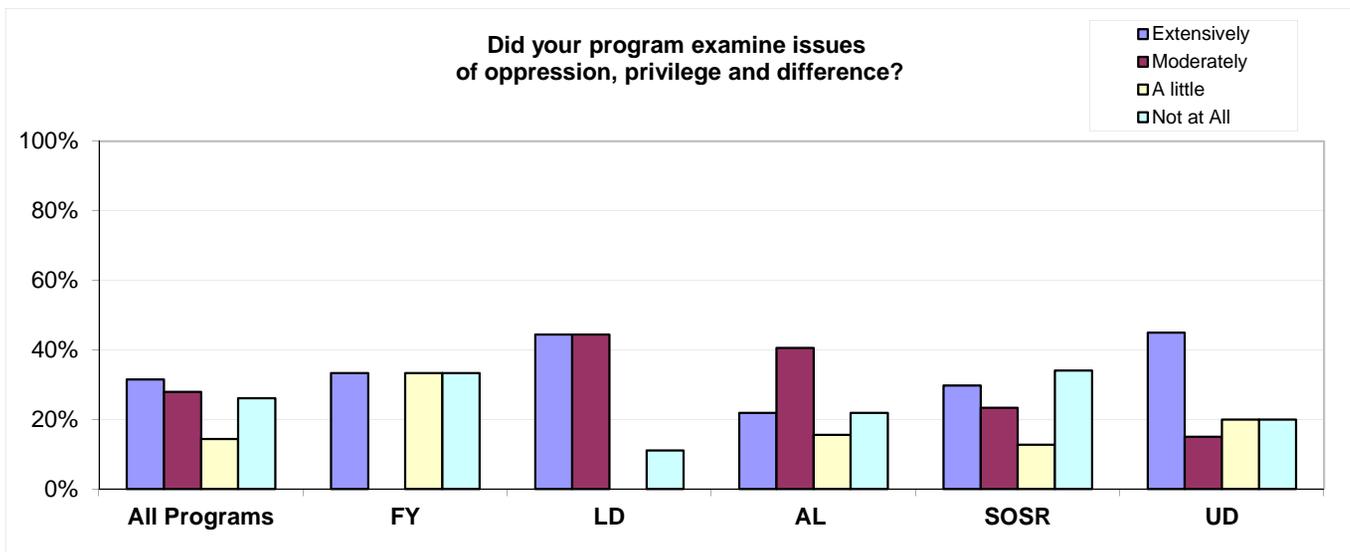


## End-of-Program Review 2014-15

### 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              | 31.5%       | 27.9%      | 14.4%    | 26.1%      | 73.9%                                      | 82                                  | 111                    |
| First-year (FY only)      | 33.3%       | 0.0%       | 33.3%    | 33.3%      | 66.7%                                      | 2                                   | 3                      |
| Lower Division (LD) FY-SO | 44.4%       | 44.4%      | 0.0%     | 11.1%      | 88.9%                                      | 8                                   | 9                      |
| All Level (AL) FR-SR      | 21.9%       | 40.6%      | 15.6%    | 21.9%      | 78.1%                                      | 25                                  | 32                     |
| Sophomore-Senior (SOSR)   | 29.8%       | 23.4%      | 12.8%    | 34.0%      | 66.0%                                      | 31                                  | 47                     |
| Upper Division (UD) JR-SR | 45.0%       | 15.0%      | 20.0%    | 20.0%      | 80.0%                                      | 16                                  | 20                     |

*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>   |
|---|---------------------|---|
| Histories and Mysteries of English  | AL                  | Studied African-American Vernacular English in context, including stereotypes and negative judgments associated with AAVE   |
| Practice of Sustainable Agriculture   | AL                  | Farm worker rights - Used Privilege, Power and Difference in seminar to illuminate dominant social framework  |
| Greece and Italy: An Artistic and Literary Odyssey                                | AL                  | Discussions of practice of slave-holding in Ancient Greece & Rome   |
| Business for Good   | AL                  | Community and economic development in ethnically diverse community  |
| Evolution and the Human Condition   | AL                  | Anthropology, Psychology, Neurobiology  |
| Makers of Modern Drama: Chekhov, Ibsen, and Others                                | AL                  | We learned about class structures in pre-revolutionary Russia, including the freeing of the serfs, and discussed similarities and differences to American culture and the end of American slavery.  |
| Sacred Movement, Sacred Sound   | AL                  | We discussed colonialism and religious tradition, and the ways in which performing artists have been targeted as "less than ideal" in the performance of their unique faith traditions.   |
| Worlds of Waste: Urbanization, Sanitation, and Design                             | AL                  | Water access, dignity, gender privilege   |
| Forensics and Criminal Behavior   | AL                  | Readings, writing assignments, and seminar discussions were a part of our exploration of issues of oppression, privilege, and difference. We examined multiple aspects of the criminal justice system and how these issues were related. (We also participated in Day of Presence and Day of Absence activities.)   |
| Radio Practice and Politics   | AL                  | Readings, film on power and privilege related to media consolidation; racial bias in media ownership and history; use of media for anti-oppression education and social change (reading and discussion)   |
| Bouncing Back: Writing Personal Resilience  | AL                  | Read and discussed Eli Clare's Exile and Pride  |
| Where Are You? Introduction to Geography and Geographical Awareness               | AL                  | Racism in Pacific Northwest history, Colonialism in Pacific Northwest and world regions   |
| Artistic Inquiry: Relief Printmaking  | AL                  | Privilege and Eurocentrism studies were not assigned, but modeled and discussed consistently in seminars and through faculty lectures, usually with the intention of clarifying that much of what students assume to be 'universal' about art and culture is actually Eurocentric. Efforts to include artists and practices by Maori, Native American artists and makers. |
| The Art of Mexico   | AL                  | Mexican and Chicano history, anthropology and art history   |
| How Language Works  | AL                  | Frequent seminar discussions and reading around identity and oppression as it relates to languages and dialects   |
| Food: Coevolution, Community and Sustainability                                   | AL                  | Field trip to the food bank, seminar readings on food system inequality, climate justice  |
| Give and Take: Reflecting on Helping Others                                       | AL                  | Disability studies - first person readings and film, workshops, discussions   |
| Urbanity, Smart Cities, and Civic Intelligence                                    | AL                  | Access to city services, gentrification   |
| Cultural Landscapes: Sustainable Communities, Environmental Justice and the Media | AL                  | Workshops and multiple readings on power, privilege, and difference, along with seminars, lectures, special fora, and field trips   |
| The Age of Irony: 20th Century America  | AL                  | Using cultural theory, analysis--we examined these areas through our study of history, literature, film, and American culture.  |
| In Search of Lost Time  | AL                  | Texts, films, lectures and seminars on the history of social constitution of gender, sexuality and race. Specific focus on gay rights and history of oppression of women, African Americans (from slavery through civil rights) focused on repressed memories of groups, on history of anti-Semitism.   |
| Reflecting on Activism: Custer Died for Your Sins                                 | AL                  | Social justice, history, political science, social work: workshops were designed for students to analyze Deloria texts and the laws and policies impacting the lived experiences of distinct populations of tribal and of color.  |
| Between Land and Sea: Observations on Biological and Cultural Change              | AL                  | Readings, discussion and writing on: Regional Native American history; women's experience in male dominated fields; history of slave trade; labor history. Site visits and informants on native rights and issues   |

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| The Graphic Novel  | AL   | Most of the texts that we read dealt extensively with these issues, which students in turn discussed extensively in their response writing and in seminars.   |
| Student-Originated Studies: Maritime Cultures, Pacific Northwest History, Pacific Northwest Native Cultures, Maritime Literature | AL   | Each reading focused on something about native cultures: historical interrelation with settlers and government, native identity, economic exclusion from resources, environmental predation on traditional native fisheries, treaty rights, etc.  |
| Consciousness: Pathways to the Self  | FY   | [Faculty did not elaborate.]  |
| Diversity and Dissent in Education and the Media   | FY   | We challenged depictions in education and the media that promoted the disempowerment and misrepresentations of diverse groups. Through an analysis of anti-racist and anti-sexist research and alternative media studies, student explores the lived experiences of diverse populations whose identities were impacted by assumptions and disparities found in communities and school settings. We also addressed the social construction of race and gender and the stereotyping of immigrant students. Students engaged in campus community organizations, writing and media analysis over the course of the program. In the winter, students completed a media and educational research project that explored a qualitative research question, and resulted in a research paper and a collaborative short documentary. The research question and documentary addressed program themes specific diversity and dissent in education and the media. |
| Small Things: Intimate Inquiries into Everyday Life  | LD   | We discussed stereotyping, discrimination, and bias -- both racial and gender-related--substantially.   |
| What Are Children For?   | LD   | Historical study and sociology of childhood   |
| Studio Projects: Tradition and Innovation  | LD   | First People's Workshop in Communicating Across Significant Difference Emphasis of Eurocentric concepts and ideas in Western Art History Cultural appropriation of Indigenous images and objects by settlers and Europeans.   |
| Earth Dynamics: Climate, People and History  | LD   | Ethics of climate change  |
| Teaching for a Cause: When Social Justice Meets Education  | LD   | Social justice, educational-achievement gaps, white privilege, race, class, gender (somewhat). Attending social justice conference for teachers in Portland.  |
| Reading with Alison Bechdel: Queer and Feminist Frames   | LD   | Primary texts (the work of Alison Bechdel); secondary texts in feminist and queer theory/history; films; extensive class/seminar discussions; guest speakers  |
| Current Economic and Social Issues: Explanations, Actions and Solutions  | LD   | Major theme of program  |
| What Does it Mean to be an "American"? Colonial America to Present   | LD   | Colonial and U.S. history from the perspective of different racial and ethnic groups, women, and socio-economic class.  |
| Russia Falls, the Soviet Union Rises: Imperial Beauty, Turmoil and Tragedy   | SOSR | We looked at such issues as they pertain to Russia and Former Soviet Union.   |
| Bodies of Knowledge  | SOSR | Physical and mental disabilities, privilege and difference in health care system  |
| Meaning, Satisfaction, Fulfillment, Service: Applied Psychology in the Workplace   | SOSR | Organizational justice, prison systems and oppression, presentations and projects on social justice issues  |
| Under the Influence: Art, Writing and Inspiration  | SOSR | Introductory lecture/assigned listening to a podcast; guest lecture and workshop  |
| Business on the Brink: Ethics and the Financial Crisis   | SOSR | I raised critical questions in seminar regarding cultural presupposition (issues of systemic bias, and encouraged dialogue on these topics.   |
| Making A Difference/Doing Social Change  | SOSR | [Faculty did not elaborate.]  |
| Approaching Modern Theatre: Acting and Directing   | SOSR | Through the analysis and discussion of plays which deal with these issues.  |
| The Art of Writing Poetry  | SOSR | Students wrote poems about oppression of women, people of color, of class issues, and so we discussed them and how to write political poems effectively.  |
| River Resources  | SOSR | Social justice (focus on Native Americans), through reading, writing, workshop, lecture and field trips.  |
| Undergraduate Projects in Critical and Creative Practices with J. Sandoz   | SOSR | Readers response to texts, discussion   |
| The Art and Science of Sport   | SOSR | Racism and false assumptions of upward mobility in sport - Read "Fences" (August Wilson) and "Take Me Out" (Richard Greenburg) and explored Negro Baseball Leagues and role race/sexual orientation play in pro. sports - Read various articles on economic exploitation of (mostly) athletes of color in NCAA football   |

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| Russia and the Forging of Empires: Vikings, Mongols and Slavs                          | SOSR | Our study in fall term focused on the various peoples who constituted the population in East Slavic territory which would become Ukraine and Russia. Some attention was given to their subsequent situations in modern times, but the focus was largely on the early chronology. |
| Power in American Society (winter)   | SOSR | Oppression, privilege and difference   |
| The Soviet Union and the Rebirth of Russia: Stalin, Gorbachev and Putin                | SOSR | Lectures and discussions around Stalin's Gulag, as well as his oppression of various peoples within the Soviet Union (orchestrated famine in Ukraine, expulsion of Kazakhs and of Chechens from their homelands, etc.).  |
| Psychology and Mindfulness   | SOSR | Films, attend day of absence/day of presence, cultural critiques given throughout the term   |
| Botany: Plants and People  | SOSR | Examines systems of oppression through case studies e.g. of plantation economies   |
| India Then and Now   | SOSR | [Faculty did not elaborate.]   |
| Native Decolonization in the Pacific Rim: From the Northwest to New Zealand            | SOSR | We used as a core principle that colonization is a structure, not an event, and asked students to think critically about decolonization.   |
| Sculptural Ceramics and the Art of Mexico  | SOSR | We had an appropriation workshop given by Rashida Love. We had readings in Mestizahe- border oppression.   |
| Political Economy and Social Movements: Race, Class and Gender                         | SOSR | Theme in many texts, integrated into all subject matter.   |
| Contested Bodies: Representations of Martyrdom   | SOSR | Study of orientalism and contemporary middle east politics discussion of diversity around the power of the gaze workshop with first people's   |
| Poetry for the People: Landscapes of Community   | SOSR | Poetry open mic participation with inmates at Washington corrections center, field trips/meeting/reading with poet and Iraq war veteran Brian Turner, Audubon Society Field trip to critical bird habitat, community spoken word performances.                                   |
| Gateways for Incarcerated Youth  | SOSR | Ongoing workshops both on our campus and in the prison classroom   |
| The Spanish-Speaking World: Cultural Crossings   | SOSR | Multiple in-program anti-oppression workshops, facilitated by faculty, students, invited guests; created "safe house" and "contact zone" spaces in seminar to support learning of historically marginalized  |
| Health: A Biopsychosocial Inquiry  | SOSR | Medical sociology, health care   |
| Undergraduate Research in Civic Intelligence (Research and Action Laboratory)          | SOSR | Many of the projects were to address these issues.   |
| Healthcare in the U.S. - A Systemic Look   | SOSR | Health care inequities, causes and outcomes, were an extensive part of our program.  |
| Democracy and Free Speech  | SOSR | Extensive discussion of development of constitutional right for free speech and historical context of that development   |
| Political Shakespeares   | SOSR | Critical theory (on race/gender/class/sexuality/disability)  |
| Power In American Society  | SOSR | Critical Race Theory, Class Analysis, Gender Analysis  |
| Intermediate Macroeconomics  | SOSR | Critical analysis of economic theory as legitimating current class structure. (Seminar readings, discussions, lectures) Critical analysis of the racial/gender income and wealth gaps. (Seminar readings, discussions, lectures)   |
| Art Practices: Exploring the Role of the Object  | UD   | Readings and seminar discussions on cultural appropriation, stereotyping, naming   |
| Alternate Route  | UD   | Mainly class   |
| Wildlife: Conservation and Writing   | UD   | Environmental justice re:conservation  |
| Reworking the Subject: Writing and Drawing As Experimental Practice                    | UD   | [Faculty did not elaborate.]   |
| Understanding Language   | UD   | We considered the fate of endangered languages, and also talked about privilege and difference influence translation (what gets translated and how).   |
| Proteins, Plastics, and Pandemics  | UD   | Public Health: social determinants of health. Also participated in Day of Absence/Day of Presence: required, both days.  |
| Development and Learning: Birth to 14  | UD   | Language and literacy acquisition, read ethnographic research studies that portrayed differences in home and schooling language and the impact of vocabulary development rates on social classes.  |
| TRI: Rebuilding Native Nations-Strategies for Governance and Development (Chehalis)    | UD   | We studied the history of local, regional and national tribes, the reservation system, federal policies, rural vs. urban Indians, tribal leaders and leadership.   |
| TRI: Rebuilding Native Nations-Strategies for Governance and Development (Nisqually)   | UD   | We studied the history of local, regional and national tribes, the reservation system, federal policies, rural vs. urban Indians, tribal leaders and leadership.   |
| TRI: Rebuilding Native Nations-Strategies for Governance and Development (Port Gamble) | UD   | This was studied throughout all of the work we did and is a natural part of everything we do.  |

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| Making Change Happen                                     | UD | Readings, exercises, assessments, assignments   |
| Writing As Experimental Practice                         | UD | Literature, post colonial and queer studies, "history-from-below"   |
| Washington State Legislative Internships                 | UD | Largely contained within regressive tax structures; support of business lobbies and the effect of these on jobs and education, we represented lower income constituents actively to elected official and lobbied on behalf of their benefits with public agencies (hands-on). |
| Counter Narratives: Songs and Stories Across Cultures    | UD | Films, stories, social studies, pedagogical theories (including critical race theory). Creative projects, research papers, class discussions.   |
| Multicultural Counseling: A Holistic Perspective         | UD | Diversity, systemic and institutional, cultural and formal, implicit learning   |
| Undergraduate Research in the Humanities with G. Mullins | UD | Advanced undergraduate research in queer history  |