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Please contact Amy Peloff at [chid@u.washington.edu](mailto:chid@u.washington.edu) if you are interested in subscribing to the CHID email discussion group ChidChat.

Medical Updates for James Clowes available on the Web

Most of you are probably aware that our CHID Associate Director, James Clowes, was diagnosed in August 2003 with terminal pancreatic cancer. Medical updates regarding Jim's medical status, as well as a guest list, and a place to leave messages for Jim and his family are available at: [www.thestatus.com](http://www.thestatus.com) (type in Clowes under "Visit a patient page," and then the password caught-common). Jim gave a brief lecture in CHID 110 at the beginning of Autumn Quarter 2003, and also a "Final Lecture" in October 2003 — which is referred to in the article by John Toews appearing on this page.



James Clowes  
November 2003  
Seattle P.I.

The CHID Newsletter is published at least annually. Submissions should be sent to Faith Hines at [fhines@u.washington.edu](mailto:fhines@u.washington.edu).

# CHID CHAT...

## A Newsletter of the Comparative History of Ideas Program

### PASSION, PERSPECTIVE AND COMMUNITY: THE CORE OF CHID

As we struggle individually and collectively through this time of personal tragedy, it is helpful to recollect the fundamental principles that have shaped the Comparative History of Ideas Program and that are embodied for many of us in the work and life of our Associate Director, Jim Clowes. In the spring and summer of 2000 CHID put together a "Strategic Plan" for the future. Although I wrote most of that document, its content was a product of discussions with Jim, students, and other faculty and staff. The first section of our plan was entitled "Principles: Passion, Perspective and Community." As I reread it recently I found it particularly pertinent to our current need to confirm our basic principles and to build our future on the foundations developed over the past twenty years. Jim's lecture to CHID 110 in October 2003 and his "Final Lecture" to the University in November 2003 echoed and reconfirmed many of these principles:

**The Questions are the Content:** As a general field of study, CHID's curriculum encompasses the comparative and historical analysis of meanings and values (the "ideas") that inform the formation, transformation and interaction of individual and group identities. Within this broad framework, however, our curriculum is driven by those questions that arouse the passionate commitments of students, faculty and staff. Intense personal engagement in problems that have no easy solutions drives our curriculum. Again and again in the last few months Jim has reminded us that our knowledge flows from the questions that express our most passionate interests. This academic year inspiration for curriculum transformation through experimental projects has emerged once again from focus groups and CHID 498 special colloquia led by students, faculty and staff, including Local-Global Dialogue, The Textual Appeal of Tupac Shakur and Perspectives on Audio Texts.

**Interdisciplinary is Disciplined Knowledge:** In his most recent talks Jim seemed to make a special effort to emphasize the intellectual "rigor" that is involved in the reflective self-understanding that comes from interdisciplinary and cross-cultural study. CHID treats the academic disciplines as focused methods and traditions of knowledge that provide necessary, but limited, perspectival maps of the problems we address. To be interdisciplinary is not to speak vaguely about things in general but to incorporate different perspectives and the self-reflectivity about different perspectives within our inquiries, allowing the emergence of a way of knowing that leads to intellectual experiment and creativity. A corollary of this principle is that *critical thinking and self-understanding are inherently connected to knowledge of the world or of the worlds produced by culture and through disciplinary knowledge*. CHID students are invited to gain a critical perspective on themselves and the world that shaped by entering, imaginatively or actually, the worlds of others, so they can see themselves from the other side of the boundaries that normally define who they are.

**Experience is the Best Teacher:** CHID has actively appropriated the doctrine of "experiential learning" in two primary ways. First, the classroom experience itself should allow students, as much as possible, to undergo processes of self-doubt and self-reflective criticism of their own cultural assumptions, to combine immersion in practices of communication and representation with

the study of those themes, and to develop a sense of limitation and modesty through participation in collaborations and group projects. Jim recognized that the classroom can be a place for experiential disorientation and reorientation, and a laboratory for doubting and shaping self-identity. Second, students should have the opportunity to take their classroom experiences into the worlds beyond the classroom, testing their personally validated knowledge by becoming actively involved in their local, national and international communities through internships and engaged community learning projects. Practice joins theory in both the creation and the validation of knowledge.

**Students are the Agents of their own Education:** If learning is not the consumption of pre-packaged knowledge, but a creative, self-transforming practice, then students should be trusted with the responsibility of taking ownership of their education. Jim never saw the CHID student as a mere consumer or as an interested "stakeholder," but always as a full and active participant in the creation of the curriculum, the governance of the Program, and the revisions and transformations of its' educational methods. Jim gave a whole new meaning to the function of the teacher as facilitator, joining with students as a collaborating member of a democratic learning community.

**Education is a Dialogical Process within a Learning Community:** When the University decided to name a new teaching award in Jim's honor, they designated it as an award for the Advancement of Learning Communities. It is not just that we believe that students learn about themselves and the world they live in through reciprocal exchange with others, or by releasing processes of circulation that expand the web of connections and thus bridge the gap between self and other in creative ways. As a learning community CHID is also the solid base that allows for flights of radical experimentation and experiences of disorientation. It makes possible the lonely moments of exploration that take us all into new places.

From these principles there have emerged the educational practices, the curricular and institutional innovations that define the CHID Program. Jim Clowes embodies these principles in ways that may seem difficult to match. Our mission is not to necessarily copy the uniquely individual style in which Jim embodied them, but to make our own in our own unique ways, and in that we carry them on into the future.

John Toews, Chair  
CHID Program

### CHID POTLUCK

- When: Friday, February 27
- Time: 7:00-9:30 p.m.
- Where: Kari Tupper's home  
5806 16th Avenue NE
- Theme: Potluck!



All CHID students, TAs, faculty,  
staff and greater CHID community are invited!

Please bring food or  
beverage to share!

**CHID Advising Hours:**

Winter Quarter 2004

M 10-5

T 9-10:30

W 1-5

TH 9-10:30, 12:30-3

F 2:30-3:30

**From CHID Advisor: Time to Think About Graduation!**

You may think that fulfilling all of the CHID and UW requirements would be enough to enable you to graduate, but you would be wrong. In fact, there is a whole administrative side of graduation that you need to deal with!

But first things first — how close are you to graduating? You can run your own Degree Audit Report through MyUW to see how you are doing in terms of the various degree requirements and overall earned credits. You should also come in and talk with me in person once a quarter to go over your progress, just to be safe.

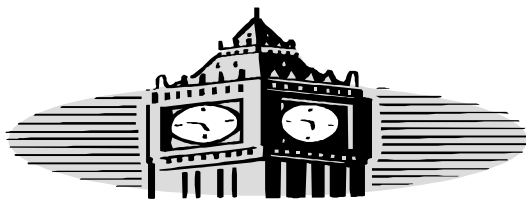
Once we have determined that you are, indeed, ready to graduate, we need to file a graduation application for you. The deadline for submitting the application is the 3rd Friday of the quarter in which you intend to graduate. If you are double majoring you will need to fill out this paperwork with both me and your advisor(s). Deadlines: Winter Quarter graduation—January 23; Spring Quarter graduation—April 16.

BUT, the system rewards you for doing this paperwork early! If you apply for graduation two working days before registration starts, you qualify for Graduating Senior Registration Priority (GSP). You get GSP for your last two quarters, based on the graduation date you list on your graduation application. FYI—if you change your graduation quarter, you do not get an extra quarter of GSP. Deadlines: Spring Registration—February 18; Summer Registration—April 15; Fall Registration—May 5.

Everyone who graduates Summer 2003 through Summer 2004 is eligible to participate in the UW and CHID graduation ceremonies. That's right—those of you who graduate in the summer get to choose which year's ceremony you would like to participate in! The only potential bummer is if you graduate in summer and choose to participate in the preceding spring's ceremonies, you do not get to have your name printed in the program. But CHID loves you and will include you fully in our spring graduation ceremony. Which leads me to my final topic...

The CHID graduation ceremony will be held on the evening of June 13th (6:00 p.m.-9:00 p.m.) in HUB room 310. However, I need some help planning the ceremony/reception for this year. Last year's event was a lot of fun with music and artwork and yummy cake, but I think we can make this year's even better! Contact me at [chid@u.washington.edu](mailto:chid@u.washington.edu) if you want to be involved in the planning and organization process for this ceremony.

Amy Peloff, CHID Advisor

**Winter Quarter 2004 Office Hours****John Toews, Chair**

312A Smith 543-9855  
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**Amy Peloff, CHID Advisor**

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 M 10-5, T 9-10:30, W 1-5,  
 TH 9-10:30, & 12:30-3, F 2:30-3:30

**Faith Hines, Administrator**

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 MTWTFH 10:30-5:00 & By Appt

**Theron Stevenson, Int'l Coordinator**

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**Steven Tobias, TA (CHID 390)**

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**Karen Rosenberg, TA (CHID 491)**

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**CHID FOCUS GROUPS—WINTER 2004**

Focus Groups serve an important function in the Comparative History of Ideas Program. 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. Students typically register for 2 credits of CHID 496 (C/NC) for each focus group, and 4 credits total can apply toward the CHID degree. If you are interested in participating in or developing a new focus group within the CHID Program, please contact Amy at [chid@u.washington.edu](mailto:chid@u.washington.edu).

CHID 496B: New Major Focus Group (Amy Peloff, [chid@u.washington.edu](mailto:chid@u.washington.edu))

This course is designed to introduce new majors to the CHID Program—its philosophy, structure, faculty and students. The goals are: (1) to provide new students with a cohort of CHID majors and to help situate them within the CHID community; (2) to familiarize new students with the unique educational opportunities CHID has to offer; (3) to ensure that new students understand the CHID requirements for graduation, and (4) to help new students approach their CHID degree strategically.

CHID 496C: Popular Education (Charlie Rogers, [crr2@u.washington.edu](mailto:crr2@u.washington.edu))

Many people spend the first third of their lives in the classroom setting. Traditionally, this environment exists with an imbalance of power between teachers and students. What kind of socialization effect does this have on youth? Can democratic education challenge the socialization that occurs within the educational system? What would that look like in a general sense and at the UW specifically? Through this course, we plan to explore how educational theorists have addressed notions of self and other, hegemony, and possession. Simultaneously, the course will strive to practice educational democracy as much as it is possible in the larger CHID and UW framework.

CHID 496D: Dialogue Project: Global Connections (Georgia Roberts, [gmr2@u.washington.edu](mailto:gmr2@u.washington.edu))

The DIALOGUE Project is a group of students and faculty at the University of Washington committed to developing international alliances with local organizations for global understanding. One of the projects' goals for this coming year is to create a sustainable network of students, community leaders and organizations to facilitate dialogue. To this end the focus group will be dedicated to doing the groundwork necessary for creating a structure for the implementing of international clubs and exchange programs in Seattle area high schools. We will do this by primarily studying the structure already in place for Roosevelt High School's "Hands for a Bridge" project as well as other types of international education efforts taking place in the city.

CHID 496E: Preparation Seminar for the Rural Pipeline Project (Zach Savich, [zsavich@u.washington.edu](mailto:zsavich@u.washington.edu))

This class is restricted to students who will be participating in the Spring Quarter Rural Pipeline Project.

CHID 496F: Buffy as Archetype: Rethinking Human Nature within the Buffyverse (Amy Peloff, [chid@u.washington.edu](mailto:chid@u.washington.edu))

This class will combine textual analysis of episodes of the TV series Buffy the Vampire Slayer as well as other segments of the "Buffyverse," with selected readings of theoretical perspectives on human nature. Our goals for this course are: (1) to examine the enduring power of cultural archetypes and myths, and the transformative potential of modern reinterpretations of them; (2) to explore how theory and popular culture can work together to help us think through ideas about human nature, and (3) to familiarize ourselves with complex theoretical concepts through accessible points of entry.

## UPCOMING SPRING 2004 SPECIAL COURSE OFFERINGS:

### SPR 04 CHID 498A: Special Colloquia Shadowing Nietzsche: Of Gods, Suffering, and Redemption

TTH 1:30-3:20

Instructor: Wendy Wiseman

“Have I been understood?—*Dionysus versus the Crucified*” With this proclamation Nietzsche ends his “autobiography,” *Ecce Homo*, written three months before his collapse into madness. In this colloquium, we will attempt to decipher, through close readings of key Nietzschean texts, the complex symbolism of the names of the gods, and of the battle that brings them face to face. This path of questioning will take us through tragedy, the death of God, nihilism, Nietzsche’s teachings of the Overman, recurrence, and will to power, and to the final confrontation with the Crucified, the god who “died of his pity for man.”



The drama of this battle is, for Nietzsche, no mere private play; it is modernity’s decisive break with all that had once given security and certainty, particularly the morality that had bound human beings to one another and to God. We will explore Nietzsche’s answers to what must come in the wake of the death of God and morality—answers that fall under the name of Dionysus—and we will question whether Nietzsche was, in the end, able to twist free of the shadow of the Crucified.

Course texts include: the entirety of *Birth of Tragedy*, *Thus Spoke Zarathustra*, *Beyond Good and Evil*, and *Antichrist*, with selections from other works.

### SPR 04 CHID 498B: SPECIAL COLLOQUIA Orthodoxy and Fundamentalism in the Modern World

MW 1:30-3:20

Instructor: Jess Olson

For the last few decades, there has been an ascendance, in forms of religious thought and behavior described by both critics and adherents as “fundamentalist.” While recent events, perhaps most immediate the attacks of 9/11, have highlighted the immediate need to come to terms with this phenomenon, it is a trend that has been at work for many years. It is a phenomenon that has been remarkably widespread and transcends traditional group divisions such as class, nationality, and geography. It has also reflected practices that transcend individual religions: while often different forms of religious orthodoxy and fundamentalism have expressed themselves through their radical differentiation from each other, they have nonetheless often employed similar rhetoric, modes of behavior and even specific beliefs to lead their adherents and win new ones. Yet, by and large, it is a phenomenon that has developed largely outside of the attention of serious, nuanced study; too often, collapsing of differences, simplistic analysis and political motives have made understanding what is at work in the world of orthodox and fundamentalist religious groups difficult, if not impossible.

In this seminar, we will begin to try and understand the issues surrounding religious orthodoxy and fundamentalism. We will spend time first exploring the meaning of these terms, how they have developed in meaning over the years, and how they are used and misused. We will examine the issue of fundamentalism within the three major monotheistic religions: Judaism, Christianity and Islam, and try to come to an understanding of its meaning within each group, as well as how these concepts compare between them. Most important, however, we will discuss the relative “modernity” of orthodoxy and fundamentalism; we will engage with these movements both in their own terms, that is, as embodiments of an ideal form of human expression dating back to antiquity; and as one among many variants of a modern sensibility, not only in the superficial sense (i.e., use of modern technology, modern dress, etc.), but also on a more fundamental level.

## MUSICIANS \* ARTISTS \* WRITERS

Are you serious about your art? Want to share your creativity with your peers? InterSections, the CHID interdisciplinary journal, is accepting submissions of drawings, photographs, poems, short stories and essays for publication, and even your music or short films (in digital format). Please submit drawings, photographs, music and short films to the CHID Office in B102 PDL, and written contributions should be emailed as attachments to [intersect@u.washington.edu](mailto:intersect@u.washington.edu). If you are interested in editing work and helping with the InterSections publication, please contact Steve Araujo at [steve87@u.washington.edu](mailto:steve87@u.washington.edu).

## SO, WHAT’S YOUR THING?

One of the things that distinguishes the Comparative History of Ideas Program at the UW is the ongoing creative development that occurs through student initiatives. In recent conversations with James Clowes, he pointed to this as the source of many positive and innovative aspects of the CHID Program over the years. He noted that the Program has encouraged a particular form of organic development through the ideas of students in collaboration with Teaching Assistants and Instructors in to constantly rethink and promote new ways of defining education and the role of the University. So, the next time you feel an original thought bubbling to the surface concerning a new approach to learning, just know that you could be following a rich and longstanding tradition by considering how that idea might be explored as a new moment on the horizon of the Program’s development!

Doug Merrell  
CHID Instructor

## GIFTS & GIVING TO CHID

Alumni and friends of the Comparative History of Ideas Program may now make contributions online to help support the various academic, local and international endeavors of the Program.

To make a financial contribution to the CHID Program, please go to the CHID webpage ([www.depts.washington.edu/chid/](http://www.depts.washington.edu/chid/)), select “Gifts and Giving”, and then click on the web link at the bottom of the light blue box. We welcome contributions to any of the budgets listed on that Gift page. The budgets are:



**Friends of CHID**—which provides discretionary and general support for the CHID Program.

**Clowes Local/Global International Fund**—to support the administrative costs of developing collaborations on campus between local groups and programs at international sites, and to provide student support for participation in programs organized at these sites and development of new programs.

**Comparative History of Ideas Fund**—provides general support to academic endeavors within CHID.

University of Washington  
Comparative History of Ideas  
Box 354300  
Seattle, WA 98195-4300

06-1370



**WE'RE ON THE WEB: <http://depts.washington.edu/chid/>**

## ***CHID INTERNATIONAL PROGRAMS SCHEDULE***



**CHID has gained a reputation on campus over recent years as a leader in international education, not only for the locations that we go to, but for the topics offered. The programs cover a wide variety of scholarship. Conflict resolution, globalization, sustainable development, political activism and identity politics are areas addressed in many of our programs. Study abroad is one of the best opportunities available to undergraduates, especially the CHID programs. We are now able to offer sites around the globe, with more locations on the way! This summer we are offering programs in Morocco and Rome, with shorter exploration seminars available in Bangalore, Beijing, Belfast, Bosnia/Croatia, The Canary Islands, Cape Town, Cuba, Cyprus, Oaxaca, The Philipines, Rome and Vietnam.**

**If you are interested in study abroad please contact Theron Stevenson ([theron@u.washington.edu](mailto:theron@u.washington.edu), 206-685-4716) CHID International Program Coordinator, for further information about the international possibilities available to you.**

### **SPRING 2004**

Baja, Mexico                      Prague, Czech Republic  
Ioannina, Greece

### **SUMMER 2004**

Morocco                              Rome, Italy

### **SUMMER 2004**

#### **EXPLORATION SEMINARS**

Bangalore, India	Beijing, China
Belfast, N. Ireland	Bosnia/Croatia
Canary Islands	Cape Town, South Africa
Cuba	Cyprus
Oaxaca, Mexico	The Philipines
Rome, Italy	Vietnam

### **AUTUMN 2004**

Berlin, Germany

### **WINTER 2005**

Auroville, India                      Cape Town, South Africa

### **SPRING 2005**

Prague, Czech Republic	Novosibirsk, Russia
Costa Rica	Rome, Italy
Belfast, N. Ireland	

