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Reflections on the Washington Center/University of Washington Cultural Pluralism Project

For the past three years, 26 campuses in Washington have been engaged in significant dialogue and work related to new general education curricula and cultural pluralism. Their efforts comprise a statewide Cultural Pluralism Project, collaboratively led by the Washington Center and the

University of Washington's department of American ethnic studies. The Ford Foundation provided two generous grants for this effort, one of several major consortial projects funded by Ford as part of its national diversity initiative. This issue of the Washington Center *NEWS* reports on the

project design and results.

Washington has sustained a unique statewide commitment to diversity over the past seven years. In 1987, the Washington State Master Plan for Higher Education established goals for minority student participation and made recommendations to increase minority

Continued next page

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, Whitworth College, Yakima Valley Community College.

Reflections

from front page

participation in the state's public colleges and universities. In 1989, the State Board for Community and Technical Colleges, in partnership with the Washington Center, launched a Minority Student Success initiative in the community college system. One-and-a-half million dollars in State Board funds were earmarked for minority student recruitment and retention efforts on campuses, an earmark that has been in place ever since. Of the state's 27 community colleges, 23 volunteered to join a Washington Center-led effort to engage more deeply in campuswide planning for minority student success. At a series of retreats held over two years, campus leadership teams assessed progress and problems with success for students of color on their campuses, and developed specific plans and strategies for building minority student recruitment and retention.

As the project ended, what we heard from virtually every campus in the Minority Student Success project was a strong interest in curriculum development work and in professional development opportunities for faculty members, focusing on the scholarship of American people of color. Clearly, the next step was a faculty and curriculum-based initiative. We were fortunate to have at one of our consortium institutions, the University of Washington, Johnella Butler, a national leader in ethnic studies and women's studies, and an experienced leader of institutes on curriculum transformation. Butler had been a key resource to the Minority Student Success project. We began planning a joint project.

As we designed a cultural pluralism initiative focusing on faculty and the curriculum, we drew several lessons from the Minority Student Success project, and from what was then six years of

consortial work with campuses in Washington.

1. If cultural pluralism work is to be successful, teams and new organizational strategies must be built. Strategies are needed to bring key faculty, administrators and student services staff together around common goals.

2. Curricular content, pedagogical approaches, and organizational change are intertwined. Initiatives are strengthened by addressing all three.

3. Complex projects need sustained focus. Too often on college campuses, there is diffusion of purpose, fragmentation of responsibility, and a lack of sustained focus, especially with complex, long-term issues.

4. Change in any organization is slow, developmental, and full of important lessons along the way. Campuses which make progress often set realistic, sequenced goals, and then invest significant time in examining both accomplishments and problems before moving to the next steps.

5. Long-term solutions must include locally-designed ways of using existing resources. Grant funding only provides seed money to get started; sustainable programs require a redeployment of existing resources.

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

7. Many local resources and models could be profitably shared among institutions, but there needs to be a vehicle (like the Washington Center) to put campuses and people in touch with each other.

Our project goals were fourfold. First, each participating college would develop a point of view about cultural pluralism and general education. We did not presume that the colleges would reach one universal point of view about content, pedagogy, or curriculum requirements. Rather, we expected

that campuses would engage in a process of clarifying their understanding of the role cultural pluralism should play in the general education of their students. Second, this point of view would become manifest in the curriculum in terms of new and reshaped courses. Third, the project would facilitate a process of reflection, planning, communication, and action to support the first two goals. Finally, an interinstitutional support system in Washington would be strengthened, so that approaches, expertise, and other resources would regularly be shared.

To achieve these goals, we designed a sequence of activities to immerse campus teams in planning, learning and shaping a more diverse general education curriculum (see figure 1, page 6). Each participating campus created a planning team to begin exploring curricular issues related to cultural pluralism, and designated a seven-person Institute team to attend a residential summer Institute. Planning meetings and seminars prior to the Institute were designed to set in motion conversations about cultural pluralism and the curriculum. In the summer, campus teams made up of five faculty members, a senior academic administrator and a multicultural student services staff member attended an intensive ten-day Institute at The Evergreen State College. During the year following the Institute, campus teams received seed grants for mini-conferences and other follow-up activities on their campuses that would extend the experience to others and strengthen campus commitment to a more diverse general education curriculum. The next summer, campus teams returned to Evergreen for a two-day reunion to renew friendships and continue dialogues, to share and reflect on new work and to plan next steps.

In just a little over three years, an impressive body of curricular

work and faculty development has emerged from the 26 campuses (see map, page 7) participating in the project. More than 350 people have been involved centrally in the project, either as members of the summer institute teams or of the campus planning teams. This issue of the *NEWS* reports on and takes stock of the project and its results. Project co-director Johnnella Butler outlines her vision for a "transformative curriculum" that would develop in students "the intellectual and practical skills necessary to negotiate an increasingly complex world toward the ends of bettering humankind and its world." Betty Schmitz, the senior project associate and now director of the Curriculum Transformation Project at the University of Washington, describes the design of the summer institutes and the resulting impact on campuses in Washington state. The unique elements of the project's approach are highlighted by the project evaluator, Beverly Guy-Sheftall, director of the Women's Research Center at Spelman College in Atlanta. Also featured are glimpses of our annual conference in January, "Difficult Dialogues toward the Common Good," and some insights from the kibitzers we invited to look on and offer advice.

While this initiative formally ends this spring, the Washington Center's involvement with cultural pluralism will continue. We plan to spend the coming year in dialogue with our participating campuses, to more fully take stock of our progress and to plan the next chapters of this vitally important work.

New Director of the Washington Center, Jeanine Elliott



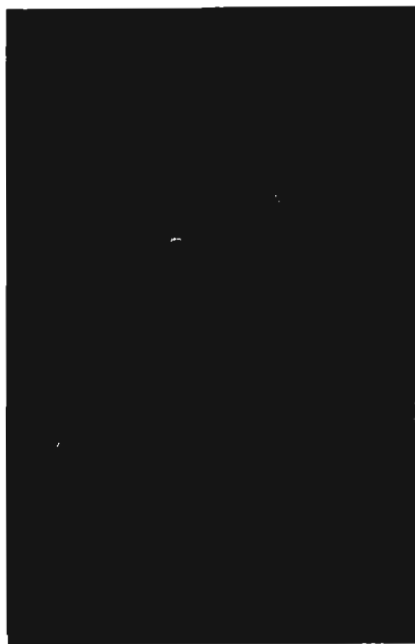
Jeanine Elliott chosen as the Washington Center's new director

We are delighted to welcome Jeanine Elliott as the new director of the Washington Center. Jeanine will arrive at the Center September 1, 1995, and will co-direct the Center with Jean MacGregor for a year. Jeanine joins us from the Great Lakes Colleges Association, a consortium of selective, liberal arts colleges. Since 1991, she has been vice president of the GLCA, where she planned and implemented numerous faculty development programs, and directed and expanded the GLCA Course Design and Teaching Workshop, a collaboratively

designed annual summer event which became the model for a Ford Foundation-funded cultural diversity curriculum and faculty development project. As women's studies coordinator and program officer for the GLCA from 1987-1990, Jeanine coordinated multicultural programs in admissions, faculty development, and curriculum development, and organized a multicultural affairs standing committee. Prior to these experiences, Jeanine was a faculty member in women's studies for 13 years at Stephens College. While at Stephens, she also directed a FIPSE curriculum project, served as women's studies coordinator, and directed a program of student volunteer community service. Jeanine holds a Ph.D. in higher education and women's studies from the Union Institute, and an A.B. in English literature from the University of Illinois.

Difficult Dialogues toward the Common Good

Johnnella E. Butler



Johnnella Butler delivered the keynote address, "Difficult Dialogues toward the Common Good," to over 600 people attending the 1995 Washington Center cultural pluralism conference. (Photo: Steve Davis)

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I was honored to address the Washington Center conference this past January and am pleased to publish in this issue of the Washington Center *NEWS* the major points of my presentation. The conference gave me an opportunity to say a few final words in the context of the Cultural Pluralism Project to colleagues who participated in the statewide cultural pluralism project and to colleagues who are involved in efforts with similar goals across the nation.

We need to reinforce constantly in each other and in our institutions ways to overcome the difficulty of engaging in reasoned national, regional, local, and institutional debate and discussion about the need for a curriculum from K-12 through higher education. That curriculum should have two major goals: first, to relate accurate, meaningful content; and second, to develop in students the intellectual and practical skills necessary to negotiate an increasingly complex world toward the ends of bettering humankind and its world.

There are at least five necessary components of a curriculum in higher education that meets the needs of all our students in a world in which culture changes rapidly and which daily calls upon us to engage people and situations which are unfamiliar and at times threatening to our very sense of self. I prefer to call such a curriculum "transformative." The transformative curriculum 1) encompasses the goals of recognizing and building on the diversities and differences and similarities within our U.S. American cultures; 2) is student-centered. It is based on a pedagogy that builds on the familiar the student brings to a subject matter, and guides that student to the understanding of the unfamiliar; and 3) is generative. It is structured and taught so that content and pedagogy interact to encourage the generation of "ideas, values, concepts, and hopes, as well as the obstacles which impede as well as initiate and accelerate full humanization."¹ Students through education then become transformed from objects to active subjects. They BE.

Component #1: Context of a relational, cooperative pluralism. The transformed curriculum has as its context the following definition of cultural pluralism that is relational and cooperative:²

a state of equal coexistence and cooperation in mutually supportive relationships within the boundaries or framework of one nation of people of various ethnicities, gender and sexual identities, class identities, ages, physical abilities with significantly different patterns of belief, color, and in many cases with different languages. A unifying stated goal is to seek the unity within the diversity, to seek both synthesis and the engagement of generative tensions. Each person must be aware of and secure in his/her own identity, and be willing to extend to the other the same respect and rights that he/she expects to enjoy.

This conceptualization of cultural pluralism and its enactment is based on a shared sense of human connection. Questions of extreme disagreement and conflict would have this shared sense as a context for political resolution or for continued debate and discussion. It insists that ways be sought continually to accommodate minority rights and beliefs, similarly to what law professor Lani Guinier argues. It would provide a safeguard so that majority rule could never function oppressively for the minority.

Component # 2: Encouragement of understanding of and security in racial and ethnic identity. The transformed curriculum in its general education core and in its major (whether disciplinary or interdisciplinary study), encourages the study of identities and the understanding of the historical, sociological, aesthetic, and scientific manifestations of interactions among identities. In the United States, because of our peculiar racial and ethnic history, race and racism intersect all other identities. A socially and politically constructed category based on skin color and phenotype maintains hierarchical

power relationships among peoples economically, socially, culturally, and politically.

Race and ethnicity also indicate history, family heritage, and an individual sense of place from which individuals begin TO BE. Education should support a secure sense of students' racial and ethnic identities, for they are related to and shape other identities personally and politically.

Component # 3: The mode of transformation that simultaneously seeks the interplay between unity and diversity and the unity within diversity. The mode of transformation is the philosophical and psychological context for living. The mode practices both binary, dialogic thinking (synthesis) that is abstract and individualistic, and generative thinking (working through and off of conflict and tensions that cannot be easily or ever resolved, as well as constantly seeking synthesis when possible). It emphasizes the relationship of the individual to the community, while simultaneously maintaining individual identity. It is easily expressed through the West African proverb, "I am because we are. We are because I am," or I AM WE.

Component # 4: The humanities and the arts as central to the social sciences, sciences. In vocational, technological education as well as liberal and professional education, the meaning of life and ways to express that meaning and our feelings about it are key to full, generative, human development in order to negotiate the world in ways beneficial both to self and to others. Paradigms, lessons, ways of thinking, and purposes from the humanities are central to help shape the goals, objectives, research and methodological processes of the social sciences and the sciences. In addition, they are central to the vocational and technological curricula to insure well-informed students whose creativity is fully tapped.

Component # 5: Removal of the European norm; a multiple-centered, matrix-like approach to name the world through our various aesthetics and values.

"What's wrong with the West?" is not the question. Rather, what do the West, Asia, Africa, Latin America, various racial, ethnic, class, gender, etc., identities have to teach us? What distortions and omissions must be corrected to give us accurate content that reflects the closest approximation of the truth and that allows our students to build on firm, truthful understandings of our past? National and international perspectives must be explored separately and comparatively. Ethnic studies and women's studies in particular, and various other area studies, demand a rethinking of the disciplines and their structures in order to reveal ways of teaching, researching, and writing scholarship that is multiple-centered, revealing connections and conflicts to be approached generatively.

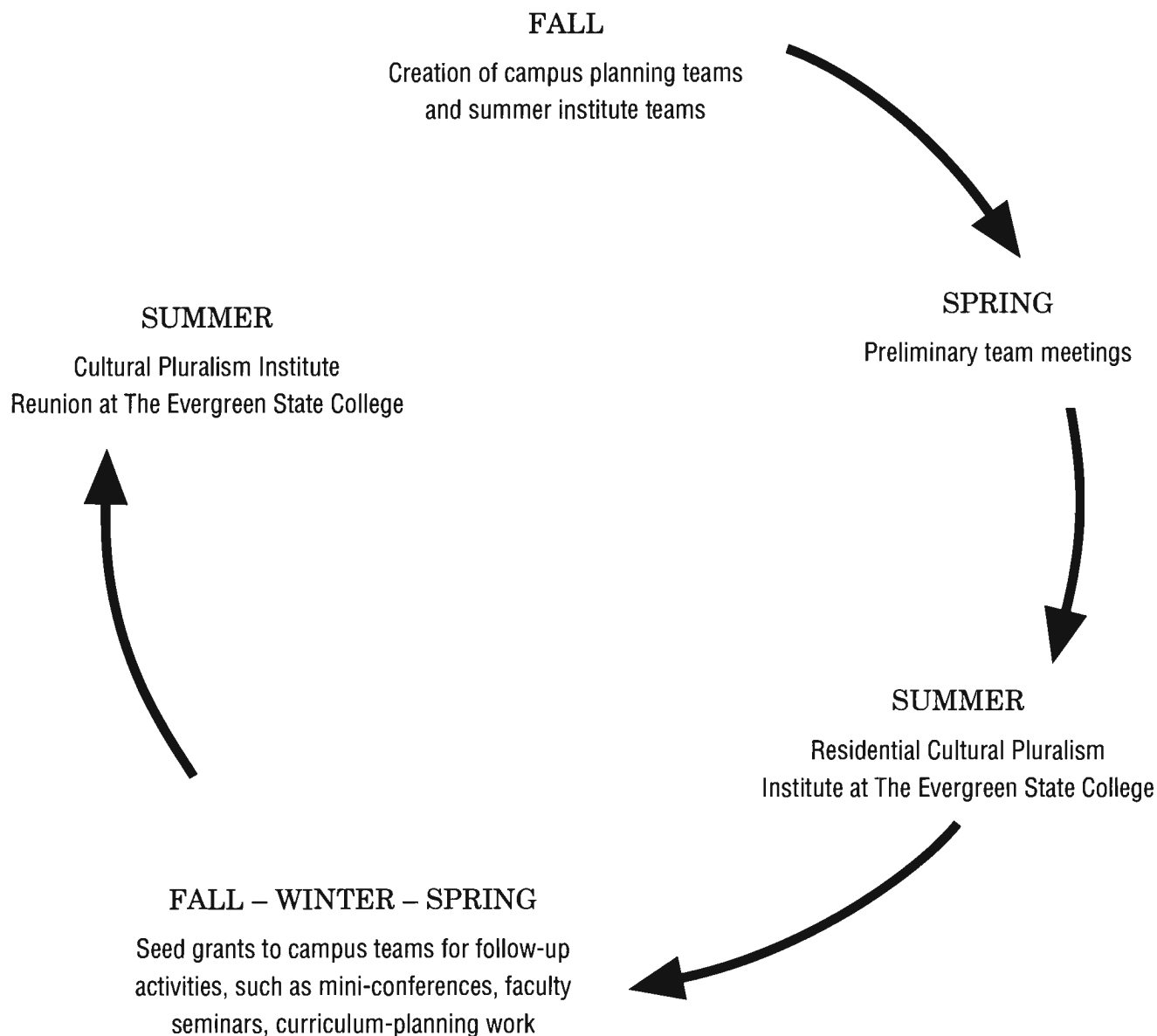
The Commitment to the Dialogue. The task of creating this curriculum is large. It extends well beyond our lifetimes. The challenge to work collaboratively is complicated by our personal and group histories, our beliefs, our likes and dislikes. Most of all I think, it is complicated by our constant awareness of our mortality. We want to live enjoyable lives. This task, that is so necessary for our children's futures, demands that we think of others as well as ourselves. It demands sacrifice. It means we cannot always be the leaders. It means we must learn from others, often whom we have been taught to despise.

Nonetheless, as the African-American spiritual reminds us, **THERE' NO HIDING PLACE DOWN HERE.** We must make sure that our institutions, our ways of teaching, and how we teach guide our students to be subjects, not objects, and help them to seek the connections among themselves and the world in order to construct humane, shared, productive ways of being and doing. Then, to paraphrase Langston Hughes, our souls will grow deep together, like the river.

¹ Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Seabury Press.

² This definition builds upon but significantly modifies one offered by Hazard, Rivlin, and Stent (1973, p. 14) in *Cultural Pluralism in Education: A Mandate for Change*.

Figure 1. Cycle of Activities for Campus Teams Involved in the Washington Center/University of Washington Cultural Pluralism Project



Campuses participating in the Washington Center/University of Washington Cultural Pluralism Project



◆ Additional Seattle area campuses participating in the Washington Center/University of Washington Cultural Pluralism Project include

- ◆ **University of Washington**
- ◆ **University of Washington-Bothell**
- ◆ **Seattle Central Community College**
- ◆ **Antioch University**
- ◆ **Seattle University**

“Mean Spirit. . . NOT”: Lessons Learned from the Cultural Pluralism Project¹

By Betty Schmitz

Inspired by reading Linda Hogan’s *Mean Spirit* in the American Indian focus group at the 1992 Cultural Pluralism Institute, members of the Tacoma Community College team created the motto “Mean Spirit . . . NOT” to guide their campus diversity efforts. Kathryn Shanley’s (Cornell University) teaching of this text combined an analysis of the harsh realities of the disenfranchisement of Indians from their land base with the presentation of a world view about how to create boundaries for peoples to live together peaceably in “a world grown kinder to her little ones.”²

Implicit in the challenge of teaching cultural pluralism is both an examination of historical and contemporary patterns of exclusion in our society and an analysis of frameworks that can unite groups historically defined by difference. The joint Washington Center/University of Washington Cultural Pluralism Project assumed that undergraduate education must prepare students to understand the roots of difference in U.S. society and contemporary struggles for justice in order to create more equitable structures of governance and social policy. This reshaping of the content and pedagogy of undergraduate curriculum is contested terrain. Each campus team participating in the project faced the challenge of creating curricula to address these goals.



This article discusses how well the campuses met the challenge and how they developed change processes that built on connection and inclusion rather than fragmentation and exclusion. As part of my work as Senior Associate for the Cultural Pluralism Project, I conducted final site visits at most of the campuses.³ What heartened me during these visits was the significant amount of work that had been done on each campus, the intense commitment of the individuals involved in the project teams, and the general knowledge on campus about the project and its goals. Over and above measurable results in course development, curriculum change and student satisfaction with their learning, and in the face of significant barriers to change, the projects changed the level of understanding on the campuses of what it means to build an institution that respects and reflects diversity.

Project Features

The collaboration between the Washington Center for Improving the Quality of Undergraduate Education and the University of Washington’s Department of American Ethnic Studies under the leadership of Johnella Butler resulted in a unique design for the Cultural Pluralism Project. This collaboration linked strengths in institutional planning, collaborative learning and assessment of the Washington Center with the content and pedagogical base of American ethnic studies and women’s studies and pioneering work in curriculum transformation at the University of Washington, in particular the “Different Voices” Institute.⁴ The project model, then, could be identified as a curriculum transformation project embedded in an institutional

change framework.

My previous work in curriculum transformation had taught me the value of whole campus efforts in which people learn to think both **institutionally** and **inclusively**.⁵ Curriculum transformation needs to be seen as central to the recruitment and retention of students and faculty of color and as a means to improve the undergraduate curriculum and campus climate for all students. A unified set of goals among units on campus becomes a way to consolidate resources and energies devoted to improving education. When the visions and concerns of various constituencies on campus are taken into account, these efforts have a better chance for long-term success.

As project evaluator Beverly Guy-Sheftall points out, the project employed a systemic approach to change, including a year of planning and assessment of needs prior to an intensive summer Institute and a follow-up year to implement dissemination activities [see figure 1, page 6]. Each campus created a planning team to assess previous work on diversity initiatives on the campus and bring these to bear on planning for infusion of cultural pluralism into general education curriculum. This assessment allowed campus planners to select individuals for the Institute team, which consisted of seven people: five faculty members, a senior academic administrator and a professional staff member in multicultural student services. This configuration included people with responsibility for curriculum development, those with knowledge of student needs and institutional barriers to their success, and those with the leadership positions and resources necessary to implement plans. To assist

teams in planning, the institutes included a workshop on institutional change theory and practice, case studies of change, and an experienced facilitator to work with each team. Team discussions of curriculum change centered on these questions: 1) how to define the intellectual content and pedagogical approaches of the curriculum, 2) what form the curriculum might take, and 3) how to implement proposed project activities, especially faculty preparation to teach new courses and curricula. Each team developed a plan to present to the campus upon their return in the fall.

An important feature of the summer institutes each year was the intense focus on studying the history, literature and experiences of American ethnic groups of color and caucasians. [see insert, page 9] Plenary sessions employed a comparative, relational approach to teaching U.S. pluralism, as described by Johnnella Butler in this issue of the *NEWS*. This approach is based in conceptual frameworks for community that emerge simultaneously from differing world views of racial/ethnic groups co-existing within the United States and from historical and contemporary struggles for justice and democracy. Some of the plenary themes developed by Butler and the core teaching faculty of the Institute [see insert, page 10] were:

The Social Construction of Race and Ethnicity. Exploration of the intersections of race, ethnicity, gender, class and sexual identity, particularly as they relate to self and community definition and political identity.

Deconstructing Ways of Viewing Race: Legal Histories (Part I: American Indian Legal History, African American Legal History; Part II: Asian American Legal History, Chicano/Latino Legal History). Comparison of group struggles for rights and inclusion, conditions for "entering" the United States, differing patterns of containment (genocide, removal, slavery, exclusion laws, language eradication) and resistance.

Double Consciousness and Identity. Ways in which people of color and caucasians have experienced and responded to assimilation



Johnnella Butler joined Antioch University faculty and staff for a day of conversation, study and renewal at Antioch's cultural pluralism symposium winter term '95. (Photo: Antioch University - Seattle)

Outstanding Features of the Cultural Pluralism Project

Beverly Guy-Sheftall, Anna Julia Cooper Professor of Women's Studies at Spelman College, served as the external evaluator for the Washington Center/University of Washington Cultural Pluralism Project. In her final report to the Ford Foundation, she highlighted features she found outstanding in this project. Here are excerpts:

A broad range of distinguished people of color in major roles—project directors, Institute faculty, consultants. In many diversity projects, people of color are peripheral, marginal, the objects of study (read about), and minimal efforts are made to include them in important roles.

An application process which ensured diversity among participating institutions (with respect to types of institutions, nature of institutional cultures, and previous level of involvement in curriculum reform), and high-quality, committed participants.

Clear set of attainable goals and objectives at the outset of the project which were articulated to participants and reevaluated during the project.

A requirement that key administrators be an integral part of the project on each campus, attend the summer Institute and participate actively.

Extensive involvement of project staff with participating institutions through site visits and the summer institutes.

Knowledgeable Institute faculty with long histories of commitment to cultural diversity as well as firsthand knowledge of the experiences particular racial/ethnic groups have had in this country and in their country of origin.

Numerous opportunities for participants to interact formally and informally with many persons across campuses, points of view, disciplinary perspectives and ethnic backgrounds.

Summer Institute Faculty

Maria De Lourdes Argüelles, Gender & Feminist Studies, Chicano/Latino Studies, MacArthur Chair in Women's Studies, Pitzer College (1994)

Willard Bill, Associate Dean, Social Science & Business, North Seattle Community College (1992)

Johnella Butler, Professor, Department of American Ethnic Studies, University of Washington (1992, 1993, 1994)

Pedro Caban, Chair, Puerto Rican and Hispanic Caribbean Studies, Rutgers University (1993)

José Z. Calderón, Sociology/Chicano Studies, Pitzer College (1994)

Louis LaBombard, Anthropology, Sociology, and Ethnic Studies, Skagit Valley College-Whidbey Campus (1993, 1994)

Jean MacGregor, Interim Director, The Washington Center (1993, 1994)

Gail Nomura, Program in American Culture and the Residential College, The University of Michigan (1992, 1993, 1994)

Cedrick Page, Associate Director for Minority Affairs and Academic Programs, Washington Higher Education Coordinating Board (1992, 1993, 1994)

Elizabeth Salas, Assistant Professor, Chicano Studies Program, American Ethnic Studies, University of Washington (1992)

Fredrico Sanchez, Professor of History, California State University-Long Beach (1993)

Betty Schmitz, Director, Curriculum Transformation Project, Office of Undergraduate Education, The University of Washington (1992, 1993, 1994)

David Schoem, Assistant Dean for Undergraduate Education, College of Literature, Science and the Arts; Lecturer, Sociology, The University of Michigan (1992, 1993, 1994)

Kathryn Shanley, Department of English, Cornell University (1992, 1993, 1994)

Barbara Leigh Smith, Institute Co-Director, Academic Vice President and Provost, The Evergreen State College (1992, 1993, 1994)

Steve Sumida, Department of English Language and Literature/American Culture, The University of Michigan (1992, 1993, 1994)

John Walter, Professor, Department of American Ethnic Studies, University of Washington (1992, 1993, 1994)

Luis Yglesias, Director, University Studies in Humanities, Brandeis University (1992)

and Americanization, internalization of "others" connected to race and ethnicity, development of personal and community identities, historical (Dubois' theory of double consciousness) and contemporary (*mestizaje*, Gloria Anzaldúa's "borderlands") metaphors to describe multiplicity of identities.

European American Ethnicity and Multiculturalism. European American history and experience of "conquering," immigration, assimilation; differing immigration patterns; case studies of Irish and Jewish

immigrants; White ethnics' place in multiculturalism; exploration of power and privilege in relation to contemporary social justice movements.

New Frameworks: U.S. People of Color and U.S. Ideals. Identification of various stories that shape what we mean by "America," recognizing that different cultural groups belong, have always belonged, to America in ways that are much more profound than simply as groups that have gained rights to citizenship.

Frameworks for a positive, productive context for the exploration of communality, conflict and shared values necessary to a new, inclusive U.S. national identity.

The ability to do comparative work, however, depends on knowledge of the research and writing about different American ethnic groups of color. The institutes included focus groups on African Americans, American Indians, Asian Americans, and Chicano and Latino/as. Participants each selected a group (or two groups in the 1993 Institute) to study in more depth; this study included history, writings, world view and paradigms guiding research and teaching.⁶

Another feature of this project was the central role given to scholars of color. As Guy-Sheftall notes, project planners recognized the importance of including distinguished people of color in major roles during all phases of the project. Their presence underscored in practice what was implicit in the project's philosophy: members of racial/ethnic groups are authorities on their experiences and their world views are valid sources of knowledge. Faculty were chosen as teachers for the Institute because of their knowledge of comparative American ethnic studies and curriculum transformation. The majority of the campus facilitators were also people of color and the presence of minority student affairs leaders on teams resulted in a critical mass of people of color in leadership roles at each Institute. "A very special aspect of this project is the opportunity for participants to interact formally and informally with many persons from a variety of racial/ethnic backgrounds; in other words, the heterogeneity of the participants makes this project unique," reports Guy-Sheftall.

Finally, the Institute recognized the importance of engaging tensions head-on. Sometimes differences in intellectual training and personal world views resulted in clashes, arguments, and requests for changes in the schedule to accommodate "difficult dialogues." Because these tensions were viewed as part of the learning process, they were not shut off, but rather worked through. For example, a plenary session was



Johnnella Butler (University of Washington), Betty Schmitz (University of Washington), Louis LaBombard (Skagit Valley Community College), Millie Russell (University of Washington) and Willie Parson (The Evergreen State College) lead a faculty inservice workshop at Big Bend Community College. (Photo: Big Bend Community College)

reorganized into an "open mike" format and a special session was created and run by participants to address controversial topics. These sessions demonstrated that "community" must be forged by acknowledging the depths of difference and not by avoiding or skirting the issues.

Impact of the Institute

Reflecting back at Institute reunions after a year of implementation and during site visits, team members cited aspects of the Institute that had been especially useful in guiding campus-based activities. The Institute experience helped individuals gain new information and networks of support for their work in cultural pluralism. It served to develop a sense of shared values among team members that helped them continue their activities upon their return to campus. They went back to campus not just more knowledgeable about the field of study but with a sense of connectedness and shared purpose. As one participant stated: "I came back with both a language to use and support to address issues on campus."

There had been adequate time and guidance at the Institute to develop a plan to disseminate their learning to colleagues and engage the campus in considering curricular change. The size and composition of teams enabled them to carry their plan forward. Getting to know one another on a personal level through

social activities and shared living quarters in the Evergreen residence halls was critical. Most teams recognized that, although they could not replicate the intensity of the experience on their home campuses, it was essential to find ways to engage the campus in sustained, substantive dialogue among diverse campus constituencies.

Project Results

The project aimed to assist campuses to develop a point of view on cultural diversity consistent with their historical mission and current institutional priorities. It also sought to encourage significant curriculum change on each campus.

Point of view. Because of state mandates, all of the institutions in the Cultural Pluralism Project included references to diversity in their mission statements; in practice, however, on many campuses, confusions and even struggles existed over who is included in the definition of diversity. The point of view put forward in the institutes underscored the historical emphases in multiculturalism on race and ethnicity. The Institute curriculum, however, stressed the importance of studying diversity by race, class, gender, religion, sexual orientation and other identity constructs within each racial/ethnic group. Johnnella Butler's metaphor of the "matrix" to describe the multiplicity of personal and group identity presents a

framework for conceptualizing inclusivity. Within a matrix, identities are enmeshed, but it is also possible to foreground aspects of self and group affiliation without losing the picture of the whole and the interconnections of the parts. The importance of the matrix concept is its emphasis on inclusive definitions that are not fragmented or divisive.

Project leaders took two different approaches to framing a point of view on cultural diversity: development of a broad philosophical statement about diversity that would cover a wide range of programs and curricula; and development of specific student learning outcomes that represented consensus among faculty about what is most important for students at their institution to know. University of Washington-Bothell developed the following broad statement on diversity:

At the Bothell campus, cultural diversity is an integral part of all aspects of the curriculum. The present construction of the curriculum allows all students to have significant exposure to diversity issues, regardless of their selection of courses. The issues include racism, values clarification, ethnic and gender studies, comparative cultural studies and human rights.

At Seattle University, the faculty development program for the core curriculum focuses on the four major groups of color and European Americans. At the same time, the overall campus definition of diversity remains generalized and continues to evolve. By linking the faculty development program with other campus activities, including programming by the women's center, gay and lesbian students, and international students, program planners explore the multiple identities within each group. The late Trish Wismer, team member, phrased the goal of diversity simply as "to promote the full humanity of those voices which have been marginalized."

As an example of the outcomes-focused approach, project leaders at Shoreline Community College, which has had an Intra-American Studies Program since 1972, found it essential to build a common language

North Seattle Community College 1994 Multicultural Course Requirements

Since fall 1994, A.A. degree requirements at NSCC have included five credits of multicultural study in American Cultures. Courses meeting the multicultural studies requirement for the AA degree must address the following general education learning outcomes:

Demonstrate ability to deal constructively with information, ideas, and emotions associated with issues of diversity and conflict, including culture, ethnicity, race, gender, religion, age, sexual orientation, and abilities.

Understand the United States as a multicultural society.

- in terms of its diverse historical and cultural roots.
- understand that U.S. culture continues to emerge and be shaped by the interaction of people with different views i.e., multiple origins, experiences, and world views.
- understand that one's own attitudes, perspectives, and beliefs are shaped by one's cultural, ethnic and racial heritage; gender, age, sexual orientation, and abilities.

Courses designated to meet the multicultural studies requirement meet the following criteria:

1. The course, which may be in any discipline, promotes a more reasoned understanding of cultural/ethnic/racial differences and similarities in the United States.
2. The course focuses on at least three of the five predominant cultures of the United States – African American, Asian American, Chicano and Latino American, European American, and Native American – and their role in the formation of the American experience.
3. Course material is explored in part through group activities in order for students to gain some experience in dealing with perspectives other than their own.
4. Some class material or activity considers the multidimensional nature of cultures. This means that the course must work against stereotyping even as it defines cultures; within each culture are people of differing sexes, sexual orientation, ages, abilities and classes, and the course needs to make this clear.
5. Instructors assist students in dealing constructively with issues of cultural/ethnic diversity and conflict as they arise in the course. In a course which focuses on multiculturalism, some emotion and conflict are inevitable as students learn.

For more information, contact Rick Olguin at North Seattle Community College.

about what studying diversity in the curriculum means. The College's mission statement has a section on diversity, which reads:

Being known as a college which respects the dignity of every individual and which values and supports diversity—different viewpoints as well as cultural, ethnic, gender, age, physical and religious diversity.

Providing opportunities for its students, staff and community to gain understanding of global interdependence in a world where interests and values conflict.

Through linking cultural pluralism with campus-wide work on outcomes assessment, the campus has now moved to a more well-defined, content-based approach. A central multicultural learning outcome is that "successful students will demonstrate an understanding of race, gender and cultural differences as they pertain to the distribution of privilege and power." The document describing this outcome lists knowledge, skills and behaviors that indicate the outcome has been met and criteria for evaluation. Faculty have indicated how and in which courses they address this

outcome, and in a recent pilot project, students assessed the degree to which they had acquired the expected knowledge, skills and behaviors. All students enrolled in the Associate of Arts and Sciences and Associate of Applied Arts and Sciences degree programs must satisfy a multicultural education course requirement. Specific courses, such as **Multicultural Issues—Culture, Communication, and Change; Diversity and Communication in U.S. Society; Principles of Sociocultural Anthropology; Intermediate French; Ethnic Urban Patterns; and Sociology of Minority Groups** illustrate the breadth of inclusion under the topic of multiculturalism.

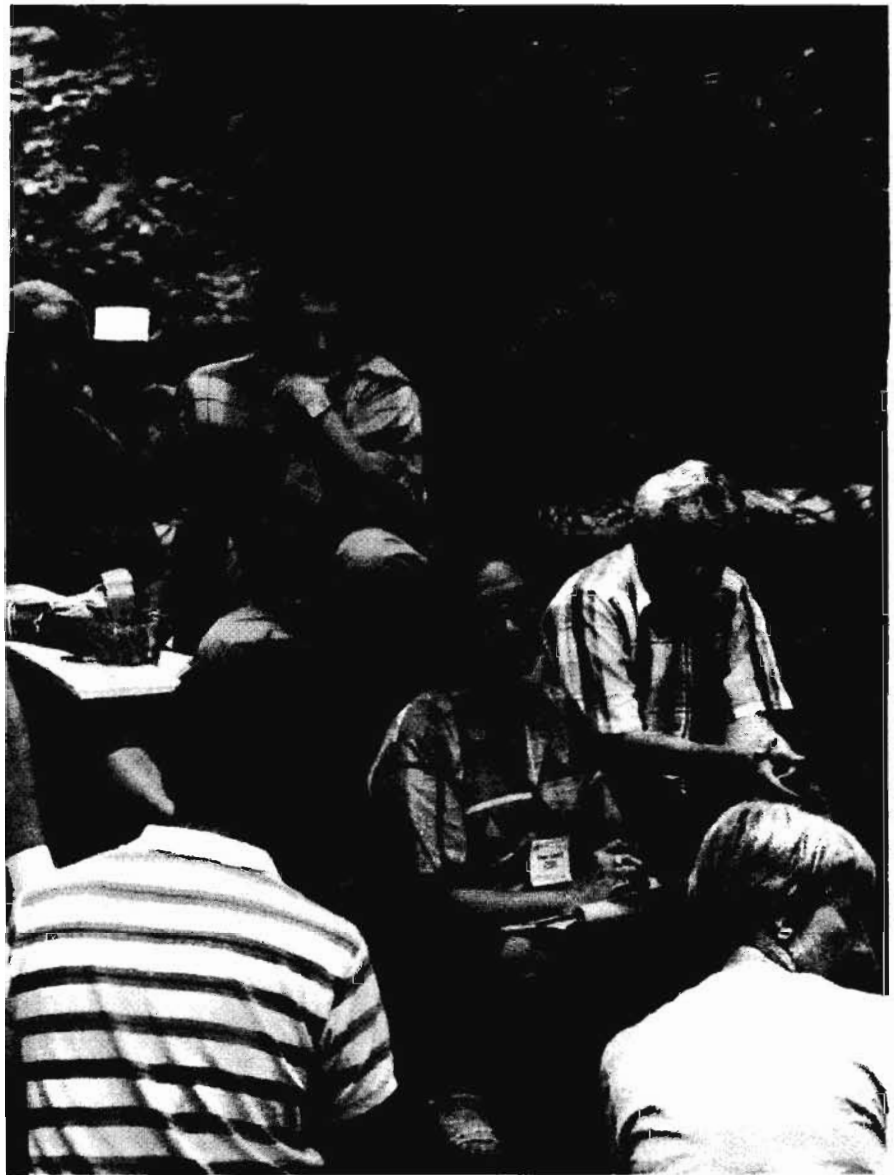
Similarly, Edmonds Community College has identified three multicultural learning domains: 1) knowledge, understanding, and appreciation of culture and its influence on individuals and cultural groups in our society; 2) self-awareness of attitudes and values regarding life in a multicultural society; and 3) skills to recognize, analyze, and evaluate multicultural perspectives and issues. Within the next two years, all degree or certificate programs of 45 credits or more will demonstrate how they are teaching to these domains.

Central to the development of a point of view on cultural pluralism in the curriculum for most campuses was a special event that put forward the perspectives and assumptions shared by project leaders. These events varied greatly; for example, a speech on multicultural curriculum by acclaimed author Ronald Takaki in honor of Dr. Martin Luther King, Jr. at University of Washington-main campus, a two-day 65th Anniversary fall convocation at Yakima Valley Community College, a two-day fall retreat for faculty, staff and students at The Evergreen State College, and day-long faculty workshops on incorporating racial and ethnic diversity into the curriculum at Big Bend Community College, Centralia College, Green River Community College, University of Washington-Tacoma, and many other campuses.

While these kinds of events introduced campuses to assumptions of the project, new perspectives and

new curricular approaches, widespread acceptance did not necessarily follow. Deep divisions still exist on some campuses about the scope and merit of cultural pluralism: for example, whether U.S. diversity or world diversity is more important; the place of gay and lesbian studies; or whether classroom teaching should have social justice goals. This diversity of opinion influenced how much curriculum change occurred throughout the project.

Change in Courses. Faculty members who attended the Institute each revised at least one course upon their return to campus; in addition, mini-grants on many campuses supported additional course development. Course-level change occurred in the full range of disciplines in the arts, humanities, social sciences and sciences. Because many of the participating institutions had a long history of developing coordinated studies (team-taught, interdisciplinary learning communities), Institute team members often collaborated on teaching programs that integrate the study of cultural pluralism. Examples include: **Speaking for Ourselves: Cross Cultural Visions and Connections on the Information Super Highway** (math/computers, sociology, composition, and literature) at Seattle Central Community College; **Beginnings: An Introduction to Diverse Peoples, Cultures and Values** (history, philosophy, geography) and **Contacts, Conquests, and Revolutions** (history, English, political science) at North Seattle Community College; **Neighbor Nations: The Future of Northwest Tribes and Their Neighboring Communities** (ethnic studies and art) at Skagit Valley College; and **American Voices: The American Experience** (English, reading, and speech) at Tacoma Community College. The Institute also inspired new interdisciplinary courses, such as **Anthropology of Learning** (anthropology, history, American Indian Studies) and **Urban Life and Community Design** (anthropology and landscape architecture) at the University of Washington; and the incorporation of comparative cultures into engineering courses at Edmonds. These learning communities and interdisciplinary



1994 Summer Institute participants listen intently during a session on diversity in the sciences on the Evergreen campus. Pictured clockwise, beginning at upper left: Mille Russell (University of Washington), Tom Hopkins (Spokane Falls Community College), Venus Deming (Shoreline Community College), Gary Zimmerman (Antioch University), Nancy Woods (University of Washington), and John Palka (University of Washington). (Photo: Jean MacGregor)

courses use the comparative/relational approach and draw considerably on texts and materials from the institutes. Seattle Central Community College, which sponsored a conference titled, "The Calculus of Inclusion: We All Count," has been particularly successful in incorporating content and pedagogy changes in mathematics courses.

Student reactions to courses that infuse cultural pluralism have been encouraging. While some students interviewed remarked that they were tired of all the focus on difference and

diversity, most were able to identify concrete learning that they valued. [see insert, page 16].

Curriculum change. Each institution was asked to develop a plan related to curriculum change in general education courses. Curriculum change was defined as infusion of cultural pluralism across the curriculum and/or development of a multicultural requirement. These two approaches to curriculum change are exemplified by Skagit Valley and North Seattle Community Colleges [see inserts, pages 12 and 14]. The

Skagit Valley College Cultural Pluralism Requirements

Skagit Valley College is committed to providing general education in a pluralistic atmosphere. Pluralism is a philosophical orientation or attitude based on the recognition of diversity, that is, the differences among groups of people. To be pluralistic means not only to acknowledge the differences in groups' values, norms, attitudes, histories and contributions to life in the United States but to accommodate those within the larger social context. A pluralistic education, therefore:

- provides alternatives in pedagogy and curriculum to formulate valid comparative generalizations and theories of cultural diversity.

- emphasizes the integration of curriculum sensitive to individual and group needs, and

- promotes positive interaction among individuals of different groups.

All courses accepted for completion of general education requirements should identify how issues of pluralism will be addressed. The College should support faculty as they attempt to build or modify their courses to fulfill this requirement. This support should include both models and samples, and on-going in-service education specifically designed to help instructors make courses pluralistic.

The pedagogy and content of all courses included within the general education curriculum should:

- reflect the learning styles of diverse students through instructional materials, including course outlines, methods and assessment techniques

- provide continuous opportunities for all students to strengthen their self-identities, develop greater self-understanding, and improve their self-concepts

- help students develop the knowledge and skills necessary for effective interpersonal and group interactions with diverse populations

- call attention to the inherent biases that determine what is studied

- promote values, attitudes and behaviors which support cultural pluralism as a vital societal force that encompasses both potential strength and potential conflict

In addition, the pedagogy and content of all general education courses in which either mathematical and/or symbolic modeling, study of the arts, or the study of culture is the predominant topic should also:

- draw attention to the nature of its models and paradigms, where they come from, and how and why they change over time

- discuss the impact of cultural and political concerns on the field being studied and on the bias of its practitioners

- give students a historical perspective of the field being studied, with particular emphasis placed on the diversity of contributions to the field

Finally, the pedagogy and content of any general education course in which the study of culture is the predominant topic should also:

- include the study of historical experiences, cultural patterns, and social advantages and disadvantages of different groups within the society

- include the study of society's problems as individual members of both mainstream and non-mainstream groups experience them, such as racism, prejudice, discrimination and exploitation

- examine the diversity within each group's experience and how those experiences are dynamic and continuously changing

- help students develop a sound knowledge of the methods of thinking about issues of diversity, particularly the ability to distinguish fact from interpretations and opinion

- include materials written by as well as about persons from diverse groups

(For more information, contact Lynn Dunlap at Skagit Valley College.)

success of Skagit Valley's approach to infusion of cultural pluralism in all general education courses hinged upon intensive faculty development to prepare colleagues to teach the new content. Project planners created **American Me/American We: Creating a Plural Classroom Community**, a seven-session seminar designed for faculty who wanted to revise courses to make teaching methodology and/or course content more pluralistic. The sessions moved from a discussion of perceptions and understandings of ethnicity, race and pluralism in the U.S. to their manifestations in specific histories and cultures in the U.S. and in the local community. At North Seattle, ethnic studies faculty member Rick Olguin initiated a similar comprehensive faculty development program, which included faculty retreats, reading groups, divisional meetings, annual convocations and conferences.

Ethnic studies has been strengthened on many campuses. Yakima Valley Community College, for example, revitalized its ethnic studies program through hiring new faculty and developing new, interdisciplinary courses: **American Voices: Cultures and Heritage through Composition and Media, Art and American Ethnicity**.

Infusion of cultural pluralism into departmental curricula has proven to be an effective strategy for the University of Washington, the largest institution in the state and in the project. Grants have been made to the School of Nursing, the School of Architecture and Urban Planning, the School of Communications and the School of Social Work for review and redesign of significant sequences of courses. In each of these schools, there existed a core of interested and experienced faculty members who had participated in the summer institutes or in an internal curriculum transformation project, also funded by the Ford Foundation as a companion grant to the Washington Center's statewide project. In addition, a grant from the National Endowment for the Humanities is bringing together faculty members from American ethnic studies, English, history, political science and women studies to explore, compare and strengthen ways U.S. pluralism is taught across departments.

Finally, there are some interinstitutional examples of curriculum development. With the support of a Washington Center seed grant, the University of Washington at Bothell sponsored an interdisciplinary Institute on Human Rights and Cultural Pluralism, inviting papers from faculty members at their own campus and at Bellevue Community College, Edmonds Community College, and North Seattle Community College. This sharing and discussion of papers resulted in the infusion of new scholarship on this topic into courses on all the campuses and promoted interinstitutional resource-sharing.

Linking student services and academic affairs. The previous Washington Center/State Board for Community and Technical Colleges Minority Student Success Project had created a network of individuals statewide interested in developing long-term solutions to improve participation and retention of students of color. It also linked student success with campus climate and brought to the fore the necessity of curriculum change. By requiring that each Cultural Pluralism Institute team include a representative from multicultural student services, stronger links between academic affairs and student affairs developed. In evaluations of the institutes, both faculty members and student services professionals commented on how sharing responsibility for student success and increasing student involvement in the process had resulted in better allocation of time and resources. In one case, a structural change ensured the continuation of these closer working relationships. Edmonds Community College has created a new position, director of academic diversity affairs, to parallel the position of director of multicultural services. Continued emphasis upon developing networks among professional staff and faculty members that support success of students of color is needed.

Capacity-building efforts and new networks. While the funding period of the Ford Foundation has expired, the Cultural Pluralism Project has left in place structures, resources and people necessary to ensure continuation of the effort.



1994 Summer Institute faculty members José Calderón and Lourdes Argüelles, and Central Washington University team member Keith Champagne, enjoy a lighthearted moment in the Chicano/Latino focus group discussion. (Photo: Jean MacGregor)

Courses and curricula have been revised, campus libraries have increased their holdings, faculty and staff members have expanded their knowledge, and there is a very large base of “experts” in our own state who can assist in future faculty and curriculum development. For example, many of the in-state faculty, speakers and facilitators from the Institute regularly offer their expertise as speakers at campus events. At the state level, the vice-presidents of the four-year institutions have committed funds for an annual conference to build on the Cultural Pluralism Project’s work. Finally, the creation of a national Campus Diversity Network, housed at the American Association of Colleges and Universities, will enable sharing resources and information with colleagues across the country.

Linking Curriculum Change and Institutional Change

The colleges and universities that participated in the Cultural Pluralism Project were able to begin or expand significant curriculum change on their campuses and create new networks of interest and support for diversity. A considerable amount of change was accomplished with relatively few resources—each campus received about \$12,000 in support including attendance at the Institute and small follow-up grants.

The reasons for this significant

work are many. Most institutions which successfully responded to the Cultural Pluralism Project’s call for applications had already developed or were in the process of developing new mission statements on diversity and had committees or task forces in place that were charged with looking at diversity in a comprehensive way. The project resulted in the reorganization, strengthening, and creation of new committee structures: for example, the creation or reorganization of a representative body on campus to oversee the planning, program development and evaluation of diversity initiatives (e.g., the Diversity Interest Group at Yakima Valley Community College, the Cultural Pluralism Committee at Bellevue Community College); the creation of a community advisory board (e.g., the Diversity Advisory Committee to the President, South Puget Sound Community College); or a committee or task force to oversee curriculum transformation campus-wide (e.g., Faculty Committee on Curriculum Transformation at the University of Washington main campus). These changes have resulted in better articulation of diversity initiatives campuswide.

Second, almost all of the campuses in the project were involved with at least two and, in some cases all, of the following efforts: strategic planning, general education reform, faculty and staff development, diversity initiatives, Title III projects for institu-

Student Perspectives on Learning About Cultural Pluralism

These comments are excerpted from interviews with students discussing the value of taking courses that incorporate cultural pluralism.

The most important and useful topic in class was that of intergroup relationships, I had never been able to see things from other cultures' perspectives or understand completely their motivation and now I feel I have more insight as to the reasons people feel out of place or defend their culture fiercely. What I've learned this quarter will hopefully challenge me to think things through and attempt to see through the eyes of my culturally diverse companions before I judge or act. **Bellevue Community College**

This is training for the next generation of community leaders. Whether students go into higher education or to Microsoft, they'll be able to encourage this way of thinking in the workplace. We're also better prepared now to foster unity and acceptance in other generations. Ideally, it will build on itself until everybody in society is eventually thinking pluralistically. **University of Washington**

I am now drawn to read literature by people of different cultures. This is something I didn't do before. I also notice comments or 'sayings' that can be exclusive instead of inclusive and very hurtful. Most importantly, for myself I am striving to be more considerate and incorporate this increased awareness in all aspects of my life. In beginning this process I am hopeful for a safer, kinder world. I also feel that it is essential that a process like this be fostered with knowledgeable and supportive facilitators. I say this because for myself a lot of ingrained beliefs have been challenged and it has been painful and sad as well as rewarding. **Skagit Valley College**

I think it's important to learn the history of other cultures or other ethnic groups from their side – I don't want to read about what whites think was going on in African Americans' minds and communities – I want to know how African Americans define history from their view and experiences, which is what we did in this course... Learning that history is not a right/wrong issue (I'm right, you're wrong) is vital for living in a diverse society. Understanding other people's history and where they are coming from is crucial for successful communication and collaboration in a diverse society. **University of Washington**

I've learned that other cultures are part of my history. Martin Luther King Day is for all of us, not just for African Americans. He was a great man and a model for all. When students learn about other cultures, maybe they will go home and talk to their parents and grandparents and tell them what they've learned, and they will say, "We need to find out more about this ourselves." **Bellevue Community College**

tional strengthening, and assessment of educational outcomes mandated by the state. In fact, one of the most challenging barriers identified by administrators and faculty leaders of the projects was the integration of these efforts. The reward for meeting this challenge head on, however, was greater institutional articulation of initiatives and pooling of resources.

Mean Spirit . . . NOT

Finally, and perhaps more important, on those campuses where major curricular initiatives were being proposed, project leaders presented their curriculum plans as they would have any other plan in the campus governance process. While critics of multicultural cur-

ricula often assert that the development of new courses and curricula and other diversity initiatives are the result of campuses caving in to the demands of "PC brigades" and their foundation dollars (as Evan Gahr charged in a January 27, 1995 Wall Street Journal editorial), this has not been the case in Washington state. The change process is proceeding through needs assessment, to proposals, to review of proposals, to modification of plans, and finally to adoption or tabling of the proposals. Interest, commitment, and "academic correctness" (as one campus put it) is carrying the process forward, not grant dollars, which paid primarily for faculty development workshops

and released time for those wanting to embark on course development. Campus constituencies have been able to make their views known and the hopes and concerns of the many, not the few, have been taken into account. Frequently, governing boards and community advisory boards have been brought into the process of diversity planning. Project planners have worked with others on campus to create campuswide ceremonies and celebrations to bring the community closer together.

This is not to say that the work has been easy, or that major change occurred on every campus. Campus leaders point to ongoing challenges, including hiring and retaining a diverse faculty, fostering success of all students, and sustaining those faculty deeply engaged in cultural pluralism work while reaching out to new faculty and to the broader campus community—all this in the context of multiple and competing institutional priorities. Still, in Washington, the process has become an ever-widening circle of participation, community built **through** diversity.

¹ This article will appear in a revised and expanded version in *Generative Practice: Cultural Pluralism and the Curriculum*, edited by Johnella E. Butler (manuscript).

² Linda Hogan, *Mean Spirit* (New York: Ivy Books, 1990), p. 348.

³ There were three institutes in the summers of 1992, 1993, and 1994. My description of the institute draws on the curriculum of all three, while my analysis of results applies only to the colleges and universities involved in the 1992 and 1993 institutes. The campuses who attended the 1994 institute will complete their work in Spring 1995.

⁴ Butler, Johnella E., and Schmitz, Betty. "Different Voices: A Model Institute for Integrating Women of Color into Undergraduate American Literature and History Courses." *Radical Teacher*, 37, 4-9.

⁵ Betty Schmitz, "Transforming Institutional Structures: New Commitments, Networks and Frames of Reference." Panel Presentation, Ford Foundation National Conference, Cultural Diversity Enhancement on College and University Campuses. September 20, 1992, California State University, Los Angeles.

⁶ See Johnella E. Butler and Andrew Bartlett, comps. and eds., *Selected Bibliography of the Cultural Pluralism Institute* (March 1995). Available from the Washington Center.

Scene from a Summer Institute

An excerpt from an Institute Newsletter, Summer 1992

by Jean MacGregor

The effort it takes for us to know so little about one another across racial and ethnic groups is truly remarkable. That we can live so closely together, that our lives can be so intertwined socially, economically, and politically, and that we can spend so many years of study in grade school and even in higher education and yet still manage to be ignorant of one another is clear testimony to the deep-seated roots of this human and national tragedy. What we do learn along the way is to place heavy reliance on stereotypes, gossip, rumor, and fear to shape our lack of knowledge.

—David Schoem, Introduction to *Inside Separate Worlds*¹

About 20 of us Institute participants have been carving a little more time out of our busy days and evenings to overcome the isolation David is speaking about, and to participate in “Ethnic Autobiography.” The four sessions are giving us a glimpse of a course David teaches at University of Michigan, “Ethnic Identity and Intergroup Relations.” This course, part of the larger Program on Intergroup Relations and Conflict on the campus, has three components: intergroup dialogue, intragroup dialogue, and ethnic autobiography writing groups. It is this last element that we’ve been involved with.

After an introduction both to the process and possibilities in the first session, each of us has been producing a few pages of writing for each of the next sessions—writing that captures or explores our own personal experiences as members of an ethnic group. At the opening session, we brainstormed a variety of possible shapes or structures to our writing, both in terms of style and content. (e.g., chronological writing...episodes or vignettes...chapters that might speak to different issues or discoveries...metaphors...an autobiography written as a letter...a photo essay). Joye Hardiman (who has involved Evergreen-Tacoma adult learners in autobiography writing for some years) reports that she asks her students to work on the “lessons learned and wisdom earned” in their writing, and to think of their autobiographies as legacies to their children.

From reports of our “class,” the writing work has been exciting, illuminating, and hard. The sharing sessions have been astonishingly energizing. We’ve divided into small sharing groups of 3 or 4 and stayed together as a group for all the sessions; in dividing up, we built gender and ethnic diversity into each of these groups. We’ve practiced different “writing group” processes, sharing our drafts and giving and getting feedback, as well as talking through our material out loud. The “writing group” aspect of this process surprised many of us. Several of us remarked that we thought we could churn out a couple of pages for the first session, but “that would be about it.” But the surge of energy and joy that emerged in sharing our lives and selves with one another, as well as the windows on each other’s worlds and life paths, were the catalyst for many of us to continue.

Here are a few of the autobiography writers’ comments on their experience:

...it has made me think about how I related to different ethnic groups as I grew up. I realize how little contact I had beyond the white, protestant world...I also realize how incomplete my education was...

I’ve never had to think about my experiences in a story form before. It seems like it ought to be simple but it’s not. But I think I will continue after this Institute. Twenty years from now, I’ll fish it out of a safe deposit box and see if I want to “respond” to what I wrote in 1992.

This was the most important part of the Institute for me. The reading was inspirational, the “teacher” was creative, approachable and an all-around excellent facilitator. Writing and discussing our respective backgrounds brought the four group participants closer than any other thing at the conference...

This work at the Institute has shown me how deeply personal this “diversity work” is. Each of us carries so much personal experience, so many values, and often, so many unanswered questions about ourselves, and others. This ethnic autobiography is something I plan to continue, and to develop with my students...

Note: Their experiences with ethnic autobiography at the Institute indeed led many faculty participants to introduce ethnic autobiography in their classes, e.g., a new English course at Edmonds Community College which combines writing with ethnic studies and a new humanities course at South Puget Sound Community College, “American Pluralism.”

¹Schoem, David. *Inside Separate Worlds: Life Stories of Young Blacks, Jews and Latinos*. Ann Arbor, MI: University of Michigan Press, 1991.

The 1995 Washington Center cultural pluralism conference, “Difficult Dialogues Toward the Common Good” attracted over 600 participants, including representatives from more than 40 Washington colleges and universities and 67 registrants from outside the state. Thanks to all of you for making this event the largest annual conference in the Center’s ten-year history!



Powerful Taiko drummers sound a rousing finish to the 1995 conference. (Photo: Jean MacGregor)



Edmonds Community College—Northwest Center for Equity and Diversity was one of 28 exhibits at the conference poster session. Pictured are Edmonds presenters Melissa Ponder and Joan Tucker. (Photo: Steve Davis)



Almost 10% of the conference registrants were students attending as presenters and participants. A new policy of waiving registration for one student per campus team boosted student participation. (Photo: Steve Davis)



Seminar-style discussions were typical of many of the breakout sessions. (Photo: Steve Davis)



Clockwise, beginning at left: Denise Osei (Spokane Community College), Cerathel Burnett (Highline Community College), Joan Ray (Seattle Central Community College), and Cleo Molina (North Seattle Community College) engage in a “fishbowl” conversation on change from the perspective of student affairs. (Photo: Steve Davis)



Small groups tackled problems posed by case studies. (Photo: Steve Davis)



Nonagenarian Hazel Wolf from the Coalition for Environmental Justice spoke of her grass-roots organizing efforts on a panel exploring issues of civil rights and environmental quality. (Photo: Steve Davis)

Comments on Washington's Cultural Pluralism Work by *Kibitzers* at the 1995 Cultural Pluralism Conference, "Difficult Dialogues Toward the Common Good"

At many Washington Center events, it has been a long-standing tradition to designate *kibitzers*—individuals who act as helpful onlookers and offer fresh perspectives and friendly advice. Five *kibitzers* active in cultural pluralism work throughout the country attended the conference and commented upon our work in the closing session. Here are excerpts of their remarks.

Edgar Beckham, Program Officer, Education and Culture Program, the Ford Foundation

Having gone to a number of conferences focused on diversity and on multicultural education, I have three observations I want to make today. First, this group strikes me as having more different kinds of views represented. I take that to mean we are becoming more and more comfortable with the dialogues and, as difficult as they remain, I would submit that we are accommodating the tensions and conflicts more comfortably than has been my impression in the past.

Second, the intellectual range is greater than has been my experience in the past. The work of diversity is connecting to other intellectual domains with greater and greater ease, and I find that to be a very positive development.

Third, the connection to the social agenda also seems to be a much more comfortable one than in the past. Some of you are aware that in yesterday's Wall Street Journal, there was an op ed piece in which

foundations like the Ford Foundation and others that support multicultural education and the promotion of diversity, were identified as the paymasters of the "pc" brigades. I suggested to Johnnella Butler that if she were contacted by journalists about this op ed piece, she might respond that she and her colleagues were in the business of producing better Americans. Now I was only half facetious about that because I really do believe that the diversity initiative, as supported by the Ford Foundation, has that as one of its primary objectives. But I think you will know what I'm talking about if I say that if four or five years ago I had made such a suggestion in a meeting devoted to diversity, the reaction might have been somewhat negative. Johnnella embraced my suggestion with enthusiasm.

The Ford Foundation is developing a public information campaign in which we will try to increase public awareness of the commendable things that American higher education has been doing in response to the growing diversity in our society. We believe it is commendable and I would say that my experience at this conference has reinforced that feeling a great deal.

John-David (JD) Leza, senior, University of Washington

The commitment, dedication and determination among this group is so rejuvenating and refreshing. As I listened to your willingness to take risks among your peers on the faculty or in the administration, I was struck again by the realization that you are willing to sacrifice yourselves, for me and for the future, to improve the academy. There are much easier ways to live your lives,

but you are not taking that road, and I thank you for that.

Diversity is much more than a race or a skin issue—more than simply altering our picture of the campus. One question I heard students raising was, is there a place for me on the campus when I get there? Are you promoting the appearance of safety, the appearance of inclusion, your hope for diversity, that I'm going to find absent when I get there? Or is your institutional commitment for real?

At one of the sessions, I heard young faculty saying the same thing. They were recruited to schools presenting themselves as being very open, inclusive and diverse, yet when they arrived they were left on their own. They felt unhappy, bitter and betrayed. So my advice is keep looking at your campus climate and culture so that you are presenting only what's already there.

And don't wait for students to protest or demonstrate. A few people yesterday said, "Well, students protested and then we diverted money to faculty recruitment." Let me reply, from my activist background, that protests and civil disobedience don't just happen overnight—tension builds up gradually. If you wait for students to protest, you are ignoring the tension we feel, denying that it exists. Reach out to students early. Make us feel central from the start.

Ken Pepion, Project Director, Doctoral Scholars Program, Western Interstate Commission for Higher Education

One recurring theme I heard here today is the need to establish a vision and stay with that vision.



John David (JD) Leza, Ken Pepion and Carol Schneider listen to fellow kibitzer Mitsuye Yamada's observations about the conference. Not pictured: Edgar Beckham. (Photo: Jean MacGregor)

Johnella Butler exhorted us to a vision of a just society and reminded us that a lack of clear goals and a lack of vision can lead to confusion and sometimes despair. A student services administrator from Seattle University stated that we need to provide students with a vision of a pluralistic campus. A community college faculty member described the shaping of a common vision for diversity on her campus. Another presenter provided us with a glimpse, a vision if you will, of a landscape in which minorities are empowered on her campus, in powerful decision-making positions.

The concept of vision is perhaps not different from having a dream. Both visions and dreams are important in my culture, the Blackfeet. In my culture, a person who sought a vision would cleanse him or herself in various ways, purify themselves, and then, forsaking food, go to a sacred place—say, the top of a tall mountain—and pray and seek a vision. And with that vision comes one's identity, one's power, one's feeling of belonging. This is not an antiquated thing that used to happen, but something that goes on and is very strong today.

What strikes me about the vision quest and the recurring theme to maintain a vision I've heard here, is that both can provide a sense of common identity, a cohesiveness, that all of us can share despite our vast individual and cultural differences. That kind of power comes from the experience of a collective identity. I wish all of you well and

look forward to hearing from each and everyone of you as you continue your struggles. Thank you very much for sharing your visions with me.

**Carol Schneider,
Executive Vice
President, Association of
American Colleges &
Universities**

A few years ago when I would come to conferences like this, I would hear over and over again faculty members saying, "We want to teach something closer to the truth. The scholarship in which we were trained—the knowledge we teach—excludes things that we know are part of the truth. Our 'truth' and our teaching have been exclusionary."

At this conference, however, I saw us reaching towards a more complex notion of what it is to know something, moving away from the idea that there is some unified truth that we are going to discover and impart. I see us recognizing that in the dialogue, across multiple centers and perspectives, in the dialectic, in our sense of interdependence, in our relationships to one another, we are actually creating a different kind of community—and a different understanding of knowledge.

It may be, however, that our concepts of dialogue and intersecting communities are not yet big enough. As we struggle to engage in dialogue, as we think of discourse as part of what we're teaching, we need to recognize that we must hear and

engage even those whose visions differ radically from ours. What do we make of a national conversation, a "dialogue," that is built around sound-bites, stereotypes, and exclusions—across the ideological perspective—when we are reaching for something more dialectical and interactive?

I don't know the answer to that question, but it seems to me that there isn't a more important question before us than how to learn to talk and be heard, to be engaged in conversation with those whose views are so profoundly different from our own. Our concept of communities in dialogue must grow larger.

**Mitsuye Yamada, Poet
and Emeritus Faculty
Member in literature
and humanities of
Cypress College,
California**

We need to get out of our comfort zones; if we get too comfortable, it means that we are not learning any more. One way is to reach out to the secondary schools and the elementary schools, the junior high schools, and the elementary school teachers. My friends who teach environmental issues, race issues, ethnic issues, homophobia at these grade levels very often have very little support. They need our support.

Mitsuye concluded her remarks by sharing one of her poems, "Looking Out":

It must be odd
to be a minority
he was saying.
I looked around
and didn't see any.
So I said
Yeah
it must be.

Learning Community Programs in Washington - Winter/ Spring 1995

Learning communities are intentional curriculum restructuring efforts that thematically link or cluster classes during a given term and enroll a common cohort of students. Learning communities aim to provide students with greater curricular coherence, and to provide both students and faculty an opportunity for increased intellectual interaction and shared inquiry.

While interdisciplinary and collaborative learning are often components of learning communities, free-standing courses on interdisciplinary topics, or free-standing courses in which collaborative learning occurs, are not in and of themselves learning communities as we define them. It is the re-organization of students' curricular lives that is key to the creation of intellectual and social community.

The following is a listing of learning communities offered in Winter and Spring Quarters 1995. Unless otherwise indicated, the learning communities at community colleges are being offered in college transfer Associate Degree programs. Please be in touch with the colleges and faculty involved if you would like more information about any of these programs.

Bellevue Community College

Winter Quarter

Linked Class - Team Taught

"What to Believe"

Roger George / American Studies/Communications

Julianne Seeman / English Writing

Coordinated Studies

"Of Mice & Matter: A Successful Journey Through the Scientific Maze"

Cathy Lyle / Chemistry

Donna Sharpe / Human Development

Kathy Steinert / Biology

Coordinated Studies

"America's Four Corners: Layers of Geology and Culture"

Pat Alley / American Studies/English

Betty Lyons / Geology

Robert Purser / Art/Architecture

Coordinated Studies

"Gimme Shelter"

Virginia Bridwell-Long / Psychology

Michael Meyer / English

Jeffery White / English

Linked Course - Team Taught

"Composing Marketing"

Sandra Anderson / Marketing

Robin Jeffers / English

Spring Quarter

Coordinated Studies

"Love: Heart & Soul, Body & Mind"

Erick Haakenson / Philosophy

Jerrie Kennedy / English

Helen Taylor / Psychology

Linked Class

"The Built and Furnished Environment"

Bob Purser / Art

Connie Wais / Interior Design

Big Bend Community College

Winter Quarter

Linked Class

Mathew Erlich / Journalism

Joe Rogers / Anthropology

Centralia College

Spring Quarter

Linked Class

"Argumentation and Research in Sociology or Psychology"

Ann Blake / Abnormal Psychology

Don Foran / English Composition

Ronnie Hacken / Developmental Psychology

Heesoon Jun / Introduction to Psychology

Erica Monte / Introduction to Sociology

David White / Introduction to Sociology

Central Washington University**Winter Quarter****Linked Class - Team Taught**

Bobby Cummings / English Composition
Christine Sutphin / African American Literature

Spring Quarter**Linked Class - Team Taught**

Andrea Bowman / Introduction to Education
Christine Sutphin / English Composition

Linked Class - Team Taught

Karen Gookin / English Composition
Hal Ott / Music

Clark College**Winter Quarter****Linked Class - Team Taught**

"Travel the World/Reading & Writing for Cultural Analysis"
Priscila Martins-Read / Reading for Cultural Analysis
Patricia Fulbright / English Composition

Linked Class - Team Taught

"Writing About the Environment"
Cindy Machida / Environmental Biology
Don Erskine / Research Writing

Spring Quarter**Linked Class - Team Taught**

"Writing About the Environment"
Cindy Machida / Environmental Biology
Don Erskine / Research Writing

Linked Class - Team Taught

"The Rhetoric of Racism"
Kathy Bobula / Psychology
Gerard Donnelly-Smith / Research Writing

Columbia Basin College**Winter Quarter****Coordinated Studies**

"America: Evolutions, Revolutions, and Convolutions"
Rich Cummins / Research Writing
Dave Dunterman / American History
Dean Schau / American Economic Development

Spring Quarter**Coordinated Studies**

"The Creative Spirit"
Janette Hopper / Art Appreciation
Stuart Loucks / Physics
Bob Pedersen / English Composition

Coordinated Studies

"Succeeding in College"
Nina Liebler / Writing Skills
Susan Sandmeier / Developmental Math
Anita Smith / Study Techniques

Edmonds Community College**Winter Quarter****Coordinated Studies**

"Chemath"
David Chalif / Mathematics
Mary O'Brien / Chemistry

Coordinated Studies

"Renaissance & Revolution in Word and Deed"
Bruce Reed / English Composition/Literature
Eileen Soldwedel / Western Civilization

Coordinated Studies

"Law, Justice and Politics"
Merl Deinhart / Political Science
Mike Fitch / Law

Coordinated Studies

"The Greek and Roman World"
Dennis Lamb / Greek & Roman History/Ancient World History
Jim O'Donnell / English Composition

Coordinated Studies

"Power Learning: Habits of Highly Effective Students"
Chandler Clifton / Bridge Study Skills
Sandra Cross / Interpersonal Communication
Nancy Kennedy / English Composition

Coordinated Studies

"Myth, Ritual and the Earth Community"
Charles Mish / English Composition/Mythology
Margaret Scarborough / English Composition

Spring Quarter**Coordinated Studies**

"Earth in the Balance: Exploring Environmental Ethics"
Marcia Horton / Philosophy
Holly Hughes / English Composition

Coordinated Studies

"Gaining a Competitive Edge in Business"
Bill Bettencourt / Business
Barbara Morgridge / English Writing
Claire Sharpe / Bridge Critical Reading

Coordinated Studies

"Engineering Problem Solving with Precalculus Math"
Jim Francis / Mathematics
John Rusin / Engineering

Everett Community College**Winter Quarter****Cluster**

“Women on the Move Toward a Four-Year Degree”

Kristi Francis / English/Book Seminar
Jennifer Waldron / Speech/Book Seminar
Sharon Wellman / Math/Book Seminar

Spring Quarter**Cluster**

“Women on the Move Toward a Four-Year Degree”

Lolly Smith / English/Book Seminar
Sally van Niel / Environmental Studies/Book Seminar

Grays Harbor College**Spring Quarter****Coordinated Studies**

“Success by Choice, Not Chance”

Trish Dutro / Math Development
Gary Frey / Human Development
Michael Lee / Writing Development
Kathleen Pace / Reading Development

Green River Community College**Winter Quarter****Linked Class - Team Taught**

“Investigating the Pacific Northwest”

Bob Filson / Geology
Bruce Haulman / Pacific Northwest History

Linked Class - Team Taught

“Commitment to Communication”

Kate Katims / Speech
Sylvia Mantilla / English

Spring Quarter**Linked Class - Team Taught**

“Business and the Law”

Ken Nelson / Business, Government & Society
Frank Primiani / Law

Linked Class - Team Taught

“Women, Gender & History”

Susan Bohmer / Sociology
Pamela Williams-Paez / History

Linked Class - Team Taught

“The Voice of Reason”

Jeff Clausen / Philosophy
Sandy Johanson / Philosophy

Highline Community College**Winter Quarter****Coordinated Studies**

“Culture, Family & Politics: A Journey of Change”

Rosemary Adang / Writing
Michael Campbell / Anthropology
Davidson Dodd / Political Science

Spring Quarter**Coordinated Studies**

“The Sea: A Mystery Unfolded”

Larry Blades / Literature and Film
Gina Erickson / Marine Biology
Chuck Miles / Speech

Lower Columbia College**Winter Quarter****Linked Class - Team Taught**

“A Walker in the City”

Carolyn Norred / English Composition
Yvette O'Neill / Art History
Jerry Zimmerman / Humanities

Spring Quarter**Linked Class - Team Taught**

“Vietnam”

David Benson / Political Science
Don Correll / Theatre
Michael Strayer / Psychology

**North Seattle
Community College****Winter Quarter****Coordinated Studies**

"Self in Society"
Sharon Kita / English
Fran Schmitt / Psychology

Coordinated Studies

"Asian Civilizations"
Elroy Christenson / Art History of Asia
Angela Djao / Asian Written Traditions

Coordinated Studies

"American Values"
Larry Hall / Societies & Cultures of U.S.
Jean Kent / Information Resources
Michael Kischner / English Composition/
American Literature
Rick Olguin / Personality & Individual
Differences

Coordinated Studies

"Art, Entertainment, and the Truth: Deciding
Fact From Fiction in Modern Culture"
Diane Hostetler / Introduction to the Theatre
Bruce Kochis / History of Civilization/The World
in Revolution

Spring Quarter**Linked Class - Team Taught**

"The World of Work"
Thom Cook / Economics
Leslie Johnson / Anthropology

Coordinated Studies

"Global Emergency: Human Rights, AIDS, and
the Environment"
Tom Kerns / Philosophy
Bruce Kochis / Modern World History
Jim Rich / Environmental Science

Coordinated Studies

"Rituals Across Cultures"
Ellie Cauldwell / Nutrition
Linda Peterson / Human Sexuality
Marilyn Smith / English Literature of America
Cultures

Peninsula College**Winter Quarter****Coordinated Studies**

"Regions of the Olympics and of Ourselves"
Alice Derry / Literature
Diane Doss / Biology
Kate Reavey / English Composition

Spring Quarter**Linked Class**

"Discovering Business and the Writing
Connection"
Merriane Bieler / Business
Steven Olson / English Composition

**Seattle Central
Community College****Winter Quarter****Coordinated Studies**

"Back To The Beat: Cultural and Power in
Images of the 20th Century"
Jim Cauter / Music
Gilda Sheppard / Art
Carl Waluconis / English Composition

Coordinated Studies

"The Human Personality: Formation and
Transformation"
Tom Link / Composition
M. J. Zimmerman / General Psychology

Coordinated Studies

"Art and the Information Factory"
Theolene Bakken / Art History
Pam Sachant / English Composition and
Literature

Coordinated Studies

"Kaleidoscope of Life: Family, Culture and
Oppression in the United States"
Greg Castilla / Composition/Literature of
American Cultures
Al Hikida / Intercultural Communication
Karen Kiszewski / Psychology

Spring Quarter**Coordinated Studies**

"Rediscovering the Americas: Voices in
Multiethnic Legacies"
Valerie Bystrom / English Composition/
Literature
Ileana Leavens / Art History
David Quintero / Intercultural Communication

Coordinated Studies

"The Power of Myth"
David Dawson / English Composition/Literatur
Nancy Finley / Psychology
Astrida Onat / Archaeology

Coordinated Studies

"The Right Thing To Do: Personal and Social
Ethical Dilemmas"
Bob Groeschell / English Composition/Literatur
Larry Silverman / Human Services

Coordinated Studies

"Living, Death and the Undead"
Tatiana Garmendia / Art History
Cynthia Imanaka / Sociology
Audrey Wright / English Composition/Literatur

Shoreline Community College

Winter Quarter

Linked Class - Team Taught

"Food for Thought"
Venus Deming / Nutrition
Pam Dusenberry / English Writing/Composition

Linked Class - Team Taught

"The Giant Next Door: Canadian Studies"
Lloyd Keith / Canadian Studies
Amy Mates / Canadian Literature, English
Composition/Expository Prose

Linked Class - Team Taught

"The Ride of the Fourth Horseman"
Alex Maxwell / English Composition/Literature
Don McVay / Biology

Linked Class - Team Taught

"Civilization and Culture"
Mikhail Alexseev / Medieval History
Wayne McGuire / Composition/Expository Prose

Linked Class

"Looking In, Looking Out"
Laurie Kimpton-Lorence / Developmental
Reading/Writing

Spring Quarter

Linked Class

"Making Sense of Education"
Louise Douglas / Speech Communication
Dennis Peters / English Composition/Expository
Prose

Linked Class - Team Taught

"The Last Dance"
Wayne McGuire / English Composition/
Expository Prose
Ann McCartney / Perspectives of Dying

Linked Class - Team Taught

"Through the Looking Glass"
Katherine Hunt / English Composition/
Expository Prose
Ken LaFountaine / Diversity and Communica-
tion in U. S. Society

Coordinated Studies

"Civilization and Culture"
Mikhail Alexseev / Modern World History
Wayne McGuire / Modern World Civilization
Theolene Bakken / English Composition/
Expository Prose

Linked Class

"Looking In, Looking Out"
Laurie Kimpton-Lorence / Development
Reading/Writing

Skagit Valley College

Winter Quarter

Linked Class

"Cinema and Sexuality"
Lynn Dunlap / Film
Lynn Fouquette / Human Sexuality

Linked Class

"Constructing Reality: To Be or MC?"
Jerome Chandler / Physics
Andy Friedlander / Dramatic Literature

Linked Class

"Poverty in America"
Phil Green / Statistics
David Muga / Sociology

Linked Class

"The Buck \$top\$ Here"
Jill Fugate / Literature
Wendy Gray / Current Issues for Business

Spring Quarter

Linked Class

"Prejudice, Poverty, Population, Pollution"
Trish Barney / Fiction
Mike Witmer / Social Psychology

Linked Class

"Listening to Your Grandmother"
Lorna Greene / American Racial Minorities"
Greg Tate / Art
Donna Taylor / Oral Interpretation

Linked Class

"Total Quality Management: Business
Philosophy of the 90's"
Kathy Lovelace / Business Management
David Ortiz / Science, Technology, Society

Cluster

"Sex, Surveys, and Statistics"
Lynn Fouquette / Human Sexuality
Jill Fugate / English Composition
Phil Green / Statistics

Linked Class

"Constructing Reality: To Be or MC?"
Jerome Chandler / Physics
Andy Friedlander / Dramatic Literature

**Skagit Valley College
Whidbey Campus**

Winter Quarter

Coordinated Studies

“Violence In America”
Barbara Moburg / Contemporary Social
Problems
Bob Zwart / Mass Communications

Linked Class

“Picture The Earth”
Richard Doyle / Environmental Science
Geoff Newton / Photography

Linked Class

“The Human Animal”
Richard Doyle / Biology
Louis LaBombard / Physical Anthropology

Spring Quarter

Linked Class

“Drawing From The Sea”
Richard Doyle / Biology
Sharon Hall / Art

Linked Class

“The American Century”
Debbie Wallin / U. S. History
Bob Zwart / American Literature

Linked Class

“You Are What You Eat”
Sandra Lounsbery / Nutrition
Barbara Moburg / World History
Cheryl Morse / Film

**South Puget Sound
Community College**

Winter Quarter

Coordinated Studies

“Wives, Husbands & Other Loves: Variations on
a Theme”
Kitty Carlsen / Intercultural Communications
Diana Larkin / Marriage & Family Life
Mary Soltman / English Writing

**South Seattle
Community College**

Spring Quarter

Linked Class - Team Taught

“Writing and Exploring the Northwest
Experience”
Judy Bentley / Pacific Northwest History
Kate O’Leary / English Composition

Spokane Community College

Winter Quarter

Cluster

“The Pursuit of Happiness”
Mike Burns / English Literature
Cecile Lycan / Sociology
Carolyn Wall - English Composition

Linked Class - Team Taught

“There’s No Place Like Home: Journey Toward a
Common Ground”
Judith St. Lawrence-Brown / Philosophy
Angela Wizner / Speech

Linked Class - Team Taught

“U.K.—The Roots of Greatness in the British
Isles, 450-1800”
Gary Gustafson / History
Scott Orme / Literature

Linked Class - Team Taught

“Computerized Composition: Enhancing Your
Writing With Technology”
Janece Connor / Business Computer Systems
Shusmita Sen / English Composition

Spring Quarter

Cluster

“Exploring the Unknown: The Frontiers of
Perception”
Scott Kramer / Philosophy
Alexis Nelson / English Composition
Paul Schuyler / Physics

Linked Class - Team Taught

“Ourselves Among Others”
Val Clark / Speech
Shusmita Sen / English

Linked Class - Team Taught

“Looking Good in Print”
Jackie Crowe / Business Computer Systems
Melodye Wiens / English Writing

Spokane Falls Community College

Winter Quarter

Linked Class - Team Taught
"Ethics & Advanced Composition"
Christie Garcia / English Composition
Rex Hollowell / Philosophy

Linked Class - Team Taught
Carol Knuttgen / Reading and Study Skills
Susan McGrew / Writing

Linked Class - Team Taught
Molly Gunderson / Literature
Sally Nick / English Composition

Linked Class
Margaret Gregg / Ceramics
Gary Wolf / Chemistry

Linked Class
Almut McAuley / Creative Writing
Tom Versteeg / Literature

Coordinated Studies
"Leonardo to Voltaire: A Renaissance of Ideas
and Images"
Robert Farrar / Western Civilization
Barb Fulsaa / Library Studies
Nel Hellenberg / English Composition
Carolyn Stephens / Art History

Spring Quarter

Linked Class - Team Taught
Nel Hellenberg / Introduction to Film
Susan McGrew / English Composition

Linked Class - Team Taught
Jo Fyfe / Advanced Design
Carolyn Stephens / Computer Art

Linked Class - Team Taught
Jan Swinton / Writing, Reading and Study
Skills
Tom Versteeg / Writing Lab

Linked Class - Team Taught
Jeanette Kirishian / Non-Western Art
Lori Monnastes / English Composition

Linked Class - Team Taught
Cathy Hopkins / Intercultural Communication
Bryan West / Speech

Linked Class - Team Taught
"Read, Listen, and Respond"
Almut McAuley / Literature/Composition
Wayne Smith / Music

Linked Class - Team Taught
Gary Blevins / Environmental Science
Lars Neises / Pre-Calculus

Linked Class - Team Taught
"Being Human: The Psychology of Literature"
Dexter Amend / Psychology
Steve Reames / Literature

Tacoma Community College

Winter Quarter

Coordinated Studies
"Moral Matters: Discovering Right and Wrong"
Debbie Kinerk / English Composition
John Kinerk / Philosophy

Coordinated Studies
"Food for Thought"
Marlene Bosanko / English Composition
Tamara Kuzmenkov / English Literature or
General Humanities

Coordinated Studies
"Journeys Real and Imaginary"
Paul Clee / Humanities
Violetta Clee / English

Linked Class - Team Taught
"Overcoming Math Anxiety"
Peggy Sargeant / Human Development
Ed Zimmerman / Math

Spring Quarter

Linked Class - Team Taught
"Eyewitness to Modern America"
Marlene Bosanko / English Composition
Brian Duchin / U. S. and 20th Century History
Tamara Kuzmenkov / Fiction

Walla Walla Community College

Spring Quarter

Linked Class - Team Taught
Michael Kiefel / Literature
Charles Lincoln / Astronomy

Western Washington University Winter Quarter

Cluster

"Politics and Geography"
Todd Donovan / Political Science
Stephen Frenkel / Human Geography/
Environmental Science

Linked Class - Team Taught

"A Foundation for the Liberal Arts"
George Mariz / Honors/History
Rodney Payton / Liberal Studies
Robert Stoops / Liberal Studies

Spring Quarter

Cluster

"The Family in Society"
Kris Bulcroft / Sociology
Carmen Werder / Expository Writing

Cluster

"Art and Literature"
Marc Geisler / English Writing About Literature
Carol Janson / Art History

Linked Class - Team Taught

"A Foundation for the Liberal Arts"
George Mariz / Honors/History
Rodney Payton / Liberal Studies
Robert Stoops / Liberal Studies

Yakima Valley Community College

Winter Quarter

Linked Class - Team Taught

"Conquering Math Anxiety"
Kathy Calvert / Counseling
Carolyn Gregory / Mathematics

Linked Class

"Writing South of the Border"
Denny Konshak / English Composition
Denny Konshak / Latin American Fiction

Linked Class - Team Taught

"Biology Write Now"
Mark Fuzie / English Composition
Eric Mould / Environmental Ecology

Linked Class - Team Taught

"Talk About Living"
Judy Moore - Biology
Millie Stenehjem / Speech

Linked Class - Team Taught

"Men, Women, & Meaning-Making"
Shannon Hopkins / English Composition
Gordon Koestler / English Literature

Linked Class - Team Taught

"Zen Guide to Voice"
Scott Peterson / Music
Millie Stenehjem / Speech

Spring Quarter

Linked Class - Team Taught

"S(C+A)>S(C)+S(A)"
Kathy Ashworth / Chemistry
Dan Schapiro / Mathematics

Linked Class - Team Taught

"Biorhythms"
Eric Mould / Biology
Scott Peterson / Music

Linked Class - Team Taught

"Cops & Writers"
Janet Foster-Goodwill / Police Science
Mark Fuzie / English Composition

Linked Class - Team Taught

"Biomathics & Mathology 101"
Mike Harves / Biology
Bev Parnell / Mathematics

Linked Class - Team Taught

"POMAHOBC E Speech: Public Speaking With
A Slavic Flavor"
Jim Newbill / History of Czarist Russia
Chuck Weedon / Speech

Linked Class - Team Taught

"American Voices: Culture & Heritage Through
Composition"
Mark Fuzie / English
Chuck Sasaki / Ethnic Studies

Linked Class - Team Taught

"Genethics: Thinking Critically About the Clash
Between the New Genetics & Human Values"
Judy Moore / Biology
Millie Stenehjem / Speech

Other large 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 addressing interdisciplinary themes or questions. For information on this year's programs, write the Washington Center.



**Tim McLaughlin,
Washington
Center visiting
fellow, working on
a national data
base of learning
community
programs**

Tim McLaughlin took a six-month sabbatical from his faculty and administrative responsibilities at Cazenovia College in New York to join the Washington Center staff as a visiting fellow. Tim has taken a leading role in building a data base of information about learning communities around the country. This annotated list should be available by the end of summer 1995.

Please call or e-mail Jean MacGregor if you'd like a copy of the "National Learning Community List" (360) 866-6000, ext. 6608, or macgjean@elwha.evergreen.edu

Announcing a Learning Community Listserv!

Temple University (in Philadelphia, PA), now involved in a major learning community initiative, has recently established a learning community listserv. To subscribe, send a message to:

listserv@vm.temple.edu

Then type the message:

subscribe learncom your name

**That should do it.
We look forward to lively
discussions via the Net!**

Upcoming Washington Center Workshops and Conferences

June 23-30, 1995: "Science Shakes the Foundations: Dickens, Darwin and Marx." Pack Forest, Eatonville, WA. Funded by a National Science Foundation Undergraduate Faculty Enhancement grant.

July 7-8, 1995: "Calculus Dissemination Project Regional Conference." The Evergreen State College, Olympia WA.

July 12-15, 1995: "Reflections of Nature." Eatonville, WA. Funded by a National Science Foundation Undergraduate Faculty Enhancement grant.

July 20-21, 1995: "Small Group Instructional Diagnosis." Eatonville, WA.

July 29-August 5, 1995: "Chaos, Calculus, and Comparative World Views." The Evergreen State College, Olympia, WA. Funded by a National Science Foundation Undergraduate Faculty Enhancement grant.

April 25-26, 1996: "Annual Spring Curriculum Planning Retreat—Eastern Washington." Spokane, WA.

May 2-3, 1996: "Annual Spring Curriculum Planning Retreat—Western Washington." North Bend, WA.

July 19-21, 1995; July 24-28, 1995; July 31-August 4, 1995: 1995 Summer Institute for Intercultural Communication. Portland, OR. Contact: 503-297-4622 or e-mail: ici@pacificu.edu

September 28-October 1, 1995: "Landscapes, Spaces and Cultures: Re-Territorializing Knowledge(s). Phoenix, AZ. Association for Integrative Studies 17th Annual Conference. Contact: Michael Cerveris at 602-543-6025 or e-mail questions to: ifmxc@asuvm.inre.asu.edu

October 12-14, 1995: "The Future of Collaboration." San Antonio, TX. Association for General and Liberal Studies. Contact: Dr. Bob Connelly at 210-829-3882.

November 8-11, 1995: "The Professional Apprenticeship: TAs in the 21st Century." Denver, CO. Fifth National Conference on the Education and Employment of Graduate Teaching Assistants. Contact: Dr. Laura L. B. Border at 303-492-4902 or e-mail: border@spot.colorado.edu

Other National Conferences of Interest

Mailing List

Please return this form if you would like to be added to, or deleted from our mailing list

Name _____

Department _____

Institution _____

Address _____

Send to: Mailing List
Washington Center, L 2211
The Evergreen State College
Olympia, WA, 98505
or call (360) 866-6000, Ext. 6611.

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Bellevue Community College: David Jurji and Gary McGlocklin
Eastern Washington University: Richard Curry and Judith Kaufman
North Seattle Community College: Jim Harnish, David Mitchell and Rita Smilkstein
Seattle Central Community College: Valerie Bystrom, Rochelle dela Cruz, Ron Hamberg and Rosetta Hunter
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Kathe Taylor, Interim Associate Director
Betty Schmitz, Senior Project Associate, Cultural Pluralism Project
Laura O'Brady, Program Coordinator
Barbara Determan, Office Assistant
Sandra Abrams, Secretary

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

■ Includes 44 participating institutions: all of the state's public four-year institutions and community colleges, and 10 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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