes the mental, physical, and emotional welfare of our students, as well as the safety of our community. Sexual misconduct diminishes students' individual dignity and impedes their access to educational, social, and employment opportunities. It can permanently impact students' lives and may cause lasting physical and psychological harm. Sexual misconduct violates our institutional values and its presence in the community presents a barrier to fulfilling the University's scholarly, research, educational, patient care, and service missions. Sexual misconduct, therefore, will not be tolerated at the University of Michigan and is expressly prohibited.

This policy provides information regarding the University's prevention and education efforts related to sexual misconduct by students, as well as how the University will proceed once it is made aware of student sexual misconduct in keeping with our institutional values and to meet our legal obligations under Title IX and other relevant law.

This policy applies to all students and all students engaging this policy can expect to be treated with respect as the University seeks to provide an appropriate, private, timely and fair response to reports of sexual misconduct by students. Retaliation will not be tolerated. For more information about student rights, go to the Student Expectations and Rights section of this policy.

The University strongly encourages the reporting of sexual misconduct. The University will respond to reports of sexual misconduct made to a non-confidential University employee. All reports will be reported to the U-M Title IX Coordinator in the Office for Institutional Equity. To access confidential assistance, students may contact a confidential reporting location. The University strongly encourages anyone who believes they experienced a sexual assault (or any other crime) to make a report to the University of Michigan Police Department.

The University will respond to reports of student sexual misconduct with support and resources and proceed in a way that seeks to honor the rights of the students affected by the report. To this end, if a Complainant requests confidentiality and/or decides not to participate in the response process, the University will consider this request and proceed in a way that takes into account the safety and wellness of the community (including that of the Complainant). For more information, go to the Decision to Proceed with Investigation section of this policy.

A report of sexual misconduct will be reviewed, and if deemed appropriate, investigated by the Title IX Coordinator or designee. In the interest of privacy, investigations will not involve a hearing or require that participants meet together. If the evidence supports (based on “a more likely than not” standard) a finding of responsibility, the matter will proceed to the sanctioning process. Sanctions will be determined either by agreement (with input from all parties) or by a Resolution Officer (if parties are not in agreement regarding the appropriate sanctions). Either party may appeal the outcome of the matter based on the specific grounds outlined in this policy. For more information, go to the Review of the Decision section of this policy.

Part IV: Resources

ACADEMIC SERVICES STAFF

The International Institute's **Graduate Academic Services Coordinators** jointly share the responsibilities of managing all area studies MA, Graduate Certificate and dual/joint degree programs at the International Institute. Their responsibilities include managing the graduate academic services office, maintaining student records, monitoring student progress, responding to student inquiries, and managing admissions and fellowships. The II Graduate Academic Services Office serves as the students' first point of contact for any administrative matter, and coordinates the processing of academically related forms and petitions with other university offices such as the Office of the Registrar and the Rackham admissions and academic records offices. Students with any questions or concerns about any aspect of student life are encouraged to contact the II Graduate Academic Services Office.

The II houses 17 centers and programs focused on specific world regions and global themes. Each specialization in the MIRS program has a **Faculty Advisor** who is ultimately responsible for all aspects of the program at the Center. Depending on the Area Studies Center, this person may be the Center Director, the Center Associate Director, or the Director of Graduate Studies. In addition, staff at each Specialization's Center provide resources and assistance to students.

GENERAL CAMPUS RESOURCES FOR STUDENTS

Horace H. Rackham School of Graduate Studies Website

Rackham's website (www.rackham.umich.edu) provides a wealth of resources on graduate student life, including diversity issues, health and wellness, mental health resources, events and workshops, graduate student organizations, and campus and community resources.

Rackham Interdisciplinary Workshops (RIW)

Rackham Graduate School sponsors interdisciplinary study groups for graduate students and faculty called Rackham Interdisciplinary Workshops (RIW). These workshops focus on an interdisciplinary topic, involve faculty and students from multiple departments and hold informal workshops, reading groups, and social events. Many International Institute centers/programs sponsor and provide an administrative home for one of these workshops. For a list of current Rackham InterdisciplinaryWorkshops and their websites, see the Rackham website at:

<http://www.rackham.umich.edu/academics/interdisciplinary-workshops>

Language Resource Center

The Language Resource Center (<http://lsa.umich.edu/lrc>) has a multitude of resources for faculty and students in support of learning languages and culture on the U-M campus. The LRC manages a collection of print and media that pertain specifically to language learning, runs a language partner matching service, and supports those interested in translation. In addition, their video collection contains many feature films from all over the world.

English Language Institute

English Language Institute (ELI, <http://lsa.umich.edu/eli>), located on the 9th floor of Weiser Hall, provides courses and other types of language and academic support for international graduate students. ELI faculty counselors are available to provide international graduate students with feedback on their language needs and guidance on ELI courses and other resources. Area Studies MA students who are international students are strongly encouraged to consult with an ELI faculty counselor at the beginning of their program and throughout their studies.

Gail Morris Sweetland Center for Writing

The Gail Morris Sweetland Center for Writing (www.lsa.umich.edu/sweetland) provides assistance to U-M students on their writing projects. SWC conducts workshops and seminars on writing and has peer advisors and professional writing counselors who can review students' essays and papers for writing effectiveness. Graduate students are entitled to one hour per week of counseling with a staff writing counselor to work on their educational writing projects, such as course assignments, master's essay, and statement of purpose for fellowships and grants related to their degrees.

Services for Students with Disabilities

Services for Students with Disabilities (SSD, <https://ssd.umich.edu/>) supports the needs of students with physical, mental, and learning disabilities in pursuing their education at U-M, and operates the LSA Testing Accommodation Center for students with verified disabilities who need accommodation for in-class exams for LSA courses. Students must be registered with SSD to receive accommodation services. Students who need to access SSD services are strongly encouraged to contact the office early in the semester so that appropriate arrangements are place. Academic accommodation requires two weeks prior notice.

Financial Support

U-M has diverse opportunities for funding graduate education. Area studies MA students are eligible to compete or be nominated for Rackham Graduate School and International Institute

funds as well as Center-funded fellowships. Our MA students have found work as teaching and research assistants, and graders in a variety of departments throughout the university. In addition, some Centers and the International Institute main office may have a limited number of employment opportunities.

Many area studies centers hold an annual fellowship competition for academic year and summer fellowships that are awarded on merit basis. Some Centers also has small grant programs to support travel expenses for academic conference participation. Information on application procedures and deadlines are posted on the Center website.

U-M's Office of Financial Aid (www.finaid.umich.edu) administers need-based financial aid to qualified applicants in the form of grants, subsidized and unsubsidized loans, and work-study.

Students must complete the Free Application for Federal Student Aid (FAFSA) to apply for needbased aid. Students in joint-degree programs should consult the appropriate professional school for additional financial support information.

Health Care

University Health Service (www.uhs.umich.edu) is the on-campus health care provider for students, and operates a walk-in clinic for urgent care. Most routine services provided at UHS are free to registered students. UHS also provides care for student's family members for a fee and accepts most major insurance. UHS provides routine medical care, including gynecological, mental health, and vision services, and makes referrals to specialists when it cannot provide the necessary services.

It is strongly recommended that students carry some form of medical insurance. For students who do not have access to health insurance through other means, UHS provides health insurance for purchase to domestic students. International students go to the International Center to obtain their health insurance and are required to maintain health insurance coverage.

Michigan Medicine (<http://www.uofmhealth.org/>) is a teaching hospital and outpatient clinic attached to the U-M Medical School. It provides primary care and a wide variety of specialty clinics. Counseling and Psychological Services (<https://caps.umich.edu/>) provides free counseling to registered students.

Working on Campus

The U-M Student Employment Office, located in the Student Activities Building, is the central source for all jobs on campus for students. This office maintains a website listing both federal Work-Study eligible positions and non-Work Study positions. For more information, go to their website at <https://studentemployment.umich.edu/>

Teaching, research, and administrative assistant positions, called Graduate Student Instructors (GSI), Graduate Student Research Assistants (GSRA), and Graduate Student Staff Assistants (GSSA) respectively, are hired directly by university departments and offices. All GSI, GSRA, and GSSA positions are posted on the university's job website (www.umjobs.org). Each teaching unit hires GSIs for its own courses, and GSAs are hired directly by research projects. Area Studies MA students in good academic standing are welcome to apply for open GSI positions in any teaching unit for which they feel they have subject matter expertise. International Institute's centers and programs have a limited number of GSI positions for their undergraduate courses in International Studies and area studies undergraduate majors and minors.

International Center Education Abroad Office

U-M International Center (internationalcenter.umich.edu) provides a variety of services to international students, visiting scholars, faculty, staff and their families, including visa services, orientation, and cultural events. In addition, its Education Abroad Office serves as a resource for all U-M students who want to travel abroad for study, internship, or work. They sponsor the

International Career Pathways series of information sessions, the International Career Opportunities Fair, and other sessions on travel, study and work abroad. Peer advisors and a resource library are available for consultation.

Career Opportunities

Graduates of the International Institute Area Studies MA Programs find positions in a wide variety of fields and organizations. In the last 50 years our alumni have made careers as scholars, language teachers, lawyers, business analysts and executives, entrepreneurs, translators, interpreters, international bankers, engineers, writers, researchers, journalists, and artists, to name just a few. Recent MA graduates have found jobs in the U.S. federal government, at major multinational corporations, and in the non-profit sector; others have gone on to pursue PhDs in the humanities and the social sciences, or professional degrees in business, information science, or law.

U-M's Career Center (www.careercenter.umich.edu) offers many services to prepare students for a successful job search, and helps students find positions. They sponsor career fairs and workshops, critique resumes and mock interviews, offer individual career counseling, and manage the on-campus interview process. International Institute sponsors a number of career-focused events and workshops that are open to all area studies MA students.