

Simpson Center for the Humanities
Institute on the Public Humanities for Doctoral Students 2007

GRADUATE MENTOR FELLOWS

Teresa Mares (Anthropology)

As a doctoral candidate, Teresa Mares pursues research and teaching interests in Latino/a immigration, food and agriculture, environmental and social justice, and applied and participatory research methodologies. With a commitment to critical feminist ethnographic practice, Teresa will begin dissertation fieldwork during the summer of 2007. Her project explores the issue of food security and hunger among Latino/a migrants in the Seattle area and the various strategies that this community employs to address food needs. As a Graduate Mentor Fellow for the 2007 Institute for the Public Humanities, Teresa hopes to engage other participants in discussions on the ethics and responsibilities of public scholarship, avenues to building effective community-university partnerships, and the potentials for drawing upon these forms of scholarship in teaching efforts. Teresa brings to the Institute her experiences in nonprofit management, community organizing, and actions for social justice along with a true passion for collaborative learning.

Paul Teske (Education)

Paul Teske is a PhD student in the Human Development and Cognition Program within the College of Education. His background is in educational program development, educational technology, and teaching at both the secondary and college level. Remaining active outside the walls of the UW, he has volunteered at Lambert House as the boy's group facilitator and is a member Social Venture Partners. Academically, he has focused on the intersections between socio-cognitive and socio-cultural components of literacy (in its broadest sense), and he is currently entrenched in a research project on how youth make documentaries, studying how they develop rhetoric through visual, audio, and textual means and the impact their instructor has on their process. The conceptual framework for this work involves Brandt's notion of literacy sponsorship and Levi-Strauss's concept of bricolage. Paul works for Technology Access Foundation as the K8 Program Manager, running after-school programs throughout the Seattle area. He is deeply interested in the dynamics of public/private partnerships and how they positively and negatively influence learning—and by extension, power and empowerment.

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Kate Boyd (English)

My interest in the history of the U.S. non-profit corporation is driven by over a decade of experience as an anti-racist community organizer/researcher. Today, the non-profit continues to be unquestionably conceptualized as the preeminent vehicle for creating

social change. It is problematically imagined to be a “public” institution that furthers participatory democracies through representing the values of civil society at the institutional level. However, if neoliberals must control and manage democratic institutions and social movements, why has the non-profit sector proliferated under neoliberalism? My project does not oppose the amazing work some non-profits are currently accomplishing. Rather, as activists and academics struggle to identify the modern state as it reorganizes itself, we must reconsider what are the most effective modes of creating social change in the contemporary moment. I also direct *If You Don't They Will*, a partnership that helps communities effectively identify and counter white nationalist organizing.

Renée Byrd (Women Studies)

Renée Byrd is a prison activist/ scholar who received her B.A. in Ethnic Studies from Mills College. She has worked as a legal advocate for women prisoners in California around issues of medical neglect and compassionate release for terminally ill prisoners. Additionally, she has done work as a family advocate for youth involved in the juvenile justice system and their families. In the spring of 2003, she began working in conjunction with the Ella Baker Center for Human Rights to produce a film entitled, “System Failure: Violence, Abuse and Neglect in the California Youth Authority.” Her research interests surround prisons and policing, and the impacts on working-class communities of color, and the possibilities of building a transnational, feminist movement to combat the increasingly global prison industrial complex. She is in her third year as a doctoral student.

Toby Campbell (Communication)

Campbell is pursuing a career as an artist, professor and nonprofit consultant and in a vocation that will combine humanistic research, teaching, and public scholarship. Her research interests include cultural studies, critical theory, media studies, the political economy of the media, and more specifically, the production of citizen-generated anti-consumerist activist media, or “culture jamming.” Campbell enacts her public scholarship through work with community organizations and schools at the Center for Communication and Civic Engagement (CCCE), and through artistic performance. She has been publishing original musical work for over a decade and is actively engaged in communicating with the public about the topics she researches through music. (Current work can be found at www.myspace.com/hopeconvention.) Campbell is excited to have the opportunity to develop and explore critical possibilities for public scholarship through art with her colleagues at the Institute this fall.

Cherie Diel Calamba (Comparative Literature)

Cherie’s principal academic interests include tracing and charting formal constructions of narrative and contextual “disruption” in literature and film: past projects have included drawing upon the work of the Frankfurt School theorists to consider disjunctive effects in New Wave cinema as conducive to the cognition of technicity; current projects include

investigating narrative decontextualization in postcolonial and minoritized American literatures relative to formal constitutions of subjectivity and productions of collectivity. Of particular interest to her is the power of the fictive to generate social and material reality, especially as concerns discursively gendered, racialized and class subjectivity. She is interested to implicate the public humanities in their capacity to address assent and dissent to fictive paradigms, and to engage critical theory in the mapping of desires in the literary and cinematic imagination.

Heather Clark (Anthropology)

I am a third year graduate student in Sociocultural Anthropology. My research explores the multiple identities of individuals who are both Deaf and African American. I became interested in this topic from my experience as an American Sign Language (ASL) interpreter and a member of the African American community. During my interviews with Deaf African Americans I learned that reading was a way for them to escape the feeling of isolation when the family gathered to share stories that were inaccessible to them because no one was using ASL.

As a result it has become a goal of mine to establish a reading program for African American Deaf children. Reading is not only a mechanism for children to learn about cultural aspects of their community it is also a gateway skill that is transferable to all aspects of their life.

Joseph Daniels (Education)

In my research, I examine institutions, like educational and research organizations, in international contexts especially where science, nation building and collaboration intersect. Specifically, I focus on international biomedical research training programs within developing nations, and explore how connected policies shape power in order to understand the role of science in globalization and hegemonic discourse. Currently, I am using anthropology of policy scholars like Shore and Wright to inform my inquiry. In my own policy and institutional practice, I co-chair the City of Seattle Commission for Sexual Minorities, which informs city government and elected officials on issues related to the LGBT community.

David Giles (Anthropology)

I hail from Melbourne, Australia, by way of Northern California, where I lived on and off for fourteen years. The regular pacific crossing made me chronically mindful early on of the transnational and the local forces at work in the world, and it gave me the travel bug, so I found myself studying anthropology in the University of California at Davis, through which I did a limited amount of fieldwork in coastal Ecuador on the growth Evangelical Christian movement. I came to the University of Washington about three years ago interested in the global dissemination of ostensibly western popular culture, and consumption habits.

The subject of research was also my model for cultural change: I imagined that as a responsible academic, I would be obliged to participate in the same media of knowledge transmission that I studied. I became involved with Food Not Bombs, a group that reclaims surplus food and shares it with homeless denizens, substance addicts, and other down-on-their-luck individuals who find food scarce. Food Not Bombs is not an organized entity, yet in the last twenty years the name and practice have spread, via informal networks of punks, hippies, anarchists and other miscellaneous radicals, to each continent except Antarctica. These informal networks effectively disseminate art, noise and rhetoric, fact, fashion, and other knowledge and strategies all around the world: the underbelly of the same transnational cultural flows I was interested in – what Arjun Appadurai called “grassroots globalization.” So at present, my research is focused on producing knowledge about and in dialogue with these social networks.

Megan Kelly (English)

I am a PhD student in the English Department’s Language and Rhetoric program. My primary research interest centers on how public libraries function as sites of community literacy development and reflect evolving conceptions of literacy in a digital age. Further, public libraries interest me as spaces of political action and advocacy, particularly in relation to information access. In my research, I investigate how libraries embody and are implicated in issues of social justice by focusing on the role of libraries within the public sphere. My work also traces how the discourse produced by and about libraries impacts the identities of library patrons. As a teacher, I view the spaces of libraries as extensions of the writing classroom. My pedagogical goal is to establish opportunities for students to witness how their writing has significance for a public audience and to understand the power that information has as it circulates within society.

Peyina Lin (Information School)

How can the inherent power relationship between the 'researcher' and the 'participants' be reduced? How can the public humanities challenge and inform conventional ways of producing scientific knowledge? These are some of the questions which have drawn me to the Institute on the Public Humanities. My research investigates high school age youth collective action in the digital age. I believe that better understanding how youth can be active participants in shaping society allows us (researchers, community organizations, content producers, and system developers) to re-center our practice in the essence of community development. I am a Doctoral Candidate at the Information School. After obtaining degrees in Digital Media Arts (MA) and Information Management (MS) I worked in video documentary and digital media production, collaborated in projects of systems analysis, design, and evaluation, and worked in four multidisciplinary research teams in academia and industry. Together with my multicultural upbringing, these experiences have given me pluralistic lenses through which to make sense of the world. I am committed to producing research, dialogue, and practice that can reach and integrate diverse communities. Therefore, I am excited about the opportunity to be engaged in shaping discourse about the public humanities!

Gita Mehrotra (Social Welfare)

I am currently a second year doctoral student. My current research interests center around: domestic violence in South Asian/API immigrant and queer people of color communities; the relationship between critical, post-modern theories and social work education/practice; South Asian diaspora studies, gender and sexualities, and feminist & liberatory pedagogies. I am particularly interested in how social work education can support and train practitioners of color to do anti-oppressive work within and across diverse communities.

I have also spent the past 11 years working in the field of domestic violence in a variety of community-based settings. Having been rooted in the work of community-based organizations for many years and now engaging with academia, I am invested in understanding how we as “scholars” based in the university build meaningful partnerships and coalition with communities in order to create research and education to support social change work.

Quynh-Tram Huu Nguyen (Social Work)

Nguyen graduated from the California State University, Long Beach, with an M.S.W. and two 1998 scholarly awards--Who's Who among Students in American Universities and California Pre-Doctoral Scholar. She escaped from Vietnam as a boat refugee in 1984. Before pursuing UW Social Welfare Ph.D. program, she served as (1) a psychotherapist working with poor and immigrant families; and (2) a committed grassroots activist in California. Since 1994, she has been a Co-Chair/Founder of various non-profit organizations and mutual associations to promote mental health prevention, cultural/community development, and advocacy for women and youths against police misconduct and domestic violence. Her research interests are about roles of transnational religions in relation to transcultural wellness, community development, interfaith dialogue and peace education pedagogy. In November 2005 she was selected as a national delegate to tour Thailand, Singapore, and Indonesia on issues of international policies on religion and democracy.

Eric Noll (Built Environment)

I am interested in how citizens understand and engage in struggles over urban land-use and the environment. My research interest is on the role of cultural politics, that is, how the social meanings of urban spaces are constructed and contested, influence seemingly highly technical and expert driven processes, which in my dissertation research is environmental remediation. Currently I am working as a research assistant on a multi-year, HUD-funded project (Universities Re-Building America Program (URAP)) to provide assistance to two communities in Hurricane-effected areas of Jefferson Parish, Louisiana. I am working with an inter-disciplinary team of architecture, landscape architecture, and planning faculty and students to challenge and expand the Parish's primary focus on middle-class stabilization in its recovery efforts. I am interested in the Institute to help broaden my understandings of ways to contribute to various civic projects through academy (both in my own research and in service-learning course).

Mark Pitner (Asian Languages and Literature)

Mark is working with early Chinese language, literature, and intellectual history, with a focus on the interconnection between mythology, geography, and historiography. He has been involved in interdisciplinary projects with the departments of Comparative Literature, Geography and Art History. As a curatorial fellow at the Seattle Asian Art Museum since 2003, he has begun to realize his goal of pushing the traditional borders of Chinese literature to include material articulations of culture while also realizing the value that public humanities holds for scholars and the public. With an eye to expanding the audience for his writing, he attended a writers workshop at the Simpson Center called “Graduate Student Workshop on Public Scholarship” which has led him to continue work-shopping his writing. Now, he is looking forward to participating in this institute with the hope that this will open even more venues for him to explore.

Jentery Sayers (English)

I believe that the digital and public humanities are coextensive practices. My doctoral research focuses on the intermediations between technology, culture, and literature in the late nineteenth and early to mid-twentieth centuries. And while I primarily study how technologies are depicted in literature and culture, I also stress the importance of how they circulate and function in the public sphere. For example, in my computer-integrated English courses, students and I use technologies to augment university-community interactions.

Together, we consider how technologies impact our communities and explore how people and technologies engage in continuous feedback loops of influence and exchange. As such, I look forward to this year’s Institute because it will not only help me develop new scholarly and pedagogical tools, but also collaborate with you during what promises to be an exciting week.

Chance Sims (Women Studies)

My areas of interest include critical and feminist pedagogy, feminist theory, poststructuralist theory, and nonprofit incorporation of social movement organizations. My commitment to public scholarship started fourteen years ago while attending an undergraduate urban studies program in Chicago. I have since worked for community-based nonprofit organizations in Seattle and Chicago, completed a Master’s degree in Sociology that looked at the impact of welfare reform on the Cambodian community in Chicago’s Uptown neighborhood, and this spring I received a grant from the Nancy Bell Evans Center to investigate the impact of nonprofit incorporation on child rights organizations in Washington State.

I am also a part-time history teacher at a Seattle area high school where I teach courses in gender studies and American race relations.

Amanda Swain (History)

I am a student of 20th century Russian and Baltic history. My academic interests include the ways in which national identities and historical narratives are shaped and articulated by museums, public education and other forms of public history. I have a master's degree from the Jackson School of International Studies, Russian, East European and Central Asian Studies program. While in the Jackson School, I received a Fulbright fellowship to study and conduct research in Lithuania. After completing the master's degree, I spent nine years with Humanities Washington, first as a program director, then as associate director, and finally as interim executive director. I also served as executive director of the Arizona Humanities Council for two years. In these positions, I traveled exhibits to rural museums, ran a grant program and family literacy program, and was project manager for the development of a cultural tourism Web site.

Wendi Willeford (History)

I am a Ph.D. candidate in American history just beginning my dissertation. I completed my M.A. in history at the University of Washington and my B.A. in history at Carleton College in Minnesota. My research has been focused on the American West and the cultural impact of death on the people of the Pacific Northwest during the eighteenth and nineteenth centuries. I am currently working in a joint position as the editorial intern for Pacific Northwest Quarterly, a scholarly journal of the Northwest, and as the graduate assistant for the Center for the Study of the Pacific Northwest. I have also served as an oral history intern for MOHAI and the archivist/historian for the Historic McLean House in West Linn, Oregon. I would like to pursue a career as a public historian where I can teach people in a non-academic setting and engage the public in historical debate.

Matt Wilson (Geography)

I am currently finishing my fourth year of the graduate program in geography (a second year PhD student), and have emphasized three areas in my coursework: cartography and geographic information technologies (GIT), political geographies, and gender and the body. My research concentrates at the intersections of several phenomena, namely the devolution of state services to nonprofit and community organizations, the increased geo-coding of city spaces using GIT, and the co-constitutive formation of identities and places by technologists, community residents, nonprofit staff members, as well as cyborg in(ter)ventions. My analysis of these intersections asks how these technologies mobilize identities and spatial imaginations in creating new openings for political contestation. I am re-imagining studies of GIT, wherein subject-object and human-nonhuman relationships are blurred (including researcher-subject relations), thereby exposing/evoking spaces for new political futures – without requiring the conceptual distancing of the technical from the political-critical.

CO-DIRECTORS

Miriam Bartha is Assistant Director of the Simpson Center for the Humanities at the University of Washington, where she helps develop and support collaborative research projects and the Simpson Center's public programs. She received her Ph.D. in English from Rutgers University. She has taught women studies, cultural studies, literature and composition at Rutgers and San Francisco State University. She also worked previously as an arts administrator for PEN, the international non-profit writers' advocacy organization, as coordinator of the Poetry and the Public Sphere series, and as project manager for the electronic archiving of HOW(ever), a historic journal of feminist experimental writing. Current research and teaching interests include the public and semi-public pedagogical uses of various theater techniques.

Bruce Burgett is Professor and Interim Director of Interdisciplinary Arts and Sciences at the University of Washington Bothell, and graduate faculty in the Department of English at the University of Washington Seattle. He is the co-director of the UW Simpson Center for the Humanities' Institute on the Public Humanities for Doctoral Students and the regional Cultural Studies Praxis Collective. He is a key architect of the new community-based Master of Arts in Cultural Studies at UW Bothell. He is the author of *Sentimental Bodies: Sex, Gender, and Citizenship in the Early Republic*, and co-editor of *Keywords for American Cultural Studies* (with Glenn Hendler). He is currently working on a co-edited collection, *New Formations of Cultural Studies: Collaboration, Practice, Research* (with Kanta Kochhar-Lindgren), and completing book project entitled *American Sex: Cultures of Sexual Reform in and Beyond the Antebellum U.S.* He has taught, researched, and published widely in the fields of American studies, cultural studies, and queer studies. He serves on the editorial boards of *American Quarterly* and *American Literary History*, and the executive board of the U.S. Cultural Studies Association.

SITE RESOURCES

Technology Access Foundation

Trish Millines Dziko, Co-founder and Executive Director

Yalonda Gill, TAF funding and community partnerships

Rachel Krefestz, TAF Alliance Manager

Dave Miller, TechStart Instructor

Zithri Ahmed Saleem, Director of Education

Seattle Tilth

Karen Luetjen, Executive Director

Kathy Dang, Demonstration Garden Coordinator

Laura Niemi, Demonstration Garden Coordinator

Keith Possee, Medicinal Herb Garden, UW Biology

PROJECT TEAMS

Giorgia Aiello is a Ph.D. candidate in Communication and a 2003 Fellow of the Institute on the Public Humanities. Her research focuses on visual communication, visual discourse, and contemporary constructions of European identity. Aiello's public scholarship includes the documentation of public art projects: she has collaborated with Youth in Focus on photo-documentation and curated photo exhibits of this work. She is co-founder of Urban Archives, a visual documentation project which engages undergraduates and graduate students in collecting, archiving, and analyzing urban texts such as graffiti, signage, architecture, and public art. She is recipient of a 2004-2005 Huckabay Teaching Fellowship and a 2006 Simpson Center Summer Residency Dissertation Fellowship.

Rob Carroll received his BA in music and psychology from Rutgers University and is a doctoral candidate in ethnomusicology at the University of Washington where he focuses on *gaita*, a Venezuelan popular music. As part of his research, he lived in Maracaibo, Venezuela for a year learning how to play from local musicians, and he has presented his research at several conferences. At UW, he has taught numerous popular, folk, and world music courses. Since 2002, as the coordinator for the Seattle Partnership for American Popular Music (a collaborative project between the UW School of Music, Experience Music Project and KEXP radio), Rob has conducted numerous programs with EMP and serves on the advisory board of the EMP Songwriting Certificate Program offered through the UW Extension. Rob also teaches guitar privately, plays and sings with Seattle-area rock and soul cover bands, and plays *cuatro* in his local *gaita* group Los Gaiteros Supersonicos.

Marisol Berrios-Miranda is a specialist in salsa music and dance. She has written "The Significance of Salsa Music to National and Pan-Latino Identity" (PhD dissertation); "Is Salsa a Musical Genre?" in *Situating Salsa*; "Con Sabor a Puerto Rico" in *Musical Migrations*; and "Salsa Music as Expressive Liberation" in *Centro de Estudios Puertorriqueños Journal*. She is currently a Lecturer in Ethnomusicology and Latin American Studies at the University of Washington in Seattle and co-curator for the Experience Music Project exhibit, *American Sabor: Latinos in US Popular Music*. Born and raised in Puerto Rico, Marisol is committed to the sharing and understanding of musical culture between Latin American countries and between Latin America, the Caribbean and the United States, not only in the academic context but also in a variety of public and private spaces.

Jasen Emmons is Director of Curatorial Affairs at the Experience Music Project, where he develops interactive experiential and educational exhibits, interviews, and other resources for the museum and the museum's web archives. He is co-curator of forthcoming exhibit, *American Sabor: Latinos in US Popular Music*.

Irina Gendelman is a Ph.D. candidate in Communication and 2003 Fellow of the Institute on the Public Humanities. With graffiti and graffiti control as a focus, her

research examines how people negotiate public space, as well as the debates and policies that define its proper and democratic use. In 1993 she founded a community art group, CROW (Creative Revolution On Walls). Through CROW, she has organized and continues to organize community art and mural painting events. She is currently consulting on a community Traffic Circle Art project in Seattle's Central District and a Diversity Day community art event at Allegheny College. In 2004, she co-founded a collaborative research and teaching project, Urban Archives, a visual documentation project which engages undergraduates and graduate students in collecting, archiving, and analyzing urban texts such as graffiti, signage, architecture, and public art.

Michelle Habell-Pallan is Associate Professor of Chicana/o Studies in the Departments of Women and American Ethnic Studies at the University of Washington. In support of her innovative research and writing on popular culture and music, she has received a Rockefeller Foundation Humanities Research Award as well as a Woodrow Wilson Foundation Research Award. Author of *Loca Motion: the Travels of Chicana and Latina Popular Culture* (2005), and co-editor of *Latina/o Popular Culture* (2002), she is currently revising a manuscript that focuses on Mexican American influences in U.S. popular music between WWII and the contemporary moment. She teaches undergraduate and graduate courses in Latino popular culture, music, and theater. She is co-curator of *American Sabor: Latinos in U.S. Popular Music*.

Craig Jeffrey is Associate Professor of Geography and Jackson School of International Studies at the University of Washington, Seattle. His work focuses on masculinities and youth cultures in movements for democratic and educational change, particularly in a North Indian context. He is currently planning a comparative study of youth theater practices in the United States and India. Alongside his research, teaching and outreach, Jeffrey has acted in or directed over twenty theatrical productions since 1991.

Kari Lerum is Assistant Professor in the Interdisciplinary Arts & Sciences program at the University of Washington Bothell, where she teaches courses in sexual politics, research methods, feminist theory, global health, inequality, and social justice. Her research focuses on the intersections of sexuality, culture, institutions, and power. Past publications include ethnographic research on sex and service work; she is currently working on sexuality education projects for children and adults locally, and for sex workers more globally. She has worked with the Pat Graney Dance Company's Prison project as videographer and as a sexuality and media mentor for Reel Grrls. She has produced documentaries examining sex work, pirate radio, and heroin use in the Seattle music scene. She and her students have recently collaborated with Planned Parenthood and the Safe Schools Coalition.

Katharyne Mitchell is Professor of Geography and the first Simpson Professor in the Public Humanities at the University of Washington. Mitchell has a national and international reputation in the interdisciplinary fields of transnational migration, urban development, and educational philosophy. In her tenure as Simpson Professor, Professor Mitchell has been exploring the far-reaching transformation of childhood in the United States today. As a geographer Mitchell is looking at the spaces and sites through which

childhood is experienced, with a particular focus on schools. Mitchell has lectured to numerous local and international audiences on the topic of American childhood and is currently editing a book, entitled *Being and Becoming a Public Scholar*, focused on the importance of the public humanities; it is under contract with Blackwell Publications. Her current work includes collaborations with faculty from other disciplines as well as with K-12 teachers and students.

Georgia M. Roberts is a Ph.D. candidate in English and a 2004 Fellow of the Institute on the Public Humanities. Her research interests include hip hop and globalization, comparative cultural studies, critical race theory and public scholarship. Her dissertation explores the role of hip hop culture in shaping recent political and social movements, especially in the U.S. and South Africa.

Amanda C. Soto is a Ph.D. student in Music Education. She completed a Masters in Ethnomusicology at the University of Washington and a B.A. in Music Education at the University of North Texas in Denton, Texas. In addition to her educational experience, she has taught middle-school band, private lessons, and summer music camps. Her research interests and projects pivot around how people use music in their lives and how it is meaningful to them. Through creating centers and programs that allow people to learn and listen to music from other cultures and educating teachers to expand their multicultural curriculum. She coordinated the “Music Alive! In the Yakima Valley” project for the 2006-2007 school year, facilitating the performance and teaching sessions of School of Music students at several schools in the Yakima Valley while working to integrate music into the curriculum of Yakima schools. She is a curriculum and education consultant on the *American Sabor* exhibit at the Experience Music Project.

ROUNDTABLE PARTICIPANTS

Juan Guerra, Associate Professor of English and Adjunct Associate Professor of American Ethnic Studies, is Associate Dean and Director of the Graduate Opportunities and Minority Achievement Program (GO-MAP) in the UW Graduate School. He has served as the Director of both the EOP Writing Program and the Expository Writing Program in the English Department, and has written about the challenges that underrepresented students encounter when they write in academic and multicultural settings. His most current work examines the social, linguistic, economic and educational options and opportunities made and not made available across three generations of Chicago-based Mexicanos and Chicanos. Over the past three years, Dr. Guerra has served as the Arts and Sciences Co-Director of Teachers for a New Era (TNE), a 5-million dollar Carnegie-funded initiative designed to improve teacher education at the UW. The initiative's main goal is to build a continuous system of support for teachers from the beginning of their undergraduate degree, through their master's in teaching, and continuing through their fifth year of classroom teaching. In collaboration with colleagues in P-12 schools, in local community colleges, and in the Colleges of Education and Arts and Sciences, Dr. Guerra has been engaged in a variety of projects intended to prepare a more diverse group of teachers of the highest quality possible.

Judy Howard, Professor of Sociology and Adjunct Professor of Women Studies, is currently serving as Divisional Dean of Social Sciences at the UW. In 1982 she earned her Ph.D. in Sociology at the University of Wisconsin-Madison in 1982 and began her teaching career at the University of Washington. She specializes in social psychology and the microsocial study of gender dynamics in their intersections with race, class, sexuality. She is co-author (with Jocelyn Hollander) of *Gendered Situations, Gendered Selves: A Gender Lens on Social Psychology* and co-editor (with Jodi O'Brien) of *Everyday Inequalities: Critical Inquiries*. Professor Howard is a former co-editor (with Carolyn Allen) of *Signs: Journal of Women in Culture and Society* and a recipient of the 2000 UW Distinguished Graduate Mentor Award.

Michaelann Jundt, is Director of the Carlson Leadership and Public Service Center at the University of Washington and a doctoral candidate in Educational Leadership & Policy Studies. Jundt has developed and assessed multiple University of Washington programs that enhance the undergraduate education experience, from service-learning opportunities that link campus and community, to e-portfolio tools, to learning communities such as the Freshman Interest Groups Program (FIGs). She cares about strong partnerships between the campus and our community and believes students—undergraduate and graduate—can shape the culture of the university.

Ellen Kaisse is the Divisional Dean of Arts and Humanities in the College of Arts and Sciences. She has been a professor of linguistics at the University of Washington since 1976. She received her PhD in linguistics from Harvard University in 1977. Her research is in the area of phonology (the sound patterns of human languages) and she concentrates her work on Modern Greek, Spanish (especially the dialects of Argentina), and Turkish. She is the author of the book *Connected Speech: the interaction of syntax and phonology*, joint editor of three volumes, and the author of numerous articles, most recently “Word formation and phonology” in *Handbook of Word-Formation* (2005). She has co-edited the journal *Phonology* (Cambridge University Press) since 1988 and serves on the executive committee of the Linguistic Society of America. In her spare time she sings alto in the Seattle Chamber Singers and cares for her dog, cats, and chickens.

Suzanne Ortega is Dean of the UW Graduate School and Vice Provost. Prior to her 2005 appointment at the University of Washington, Ortega served for five years as the Vice Provost for Advanced Studies and Dean of the Graduate School at the University of Missouri, Columbia. She served as assistant/associate graduate dean from 1994-2000 at the University of Nebraska, where she was faculty member for twenty years. Ortega received her masters and doctoral degrees in sociology from Vanderbilt University. An award-winning teacher, Ortega's research interests have focused on mental health epidemiology, health services, and race and ethnic relations. She is the author or co-author of numerous journal articles, book chapters, and an introductory sociology text. She has served on review panels for NSF and NIH and has been the principal investigator or co-investigator on grants totaling more than \$6 million in state and federal funds. Developing and securing support for programs such as Ronald E. McNair Post-baccalaureate Degree, Preparing Future Faculty, Ph.D. Completion, and Diversity Enhancement—including the CGS/Peterson's Award for Innovations in Promoting an

Inclusive Graduate Community—are among her most important administrative accomplishments. Ortega has served on the American Sociological Association (ASA) Advisory Board for Preparing Future Faculty, the ASA Executive Office and Budget committee and currently serves on the editorial board for the *Journal of Health and Social Behavior*. She has served on the Executive Board of the NASULGC Council on Research Policy and Graduate Education and is a current member of the Graduate Record Exam Board and current Chair of the Council of Graduate Schools' Board.

Kathleen Woodward, Professor of English, has served as Director of the Simpson Center for the Humanities since 2000. The author of *Aging and Its Discontents: Freud and Other Fictions* (1991) and *At Last, the Real Distinguished Thing: The Late Poems of Eliot, Pound, Stevens, and Williams* (1980), Woodward is completing a book on the cultural politics of the emotions entitled *Statistical Panic and Other Strong Feelings*. She has published essays in the crossdisciplinary domains of technology and culture, aging, and edited essay collections in these areas. From 1986-1995 she coedited *Discourse: Journal for Theoretical Studies in Media and Culture*. Woodward has received grants from the Woodrow Wilson Foundation, the Rockefeller Foundation, the National Endowment for the Humanities, and the National Endowment for the Arts and is a member of the Advisory Boards of the Brookdale Foundation and the International Longevity Center—U.S.A. She is Chair of the National Advisory Board of Imagining America, a broad-based network of scholars and leaders of cultural institutions devoted to fostering the development of campus-community partnerships, and serves on the Board of Directors of the National Humanities Alliance. From 1995-2001 she was Chair of the Consortium of Humanities Centers and Institutes, an international organization of over 140 members, and she continues to serve on its International Advisory Board. Woodward was Director of the Center for Twentieth Century Studies at the University of Wisconsin-Milwaukee from 1981 to 2000, where she taught in the Department of English and the interdisciplinary graduate program in Modern Studies.