



# Washington Center

## NEWS

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### Cultural Pluralism in the Academy

by Betty Schmitz

In January 1992, the Washington Center embarked on an ambitious three-year cultural pluralism project. Supported by a grant from the Ford Foundation, the project's goals are to assist seventeen colleges and universities in the state to develop more culturally diverse general education curricula and more effective institutional approaches to multiculturalism. This project, viewed by the Ford Foundation as a model for statewide initiatives, comes at a pivotal moment in this nation's history of addressing diversity in the academy. While there have been more than two decades of work in recruiting and retaining diverse populations of students, faculty and staff and developing new multicultural curricula and programs, progress has been uneven. Many institutions are at a stage of reform efforts that go beyond access and accommodation to the development of new, transformed institutional structures and curricula. At others, there is still considerable resistance to change. This issue of the *Washington Center News* reports on both national and local efforts to develop multicultural curricula and inclusive institutional practices.

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Participating Institutions: Antioch University, Bellevue Community College, Bellingham Technical College, Big Bend Community College, Central Washington University, Centralia College, City University, Clark College, Columbia Basin College, Eastern Washington University, Edmonds Community College, Everett Community College, Gonzaga University, Grays Harbor College, Green River Community College, Heritage College, Highline Community College, Lower Columbia College, North Seattle Community College, Olympic College, Pacific Lutheran University, Peninsula College, Pierce College, Saint Martin's College, Seattle Central Community College, Seattle Pacific University, Seattle University, Shoreline Community College, Skagit Valley College, South Puget Sound Community College, South Seattle Community College, Spokane Community College, Spokane Falls Community College, Tacoma Community College, The Evergreen State College, University of Puget Sound, University of Washington, Walla Walla Community College, Washington State University, Wenatchee Valley College, Western Washington University, Whatcom Community College, Yakima Valley Community College.



Betty Schmitz, senior project associate of the Washington Center, chats with Willard Bill, one of the faculty in Native American studies at the Cultural Pluralism Institute and associate dean for social science and business at North Seattle Community College.

### Phases of Institutional Change

Over the past several decades, institutions of higher education have gone through three discernible stages in addressing cultural pluralism.

The first phase—access—involved opening up the doors of higher education to previously excluded groups of students. These changes came about primarily as a result of protest, struggle and law—not as the result of moral or intellectual inquiry within the mainstream of the academy about exclusionary practices. Nonetheless, the primary rationale accompanying this phase of change—once it became inevitable—was one of moral responsibility to educate students who had been traditionally excluded. In this phase, change was minimal. Administrators and faculty saw no reason to change the curriculum in place, only to teach it to a more diverse student body. Access for other groups has meant access to this tradition, so that they might effectively compete in society along with the rest of “us.” Many were surprised, and even offended, when new students and colleagues expressed differing perspectives, protesting that scholarly integrity demanded attention to their cultures in the curriculum.

**“To be brought to fruition, a transformed curriculum required the development of a body of scholarship on gender, race, class and ethnicity.”**

Betty Schmitz, Washington Center.

As one response, institutions created courses and programs in ethnic and women’s studies. International studies emerged as well, and while less political, these programs were not more central to the curriculum in spite of widespread calls for internationalization of the curriculum. These developments represent the second phase of institutional response to cultural pluralism—accommodation—and gave rise to the debate that is still with us about the place of the “special studies” in the curriculum and their relationship to the teaching of Western civilization and its canons and classics. It is important to recognize the distinctions curriculum committees made in supporting international studies and multicultural studies. While the former was seen as beneficial for all students, the latter were seen as primarily for “special groups,” as concessions in contentious times. In both areas, institutional support, however meager, meant the hiring of new scholars and the development of new bodies of scholarship and new pedagogical techniques that are now central to the changes under way.

In this second phase, the newcomers are still expected to fit into the existing structures, conform to the norms established around the interests and needs of the dominant group, and adapt to the setting and its culture. A false sense of commonality is achieved through the denial that difference really makes a difference. In this phase, we “celebrate” diversity and work to instill “tolerance” in students. Those in the mainstream view this phase as an amalgamation of diverse groups into an overarching and subsuming cultural commonality, while those in the minority may see it as requiring their assimilation to dominant cultural norms. They may find their own histories, cultures, organizations or social events threatening to the dominant group, which views their “self-segregation” as divisive.

In the third phase of institutional response—transformation—a fundamental shift occurs when a significant number of faculty and administrators come to realize that institutional structures and practices must be reviewed and changed, taking into account the multiple cultures now represented on campus. The challenge in this phase is to negotiate a community of individuals and groups who are equally situated relative to status and power. This new community would have to represent the reality of individuals forming different cultural communities at different times and for different purposes, and participating in the larger shared culture for purposes of governance.

In this phase, campus leaders also come to realize that efforts to change the institution must be systematic and comprehensive. Long range plans must include all aspects of the institution's activities and all constituencies. Concrete goals—both short-and long-term—must be established, and accountability measures built into plans in order to ensure that commitments and responsibilities translate into the desired outcomes.

## **Ethnic Studies, Women's Studies, and Curriculum Transformation**

Emerging in the second phase of many curricular reform efforts, ethnic studies and women's studies became a locus for curriculum change. A vision of transformation was present from the outset in ethnic studies and women's studies programs. Early in discussions about the mission of these fields, there was talk of the necessity of teaching insights from the new scholarship across the curriculum. That way, all students would come to understand the partiality of traditional studies, the nature of difference and dominance, the effects of power and privilege. Many program documents included two explicit goals: to build a body of knowledge that challenged the dominant tradition and placed the previously excluded subjects at the center as knower and agent, and to use this new scholarship to change the general education curriculum. To be brought to fruition, a transformed curriculum required the development of a body of scholarship on gender, race, class and ethnicity. This is one of the legacies of the past two decades—an enormous, vital new body of work that became the basis for challenging the norms of the academy.

In the mid-1970s, women's studies, in particular, with support from funding agencies and foundations, began to conduct seminars and workshops for faculty members outside of these fields to assist them in course revision. Many of these faculty members, excited about new insights and perspectives that had implications for the liberal arts, became advocates for the study of gender and cultural diversity and contributed to campus discussions about curricular change in general education. Between 1975 and 1985, there were more than 150 major

curriculum transformation projects nationally. Of particular interest were several collaborative projects between American ethnic studies and women's studies, such as the Black Studies/Women Studies Project: An Overdue Partnership Faculty Development Project (1981-83), codirected by Johnnella Butler, University of Washington, with Margo Culley, University of Massachusetts, which attempted to make interconnections among race, class, gender and ethnicity.

In 1988, the University of Washington's Different Voices Institute for Integrating Women of Color into Undergraduate American Literature and History Courses brought together eighteen history and literature college faculty members from throughout the Northwest. The Different Voices Institute, funded by the Ford Foundation, provided participants with theoretical frameworks, exemplary readings, and pedagogical strategies for incorporating women of color into undergraduate American history and literature courses. The institute addressed the fact that in the flourishing movement to incorporate scholarship on women into the curriculum, very few projects have examined race, ethnicity, culture, class or sexual identity "as more than a token litany of variables for charting female experience."

**“They are asking fundamental questions about what students should know, what they should know how to do, and what kinds of values and habits they need to develop to be effective citizens in a multicultural society.”**

Betty Schmitz, Washington Center.

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The state of New Jersey has also been a leader in this area, allocating, since 1986, more than \$1.2 million dollars for gender integration projects. More and more institutions are beginning modest projects with internal funding, using existing faculty development programs or funds. In 1988, the University of Maryland began an internal faculty development effort unprecedented in the amount of support for curriculum change. The administration allocated \$400,000 in faculty stipends to fund an intensive faculty development institute each summer for three years. At each summer institute, fifteen faculty members would read scholarship on gender and race, participate in seminar discussions and revise courses central to undergraduate education. This institute, eight weeks in length, is the single largest investment of time and resources in faculty development aimed at curriculum transformation. Through efforts like these, hundreds of courses across the country have been changed, affecting the education of tens of thousands of students who now encounter in history, literature, geography, sociology—literally in courses throughout the curriculum—readings and scholarship by and about people of color and women.

## **Cultural Pluralism at the Core**

More than two decades of new scholarship from American ethnic studies, women's studies and Third World studies, along with the proliferation of curriculum transformation projects nationally, have brought new theories, perspectives and interpretations to prominence in the academy. At the same time, rapid socioeconomic, political and environmental transformations both within and beyond United States borders have heightened the consciousness of educational leaders to the necessity of preparing students for an interdependent world of great cultural multiplicity. Faculty members and administrators have begun to recognize the importance of challenging narrow traditional notions of “our common cultural heritage” and to see the need to incorporate the plurality of cultures within the United States and the world. They are asking fundamental questions about what students should know, what they should know how to do, and what kinds of values and habits they need to develop to be effective citizens in a multicultural society. In the process, they are reevaluating approaches to traditional Western canons and redefining core knowledge to include learning about U.S. pluralism and about other parts of the world. Two routes have been adopted: designing new core or “common learning” courses that infuse cultural pluralism throughout, and instituting diversity requirements in general education programs. Both present challenges to curriculum planners.

**Diversity Requirements.** Many institutions across the nation have established requirements within general education courses that ensure that all students encounter and study cultural pluralism before graduation. One form, especially common on campuses that have sponsored major curriculum transformation projects, is to review all courses that faculty submit for general education requirements for "appropriate attention to minorities and women" or to "the emerging scholarship from ethnic studies and women's studies." This kind of requirement ensures that faculty members keep up-to-date on new scholarship on cultural pluralism in their field and that students learn about diverse populations in every course they take. It conveys to students that this material is central to every field and crucial to undergraduate education. To be successful, however, this kind of requirement requires a heavy investment in faculty development to ensure that faculty members revamp their courses and that review committees have the necessary expertise to judge the effectiveness of the infusion of cultural pluralism into general education courses.

A good example of a program of cultural infusion in all general education courses is Bellevue Community College, one of the participants in the Washington Center Minority Student Success Project and the current Cultural Pluralism Project. An essential outcome identified for all general education courses is that students "understand and appreciate the increasing cultural diversity of contemporary society." The college's Cultural Diversity and Pluralism Vision Statement includes as policy continuing to develop and provide courses that include the study of various cultures and that incorporate pluralistic values and skills. The college has invested in significant faculty development to achieve these outcomes.

Another common type of requirement is to require that all students take a course in ethnic studies or women's studies or both. This kind of requirement has the advantage of providing in-depth study of ethnic minority and/or women's literature and culture on their own terms. It also ensures that faculty members who are experts in the theories and pedagogies of ethnic studies and women's studies are teaching the courses. This kind of requirement is best combined with inclusive general education courses so that students do not get the message that material in these courses is marginal or solely of interest to faculty in these departments.

It is important not to weaken a diversity requirement by making the menu of choices too disparate or too long. Some campuses have added courses in non-Western cultures and/or foreign language, along with U.S. diversity. The problem with this formulation is that students could fill it with such disparate courses as Chinese history, Russian language, U.S. race relations, or Native American women writers. While these courses may be valuable learning experiences in and of themselves, they all accomplish very different learning objectives. More and more, campuses are coming to the decision that all students must have a course on U.S. diversity if they are to be prepared for the challenges of citizenship in this country in future decades.

Shoreline Community College, also a participant in the Minority Student Success Project and the Cultural Pluralism Project, has an ethnic studies requirement. As early as 1969, the college began its black studies program. In 1974-75, it added Ethnic Studies courses so that by 1976 it had an ethnic studies program. By 1978, the college required five credits of ethnic studies in its transfer associate degree. The ethnic studies program has become the Intra-American Studies Division which has a curriculum focussed on Native American, Afro-American, and gender studies. Shoreline is also investing heavily in faculty development to ensure that cultural pluralism is reflected in all courses.

## **New Core Curricula: The American Association of Colleges' Engaging Cultural Legacies Project**

Many campuses nation-wide are developing "core" courses within general education programs. These courses provide common learning experiences for all students and include significant study of diverse populations in the United States and globally. The Association of American Colleges' project, "Engaging Cultural Legacies: Shaping Core Curricula in the Humanities," represents a major initiative to introduce cultural pluralism into core programs. Funded by two grants from the National Endowment for the Humanities, the project has created a unique collaborative dialogue among 63 institutions engaged in core curriculum development or revision. Institutions in the project are rethinking the once-standard model for Western Civilization. They are placing more emphasis on cultural pluralism and cultural interaction in order to help undergraduates understand the world and worlds in which they live.

## Goals for the study of cultural legacies in some core programs include:

- To help us overcome provinciality and transcend our own narrow sphere of experience (Earlham College).

- To foster a global perspective (Fairleigh Dickinson University).

- To encourage students to develop a broad international perspective on historical and cultural developments as a background for understanding the contemporary world (Washington State University).

- To develop in students the ability to “read” a culture through its cultural expressions, and to develop in students the ability to see relationships, contrasts, parallels, commonalities and interactions among various cultures (LeMoyne-Owen College).

- To foster an appreciation of the diversity of knowledge traditions within the contemporary world (Carthage College).

- To increase students’ sensitivity to issues of race, class and gender (George Mason University).

- To consider ways various social groups within a given society participate in the culture of their society (Tufts University).

- To provide concepts and tools for understanding the social realities and problems in this moment in history (University of Oklahoma).

- To evaluate how men and women of diverse origins have interacted to produce rich cultures in the modern world. (Hampton University).

- To help students identify, explore and evaluate concrete examples of their own cultural heritage and elucidate links between this heritage and other times and places. (The University of Wyoming).

Typically, decisions about engaging cultural legacies translated in discussions about the balance between “West” and “world” in undergraduate curricula and ways to frame the “West” within larger, global perspectives. Engaging multiple cultural traditions with powerful and cohesive stories, but with unequal standing in traditional curricula, is daunting.

Institutions involved in the project came up with different models, all of which are still evolving. Course designs represent a continuum of responses to possible emphases within and across cultural traditions: teaching the West or its great texts without reference to other traditions; teaching it as the fundamental base for all cultural study; teaching it centrally while consciously exploring the critical traditions within it and purposefully comparing it to other cultural traditions; or teaching it as a one tradition to be studied among many.

Several of the Cultural Legacies institutions had long-standing Western civilization courses. Others were in the process of creating core programs with a Western emphasis when issues about cultural pluralism came to the fore and challenged earlier models for representing the West. The former case seemed to present the most difficulty for reform, given the close ties established courses had to traditional departments, to assumptions about students’ intellectual heritage and to the identities and expertise of faculty members. Faculty members on different campuses wrestled with this question and adopted very different solutions to the issue of balancing the study of cultural traditions. After heated debate, faculty members at Columbia College, Columbia University, for example, decided to sustain the Western focus of their Contemporary Civilization program. Dating back to 1918, Columbia’s program was the oldest in the Cultural Legacies Project. Following a 1988 review of

the curriculum, Columbia College reaffirmed the Western tradition as a distinctive set of paradigms fundamental to liberal education and the importance of engaging students as both inheritors and makers of that tradition. The faculty did, however, reduce the Western studies requirement from two years to one in order to institute an Extended Core in 1989. The Extended Core includes two other one-semester interdisciplinary courses—one in another major foreign culture selected from a list and the other in either still another major culture or a set of major issues of our times. Faculty members are beginning to plan integrated courses that meet the Extended Core requirement; for example, one group has developed a course titled “Social Hierarchies.”

Yet many faculty members fear that if a core curriculum includes the West alone, students may hear an unintended message that only the West and its inheritances are sufficiently important to merit inclusion in a program of common study. A number of faculty teams in the Project expressed the view that the decision to build an integrated core program around Western issues, while leaving the rest of the world to a less-valued distribution requirement, ran counter to the goal of helping students grasp the interdependence of the world community. Given these concerns, the majority of the Engaging Cultural Legacies planning institutions have explored ways to create deliberate curricular connections between the West and the rest of the world.



Johnnella Butler (chair of American Ethnic Studies at University of Washington and co-director of the Washington Center's Cultural Pluralism Project) and John Walter (professor of American Ethnic Studies at UW) leading one of their plenary sessions on African Americans at the cultural pluralism institute.

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"Humanities 201-202: Enduring Human Values and Cultural Connections" at Hampton University, an historically black institution in Virginia, is a two-semester interdisciplinary course that introduces students to Western and non-Western cultural legacies through the study of works of art, literature and music from antiquity to the present. The focus is on exploring cultural contact and collision, such as the impact of the West on other cultures and other cultures on the West. Multiplicity is the organizing principle. In the first term, for example, students analyze the role of epics in forming human values by reading the *Odyssey*, the *Iliad*, *Gilgamesh*, and *Sundiata*.

Washington State University, for example, requires all students to take a two-semester course in world civilizations that examines historically the development of both Eastern and Western civilizations, ancient and modern. The course is organized chronologically and seeks a balance between examining the particular parts of the world and exploring comparisons and exchanges across different parts of it. (See description on page 11).

Sophomore students at SUNY-Buffalo are required to select a course on American pluralism after they take a required year-long course in world civilizations. Each of the courses under the "American Pluralism and the Search for Equality" requirement examines the multicultural, multi-ethnic nature of United States society. "Conceived to serve as a basis for informed discourse," the course description notes, "the intention behind the course [requirement] is to provide undergraduate students with an intellectual awareness of the causes and effects of structured inequalities and prejudicial exclusion in the United States and of the processes leading to a more equitable society." The objective is to help students discern United States social and cultural experiences in the larger context of a diverse yet interconnected world community.

Enormous pedagogical changes are accompanying these content changes. Core curriculum planners are experimenting in deliberate and systematic ways with interdisciplinary and thematic approaches, new forms of student interaction and involvement in the learning process and connecting learning across courses and across curricula. The majority of institutions in the Cultural Legacies Project gave pedagogical concerns equal standing with new content in core program reform. Nearly all new courses are interdisciplinary, based on primary texts and thematically organized. Many make imaginative use of the arts and cultural rituals and artifacts. Core planning committees deliberately included faculty members well-versed in collaborative learning, interdisciplinary learning communities and different teaching/learning styles, as the structures and pedagogy they have adopted indicate.

All of these curricular changes bode well for the future of higher education. Only when our institutions find models for content and pedagogy that are inclusive of the multiplicity of cultures and populations will we have achieved the goal of a transformed curriculum.

# Multi-culturalism and the Curriculum: National Trends

- More than a third (34 percent) of all colleges and universities have a multicultural general education requirement.
- At least a third of all colleges and universities offer course work in ethnic and gender studies.
- More than half (54 percent) of all colleges and universities have introduced multiculturalism into their departmental course offerings.
- Regional differences indicate that the Northwest lags behind the nation in multicultural general education requirements, but leads in multicultural changes in the disciplines.

## Curricular Multiculturalism at Two- and Four-Year Colleges and Universities, in Percentages

	Two-Year Institutions	Four-Year Institutions
Multicultural general education requirement	20%	48%
Courses in gender and ethnic studies		
Women's studies	35	45
African-American studies	31	56
Hispanic-American studies	29	44
Native American studies	20	46
Asian-American studies	25	45
Gay and Lesbian studies	—	13
Multicultural changes in the disciplines		
New course material added to existing courses	34	51
New multicultural courses	10	21
New scholarship promoted	12	19
Multicultural Faculty Programs		
Recruitment and retention	29	43
Faculty development	38	46
Multicultural advising	43	57
Multicultural centers and institutes	30	40

Source: Arthur Levine and Jeanette Cureton, "The Quiet Revolution: Eleven Facts About Multiculturalism and the Curriculum," *Change*, 24, no. 1 (Jan/Feb 1992): 25-29.

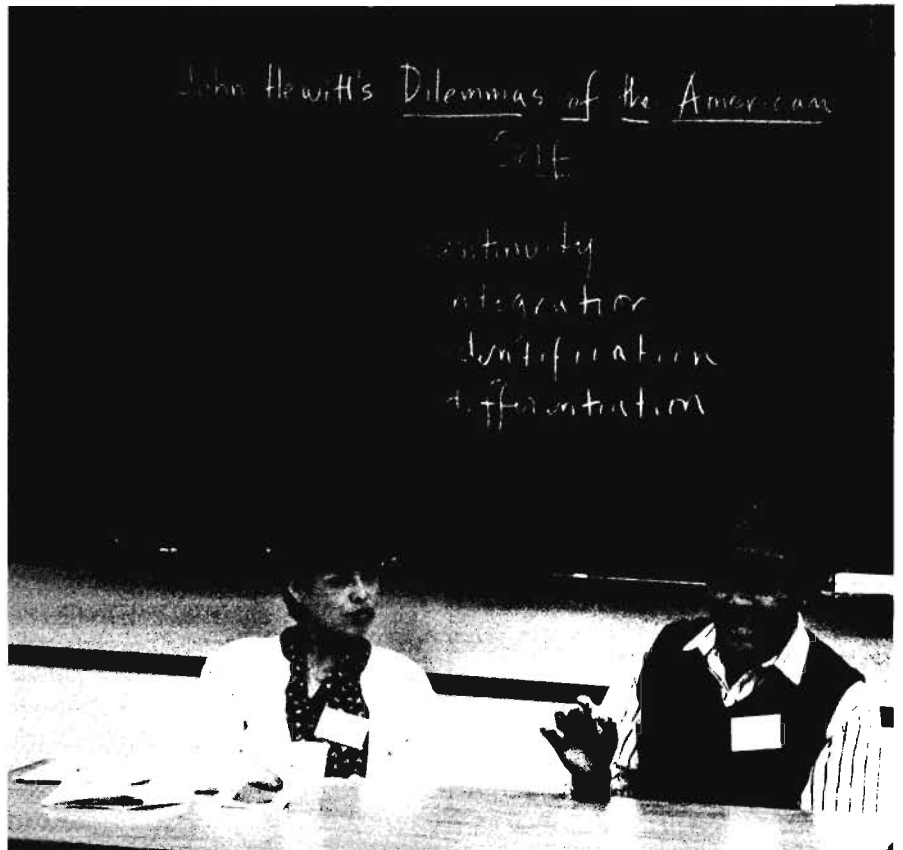


## Curriculum Multiculturalism by Region of the Country, in Percentages\*

	Middle Atlantic	New England	North	Northwest	South	West
Multicultural general education requirement	59%	23%	40%	8%	20%	45%
Courses in gender and ethnic studies						
Women's studies	51	8	57	49	17	55
African-American studies	74	23	47	53	23	59
Hispanic-American studies	59	24	38	53	13	66
Native American studies	62	22	34	59	11	42
Asian-American studies	56	22	35	44	17	61
Gay and Lesbian studies	17	15	3	2	5	2
Multicultural changes in the disciplines						
New course material added to existing courses	59	30	56	41	25	42
New multicultural courses	19	18	21	9	12	9
New scholarship promoted	22	9	21	5	8	20
Multicultural faculty programs						
Recruitment and retention	68	25	24	53	27	50
Faculty development	52	30	49	24	24	69
Multicultural advising	75	39	54	70	23	80
Multicultural centers and institutes	50	32	48	34	15	37

\* Geographic areas correspond to the six regional accrediting zones of the US. Note that the western and middle states associations stipulate "diversity" requirements for the colleges and universities of their respective regions.

Source: Arthur Levine and Jeanette Cureton, "The Quiet Revolution: Eleven Facts About Multiculturalism and the Curriculum," *Change*, 24, no. 1 (Jan/Feb 1992): 25-29.



At the Washington Center's Cultural Pluralism Institute this past summer, Gail Nomura, Assistant Professor of American Culture at University of Michigan, and John Walter, Professor of American Ethnic Studies at University of Washington, lead one of the "comparative discussions."

# References on Cultural Pluralism in the Curriculum

Adams, Maurianne, ed. *Multicultural Curricula and Course Development*. New Directions for Teaching and Learning, no. 51. San Francisco: Jossey Bass, 1992. Essays and articles present concrete examples of how faculty members can revise courses in diverse curricula to effectively include multicultural issues.

Andersen, Margaret L., and Patricia Hill Collins. *Race, Class, and Gender: An Anthology*. Belmont, CA: Wadsworth Publishing Company, 1992. A comprehensive collection of essays and writings by well-known authors and scholars covering topics of developing inclusive patterns of thinking, conceptualization of race, class and gender, rethinking societal institutions, and social change and the politics of empowerment.

Aufderheide, Patricia, ed. *Beyond PC: Toward a Politics of Understanding*. Saint Paul, MN: Graywolf Press, 1992. Explores the "political correctness" debate at the university level, with particular emphasis on teaching. The collection includes writings from both sides of the debate that might be useful for faculty members interested in various views on the subject. Includes an article by Ruth Perry on the history of the term.

Banks, James A. *Teaching Strategies for Ethnic Studies*. Fifth Edition. Boston: Allyn and Bacon, 1991. Contains an excellent overview of the goals, concepts and planning strategies for developing a multicultural curriculum. Also includes sections on concepts, strategies and materials for teaching about American Indians, Native Hawaiians, African Americans, European Americans, Hispanic Americans and Asian Americans.

Border, Laura L.B., and Chism, Nancy V.N., eds. *Teaching for Diversity*. New Directions for Teaching and Learning, #49. San Francisco: Jossey-Bass, 1992. Uses discussions of communication styles, classroom interaction patterns, faculty development programs, and administrative strategies to illustrate how to improve teaching and learning in multicultural classrooms.

Butler, Johnella E. and Walter, John C., eds. *Transforming the Curriculum: Ethnic Studies and Women's Studies*. Albany: State University of New York Press, 1991. One of the best recent collections of essays about the theoretical underpinnings, teaching approaches, and resources of ethnic studies and women's studies that can be brought to bear on curriculum transformation. Useful for both curriculum planning and course revision.

Change, "Diversity on Campus." Sept./Oct., 1991; and "The Curriculum and Multiculturalism." Jan./Feb., 1992. These two special issues focus on multicultural education. Articles deal with an array of topics, such as political correctness, the media, the curriculum, gender and ethnic studies, faculty development, student life, campus ethos, and the results of a national survey.

Hill, Patrick J. "Multi-Culturalism: The Crucial Philosophical and Organizational Issues." *Change*, 23, no. 4 (July/August 1991): 39-47. Both those who deem higher education culpable for marginalizing the diversity of human experience, and those who worry about fragmentation and "particularism" in the curriculum are concerned with the comparative value of diverse visions and how we are to conceive their relationship. This article examines four major frameworks that have been used in the West to comprehend or order diversity and their ramifications for current and possible approaches to multiculturalism in the curriculum.

Greene, Madeleine, ed. *Minorities on Campus: A Handbook for Enhancing Diversity*. Washington, DC: American Council on Education, 1989. A very useful handbook that identifies important principles institutions must adopt in order to address diversity successfully. It also profiles successful programs, strategies and resources. Curriculum planners will be most interested in the chapter on teaching, learning, and the curriculum.

*Liberal Education*. Association of American Colleges, quarterly journal. "Progressing from Debate to Dialogue," Sept./Oct. 1991 "Engaging Cultural Legacies." May/June, 1991. "Discussing Diversity," Jan./Feb. 1991. These issues focus on themes that are particularly relevant to incorporating cultural legacies and cultural pluralism in the curriculum.

Minnich, Elizabeth K. *Transforming Knowledge*. Philadelphia: Temple University Press, 1990. In an acclaimed analysis of traditional knowledge bases and paradigms from a feminist perspective, Minnich finds several classes of epistemological error, such as faulty generalization, circular reasoning, mystified concepts and partial knowledge. She concludes that "we need to explore a much richer range of materials, lives, voices, and achievements" in order to correct these errors in presumed knowledge.

Musil, Caryn M. *The Courage To Question*. Washington, D.C.: Association of American Colleges, in preparation. This volume will report the results of a study assessing learning in women's studies courses. Teams of observers have visited multiple campuses to assess first-hand what goes on in women's studies courses and what students learn.

Schmitz, Betty. *Core Curriculum and Cultural Pluralism*. Washington, DC: Association of American Colleges, 1992. An analysis of the challenges of content and pedagogy, and the institutional change strategies effective in developing undergraduate core curricula that include United States and global diversity. Profiles programs at the 63 colleges and universities that participated in the Association of American Colleges's Engaging Cultural Legacies Project, funded by the National Endowment for the Humanities.

# Core Curriculum Profile: Washington State University

Washington State University is one of 11 "resource" or mentor institutions in the Association of American Colleges' Engaging Cultural Legacies Project. Its humanities core curriculum and integrated general education program embodies many of the best components of new core programs nationally.

The required freshman "World Civilizations" sequence examines historically the development of both Eastern and Western civilizations, ancient and modern. The course planners were 20 faculty members from the disciplines of history, literature, philosophy, anthropology and foreign languages. They took an historical or developmental approach, organizing subject matter to trace the emergence of an interdependent world community. This model allowed for more attention to be given to the dynamics of change and interrelationships among different societies at particular moments in time. The two courses employ an historical text plus a set of readings from major historical texts.

Washington State University has pursued a more extensive base of common study than most large research universities. The World Civilizations courses will be offered to about 2200 first-year students in 1992-93, with more than 30 faculty members involved in teaching individual sections. To ensure commonality across sections, faculty members have developed "The Covenant of Coverage and Course Objectives." This document specifies that all World Civilizations course sections, each one entirely taught by one professor, be global and comparative, divided at the year 1500, interdisciplinary in content and methodology, linked through common readings and include certain common assignments, such as a library research assignment. The covenant also specifies which civilizations and sub-topics must be included in each section. The

covenant represents an interesting effort, unusual for such a large university, to make the World Civilizations course a genuinely common program, while still allowing faculty members substantial autonomy in the ways they weave common subject matter together to compose syllabi for individual sections.

The Washington State University program is also exceptional in its linking of World Civilizations and English composition. This encourages the development of analytical and critical thinking skills in conjunction with writing skills. English 101 sections all use a reader, *Writing about the World*, (Harcourt, Brace, Jovanovich, 1991), developed by faculty members and graduate teaching assistants and edited by Susan McLeod. It is designed to further students' cultural literacy, foster a global perspective and develop a sense of enduring issues in civilization and culture. The English composition program at WSU has undertaken an extensive staff development program for teaching assistants involved with English 101 to strengthen composition teaching in the world civilizations in a multicultural context.

For additional information about the World Civilizations Project, call Richard Law, Director of General Education, at 509-335-5699. For additional information about the English composition component, call the directors of composition, Susan McLeod or Susan Wyche-Smith, at 509-335-3022.

# Cultural Pluralism and Organizational Change: The Washington Center Cultural Pluralism Project

by Barbara Leigh Smith

**“Curricular content, pedagogy and the organizational change process are all intertwined.”**

Barbara Leigh Smith, Washington Center

**“Organizational lethargy, lack of vision, and lack of leadership and coordination are more substantial obstacles to change than lack of resources.”**

Barbara Leigh Smith, Washington Center

The Washington Center recently received a grant from the Ford Foundation for a statewide cultural pluralism curriculum change project. The focus of this project is on general education courses and will result in the revision of traditional courses and the creation of new ones. The project involves institutional teams from 17 Washington colleges and universities. Twelve community colleges are participating (Big Bend, Bellevue, Centralia, Green River, Edmonds, Seattle Central, North Seattle, Shoreline, South Puget Sound, Skagit Valley, Yakima, Tacoma) and five four-year institutions (Evergreen, University of Washington, University of Washington-Tacoma, University of Washington-Bothell and Seattle University). A separate, companion grant was also awarded to the University of Washington for engaging 30 additional faculty members in curriculum development.

The Ford Foundation announced a diversity initiative in 1990. Since that year it has made grants totaling nearly \$3,750,000 to support the engagement of diversity issues at nearly 60 institutions. The Washington Center grant is one of the largest projects, funded at \$718,400. The companion grant to the University of Washington was \$124,740.

Commenting on the Ford initiative, Program Officer Edgar Beckham said the project resonated with several other strands of the Ford Foundation's work, including women's studies, ethnic studies, community college transfer, minority achievement and recruitment of future faculty. The Washington project is seen as a model of statewide intervention that preserves the integrity of each institution's efforts while at the same time encouraging institutions to employ state-of-the-art thinking on curriculum-building and pedagogy, institutional organization and change, interinstitutional collaboration and transfer, and promotion of student success.

Our proposal to the Ford Foundation for the Cultural Pluralism Project argued successfully that the state of Washington has the potential to create a national model for achieving cultural diversity in higher education. In Washington, higher education institutions are working together in unique ways and have created structures to build dialogue and partnerships across institutional boundaries. Furthermore, cultural pluralism is one of the state's most important priorities. In 1990, the Governor's Office issued a report on diversity that called for more aggressive action on the part of the higher education system. In 1991, the Washington Higher Education Coordinating Board followed up by issuing a "Policy on Minority Participation and Diversity" that set state-wide goals for minority student enrollment, retention, completion and employment. The policy also called for institutional action plans to address issues of institutional climate and staff, and faculty and curriculum development.

Washington State is fortunate, we believe, in its unusual climate of readiness for a cultural pluralism project. The Washington Center itself provides a powerful and respected structure for statewide dialogue and innovation. The increasing interdependence of the two- and four-year institutions offers a good network for sharing curriculum initiatives and teaching approaches. During the 1989-91 biennium we collaborated with the State Board for Community College Education in launching a Minority Student Success project which developed task forces at 23 community colleges. Collaborating with the University of Washington's American Ethnic Studies Department further strengthened the cultural pluralism network of Washington institutions. The University of Washington has a strong American Ethnic Studies Department. Its chair, Johnella Butler, a national leader in curriculum change work, was involved in the Washington Center's Minority Student Success Project and became co-director of this Washington Center initiative.

The Washington Center Cultural Pluralism Project, and the State Board's previous Minority Student Success project in which the Center was centrally involved, rest upon several assumptions about the character of our colleges and universities and the nature of organizational change. The following assumptions strongly influenced the project design:

**1. If cultural pluralism work is to be successful, teams and new organizational strategies must be built.**

Students services is the usual location of "minority student success work," but it must become the concern of the entire institution. We need to find strategies that bring key faculty, administrators and student services staff together around common goals.

**2. Complex projects need sustained focus.**

Too often we saddle up the horses and ride off in all directions at once. There is diffusion of purpose, fragmentation of responsibility and lack of focus, especially with complex, long-term issues. Addressing the issue of curricular change and success for students of color requires a clear locus of responsibility, as well as vehicles for sustaining the focus through the years.

**3. Change in any organization is slow, developmental and full of lessons along the way.**

Building sequenced programs which recognize the developmental nature of the process is important. Providing sequenced opportunities and resources to move to the next level is more likely to lead to long-term change than is a more simple, "one size fits all" approach. Staying close to and learning from the reality of where participants are is critical to taking the next steps.

Ford Foundation program officer Edger Beckham explaining the foundation's cultural pluralism initiative at a meeting at the Governor's office earlier this year. Evergreen's Interim president Les Purce looks on. (Photo: Steve Davis)



**4. Many local resources and models could profitably be shared among institutions and leveraged for effective change,**

but usually there is no organization or structure to encourage this sharing. The Washington Center plays this role in the state of Washington. Any statewide or regional system could profit from similar vehicles for disseminating model programs, approaches and people. We think this requires staying at the grass-roots, traveling from campus to campus identifying leaders and finding ways to have them share their expertise more widely.

**5. Curricular content, pedagogy and the organizational change process are all intertwined.**

Successful multicultural change requires attention to all of these aspects.

**6. Long-term solutions must include locally designed ways of using existing resources.**

We see resources from grant funding as seed money only. They are best invested when encouraging institutions to redeploy their own resources to address issues. This is the only way to build sustainable programs.

**7. Organizational lethargy, lack of vision and lack of leadership and coordination are more substantial obstacles to change than lack of resources.**

Planning processes as well as momentum-building endeavors that go beyond a single institution are often effective in providing alternative visions and models of what is possible.

Our Cultural Pluralism activities immerse faculty and administrators in a three-year program of planning, learning and experimenting with the development of a more diverse general education curriculum, including:

- planning the project and building institutional teams, which are critical elements in building ownership.
- acquiring familiarity with new scholarship in American ethnic studies through a ten-day residence summer institute.
- deepening and extending the work to others through follow-up activities in the next academic year and summer through seed grants, faculty exchanges, mini-conferences and seminars.

The project will directly have an impact on the courses of 108 teaching faculty and at least 30 additional faculty in the University of Washington companion grant. A vice president or dean of instruction and a multicultural services leader will attend the full ten-day institute with each team, in order to build new bridges within each campus community. With extensive follow-up activities, the project has the potential to reach three or four times that number of teaching faculty in a substantial way.

On the following pages are some highlights of the first Cultural Pluralism Institute held August 16-26, 1992. You will hear more about this important Washington Center project in future issues of the Washington Center *News*.

# Scenes from the Washington Center's 1992 Cultural Pluralism Institute



Don Bantz (left) with the Yakima Community College team: back row: Tom Pier and Eric Anderson; middle row: Inga Wiehl, George Meshke, and Paul Killpatrick; in front: Millie Stenehjelm and Bonnie Labbee.

**“Most of my career, I have worked on empowering communities. The most important aspect of empowering others is to recognize your own motivations, to put aside your ego, and let others take the responsibility and earn the credit. I hope to learn much more about how to be a bridge between people from different cultures.”**

Dan Bantz, faculty member at Evergreen and team facilitator for Yakima Valley Community College.



Janice Lovelace (center) talking institutional change issues with Richard Young and Toni Murdock (right) of Seattle University.

**“This project will afford me the opportunity to learn what is happening throughout the United States in the area of curriculum transformation and organizational change. I will be able to add my voice to planning for change in the area of multiculturalism. Working as a facilitator at Seattle University, which is very different from Edmonds Community College, will enable a powerful exchange of perspectives and change strategies.”**

Janice Lovelace, division director of health and human services at Edmonds Community College, and team facilitator for Seattle University.



Jim Harnish, North Seattle Community College, Yun Yi Ho, Tacoma Community College, and Jan Kido, The Evergreen State College in one of the "comparative discussions" on American ethnic groups.

**"I would like to move from taking baby steps on this issue to giant leaps. There is so much more to know and understand and so few opportunities for the intense and sustained conversations about multiculturalism that this project is providing. The challenge facing us to get to the core of the issues, to get to the next level of change."**

Jan Kido, director of the Master In Teaching program at Evergreen, and the team facilitator for the Tacoma Community College team at the institute.

An institute highlight was the Ballet Folklorico performance and presentation on the dances of Mexico. Cathy and Isaac Schultz Reyes demonstrated their marvelous expertise and talent with a series of dances representing the difference regions of Mexico and the historical influences on costumes, music and dance forms.



Luis Iglesias, director of university studies in the humanities at Brandeis University, lectures on Octavio Paz at one of the Institute's plenary sessions.

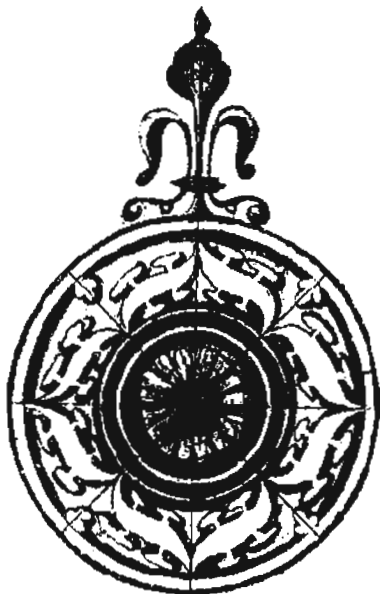


# In October 1992, a Quincentennial Sourcebook with a Pacific Northwest Perspective

Amidst the blizzard of attention to the quincentennial anniversary of Columbus' arrival in the western hemisphere, the Washington Center has published a modest sourcebook on the subject. The Sourcebook for the Columbus Quincentennial includes opening essays on Columbus in history and some contemporary perspectives on the cataclysmic changes set in motion in 1492, an annotated bibliography of materials relating to Columbus' voyages and the immediate and long-term consequences of European conquest, and material on Native Americans, past and present. It also lists local resources: people, programs, library holdings and projects that relate to Quincentennial issues. We believe this document provides a useful listing of more recent scholarship on Columbus, his various legacies and on the original peoples of North America. The sourcebook should be useful for teachers, students and librarians, as well as student services staff.

Sourcebook contributors are **Willard Bill**, division chair of social sciences, North Seattle Community College; **Angela Gilliam**, faculty member in anthropology at Evergreen; **Dan Leahy**, director of the Labor Education Center at Evergreen; **Jean MacGregor**, associate director of the Washington Center; **Robert Matthews**, a Latin American historian associated with the New York University/Columbia University Centers for Latin American and Caribbean Studies; **Yvonne DuPuis Peterson**, faculty member in education, Evergreen; **Dal Symes**, humanities librarian at Western Washington University; **Gail Tremblay**, faculty member in arts and humanities at Evergreen; and **Jay Hansford Vest**, former faculty member in humanities at University of Washington's Tacoma Branch Campus, now at Arizona State West in Phoenix. Jean MacGregor was the editor. The following essay by Angela Gilliam appears in the Sourcebook.

The 150-page sourcebook can be purchased from The Evergreen State College Bookstore, Olympia, WA 98505. The cost is \$6.50 per copy (including Washington State tax, postage and handling) if ordered from within the state of Washington, and \$6.00 per copy if ordered outside Washington state. (Please make checks payable to The Evergreen State College.)





# The Challenge of 1992

by Angela Gilliam



Angela Gilliam, member of the faculty at The Evergreen State College, and one of the *Quincentennial Sourcebook* authors.

The commemoration of the quincentennial anniversary of the arrival of Christopher Columbus to the Western Hemisphere has occasioned intense debates throughout the hemisphere. For many United States citizens, 1492 signals the beginning of the "modern world." Indeed, many will celebrate the beauty of what the hemisphere became. In the dominant view, the Americas represented an opportunity for millions of Europeans to escape the rigors and limitations of European life. Moreover, many in the United States and other parts of the Americas will celebrate what they see as the extraordinary development of an entire hemisphere which took place under the spiritual, conceptual and military leadership of Europeans from Spain, England, Holland, Portugal and France.

The hemisphere's indigenous peoples have other perspectives, however. From Alaska to Argentina, and across contemporary national boundaries, the indigenous nations and peoples are using 1992 to challenge the triumphalist definition of what occurred during the last 500 years. There have been meetings in many parts of the Americas, resulting in alternative constructions of the historical and contemporary reality in their lives, past and present. In fact, 1992 has offered a singular opportunity to the Americas' indigenous nations to confront what it means to have survived. Present-day geo-political conflicts are redefined within a vision that goes back centuries. For example, the recent, successful negotiations in El Salvador were seen by more than one participant in the process as "the first time in 500 years that we have a chance for democracy." In anticipation of the Quincentennial commemorative activities, many scholars from around the world have incorporated this perspective as they reconstruct received knowledge and interpretations of the past.

For the approximately 75 million people in the hemisphere who link their heritage to Africa and colonial plantation history, the Americas have yet to come to terms with the slave past. For example, Cuba is the only country that has produced a cinematic tradition that has depicted slavery and its influences on national culture. Because slavery was instituted by Columbus in the Caribbean, many people of African descent similarly have reservations about the nature of the 1992 activities. As Walter Rodney would have put it, Europe's underdevelopment of Africa was consolidated by the Atlantic slave trade. This trade is also described as "triangular" because the labor from one continent is used to exploit (and in many cases plunder) another one, while the revenues accrue to the third.

Thus, 1992 represents a fight for the soul of the Americas. It is a challenge to the definition of development and to received notions of which way is forward. People like Uruguayan writer, Eduardo Galeano, want to unmask the real history of the nameless survivors of a militaristic, male-dominated interpretation of reality. United States environmentalists and others will use the year to focus on the need to protect all of the species of life on the planet, but others will resist such changes and there are indications that a resurgence of biological determinism is on the rise in research. If "biology is destiny," there is no reason to reshape history or transform society, for the fate of an individual human being is predetermined before birth.

This project of the Washington Center believes that people around the country and the hemisphere are reaching for a new way of thinking. We invite the reader to struggle to find the language that does not imply judgment or hierarchy—to participate in the redefinition of newly inclusivist Americas.

Rodney, Walter. *How Europe Underdeveloped Africa*. Washington, D.C.: Howard University Press, 1981.

Galeano, Eduardo M. *Memory of Fire*. New York: Pantheon Books. A three-volume trilogy (*Genesis*, 1985; *Faces and Masks*, 1987; and *Century of the Wind*, 1988).

# Learning Community Programs in Washington - Fall 1992

Learning communities purposefully restructure the curriculum to link or cluster courses so that students find greater coherence in the courses they take, as well as increased intellectual interaction with faculty and fellow students. The following is a listing of learning communities under way this fall.

Unless otherwise indicated, the learning communities at the community colleges are being offered in college transfer "A.A." degree programs. Please be in touch with the colleges and faculty involved if you would like more information about any of these programs.

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## Eastern Washington University

Freshman Interest Groups are the predominant learning community format at Eastern. Each FIG includes a Freshman/First Year Seminar which ties together the FIG courses and also covers college study skills. This fall, FIGs include:

"The Interaction of Culture and Society" explores Indian studies, sociology and literature.

Michael Simpson/Indian studies  
Dale Lindekugel/sociology  
Don Goodwin/literature  
Simpson Lindekugel/seminar

"Who Did What and Why" includes the American experience and general psychology.

Claude Nichols/social sciences  
William Barber/psychology  
Robin Sword/seminar

"Past Achievements, Present Challenges" includes Western heritage: Origins to the 18th century and modern government in American context.

John Innes/history  
Herbert Quincy/government  
Chris Rosaaen/seminar

"Culture and Political Institutions" includes cultural anthropology and modern government in American context.

Jerry Galm/anthropology  
Janet Vinzant/government  
Chris Rosaaen/seminar

"The World Rocks in Spanish Too!" includes first year Spanish and the geological environment and humanity. The two faculty will team teach the Seminar portion of the FIG.

Perry Higman/Spanish  
James Snook/geology

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### Edmonds Community College

College transfer and developmental Team-taught linked class	“Success in Intermediate Algebra”	Jadwiga Weyant/math Clifton Chandler/study skills
Coordinated study	“Search for Balance: Ecology, Community, and Consciousness”	Dale Croes/anthropology Anne Martin/sociology
College transfer and developmental Coordinated Study	“Western Civilization and Study Skills”	Kaila Spring/study skills Eileen Soldwedel/history
College transfer and developmental Coordinated Study	“Life and Learning”	Ken Marvel/biology Penny Shively/study skills
Coordinated study	“Chemath” includes preparation for college chemistry and intermediate algebra.	Mary O’Brien/chemistry David Chalif/math
Coordinated study	“Introduction to Psychology and Film”	Dan Dootson/humanities Dick Mamolen/psychology

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### Green River Community College

Team-taught linked class	“Business, Government & Society” links intro. to law with social science.	Ken Nelson/business Steve Sisson/business
Team-taught linked class	“Commitment to Communication”	Sylvia Mantilla/English Kate Katims/speech
Team-taught linked class	“The American Environment”	Vic Aquino/English Bruce Haulman/history
Team-taught linked class	“America Since 1940”	Bruce Haulman/history Sandy Johanson/philosophy

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### Heritage College

Team-taught linked class	“World Ideas” includes world civilizations, art history, and comparative world literature.	Susan Ellis-Lopez/history Terry Mullen/art Carole Krysan/English
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### Highline Community College

Cluster	“World War II: A multidisciplinary and multicultural study of events surrounding the war”	Kay Gribble/history Charles Miles/speech Larry Blades/film studies
Team-taught linked Course	“Writing About Current Political Issues”	Davidson Dodd/political science Michael Smith/English and writing

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## North Seattle Community College

Coordinated study	“Beginnings: An Introduction to Diverse Peoples, Cultures and Values”	Jim Harnish/history Harris Haertel/geography Tom Kerns/philosophy Bruce Kochis/language and culture
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## Seattle Central Community College

Coordinated study	“Our Ways of Knowing: The African American Experience of Social Change”	Marita Dingus/art Minnie Collins/English Carl Livingston/political science
Coordinated study	“Rediscovering the Americas: 1492-1992”	Astrida Onat/anthropology David Quintero/Spanish Carl Waluconis/English
Coordinated study	“The Power of Myth: The Gods and Goddesses”	David Dawson/English Nancy Finley/psychology
Coordinated study	“The Televised Mind: Behind the Screen”	Michael Korolenko/history J.T. Stewart/English Dennis Wilbert/video Daniel Wilson/drama
Coordinated study Allied Health Program	“Health Care 2000: Community and Self”	Liz Campbell/science Martha Erwin/English
Coordinated study Allied Health Program	“Of Body and Mind”	Margaret Dickson/anatomy Viola Spencer/English Peter Beebe/psychology

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## Shoreline Community College

Developmental/English as a Second Language Team taught linked class	“Food for Thought”	Venus Deming/nutrition Katherine Maloof/ESL
Developmental team-taught linked class	“Looking Out, Looking In”	Pam Dusenberry/developmental English Laurie Kimpton-Lorence/reading
Cluster	“Thinking Green: Economics vs. Nature”	Katherine Hunt/English Tim Payne/economics Tony Barone/environmental science
Team-taught linked class	“Bringing Life to Words and Words to Life”	Don McVay/biology Alex Maxwell/English
Linked class	“Nature of Science”	Bob Harmon/ecology and oceanography Belden Durtschi/English and science
Team-taught linked class	“Civilization and Culture: Foundations of Ancient Civilizations”	Dennis Peters/English Louise Douglas/speech communication Wayne McGuire/English

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**Skagit Valley College**

Team-taught linked class	“Packaging the President”	Larry Sult/American government David Rosenfield/communications
Team-taught linked class	“WordPLAY”	Trish Barney/humanities Andy Friedlander/drama
Linked class	“The History of Literature”	Edna Kiel/humanities Pat McLatchy/history
Developmental/college transfer Cluster	“Let’s Talk”	Trish Barney/humanities Nancy Flint/study skills Linda Moore/reading Jim Richardson/speech
College transfer/developmental Team-taught linked class	“The Write Byte”	Sally Dixon/computer information systems Jill Fugate/English
Linked class	“Drawing From the Sea”	Jim Monroe/biology Greg Tate/art
Team-taught linked class	“Neighboring Nations: Northwest Indian Tribes in the Quincentenary”	Ann Reid/art Ted Maloney/ethnic studies

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**Skagit Valley College—Whidbey Campus**

Developmental team-taught linked class	“Celebrate Yourself: The ABC’s of Academic Success.”	Frank Cox/counseling Victoria Matzen/developmental education
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**Spokane Community College**

Cluster	“American Dreams: Lost and Found”	Mike Burns/literature Scott Orme/English Cecile Lycan/sociology
Developmental team-taught linked class	“Directions for Success Strategies”	Jackie McNamara/English Nan Bulish/English
Team-taught linked class	“Players and Spectators”	Pam Selby/English Virginia VanCamp/art

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**Spokane Falls Community College**

Linked class	English Composition and Wordperfect	Mark Doerr/communications Dixie Dill/business
Linked class	ESL and Intro. to Literature	Pat Nasburg/ESL Nel Hellenberg/communications
Linked class	Special Education and Interpersonal Communication	Linda Clark/special education Woody Bain/human services
Coordinated study	“A Contrast of Cultures”	Mary Hyatt/communications Jim Barrett/communications Cathy Hopkins/communications

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### South Puget Sound Community College

Linked class	English and Philosophy	Bill Swanson/English Steven Dickerson/philosophy
Linked class	Math and Physics	Doug DeStasio/math John Nett/physics

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### Tacoma Community College

Coordinated study	“American Mosaic— Voices of Multicultural America”	Stefanie Allen/reading Marlene Bosanko/English Chuck Cline/speech
Developmental coordinated study	“The Now and Future You: Gearing Up for Success”	Debbie Kinerk/English Theophilus Mungen/counseling
Developmental linked class	“Introduction to Algebra and Overcoming Math Anxiety”	Karen Clark/mathematics Diane Nason/counseling

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### The Evergreen State College-Tacoma Community College Bridge Program

Coordinated study	“The Art of Becoming Human”	Joye Hardiman/humanities Yun Yi Ho/history Beltry Johnson Ophelia Taylor-Walker/communica- tions
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### Yakima Valley College

Team-taught linked class	“Composition With a Chemical Base”	Kathy Ashworth/chemistry Elaine Smith/English
Developmental and college transfer Team-taught linked class	“Humans in Nature”	Eric Mould/biology Denny Konshak/English
Team-taught linked class	“Working and Talking together About planning for the Future”	Millie Stenehjem/speech and drama Tom Mount/career planning and counseling
Team-taught linked class	“Biology and Music Appreciation”	Judy Moore/biology Brooke Creswell/music

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### Other learning community programs in Washington:

**The Evergreen State College’s** curriculum is largely organized around 16-credit, team-taught coordinated studies programs. About 30 coordinated studies programs are offered each quarter, each one addressing interdisciplinary themes or questions. For information on this year’s programs, write The Washington Center for a current catalogue.

**The University of Washington** is offering 39 Freshman Interest Group programs this fall to around 900 entering students. Groups of 20-25 students register together for three classes that are linked together around a common theme (e.g., “The Individual and Society,” “The Global Environment”), or for preparatory coursework for a major (e.g., engineering, health sciences, architecture). In addition, each “FIG” meets once a week in a proseminar with a peer advisor. For information on the Freshman Interest Group program, contact Ken Tokuno (206) 543-5340.

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# Washington Center Workshops and Conferences 1992-93

## Other Conferences of Interest

**“Hearing Many Voices, Working as One: A Conference on Collaborative Learning.”** Keynote presenters include Parker Palmer and Lee Knefelkamp. February 19-20, 1993. Sheraton Hotel, Seattle.

### **Spring Curriculum Planning Retreats at Two Sites:**

- April 28-29 in Eastern Washington at the Bozarth Center of Gonzaga University in Spokane.
- May 13-14 in Western Washington at the University of Washington's Pack Forest near Eatonville.

### **Annual Conference of the Association of American Colleges.**

January 13-16, 1993 at the Seattle Westin Hotel. This national conference is coming to Seattle for the first time and promises to be a stimulating one. The theme: “The Discipline(s) We Need Now.” For further information call 202-387-3760.

### **American Association for Higher Education.**

Washington D.C. March 14-17, 1993. For further information, call 202-293-6440.

### **Washington Community and Technical College Humanities Association.**

Olympia. April 22-24. For further information, call Jerry Zimmerman 206-577-3450, or Terry Mirande, 509-762-5351.

### **Washington State Assessment Conference.**

Fourth Annual State of Washington Higher Education Assessment Conference. Olympia, May 6-7. For information, call 206-586-8296.

# What's Happening in Undergraduate Education in Washington State

## Learning Communities

Learning community programs continue to grow on campuses throughout Washington state. We report on the Fall '92 learning community programs in a table format, on pages 18-22 of this issue of the *News*. Do be in touch with the schools and faculty involved if you would like further information.

To the north and south of us, numbers of community colleges in British Columbia and California have also made significant progress in launching learning community programs. We'll be reporting on them in coming issues of the *News* this year.

Special Learning Community coming up: Inter-institutional coordinated studies in London! Patricia Alley, American studies, **Bellevue Community College**, Steve Hansen, humanities, **Edmonds**, and Bruce Haulman, sociology, **Green River** will be team-teaching a program called "The Beautiful and the Strange—Britain and America" in London, Spring Quarter 1993, as part of the continuing Puget Sound consortium program in London. The program will focus on popular culture, politics and theater. For more information, contact anyone of the faculty team: Alley 206-641-2049, Haulman 206-833-9111, ext. 379, Hanson 206-771-1557.



Our Washington Center Calculus Project, funded by the National Science Foundation, is now well into its second year, with two faculty workshops that took place this summer at Evergreen. Now, 19 colleges in Washington are involved with working on calculus reform. Watch for further information about this exciting work in the Winter issue of the *Washington Center News*. This photo captured Ken Plochinski, University of Washington, Dale Hoffman, Bellevue Community College, Betty Hawkins, Shoreline Community College, and Wynne Guy, Seattle University, as they explored computer applications of calculus problems in last summer's institute.



## Learning Community Awards

Congratulations to **Seattle Central** and **Tacoma** community colleges for their recent awards for model learning community programs. **Seattle Central's** "Applied Video Communications" coordinated studies program was one of two finalists in the Western region U.S. Department of Education's award for exemplary programs. **Tacoma Community College's** coordinated studies program "American Mosaic: Voices of Multicultural America," won recognition as one of 13 exemplary curriculum initiatives emphasizing multicultural themes. The American Association of Community and Junior Colleges and IBM Corporation co-sponsored the competition.

## Learning Communities and General Education

**Skagit Valley College's** executive committee approved a new general education plan this past spring. The plan, designed over two years by a team of faculty and administrators, includes the requirement that college transfer students take two learning communities which link two modes of inquiry (natural world, culture and the arts); and that associate degree in technical arts students will take one learning community. Other changes include an emphasis on both integration of skills and cultural diversity. For additional information, contact Brinton Sprague, 206-679-5333.

**Shoreline Community College's** new general education requirements include two integrated studies classes and a multicultural issues class. Outcomes assessment will play a major role in these classes. For more information, contact Diane Gould, 206-546-4741.

Meanwhile many other two- and four-year colleges in the state are just initiating general education reform discussions. Many of these processes are directly tied to the colleges' work in outcomes assessment.

## Faculty Exchanges

Fall faculty exchanges will take Evergreen faculty members Setsuko Tsutsumi, Japanese language and culture, and Dean Olson, management, to North Seattle Community College. In exchange, Rita Smilstein, English, of North Seattle Community College will spend the year at Evergreen in the Master in Teaching Program. Historian Yun Yi Ho, Tacoma Community College, will be on exchange to Evergreen and teaching in the Bridge program at the TESC-Tacoma Campus.

## Washington Center Evaluation Committee News

Most of the colleges with learning communities in Washington have representatives on the Washington Center's Evaluation Committee. For six years, this expanding group of faculty and administrators—about 40 people now—has been learning about and experimenting with various assessment approaches in collaborative teaching and learning environments. The group has not only explored learning community outcomes, but has also been developing and sharing ways to improve ongoing teaching in these programs (reported in the Fall 1991 issue of the *News*). The evaluation committee decided this past year to begin work on disseminating some of these approaches, and has divided into three working subcommittees.

One group has taken their longstanding interest in student self-evaluation to write a book together on the subject. It will appear next summer as one of Jossey Bass's *New Directions in Teaching and Learning* series. The writing group includes Marie Eaton, Western Washington University, Steve Hunter and Rita Pougiales, The Evergreen State College, Edith Kusnic and Mary Lou Finley, Antioch-Seattle, Richard Haswell, Washington State University, Bill Moore, State Board for Technical and Community College Education, Carl Waluconis, Seattle Central Community College and Jean MacGregor, Washington Center.

A second group is writing case studies as an approach to assessing and improving practice in collaborative learning. Cases under development will be useful in staff development settings. They involve issues about students, curriculum and faculty in team-teaching settings, and will be circulated for field testing on campuses this fall. Case writers include Bonnie Casey, South Seattle Community College, Rochelle dela Cruz and Carl Waluconis, Seattle Central Community College, Dan Jacoby, University of Washington-Bothell, Don Johnson, South Puget Sound Community College, Barbara Moburg, Skagit Valley College-Whidbey Campus, Dwight Oberholtzer, Pacific Lutheran University, Ed Reynolds, Spokane Falls Community College and Barbara Leigh Smith, Washington Center.

A third group of evaluation committee members has begun work on a comprehensive handbook for assessment in collaborative learning environments. It will assemble many of the approaches in use around the state. About 20 people are involved with this writing effort, led by Jean MacGregor. We hope to have a first draft ready for testing in about a year.

## Washington Center Seed Grant Awards for 1992-93

Each year, we award small seed grants for model boundary-crossing initiatives to improve teaching and curriculum. The project awards for this year are:

**Centralia College - East County Center:** \$3,000 to initiate paired course learning communities with part-time faculty. Project director: April Doolittle.

**Gonzaga University:** \$1415 to develop a course cluster learning community to enhance a new women's studies program. Project directors: Rose Mary Volbrecht and Mary Jo Bona.

**Heritage College:** \$2957 to plan, implement and evaluate a faculty development program for English faculty members, in the use of computers in teaching writing to a diverse adult student population. Project director: Mary James.

**Pierce College:** \$3000 to launch a learning community at the developmental level, linking English composition with algebra. Project directors: Linda Strever and Diane Downie.

**Walla Walla Community College:** \$3000 to initiate a learning community at the developmental level linking mathematics and reading. Project director: Judith Krein.

The deadline for seed grant applications for the 1993-94 year will be mid-February, 1993. Contact the Washington Center to receive guidelines and the call for seed grant proposals.

## Other Grants and Projects around Washington

**Western Washington University** has received an exciting National Endowment for the Humanities grant to present a series of activities relating to the Columbus Quincentennial throughout the coming year. The program "has been constructed to make available to the people of the Northwest some of the best scholarship and literature on European exploration and expansion and the subsequent cultural and social impact on both European and American peoples. The project began with an adult reading program last spring in cooperation with the Bellingham Public Library. It continues throughout this year with a public lecture series, a lunchtime discussion series focusing on contemporary Indian issues. Both will bring to Western leading Columbus scholars as well as Native American scholars and writers. For further information and a full listing of the project schedule, contact: Elizabeth Mancke, Department of History: 206-676-2939.

Western also has received a grant from the National Science Foundation to present seven week-long summer workshops for community college faculty. These programs will provide faculty members with disciplinary updates, in physics, chemistry, mathematics, geology, computer science, biology and environmental science. Fifteen to 20 faculty will be involved in each workshop. The first workshop, focusing on chemistry, took place this past summer. For further information contact Cal Matthews at Western, 206-676-6891.



Frank Garratt, Tacoma Community College, and Pat Alley and Ed Dolan, Bellevue Community College rotated off our Washington Center planning committee this spring. Many thanks to them for six terrific years of service!

The following Washington community colleges have received Title III money from the U.S. Department of Education: **Centralia, Columbia Basin, Grays Harbor, Highline, North Seattle, Northwest Indian College, Pierce, Skagit, South Seattle, and Walla Walla.** These programs focus on instructional program enhancement, alternative teaching and learning approaches, distance learning, developmental education and minority student success. We hope these institutions will host a conference to share their approaches and ideas with other colleges in the state!

**Central Washington University's** Women's Studies Program received a faculty development grant for planning interdisciplinary learning communities. Bobby Cummings, English, and Christine Sutphin, English and Women's Studies Director, have led this effort to develop new curricular approaches for integrating material about diversity, cultural pluralism, race and gender in existing courses at Central Washington. For further information, contact Christine Sutphin, 509-962-6950.

**North Seattle Community College** reports they are using federal Carl Perkins funds to develop coordinated studies programs as vehicles for general education in vocational programs. Learning communities will address relevant workplace issues such as health and environment, history and sociology of labor, multiculturalism and diversity on the job, communication, economics of work and life-long learning. North Seattle hopes instructional strategies that include small group work and "seminaring" will model team-work approaches that are becoming so important in the workplace. For more information, contact Carla Ware, 206-527-3747.

**Olympic College** recently hosted a successful College Writer's Conference attended by 150 Puget Sound writers. It was so successful, in fact, that a second conference is already being planning for June 1993. For further information contact Lee Brock, 206-478-4866.

## **New Faculty Institute**

In early September, **Western Washington University** and the **State Board for Technical and Community College Education** co-sponsored the Second Annual Institute for New Community College Faculty. Located at Central Washington University, the Institute attracted about 135 new faculty. Twenty-five sessions explored a range of topics on teaching and learning, cultural pluralism and community college history. For additional information, contact Cal Matthews, 206-676-6891.

## **Seattle University/ Matteo Ricci College Continues High School Relationships**

**Matteo Ricci College at Seattle University** continues to develop partnerships with Seattle-area Catholic high schools. In June the partnership collaborated on a writing skills workshop for faculty from Matteo Ricci and the following high schools: Blanchet, Eastside Catholic, Kennedy, O'Dea and Seattle Prep. In May, the consortium's annual Social Justice Issues Forum examined "American Government and Public Cynicism." This annual day-long conference drew 120 students and faculty from Kennedy and O'Dea high schools, Seattle Prep and Matteo Ricci at Seattle University. For information, contact Bernard Steckler (206) 296-5405.



The Evergreen-Tacoma Community College Bridge Program was recently featured in a national teleconference on exemplary programs for serving adult students of color. Standing are faculty members Ophelia Taylor-Walker (TCC) and Betsy Diffendal (Evergreen); seated are Joseph Smith, Maryjo Fletcher, and John Lee. (Photo: Dan Small, TCC).

# Mailing List

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Send to The Washington Center, L 2211, The Evergreen State College, Olympia, WA 98505, or call (206) 866-6000, Ext. 6606.

## Washington Center Planning Committee

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### North Seattle Community

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### Seattle University: Bernard

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## The Washington Center for Improving the Quality of Undergraduate Education

■ Established in 1985 at Evergreen as an inter-institutional consortium, the Center focuses on low-cost, high-yield approaches to educational reform, emphasizing better utilization and sharing of existing resources through inter-institutional collaboration.

Established with funding from the Exxon and Ford Foundations, the Center is now supported by the Washington State Legislature.

■ Includes 43 participating institutions: all of the state's public four-year institutions and community colleges, and nine independent colleges.

■ Supports and coordinates inter-institutional faculty exchanges, the development of interdisciplinary "learning community" programs, conferences, seminars and technical assistance on effective approaches to teaching and learning.



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