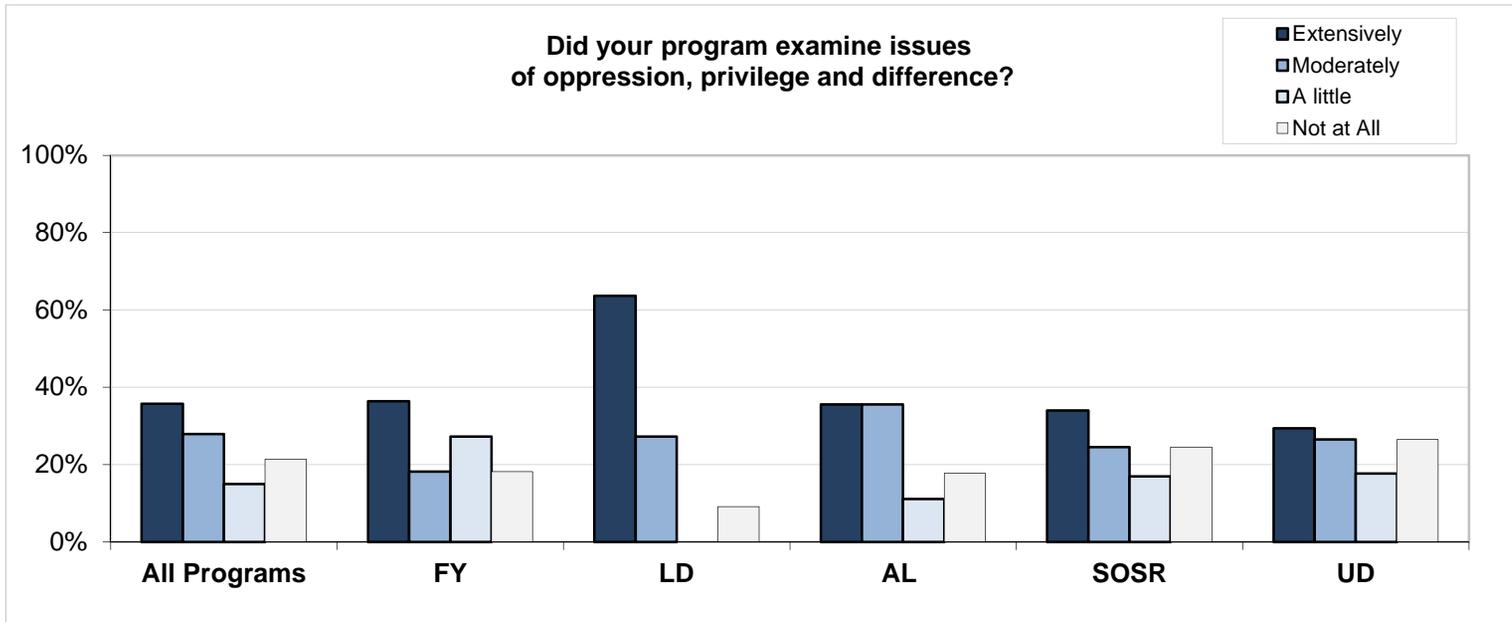


## End-of-Program Review 2015-16

### Examining Issues of Oppression, Privilege and Difference (OPD) in Programs



	Extensively	Moderately	A little	Not at All	Percent of Programs examined issues of OPD	Programs examined issues of OPD (N)	Programs responded (N)
All programs	35.7%	27.9%	14.9%	21.4%	78.6%	121	154
First-year (FY only)	36.4%	18.2%	27.3%	18.2%	81.8%	9	11
Lower Division (LD) FY-SO	63.6%	27.3%	0.0%	9.1%	90.9%	10	11
All Level (AL) FR-SR	35.6%	35.6%	11.1%	17.8%	82.2%	37	45
Sophomore-Senior (SOSR)	34.0%	24.5%	17.0%	24.5%	75.5%	40	53
Upper Division (UD) JR-SR	29.4%	26.5%	17.6%	26.5%	73.6%	25	34

Note: Courses, contracts and internships were not asked to participate in the EPR.

## Strategies or Activities used in Programs:

<b>Program</b>	<b>Program Type</b>	<b>Content areas and activities</b>
Botany: Plants and People	AL	Colonial botany, imperialism, capitalism, gender, and class and race-based inequity, through readings, lectures, films, and discussions.
Eye of the Story	AL	Primary concern in literature and films studied, and in many student writing and media projects
Place, Memory, Narrative: Northwest Coast Native Literature and Printmaking	AL	We looked extensively at settler colonialism and the ongoing effects on Native Americans.
Caliban and the Witch	AL	Because our program focused on the political economy and histories of colonialism and slavery, and the emergence of capitalism via political economy and postcolonial literature, our class was immersed in studies of relationships between power, privilege, race, gender, economics, ecology, and current events and tendencies in geo-politics.
Chemistry Counts!	AL	We had a weekly seminar on privilege, power, race, and sexism, including books by Allen Johnson and Robin DiAngelo as well as additional online content regarding stereotype threat in the practice of math and science.
Living Well: The Anthropology of Sustainability	AL	Required attendance of DOA/DOP; text chapters on race, racism, privilege, ethnicity, class, and other social inequalities. Class discussions about ongoing events in the community, continual examination of student assumptions.
The African American Experience	AL	The entire program theme was centered on the intersectionality of systems of power with an emphasis on race/racism. This permeated lectures, seminars, workshops; and included weekly caucuses divided by racial identity. I could say a lot more.
Beyond Yoknapatawpha: Southern History and the Novel	AL	Weekly readings and lectures provided a set of overlapping perspectives that addressed historical events and recurring themes within the development of the US South. The content areas included slavery, the Civil War, Emancipation, Jim Crow, the Great Migration, and the Civil Rights Movement. Additionally,
Inside and Out: Creative Writing, Sound Art and Psychoanalysis	AL	Although some of my content spoke directly to these issues (reading C Rankine's Citizen and Ta-Nehisi Coates' Between the World and Me as well as having Evergreen's First People's Advising come in at the beginning of the quarter for a two hour workshop (Raquel and Mimi are awesome!)) the majority of my
Selves and Others: Representation and Performance	AL	Sociology, literature, improvisational performance; readings, research projects, films, writing assignments, performances.
Stories and Histories: El cuento latinoamericano	AL	Attendance at Day of Absence/Day of Presence was mandatory. Discussed how historical narratives include or exclude certain groups; studied narratives by Latin American/ Latinx communities and how power differentials with Europe and the United States affect the ways in which historical and literary narrative is conveyed. Reflected extensively on best practices with regards to community-based learning and how one's own history, background, and positionality affects one's relationship to the communities we were working with.
The Essential Ingredients of Intercultural Competence	AL	Workshops, journal writing, group problem solving
Forbidden Knowledge	AL	American Literature--prose and poetry Drama Film Literature: Prose and poetry
Irish Drama in Theory and Practice	AL	We used plays and films to examine English oppression of the Irish, and Irish oppression of themselves in post-Famine, post-colonial Ireland.
The Reach of Federal Indian Law and Policy	AL	History of Law toward Native Americans; History of the US Supreme Court from a people's perspective.
THIS is Public Health	AL	Much of the program was devoted to understanding health equity.
Adolescence and Aging: The Journey to the Self	AL	Book review on gender, coming together series for extra credit. films on social justice

Attachment Across the Lifespan	AL	Human development taught from a social justice framework using the DiAngelo model of constructive engagement. Extra credit awarded for attending with Coming Together series, or Dr. Joy DeGruy lecture and healing workshop on Post Traumatic Slave Syndrome. Guest speaker Talcott Broadhead talked about engaging in allyship with transgender students.
Introduction to Environmental Studies	AL	Environmental justice
Playing to Learn: Games in Education, Management, and Social Change	AL	The "Serious Games" movement, First People advising workshop, class discussions, and several students' own game designs.
Speculative Everything: New Experimental Forms in Catastrophic Times	AL	Our readings in postcolonial and queer studies allowed us to examine histories of oppression and their consequences.
Visualizing Climate Change	AL	Climate justice. reading, writing, field study, guest speakers
Where Are You? Introduction to Geography and Geographical Awareness	AL	Native American displacement in PNW ethnicity and labor pools in PNW field trips, seminar texts, lectures, student research world regional geography covered relationships between social and ethnic
Studio Projects: Material Gestures in a Shared Space	AL	Art history from a contextual perspective means to consider which subject positions have been recorded and historicized and how to pay attention to and carve space for other positions both from history and in the present.
Terroir: Chocolate, Oysters, and Other Place-Flavored Foods	AL	World food systems, historical and current; feminist studies; anthropogenic and artist lecture series
The Nature of Music: Patterns, Paradox, and Possibilities	AL	Music repertoire and performance practices
American Ways of Seeing	AL	Art history readings and both literature and art history lectures that included information about racism and sexism within the context of 19th century American studies.
China: Religion, Folklore, and Arts	AL	Chinese culture and society in comparison with American society. Issues of Women and Ethnic Minorities in China and America.
Culture and Violence	AL	Analysis of political contexts that show differences in power between groups and individuals, including attention to systemic violence against certain groups and how this affects global relations of power. Workshops designed to address power, privilege, and difference. Work in seminar.
Eugenics: Toward the "Perfect" Human	AL	History of oppression, privilege and difference in context of eugenics
Light and Terror: The Enlightenment and Revolutionary France	AL	Historical roots of contemporary class, race and gender constructs; roots of contemporary inequalities
The Social Animal	AL	We studied racism, sexism, homophobia, and stereotyping and prejudice more generally.
Persuasion: The Science, Art, and Ethics of Influence	AL	Social movement/social change persuasion reading , viewing of Art Gallery exhibit on prison experience.
Introduction to Natural Science	AL	Scientific research, history, popular culture
The Art of Living Consciously	AL	Articles about racial oppression
Hearing Voices: the Self and Other in Psychology, Language, and (Un)Creative Writing	AL	Much of our literary theory and some amount of our poetry readings were selected for their feminist/queer theory focus.
Writing the New Journalism - Creative Nonfiction	AL	[Faculty did not elaborate.]
Critical Thought and Social Consciousness through Film	FY	Fim, speakers, seminar, books, research, student presentations
Dangerous Reading: Readings in the History of Ideas	FY	[Faculty did not elaborate.]
Out of the Shadows: Women of Color in the Era of Civil Rights	FY	Lectures, workshops, all-program reflection, papers
Prison Writing	FY	Because we were studying mass incarceration and writing by incarcerated people, racism and other forms of oppression (including the stigma of having been incarcerated) were constantly foregrounded. We also had regular racial caucusing to supplement seminar work.

Knowing the World through Thought, Sound, and Vision	FY	Field trip to Neah Bay: discussion of colonization and forced removal of children. We also read and discussed <i>The Painted Drum</i> (Louise Erdrich) and plains culture
River Reciprocity	FY	Tribal treaty rights, tribal lawsuits, tribal natural resource management
U.S. Foreign Policy and the Roots of Terrorism	FY	Related to issues around Islamophobia
Time Past: Earth Processes and Human History	FY	Organized an in-class workshop
Extremophiles and Ecosystems	FY	Unconscious bias, stereotype threat and inequities in the sciences.
Beyond the Binary in Science and the Arts	LD	History, American studies, autobiographical writings
Bodies That Matter	LD	Many! Texts, films, discussion, workshops, guest speakers on equity, diversity of race, gender, age, national origin, sexual orientation, gender identity, class, religion, others. We used historical, sociological, psychological, anthropological, scientific (health, public health), political and economic lenses to examine there.
Macroeconomics, Money and Crisis	LD	Macroeconomics: Income Distribution Determinants Macroeconomics as ideology justifying current power structures Examination of the historical and continued racial wealth gap Differential impact by economic class and race of the economic crisis of 2008 Continued hegemony of finance capital
The Red Pacific	LD	We discussed appropriation of Native American Art extensively, and the ways that Native people have been studied as objects. Students were asked to learn about the ways that settler colonialism constructs knowledge and authority and how Native people have been excluded. Students learned the ways that Native people assert authority in the arts.
Diversity, Multiculturalism and Public Education	LD	The program was an introductory survey for first-year students that covered a range of group identity categories in relation to privilege and power. Race, ethnicity, class, gender, sexuality, and patriarchy were among topics explored. 2-3 text-based seminars/week, research paper, lecture & films, etc. Detailed syllabus available upon request
The Social Gaze: Representation and Resistance	LD	Sociology; representations of various minority groups in film
Globalities: Art, Culture, the City and the World	LD	The history of colonialism and imperialism was extensively lectured on as is related to the globalizing forces that exist today.
The Business of Art: Earning a Living as an Artist	LD	[Faculty did not elaborate.]
Plants in Motion	LD	Students did an "Innovators in Botany and Physics" assignment, identifying an underrepresented minority exemplar in botany or physics, preparing a slide, and presenting in class. Released class for Day of Absence.
Inside Language	LD	Language, gender, and sexuality; language and socioeconomic status; the "Ebonics" (African-American Vernacular English) controversy; language endangerment
Creative Solutions: Activism, Advocacy, and Self-Determination in Indian Country	SOSR	The study of Native American and Indigenous People's issues must be grounded in a basis for examining oppression, privilege and difference. We actively discussed these issues, extensively.
Political Economy and Social Movements: Race, Class, and Gender	SOSR	Analysis of race, gender, and oppression
Reinterpreting Liberation: Third World Movements and Migrations	SOSR	Content: social movements in the global south are all about contesting structures of power/decolonizing. Process: we did workshops and experimented with seminar structures to address structures of privilege and difference among us in the classroom. Writing: power analysis was a regular part of our writing assignments.
Shipping Out and Writing Home	SOSR	The focus of their literary reading and analysis was maritime labor history and much of it was also thus in the context of slavery and slave trade in relation to white labor conditions. Women's experience in male-dominated maritime trades was also represented through selected readings.
So You Want to Be a Teacher	SOSR	Social justice education
The Rhetoric of Social Change	SOSR	Economic, race, gender, sexual orientation, themes related to social movement history and rhetoric
Topics in Education: A Critical Examination	SOSR	Educational systems

Ecological Agriculture: Healthy Soil, Healthy People	SOSR	Farmworker Justice Day and supporting texts and films.
Gateways for Incarcerated Youth	SOSR	Critical race studies, carceral studies, disability studies
Gateways for Incarcerated Youth: Writing Imprisonment, Writing Freedom	SOSR	Critical race studies, carceral studies, disability studies
Political Economy of Power in American Society	SOSR	Angela Davis and Howard Zinn
Student-Originated Studies: Community-Based Learning and Action at Evergreen	SOSR	Students were involved in community-based internships and projects. Aside from our two main readings and related readings, each student shaped their own learning path re: community needs/issues, sustainability and human rights. Our opening week we discussed Black Lives Matter and campus/community relations with Rashida Love and Emily Pieper. Our readings focused on the intersection of public health science, social science, human rights, social movements, public policy and community organizations.
Student-Originated Studies: Social Sciences, History, Multiculturalism/Diversity	SOSR	The topics students chose under the descriptive umbrella for this SOS were central to individual and small/whole group analyses of "oppressive, privilege and difference," especially around racial and ethnic identity and the continuing legacy of colonialism in the U.S. and elsewhere.
Student-Originated Studies: Social Work/Human Services Skill Sets	SOSR	Lectures, videos, print media, poetry
Autobiography	SOSR	Assigned texts, seminars, and writing workshops focused on examining and communicating across significant differences (race, ethnicity, gender, physical ability, etc.).
Place and Displacement	SOSR	Too extensive to document here.
The New Puritans: Studies of Anglo-American Social Conscience	SOSR	Workshops, readings, seminar all addressed these issues.
The Postcolonial Novel	SOSR	We read novels, theory, and literary criticism each week dealing with questions of power, oppression, privilege and difference.
Community Connections - What Makes Communities Work (at Grays Harbor)	SOSR	We used Novelist Chimamanda Adichie TED talk about the Danger of a Single Story to discuss and explore issues of difference. We used Sarah Lawrence Lightfoot YouTube to discuss race and privilege in the public schools. We read Sandra Cisneros novel The House on Mango Street to discuss privilege and difference. We read and discussed Maya Angelou I Know the Caged Bird Sings and Sherman Alexie The Absolutely True Diary of a Part-Time Indian to discuss oppression, Privilege and difference.
Energy Systems and Climate Change	SOSR	Seminar readings, workshops (qualitative and quantitative) For example, *prediction, *calculation and *graphing of *resource use per capita and *carbon emission per capita by fat and lean countries (e.g. US and India)
Evolution and Ecology Across Latitudes	SOSR	Again, in several ways, primarily through traveling with intention and respect through other people's homelands and homes, with a focus on both the modern people who live there, and the temporal layers of previous inhabitants (backwards in time from 1500: Spanish --> Inca --> Yumbo --> Cañari --> and who were the Quechua? When where they? Furthermore, we had sessions on campus in advance of going that explicitly explored concepts of race, class, privilege, being from the United States in Latin America, being visitors who can always "go home," etc. In the wake of the earthquakes in Ecuador, these conversations continue, of course.
Civic Intelligence Laboratory	SOSR	Homelessness, incarceration, healthcare
Inequality, Capitalism and Democracy: Understanding Thomas Picketty's Capital in the Twenty-First Century	SOSR	Questions of power and privilege were necessarily threaded throughout the program. Although the program's focus was on society-wide disparities of wealth and income, some time was spent on how various sub-groups (by race, gender, etc.) fare in comparison with others.
Psychology and Community	SOSR	Ongoing work on improving cultural competency in community based learning and in terms of program work

Liberty, Equality, Authority: Modern Political Philosophy	SOSR	Study of texts in critical race theory, feminist theory, Marxist political theory, as well as some attention to contemporary political issues and events upon which these theoretical frameworks shed some light.
Feminist Jurisprudence	SOSR	U.S. Supreme Court Decisions primarily
Health and Human Development	SOSR	Reflective writing, class discussions, seminar books
Local Knowledge: Building Just and Sustainable Communities	SOSR	Workshops on power, privilege and difference; readings and seminars on power, privilege and difference, studies of inequity in education and community life
Mathematical Systems	SOSR	Many seminar readings and discussions relating to gender and, to a lesser extent, race in connection with mathematics, math history, and multicultural mathematics
The Western Film Genre and the American Frontier Myth	SOSR	Screening, discussing and writing about Nature American portrayals in Western film genre.
Undergraduate Projects in Critical and Creative Practices with A. de Marcken	SOSR	Art
Astronomy and Cosmologies	SOSR	Native American Stories, History
Caring for a Living Planet	SOSR	While we did not have explicit places on the syllabus to discuss oppression and privilege, we did turn *towards* rather than *away from* issues of cultural and economic differences in relation to global climate change, when these arose, as they did naturally and frequently, in program discussions.
Dances with Stars: A Fusion of Poetry and Science	SOSR	Spoken word performance at a community venue and spoken word guest workshop both examined issues of power, privilege and difference.
Ecological Agriculture: Crop Botany and Plant Genetics	SOSR	History of agriculture, social structure of food system
Radio Documentary: Writing and Production	SOSR	We raised questions regarding ethical issues related to working as a privilege writer/radio producer with people from other positions in the social matrix, especially by discussing a scene from a radio documentary about a white researcher in which she worked with Native American informants. Several of our reading and listening assignments directly concerned issues of oppression, privilege and difference, specially the experiences of immigrants and people living with disability.
Evil in the Modern World	SOSR	We read extensively about instances of modern evil, nearly all of which involved the systematic mass murder or genocide perpetrated by those who first denied the full humanity and human dignity of their victims. Students investigated specific incidents of modern evil for their iterative essays, and by drawing upon evidence from social psychology as well as history, showed how atrocities arise from systemic discrimination.
Plant Ecology and Physiology	SOSR	Students each had to conduct weekly reviews and public presentations on researchers in plant science who were representatives of under-represented groups in the sciences (women, minorities, disabled, etc.).
Snow Ecology	SOSR	We discussed privilege, especial WMP, in the context of an outdoor leadership text. We also discussed privilege differentials during a conflict resolution workshop
Undergraduate Research in Critical and Creative Practices with K. Eamon	SOSR	This was a low credit offering around individual research, but the project I had my student work on was around study abroad to include broadened access and the transformation of German Studies into Jewish/German and German/Turkish.
"As Real as Rain": The Blues and American Culture	UD	Essays and books by Greg Tate, Angela Davis, Imamu Amiri baraka, James Baldwin, and others; group discussions around appropriation and exploitation of blues repertoire and styles: extensive explorations of the African-American experience and American history, slavery and colonialism as social institutions, and critical discourses around the blues positing various origins and influences (African, European, modern); explorations of critical terms in cultural and sociological theories such as syncretism, assimilation, an dintersectionality.

Literary Arts Toolkit: Writing and Reading Contemporary Prose	UD	The literary works we read examined oppression, privilege and difference in their form and content.
The Art of Counseling	UD	Participation in College Diversity Series, Cultural competency as an ongoing and integral component of counseling skills in counseling practice, case studies and writing
Student-Originated Studies: Community-Based Learning and Action	UD	In their internships, students confronted systems of oppression such as domestic violence, homelessness, incarceration of African American youth, etc.
Diversity and Multiculturalism: Historical and Contemporary Perspectives	UD	The entire program dealt with this -- if interested, I can forward to you the program syllabus.
Queer Narratives	UD	Queer studies, Race and Critical Race Theory, Feminism, Black Feminism, Intersectionality
Surrealism in Art: Dreaming in Color	UD	Gender studies
The Authentic Self: Becoming an Instrument of Change	UD	The textbook Questioning Identity; staged readings from Twilight: Los Angeles; study of Stanislavski system of acting.
What is She Saying?	UD	Program designed around texts that center and embody these concerns requiring students to reckon with form and content of responsibilities by and of marginalized individuals and group
Better and Worse: Health and Inequality in the U.S.	UD	The program had a major focus on healthcare inequity and the oppressions that make it possible.
Crisis and Transformation in the U.S.: Political Economy, Social Movements, and Media	UD	[Faculty did not elaborate.]
Making Meaning: Teaching English Language Learners	UD	Again, this was an ESL instructional education program, there were extensive seminars, workshops and student group projects that addressed and problem posed around issues of oppression, privilege and so forth.
Taking Care of Business: Developing Creative Options for Livelihood	UD	Income and wealth inequality, Business social responsibility
Adventure Travel and Ecotourism: The Businesses and Their History	UD	Western domination of Adventure Travel and Eco Tourism industries.
Political Ecology of Land: Urban Planning, Property Rights, and Land Stewardship	UD	Understanding segregation in housing and land use policy.
Psychology and the Arts	UD	Worked with cultural identity /anti-oppression throughout the lifespan, in program work with "Cracking the Codes" film day of Absence, humanitarian needs of refugees
The Geography of Polar Regions	UD	Relationship between indigenous peoples of the far North and nations of the polar region North Polar region
Research Capstone in Psychology	UD	[Faculty did not elaborate.]
The Emerging Self	UD	Readings, films, discussion and lecture
Advanced Research in Environmental Studies with C. LeRoy	UD	Diversity and ethics in science
Conserving Wildlife: Landscapes, Habitat, and the ESA	UD	Access to wildlife resources as recreation or interest
Picturing Plants	UD	Cultural landscapes, respect for traditional knowledge
Thinking Through Craft	UD	Diversity and Difference workshop
International Business	UD	Content regarding economic and political oppression in various countries
Genes and Development	UD	Discussion of mutation and "disability"