

I. Introduction:

CHID Today: Surviving and Thriving in a Difficult Year

The academic year 2004-2005 was a difficult and memorable time for the Comparative History of Ideas Program. It was a year of loss and tragedy for the faculty, staff and students of the program. For many of us it will always be remembered as the year in which Jim Clowes, the innovative, beloved and inspiring Associate Director of CHID, became ill and died. From the time Jim was diagnosed with cancer on August 10, 2003, until his death on March 1, 2004, and through the month of memorial services that followed, we lived our lives in the shadow of Jim's passing.

However, many wonderful things took place under that shadow. The amazing, massive outpouring of recognition by Jim's students, friends and colleagues was unprecedented in recent memory at this university. After working most of his UW career under the university's radar and without significant academic recognition, Jim finally became visible through the voices of the people he had touched in so many ways, and found, unsought, the recognition he so richly deserved. The university created a new distinguished teaching award—the James D. Clowes Teaching Award for the Advancement of Learning Communities—in Jim's honor and posthumously awarded him one of the prestigious established awards—the Sterling Munro Public Service Teaching Award. This official recognition, however, was not nearly as significant as the popular recognition from students and friends. Jim's students mourned his passing by embodying his vision. In an ongoing process that culminated in a stunning exhibition of student work five weeks after his death—“Swarming the Beehive”—students displayed the living reality of a learning community that nurtures individual creativity as well as a long-term commitment and loyalty that most teachers can only dream about.

Paradoxically, CHID's great tragedy became one of its greatest triumphs. The very depth of our common pain expressed the extent of our commitment to each other and to the task of carrying forward the intellectual and educational legacy Jim had represented. In a year when some of us thought we would surely break under the pressure of the load the fates had imposed on us, CHID prospered and continued to grow.

In many ways this self-study expresses our common commitment not only to carry on, but also to expand and raise to a new level the educational experiment that we have begun.

II. Statement of Principles: Passion, Perspective and Community

The participating members (students, staff and faculty) of the Program in the Comparative History of Ideas are engaged in a collective endeavor to construct a dynamic, creative learning community that will mobilize our collective and individual passions. We encourage our members to pursue the ideal of self-knowledge collaboratively through informed and self-conscious participation in the changing world in which their selves are shaped and which they will shape for their own and future generations.

CHID is widely recognized across campus for a number of contributions. We have created an exemplary curriculum for a problem-oriented interdisciplinary program, and nurtured a unique undergraduate culture. CHID has produced students recognized across the university for their inquiring, experimental, totally engaged participation in the life of the mind, their outstanding intellectual achievements, and their passionate commitment to asserting ownership of both the content and the process of their education. Additionally, CHID is noted for creating a laboratory for curricular innovation, for the “internationalization” of undergraduate education, for pedagogical creativity in learner-based methods of teaching and research, for extensive cross-unit collaborations, and for its focus on engaged community learning and public service.

As the program has developed and grown, we have been guided by a number of general principles:

1. The questions are the content.

As a general field of study, CHID encompasses the comparative, historical analysis of the meanings and values (the “ideas”) that inform the formation and transformation of individual and collective identities. Within this broad framework, however, the curriculum is driven by the specific questions that arouse the passionate commitments of students, faculty and staff. The inspiration for a constantly self-transforming curriculum has emerged from the student, staff and faculty focus groups and innovative experimental projects that have evolved from the intense engagement of participants in issues they really care about.

2. Inter-disciplinarity is disciplined knowledge.

In CHID we treat the disciplines as rigorously focused methods and traditions of knowledge that provide necessary, but limited, perspectival mappings of the problems we address. We consider inter-disciplinarity as not just cooperation among professional experts, but as the incorporation of different, parallel and sometimes conflicting, ways of knowing within the individual inquirer. Inter-disciplinarity is itself a way of knowing that leads to innovation and intellectual freedom.

3. Students are the agents of their own education.

Learning is not a simple consumption of established knowledge but a creative, self-transforming practice. Students, and students’ interests, play a major role in the CHID program. We believe that students can be trusted with the responsibility to take ownership of their education. This means they should not be treated merely as consumers, or even as an interested group of “stakeholders,” but as full and active

participants in the creation of the curriculum, the governance of the program, and the revisions and transformations of its educational methods and structures. The responsibility of faculty and staff is, on the one hand, to facilitate and guide this process, and on the other hand, to inspire, listen, learn and ultimately to join with the students as collaborating members of a democratic learning community. Students have always been the heart and engine of the program.

4. Education is a dialogical process within a learning community.

Students learn about themselves and the world they live in through reciprocal exchange and interactions with others. CHID aims to provide a wide array of forums and collaborations in which students can articulate their commitments and test their projects, and encourages them to take on roles as peer advisors and peer facilitators of group discussions.

5. Experience is the best teacher.

For CHID, the ideal of experiential learning has two primary forms. First, as much as possible, the classroom experience should allow students to go through processes of self-doubt and reflective criticism of their own cultural assumptions and inherited identities, to combine self-immersion in practices of communication and representation with the study of those themes, and to develop a sense of realistic self-imposed limitation and modesty through participation in collaborations and group projects. Second, students should be able to take their classroom experiences into the world beyond the classroom, by becoming actively involved in local, national and international communities through internships and other forms of engaged community learning.

6. Critical thinking and self-understanding are tied to knowledge of the world.

Our aim is to encourage students, staff and faculty to get outside of themselves, to gain a perspective on their own world by entering, imaginatively or actually, the worlds of others, and to see themselves from the other side of the boundaries of the world they normally inhabit. Mature and realistic creation of bridges across the boundaries that divide us emerges from a serious recognition of the power of those boundaries and the powers that maintain them. In order to help students come to terms with the meaning of cultural boundaries, we believe that a “foreign” experience should be a part of every liberal education, not as a means of escape or self-affirmation, but as a path toward critical realistic participation in world that is both increasingly unified and persistently diverse.

From these principals have emerged the educational practices, the institutional innovations and above all, that reflective, questioning, engaged “CHID student” that we believe have immensely enriched the undergraduate life of this university. Many people think that this kind of intense, engaged community of learning is not possible within the context of large, urban, commuter-oriented research university. For CHID, the large university is an opportunity for collaboration and exploration—an enabling condition for, rather than a hindrance to, passion, perspective and community in undergraduate education.

III. A Brief History and Overview

The Comparative History of Ideas Program is entering its third decade of existence at the University of Washington. It has been widely recognized for its record of curricular and pedagogical innovation, and is consistently mentioned in University reports and brochures as an exemplary interdisciplinary program, but its institutional place remains undefined and its funding uncertain.

CHID began as a tiny program in the College of Arts and Sciences under a grant from the National Endowment for the Humanities in the late 1970s. John Toews was hired as a modern cultural historian by the History Department in 1979 with the assumption that he would become Director of the program as soon as he was granted tenure. He has remained Director of the program from the time of his promotion in 1981 until the present. The program gradually grew in size and visibility during the 1980s, under the protective academic umbrella and with the administrative support of the Comparative Literature Program. The required Junior Colloquium (CHID 390) and many of the foundational, cross-listed courses in Group A of the curriculum were developed during this period.

In the early 1990s the program was transferred to the jurisdiction of the university's Dean of Undergraduate Education, where it remained until 1998, when it was transferred back to the College as an Independent Program in the Humanities. Under the leadership of James Clowes, a charismatic Teaching Assistant (TA) and Lecturer, who became Associate Director in 1994, the program developed and consolidated its characteristic institutional shape as an exemplary, collaborative, student-centered "Learning Community," and rapidly became a leader in the development of innovative international programs and exchanges for undergraduates.

The ability of CHID to adapt to student and faculty interests and develop through constant processes of inner transformation and self-renewal during its thirty-year history stems in part from its special access to TA allocation, which had developed during the period of its close ties to the Dean of Undergraduate Education. Access to TAs allowed CHID to "buy" departmental support for cross-listed courses, to supervise an expanding core of student-initiated courses and study groups, and to organize and administer foreign study programs.

The strategic use of TAs, teaching by staff members and adjunct lecturers and the regularizing of institutional cross-listing (as well as personal commitments that sustained an immense amount of overloading) allowed the program to expand without creating competitive hostility or wasteful overlap with other programs and departments. It is now an undergraduate major with between 150 (Fall 2003) and 183 (Fall 2004) majors, and growing at an average rate of about 10% a year. It has cooperative relations with more than thirty-five departments, schools and programs throughout the university. As the number of majors moves toward the 200 mark there is a need to consolidate as well as to innovate. And, as the program becomes larger and the founders and current directors of the program move on to other things (or retire), it is important to provide an institutional framework for a continuity that transcends individual personalities.

Three factors have driven the evolution of the program: the cooperation of faculty members from many departments with a common commitment to the historical and comparative study of ideas as central to a liberal arts education, the flourishing of a

student culture characterized by involvement in virtually every area of the program, and the visions and extraordinary educational commitment of staff, particularly the recently deceased Associate Director James Clowes, but also of a remarkable cohort of enthusiastic and overworked TAs and Lecturers. The peculiar and anomalous structure of the program has allowed for curricular and pedagogical innovation through the interaction among these three groups.

CHID is not the result of a pre-determined plan, but the product of an evolutionary development of experimental practices and it has flourished under a very light burden of administrative supervision. The interplay of faculty cooperation, staff commitment and student involvement is at the core of the program and cannot be taken for granted. As we plan for the future we are especially concerned not to lose the interdisciplinary, cooperative and interactive elements or the freedom to evolve and change that have given the program its vitality.

Although the kind of organic evolution that has characterized CHID's development does not fit well with pre-determined plans, we can of course imagine where CHID might be headed from the current interests and visions of faculty, staff and students. We can imagine the future curriculum in terms of an expansion even farther beyond its original Eurocentric focus, a broadening of its interdisciplinary scope to include the life-sciences, information technology, and new media studies, and as adapting more creatively within its campus offerings to the dynamic energies produced by its proliferating international study programs. We can imagine those international study programs expanding and developing to the point that they are institutionalized as requirements for all majors and become much more reciprocal—that is, involve increasing numbers of foreign students working together with our students both here and abroad. We can project the development of an already-prominent focus on conflict-resolution and peace-making in the international programs that will give a whole new meaning to “service learning” at the university. We can also imagine a series of domestic “foreign” study programs that take up the challenges of post-colonial and transnational cultural identity within our own society. We can imagine a tighter relation with the School of Education as issues not only of multiculturalism and the cultural impact of information technology, but also of student-based learning communities, feed into the national educational crisis, or with the Department of Communication and the School of Architecture as we develop our interests in both the forms and the spaces of social communication adaptable to a revival of the public sphere. We can imagine a major shift toward an interdisciplinary network with the bio-medical departments and research institutes as biogenetic issues become increasingly entangled in discussions about ethics and human identity.

However, we can also imagine CHID moving in directions we have not yet been able to imagine as faculty, staff and students respond to unforeseen developments and the formation of new interests and motivations. What concerns us is that the unique, dynamic nature of the program's structure be maintained, improved, and consolidated.

IV. CHID's Role within the University

CHID is an anomaly within the College of Arts and Sciences and the University. The program serves more majors than many departments but it has no tenure-track faculty lines. The courses in the CHID curriculum serve many more students than just CHID majors, and in some cases are fundamental to other departments and disciplines as well. Courses in the core curriculum are among the more demanding courses in the undergraduate curriculum and CHID majors, as a group, have developed a deserved reputation as being among the most engaged, outspoken and creative undergraduates in the College. Absolutely central to this record of academic success has been student involvement in maintaining and transforming a theme-centered and problem-based curriculum.

1. Inter-Disciplinarity

Over the past ten years, CHID has slowly shifted its thematic focus from the processes of cultural identification and differentiation toward the critical examination of cross-cultural structures of dialogue and communication—the forums of cultural exchange. The original, longstanding relationships with other departments and programs such as Comparative Literature, English, History, Comparative Religion, Art History, Philosophy and Honors remain a significant part of the core CHID curriculum, but as the themes have changed and expanded, the interdisciplinary dimension of the program has shifted to include more obviously those disciplines that deal with “global” processes involving information and biogenetic technology, human rights, imperial power relations and consumer culture. Recent collaborations have included classes and programs with the Jackson School of International Studies, Women Studies, the Carlson Leadership and Public Service Center, the Simpson Center for the Humanities, the College of Education, and even the Athletic Department. Currently we are exploring connections with Geography and the Law, Societies and Justice Program as well as with schools and programs across the North/South Campus divide, including the Schools of Medicine, Engineering and Computer Science, and some of the Natural Science Departments.

Most of CHID's relationships with other units in the College and the University are grounded in informal, personal relationships between administrators and faculty members. As CHID's curricular and programmatic obligations become more complex and expansive, some of these relations may have to be formalized through the creation of new interdisciplinary faculty or staff positions shared with other units. For example, it would make sense to share a faculty position with the International Studies Program in the Jackson School that is dedicated to international dimensions of conflict resolution and peace-making.

At this critical juncture in its evolution, CHID needs a surge in administrative and financial support from the college to help solidify some of these relations by approving joint appointments and by recognizing CHID's services to the university at large (as in its International Programs) with more generous administrative budgets. In the process of creating collaborations and alliances with other units, goodwill can only go so far. CHID needs some budgetary and administrative leverage in

order to work productively across the disciplines and departmental units within the university system.

2. Model of a Learning Community

It is significant that when the University Administration looked for a specific dimension of Jim Clowes' work in CHID that could be honored by a new teaching award, they chose the "advancement of learning communities." It is clear that over the past decade CHID has become a model at the University of Washington for recognizing the intimate relationship between innovative individual student work and the construction of a context for teaching and learning that is egalitarian and democratic, that encourages students to feel they are full-fledged members of a collaborative project, rather than consumers of an academic product, or even "stakeholders" invested in academic capital. CHID has always prided itself on its democratic processes. Students participate fully in shaping the terms of their education, in revising the curriculum, in proposing new courses. Faculty see themselves primarily as facilitators of the learning process rather than as expert purveyors of specialized knowledge. What has brought this method to the notice of the university at large, of course, is the result—the critical, self-reflective, creative, challenging CHID student.

3. Internationalization of the University

CHID is well-known for its international programs and its role on campus is often identified with the impact of these programs. By the end of summer 2004, CHID will have sponsored 60 study abroad programs, providing an international experience to nearly 1,000 students from a broad range of majors in the humanities, arts and social and natural sciences. With the exception of small (\$2,500) grants that some programs receive from the Provost's Office of International Study, these programs are exclusively funded by program fees.

CHID sponsors more undergraduate international programs than any other unit at the University of Washington. Because of this track record, the Office of International Programs and Exchanges (IPE) often advises faculty from other units who are interested in starting an international program to contact CHID for advice or collaboration. Last year the College of Arts and Sciences chose CHID to run the Exploration Seminars that were advertised as a special program highlighting the internationalization of undergraduate education in the College at large.

4. Catalyst and Laboratory for Curricular Innovation

CHID has functioned over the years as a place for opening up new curricular possibilities, teaching methods, and cross-unit collaborations. CHID is a place where interest groups among faculty and students can explore possible curricular tracks or even embryonic programs that may eventually find an institutional home elsewhere. Such temporary course offerings, through CHID 270 (Special Topics), CHID 498 (Special Colloquia) and CHID 496 (Focus Groups), often become a permanent part of the curriculum in other departments at the University of Washington. Rather than imagining CHID ballooning up and swallowing more and more students, we think of it as a replicable educational model that could emerge at many different points across

the campus. We feel this is as it should be and would like to maintain this characteristic of the program

CHID has provided administrative support to the development of permanent interdisciplinary coursework on Disability Studies at the University of Washington. This arose from the initial offering of a series of CHID 496 focus groups offered quarterly for a year and one-half on Disability Studies with Faith Hines (former CHID Administrator), assisting Dennis Lang (Affiliate Instructor, Rehabilitation Medicine and Director, Disability Studies) in these efforts. Several permanent courses are now offered jointly with the Law, Societies and Justice Program including: LSJ 434 “Civil and Human Rights Law for Disabled People;” LSJ 433/CHID 433 “Disability Law, Policy and the Community;” and LSJ 332/CHID 332 “Disability and Society.” These courses have been made permanent and students are now able to minor in Disability Studies.

In addition, CHID has worked with the American Ethnic Studies Program and Women Studies Program to develop and staff an interdisciplinary undergraduate writing center located in Padelford Hall.

Just this past year (2003-2004) CHID witnessed the creation of a sequence of courses of popular culture and music in historical contexts. Begun as a focus group in the Fall Quarter, “The Textual Appeal of Tupac Shakur,” developed and taught by CHID TA Georgia Roberts, drew enormous local and national interest (newspapers articles, radio interviews, and so on) and was developed into a Special Colloquium in the spring. Focus Groups on “Buffy as Archetype: Rethinking Human Nature within the Buffyverse” and on “Miles Davis as Microcosm” also emerged during this academic year. At the same time, classes that combine creative artistic work with critical and theoretical readings—like the Focus Group on “Digital Musical Composition,” or the class “Writing in Public” (offered Fall 2004)—have surfaced as major student interests.

Two of CHID’s large core course—CHID 110: “The Question of Human Nature” and CHID 210: “The University and Ways of Knowing”—emerged from student focus groups to meet perceived student needs not being fulfilled by regular departmental course offerings. Both courses are now well-known university mainstays and reach many students outside of the CHID program. CHID 210 has been adopted by Professor James Antony in the School of Education and now has gained a life of its own. CHID 110 is a popular gateway course offering entry not only to CHID but to the Humanities more generally and has also served as a model in its creative use of undergraduate peer facilitators working along with the graduate Teaching Assistants.

The fact that CHID faculty (especially Kari Tupper, but also Phillip Thurtle and John Toews) have been actively involved in the creation of experimental, team-taught, interdisciplinary courses for freshmen and sophomores for the Simpson Center in the Humanities is another recent sign of CHID’s role as a curricular catalyst at the University. This kind of activity, of course, also has its costs for the program. When Professors Tupper, Thurtle, and Toews teach classes like these, core courses specifically designed for CHID majors are not taught as often.

CHID has also played a major role in the innovative Summer Institute in the Arts and Humanities over the past three years and in pushing the College more

generally toward innovative methods for encouraging undergraduate research and creativity in the Humanities and humanistic Social Sciences. The Summer Institute of 2004 was a fabulous success in showcasing the kind of creative work undergraduates in the Humanities are capable of producing under ideal conditions. Two of the three instructors and seven of the eighteen student participants in this program came from the CHID program.

In the upcoming years, we hope to develop and solidify links with a variety of departments in the sciences. As part of this effort to bridge the gap between humanities and the sciences, CHID professors have created and co-taught classes with professors from the Schools of Engineering and Medicine. One such class, “In Vivo,” is an investigation of how art, science and the humanities might come to better understand each other by examining similarities in the process, rather than content. In 2001-2002 the class was co-taught by CHID/Communications lecturer Phillip Thurtle and Elizabeth Rutledge, a molecular biologist in the School of Medicine. The class is a 200-level Humanities course with both lecture and lab components. With the return of Phillip Thurtle to the CHID program as a Visiting Professor in 2004-2005 we intend to offer the class again (in cooperation with the Humanities Center) starting in Winter 2005.

5. Rethinking the University: The Voice of Undergraduate Reflection on the Nature of the University

A CHID focus group in 2000 published “Rethinking the University: Final Report” after a sustained examination of a university education as seen through an undergraduate lens. This report was presented to the UW President Richard McCormick, and some of its recommendations ultimately made their way into the standard speeches delivered by university administrators about the enhancement of undergraduate education. The process of self-reflection on the nature of the university was given more permanent, institutional form a year later in the course CHID 210: “The University and Ways of Knowing,” which is now offered on an annual basis by Jim Anthony at the School of Education. It seems only natural that a program that emphasizes the process of self-reflection on one’s own cultural assumptions and values should become the site for undergraduates to reflect on the assumptions and values shaping their education. One of CHID’s roles at the university is surely to ensure that the voice of undergraduate critical reflection on academe retains its vitality and its freedom of expression.

6. How is Our View of Our Role Different from the College/University Expectations?

- ***CHID is not another Honors Program.*** There are no requirements for becoming a CHID student other than an interest in the Program. Some of our most outstanding students have been drawn from the academically most disadvantaged among the university’s undergraduates. If our students rise to a higher level of academic excellence during their tenure in the Program, we feel this is due in large part to the intellectual freedom that students are granted and the passion for learning that this freedom inspires. CHID is committed to the idea of the university as a non-hierarchical, egalitarian, democratic institution. Our program

logo is the rhizome—an organically expanding non-hierarchical, de-centered network in which new possibilities can emerge from any nodule and change the horizon for everyone. An example of CHID’s democratic educational vision is the current attempt to include those students with the weakest academic preparation at the University—the athletes in major sports like football, basketball and baseball—in CHID international programs.

- ***CHID is structured as a network of relations rather than as a territorial unit.*** Students, staff and professors spend time together in both academic and non-academic settings, a practice that encourages a non-hierarchical approach to learning and working. By avoiding institutionalization and bureaucracy as much as possible, we aim to inspire creative input from many members of the Program and help people to realize that their participation is both welcome and expected. CHID is a site where crossings and encounters can take place. The problem is how to maintain this character in a world in which power and money is distributed to units rather than networks or conjunctures.
- ***The CHID International Programs primarily serve students from outside CHID.*** A sample of our study abroad programs from between 2001 and 2003 shows that less than 15% of the students who participated in the international program were CHID majors, and that students applied from over 40 departments and programs. The number of declared majors in CHID, however impressive it may seem to some, does not effectively express the impact of CHID on the College of Arts and Sciences.
- ***CHID does not receive budgetary support commensurate with its reputation or its practical impact on the campus.*** The CHID annual budget (189K) could not pay for the benefits package or the seasonal bonuses of the football coach.

7. Summary: Representing and Embodying Educational Transformation

At the national level, educational theory is experiencing rapid and significant change. Many programs are recognizing the importance of providing “safe” learning communities that support diversity of perspective and experience, while encouraging exploration of traditional subjects as well as themes emerging in the context of globalization. Simultaneously, in response to the increasing difficulty of capturing students’ attention in a stimulation-saturated culture, many educators are incorporating experience-based elements into their pedagogy as a method to engage students. These changes have invigorated international study and service learning programs, both of which are core elements of CHID’s orientation toward teaching. Students are also attracted to CHID because of the supportive character of the learning community developed under the guidance of the late Dr. James D. Clowes. Changes in educational perceptions at the national level have appeared to CHID as confirmations and reinforcements of our own prior commitments. Ideas that have been developed gradually in the program through experimental practice over more than a decade—“learning communities,” “student-based learning,” “interdisciplinary, problem-centered curricula,” “experiential learning,” “internationalization” etc. have

become clichés one can hear at almost any university function these days. Our current challenge is to reflect critically on this process of institutionalization and move ourselves into the next stage of creativity.

VI. The CHID Curriculum

The CHID curriculum tries to fulfill specific learning objectives that express our foundational principles. To assemble an array of courses, study programs and research projects that will fulfill individual student's needs, conform to our general principles and display a clear logic of educational development has always been a challenge for CHID because of the constant transformation of the curricular content as defined by faculty, staff and students. Our lists of relevant courses often seem obsolete by the time the print in the brochure is dry, and we rely a great deal on personal advising to shape each student's academic program. But we do have a core set of courses that provide an introduction to the major and that develop certain principles among the group of students that have chosen CHID as their major. CHID students can and should be recognized for what they know as well as how they know it.

1. Learning Objectives (as the Expression of Our Principles):

- a) An understanding of cultural assumptions and identities (including constructions of race, ethnicity, religion, class, gender and nationality) as shaped by time and place. Cultural difference should be understood both spatially and temporally. Moreover, students should have at least some contact with the study of the forums of cultural exchange and the relationship between new technologies and traditional questions of personal and cultural identity.
- b) An understanding of a number (at least two) of disciplinary approaches as useful, if limited, instruments for understanding specific problems.
- c) A specific familiarity with cultures distant in time or space, and disciplinary perspectives apparently estranged from each other, like the Life Sciences and the Humanities
- d) A critical, reflective self-consciousness of the conditions of one's own identity formation for its own sake and as the necessary condition for entering into balanced, authentically reciprocal dialogue with others.
- e) A trained ability to articulate the substantial content of the curriculum, and the processes of critical self-reflection that accompany it, in both oral and written form.
- f) Practice in collaborative learning, participation in the dialogical give and take of a learning community, and experience of community service.

2. Major Requirements (55 Credits)

Group A: Introduction to the History of Ideas (2 Courses Required)

The courses that make up this requirement were chosen as representative of the CHID methodology, introducing students to the practice of interdisciplinary intellectual history. Each course examines a specific idea (human nature, religion, art, etc.), and most of them utilize a specific disciplinary methodology as a starting point, but ultimately incorporate multiple disciplinary lenses.

This core part of the curriculum needs to be subject to constant review as the focus of the program shifts. We clearly need a course on the culture of globalization or empire in this category, and have begun discussion with various faculty members about that. This latter course or one like it could also fulfill a Foreign Study

preparation requirement—an issue that is under discussion with the International Office of Programs and Exchanges (IPE).

Group B: History of Intellectual Cultures (2 Courses Required)

The purpose of this group is to introduce students to the idea of cross-cultural comparative studies. This group is currently divided into two subgroups—traditional and modern intellectual cultures. However, the titles of these two subgroups misleadingly suggest a problematic East/West focus, and obscure the spirit of the requirement. The point of the Group B requirement is for students to examine two different cultures—separated spatially, temporally, or ideologically—and study how their ideas of history, government, religion, identity, art, and so on, come from their specific historical and cultural contexts. The study of these different cultures should then spark some degree of self-reflection on the part of the student, and lead her/him to an awareness of the constructed nature of her/his own assumptions about the way things “really are.” Ideally, of course, we would like for students to fulfill this requirement through study abroad. In visiting a culture, studying its history, art, politics, etc., and meeting its people, students are able to live the disequilibrium that this requirement attempts to provoke.

The courses that make up the list of suggested courses are primarily drawn from other departments, leaving us with no control as to when they will be offered or the specific content of the course. Because of this, we encourage our majors to meet regularly with the CHID advisor to discuss their options for fulfilling this requirement.

Group C: The History of Particular Ideas or Themes (2 Courses Required)

While Groups A and B give students the tools for “doing” the comparative history of ideas, Group C gets them started applying these tools to the particular focus they would like their CHID degree to be about. Similar to the Group B requirement, the courses that make up the list of suggested courses are drawn primarily from the curriculum of other departments. The exception to this is CHID’s special offering courses—CHID 270 and CHID 498.

Electives (15 Credits Required)

Each student is expected to complete at least 15 elective credits by taking courses that contribute to her/his focus for her/his degree. The only stipulations for this requirement is that the courses be at the 300-level or above and that the CHID advisor has agreed that the courses fit into the student’s course of study.

CHID 390: Junior Colloquium, The Interpretation of Texts and Cultures (See page 15)

CHID 491, 492-3 Capstone Project/Senior Thesis (See page 15)

CHID 496B: New Majors Focus Group (Strongly Recommended)

This course is designed to introduce the students who sign up as majors each quarter to the CHID program—its philosophy, structure, faculty, and students. The goals are to provide new students with a cohort of CHID majors, to help situate them within the CHID community and to familiarize them with the unique educational opportunities CHID has to offer. The CHID student culture as we know it is certainly rooted to a very large extent in this institution. It is central to the program and needs to be sustained. At the moment, running the New Major Focus group is one of the many duties of the advisor. Participants in the New Major Focus Group are expected to:

1. Participate—the course is constructed around guest speakers and class discussions, and encourages students to learn to listen to each other and engage intellectually with each other
2. Meet one-on-one with the advisor in order to think through their possible course of study.
3. Complete a value assessment essay and outline a course of study including potential thesis advisors.

3. CHID's Curricular Core

As a programmatic list of courses, the CHID curriculum can be divided into three segments: First, CHID core courses that are taught by CHID faculty and staff, have an exclusive CHID prefix and are directed toward majors and potential majors; second, cross-listed core courses that have academic homes in collaborating departments and are open to all students in the College, and, third, elective courses drawn from a diverse array of programs, schools and departments that allow students to develop specific temporal, regional and thematic dimensions of their course of study.

a) Courses Created Specifically for CHID**CHID 110: THE QUESTION OF HUMAN NATURE.**

Taught annually by CHID staff, “The Question of Human Nature” is considered the CHID gateway course. Designed largely by students, the course serves as an introduction to many of the central concepts of the program. The goal of the class is to consider the historical and cultural contingency of each person's frame of reference, and the ways in which structures that evolve from those initial assumptions have political, social, economic, legal and coercive impact on excluded or marginalized groups. The course is focused on American culture and its internal “others” and is organized structurally to engage students in a number of discussion levels. This course greatly elaborates the use of peer facilitators, enrolling them in a special parallel class in which they study the pedagogical philosophy and techniques that inform the course and in which they are being asked to participate. (See Appendix E, “A Consideration of CHID 110.”)

CHID 270: SPECIAL TOPICS

This designation has been used to allow for one-time classes taught for the program specifically by various faculty, sometimes created in collaboration with

other units, or for the opportunistic cross-listing of classes in other departments taught by CHID faculty

CHID 390: JUNIOR COLLOQUIUM: THE INTERPRETATION OF TEXTS AND CULTURES (5 credits)

The original, and still central, required core course for all majors is CHID 390: “The Interpretation of Texts and Cultures.” This course introduces readings pertinent to central concepts, like culture, cultural identity and collective memory and to the cross disciplinary representation of these concepts across an array of times and cultures. At the same time the course is organized as a seminar in which students help define the format of the classes in collaborative fashion and are encouraged to engage in both oral and written exchanges with their peers. Although the reading list in this course shifts slightly from instructor to instructor and from year to year, it has maintained its identity over 20 years as *the* CHID-defining class. The class also pioneered the use of Peer Facilitators in the program (see page 16, “CHID 497: Peer Facilitation”).

CHID 491, 492-3 CAPSTONE PROJECT/SENIOR THESIS (5 CREDITS)

This capstone course was instituted in 1998-99 as a major requirement. It currently allows for three versions of a senior research project—a 5-, 10-, or 15-credit senior thesis. This course is the place to assess our majors’ ability as they approach the end of their undergraduate study to actually practice comparative cultural/historical analysis, to think critically and to work through multiple disciplinary perspectives. As more and more of our students spend at least one quarter in study abroad programs it has become both possible and desirable to connect the senior project to the research projects pursued abroad. (See Appendix H for examples of CHID theses.)

In addition to the production of an extended scholarly project, students are strongly encouraged to present their research in a seminar to their peers, mentors and to the larger university audience. A large percentage of the students who present research projects during the annual undergraduate research presentation day in Mary Gates Hall have been CHID students. However, we feel that more CHID students should publicly present their work, but attempts to provide a forum within CHID have only succeeded in a haphazard, inconsistent manner. We need to work on providing this opportunity for every graduating senior. This reform accomplishes three specific goals for us: first, it encourages students to articulate challenging and specialized topics to a general audience within a defined time limit, second, it increases the good-natured intellectual engagement that has made CHID one of the most intellectually dynamic environments on campus, and third, it also helps new majors understand the importance and the form of the projects that they will shortly be required to complete.

Like other liberal arts majors, CHID takes pride in supporting students to be well-rounded and also prepared to creatively engage the increasing complex demands of modern society. We feel that students who have planned and finished a large scale academic project will not only have the ability to finish similar projects in their chosen field of work; they will also have developed the

communication skills necessary for the successful dissemination of their ideas. In a multidisciplinary program such as CHID, a senior thesis also encourages students to solve specific intellectual problems, ensuring a form of specialization that goes beyond simply a narrowing of academic focus. The senior project should demonstrate that the student has attained the educational objectives of the major. The quality of our senior projects is our most immediate criterion for assessing the effectiveness of the program.

CHID 496: FOCUS GROUPS

Focus groups are informal, two-credit classes that allow students to pursue particular questions that intrigue them. Typically, these classes are organized and facilitated by undergraduates with faculty oversight, although they are occasionally led by graduate students, faculty members or CHID alumni. Recent focus groups have included the following topics: “New Major Focus Group,” “Local-Global Dialogue,” “Nationalism & American Identity,” “Death and the Maiden: An examination of its Symbolic Elements,” “Henry James and the Art of Travel,” “Street Newspapers, Poverty, and Homelessness,” “The Poetics and the Politics of Hip-Hop,” “Miles Davis as Microcosm,” “Reading David Foster Wallace,” and “Buffy as Archetype: Rethinking Human Nature within the Buffyverse.”

Focus groups are at the center of curricular reform “from the bottom up” in the CHID program. They are the preferred forum for students to develop their own ideas about the content and form of their education. Over the next few years, we plan to develop and enhance focus groups organized around student research or engaged community learning projects that allow all seniors to present their work in progress and allow underclassmen a chance to develop their thinking and imagination about senior projects.

CHID 497: PEER FACILITATION

Peer facilitators are advanced undergraduates who take part in the teaching of a class in which they have previously been enrolled. Their role is to facilitate discussion in smaller break-out groups that permit less supervised conversational exchanges than regular TA sections or the full classroom, thus allowing more withdrawn students to enter actively into discussion. As first readers on some student capstone/thesis projects, they also model to students the value of peer criticism and commentary on written work. Facilitators are carefully chosen for their intellectual maturity and work closely with the instructor. They are enrolled in a parallel course to the one in which they are facilitating and are asked to write a paper reflecting on their experience.

CHID 498: SPECIAL COLLOQUIA

These are one-time seminar-style courses that emerge from specific student, staff or faculty interests and initiatives. Along with focus groups, the 498s have been one of the main sources of curricular creativity (and diversity) in CHID. Major core courses like CHID 110 and CHID 210 emerged from such colloquia, as did the virtual “track” relating to the relations among the digital arts,

information technology, textual studies and biogenetics that produced classes like “Semiotic Flesh” and “The Cultural Impact of Information Technology” in 1999-2000. In Spring 2004, CHID offered the following Special Colloquia: “Shadowing Nietzsche: Of Gods, Suffering and Redemption,” taught by CHID alumnus Wendy Wiseman (A.B.D., UC Santa Barbara); “Orthodoxy and Fundamentalism in the Modern World,” taught by CHID alumnus Jess Olson (A.B.D, Stanford); and “The Textual Appeal of Tupac Shakur,” taught by CHID TA Georgia Roberts.

b) Cross-Listed Core Classes (Group A in the Brochure)

A number of classes that are considered Core Classes for CHID majors have homes in other departments and are thus somewhat subject to the academic schedules of faculty members in those departments. Four of these classes are historical “founding courses” developed during the original years of the CHID program in the late 1970s and early 1980s and sustained by the loyalty of specific faculty members. They are: CHID/HST 207 “The Idea of Community: An Introduction to Intellectual History;” CHID/ENGL 205: “Method Imagination and Inquiry;” CHID/ART H 300: “Ideas in Art;” and CHID/RELIG 380: “The Nature of Religion and Its Study.”

Two newer cross-listed courses developed by CHID faculty with strong ties to other departments—CHID/Women 350: “Women in Law and Literature” (Kari Tupper) and CHID 370/CMU302: “The Cultural Impact of Information Technology” (Phillip Thurtle)—are currently categorized under Subgroup II (Modern Intellectual Cultures), but should probably be re-assigned to Group A as introductions to CHID in some of its newer dimensions. Another class developed by Professor Thurtle—“In Vivo: Traversing Scientific and Artistic Observations of Life” (Hum 200)—will, we hope, be adopted into the CHID curriculum in Group A once its tenure as a specially funded class in the Humanities Center comes to an end. This core part of the curriculum needs to be subjected to constant review as the focus of the program shifts. We clearly need a course on the culture of globalization or empire in this category, and have begun discussion with various faculty members about that. This latter course or one like it could also fulfill a Foreign Study preparation requirement—an issue that is under discussion with the International Office of Programs and Exchanges (IPE).

c) The Electives

Groups B and C in the course list offer a diverse array of courses loosely divided according to 1) traditional and modern intellectual cultures, and 2) the history of particular ideas or themes. We have had recurrent discussions about these categories and recognize that they desperately need revision. The current courses in the brochure do not express the status that foreign study, the relationship between textual and digital studies, and the symbiotic connections between science and the humanities, have gained in the program in recent years. And the Categories in B and C probably do not accurately reflect the major groupings of courses or “tracks” followed by the current generation of CHID students. The advisors have had to step in here to fill in where the printed list of

courses has failed. Because of the plethora of CHID's collaborations and connections across campus, the electives offered to CHID students are vast. We have tended to include the courses taught by faculty who have collaborated with CHID or whom we have felt a curricular need to collaborate with. This whole part of the curriculum should probably undergo a thorough annual review. But the needs here are not nearly as urgent as the need to ensure that the core curriculum of CHID courses and Cross-listed courses remain vital and regularly taught.

4. International Programs

a) Why Does CHID Do International Study?

International study is a natural outgrowth of CHID's intellectual vision and pedagogical practices. If our students are to consider issues from different perspectives, an obvious avenue is to place the students in a different context, spatially, sociologically, and even emotionally. A learning goal often cited in CHID classes is "to make the strange familiar and the familiar strange." International study accomplishes this by placing students in a place where their assumptions—about anything from how to understand history, to how to conduct business, to how to use public transportation—become unreliable. By living in a place where seemingly strange practices and ways of knowing are considered normal, students can begin to see how their own assumptions depend on a specific context and worldview. By reflecting on common human problems in different contexts, we hope that the students can gain crucial distance from their conventional patterns of thought and in this way revisit old problems in new ways.

Naturally, the goal is not simply to disorient the students. In keeping with CHID's dedication to exploring the dialectic between theoretical reflection and ongoing practice, CHID international programs provide students with a safe learning community in which the students' experiences with the unfamiliar can be discussed and analyzed according to established or developing theory. So, international study foments the circulation between experiential and analytical study that is essential for real learning.

While studying abroad, students are deeply immersed in their subject of study. A student who has just read about the Bloody Sunday riots can walk the streets in Northern Ireland where the riots occurred. Someone studying community development can work on a Village Action Group in Auroville, India. Students learning about post-apartheid reconciliation can tour townships in Cape Town with ex-members of the African National Congress' resistance movement. Students abroad can see local art or architecture or theatrical productions in person, and, most importantly, get to know people who are a part of the society that is studied on the program. In this way, the CHID community expands, and becomes global.

b) Engaged Community Learning at the International Level

One component that has been very successful in some of our international programs is the Engaged Community Learning (ECL) requirement. Again, the

idea behind this effort is to encourage the circulation between theory and practice. On programs that require an ECL component, students are required to work with a local community group, NGO or school group that deals, in some way, with the issues covered in the academic portion of the program. The students complete regular progress reports on their work, and ultimately produce a paper that employs the information and theory from the student's class to analyze and reflect upon her personal experience.

The benefits of the ECL project are myriad. It allows students to see the concerns of their academic study manifested in real life. Rather than simply theorizing about ways to solve problems, the student is able to try out possible solutions, and grasp more deeply the challenges involved. A student's experience working with an organization can provide her with skills and experiences that are useful for future employment. Cultural differences are brought into sharp relief as a student tries to navigate the working world in another country—landing the volunteer position, communicating with colleagues, adapting to new practices. This in itself is a powerful learning experience. Finally, on an ECL project, a student can meet local people in a collaborative, cooperative setting, rather than as an outside observer or patronizing philanthropist.

c) Exploration Seminars

Exploration Seminars offer a unique opportunity for both faculty and students. Faculty members can pursue topics of special interest in an international setting without taking time away from their departmental responsibilities during the regular school year. Units that might not be able to support a quarter-long, full-time program can still offer an international component to their curriculum through these focused seminars.

For students, an Exploration Seminar is an opportunity to try international study without committing the time or money that is required for a full-time program. Students can engage in focused study of a particular topic and gain experience in an international context without taking a full quarter out of their college trajectory. This makes Exploration Seminars particularly valuable to students whose majors require a full-time schedule for each quarter of the regular school year. Still, several students who participated on the 2003 Exploration Seminars were inspired to embark on continued study abroad in 2004.

d) Analysis of the Current State and Prospects of the CHID International Programs

Although many faculty, students and administrators on this campus see CHID's International Programs as the most visible and obvious signs of CHID's influence and pedagogical presence on campus, the programs themselves are constructed in a fragile and uncertain base of fee-grounded budgets and enormous individual goodwill. There are a number of issues that keep the Director and staff of the CHID program up at night.

- a) As programs proliferate through the proposals of various faculty throughout the university, the specific pedagogical and thematic identity of the International Programs as CHID programs threatens to become lost. We

would like to have the means to keep at least a core number of our programs firmly grounded in our original vision of international dialogue, conflict resolution and community engaged learning. These programs also need a local grounding in campus courses on the same themes. We need someone to take on some of the duties and at least some of the vision of the late Jim Clowes. (A collaborative appointment with the International Studies Program in the Jackson School or the Law Society and Justice Program might be in order here.)

- b) CHID programs are dependent on community contacts within the “host” communities, who provide not only academic expertise but also entry into internships and other engaged community learning projects. In order to maintain these projects and contacts, the programs must be offered in a regular fashion. But to offer the core programs in Capetown, Belfast, Middle East (Cyprus/Beirut/Cairo), Berlin and Prague on a regular schedule we would need not only a predictable pattern of faculty release time to staff the programs, but also a healthier budget for on-site coordination. Full-time regional coordinators are clearly a long-term desideratum.
- c) Faculty interest in taking students abroad has been high. The difficulty lies in creating conditions that would allow faculty to make foreign study a regular part of their normal teaching schedules—rather than a privilege that is granted to them as if teaching abroad were equivalent to release time for research. This is more a question of structural enabling than recruitment.
- d) Since CHID’s foreign study programs are theme-centered and problem-based, they can be and need to be integrated into the curriculum offered on the UW campus. Foreign study should not be experienced as a holiday from a student’s course of study but as an enhancement and enrichment of ongoing concerns and projects. We should be able to collaborate with other units in setting up series of classes that work around specific foreign study programs. Some of this is already in place, for example in the close relationships between the Viet Nam and Berlin programs with specific local courses. During the Spring of 2004, attempts were made to build on contacts with the Law Society and Justice Program and the Human Rights Group to coordinate a local/foreign coordination around courses of study focused on conflict-resolution, peace-making and human rights. Further talks are planned with the Director of the Jackson School and the Director of the International Studies Program to develop more systematic coordination between specific courses and specific foreign study programs.
- e) We also need to encourage the development of academic classes on campus that deal directly with aspects of the experience of being abroad—courses in travel culture and tourism, for example. The travel literature classes that disappeared when Rob Mitchell took a position at Duke University will be revived in a modest colloquium format in the Winter of 2005 by Anu Taranath (English and Comparative Literature) But a large undergraduate class on the “Experience of Travel” or “Travel Culture” should be a long-term goal for Group A in the curriculum.

5. How are Teaching Loads Balanced Between CHID and Other Departments?

CHID has no permanent faculty lines. Until a few years ago only 25% of one faculty member's teaching obligations (Professor Toews, Professor of European Intellectual History) were designated for the CHID program. Over the last five years CHID has added two more shared positions (formally in another department, at least partially in CHID in terms of contractual obligations): Jim Clowes, a Senior Lecturer in the Jackson School of International Study, and Kari Tupper, a Senior Lecturer in Women Studies. The sharing of critical faculty among various departments has been burdensome. We all feel the weight of double administrative duties and committee work. At the same time, it has allowed us to keep a multi-disciplinary commitment alive at the very heart of the program and at this time we are not sure whether we should secure fulltime tenure-track positions in the Program and thus become a normal "Department," or continue the practice of shared positions with a formal/functional distinction.

One of the virtues of the CHID program is that it has sustained a curriculum with core courses cross-listed or totally listed in other departments and has been able to exploit the expertise of faculty in specific disciplines without become involved in academic turf battles. Generally, the cross-listed courses are unproblematic. Faculty can teach them within their departmental obligations. CHID has encouraged the regular teaching of these course by providing TA assistance, and in some cases (for example, HIST 207/CHID 207) by actually providing the responsible lecturer from its own staff and/or TA group. Further development of this method of expanding and possibly transforming the core curriculum depends on continued TA assistance and the engagement of new faculty in various departments. As the CHID program gets older and larger the issue of core faculty looms larger and larger. Will the founding fathers/mothers—with their secure positions in various disciplinary units, be replaced by a new generation willing to engage in a similar pattern of collaboration and support? As the program gets larger, the teaching demands for CHID core courses *per se* have increased to the point where the small core faculty can no longer sustain them. Something's gotta give. (See suggestions below)

6. Curriculum Development and Transformation

CHID is a theme-centered and problem-based interdisciplinary program. Over time, its thematic focus has shifted as new interests have emerged in older faculty, as new faculty and staff have joined their perspectives to the program, and as students have made their voices heard about the content of their own education. But the process of change, of curricular addition, subtraction, and transformation, has been gradual and has not obscured the continuity within the curriculum. We do not want to lock the program into any particular set of themes or problems, but to maintain the vitality of a curriculum that constantly transforms itself.

Since the early 1980s CHID's focus has been the historical, comparative and critical study of the formation and influence of ideas within processes of cultural identification and cultural differentiation (Comparative Intellectual History within a Cultural Studies framework). The original sense of the "history of ideas"

gradually metamorphosed into something closer to a history of culturally embodied patterns of meaning and value as the curriculum moved more and more toward addressing the relationship between integration and domination on the one hand and inclusion and exclusion on the other as cultural identities were shaped and constructed in specific times and places. During the 1990s there was a gradual, but noticeable shift from a focus on the recognition, representation and critical understanding of cultural difference toward a critical examination of cross-cultural, transnational structures of communication and integration.

Disciplinary perspectives and methodologies have been emphasized, used and studied within the program as specific, methodically organized means for gaining a critical purchase on these issues—as maps for exploration. As the program’s core themes changed and expanded in the 1990s, the interdisciplinary dimension of the program also shifted a bit to include more obviously those disciplines that deal with cross-cultural, “global” processes involving information technology, political economy, consumer culture, etc. The comparative historical study of cultural differences and the use of disciplinary methods that probe processes of cultural representation, interpretation, translation and communication, however, remain at the core of the curriculum.

7. Priorities in Curricular Development

- a. **The examination and interpretation of the impact of information technology and new developments in the life sciences on traditional core themes in the humanities and cultural sciences.** CHID got a head start on this important curricular initiative in 1999-2002 because it was able to mobilize the resources of two brilliant, temporary faculty (TAs/Lecturers) who eventually finished their degrees and left for permanent positions elsewhere. During the academic year 2004-2005 one of these faculty has come back as a Visiting Professor (Phillip Thurtle) and his offerings will revive and enrich CHID’s curriculum in this area. CHID has received permission from the Dean to run a search for a fulltime position in this area in 2004-5.
- b. **Develop and enhance the established CHID focus on peace and justice (conflict-resolution and human rights) on the international level combined with a focus on globalization “from the bottom up.”** This focus continues the projects begun by the late James Clowes. Developing this priority may involve a number of strategies: Collaborating with relevant programs and departments to push for a shared new faculty position in this area, and drawing individuals already on campus (in Geography, History and JSIS) into a closer collaboration with CHID, perhaps through new forms of institutional affiliation (see below).
- c. **Stabilize and strengthen the core.** Over the next five years we would like to create some permanent structures to insure the stability of the core CHID courses: CHID 110, CHID 390 and CHID 491. We need to make sure that CHID 110, our gateway course, and its satellite course on Peer

Facilitation (CHID 497) are taught regularly, preferably every quarter. This in itself would amount to a six-course load and require a full-time lecturer position, although appointments in other areas (See first and second priorities) would lighten the demand on a single individual. CHID 390 should also be taught 4-5 times a year in order to keep up with demand and to sustain the core learning-community values of the program. As the number of majors grows the capstone course (CHID 491) will also need to be taught more often. These teaching needs in the core classes could be met through a fulltime Senior Lectureship that is shared by a number of individuals, or a part-time Senior Lectureship combined with new appointments in specific content areas (see below).

- d. **Theory and practice of education in cultural context.** Since a major dimension of CHID's identity is tied to its experimental pedagogical practices, more intense collaboration with the School of Education seems in order. This has already begun through informal contact, collaboration in International Programs, and, above all, through the development of CHID 210 as a course that is truly shared with the School of Education (largely because of the efforts of James Antony).
- e. **Integrating international and transnational studies into the curriculum: The cultures of globalization.** This priority could be combined with the second priority if an appropriate individual appointment is made. But we still would need to move toward closer collaboration with those groups on campus that are engaged in various forms of globalization studies as they relate to issues examined in the CHID International Programs.
- f. **Expanding the curriculum toward Asia and Africa.** Repeated efforts to expand the faculty base to include scholars of Asia and Africa, after some disappointments (the departure of John Treat, for example), seem to finally be paying off. Our International Programs have brought Asia and Africa into our curriculum in a roundabout way. We still need to work more closely with the Area Studies Groups in JSIS to ensure that what is happening at the level of International Programs is matched by curricular transformation in our campus offerings, through expanded cross-listings and suggested elective courses. This process has certainly begun at the personal level but it needs to be formalized and made more obvious to students looking for appropriate courses.
- g. **Collaborative associations in graduate education.** Although CHID does not expect to develop its own graduate program in the near future, we intend to explore more intensely the possibility of working with other units in innovative ways. Every year we receive a large number of inquiries from students wishing to pursue a graduate degree or certificate in CHID. We would like to examine our options for graduate-level collaboration with other units on campus. Possible targets for more extensive discussion of

collaborative possibilities include the Jackson School of International Studies, The Schools of Education and Public Affairs, The Program in Community and Environmental Planning (CEP). Closer cooperation with Graduate Programs in Communication, Comparative Literature, English, History and Geography would also enhance our TA Recruitment. One possibility would be to help implement a graduate program, specializing in the interdisciplinary study of comparative intellectual cultures. Negotiations with faculty in units already on collaborative relationships with CHID would aim at instituting CHID as a secondary field of study. This proposal has the benefits of recognizing current CHID contributions to graduate student culture in the Humanities at the University without the heavy administrative burdens of a full-scale graduate program.

- h. Recategorization of the core electives** in the brochure according to categories emerging from curricular transformation within the program.

8. How can CHID stabilize, expand, and still retain its Identity?

As it continues to grow toward 200 majors, and as its various projects expand and proliferate in numerous directions, CHID clearly faces a time of structural transition, and perhaps structural crisis. But it is important to remember how CHID got to where it is now and how it became a program so much admired and praised for its experimental chutzpah and vitality. CHID does not need to be “fixed.” Its strengths need to be recognized and nurtured, perhaps in new ways. *The pressing issue is that CHID remain committed to reflective and student-centered education no matter what formal administrative structure it adopts.*

We propose the following actions:

- CHID needs stable budgetary access to what amounts to a fulltime senior lectureship. This position could be used to increase the frequency and regularity of the core classes—CHID 110, 390 and 491. It could also be a position that combines on-campus and foreign study obligations. There is a growing need for a stable on-site coordinator in certain foreign study locations—South Africa and the Middle East, for example. A possible model for this position would be a formal appointment in JSIS, and, if the position is defined to include foreign study coordination, also some functional sharing of such duties with the International Studies Program. If a single person could be found who could fulfill these diverse tasks—all the better. If not, the lectureship should be an “open” lectureship that could be filled by different individuals at different times for different tasks.
- CHID needs a tenure-track position in the humanistic study of information technology and the life-sciences. (Search in progress). This position could be formally housed in the department closest to the appointed faculty member’s interests—i.e. Communication, History, Philosophy, etc., and might include a number of cross-listed classes among the faculty member’s contractual obligations. But it would be essentially and functionally a fulltime position in

CHID. The major problems in this proposal would be connected to issues of tenure and promotion.

- CHID needs a significant share of a tenure-track position in International Conflict Resolution and Human Rights shared with a number of other units. CHID would be primarily interested in finding a person who could manage and guide the over-all direction of foreign study programs on issues of peace, justice and globalization and who would regularly teach at least one on-campus class for CHID on these issues.
- CHID needs broader and more regular access to Faculty across the Departments and Disciplines in the College of Arts and Sciences through a policy of **faculty free agency and cluster hiring**. All new faculty hired in the College should be given the opportunity to declare one or more of their course obligations in an interdisciplinary program, like CHID. Existing faculty should, in special cases, be allowed to renegotiate their contracts to allow for this possibility as well. The Dean of the College should favor the proposals for new departmental hires that include such provisions, thus giving some teeth to the broadly promulgated idea of cluster hiring.
- The College Development Office should prioritize the development of at least 2 CHID endowed professorships. These would allow faculty from any unit in the College to receive special benefits (a 10% increase in salary, an RA, a course release from their departments of origin) for 3 or 5 years so that they could teach in CHID and help develop its curriculum in new directions.
- CHID needs to strengthen institutions for Faculty integration and collective identity. CHID does very well in sustaining the morale and loyalty of its staff and core faculty. Faculty who participate in CHID in some fashion but spend most of their time and energy in their home departments have been more difficult to bring into the center of the program. We believe the endowed professorships and faculty free agency proposals can help alleviate this problem. However, they should be accompanied by annual faculty retreats to discuss the process of curricular transformation, more frequent Faculty Board Meetings (now held once a term) to give faculty participating in the program in some way a greater stake in its projects and practices, and more sustained and regular patterns of communication. At any rate, we need to expand the number of faculty who are strongly committed to sustaining and enhancing the program and can anchor CHID while remaining moored to their departmental home bases.
- CHID needs an increase in TA allocation. By offering various departments and/or Area Studies Programs TA assistance for potentially cross-listed courses, we can encourage and mobilize faculty involvement in the program without arousing excessive resistance from departmental chairs. The CHID instructional budget will not have the same look as that of a department. When

we ask for “extra” TAs, and administrative and advising help, the college should recognize that this is an alternative to requesting new faculty lines. We are asking for less in order to do more.

- CHID would benefit greatly from some official recognition in College policy on promotion and merit pay for participation in interdisciplinary programs, as well as for participation in the kinds of International Programs organized and supported by CHID. Even for new, untenured faculty, participation in CHID should never be experienced as a career liability.

VI. Student Culture and the CHID Learning Community.

1. Building a Learning Community

Maintaining a strong sense of student community is crucial to the vitality of the CHID program. The New Majors Focus Group provides an important introduction to the CHID learning community (see page 14). However, over the course of the past several years, a number of developments, both positive and negative, have complicated this task. As the program grows and students pursue diverse paths of study, the task of fostering the development of connections between the students in the program becomes both increasingly difficult and increasingly important. This task is further complicated by the University of Washington's development into a "commuter school." Encouraging the development of strong connections between students who commute to the UW must be made a priority in the coming years. In part, this can be accomplished by utilizing the Web, but we believe that a tremendous effort must also be made to encourage students to engage and collaborate with their peers and to participate actively in the construction of their education here on campus

2. The Importance of Advising

The CHID Advisor is a crucial part of the basic success of CHID. Because of its participatory and open-ended structures, CHID requires an unusual amount of hands-on advising and individual monitoring of students. CHID's interdisciplinarity complicates the advising duties by the fact that students need to identify classes in many different departments that will fulfill both the CHID requirements and the goals the students have set for themselves, and also coalesce into a coherent course of study. In addition to the traditional advising duties of monitoring degree progress and processing paperwork, the CHID advisor also oversees student-run focus groups and runs the New Majors Focus Group. The multifaceted role of the advisor is not a peripheral or unintentional aspect of the CHID program, but close to its distinctive core.

CHID currently has GSA (Graduate Staff Assistant) funding for one 50% advisor for nine months of the year which does not allow us to adequately address (1) the needs of the students during summer quarter and especially in the month before classes begin, and (2) the backlog of emails that are received on a daily basis. Our advisor has only twenty hours a week to address all the concerns of an average of 160-180 students a quarter (50-60 students summer quarter), teach the New Majors Focus Group, explain the program to potential students, and oversee focus groups (1-5 per quarter on average). It is currently impossible to maintain the quality of advising we have offered over the years to the increasing number of CHID students.

Advising capacity should be doubled in the next few years. We have several proposals for how to do this:

- a) In many ways, we prefer graduate student (GSA) advisors to a permanent professional advisor, and have had marvelous success (luck?) with it. Because of their own student status, graduate student advisors have made important contributions to CHID through their intimate knowledge of the administrative bureaucracy of the UW, their familiarity with the academic ideas and theories

- CHID students are learning, and their own desire to share their own academic interests with students through focus groups and independent projects. Therefore, we propose the expansion of the advising position to two GSA advisors, working half-days, rather than a fulltime staff advisor. Our concerns about this proposal revolve around the continuous nature of CHID advising. Students often visit the advisor several times a quarter, often as part of a continuing conversation. Having multiple advisors may lead to wasted time as students repeat the explanation of their unique situations.
- b) Another option is to add two student “peer advisors” who would cover the advising office for the 20 hours each week that the GSA advisor is not working. Their duties would be focused on the paperwork responsibilities of the advisor—updating degree audits, filing student files, updating email lists, giving out add codes, and helping students with graduation paperwork. This is an appealing option because it emphasizes the centrality of CHID students to the basic functioning of CHID, would help us support our students financially, and would provide us with an opportunity to diversify the public face of CHID.
 - c) A final option is to hire a permanent full-time professional advisor. This option is appealing because it provides a degree of stability in the advising office—students will be able to have the same advisor every time they come into the CHID office. The pitfall to this option is that it introduces yet another layer of professional administration to CHID, which has in many ways thrived on the dynamic nature of its staff and the unique knowledges, interests, and skills that the advisors as graduate students have been able to contribute.

Aside from directly increasing advising capacity by funding more advising time, we have thought of several other options including: developing a Web-based student portfolio system to encourage students to think coherently about, and constantly reflect upon, their educational goals; examining the practices of other units and developing a course or focus group that would teach students how to create and maintain their portfolios. Of course, each of these alternatives requires substantial resources.

3. The Need for Space

So much of the CHID community is based on having a physical place to gather. Students, faculty and staff use the CHID office as a place to hang out, work and meet up with friends. At any given time there can be upwards of 10 people congregated in the small central office creating an atmosphere of camaraderie and shared intellectual curiosity. However, at times the crowd does become overwhelming: there aren’t enough computer work stations for students who end up having to choose between waiting for a considerable time, returning later or finding another place to work. It also becomes difficult for Sylvia, the Program Assistant, to do her work as people often jump on her computer the moment she steps away, not to mention the constant high traffic and noise that accompanies the crowd. As the student population continues to expand, we anticipate a serious space crunch. But it is not just a matter of finding new offices scattered around the building—having a single gathering place is critical to maintenance of our community and we do not want to give that up.

4. Jim's Community and the CHID Community

During this past year of mourning and memorialization it was often difficult to separate out the community shaped by charismatic personality of Jim Clowes from a collaborative, egalitarian learning community that could sustain itself on its own powers after he left the scene. One of our most difficult tasks in the time immediately after Jim's death is the maintenance of the CHID community. We must make sure that the office remains a drop-in site and an open work-place for all students and not just an enclave for faculty and staff. The active buzz of the CHID office has always been one of the defining qualities of the program- a sign of its communal solidarity and intellectual vitality.

5. Student-Initiated and Student-Focused Events

Many of the most exciting developments within the program over the past years came not from faculty initiatives or strategic planning sessions, but from our students who have independently organized and sponsored multi-media showcases of student work, benefit concerts, happy hours, potlucks and many other social events that provide support and inspiration to the community as a whole. One example from a few years ago was the CHID *Agora*. An original form of student governance, the *Agora* used a combination of two year-long internships, focus groups, online chat forums, and town hall style meetings. Not satisfied with other models for student governance, interested students studied classical understandings of multiculturalism and education, the history of political representation, and the role of communication technologies in modern society to identify useful ideas and incorporate these ideas into a dynamic but structured form of representation. The *Agora* was a promising accomplishment that symbolizes the high level of creativity, intellect, and involvement expressed by our students.

In 2003, the students organized a benefit show at a popular local nightclub to raise money for the CHID discretionary fund and to reconnect with local alumni. The Long Winters, a successful local band headed by CHID alumnus John Roderick, donated all proceeds from the event. The students also designed and sold tee-shirts. In the same vein, CHID alumnus Kevin Philbin worked with current students and other recent alumni on another fundraising event, "Swarming the Beehive," a multi-media showcase of work by current students and friends of CHID. A dazzling display of creative student work, including 8 films, 2 plays, acrobatic dance, poetry reading, and many musical numbers raised more than \$6000 for the various Clowes Funds. (See Appendix O for more information.)

Other regular events include convocation and the student-initiated happy hour that meets once a month so that new and incoming students have an opportunity to meet each other off-campus in a non-academic environment. CHID faculty members continue to sponsor quarterly potluck dinners. These events allow CHID students, alumni, faculty, staff, and all their families to socialize in an informal environment and cement the kinds of friendships that help define the CHID community.

6. Continuity and Commitment: Benefiting from Alumni Involvement

Over the past few years, CHID has been exploring new ways of integrating alumni into the program, not just as sources of financial support but as active participants in the Learning Community. CHID alumni Rob Mitchell, Wendy Wiseman, Jess Olsen, and Claire Dederer have taught focus groups and special colloquia on themes related to their doctoral and professional work. In 2002, we hosted an alumni dinner event where past and current students met and discussed their thoughts on the Program and how it influenced the decisions they made. Anthony Kelly, who graduated from CHID after attending the program in South Africa, has created a local non-profit that sponsors performers from Cape Town, and is currently working with CHID faculty and staff to create a program for student athletes that would open up to them the possibilities of the university's academic resources, especially the foreign study programs. Other CHID alums, John Roderick and Kevin Philbin, have initiated the two major fund-raising events held by CHID in the last few years.

We would like to launch a two-pronged Alumni Initiative:

1. Expand the conventional conception of the University in order to link current and former students in reciprocal relationships. Alumni can participate as sponsors, mentors and advisors for student projects, internships and post-baccalaureate careers. They, in turn, could participate in seminars, focus groups, research circles, and international programs. Although our alumni may not be rich (yet) they have enormous personal resources that they can contribute to the program and we need to find creative ways to take advantage of their desire to do so.
2. Create an Alumni Organization and Web network, including an advisory Board with linkages to internships, lecture and film series, service learning, mentoring and International Study Programs

7. CHID Development

There are three established funds to which CHID friends, alumni, and community supporters can contribute: The Comparative History of Ideas Fund which provides general support to the Program; the Friends of CHID which provides discretionary and general support to the Program; and the Clowes Local/Global International Fund which supports the administrative costs of developing collaborations on campus between local groups and programs at international sites as well as to provide student support for participation in programs organized at these sites and development of new programs.

As of autumn quarter this year, CHID has its first-ever part-time employee whose role is to create a development plan and start a concerted fundraising effort that will include preparation of grant applications and working with John Toews to solicit gifts from potential donors. A significant part of the development strategy consists of engaging people in what CHID does. Initially we see this happening through public events and the creation of a volunteer board:

Community Outreach & Events

CHID hopes to incorporate at least 4 events each year to showcase our programs and invite growing numbers of community members to participate in our activities. Over the past two years, CHID students and alumni have been involved with organizing several public events including the DIALOGUE Projects' conferences in 2003 and 2004, (see page 32) art and music showcases, and a post-lecture reception after Edward Said's lecture at Kane Hall. This year we are planning a series of smaller events, probably in people's homes, that are modeled after the cultural salons of early-20th century Paris. Currently these events are scheduled as our limited time and opportunity allow, and it is our goal to expand these offerings and establish a regular schedule of events.

Friends and Volunteers

The Comparative History of Ideas program recognizes that volunteers play a critical role in providing vision and support. We seek to build a volunteer organization whose primary goals are to: 1) provide outreach to the community, 2) advance the mission of the program, and 3) provide the stability and support necessary to maintain excellence for the present and for the future.

We recognize that we cannot maintain excellence without engaged volunteer leadership. We seek to establish a volunteer board comprised of individuals of significant stature and ability in the Puget Sound, as well as people from national and international communities. These individuals will have the vision and commitment to direct the attention of their colleagues and other leaders to the mission and goals of the Comparative History of Ideas Program; they will also help us shape our presence in the community and our plans for the future.

VII. Learning through Experience: Community Involvement and Creative Forums

Over the past ten years CHID has become increasingly known for its aggressive outreach programs and the curriculum's substantial service component. A key component of the CHID Program is to foster new connections between the University and outside organizations including nonprofits, schools and business both regionally and globally.

The first Capetown program was linked to the Urban Enterprise Center of the Greater Seattle Chamber of Commerce, Roosevelt High School, and the Intiman Theater. These pilot projects demonstrated that the International Programs were a powerful venue for community outreach. The connections to the local high schools (and Intiman Theater) have continued to grow and flourish and have produced their own offshoots and programs. Community groups and leaders of non-profit organizations are continually contacting us for advice and collaboration in the creation of similar projects.

In 2003, students and recent alumni, many of whom had found their lives transformed by CHID international programs, created the DIALOGUE Project—an organization dedicated to developing the alliances between CHID and local community organizations, especially around issues of international understanding and globalization. This group has been actively involved in sustaining connections between CHID students, CHID alumni and international organizations and community groups. (See below for further discussion of The DIALOGUE Project.)

The success of CHID's community outreach activities, especially as they pertain to issues of cross-cultural understanding at home and abroad were recognized in the Spring of 2004 when the University awarded the S. Sterling Munro Public Service Award to James Clowes. This award is presented annually to the UW faculty member who most demonstrates exemplary leadership in promoting service learning and community partnership projects.

1. The DIALOGUE Project

The DIALOGUE Project is an organization of CHID students and alumni dedicated to fostering a culture of international awareness on campus and within the community. Established in the autumn of 2002 under the direction of Jim Clowes, Associate Director of CHID, the project's development has been guided by his vision of "internationalizing the University." Its aim is to create a sustainable network of students, community leaders, and organizations dedicated to facilitating dialogue across difference. Beginning as a CHID focus group that met weekly for two hours, the DIALOGUE Project has branched out into several different directions since its inception. It is now actively involved in educational outreach, planning campus activities, designing focus groups, and developing organizational structures to provide a more effective voice on campus, in the community, and among the other internationally-focused organizations with which it collaborates.

The DIALOGUE Project organizes UW student presentations on international experiences to promote international education and awareness in high school classrooms and on campus. Based on the success of these initial presentations, the Educational Outreach branch has expanded its efforts by developing relationships with nonprofit organizations that create study abroad opportunities within Seattle

schools and focus on the incorporation of international curriculum into local classrooms.

The capstone event of the DIALOGUE Project's work in 2002-3 was its first international conference: *Shifting Borders, Changing Spaces*. Leading up to this event, the students hosted a month-long exhibit at Solstice Café featuring local artists who have expressed their reactions to travel through mediums of paint, photography, and cartoon. At a "Meet the Artists" evening, the DIALOGUE Project provided an opportunity for the community to meet with featured artists and listen to presentations on their individual pieces. On campus, the DIALOGUE Project organized a post-lecture discussion following Edward Said's presentation May 8th in Kane Hall. Finally, our conference took place on May 30th and featured an international panel including Professor Christine Crumrine of American University in Beirut, Lebanon, Heba Morayef from American University in Beirut, and presentations by a group of students from Hazelwood Integrated College in Belfast, Northern Ireland. UW faculty led sessions on issues of international conflict and modes of dialogue with Professor Clark Speed presenting on "Dialogue Within the Dialogue: The War in Sierra Leon" and Professor Frederick Lorenz presenting on "Kosovo: The United Nations Missions and Prospect for Peace." Intiman Theater also led an interactive presentation for high school students. Approximately 120 people attended this event with a variety of participants, including students and faculty from UW, Roosevelt High School, and Brewster High School, as well as members of the surrounding Seattle community.

On May 15, 2004, The DIALOGUE Project organized its second annual conference: *Rethinking "American"*. Three focused sessions encouraged students, educators, and community members to question what it means to be "American" and explore dominant national narratives on the American experience. In opening up a space to discuss the changing significance of American identities, the DIALOGUE Project hoped to create a forum through which to explore how national identity is interpreted and reconstituted by government structures, grassroots movement, and international perspectives.

In recognition of its efforts to promote international understanding the DIALOGUE Project was awarded the 2004 Frank Shigemura Prize from the Foundation for International Understanding (FIUTS).

2. Service Learning and the Carlson Center

Over the last ten years, almost 200 students have interned with local schools and organizations through these classes. Many of these internships have been organized in collaboration with the Carlson Center and the Pipeline Project. Examples of past service learning projects include: classroom helper at MLK Elementary, intern with a midwife in Mexico while on a CHID study abroad program, tutor in 3rd grade classroom at MLK Elementary, marketing assistant for the University District Street Fair, intern at Living Voices—a social justice nonprofit, intern in the Inpatient Psychiatric Unit at Children's Hospital, and intern at the Cascade People's Center. However, despite the pedagogical orientation of the program in support of experiential and service learning and the classes that promote students interning with local organizations, we feel that this is an area that needs to be further developed.

3. Student Publications

Employing student participation and creativity, the CHID Program has organized and provides support for two interdisciplinary journals: *interSections* and *The Anthology Project*. *interSections* is an interdisciplinary journal that showcases poetry, prose, and scholarly work as well as original artwork produced by undergraduates at the University of Washington. The journal is committed to providing a forum for the free expression of intellectual ideas and inquiry that promotes the continued growth of interdisciplinary scholarship on campus. Since 1992, the journal has been published nine times and is organized and edited by undergraduate volunteers from the CHID Program.

The Anthology Project is a journal that records both the struggles and joys of the personal transformation that can occur with reflective travel. Its first volume—*Letters Home*—appeared in Spring 2003, the second—*Elusive Horizons: Stories of Travel, Return and the Changing Space Between*—in the summer of 2004, and we project that it will be published annually. (See Appendix P for the most recent volumes.)

VII: Assessments and Outcomes: How Do We Judge the Effectiveness of the Program?

CHID has just begun (in the summer of 2004) to institute procedures, like exit surveys, for assessing its impact on students (see Appendix I). We have tended to bask in the glow of the testimonials we constantly receive from our graduates who see their CHID experience as life-transforming. This year was particularly rich in testimonials as student and alumni memorializing Jim Clowes gave public voice to the impact of the CHID program on their lives. CHID students generally do very well in garnering honors both at the University of Washington and in national competitions. In the spring of 2004, 12 CHID students, more than from any other unit in the Humanities or Social Sciences, were chosen to participate in the annual undergraduate research symposium. The Summer Institute for the Arts and Humanities which awards stipends to 15 students for a summer research symposium with 4 faculty members has been dominated by CHID students in recent years. (Seven CHID students received this stipend in 2004.) When the Dean released \$25,000 for undergraduate research in March, research projects by CHID students were awarded almost one third of that amount. One of the first five Library Research Awards went to a CHID senior. Bonderman Travel Fellowships, Mary Gates Scholarships, Zesbaugh and McNair Scholarships, and so on—the awards were many, as they are each year. Our students were also very successful in their applications to Graduate Schools and Law Schools. At least three CHID seniors will be entering Graduate School at Berkeley in fall 2004, with full fellowship support and in three different disciplines. One student turned down Berkeley to accept a Fulbright that will allow him to continue projects in Prague that began in a CHID foreign study program. The UW's campus nominee for the Marshall and Rhodes Scholarships for 2004-5 is a CHID senior. And there are a host of other honors, just within this one class of 65 seniors completing their undergraduate degrees over the past year.

CHID graduates are now on the faculties of academic institutions like Harvard, Michigan, Duke, Stanford and Texas. They are nationally known journalists and photo-journalists, whose work can be found in the *New York Times* and the *New Yorker Magazine*.

The combination of testimonials and accomplishments makes us think we are doing something right. But we obviously need to do more work monitoring our graduates and surveying their opinions at various intervals after graduation. We do know from some of our recent graduates that life-transforming experiences do not always translate into satisfying careers or a living wage. Although we know about stunning successes in academic careers (faculty appointments at Harvard, Stanford, Michigan, Texas and Duke) and the public media, many CHID students have a difficult time translating their education into work that nurtures their souls and pays the rent at the same time. In the years ahead we plan to expend more effort not just on assessment of “outcomes” but also on providing workshops by alumni about the kinds of vocations that are available to, and suitable for, CHID graduates. Work in education, international NGOs, communications, the visual and performing arts, and public and community service are obvious areas of interest. We need to do better at helping graduates find the path that will lead them into these areas of opportunity.

IX. Administration: The CHID Office

The CHID office staff consists of an Assistant Director, a 50% Advisor (a GSA appointment), a fulltime International Programs Coordinator (whose salary and benefits are paid for from the fees of the International Programs), and a 50% Office Assistant paid jointly through CHID's state budget and the CHID International Program's revenue budget.

The departure of long-time CHID administrator Faith Hines in the summer of 2004 and the simultaneous expansion of her former position to a 100% Assistant Directorship has produced a major transition in the office. Although we will sorely miss Faith's institutional memory and savvy, recent changes have enhanced and stabilized the CHID administrative staff. Using the hourly budget and some funds from the International budget to fund a 50% Office Assistant will also help the operations of the office in many ways.

Our main office concerns at the moment focus on enhancing the advising position, securing more office space, and stabilizing the International Programs' budget.

The operations of the CHID office have traditionally been oiled and fueled by a strong consciousness of common commitment to the ideals of the program among staff members. Throughout the transitions and turmoil of the past year administrative efficiency and office morale has remained incredibly high. It remains a great place to work, and visit.

X. Creating a Diverse Learning Community

Understanding, respecting, and encouraging diversity is a core value of the CHID Program. Unfortunately, the relatively few resources available to CHID require us to be creative in terms of how we foster diversity.

Curriculum

The classes we list as fulfilling our major requirements are carefully chosen for their content and methodologies. Of the regularly taught courses for which CHID is the responsible department—CHID 110, CHID 207, and CHID 390—course content incorporates issues of race, class, gender, sexuality, and globalization. However, often CHID is not the responsible department for the courses that fulfill the different major requirements, leaving us with little control over content.

We try to compensate for this shortcoming by allowing students to substitute courses from around the university, but this is not always possible. For example, to fulfill our “Group A: Introduction to the History of Ideas” requirement, students *must* choose two of the seven courses listed. However, the content of most of these courses is determined by other departments on campus and, in fact, most of these courses employ a fairly traditional Western European focus. We all recognize the need to develop new introductory courses that would explicitly employ non-Western, feminist, and/or indigenous scholarship and methodologies. The impediment to this is limited faculty resources.

The remaining major requirements are much more successful in encouraging students to step outside of the Western canon. The Group B requirement, “The History of Intellectual Cultures,” requires students to look at two different cultures in order to foster an understanding of the role that history, geography, colonialism, and culture play in the construction of social and national identities.

In a similar vein, our international programs have expanded beyond an initial Western European focus into a more comprehensive view of the global community. Initially concerned primarily with studying the history and culture of the area being visited, CHID’s international programs have developed a more interdisciplinary, community-based emphasis on the integration of theory and practice through their use of engaged community learning in the service of dialogue and reconciliation. This emphasis on grounding learning within the community visited emphasizes the need to respect the values and culture of the area being visited and allows the community to help define significant areas and topics of study.

We are also able to create a dynamic course content through the use of our special topics courses and our focus groups—CHID 270, CHID 496, and CHID 498. This allows us to respond to student interests and increase diversity within our curriculum.

And finally, CHID is expanding our notions of diversity by pioneering the field of Disability Studies at the university. CHID provided the initial home for Disability Studies by using our CHID 496 courses to help develop curriculum and forge student interest. We have recently added the three regularly offered Disability Studies classes to our permanent course list.

Faculty and Staff

As mentioned in other areas of this report, CHID is run by a very small number of paid staff and faculty. As a program, we have no faculty lines of our own. Our current “core faculty” consists of:

- John Toews, Professor of History and Director of CHID. He teaches two courses a year for CHID.
- Kari Tupper, Senior Lecturer in Women Studies and CHID. She teaches three courses a year for CHID.
- Phillip Thurtle, Visiting Assistant Professor in the Humanities. He will be teaching five courses for CHID this year.
- Doug Merrell, Visiting Lecturer. His usual course load is two CHID courses in the fall on campus. The rest of the academic year, he leads CHID International programs in Rome, South Africa, and Belfast.

With these four partial—and in the case of two of the above, temporary—faculty positions, the potential for diversity is extremely limited. These four faculty members are all white; three are male. We are able to broaden our representation of minority groups by asking faculty from around the university to join our faculty board, by increasing the faculty affiliated with CHID by accepting courses from other departments to fulfill our major requirements, and by drawing in faculty from across the university to lead our international programs.

Our permanent staff faces similar restrictions. Our office staff includes:

- Amy Peloff, Assistant Director (permanent, full time)
- Theron Stevenson, International Program Coordinator (permanent, full time)
- Sylvia Kurinsky, Program Assistant (permanent, 50-75%)
- Jeanette Bushnell/Matt Scheiblehner, Undergraduate Advisor (temporary, 50%)

Out of these four positions, the three permanent positions are occupied by a white male and by two white females. The advising position will be staffed by a Native American woman fall and spring quarters, and by a white male winter quarter. Obviously, by visible measures, CHID needs to work on its diversity in this sector.

That said, structurally, CHID has the potential to address this need to diversify its faculty, administration, and staff. CHID’s “learning community” model allows us to diversify our teaching staff by drawing on our community of students, faculty, and the larger public. By expanding the notion of “teachers” to include undergraduate peer facilitators; undergraduates, graduate students, and community members who lead focus groups; and teaching assistants; we are able to foster a more diverse community than our limited financial resources allow. As stated above, as an interdisciplinary program, we have the potential to draw in faculty from around the university to fill some of these needs. However, as mentioned in the section on “How can CHID stabilize, expand, and still retain its Identity?,” (see pages 24-25) the university needs to incorporate policies that would reward rather than penalize faculty for giving some of their time and energy to interdisciplinary programs such as CHID. Since studies have shown that minority faculty already shoulder a disproportionate share of committee and teaching responsibilities, our ability to rely on their generous donations of time and energy is problematic.

Student Body

While our student body is diverse, white students still racially and ethnically predominate. However, it is important to note that race, ethnicity, and gender are only the most visible and statistically quantifiable markers of a diverse student population. CHID students include GLBT students, students from poor and working class backgrounds, students with visible and invisible disabilities, and students from religious minorities.

If we are going to rely in part on the diversity of our student base to supplement the limited diversity in our faculty and staff, we need to ensure that CHID provides a welcoming environment for minority students. In order to do so, we recommend the actions listed below.

Recommendations for Improving the Diversity of CHID

- Develop introductory (“gateway”) courses that explicitly employ non-Western, feminist, and/or indigenous scholarship and methodologies.
- Focus on developing a visible minority presence within our paid positions—advisors, teaching assistants, staff, and faculty.
- While CHID has thrived on the generosity of faculty, staff, and community members who have donated their time and energy to CHID, we need to make sure that minority faculty and community members are not excluded from sharing the limited financial and administrative awards that CHID has to offer.