In the sharing of our varied stories, we create our community of a larger memory.

—Ronald Takaki
Today, we celebrate the tenth anniversary of the University of Washington Curriculum Transformation Project, recently renamed the Center for Curriculum Transformation. We have gathered at this conference, “Teaching Difference: Looking Back, Moving Forward,” to examine the evolution of curriculum transformation at the University of Washington in changing contexts since its inaugural year 1992–93. In so doing, we will explore how both individual work and collaborations among faculty members, students, staff members and administrators can effect significant curricular and institutional change. By reflecting on the past, we can chart directions for the future of diversity in higher education.

Curriculum transformation emerged in higher education in the 1970s as scholars of women studies and ethnic studies recognized that their new research, methods and pedagogies had import for all fields of study. In the morning sessions, we will focus first on the profound changes in these fields over the past two decades. Our second panel will highlight new directions in curriculum transformation, including efforts to create disability studies, develop diversity cases for core curricula in public affairs, forge new curricular pathways for recent immigrants, and work with secondary teachers on developing curricula to teach about race and citizenship post 9/11.

Curriculum transformation asks faculty members to take a critical stance on power and difference in the classroom, interweave multiple perspectives, and integrate student voices and knowledge into the learning process. When Johnnella Butler and Fred Campbell—then Chair of American Ethnic Studies and Dean of Undergraduate Education, respectively—wrote the first project proposal for curriculum transformation in 1992, they recognized that student collaboration with faculty members would be essential to the process. The primary venue for this collaboration has been an annual seminar during which faculty members and students examine new theory and pedagogy, participate in lively and often contentious discussions, and rethink courses with the help of colleagues. In the final morning session, we will hear reports on research about the impact of these seminars.

Between 1993 and 2003, curriculum transformation benefited from concerted efforts by the deans and department chairs in Arts & Sciences to hire scholars of contemporary theories of difference. A current priority of the Center, supported by the most recent grant from the Ford Foundation, 2001-2003, is to foster collaboration among these scholars and their peers as they explore intersections of different identity constructs in local and global contexts. The afternoon session on teaching
intersectionality features the course development work of three faculty/student teams and a discussion of religion, state and nation.

Our final session looks at curriculum transformation in the context of broader institutional change at the University of Washington and across the nation—examining how much change can occur in a department, a college, an institution. Dr. Gertrude Fraser, Program Officer of The Ford Foundation, and several directors from other projects funded by the Foundation, will broaden our perspectives on change. I extend a special welcome to these visitors.

Today, courses developed through the Center’s projects reach an estimated 5,000 students annually. This accomplishment is due to generous funding from the Ford Foundation and to the support of Deans David Hodge, Susan Jeffords and Michael Halleran of the College of Arts & Sciences, and Dean of Undergraduate Education, George Bridges. David Hodge participated in the first summer institute in 1992; he has provided sustained leadership in using results from projects to foster broader institutional change. Through her interdisciplinary scholarly training and forward-looking guidance of Center projects, Susan Jeffords has helped define the Center’s direction and facilitated essential connections with faculty members across the campus. George Bridges has continued to provide generous funding for undergraduate student stipends.

I would also like to recognize and thank Johnella Butler, whose vision and leadership shaped curriculum transformation at the University of Washington, and who remains a vital advisor and advocate for the Center.

—Betty Schmitz
**Conference Schedule**

8:00–8:30 am  Coffee & Rolls

8:30–9:30 am  Welcome

*David Hodge, Dean, College of Arts & Sciences*

**Ethnic Studies, Women Studies: Looking Back, Moving Forward**

Moderator:  *Beverly Guy-Sheftall, Spelman College*

Speakers:  
- *Johnnella Butler, Associate Dean and Associate Vice Provost, The Graduate School*
- *Priti Ramamurthy, Department of Women Studies*

9:30–9:45 am  Break

9:45–11:00 am  Expanding the Impact: New Programs, New Audiences

Moderator:  *Nancy “Rusty” Barceló, Vice President for Minority Affairs*

Speakers:  
- *Michael McCann, Director, Law, Societies & Justice Program*
- *Mariëka Klawitter, Evans School of Public Affairs*
- *Victoria Lauber, Shoreline Community College*
- *Moon-Ho Jung, Department of History*

11:00–11:50 am  Curriculum Transformation at UW Then and Now

Moderator:  *Fred Campbell, Dean Emeritus, Undergraduate Education*

Speakers:  
- *Anupama Taranath, Center for Curriculum Transformation & Department of English*
- *Fatema Karim, Center for Curriculum Transformation*
- *Rekha Kuver, The Information School*

1:15–2:15 pm  Teaching Intersectionality: Report on Course Transformation

Moderator:  *Betty Schmitz, Director, Center for Curriculum Transformation*

Speakers:  
- *David Silver, Department of Communication*
- *Kathie Friedman, Jackson School of International Studies, and Karen Rosenberg, Women Studies*
- *Dena Rucker, School of Social Work, and Sharan Brown, Department of Educational Leadership and Policy Studies*
2:15–3:15 pm  
Teaching Intersectionality: Religion, State and Nation  
Discussants: Beverly Guy-Sheftall, Spelman College  
Arzoo Osanloo, Department of Anthropology and Law, Societies & Justice Program

3:15–3:30 pm  
Break

3:30–5:00 pm  
Curriculum Transformation and Institutional Change  
Moderator: Ana Mari Cauce, Chair, Department of Psychology  
Speakers: Jerry Baldasty, Chair, Department of Communication  
Susan Jeffords, Divisional Dean, Social Sciences  
Suzanne Benally, Education Consultant, Boulder, Colorado  
Gertrude Fraser, Program Officer, The Ford Foundation

Carving by Bill Holm at the Burke Museum, University of Washington Seattle

left: David Hodge, Dean of College of Arts & Sciences, right: Susan Jeffords, Divisional Dean, Social Sciences
Conference Presenters

**Gerald Baldasty** is Professor and Chair of the Department of Communication. His research focuses on the economic aspects of media, media organizations, media and politics, and race, class and gender in media studies. He is the author of *E. W. Scripps and the Business of Newspapers* and *The Commercialization of News in the Nineteenth Century*. A senior editor of *Journalism History*, he is the co-chair of the University of Washington’s two leading lectureships, the Jesse & John Danz and the Walker-Ames.

**Nancy “Rusty” Barceló** is Vice President of Minority Affairs. Prior to this appointment, she served as Associate Vice President for Multicultural and Academic Affairs at the University of Minnesota and as Assistant Provost at the University of Iowa. In each of these positions, Barceló provided leadership by focusing on cultural diversity and enhancing the university experiences of historically underrepresented students, faculty and staff. She is a scholar of Chicana Studies.

**Suzanne Benally** (Navajo and Santa Clara Tewa) is an Educational Consultant, Boulder, Colorado, and core faculty member, Naropa University. Formerly, as Director of the Institute on Ethnic Diversity, Western Interstate Commission for Higher Education, she worked with twenty colleges and universities and five state higher education systems in implementing strategic diversity planning. Her teaching and research has focused on the relationship between land and place as expressed through written and oral literature.

**Sharan Brown** is Research Associate Professor, Department of Educational Leadership and Policy Studies, College of Education, and Chair, Disability Studies Committee. She teaches educational law, including special education law and Washington state school law. In the area of special education, her work has focused on children with special health care needs, including legal, medical and social issues. For the past ten years, she has participated in research and teaching projects in Southeast Asia.

**Johnnella Butler** is Associate Dean and Associate Vice Provost of The Graduate School, Professor of American Ethnic Studies and Adjunct Professor of English and Women Studies. She directs the Graduate Opportunities and Minority Achievement Program. A co-founder of the Curriculum Transformation Project, she is recognized nationally for her work in curriculum change. She is the editor of and a contributor to *Color-Line to Borderlands: The Matrix of American Ethnic Studies*, and is one of three editors of the first-ever *Encyclopedia of American Studies*.

**Fred Campbell** is Dean Emeritus, Undergraduate Education, having served as Dean and Vice Provost for nine years. Previously, he was Professor and Chair of Sociology and Associate Dean of Undergraduate Education in the College of Arts and Sciences. A co-founder of the Center for Curriculum Transformation, he was among the first recipients of the Distinguished Teaching Award.

**Ana Mari Cauce** is Professor and Chair of the Psychology Department and has served as Chair of the Department of American Ethnic Studies and Director of the University Honors Program. She received the Distinguished Teaching Award in 1999 and was awarded the Earl Carlson Professorship in 2000. Her research and clinical work involve at-risk children, adolescents and families, ethnic minority youth, homeless youth, adolescent substance abuse and community psychology.

**Gertrude Fraser** is Program Officer, Education, Sexuality and Religion, The Ford Foundation. She is on leave of absence from the University of Virginia where she is Associate Professor of Anthropology, specializing in medical anthropology; the body and sexuality; race, gender and science; African American ethnography; applied methodology; and historical anthropology. Her publications include *African American Midwifery in the South: Dialogues of Birth, Race and Memory*. 
Kathie Friedman is Associate Professor, Jackson School of International Studies, Adjunct Associate Professor of Sociology and Women Studies, and Chair of the Jewish Studies Program. She is the author of *Memories of Migration: Gender, Ethnicity, and Work in the Lives of Jewish and Italian Women* and the co-author of *Creating and Transforming Households: The Constraints of the World Economy*.

Beverly Guy-Sheftall is Anna Julia Cooper Professor of Women’s Studies and Director of the Women’s Center at Spelman College. She is a pioneer in the development of women’s studies, Black feminist and transnational feminist theory. Her recent books include *Words of Fire: An Anthology of Black Feminist Thought; Traps: African American Men on Gender and Sexuality* (with R. Byrd); and *Gender Talk: The Struggle for Women’s Equality in African American Communities* (with Johnnetta Cole).

Susan Jeffords is Professor of English and Women Studies and Divisional Dean for the Social Sciences, College of Arts and Sciences. A 2002 Solomon Katz Lecturer on American Culture in a Time of Terror, she is the author of *Hard Bodies: Hollywood Masculinity in the Reagan Era* and *The Remasculinization of America: Gender and the Vietnam War* and co-editor of *Seeing Through the Media: The Persian Gulf War*. She teaches courses in American popular culture.

Moon-Ho Jung is Assistant Professor of History. His research and teaching interests include comparative ethnicity and nationalism, with a focus on the evolving dynamics of race, ethnicity, class, gender and nation within the US and between nations within the Americas. He also specializes in the social, political, cultural and intellectual history of Asian Americans. He is completing a book titled “Coolies” and Cane: Race, Labor, and Sugar Production in the Age of Emancipation.

Fatema Karim is Research Assistant, Center for Curriculum Transformation. She graduated from the University of Washington Winter 2003 with a major in English. As a participant in the 2001 curriculum transformation seminar, she assisted in the development of a course on South Asian Women Writers.

Marieka Klawitter is Associate Professor, Evans School of Public Affairs. Her research focuses on public policies that affect work and income, including effects of child support policies, welfare policies and antidiscrimination policies for sexual orientation. She teaches courses on public policy analysis, quantitative methods, women and work and sexual orientation. She is director of a new project funded by The Ford Foundation to develop and incorporate case studies on diversity into the core curriculum of public affairs.

Rekha Kuver is a graduate student enrolled in the Information School’s Master of Library and Information Science program. She participated in the Curriculum Transformation Project in 1999, as a Women Studies undergraduate.

Victoria Lauber is Program Manager of the “Faces of Our Community: Connecting through Story” project at Shoreline Community College. She is a graduate student in Education at the University of Washington, Bothell. She co-authored *Faces of Our Community: Contemporary Immigrant and Refugee Experiences*, which explores challenges and results of Shoreline’s efforts to raise awareness of the immigrant/refugee experience on the college campus and in the local community.

Michael McCann is Director, Law, Societies & Justice Program and Gordon Hirabayashi Professor for the Advancement of Citizenship. His research interests include public law, American politics and political theory, with an emphasis on the politics of social struggle and reform movements. He is the author of *Taking Reform Seriously: Perspectives on Public Interest Liberalism and Rights at Work: Pay Equity Reform and the Politics of Legal Mobilization*. He is a recipient of the Distinguished Teaching Award.
Arzoo Osanloo is Assistant Professor, Law, Justice & Society Program and Anthropology. She recently spent a year in Teheran collecting data for her Stanford doctoral dissertation on women’s rights in Iran. Previously, she practiced asylum and immigration law. Her research focuses on gender and Islam, human rights and the Islamic state.

Priti Ramamurthy is Associate Professor of Women Studies and a member of the South Asia Center, the International Development Program Advisory Board at the Evans School of Public Affairs and the Institute for Transnational Studies Board. Her research interests include feminist critiques of international economic development, agrarian transitions, consumption and commodity cultures and transnational feminisms. She is a recipient of the Distinguished Teaching Award.

Karen Rosenberg is a graduate student in Women Studies. She is a recipient of a 2002-2003 Huckabay Teaching Fellowship to develop a course, Introduction to Feminist Theories of Social Inequality, that fully incorporates transnational approaches.

Dena Rucker is a graduate student in the School of Social Work, where she co-chairs the Organization of Student Social Workers. She was an undergraduate research assistant for the Center for Curriculum Transformation, where she worked toward the goal of having disability recognized in the definition of diversity. Rucker has taught classes on disability issues at Highline Community College, and is co-teaching a disability course at the School of Social Work in 2003.

Betty Schmitz is Director, Center for Curriculum Transformation. She has directed long-term faculty development projects and institutes at several major universities, and written and consulted extensively in the United States and South Africa on curriculum and institutional change. Her books include Core Curriculum and Cultural Pluralism and Integrating Women’s Studies into the Curriculum.

David Silver is Assistant Professor, Department of Communication. His research focuses on the intersections among computers, the Internet and contemporary American cultures, more specifically on the social and cultural construction of cyberspace. He is currently working on a cultural history of e-commerce. He is the creator of the Resource Center for Cyberculture Studies, an online, not-for-profit organization whose purpose is to research, teach and create diverse and dynamic elements of cyberculture.

Anupama Taranath is Lecturer, Department of English, and Faculty Associate, the Center for Curriculum Transformation. She teaches about colonialism and colonial and postcolonial theories, contemporary Caribbean, African and South Asian literatures and anti-racist feminism. Taranath is currently organizing the first Study Abroad Program for University of Washington students to Bangalore, India.

Conference Guests

Gertrude Fraser. Program Officer, Education, Sexuality and Religion, The Ford Foundation
Scot A. French, Associate Director, The Carter G. Woodson Institute, University of Virginia
Beverly Guy-Sheftall, Anna Julia Cooper Professor of Women’s Studies, Spelman College
Mary Hartman, Director, Institute for Women’s Leadership Rutgers, The State University of New Jersey
Deborah Rosenfelt, Director, Curriculum Transformation & Professor of Women Studies, University of Maryland
Sharon Salinger, Associate Dean & Professor of History, University of California--Riverside
In the past ten years, Curriculum Transformation Project leaders garnered over $1,075,000 in external grants, of which $750,639 has supported curriculum transformation. In addition, the Office of the Provost and the Dean’s Office of the College of Arts & Sciences have provided an estimated $200,000 in support for faculty stipends, and the Office of Undergraduate Education $80,000 for student stipends.

The Center has enjoyed significant collaborations with the Office of Undergraduate Education, the Departments of American Ethnic Studies and Women Studies, the Center for Instructional Development and Research, the Office of Minority Affairs, the Graduate Opportunities and Minority Achievement Program (GO-MAP), the College of Arts & Sciences GEAR UP Project, the Comparative History of Ideas Program, the School of Social Work, Shoreline Community College and University Preparatory Academy.

Different Voices Institute, June 1987
Angela Ginorio (Women Studies) and Johnnella Butler, Project Directors.
Funded by the Ford Foundation.
A precursor to the Curriculum Transformation Project, this project engaged American history and literature faculty members from colleges in the Northwest in the integration of new research on and by women of color into introductory courses.

Barbara Leigh Smith (The Evergreen State College) and Johnnella Butler, Project Directors; Betty Schmitz, Project Coordinator. Funded by the Ford Foundation.
Housed at The Evergreen State College, this project provided support for 26 colleges and universities in the state of Washington to articulate the role of cultural pluralism in their students’ education and to develop new courses and curricula. The University of Washington Seattle sent a team each year to a summer cultural pluralism institute; UW Bothell and Tacoma also sent teams in 1994.

Infusion of Cultural Pluralism into the UW Curriculum, 1992–93
Johnnella Butler and Fred Campbell, Principal Investigators; Betty Schmitz, Project Director. Funded by the Ford Foundation.
A companion grant to the statewide Cultural Pluralism Project, this project inaugurated the UW curriculum transformation model, an annual seminar in which undergraduate students work with faculty members on course development. The project resulted in the creation of the Curriculum Transformation Project, housed between 1993 and 1997 in the Office of Undergraduate Education.
Teaching American Pluralism in the Humanities Project, 1994–1996

Johnnella Butler and Betty Schmitz, project directors and seminar conveners. Richard Johnson (History), seminar convener. Funded by the National Endowment for the Humanities.

This project provided funding for faculty members specializing in American Studies and American Ethnic Studies to develop a comparative, interdisciplinary approach to teaching American pluralism.

Campus Diversity Initiative, 1996–1998

Johnnella Butler and Betty Schmitz, Project Directors. Funded by the Ford Foundation.

The University of Washington hosted the third national conference of project directors for the Campus Diversity Initiative. This work established strong links with scholars and diversity practitioners around the country. The University of Washington also became the Seattle pilot site for the Campus Diversity Initiative Public Information Project. This project established a network of public opinion leaders in the state and assisted local campuses in the dissemination of information about diversity.

Seattle Coalition for Educational Equity (SCEE) Summer Institutes, 1996 and 1997

Kimi Rabun, former Director, SCEE, and Institute Coordinator. Funded by the Ford Foundation.

Teams of faculty members from the University of Washington attended the summer curriculum transformation institutes sponsored by the Seattle Coalition for Educational Equity. These institutes focused on recruitment and retention of minority students and included an emphasis on curriculum transformation.

Enhancing the Study of Cultural Diversity in the Curriculum, 1997–98

Office of the Provost.

To implement the Faculty Senate Resolution “C” on Cultural and Ethnic Diversity (1996), the Provost called for a campus-wide review of the curriculum and provided funding to support curricular initiatives.
Awards to create courses and curricula that contribute to students’ ability to think critically about issues of cultural and ethnic diversity were made to the Departments of Art, Architecture and Urban Planning, Business Administration, Forest Resources, Social Work, and Technical Communications.

Summer Curriculum Transformation Institutes, 1998 and 1999
Betty Schmitz and Yvonne Terrell-Powell (Shoreline Community College), Project Directors.
UW and Shoreline Community College sponsored summer curriculum transformation institute for faculty members from the state of Washington. These institutes focused on teaching contemporary and historical constructions of race, gender, class, nationality, ethnicity, disability and sexuality and their intersections.

Jim Clowes, UW Project Coordinator; Betty Schmitz, director, Seattle Campus Coalition for Racial Legacies and Learning. Funded by the Association of American Colleges & Universities.
Seattle area colleges and universities partnered with the Urban Enterprise Center of the Greater Seattle Chamber of Commerce to address how higher education can prepare graduates to address the legacies of racism and the opportunities for racial reconciliation in the United States. Campuses hosted dinners for community members, faculty, students and board members to explore issues and develop strategies for change.

Annual UW Curriculum Transformation Seminars
Betty Schmitz, Co-director, with Ana Mari Cauce (1999), Michelle Habell-Pallan (2000), and Christy Flores (2001). Funded by the College of Arts & Sciences, the Office of Undergraduate Education, and the Ford Foundation.
In 1999, the Center for Curriculum Transformation inaugurated a new, annual seminar for faculty members and undergraduate students to collaborate on course revision. Each year the format and focus of the seminar varies, responding to critical needs for curriculum development.

Collaborative Transformations Project, 2001-2003
Betty Schmitz, Director; Cristine Hinman Chopra, Coordinator; Anu Taranath, Faculty Research Associate. Funded by the Ford Foundation.
In addition to the annual curriculum transformation seminar, the current grant from the Ford Foundation supports three interrelated activities: the development of a cohesive undergraduate liberal arts curriculum that teaches students to think critically and comparatively about race, gender, class, ethnicity, nation and nationhood, disability, religion, and sexuality; collaboration with secondary teachers to transform curricula; and collaboration among scholars and different external communities to exchange knowledge and practice. The grant is also funding research into the impact of curriculum transformation.

Edgar Beckham, former Program Officer, Ford Foundation, and Director of the Campus Diversity Initiative
I think it is essential for undergraduates to work on projects like this along with faculty. ... We are, after all, directly affected by what is taught and how it is taught.
–JD Leza, 1993

New Priorities for the Center

Integrating Intergroup Dialogue into Liberal Arts Courses
Center staff have begun collaboration with Ratnesh Nagda, Director, Intergroup Dialogue, Education and Action Center, and Associate Professor, School of Social Work, and George Bridges, Dean of Undergraduate Education, to introduce sections of intergroup dialogue into large enrollment courses in the College of Arts & Sciences. Intergroup dialogue engages students in substantive, sustained and conceptually-integrated experiential activities that enable them gain new understandings of diversity and to develop alliances and commitments to social justice.

Establishing a Minor in Power, Equality and Culture
With collaboration among faculty in the College of Arts & Sciences, the Center is spearheading development of a minor in the College of Arts & Sciences that would focus on teaching students to think critically about socially constructed categories of difference, to understand notions of power and privilege in relation to difference, and to explore the concept of intersectionality. This project will also create new courses focussing on age, class, disability, sexuality, and religion.
Facility & Staff Participants, 1992–2003

Bruce H. Adee, Mechanical Engineering
Ann Anagnost, Anthropology
Mary Lou Balassone, Social Work
Gerald Baldasty, Chair, Communication
Kimberly Barrett, Psychology
Edward Bassett, Communication
Raymond Bending, Social Work
Chris Benton, Student Services, UW Tacoma
Rick Bonus, American Ethnic Studies
Sharan Brown, Educational Leadership and Policy Studies
Stephanie Camp, History
Patricia Campbell, Music Education
Janna Cawrse, University Preparatory Academy
Noel Chrisman, School of Nursing
Kenneth C. Clatterbaugh, Chair, Philosophy
Angela Close, Anthropology
James Clowes, Director, Comparative History of Ideas
Esther Daniels, Librarian, Bothell
Trina Deines, Architecture
Venus Gomez Deming, Shoreline Community College
Christine Di Stefano, Political Science
Gail Dubrow, Urban Design & Planning
Katarzyna Dziwierk, Slavic Languages and Literatures
Pauline Erera, Social Work
Beckie Etheridge, Media Services, Tacoma
Sandra J. Eyres, Family & Child Nursing
Kathleen Fearn-Banks, Communication
Lauro Flores, Spanish & Portuguese Studies
Kathie Friedman, Jackson School of International Studies
Terry Frogatt, University Preparatory Academy
Erasmo Gamboa, American Ethnic Studies
Gerald Gillmore, Office of Educational Assessment
Angela Ginorio, Women Studies
Angelina Godoy, Political Science
Thomas Goolsby, Music Education
James W. Green, Anthropology
James Gregory, History
Michelle Habell-Pallan, American Ethnic Studies
John Hancock, Urban Design and Planning
David Hodge, Dean, College of Arts & Sciences, Geography
Michael Honey, Interdisciplinary Arts & Sciences, UW Tacoma
Beverly Horn, Psychosocial & Community Health
Judith A. Howard, Chair, Women Studies, Sociology
Cynthia Chan Imanaka, Seattle Central Community College
Sue-Ellen Jacobs, Women Studies
Dan Jacoby, Interdisciplinary Arts & Sciences, UW Bothell
Richard R. Johnson, History
Kim Johnson-Bogart, Undergraduate Education
Christopher Jones, Jackson School of International Studies
Jutta C. Joseph, Pharmacy
Moon-Ho Jung, History
Rebecca Kang, Psychosocial & Community Health
Donna Kerr, Education
Nancy J. Kenney, Psychology
Willis Konick, Comparative Literature
Selim Kuru, Near Eastern Languages and Civilization
Karen Landenberger, Nursing, UW Tacoma
Patricia Landy, University Preparatory Academy
Carol Leppa, Nursing, UW Bothell
Belinda Louie, Education, UW Tacoma
Celia Lowe, Anthropology
John W. Macklin, Chemistry
Michael McCann, Director, Law, Society & Justice
Robert Tracy McKenzie, History
Michael Magie, Academic & Students Services, UW Bothell
Nicholas Maxwell, Interdisciplinary Arts & Sciences, Bothell
Katharyne Mitchell, Geography
Enrique Morales, Office of Minority Affairs
Frances Munet-Vilaro, Psychosocial & Community Health
Linda Nash, History
Frazier Nyasulu, Chemistry
Rick Olguin, North Seattle Community College
Arzoo Osanloo, Anthropology
John Palka, Biology
Gary Parks, Shoreline Community College
Emile Pitre, Office of Minority Affairs
Ross Posnock, English
Priti Ramamurthy, Women Studies
Luis Ramirez, Director, Ethnic Cultural Center
Deirdre Raynor, Interdisciplinary Arts & Sciences, UW Tacoma
Robert Sansanoff, Architecture
Marcia Sawyer, American Ethnic Studies
Carole A. Schroeder, Psychosocial & Community Health
Leroy Searle, English
David Silver, Communication
Andrea Simpson, Political Science
Caroline Chung Simpson, English
Roger Simpson, Communication
Nikhil Singh, History
K. Sivaramakrishnan, Anthropology
Keith Snodgrass, South Asian Studies
Sue Sohng, Social Work
Clarence Spigner, Health Services
Deborah Sunday, Campus Librarian, UW Tacoma
Sharon E. Sutton, Architecture
Anupama Taranath, English
Janelle Taylor, Anthropology
John Toews, History
Sara Van Den Berg, English
Debbie Ward, Psychosocial & Community Health
Michel Williams, University Preparatory Academy
Suzanne Withers, Geography
Shawn Wong, English
Nancy Woods, Dean, School of Nursing
Shirley J. Yee, Women Studies

I am an expert on American Indian history, but before this Institute, I never had a Native teacher.
–Faculty participant, Different Voices Institute

Sofia Agtarap, 2001
Robin Beckman-Goldberg, 2002
Cale Berkey, 2001
Tara Bethea, 1999
Jessica Blackford, 2002
Chami Arachi, 2002
Hak Man Chan, 1993
Marinda Chen, 1993
Tiffany Cho, 2000
Aaron Clefton, 2001
Bernadette Connor, 1999
Michelle Estioco Corsilles, 1993
Hope Cristobal, 1999
Ceres Marie Cueva, 1999
Jennifer Curtis, 1993
Joseph Cutler, 1999
Jodi Denney, 1999
Joyce Dumas, 1993
Sherrie Encarnacion, 1993
Ken Endo, 1993
Kate Fernandez, 2000
Derek Fetters, 1993
Tyler Fox, 1999
Liana Garcia-McNew, 1993
Amalia Gonzalez-Kahn, 2002
Adam Halpern, 1999
Michael Helland, 2002
Robin Houck, 1993
Mary Hunter, 2001
Moon Hwang, 2001
Kristina Johnson, 2001
Hanna Jordan, 1999
Jacinda Jordan, 2000
Fatema Karim, 2001
Patrick Kaufman, 2002
Rekha Kuver, 1999
Alexis Landry, 1999
Pearl Leung, 2001
John David Leza, 1993
Brian Scott MacKenzie, 1993
Tyson Marsh, 1999
Shalini Miskelly, 2003
Matthew Mitchell, 2001
Aaron Montoya, 1999
Johanna Moody, 1993
David Moore, 2001
Jennifer Mulder, 2002
Phil Neiswender, 1995
Chris Nilsen, 2001
Dan Thanh Nguyen, 1993
Art Okano, 2003
Sofia Olson, 2002
Angela Paez, 1993
Kyle Phillips, 1993
Grady Aaron Poole, 1993
Chell Porqueras-Mayo, 1999
Damian Rainey, 1999
David Roberts, 2001
Larry Rosenstein, 1993
David Rubin, 1999
Dena Rucker, 2001, 2002
Negar Nicole Saedi, 1993
Sai Samant, 2001
Paige Schilt, 1993
Jennifer Schmitt, 2001
Racheal Seymour, 1993
Karen Silas, 1993
Naomi Stacy, 1993
Phuong (Uyen) Tan, 1999
Jasmine Kar Tang, 2001
Yaffa Truelove, 1999
Tibebu Tsegga, 2001
Michael Tuncap, 2002
Robert Tuttle II, 1993
Melissa Valdez, 1999
Benjamin G. Vazquez, 2001
Romanita Versey, 1995
Charles Wheeler, 1993
Dave Whitson, 1999
Geneva Wizleben, 1999

Shirley J. Yee, Women Studies
Advisory Committee

David G. Allen, Psychosocial and Community Health
Johnnella Butler, Associate Vice Provost & Associate Dean, The Graduate School
Angela Ginorio, Women Studies
Judith A Howard, Chair, Women Studies
Susan E. Jeffords, Divisional Dean for Social Sciences
Dennis Lang, Rehabilitation Medicine
Victoria Yolanda Lauber, Shoreline Community College
Tina Redd, Drama
K. Sivaramakrishnan, Anthropology
Stephen Sumida, American Ethnic Studies
Patricia A. Wasley, Dean, College of Education
Kathleen Woodward, Director, Simpson Center for the Humanities

Center Staff

Current
Betty Schmitz, Director
Cristine Hinman Chopra, Program Coordinator
Anu Taranath, Faculty Research Affiliate

Past
Angelica Hernandez-Cordero, Administrator
Christy Flores, Graduate Research Assistant
Anne Sheeran, Graduate Research Assistant
Karen Silas, Project Assistant

Director’s Acknowledgments

Jerry Baldasty
Cristine Hinman Chopra
Alexandra Chordas
Shane Fricks
Susan Jeffords
JW Harrington
Bernice Jennings
Rekha Kuver
Mimi Kahn
Tia Morita

Mary Pullen
Rick Roth
Cathy Schwartz
Anu Taranath
Nancy Woods
Sue Woods
Mahmoud Zubeidi
Pamela Zwolinski

Evelyn Hu-DeHart, Brown University, addresses the 1993 opening seminar of the Curriculum Transformation Project.
We say, hold on to the real facts of history as they are, but complete such knowledge by studying also the history of other races and nations which have been purposely ignored.

—Carter G. Woodson, *The Mis-Education of the Negro* (1933)

Our annals, all happenings of human import, were stored in our song and dance rituals, our history differing in that it was not stored in books, but in living memory. So, while the White people had much to teach us, we had much to teach them, and what a school could have been established upon that idea.

—Luther Standing Bear, *Land of the Spotted Eagle* (1933)