

Upcoming Events!

Saturday, May 20 2nd Annual CHID Prom

8:00pm-1:00am
Wallingford Boys
& Girls Club
1310 N 45th, Seattle 98103
Tickets \$15/pair

Friday, June 9 CHID Graduation

6:00pm doors open
Mary Gates Hall #389
RSVP required

Inside this issue:

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- **Forward Through The Past by Phillip Thurtle**
- **Alumni Updates**
- **Thesis News from Christina Wygant**
- **Farewell to Seniors**
- **... and much more!**

CHID Staff

John Toews, Director
Amy Peloff, Asst. Director
Phillip Thurtle, Asst. Professor
Theron Stevenson '02, International Programs Director
Sylvia Kurinsky '04, Program Assistant
Kanna Hudson '05, Academic Counselor



Amy and Sylvia at recent potluck

Special thanks to CHID's fantastic student assistants this year: Holly Johnson '08; and Alan Strathmann '06.

CHID Chat

A Newsletter of the Comparative History of Ideas Program, University of Washington

Spring 2006

From The Director CHID Buzzzzzz

By John Toews

During the second half of Spring Quarter the usual energy buzz in the CHID office and the hectic pace of activities on the CHID calendar enter a whole new dimension. Sometime in May we all also enter a realm of ambivalent emotions, proudly celebrating the recognized achievements of students, staff and faculty after another exciting year of educational experimentation and program expansion and grieving the departure of another seemingly irreplaceable cohort of CHID graduates. Perhaps we are taking the pulse of this annual cycle a bit more carefully and anxiously this year because CHID is in the midst of an important time of transformation. Change is a permanent state in CHID, but this year and next represent special challenges for all of us, and the way we respond to these challenges will set the direction of the program for

years to come. So it is critically important for us to remain vigilant and confident about our core values and goals. We welcome the rapid growth in numbers of students, the expansion and diversification of curricular possibilities that comes with additional staff and faculty, and the promised access to more of the UW's resources.

Success is always gratifying, but we don't want to sell our souls for its external trappings. We all need to pay attention and participate in institutional processes that could produce major changes in the program within a year or two.

During the Fall term faculty and staff members prepared a response to the (very flattering) Ten Year Report on the CHID program that was produced by a univer-

sity-appointed Review Committee last spring. Actions taken by the University Administration in response to positive assessments of this review by the Graduate School and the Faculty Council of the College of Arts and Sciences

may re-structure the context in which CHID operates. An increase in the number of fully

committed CHID faculty may make us look and act more like a regular department, and produce a need to find institutional ways to protect the unique academic culture of a learning community that enlists students, staff and teaching assistants as full participants in the decision making processes that determine the curricular direction and public mission of the program. How can we

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CHID Seniors with Archbishop Desmond Tutu in Cape Town

Blurring Instructional Boundaries

Record Numbers of Focus Groups

By Kanna Hudson '05, Academic Counselor

The CHID Program has always been a hub of innovative pedagogical and curricular models. Local lore has it that “Focus Groups” were thus coined when Jim Clowes’ brother worked at a high-tech firm in the early 1990s—and today they serve as one of the most exciting educational forums at the University. These courses are listed as CHID 496, are two non-graded credits, and typically enroll 5 to 25 students. This 2005-2006 academic year, CHID hosted 39 Focus Groups—with 21 during spring quarter alone. That doesn’t include the New Major Focus Group, which nearly all new CHID majors take. This academic year, we had 77 students enrolled in

a total of four sections of the New Major Focus Group.

Focus Groups are most often created when a couple of CHID students want to learn about a particular idea—so they create and facilitate class on it, with some very loose supervision from faculty or staff. Several Peer-Facilitated Focus Groups this year were truly exceptional. Chas Williams '07 (who is now studying with CHID in Rome) facilitated “An Experiential Study of Religion” this winter. Chas created a quarter-long course during which students visited services and sites of various faiths—such as Christian youth groups and Native American sweat lodges—and then learned about the faiths from guest speakers,

group discussion, and reflective papers. 22 students enrolled in this course.

Another exciting Focus Group is “Innovative Leadership,” facilitated by Kelly Schilperoort '06 and Brett Arrington '06. This course, which enrolled 9 students, hosted guests including UW President Mark Emmert and Costco CEO Jeffrey Brotman.

Rarely does academia trust undergraduates first to know what they want to learn about, and second to plan and implement a way to learn about it with their peers. In CHID, undergraduates do both, and the resulting Focus Groups are some of the most exciting academic venues on campus.

Focus Group Profile

Taoism: History & Philosophy

By Michael Martinez '06, Peer Facilitator

The way that can be spoken of is not the eternal way;

The name that can be named is not the eternal name.

These two lines begin the Tao Te Ching of Lao Tzu, one of the key texts of Taoism, and the book whose number of translations worldwide is second only to the Bible. Taoism is a school of Chinese philosophy, first appearing around 400 BCE, only about 100 years after Confucius, and at about the same time as Socrates in the West. The focus of Taoism is on the Tao or Way, the natural way of all things. Its texts are a combination of verse and prose, deceptively simple and highly enigmatic.

I first studied Taoism in an Eastern Philosophy class a few years ago, alongside several other Eastern schools of thought such as Hindu-

ism, Confucianism, Buddhism, and Zen Buddhism. At the time I was not really impressed with Taoism. Buddhism offered a more transcendental view of reality, while Confucianism was more like the Western philosophy I was used to reading; Taoism just seemed to simple.

Last quarter I needed two credits to meet graduation requirements. I had wanted to take another class on some kind of Eastern philosophy, one that was more focused on one particular school rather than a survey of several. The course catalogue at the U listed one class on Buddhism and another on Hinduism, both of which I had been waiting to take for several quarters, but they were never offered.

I decided that I should do a focus group on some kind of Eastern philosophy. My first inclination was toward Buddhism as I enjoyed study-

ing it in the past and wanted to look at it more comprehensively. Unfortunately there is so much writing from the Buddhist tradition that I risked, on the one hand assigning more work than was reasonable for a two-credit class, and on the other not providing an adequate overview of the tradition.

That was when I considered Taoism. There are several texts that are considered Taoist, but only two core texts: the Tao Te Ching of Lao Tzu, and the Inner Chapters of Chuang Tzu. Both are short and easy to read, and it seemed like an ideal workload for a two-credit class while still managing to fully examine the tradition as a whole.

I decided that the class should be Taoist in format as well as in content. Each week we read a selection from one of the works, usually about

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Martinez*(Continued from page 2)*

20 pages, and then each person wrote a standard two-page response paper. But the papers were to be very free form; I asked them simply to write what they were thinking about, questions, comments, ideas, if they thought it made sense, if they thought it made no sense, and in whatever format they wished. Some papers looked at each of the chapters for the week, while others focused on one or two in particular.

The discussion was very free form as well. There were only eight people in the class including myself, so everyone had time to bring up passages that they liked, and to ask questions about passages that they did not understand. Each person seemed to interact with the readings in different ways. It was amazing how a chapter that one of us had struggled with so much could be restated by someone else and suddenly make sense. Connections were made to current events, to personal experiences, to other religious and spiritual traditions, to American culture as well as to other cultures, to feminism, and to other schools of philosophy

both Eastern and Western.

At the end of the quarter I had each person write a short paper that reflected on the course as a whole. Throughout the quarter, people had told me that they were hearing great things about the focus group, and so I was interested to see how the class members felt at the end of the quarter. The response was very positive from everyone, and there were even suggestions that the class should be offered every quarter.

Most people said that, coming into the class, they had no idea how we would discuss something like Taoism, and I myself was a little curious about that as well. I had not really structured the class and just wanted to see what would happen if I let it go where it would. Overwhelmingly we found this successful. All the members of the class were very open-minded, quick to ask questions and slow to pass judgment, which created a comfortable environment and helped all of us to exchange ideas and interpretations. Even I had come to the class more interested in the credits I needed than the philosophy itself, but left with a great de-

gree of respect and genuine interest in Taoism.

As a result of the success of the class I decided to offer it again this quarter. Already this quarter our discussions have been entirely different than those from last quarter, and I am looking forward to hearing another group's thoughts and interpretations on the same material.

Taoism is something very different from most Western philosophy. It is entirely non-logical, which is not to say illogical, but rather intuitive. It does not lend itself to debate or argument, but only to understanding; it merely is what it is. I think one of the main reasons that Taoism is useful to study is that it cannot be put easily into a Western framework. Ideas like accepting things as they are, and not being ambitious are so antithetical to American ideals of control and success that it causes one to really sit and contemplate. And yet there can be no final summation, no neat packaging of an ideology that can be labeled Taoism, for "the way that can be spoken of is not the eternal way, the name that can be named is not the eternal name."

Focus Groups 2005-2006

Peer Facilitated

- Anti-Oppressive Organizing and Activism
- Conversating Across Differences
- An Experiential Study of Religion
- DIALOGUE Project
- Videoconferencing Project
- Queer Images in Film
- Disability Images in Film
- Effects & Design of Video Games
- Game Design Lab
- Further Consideration of Texts & Cultures
- Anarchy
- Queer Performance Poetry
- Radical Education & Social Change
- Stepping Through the Stargate: Applied Ethics With A Kwoosh
- Close Critique of (Re) Thinking Diversity
- (Re)Thinking Diversity Lecture Film Reviews
- Advanced CHID Thesis Workshop
- Innovative Leadership
- Taoism: History & Philosophy
- Conflict and Peace Reading Group
- Development in the Third World
- Past & Future CHID 110 Peer Facilitators
- Existentialism

Faculty Facilitated

- Public Rhetoric and Permanent War

CHID Alumni &**Community Facilitated**

- Embodied Presence
- Writing In Public
- Gatewood Gonzo

Forward Through the Past

by Phillip Thurtle, Asst. Professor

In *Music, Machines, and Experience* musician Aden Evens claims that memory is essential to an appreciation of music. Only our memory allows for the recognition of a repeated musical phrase or the haunting absence suggested by an unresolved minor chord. If this is the case, then it explains much of the music I've been living since returning to CHID last fall as its first full-time tenure-track professor. What I've witnessed since my return is a wealth of new initiatives, all grounded by a steady refrain echoing the principles and goals of the program.

Some of you may have remembered me from my previous work in CHID. When the office was much smaller, I was the combined adviser and international programs coordinator. This was a newly created half-time position, which I supplemented by designing and teaching classes. Before my hire, Jim Clowes and undergraduate employees advised most of the students. The increased number of majors made it difficult for Jim to teach, initiate new programs, and advise. The number of international programs had just begun to grow large enough to need a coordi-

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Toews

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use the new structures required by our size and success to sustain our interdisciplinary mission and maintain our ability to shift focus and reach across conventional disciplinary and departmental boundaries for new collaborators in the face of new challenges and interests? With so many CHID majors we obviously need to sustain continuity and stability; but if they are to remain CHID majors we also need to maintain our interdisciplinary creativity and problem-oriented curriculum. The choices we make in selecting new faculty will obviously be crucial. The hiring of Phillip Thurtle last year has already expanded the reach of CHID into new disciplines (especially in the sciences) and enormously increased our participation in the use of digital technology for undergraduate research in the Humanities. But it has also enhanced our sense of intellectual community and furthered the emancipation of undergraduate creativity. Our search for a new faculty member in the area of International Post-Conflict Studies produced a number of candidates

that promise to sustain these commitments. We are hopeful that we will be able to bring that search to a successful conclusion in a few weeks.

During the past two quarters CHID has pursued a number of initiatives to enrich our curriculum. Under the leadership of Jeanette Bushnell, a former CHID advisor, the program took on a major project to increase diversity and sensitivity to problems of diversity among our students and within our curriculum. At the same time, the International Studies wing of CHID, under the leadership of Theron Stevenson, has successfully put into practice a number of initiatives that should integrate the foreign study programs more clearly into our campus curriculum, help students articulate and reflect on their experiences after they return, provide exchange opportunities to bring some of our collaborators from abroad to Seattle, and to expand our community relations network and dialogue partners among groups and organizations that share some of our concerns about the responsibilities of global

citizenship. The need to help all CHID students engage in (and finish!!) meaningful senior research projects has also been a major concern this year, as we experimented with collective senior projects, worked toward offering more opportunities for students to develop video and multi-media projects, and provided more opportunities for seniors to share their projects with other participants in the program.

This whirl of activities may often become distracting, perhaps even nerve-wracking. So let's remember to listen to each other, and make sure everyone has a chance to participate in the conversation. We often talk about the ways in which CHID's intellectual community among students, staff and faculty makes it possible for everyone to take part in critical decisions that effect the direction and structure of the program. The months ahead will certainly provide us with many opportunities to test that principle. Meanwhile let's gear up to celebrate another amazingly accomplished and creative class of CHID graduates. What this group of CHID students do with their lives after they leave us will ultimately be the best evidence of the value of what we tried to do together while they were with us.



Seniors Cynthia, Andrea, Jason, and Kimberly

Thurtle

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nator to help relieve Jim of this burden as well.

Today, I arrive each morning in an office where four out of five positions were created within the last year, the other position only a few years before. What was once one half-time position is now two full-time positions. Not only have our student numbers increased, the options for study have increased as well. I have never seen so many interesting focus groups as I have seen offered this year and the number of CHID international programs ensures that students not only get an opportunity to study abroad, they can choose an intellectual theme to explore in a specific setting.

Still, with all this change, I am amazed at how many of the fundamental values embodied by CHID has stayed the same. CHID still has the best students I've taught in my twelve years teaching at the UW, Stanford, and Carleton University. When I write "best," I don't just mean the most accomplished; I mean



Students mix art and science in Phillip Thurtle's course, "Eye + Mind."

the most creative, the most caring, and the most inquisitive students I have ever encountered. CHID also remains committed to achieving this excellence by believing in its students. Because of this, CHID has always demonstrated the power of education, not just for selecting students that have already proved themselves, but in allowing all students to achieve in their own way. Because of this, CHID will remain CHID as long as those who work in the program remain committed to student-centered education and those who study in the program use it go places that no instructor would have dreamed possible.

This is why I moved 3000 miles and crossed a national border to become CHID's first full-time professor. When I applied for the position, I wrote in my cover letter that this wasn't just an opportunity for employment, this was an opportunity for me to give back to a style of education that made me who I am and that I am deeply committed to. I think of my hiring as a once in a lifetime opportunity to work for something I care about.

I see even more changes for CHID in the near future. We will hire new faculty. We might even initiate a graduate program. I ask all of you to craft these programs in the best tradition of CHID, where self reflection and engaged scholarly enquiry is intended to make a difference in the world. I also ask you to remember where we've come from, for this is how our dreams for the future become the music of our current experience. Besides, self reflection and scholarly enquiry have always been what CHID is about. And I don't see that changing.

CHID by the Numbers

Majors today: **260+**

Majors two years ago: **159**

Degrees granted this year: **117**

Degrees granted two years ago: **58**

Number of students enrolled in courses offered by CHID in 05-06: **1,492**

Students in CHID Int'l Programs this year: **524**

Students in CHID Int'l Programs two years ago: **235**

Undergraduate Awards

Mary Gates Scholars for 2005-2006

Brita Fisher, Leadership; Bradford Baker, Leadership; Lizzy Thelen, Research; Nauzley Abedini, Research; Kelly Hills, Research; Holly Johnson, Research.

Phi Beta Kappa Invitees for 2005-2006

Melissa Andrada, Nick Astete, Naraelle Barrows, Olin Berger, Sarah Bock-Wenzek, Brita Fisher, Malinda Hayes, Margaret Hess, Kelly Hills, Valerie Hoagland, Mike Munro, Sarah Orosz, Peter-Michael Osera, Scott Provence, Jacob Zavertnik

Congratulations also to Jerome McCuin for his recent election as ASUW Vice President!

Chiddies Come Home

Wendy Wiseman '93 directed a CHID International Program in New Zealand last year. She now teaches CHID 390 and other CHID courses such as "Modernism & Nietzsche" and "Religion & Existentialism."

Stacy Moran '00 taught CHID 498: "The Writ (h)ing Text" this winter and will teach CHID 390 this summer.

Matthias Scheiblehner '95 teaches CHID/HIST 207 and CHID 390, and Alain Badiou came to UW last fall while Matthias taught a CHID class about Badiou's work.

Claire Dederer '93 and her partner Bruce Barcott are co-teaching for the second time "Writing In Public," a popular Focus Group that teaches CHID seniors to ready their writing for publication in periodicals.

Robert Mitchell '94, now an Asst. Professor at Duke University, recently presented two CHID-sponsored lectures at the UW, titled "Suspending Animation: John Hunter and P.B. Shelley on Life and Ice" and "Bioart, Vitalism, and New Media."

Lessons in Community

by Casey Clevenger '03

This August I returned to Seattle after spending the year as a Jesuit Volunteer in San Antonio, Texas. The Jesuit Volunteer Corps is a national and international service program operated through six regional offices, annually placing approximately 300 volunteers with grassroots organizations in low-income areas across the nation and in six developing countries. Rooted in the tradition of the Catholic Church, the philosophy of the program is guided by four values, social justice, spirituality, simplicity, and community. When I applied to JVC in April of 2004, it was my formative undergraduate education in CHID, specifically the life-changing influence of Jim Clowes and my experience on the Memory, Identity, Conflict, and Dialogue study abroad he led during 2001-2002, that inspired my application and informed my final decision. While studying abroad, I most enjoyed the time I spent working with state and grassroots organizations which were working to serve and represent marginalized populations of women and low-income families within Belfast and Cape Town. Throughout the program, Jim emphasized the interface between our international experiences and the work that is possible within our own communities and our own country. He insisted that we relate our international experiences to the familiar spheres of home. "Everything you are doing here, you can do at home," he told one student in South Africa.

By pushing all of us to examine ourselves and our roles within and outside American society, he prevented us from isolating our experiences in other countries from what it means to be an American.

As I made the decision to accept a position in San Antonio, Texas, I looked forward to integrating these experiences and my commitment to social justice into my work and my lifestyle by making service a full-time year-long focus rather than an extracurricular activity or class component. I found it much harder than I could have imagined. I spent my mornings as director of a small volunteer-staffed social services office, providing commodity and financial assistance to low-income families and individuals in the insulated Mexican-American neighborhood where I lived with seven, later six, other Jesuit Volunteers. In the afternoons, I tutored at a nearby school, assisted the director of the church's youth program, and picked up any extra projects worthy of a volunteer. Living on a small stipend and committed to a rigorous and inescapable community life, both within my house and within the neighborhood where we lived, I had

little time or space to myself. Living in an old convent next door to the church where I worked, my other roommates left every morning for their different and varied work sites located in other areas of the city



Casey with her new friends in San Antonio.

while I walked next door. I often felt as if I was living in a human-size fishbowl. I felt suffocated and trapped by the two-mile radius of my daily life, and useless as I was exposed to the raw realities of my cli-

ents and neighbors' lives.

I seriously considered leaving the program in January, but my reasons for staying were always very clear to me and they were not far from the lessons I learned from Jim and from my experience in CHID—the value and importance of community. When it was obvious that I was overwhelmed by my responsibilities at the office during the holiday season, my roommates donated countless hours of their time, sorting enormous quantities of canned food and frozen turkeys, accompanying me on marathon shopping trips to Target where we purchased hundreds of Christmas gifts, and helping me sort and wrap into the early hours of morning. Their generosity was endless and priceless. And there was the community outside my house—supervisors, volunteers in my office, clients that came in every month or only once. They were the individuals who seemed to rule my life, but who also directed responsibilities, concern, anxiety, and problems at me because they trusted me and believed that I could help, that I could listen, and that my ideas and suggestions were

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Faith Hines, Former CHID Administrator, Returns to Seattle

Hello Chiddies and UW friends! I wanted to let you know that my family and I are returning to live in the Seattle area in early May! This is very good news for us. My husband has been offered reemployment with Boeing in a better position than he had at his Boeing layoff. My daughter needs more intensive specialized medical care which she can now receive at UW Medical Center. It is my hope that after a few months of getting our family

settled that I will perhaps find a good 50% or 75% position at the UW. Something to keep me challenged and also to be able to get the UW medical coverage. If anyone hears of positions that might be suitable for me over the next year, please let me know, ok?! I am so happy about returning and look forward to seeing you all! We will be making the 3,000 mile drive from Virginia in 20 days when our house sale closes -- just in time to get my daughter out of the heat and humidity, which has been very detrimental to her. So will invite you, one by one, to have coffee with me when I return!

Graduating Seniors Say Hello to New Adventures

Sunshine Eversull, Spring '06, a graduating honors senior, is a busy woman indeed. She is a single parent of two young girls, Destiny and Savannah and loves to spend all her extra time with her family, including a loving partner Nathan. She has received scholarships for every quarter attended at the UW. Most notable are the Soroptomist "Women's Opportunity Award" in Spring 2004, of which she was the sole recipient representing Pierce County, the near full ride Eula May Scholarship for the 2004-2005 school year, and a full ride scholarship awarded by the UW Alumnae Board for 2005-2006. Not only had she maintained a high level of academic success, she has also committed over 60 hours of volunteer time per year since 2004 to her daughters' elementary school, been a member of DASA (Disability Advocacy Student Alliance) student group since Winter 2004, and collaborated on the annual CHID fundraiser as a Prom Committee member in 2005. She is a PTA parent and was also chosen as a cast member for the UW 2006 production of "The Vagina Monologues" and performed the show closing mono-

logue. In addition to these activities, she diligently labored to create a Thesis Workshopping Course to assist future CHID students during their thesis process, which had pilot courses in Winter and Spring 2006. Her class will be offered permanently on the UW Class Schedule beginning Fall 2006. Sunshine was also recently accepted to Seattle University Law School, and will begin classes this June.

Kelly Hills, Spring '06.

The 2005-2006 school year has been a very busy one for Kelly Hills. Coming off a busy three quarters last year, Kelly dove into the Summer Institute in the Arts and Humanities, where she took advantage of the opportunity to study with several art instructors. At the end of the intensive eight-week institute, Kelly had researched and produced an inti-

mate and personal narrative of trust, literally illustrating the course of her marriage and divorce. Kelly interwove photographs, col-



Sunshine (right) with fellow senior Hillary Holman

lages, journal entries, and academic writing into a mixed media book entitled "Trust Unbound". After taking a few weeks off to rest and clean her apartment, Kelly entered fall quarter with high expectations and a lot of needed energy. In addition to peer facilitating CHID 390, The Interpretations of Texts and Culture, for the second time, she began work on her thesis, applied for and received a three quarter Mary Gates Research Scholarship, and presented a paper on the appeal of reality television at the Southern California Conference on Undergraduate Research. Perhaps the best part of this was

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CHIDren, All Grown Up!

Catherine Pousson '89. I just moved back to Seattle in January after being gone for 6 years. My interesting news is that I spent 8 months as an apprentice on a medicinal herb farm – Mountain Gardens - in Celso, NC where I lived in a rustic environment. While on the farm, I lived in a wooden yurt, cooked on a wood stove in an outdoor kitchen, an even used an outhouse. The farm is completely off-grid – solar powered and all the water came

from a local stream (actually got sick from the water). I learned to identify herbs, plant, harvest, collect seeds, make

tinctures, medicinal Chinese herbal teas and salves. After completing the apprenticeship, I worked on two small organic family farms. I learned what an enormous amount of work farming can be and how important it is

to support local family farms. I moved back to Seattle in January. I wanted to come home and recover from two years of intense stress worrying about my son, Chris, who just returned from two tours in the Army in Iraq. My youngest son, Dan, is teaching English in Gifu-Shi, Japan. My current project is starting my own medicinal herb garden, continuing my herbalist studies and trying to find a job at the UW!

Irv Thomas '90. I have just brought out my third book, a personal memoir called *A Seasoned Life: The Spring Years*. What's more, I did an end-run

around the p.o.d. (print-on-demand) publishers (who have become the new standard for writers not favored by regular publishers), and found out how I could take the entire design and specs into my own hands

(including the cover), getting it done right here in Seattle and at half the cost charged by most of the p.o.d. outfits. Dr. Toews has a copy of the book, in case you want to look it over.

Erik Martin Schneider '93 received his Ph.D. in Rhetoric this month from U.C. Berkeley.

Shannon Waterman '94ish. Family physician on western NM's Zuni Pueblo Indian reservation. Hiking red rock mesas. Biking in New Zealand and Mexico's Copper Canyon (least favorite souvenir: broken ankle.) Still searching for Mr. Right. Visitors welcome!

Jeff Buckley '95. I am a Reference Librarian in the New York office of Cadwalader in downtown Manhattan. I finished grad school at the UW Information School in 2004. My focus was law librarianship.

Kim-An Lieberman '95. After finishing my Ph.D. in English at UC Berkeley with a focus on Vietnamese American literature, I'm now teaching at Lakeside School in Seattle. My husband Matt & I proudly welcomed our first daughter, Cassia, in July 2005.

Linda Noel Schierman '95. CHID B.A. cum laude, August

1995 when I was 47 and lucky to experience Jim Clowes. Taught English to adults in Ankara & Istanbul, Turkey 1/2000 - 8/2004. Now in Spokane, WA helping siblings take care of elderly parents when not working temporary jobs, playing blues harmonica and working out.

Aaron Boigon '97. Okay, here's the scoop on me. 1997 graduate. I've been married for 4 years. I have two daughters, ages 2 and 6 months. I am a managing partner of an IT consulting business in Reno, NV. I moonlight as the Director of Youth Ministries at my church and am beginning seminary this fall. I write fiction in my spare time, but it's honestly too lousy to publish. I eat too much cheese and despise long walks in the park...or anywhere for that matter. That about sums it up.

Erik Brand '98 (Phi Beta Kappa, Cum Laude, National Champion Men's Crew 1997). After graduation, spent 3 years at Oxford, UK, represented Oxford in the famous Oxford-Cambridge Boat Race in 1999 and 2000 (Spare Pair and Isis crews, respectively), and earned Diploma in Social Studies (1999) and Master of Science

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Alan Strathmann '06, Katy Kelly '04, Kanna Hudson '05, and Vincent Gonzalez '04 at the 1st Annual CHID Prom

Seniors

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spending several November days in sunny Riverside, California!

Kelly didn't slow down winter quarter. She continued working on her thesis and ran her first focus group, titled "Stepping Through the Stargate: Applied Ethics with a Kwoosh!" This course looked at wide variety of ethical issues, including population growth and control, medical ethics, just war theory, and eugenics. The class consisted of pairing episodes of the television show *Stargate: SG-1* with applicable readings on applied ethics; the show offered a tangible focus for sometimes theoretically complicated issues. Somewhat to her surprise, several science fiction news outlets found out about the course and ran articles on it, significantly increasing her daily email! By far the best mail she received about the class? Writers and producers of the show contacted her to tell her how flattered they were that she was using their work in an academic environment!

This quarter finds Kelly finishing her thesis, writing a weekly op-ed column for *The Daily*, continuing to peer facilitate (this time for CHID 270, the Material History of Communication Practices), and graduating!

In her "spare" time, Kelly applied to graduate programs across the country. Much to her delight, she was accepted into her first choice program. So up next for Kelly is a cross-country move to Albany, New York, where she will be joining a unique dual degree program, pursuing a Master of Science in Bioethics from The Graduate College at Union University and a PhD in Philosophy from the University at Albany.

But first, she plans on taking a nap.

Alan Strathmann, Spring '06. As a returning student preparing to graduate I wanted to share a few reflections on the re-

sults of my experience as an interdisciplinary undergrad. As I examine my path in all directions, and try to re-organize my life, I find myself making an effort to see the larger picture with respect to what I see as positive change in the fundamentals of higher education. I truly benefited from the synthesis of an Associate's degree and the avenues open to me within the CHID program. The on-going trend when I was at SCCC was the coordinated studies program: opportunities to gain significant ground credit-wise and, more importantly, a chance to discover why it is that things are of interest to each of us - to explore the nature of ideas through their connections and common (or uncommon) qualities. It was inevitable, after witnessing the value of this type of engagement that I would be interested in CHID when I transferred to the UW.

As education evolves, and adjustments are made in this grand experiment, it is with a sense of hope that I see interdisciplinary models take hold, and I believe that this bodes well for the future of a very CHID-like systemic shift. That being said, I feel very strongly that each and every one of us should continually examine for ourselves what it means to 'compare ideas'- and what it means to explore complicated and often difficult concepts within, and most importantly, outside of the arguably arbitrary limits of the academy. CHID itself began, to the best of my knowledge, as something of an experiment- and it has thrived. And in order to remain true to that mission I believe that, beyond the time spent within any program, our personal borders must be continually evaluated and advanced—risks must be taken and challenges presented. And this is more about how we may take an academic mission and apply it to the rest of our lives. Certainly most of us will spend

more time outside of the academy than we will in it, and by building upon the CHID philosophy we are advancing the value and complexity of human interaction (ok, Phillip-with machines and plants too!).

At the risk of sounding trite, I see all of this somewhat reflexive commentary to be about community and cross-pollination. It is never enough to simply state, that: "the whole is greater than the sum of its parts". It just doesn't seem that we could ever absolve ourselves of the need to truly know as many of the 'parts' as we can—particularly those that seem to be so far from us. To me this means that we must actively seek connectivity in disciplines and ideologies even through the observance of opposition, be it radical or traditional in scope.

For myself, I believe: once a CHID student always a CHID student—period. And this is more about continually feeling the need to know more about the world than it is about collective identification.

Keep In Touch!

- Subscribe to CHID's active email discussion forum, CHIDchat, at <https://mailman1.u.washington.edu/mailman/listinfo/chidchat>
- Subscribe to CHID's alumni mailing list at <https://mailman1.u.washington.edu/mailman/listinfo/chidalumni>

Clevenger

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of worth.

I failed at my job as many times as I succeeded and there were numerous situations in which I found myself struggling to suspend my own judgments and stereotypes in order to uphold the human dignity of each person seeking assistance. However,



returning to Seattle and regaining the space and time to begin processing my experience, I am only beginning to learn from my experience as a Jesuit Volunteer. I am still realizing the ways in which it has shaped my goals, priorities, and my framework for thinking about our society. My most vivid and

dynamic memories are of the faces, the stories, and the lives that I encountered, not of frustrations, feelings of inadequacy or bleak statistics. I had the opportunity to delve deeper into my understandings of social justice, community, and dialogue, and to fully embrace the work of changing the world and myself in the process. I thank Jim and I thank CHID for imparting the incentive and the willingness to enter into the chaos of others and be transformed.

Becoming-Chiddie, Becoming-Zen, Becoming-Anomalous by Leigh Golden

Memories of a CHID pseudo-student. I recall vividly the gregarious intimations, intonations of one Professor Phillip Thurtle, whose *Eye and Mind* course I took fall quarter (and enjoyed immensely, I might add - Thanks Phillip!). From these I gleaned a sense of the passions of CHID. Immediately it became apparent that this was no ordinary class: ideas were crackling, sparks were flying, Fate was forging a masterpiece. Discussion ranged from the enlightening to the enraging, and I found myself amidst a most beautiful storm. The question, Where am I? crossed my mind several times, in a most profound sense, and the answer has yet to come completely.

I must confess before going on, I am not - technically - a student. While I would argue I am *more* than a student by the conventional modern definition (Platonic studentship had no grades - indeed, it could be argued that the notion of a "degree" really is only a profit-driven parody of Freemasonry - or possibly a consequence of the bastard hybrid of the classical Academy and the more modern Masonic Order), I am not a registered student. That being said, the question arises: What is CHID? And how has it affected me in my crossing its path?

A recent thought I had at the Solstice coffee shop sums up my experience well: "Hmm ... I wonder how this coffee shop came to be?"

Deleuze, I suppose, would term it a coffee-machine, existing as a cultural construct developed around a set of values which came from ... hmm, who knows ... I wonder if this coffee is *really* fair trade ... mmm, that vegan muffin looks really good." Of course, I was fairly liberal before encountering CHID, but the curriculum I've encountered has pushed me towards something nearing trans-liberal, if such a thing is possible.

It has been infinitely refreshing to be among people for whom anything from Nietzsche's *Zarathustra* to Berkeley-area vegan restaurants constitutes everyday conversation. CHID, I think, provides an excellent counterpoint to the heartless alienation of the big university system.

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Human Biology (2000) with dissertation on immune function in endurance athletes. Next, UW School of Medicine, including rotations throughout Washington, Wyoming, Alaska, Montana, Idaho and Australia, pursuing my interests in sports medicine and rural/underserved primary care. My interest in ethnography, developed in CHID, has given me a unique perspective on the challenges of medical care for under-represented and underserved minorities such as those on the Colville Indian Reservation (WA), Inuit in Barrow (AK) and Aborigines in Australia. I just finished 10 week sports medicine elective in Melbourne, Australia, working with Victorian Institute of Sport (25% of Australian Olympic Team) in preparation for Commonwealth Games. Next year, (having studied Japanese for 4 years), I hope to do a 6-week International Health Elective at University of Tokyo, learning more about their challenges in rural/underserved health management.

Peter Kushner '98. I graduated in '98 and am STILL a student, now at St Andrews University in Scotland. I'm nearly finished with a PhD dissertation on the German nineteenth-century historical construction of the Reformation. The CHID travel bug is all-

consuming as ever.

Aaron Montoya '99. Living in Santa Cruz, California with wife Yula and newborn boy, Emiliano, born October 10, 2005. Currently working on first year in PhD program in anthropology at UCSC with a Cota-Robles fellowship. Was just awarded a National Science Foundation Graduate Research Fellowship (2006).

Anastacia Wall '99 (maiden name Howell) graduated in 1999 with Honors from the University of Washington with a B.A. in Comparative History of Ideas. While in college, she participated in the first international program to South Africa and three quarter studies in Social Justice. Following college, she taught Polysomnography at Highline Community College, went on to develop a freestanding certificate program at Swedish Medical Center, and a collaboration for online education by Highline, Edmonds, and Tacoma community colleges. Her last duties at Swedish Medical Center, where she worked as a Clinical Specialist, included the development and

implementation of an innovative protocol for patients with sleep disorders within the inpatient and surgical populations. Currently, she is in the MEDEX NW Physician Assistant program at the University of Washington. She dreams of settling in the Bend, Oregon area with her husband Greg and their two Chesapeake Bay Retrievers, Sasha and Reagan.

Nathan Freier '00, is in his fifth year in the Information Science doctoral program at the University of Washington's iSchool. He expects to defend his dissertation in the Spring of 2007. His dissertation will be comprised of both conceptual and empirical investigations into children's social and moral relationships to personified technologies such as 3D virtual avatars and social robots.

Krista Gurko '00 celebrant with a Winter 2002 degree. Thank goodness for the undergrad thesis which is helping shape my UW College of Education graduate career. I plan to graduate in August 2006 with a Masters of Education in Early Childhood Special

Education, while also pursuing a Certification in the Foundations of Infant Mental Health from the UW School of Nursing. I'm hoping to get a Graduate Research Assistant Position Spring or Summer 2006. Thanks CHID for the wonderful analytical/multi-cultural undergraduate experience!

Stacey Moran '00. I got married in '99 and graduated from UW in 2000 (major in CHID, minors in Women's Studies and Classics). In 2001, I started the Ph.D. program in Rhetoric at UC Berkeley. I passed my exams last April and am currently writing my dissertation. Since I had two babies while in grad school - Fiona (2-1/2) and Ivy (12 months) - we moved back to Seattle last summer to be closer to family. We live in Kirkland where I stay home with the girls, and try to write! Last quarter I taught a CHID 498 course on theories of writing. It's great to be back!

Aliza Albornoz '01. I had the honor and good fortune of having my first CHID class with Jim Clowes. I was, am an older student and graduated with several majors, as after working for a number of years (25+) right after high school, I had an immense appreciation for being a student at the university. Happy spring!

Jesse Fish '01. After graduating

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Anastacia Wall '99 (left) and Mary Davis '99.

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from CHID '01, I worked at Baha'i National Center in Chicago for a time, then spent 2 years working w/NGO in Kosovo providing dance-theater & youth leadership training (<http://gpdcs.org>). '04 Olympics inspired a small theater production that brought me to Athens, where I decided to settle for a while to explore my luck in the performing arts. Since Aug'04 I've been a tour director for EF Educational Tours (<http://eftours.com>) in Greece, done voice/acting work for 3 English language recording companies, got work dancing including several episodes on a Greek reality show for singers (Fame Story - <http://www.famestory.gr/>). The latter consequently launched my new career as a dancer, so since Nov '05 I've been dancing 4 nights/week for 3 female recording artists, also joining them for concerts, tours, music videos and even magazine shoot! See <http://photos.yahoo.com/afrijesse> for tv/music video/magazine appearances. Still single... Long live CHID! Best wishes, Jesse Fish.

Leah McCann '01. after graduation, i worked with the upward bound program at the uw's office of minority affairs for a year. i then moved on to help found/manage a local non-profit cafe and live music venue (q cafe, www.qcafe.org) for two years. i'm currently in grad school getting a mdiv from seattle u, and just returned from 3 months working with a development non-profit in uganda, africa. i work as the pastor of global presence at quest church (www.seattlequest.org).

Adrian Bathurst '02. I have been living in the Boston Area (Salem, MA) for the last 4 years with my wife Liza. We relocated here after I graduated from the U in 2002 because she is originally from here. I have been working as a software support technician since moving here for Fisher College, a small private college in the backbay neighborhood of Boston. My wife gave birth to our first child, Sofia Noel, on November 8, 2004 and she has been the joy of our life ever since.

I am currently attending Northeastern University where I will graduate this year with a Master's degree in Informatics and Network Security.

Renee Paranteau '02 (double degree in CHID and Spanish). After completing my CHID thesis on the bullfight in Spain and studying in Nantes, France I finally returned from Europe to Seattle. While in Europe, I was a tour guide for cycling tours through the French wine country and in Spain. Studying and living abroad was the most profound experience of my life thus far. In January 2006 I finally tied the knot in San Miguel de Allende, Mexico with a fellow adventurous American guy named Dan. I am now Renee Bradford and we live in Temecula, California. I'm still a makeup artist for television and magazines as well as a portrait photographer and always re-searching ways to keep up a dual-country lifestyle!



Kashi Kurinsky, the newest addition to the family of Sylvia Kurinsky '04.

Rosanne Greenway (formerly Ritch) '02. I live with my husband in Austin, Texas. I finished my master's degree last May at UT-Austin while teaching special education at an elementary school. I work with kids with moderate to severe disabilities of all kinds.

Theron Stevenson '02. I work in the CHID office, direct-

ing our international operations. I'm also still playing soccer, and still playing guitar and singing roots/Americana music (and searching for a drummer).

Sarajoy Van Boven '02. I live in Pullman now, where my husband, Huckleberry, attends WSU. We bought a house and have 2 children and a cat. Blue is nearly 5 and Coyote will be 2 this summer. I work part time as a paralegal for a partnership specializing in Disability and Social Security law.

Mark Walters '03. After a trip to Europe in the summer of 2002, I went on to get two more degrees-- an MA in English/Literary

& Cultural Studies at Carnegie Mellon, and a Master's in Library & Information Science from the University of Pittsburgh. I am just completing my first year of work as a Librarian & Assistant Professor at Georgetown College in northern Kentucky. I also sing with the Lexington Singers and the Georgetown

College Concert Choir, and just began volunteer work with the International Book Project (<http://www.intlbookproject.org/>). I am now working to forge a partnership between the IBP and Georgetown College. I currently live in Lexington, and will be buying my first house this summer. I plan to visit Seattle this January (2007) for the American Library Association's Midwinter Meeting.

Vincent Gonzalez '04. After retiring from the UW, I began to study Afro-Cuban and Brazilian percussion. For the past several months, I have been playing with a local community percussion ensemble called Vamola (check us out at www.vamola.org. We do birthdays and bar mitzvahs). More recently, I just returned from Habana, Cuba where I met and studied with a number of great percussionists. I am hoping to one day (re)introduce the traditions and rituals of percussion to young people, and one day conduct a youth-driven samba bloco somewhere in the U.S.

Garland Withers '04. I've been working for a year as the Food Steward at FareStart in Seattle (<http://www.farestart.org/default.asp>), helping train homeless men and women for careers in the food industry. My partner



Lucien David Robbins, now 7 months. He started saying "dadadada" the other day, reports new dad (or shall we say dadadada?), Benjamin Robbins '06.

Arno and I are hoping to get married in Nova Scotia this summer; we've been together for 7 years and are tired of waiting for the chance to get married in the States. Just now I'm starting to look for a writing group to join since I know I work best with external deadlines.

Matthew Allen '05. I'm starting the Master of Architecture program at Harvard in the fall and I'm getting married to Erica Kim! Right now I'm working at a hip little coffee shop.

Raz Barnea '05 is currently working fulltime as an employee of an environmental NGO. He spends his recently discovered free time cycling, sailing, volunteering at the Center for Wooden Boats, and reading for fun. Recently, Raz was seen racing through the streets of Seattle as he participated in the first ever Seattle Idiotarod. Based on the famed Iditarod Alaska sled dog race, the



Senior Lecturer Kari Tupper (now at Whitman College) and Vincent Gonzalez '04, having a headstand contest.

Idiotarod race was a 3 mile shopping cart race in Seattle. Raz's team was disqualified from taking first on account of using bicycles rather than runners, but their bravado and ridiculousity (adult diapers were part of their outfits) earned them a second-place podium finish. Photos of the race may be found online here: <http://www.flickr.com/photos/razi>.

Raz still intends to return to Africa with the Peace Corps and eventually pursue graduate studies, but for now he is devoted to causing mischief domestically and decompressing in the city he finally has time to enjoy.

Kanna Hudson '05. I've been CHID's academic adviser for the past year, which has been an absolute dream. I feel so much gratitude for getting to stick around CHID for awhile, especially in this capacity.

Russell Everett '05. Living in Miami, married 9 months now, brewing, fishing, working as a tutor, starting law school at UM in the Fall, focus on Int'l Criminal Justice. Yesterday Telemundo filmed a pilot for a telenovela in my house. The show is about a delivery man, apparently. It looks terrible.

Starting a Great Thesis: CHID 491

by Christina Wygant

Having taught the Senior Thesis course in the winter and spring quarters of 2006, I am thrilled to be teaching CHID 491 again for the fall, winter, and spring quarters next academic year. Georgia Roberts, English doctoral candidate, will be teaching CHID 491 during the summer quarter of 2006. This course, designed and taught by Women Studies doctoral candidate Karen Rosenberg, guides students in the step-by-step process of writing 5-credit, 10-credit, and 15-credit theses. CHID 491 gives students the opportunity to explore

their own areas of interest, while simultaneously providing structured guidance to complete the thesis. During the 10-week quarter, students meet with me individually three times to discuss the progress of their projects, and they are encouraged to set up regular meeting times with their advisors. Scheduled to meet one day per week, the students in CHID 491 work closely and rigorously with a writing team of 3-4 students with similar project proposals. During the final weeks of the course, students present their work in a 10-minute presentation which gives outside viewers

the opportunity to learn more about the students' projects. Because the presentations are organized in an academic conference-style format, the students present their material on a panel of students with similar projects. We encourage each of you to participate in the Spring 2006 CHID 491 Thesis Presentations during the afternoons of May 23rd and May 30th. The presentations on both weeks will begin at 1:30 pm in Hitchcock Hall 132. *Christina Wygant is a CHID T.A. and an English doctoral student, also pursuing certificates in Women Studies and Textual Studies.*

Brita Fisher Wins Bonderman Fellowship!

We are so excited to announce that Brita Fisher has been awarded the \$20,000 Bonderman Travel Fellowship. Brita intends to travel throughout northwestern Africa (Morocco, Senegal, and Ghana specifically), India and Nepal, and throughout the Andean countries of Peru, Ecuador, Bolivia, and Chile. Brita plans to walk as much of her journey as possible, hoping to get to better know and understand the people and places she's visiting. As she travels, she'll look at notions of womanhood, particularly how the people in various locations approach and understand the ritual and process of childbirth. Previous CHID students to be awarded this fellowship since it was established in 1995 include: Camden Davis '05; Charlie Rogers '05; Kathleen Belew '04; Vincent Gonzalez '04; John Bliss '03; Carol Waters '03; Tyler Fox '00; Hillary Ecklund '99; Ian Horton '99; David Van Leeuwen '99; and Samantha Appleton '97.

Congratulations to CHID Instructors and Staff!

Karen Rosenberg was awarded the 2006 Graduate School Medal, a \$10,000 fellowship which recognizes two Ph.D. candidates each year "whose academic expertise and social awareness are integrated in a way that demonstrates an exemplary commitment to the University and its larger community." Karen's personal statement explains that her work "focuses on peace and safety in the home, which I firmly believe is the fundamental building block of a peaceful society." **Jeanette Bushnell** was awarded the 2004 Graduate School Medal for her research on the knowledge and knowledge systems of the Native American population on Turtle Island.

Georgia Roberts was awarded the Distinguished Teaching Award, the highest honor for CHID Teaching Assistants at the UW. She was also awarded the Project for Interdisciplinary Pedagogy Fellowship from the Interdisciplinary Arts & Sciences at University of Washington at Bothell. Georgia spent winter quarter as a Teaching Assistant for the CHID Program in Cape Town, South Africa. She is currently teaching her extremely popular CHID 498: The Textual Appeal of Tupac Shakur, which was recently featured on MTV News.

Sylvia Kurinsky '04, CHID's Program Assistant, spearheaded the Worlds Apart Hearts Together Project that was awarded a total of \$30,000 in grants, including the Diversity Research Institute Grant, the Learn Grant, and the Seattle City Education Grant. The project brings together CHID students with middle school students in Cape Town and Seattle, and recently brought Archbishop Desmond Tutu to speak at Washington Middle School.

Giorgia Aiello was awarded the 2006 Graduate School Dissertation Fellowship.

Lydia Ruddy '93 was awarded the Fulbright, Chester-Fritz, and COTIM fellowships, all for her work in Indonesia.

Matt Scheiblehner '95 was awarded the MacFarlene Scholarship for 2006-2007.

Congratulations to our brilliant and talented CHID Instructors & Staff!

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CHID International Programs

CHID is widely recognized and respected for its innovative and transformative international programs. 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 a world that is both increasingly unified and persistently diverse. Our primary goal is to expose carefully cultivated communities of students and faculty to the complexity of the world through exposure to other cultures and through self reflection, recognizing that cultural horizons are historically constructed. —Excerpt from the CHID International Programs “Statement of Principles”

During the past two years, CHID has sent an astounding number of students abroad—from 235 just two years ago to 524 this year. CHID coordinates the College of Arts & Sciences Exploration Seminars in addition to CHID’s signature quarter-long programs.

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<http://depts.washington.edu/chid/giftsandgiving.html>

Currently abroad: *Rome, Italy; Ioannina, Greece; Belfast, Northern Ireland, U.K.; Baja, Mexico; Prague, Czech Republic*

Exploration Seminars (Early Fall Start 2006): *Bangalore, India; Bangkok, Thailand; Bosnia, Croatia, and Serbia; Beijing, China; Costa Rica; Cyprus; Galapagos Islands, Ecuador; Guatemala; India; Istanbul, Turkey; Mombasa, Kenya; New Zealand; Paris, France; Philippines; Rome, Italy; Senegal and Gambia; Shanghai, China; Vicenza, Italy*

Programs for the 2006-2007 Academic Year: *Rome, Italy; Chiapas, Mexico; Ioannina, Greece; Belfast, Northern Ireland; Vietnam; Baja, Mexico; Prague, Czech Republic; Berlin, Germany; Cape Town, South Africa; Auroville, India; Costa Rica; Padova, Italy; Bosnia, Croatia, and Serbia; Auckland, New Zealand; Cuba*