

Comparative History of Ideas Program Requirements

About the Major and Minor

Major Requirements (55 Credits):

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

The courses that make up this requirement are meant to introduce students to the interdisciplinary, comparative study of ideas in historical and cultural context. Each course examines a fundamental, organizing idea in human culture (human nature, community, religion, art, etc.). The courses are grounded in specific disciplines but ultimately incorporate multiple disciplinary perspectives.

Group B: The Study of Distinct Historical Cultures (2 Courses Required)

The purpose of this requirement is to introduce students to the reality of cultural difference and the importance of a comparative perspective on the meanings according to which people organize their lives. Students should take two courses that examine cultures that are clearly different from each other—a difference that can be expressed in terms of time as well as geographic and social space. The goal should be to attain a critical cultural self-consciousness through the knowledge of contrasting cultural perspectives.

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

This requirement introduces students to various ways of applying different disciplinary and cultural perspectives to specific problems and themes. It thus provides an appropriate introduction to CHID's problem-based or theme-based foreign study programs as well as to the formulation of the senior thesis project.

CHID 390: The Interpretation of Texts and Cultures (Required)

The original, and still central, required core course for all majors, 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.

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 are 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 491 (492, 493): Senior Thesis/Capstone Project (5 Credits required)

CHID currently allows for three versions of a senior research project—a 5-, 10-, or 15-credit senior thesis. 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 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.

CHID 496B: New Major 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.

Minor Requirements (30 Credits):

The requirements for the minor are similar to those of the major:

Group A: 1 Course Required

Group B: 2 Courses Required

Group C: 1 Course Required

CHID 390: Required

CHID 498: 1 Upper Division CHID Seminar

CHID Honors Requirements

Candidates for an Honors degree must exhibit advanced reading knowledge of a foreign language; complete two 300/400-level Honors courses related to the CHID major; write an Honors 15-credit senior thesis (CHID 491-492-493); and achieve a grade-point average of 3.5 in the major (3.3 overall).

Suggested Classes

Majors and minors must take two of the courses listed under the Group A heading. The classes listed under Groups B and C are merely suggestions. Students may meet with the CHID advisor and discuss potential substitutes for the courses listed under those headings below.

Group A: Introduction to the History of Ideas

HUM 101/102/103 Themes in the Humanities
(Credit for these courses is determined by advisor)
CHID 110 Question of Human Nature
CHID 210 The University & Ways of Learning
CHID/ENGL 205 Method, Imagination & Inquiry
CHID/HIST 207 Introduction to Intellectual History
CHID/RELIG 380 Nature of Religion & Its Study

Group B: The Study of Distinct Historical Cultures

AIS 311-317 North American Indians: Pacific Northwest (311), The Intermountain West (312), The Southeast to 1850 (316), The Southwest (317)
ASIAN 201-205 Lit. & Culture of China (201) Japan (202) India (203) China (204) Japan (205)
ASIAN 411 Buddhist Literature
CHID 470-477 CHID Study Abroad; Europe (471), Latin America (472), Africa (473), Asia(474), East Asia (475), S. Pacific (476), Middle East (477)
CLAS 322 Intellectual History of Classical Greece
ENGL 315 Literary Modernism
ENGL 330 The Romantic Age
GERM 322, 323 German Studies
GERM 351 Vienna 1900
GERM 423 20th Century Literature & Culture
HIST 311-313 Science in Civilization
HSTEU 401 The Reformation
HSTEU 405-407 European Intellectual History
HSTEU 470 England 1580-1630
PHIL 320-322 Ancient (320), Medieval (321), Modern (322)Philosophy
PHIL 386 Introduction to the Philosophy of India
POL S 308,309 Western Tradition of Political Thought, Ancient & Medieval, Pre-Modern
POL S 310 Western Tradition of Political Thought
RELIG 301 Religious Thought Since the Middle Ages
RELIG 320/ANTH 322 Comparative Study of Death
RELIG 352 Hinduism
RELIG 430/NEAR E 430 Scripture & Law in Islam
SISRE 444 Imperial Russia: 1700-1900

Group C: The History of Particular Ideas or Themes

AFRAM 321 History of Afro-American Women and the Feminist Movement
AFRAM 350 The Black Aesthetic
AIS 203 Philosophical and Aesthetic Universes
ANTH 305 Anthropology of the Body
ANTH 362 Anthropology of Tourism
C LIT 323 Studies in the Literature of Emerging Nations
C LIT 331 Folk Narrative
CEP 301 The Idea of Community
CEP 461 Ethics and Identity
CHID/LSJ 332 Disability and Society
CHID/WOMEN 350 Women in Law & Literature
CHID 370/CMU 302 Cultural Impact of Information Tech.
CHID/LSJ 433 Disability Law, Policy, and the Community
CHID/LSJ 434 Civil & Human Rts. Law for Disabled People
CHID/HSTEU 484 Colonial Encounters
CLAS 326 Women in Antiquity
CLAS 424 The Epic Tradition
COM 322 Global Communication
COM 437 Rhetorical Persp. in Intellectual Revolutions
DRAMA 416 History of Western Dress
ECON 407 Development of Economic Thought
ENGL 305 Theories of Imagination
ENGL 367 Women and the Literary Imagination
GEOG 300 Concepts of Regions
GEOG 431 Geography and Gender
GERMAN 370 History of German Cinema
HIST 309 Marx and Nietzsche
HIST 314 The Psychoanalytic Rev. in Historical Persp.
HSTAM 367 Medieval Jewish History
INFO 300 Intellectual Foundations in Information
LSJ 316 Law, Justice, and Social Theory
MUSIC 384 Ideas in Music
NEAR E 457/RELIG 457 The History of Biblical Interp.
PHIL 314 Philosophy of Crime and Punishment
PHIL 447 Philosophy of Literature
PHIL 465 Philosophy of History
SIS 301 War
SIS 333 Gender and Globalization: Theory and Process
SIS 342 Social Theory in International Context
SIS 440 History of Communism
SISLA 355 Social Change in Latin America
URBDP 370 Reading the City
WOMEN 305 Feminism in an International Context
WOMEN 323 History of Racial Formation in the US

Director

John E. Toews

Assistant Director

Amy Peloff

International Program Coordinator

Theron Stevenson

Program Assistant

Sylva Kurinsky

Advising

Matt Scheiblehner/Jeanette Bushnell

CHID Faculty Board

Eric Ames, Germanics

Jim Antony, Education

Paul Berger, Art

Ruby Blondell, Classics

Christoph Giebel, International Studies

Christine Ingebritsen, Scandinavian

Raimonda Modiano, English

Leroy F. Searle, English

Laurie J. Sears, History

Nikhil Pal Singh, History

Cynthia Steel, Spanish & Portuguese

Kari Tupper, Women Studies

Marek Wiczorek, Art History

The Comparative History of Ideas Program



The **Comparative History of Ideas** is an interdisciplinary program that draws on a wide variety of disciplines within the College of Arts and Sciences to examine the interplay of ideas and their cultural, historical, and political contexts.

Courses within the program have been chosen and designed to explore the history of specific ideas or themes, to examine the history of particular cultures, or to study comparatively the underlying assumptions of different social and cultural perspectives.

The program encourages students to adopt nuanced perspectives on their position relative to texts, cultures, societies and historical periods.

Program graduates have gone on to postgraduate studies in the humanities and social sciences as well as to professional training and careers in a wide variety of fields including law, international relations, administration and public policy, medicine, education, journalism, new media and film.

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:

- The questions are the content.
- Inter-disciplinarity is disciplined knowledge.
- Students are the agents of their own education.
- Education is a dialogical process within a learning community.
- Experience is the best teacher.
- Critical thinking and self-understanding are tied to knowledge of the world.

From these principles 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.

Below are listed a few of the innovative opportunities available to CHID students through the CHID Program.

International Programs

Each international program offers a unique experience combining travel and rigorous intellectual inquiry with current topics. Local academics and community members join students and faculty in their exploration of specific themes and topics relevant to the location of the program. It is highly recommended that all CHID students participate in a study abroad program as part of their undergraduate education. For details on upcoming programs, please visit our website.

DIALOGUE Project

The DIALOGUE (Developing International Alliances with Local Organizations for Global Understanding and Education) Project serves to facilitate greater international and intercultural dialogue within our own community centered around topics germane to participating student's own educational goals. Students work collaboratively with numerous organizations both within and outside of the University of Washington.

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.

Focus Groups (CHID 496)

Focus Groups serve an important function in CHID. They often begin when a couple of students want to do reading on a particular topic, and discuss ideas with others who share this interest. Students typically organize and lead focus groups under the supervision of the CHID Advisor, or a graduate student or faculty member affiliated with CHID.

Student Publications

Founded in 1992 by students, *interSections* is an interdisciplinary journal that showcases poetry, prose, 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 and promotes the continued growth of interdisciplinary scholarship on campus.

Letters Home is an anthology that records both the struggles and joys of the personal transformation that can occur with reflective travel.

For more information, contact:

Comparative History of Ideas Program
Box 354300 • B102 Padelford Hall
Seattle, WA 98195

Advising: chid@u.washington.edu
Phone & Voicemail: 206-543-7333

FAX: 206-543-7400

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

Last update: January 2005

2005

depts.washington.edu/chid