

IAS Highlights

Newsletter for the Interdisciplinary Arts & Sciences Department

Autumn 2005

Volume 2

International Program on Sustainable Practices:

Community and Environmental Assessment in Costa Rica

What does a student get out of a month-long “sustainable practices” program in Costa Rica? Yes, 12 credits, maybe a capstone project, and definitely strong bonds with the other students! But, it’s difficult for me to summarize what, for some, is a life-changing experience. The student-designed T-shirts made for the Costa Rica Program include these words:

soap making, fútbol, waterfalls, bamboo, cobbing, hammocks, night hikes, rambutans, snakes, flatbed rides, imovies, nicoya, reforestation, bats, rain, surfing, quepos, army ants, turtle walk, chacos, ping pong, no-see-ums, cob oven, power outages, river walks, tapa dulce, cold outdoor showers, el banco, lightning, sloths, mastatal, drainage ditch, milking, washboard, rice and beans, potholes, spiders, cacao, cicadas, smelly clothes, horseback rides, white water rafting, green salsa, merengue, clay, cockroaches, pulpería

During September this summer, a group of 17 students – 7 from IAS's BA and BES programs, and 10 from UWS Environmental Studies — lived, studied, worked and played in Costa Rica. The program was led by faculty Chuck Henry of UWB-IAS and TA Rhonda Schmidt. The focus of the program was experiential



Students working on drainage for a soccer field.

learning about sustainable practices, environmental assessment, and international culture in rural Costa Rica. The students were involved in three areas of study:

- *International Sustainable Practices:* An international design/build experience investigating and using the concepts of sustainable practices.
- *International Environmental Assessment:* An international experience in collection, analysis and assessment of soil and stream data.
- *International Cultures:* An interactive experience with the history and culture of Costa Rican society, particularly that of rural Mastatal.

We lived primarily at Rancho Mastatal, a sustainable living community that teaches natural techniques, including the use of bamboo and cob as building materials, and supports the use of renewable energy systems. This is a center for education and instruction, where a wide array of workshops are conducted ranging from alternative design and construction to Wilderness First Response.

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From the Director

Greetings to our new and returning students and to our new and old alumni perusing these pages. This fall, students enjoyed a variety of challenging class assignments, learning new approaches and texts in their interdisciplinary classes. The energy was palpable as students and faculty bustled through their daily schedules. It was wonderful to have all the students back. Among the features of this column, I am pleased to welcome here the new members of our faculty and staff, but sad to bid adieu to one inspiring colleague. I'll also outline some of our upcoming year's activities as the campus prepares to move to a four-year undergraduate curriculum.

Last spring, the IAS faculty interviewed candidates to fill a position in Mathematics. Two fine potential colleagues emerged, and after some negotiation, we were able to hire them both: Dr. Peter Littig, who comes to us from UW Seattle (his dissertation is entitled, "The Topology of Loop Spaces of Compact Lie Groups") and Dr. Cinnamon Hillyard, who earned her Ph.D. at Utah State University and for the last five years has directed UW Bothell's Quantitative Skills Center. Professor Littig has thrown

himself into his teaching already with classes on the *Computer: Its History, Theory, and Uses* and *Cryptography*. Professor Hillyard will be joining us officially as assistant professor starting fall 2006. In the meantime, she will continue in her role as head guru of the QSC. Professors Littig and Hillyard join Professor John Rasmussen as the core Mathematics faculty in IAS and will be fashioning an enriched four-year curriculum (plus graduate) that will deepen our commitment to all things quantitative.

In addition, to these new faculty members, we are delighted to welcome Ms. Rachel Foote, who arrived in August to work as our new undergraduate academic advisor. Ms. Foote received her B.A in English and History with a minor in Women's Studies from the University of Minnesota, graduating summa cum laude. Before coming to IAS, she worked as a research assistant, an academic advisor, and a vocational opportunities coordinator.

Associate Professor Colin Danby returned from a year's sabbatical spent as a visiting scholar in the Political Science Department at the University of Hawaii at Manoa. While there, he gave presentations in colloquia sponsored by the English and Political Science Departments. Taking advantage of his time to recoup his scholarly energies, he drafted a manuscript titled, "Inventing Economy," which is a critique of the way "economy" is commonly represented in the globalization literature and by figures like Jürgen Habermas, Anthony Giddens, and Fredric Jameson. The book evolves out of cross-disciplinary conversations that he has had with students and colleagues in the IAS Program. Further, a paper written on heteronormativity in economics has been provisionally accepted by the journal, *Feminist*

Economics; this is one of the first extensions of Queer Theory to the literature in economics. Over the summer, Professor Danby did research in New Delhi on the work of economist, Sukhamoy Chakravarty; while there, he gave a talk at Jawaharlal Nehru University. We are delighted Professor Danby is back in our midst. This fall, he taught two sections of Interdisciplinary Inquiry, our Program Core.

It was with mixed emotions that we bade farewell to Dr. Peter Weiss who left in August to return to his native California. Since 2000, Peter split his time working as a post-doctoral researcher for Professor Dan Jaffe and teaching in the IAS Program. He and his green thumb supervised our UWB Organic Garden. We really miss him, but are happy to report that he has secured a new position as a research faculty member working on atmospheric mercury measurements in the Environmental Toxicology Department at University of California Santa Cruz. Congratulations, Peter!

During the 2005-2006 season IAS will be searching for new faculty colleagues in the areas of Community Psychology, Biology, and Environment Science. Professors Diane Gillespie and Elizabeth Thomas are leading the efforts to develop a new IAS BA option in Community Psychology to be "camera ready" by Fall 2006. This option should strengthen our social science offerings and make explicit our commitment to engaged learning through service to the community. In addition, we have longed to deepen our offerings in science and so are searching for colleagues who display a commitment to interdisciplinary work with a base in Biology and Environmental Science. We are interested in bolstering connections reaching from science into areas related to environmental, social, or cultural sustainability, and to social and bioethical issues.

Writing Their Lives

*Prominent West Coast Writers invited to UWB campus
for a series of readings.*

Professor Jeanne Heuvig invited prominent West Coast writers for a new readings series entitled, "Writing for Their Lives." During Fall Quarter, Suzanne Jill Levine and Dodie Bellamy visited UWB.

Suzanne Jill Levine is the winner of the Pen Center Career Achievement award and a Guggenheim Fellowship. She is the translator of over twenty Latin American novels and biographer of *Manual Puig and the Kiss of the Spider Woman: His Life and Fictions*.

Dodie Bellamy came to us from the San Francisco literary underground. Winner of the Firecracker Alternative Book Award, she explores contemporary life in *Pink Stream* and *The Letters of Mina Harker*.

Coming Spring Quarter, 2006:

27 April, 7:00pm. **Alex Kuo**, poet and novelist and recipient of the American Book Award, confronts the stereotypes of China and Chinese-Americans in his books, *Lipstick and Other Stories* and *This Fierce Geography*. He is professor in the Department of English at Washington State University.

11 May, 7:00pm. **Joan Burbick**, also a WSU English professor, turned her attention from scholarly writing in American literature and culture to popular genres in her *Rodeo Queens* and *Gun Show Nation*.

All readings and discussions will take place in the Library Room 205.

With the approval from the Washington State Legislature last spring, UWB will be embarking on lower-division offerings with our first freshman class coming on board fall 2006. The freshman courses will feature Discovery Core classes and an array of electives. We have been involved with faculty from all the academic programs across the campus in feverish planning for the Grand Opening. Our expanded mission means UWB will become the destination campus for the North Sound region for the best undergraduate educational experience. Your favorite IAS faculty will soon be teaching classes at both freshmen and

sophomore-level classes. Some classes will follow recognizable disciplinary subject areas and others will feature interdisciplinary methodologies as sound preparation for the upper-division IAS curriculum. Both types of classes will satisfy undergraduate general education requirements. Next fall, there will be three methods by which students may enter and complete their degrees at UWB and in IAS. First, home-grown students can proceed from freshman through senior years for bachelor's completion. Second, we have a new policy called dual enrollment that provides community

college students with the opportunity to begin their upper-division coursework at UWB while finishing their AA degrees at a community college. Students must complete a minimum of 45 credits and a maximum of 60 credits of community college coursework to be considered for dual enrollment. For more information on dual enrollment, please visit www.uwb.edu/de/. Third, of course, we will continue our commitment to junior transfer students who move through our IAS program options from Program Core to Senior Seminar enriching their knowledge base and sharpening their skill set.

International Conference at UWB a Success

by Kanta Kochhar-Lindgren

Earth Rites: Imagination and Practice in Sci-Arts Eco-Cultures, an international conference held at UWB May 19-21, 2005, investigated issues and practices involved in building sustainable eco-cultures through the intentional engagement of both the sciences and the arts.

Earth Rites examined connections between sci-arts and local communities and addressed how our sense of place, history, memory, and embodiment are made manifest in art-making and scientific practices. The conference advanced discussion and research on the productive linkages between culture, science, art, and the environment and how these connections emerge as viable eco-cultures.

Two pre-conference workshops—one at the Whidbey Institute on the “New Universe Story” and the other at the Tulalip Tribes on “Story, Land, and Salmon”—provided opportunities to connect with two important local sites. The opening ceremony on Thursday evening hosted three performance groups: Maya Soleil with African dance and music, Urvashi Dancers, and the Canoe Family from the Tulalip Tribes.

Presentations during the conference itself covered a wide

range of topics, such as “When is a wetland a wetland? Ecological, aesthetic, and community perspectives,” “Community Cultural Development and Environmental Art - An Australian

The conference was sponsored by Art Culture Nature Association, the University of Washington, Bothell Interdisciplinary Arts and



Experience,” “Bayview Corner on Whidbey Island: A Model for Sustainable Development,” “Empathy and Place,” and “Embodied Spaces.” The keynote speaker was Janine Benyus, noted author of *Biomimicry*. As a result of the conference, series of projects and networks have been established and the proceedings of the presentations will be available in Spring 2006.

Sciences Program, the Office of the Vice Chancellor, ASUWB, the UW Graduate School Fund for Excellence and Innovation, The Tulalip Tribes, and the Whidbey Institute. The conference was organized and led by UWB faculty: Kanta Kochhar-Lindgren, Mike Gillespie, Chuck Henry, and Bill Erdly.

Costa Rica (cont)

The four-week travel program to Costa Rica started on the Nicoya Peninsula, on a 5000 acre sustainable ranch (that also had a 2 mile beach where we learned to surf!). We did reforestation, turtle walks, and horseback rides for the first three days. The majority of the program was the three-week stay in the rural community called Mastatal near the western coast. The area shares a significant border with La Cangreja Reserve, a protected area providing habitat for a number of endangered animals and flora, and containing some 2,500 plant species and varied fauna such as 2-toed sloths, trogons, scarlet

macaws, boa constrictors, toucans, poison-dart frogs, blue morpho butterflies, motmots, white-faced capuchin monkeys, coyotes, and anteaters. Rancho Mastatal



This cob oven was built by UWB and UWS students.

maintains 13-kilometers of rainforest trails, connecting to a network of footpaths in La Cangreja.

Our main projects included a community cob oven, improving the drainage for the community soccer field, and working on a bamboo classroom. But the main outcome of the program was definitely an experience that the students will carry with them for many years.

Article by Professor Chuck Henry

IAS Internship Short-circuits Learning Curve

by Kathryn Ramos

Participating in the IAS internship gave me a unique opportunity. It got me out from behind my books and my writing and my theorizing. It gave me the chance to put into practice all that I had been working toward in my classes at UWB.

When I first started my internship with the UWB Empty Suitcase Theater Company last winter, I wondered what I'd gotten myself into. Under the direction of Assistant Professor Kochhar-Lindgren, I was given the task of creating a pilot theater workshop program that could be integrated into the classroom at local public schools. The focus of our program was to elicit stories about students' experiences in three areas that we, in the Empty

Suitcase Theater Company, had been exploring through performance: bus stops and bus rides, freedom and oppression, and the environment.

The task seemed daunting. I had to move far outside my comfort zone: make calls to people I never met, introduce myself, and present a concept that was still in its formulation phase. However, I found that the principals and teachers with whom I connected were very receptive and grateful for the opportunity to enrich their curriculum by adding a performance component.

I scheduled three weeklong one-hour workshops for winter quarter for 7th and 8th graders. I then created individualized workshop

plans for each classroom, using theater exercises learned from working with Prof. Kochhar-Lindgren and from researching techniques used by other theater educators. Fellow student and Empty Suitcase performer, Grace Hamilton, and I led the workshops, each of which culminated in a performance by the children for fellow students. We scheduled, and subsequently conducted, another three workshops for spring quarter; two with 7th and 8th graders, and one with a 5th grade class.

The work the children did was insightful and rich. The work that I did with them was rewarding and inspiring. And the chance to see tangible results was incredibly affirming.

Faculty News & Research

Bruce Burgett

His article "Sexuality and the Body" is forthcoming in *American Literature in Historical Context, 1820-1870*. He has also published book reviews in *Early American Literature*, *GLQ*, and *William and Mary Quarterly*. In September he co-directed the UW Simpson Center for the Humanities "Institute on the Public Humanities for Doctoral Students."

Deborah Caplow

Her essay "A Brief and Partial History of Political Art and Printmaking" was included in the catalog of the exhibition "Paper Politics West." She also gave a talk to the Seattle Print Arts on political art.

Steve Collins

Gave a presentation on biotechnology in Japan to the Japan-America Society of Washington and was quoted extensively in a Spokesman-Review article on Kobe's biomedical industry.

Steven Gilbert

He has published several articles including "Public Health and the Precautionary Principle" in *Northwest Public Health* and "Ethical, legal, and social issues: our children's future" in *Neurotoxicology*.

David Goldstein

His book, *Re-Viewing Race and Ethnicity in American Texts*, is scheduled for publication in 2006. He was invited to present his work with electronic portfolios at the UW Institute for Teaching Excellence and to join the editorial advisory board of *Ethnic Studies: An Interdisciplinary Journal of Culture, Race, and Ethnicity*.

Martha Groom

She is the principal editor and primary author of a major textbook: *Principles of Conservation Biology*. This textbook is oriented towards advanced undergraduate and graduate students as well as conservation professionals. The book's companion website is: <http://www.sinauer.com/groom>.

Dan Jacoby

He was a guest columnist for the Seattle Times on Sunday, September 4, 2005. He wrote "Labor pains: The role of the worker in a technological age."

Bill Seaburg

His book *Pitch Woman & Other Stories: The Oral Tradition of the Coquille Thompson Athabaskan Indian* has a projected release date of Autumn 2006 with University of Nebraska Press.

Dan Jaffe

He recently published a paper with IAS graduate Shihoko Tamura entitled "Seasonal cycle, composition and sources of background fine particles along the West Coast of the U.S." in *Atmospheric Environment*. His paper on the first measurements of mercury from Asia has been accepted to *Atmospheric Environment*. He also was quoted in The Independent on the significance of long-range transport of pollutants.

Gray Kochhar-Lindgren

He co-facilitated a Whidby Institute/UWB/ACN pre-conference workshop "Weaving the Earth Story: Art, Cosmology, and the New Commons." He also presented "Thinking Animism: EcoPoetics, the Posthuman, and the Participator Universe" at the Art Culture Nature conference and at the American Society for Literature and the Environment.

Simon Potter

After publishing articles on-line in the *Encyclopedia of the History of Science, Technology, and Medicine in Non-Western Cultures*, he has been asked to join the encyclopedia's Advisory Board. In addition, he has also had a book review published in the journal *Review of Japan*.

Getting to Know Jacoby

By Matt Albertson

Many of us have seen UW professor Dan Jacoby in the classroom or chatted with him on campus, but how many of us know he was once a bartender? Did you know he plays banjo? I recently had a chance to interview Dan Jacoby and learn more about his background, his current work, and essentially what makes him tick.

Dan was born in Pueblo, Colorado but spent most of his early years in New York City. A self-proclaimed product of the sixties, he protested the war, fought for civil rights, and assumed the “system” was corrupt. It wasn’t until his first year of college (1968) that he encountered formal Economics and immediately developed, as he puts it, “a love-hate relationship” with the subject. He vowed to defeat the traditional Economics viewpoint, and after 30 years, he feels he has only been partially successful in doing so. When I asked Dan about his motivations for getting a Ph.D, he replied as follows:

“I backed into my Ph.D. It took me seven years to complete a four-year degree and I went to four different institutions to complete it. At one point I was convinced I didn’t even want the B.A. and went to Vermont to earn my living. But the only jobs I could find were in a lumber yard and as a bartender. It was 1973 and the Vermont economy was hobbled by the first oil crisis, which kept skiers away. So my job as a bartender provided only a very thin living. I went back to school, and by the time I got my B.A. in the mid-70s, the whole economy was depressed. Graduate school looked good to me, and since I loved Economic History, I applied across the country to the University of

Washington, where there were several great Econ history professors.”

After Professor Jacoby finished his Ph.D. he taught at Wellesley College and then at the University of New England, but when a position at the UWB opened up, he took the opportunity to get in on the ground floor of a place committed to



interdisciplinary education. He explained:

“First of all, few of us really agree on what Interdisciplinary education is. Second, that doesn’t stop any of us from being devotees of it. Finally, I would hate to see interdisciplinary education that did not involve some commitment to the disciplines. Putting on one discipline is like wearing blinders. Having two disciplines that you are familiar with gives you more perspective. Knowing something about three disciplines begins to inform you

about how rich the world is and how careful we have to be not to assume that any one way of thinking about a problem is the natural one. At some point, however, we become dilettantes. It is important to be able to ask good questions, understand the implications of various ways of thinking, anticipate where ideas lead you, and to be able to consider the kinds of evidence that will validate or invalidate one’s ideas. And of course, that is just using the social science and scientific framework. We need as well to be able to empathize, to create, and to search for beauty, and finally to set our values about what is good and bad. For me, that is where the humanities are particularly important.”

Professor Jacoby now describes himself as a “recovering economist.” He feels that graduate training in any field involves a certain amount of indoctrination and that it takes some time to reclaim your own values. Teaching here at UWB has allowed him the freedom to do just that. “I’ll always be an economist, but to others I will always look like a rather peculiar or eclectic one.”

Dan’s economics background allows him to be an effective mentor and advisor to many of the MAPS students. He is currently working with Danny Molvik, who is looking at the incentives of utilities to develop energy renewables, Joyce Carroll, who is examining the

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IAS Featured Alumni: Will Smith



Will Smith (MAPS 2004) came to UWB with a desire to bring more personal meaning and professional direction to his life. With a Bachelor's degree in philosophy from the William O. Douglas Honors College at Central Washington University, he worked as a seasonal archeologist for the Forest Service for two summers, but felt the financial strain of student loans. He dutifully climbed corporate ladders in a number of companies, but was finally laid off from a dot-com in 2001. He longed for a more fulfilling direction. "I needed to make a positive impact in the world," he says. "Working for a paycheck wasn't enough."

When he started looking at graduate schools, he knew he wanted a local program that focused on public policy. He considered the UW Evans School of Public Affairs and the Master of Arts in Policy Studies at UWB, and after lengthy comparison, research, and reflection, chose MAPS. As for his reasons, Will says, "I felt [MAPS] had a more academic focus leading towards policy analyst work rather than public administration." Another appeal for him was the fact that MAPS, only in its second year, was relatively new. He felt that a new program would have enthusiastic faculty and offer an opportunity to

contribute directly to its success. "Boy, was I right!" he says. "I had the chance to really invest in a new program and help build its reputation."

After receiving his Master's degree from MAPS, Will began working for T-Mobile in a new role as a Business Analyst. In this role, Will acts as a liaison between end users and T-Mobile development and enterprise architecture teams. He analyzes, documents, and communicates business requirements to various groups in the course of his work. Will says he applies many of the qualitative and quantitative skills developed in MAPS to his current work.

"Building Business and Functional requirements for business systems," he explains, "requires talking to a lot of people, asking the right questions, and making sure stakeholders have a say in, and can agree with, the answers." He adds that his job requires him to interpret statistics, determine exactly how to measure (operationalize) something, and execute a variety of analyses on data. "I've found my quantitative training useful in building justifications for doing a project and interpreting statistics so they're not just a bunch of numbers, but meaningful figures that tell a story about how the business functions or how customers perceive our performance. It's something I really owe to the MAPS experience."

One of Will's most challenging moments occurred when he stepped in on a multi-million dollar project for a lead analyst who suddenly left the company. As the lead, he was faced with organizing in a short window of time over 1500 pages of documentation, communications, and meeting notes into a full set of

requirements for two brand-new T-Mobile systems. In addition to working sixty hours per week, he credits the success of this project to some key skills developed in the MAPS program: he had to be painstakingly organized; he kept all the stakeholders actively involved in the project discussions; and he was part of a supportive team. His project was well-received by colleagues and supervisors, and Will now says "I was able to consolidate everything I had learned and everything the business needed into a concise set of documentation."

Even with Will's long hours at work, he manages to carve out time for hobbies, sports, and as he puts it, "a slew of volunteering." He likes to take photographs and studies Kung Fu at the Seattle Classical Wing Chung School in downtown Seattle. He is a voracious reader and has succumbed to the Harry Potter phenomenon – just to satisfy his curiosity and find out "what all the hype is about." When it comes to sports, he loves downhill skiing in winter and does a lot of hiking and mountain biking in summer. Will is involved as a board member, Treasurer, and finance committee member in his Homeowners Association of 240 homes. One of his commitments to making a positive impact in his community is realized through his involvement in the Municipal League of King County. Will chairs a candidate evaluation committee in this local non-partisan group, which he characterizes as a "good government organization." In the past, he has also volunteered his time and energy for King County CASA (a child advocate organization), the Union Gospel Mission, and the Boy Scouts of America.

Will has three valuable pieces of advice to current UWB students for enhancing and enriching their school experience. The first is to become a volunteer. He believes that volunteering adds a whole new dimension to a person's life and in a practical sense adds depth to a résumé. "There are tons of opportunities for a person to do volunteer work," he says, "whether it's policy-related or another kind; you just need a little creativity and gumption to seize those opportunities." He adds that people should approach volunteering as a way to be involved and to network. Networking, his next suggestion, allows students to make connections with people in similar areas of interest. The relationships formed through involvements like these can turn into references and possible job opportunities. "If you don't know the person who is looking at your resume, you're just another name on a piece of paper, but if you've worked with that person and he or she likes what you've done, then you have an edge that no amount of coursework can give you." Finally, Will recommends that all students make a strong commitment to their chosen program and field of study. "Stick with it," he says, "and build a strong support

network among your peers. Like so many things, education is something where what you get out of the experience depends largely on what you put into it. Put your heart into your classes and your relationships with your classmates; it'll pay dividends."

From civic engagement to corporate leadership, it is clear that Will Smith makes a whole-hearted effort in all his pursuits. His dedication to being involved in his community and applying his talents in many arenas affects those around him in a positive way. Thanks for your words of wisdom, Will, and keep up the good work!

Article by Leslie Schiffman & Andrew Brusletten

Getting to Know Jacoby (cont.)

utility of dual degree programs in community colleges, and Damir Sabonvic, who is studying the efficacy of tax subsidies for Boeing. Dan says, "I most enjoy helping students think about problems and how one can dissect these problems to make meaningful statements. It requires at least as much art as it does skill to

diagnose a problem, decide what evidence can help us understand that problem, and then not get distracted by any number of other interesting facts and tidbits. It takes hard work and discipline. When students finish, they really feel like they have accomplished something." As Chair for the Harry Bridges Center for Labor Studies, Dan gets to set the agenda for the Center. His theme has been Labor in the Knowledge Economy. Dan is interested in getting UWB students involved with the Center and helping to plan a conference on Labor, Knowledge and the Economy on October 13-15, 2006.

Dan Jacoby might be an "eclectic economist," but we're extremely glad and proud to have him in our programs. Thanks, Dan!

Dan has a B.A. in Economics from Binghamton University and received his Ph.D. in Economics from the University of Washington in 1986. He holds the UW's Harry Bridges Chair in Labor Studies for 2004-06 and teaches labor studies courses at UWS. At UWB, he teaches courses in Interdisciplinary Arts and Sciences and in the Master of Arts in Policy Studies.



Come explore many of the new events and continuing education programs sponsored by IAS and UWB. For more information go to www.uwb.edu/alumni.

Former Students Weigh In

Last May, IAS professor David Goldstein received a letter from a former student. With his permission, IAS would like to share it with you:

Dear David,

You may recall that I was a student of yours at UW Bothell. We met before the turn of the century in BLS 300C; the class was the comedy-focused version of “Introduction to Interdisciplinary Studies,” which you taught in the autumn of 1999. The funny thing is that those scholarly skills, which you cultivated in me back then, have enabled me to (at last) achieve my Bachelor's Degree. I am graduating this Sunday, May 22nd (with Highest Distinction) from the University of Virginia. I'm emailing to thank you for fostering my desire to learn and honing my academic abilities.

I moved to Virginia when my wife began studying (at Darden) for her MBA. After her first year of business school, I was laid off from my technology-related job, so I decided I should take advantage of my proximity to Thomas Jefferson's “Academic Village.” Over the past two years I decided to change my career path, so I focused on creative writing and the Humanities. I have never been happier with a decision.

UVA is a wonderful school and I am proud to be graduating from it. However, I truly believe that my time in your class gave me a significant advantage over my peers. I will not say that I always remember the proper MLA formatting, (sometimes I have to look it up), but I will say that every citation I make is done with care. And as I cite, I think of you and your attention to detail. So again, thank you.

I have become so passionate about learning that I have decided to pursue graduate school, and ultimately a career as a professor. In that role, I hope to pass on some of the wisdom that you and other professors have imparted to me.

Sincerely,
Carl Wolff

Let us know what
you are doing!

E-mail us at
alumni@uwb.edu

Top Ten Things Graduating IAS Students Would Tell Incoming IAS Students

(compiled from comments in the senior seminar portfolios)

10. Talk with your IAS advisors before enrolling in courses. They can help you “fit” the curriculum to your needs and interests.
9. Take courses from faculty whose teaching style corresponds to your learning style. No single professor appeals to every student, but all appeal to some.
8. Be prepared to contribute in class, to push conversations forward, and to listen actively to other students.
7. Take advantage of the 2-credit “skills courses.” They will enhance your work across many different IAS courses (and beyond).
6. Learn about and use the academic support services in the Library, the Writing Center, and the Quantitative Skills Center.
5. Use the IAS program to help you to decide what you will do after you graduate and to gain the experiences that will get you there.
4. Consider a tri-campus or UWB minor.
3. Look into experiential learning opportunities at UWB, including the IAS internship and service learning courses.
2. Meet with professors in office hours, outside of class, and at public events on campus. Find mentors who will help you make smart choices in the program and beyond it.
1. Come with an open-mind about what you will learn and how.

MAPS Welcomes Fifth Cohort

This quarter we are pleased to welcome the fifth cohort of the Master of Arts in Policy Studies to UWB. This group of brilliantly diverse, interesting people embodies a wide range of backgrounds, interests, and geographic origins. Their studies with Professors Nives Dolšak and Dan Jacoby in Dimensions & Contexts of Contemporary Policy Issues just concluded. Congratulations to you all, and welcome to MAPS!

MAPS Student	University	Major	Degree
Warren Acuncius	Western Washington University	Anthropology	BA
Nick Alvanos	UWB	Interdisciplinary Studies	BA
Emily Bowerman	University of Michigan	Cultural Anthropology	BA
Sunny Burns	UWB	Interdisciplinary Studies	BA
Sara Clements-Sampson	UW	Political Science	BA
	UW	Psychology	BA
Michael-Paul Cummings	UWB	Interdisciplinary Studies	BA
Wendy Fisher	UW	General Biology	BS
Daniel Good	UWB	Interdisciplinary Studies	BA
Natasha Hundley	UWB	Interdisciplinary Studies	BA
Suzanne Koval	UWB	Interdisciplinary Studies	BA
Michael Kraft	UW	Sociology	BA
John Lee	UW	Political Science	BA
Richard MacInnis	University of North Carolina	Management/Business Administration	BS
Anindita Mukerjee	Delhi University, India	Human Resource Management	BA MHR
Linsay Reece-Evans	Western Washington University	Anthropology	BA
		Anthropology	MA
Jillian Russell	UWB	Interdisciplinary Studies	BA
Holly Stewart	Gonzaga University	Political Science	BA
Amy Stutesman	University of Puget Sound	Politics & Government	BA
	UW	Law	JD
Jenelle Van Eynde	UWB	Interdisciplinary Studies	BA

The Harry Bridges Center for Labor Studies

will host a conference on

Labor, Knowledge and the Economy

at the University of Washington the weekend of Oct 13, 2006

The conference will have three major components:

National Policies

What are the technologies of the future? What roles can a national labor movement assume? What can we expect from education and educators?

Globalization

What can we expect from increasing integration of global labor markets? How can global institutions support workers around the world?

Historical Reflections

Are the changes occurring now truly distinctive? How have workers succeeded in appropriating gains from technology? What can the past tell us?

For more information, email pcls@u.washington.edu



How can you...

...help keep IAS on the leading edge?

Private funding from our neighbors in the community will allow our academic program directors to meet the upcoming challenges of the 21st Century. Funds will help seed and support such opportunities as:

- IAS Alumni Events
- Public Humanities Projects
- Faculty Research Sessions

To make a donation to the **Liberal Studies Excellence Fund** go to: <http://www.uwb.edu/alumni/> and click on "**Giving Opportunities**".



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