The Collaborative Learning and Interdisciplinary Pedagogy (CLIP) Fellows Program

CHID recognizes the vital role that graduate student instructors and part-time faculty play in the creation and maintenance of the vibrant learning community that is CHID. The CHID CLIP Fellows Program is designed to support their participation in innovative, collaborative teaching and research that incorporates faculty, graduate students, and undergraduate students in a diverse learning community organized around a central theme. In addition to fostering collaboration across disciplines, this award provides structural and monetary support for research and teaching as well as professional development. 2021-2022 call for proposals will be in Autumn 2020.

2020 - 2021: Sensorial Investigations and Praxes

Carlos Salazar-Zeledón and Ellen Chang were selected as the 2020-2021 CLIP Fellows. Their course series, "Performing City: Transdisciplinary Experiences and Embodied Modes of Research," explores the diverse experiences, approaches, and critical theories that can be generated by multidisciplinary understandings of today's cultural processes. Attentive to the interwoven tensions in the everyday engagement of discrepant stakes and histories in the processes of identity formation, world making, and knowledge production, this course series move the City and its components beyond their roles as objects of study to instead understand them as subjects and analytics that critically shape the meanings and possibilities of research. Foregrounding moments of the City performing itself and of how its historical, geographical, and cultural particularities (re)shape our research positionality and modes of inquiry, these courses take the City of Seattle and the broader Pacific Northwest as sites of research and experiment for contesting disciplinary and methodological boundaries to include transnational, multi-ethnic, and postcolonial practices and experiences.

2019 - 2020: Indigeneity, Diasporas, and Empire

Lydia Heberling and Sebastián López Vergara were selected as the 2019-2020 CLIP Fellows. Their course series, Unsettling Knowledges: Trans-Oceanic and Hemispheric Indigenous Studies explores the diverse critical theories, histories, and activisms generated by Indigenous peoples across periods, geographies, disciplines, and methods. The classes understand indigeneity as an analytic that counters colonial forms of world making. Contesting disciplinary boundaries, this course series centers Indigenous pedagogies and ethics that prioritize relations among seemingly distinct areas and peoples as the result of transit and migrations; reciprocities between humans, non-humans, lands, and waters; as well as an understanding of the collective, related, and differential experiences of dispossession, relocation, and resistance of Indigenous, Black, Asian, and mestizo populations.

2018 - 2019: Critical Justice Education

Caleb Knapp and Alan-Michael Weatherford have received the 2018-2019 CLIP Fellows award to offer their course series, Interrogating Carceral Logics, Practices, and Histories. This series explores the meanings and possibilities of critical justice education across a range of geographies, objects, methods, and periods. It begins with the assumption that carceral processes enact forms of
material and epistemological violence against people who have most often been criminalized on the basis of race, gender, class, sex(uality), religion, and/or ability. The courses center these marginalized voices and conjoins the fellows' scholarship on Atlantic Slavery, Racial Capitalism, Sexuality Studies, Postcolonial Studies, and Transnational Studies. While their expertise differs, their courses ask the same question: how can we understand carceral logics, practices, and histories and how have people developed modes of resistance to them?

2017 - 2018: Critical Approaches to Race and Equity

Logan O'Laughlin, MA, and Jey Saung, MA, were selected as the 2017-2018 CLIP Fellows. They will teach courses on the theme of Race, Reproduction, and Sexuality, bridging their overlapping scholarship on queer studies, trans studies, and reproductive justice. Through intersectional lenses, each of these courses asks: What constitutes reproduction and how does it inform ideologies of race, sexuality, and the environment? They critically examine how nuclear family narratives, fertility discourses, and reproductive technologies are not just liberatory tools for individuals but also have long histories of colonialism, environmental racism, and eugenics, particularly against queer and trans people of color. These oft-ignored histories lead us to explore the roles of the state as well as the implications of the globalization of reproductive economies (such as oocyte donation, transnational surrogacy, and reproductive tourism). These courses use feminist and queer scholarship as foundations to foster critical thinking and turn to experiences from reproductive justice and environmental justice activists to conceptualize modes of resistance.

2015 - 2017: Food, Environmental, and Multispecies Justice

The inaugural, 2015-2017 CLIP Fellows included David Giles, PhD (participated 2015-2016), Kathryn Gillespie, PhD (participated 2015-2016), Logan O'Laughlin, MA (participated 2016-2017), and Nancy White, PhD (participated 2015-2017). Each fellow taught two classes across the two-year program and engaged in extracurricular activities focused on the theme. In these classes, students critically and carefully considered how capitalism, racism, sexism, classism, and ecological degradation are (re)produced in society through food and our relationships with animals and the environment. Students critiqued the global agricultural industrial complex, animal slaughterhouses, extractive practices like fracking and mining, and other violent agricultural and environmental practices. They also examined resistance movements and struggles for justice, and evaluated whether they serve to perpetuate the existing system, suggest modest reform, or open pathways for radical systems transformation. They studied food and environmental justice issues at various scales, from the individual human and animal body and local Seattle-based organizations, to U.S. national policies and discourses and the global corporate food regime and resistance movements. Students engaged with literature and film, examined and articulated their own personal ethics and politics, and participated in and reflected on on-the-ground activism and alternatives.

Imagery from

"Doing Multispecies Ethnography at Pigs Peace Sanctuary" Stanwood, WA 2014

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