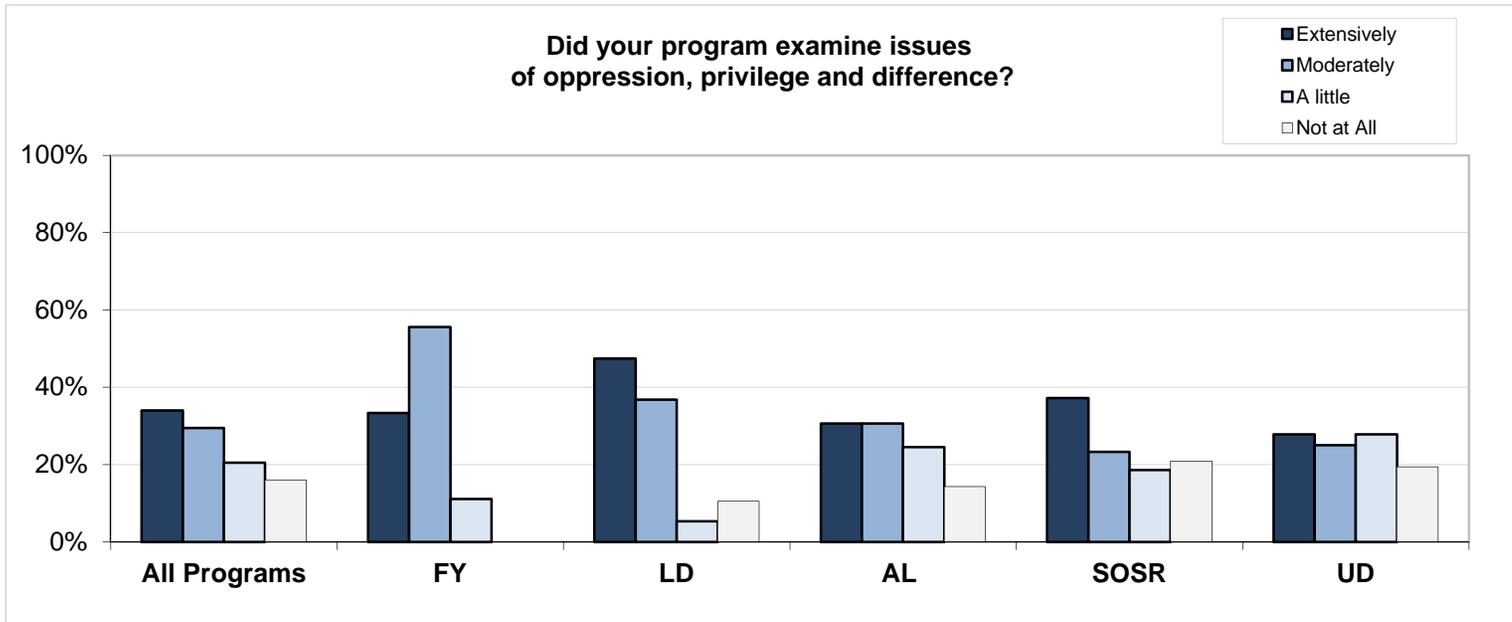


End-of-Program Review 2016-17

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	34.0%	29.5%	20.5%	16.0%	84.0%	131	156
First-year (FY only)	33.3%	55.6%	11.1%	0.0%	100.0%	9	9
Lower Division (LD) FY-SO	47.4%	36.8%	5.3%	10.5%	89.5%	17	19
All Level (AL) FR-SR	30.6%	30.6%	24.5%	14.3%	85.7%	42	49
Sophomore-Senior (SOSR)	37.2%	23.3%	18.6%	20.9%	79.1%	34	43
Upper Division (UD) JR-SR	27.8%	25.0%	27.8%	19.4%	80.6%	29	36

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

Strategies or Activities used in Programs:

Program	Program Type	Content areas and activities
Botany: Plants, Fungi, and People	AL	All but one of the seminar text addressed issues of social justice.
Bridging Cultures	AL	Intercultural studies; Intercultural communication text book with strong critical theory perspective; cross cultural dialogue and group activities weekly.
China and Japan: Traditional and Contemporary "Silk Road"	AL	Discussions about oppression, privilege and difference
Coming to Our Senses: Blessing the Space Between Us	AL	We examined social bias regarding disability and education.
Community Resilience: Science and Society	AL	We watched two films (Race: The Power of an Illusion, part 3 and Holding Ground: Rebirth of Dudley Street), and debriefed extensively by discussing racism and its effects on social resilience several of our readings dealt with the connections between human health and poverty, or neighborhood resilience and poverty, and students wrote about these topics (some focused their final projects on the first)
Community Resilience: Social Equity and Environmental Issues	AL	We employed social and environmental equity/inequity as lenses through which we examined selected social and social-environmental issues and the income/wealth gap in the U.S. Approaches included readings, films, speakers and serious games.
Computer Science Foundations	AL	We had one workshop on these issues, led by folks from First Peoples and the Queer and Trans Center. These issues also came up periodically in our seminar discussions, though not in a systematic way.
Computers and Cognition	AL	Automation, wealth distribution
Cosmology: Science, Wisdom, and the Future	AL	Exclusion/inclusion of groups in the stem fields. Specially, women and people of color.
Counting on the Brain	AL	[Faculty did not elaborate.]
Counting on the Brain	AL	[Faculty did not elaborate.]
Dance of Power, Freedom, Belonging, Fun	AL	Multicultural perspectives of art, style, history, ecology, and social commentary pertaining especially, but not limited to, the art of dance.
Dance of Wisdom: Embodied Consciousness	AL	Readings, lectures, in-class workshops, movement labs, seminars, films
Defending Mother Earth: Science, Energy, and Native	AL	Native Nations and issues of climate change and energy science.
Digging Up Diseases	AL	Social structure, ethics in medicine and archeology
European Ethnobotany and Art	AL	Read book on witch hunts and discussed it and wrote essays on it. lecture on colonial botany and Atlantic slave trade.
Food, Health, and Sustainability	AL	History of colonialism and global trade in evolution of food system; seminar
Food: Development, Political Economy, and Environment	AL	Race - workshop where students analyzed racial privilege on an individual basis and in general, workshop on institutional racism, readings and movie on differential food access impacts poverty - readings, movie on effect of agricultural and economic development and urban and rural inequalities oppression - lectures and workshop on identifying and deconstructing oppression(s)
Global Exchange	AL	[Faculty did not elaborate.]
Health, Power, and Justice	AL	Historical trauma and health disparities were analyzed.
Health, Power, and Justice: A Native Perspective	AL	Health disparities
Inventing Systems	AL	Discussion and analysis of political actions on campus during spring 2017. Analysis of power and racism in our society, and the relationship of an individual to social institutions.
Life Writes Beautiful Stories: Growing-up Experiences in Literature, Script Writing, and Performance	AL	Students read and seminar on plays and literature which deal with issues of oppression, privilege and difference in different cultural settings. They also write and perform their own original plays about the feelings of oppression, privilege, and difference in their growing-up experiences.
Mathematics in Geology	AL	Readings and seminar

Monsters: A Literary Exploration	AL	Readings, small-group discussions, and full-group seminars focused on the Other, dehumanization, and "monsterization" as these topics arose in our shared texts and film screenings.
Mortality	AL	Examine access to hospice and palliative care on local and national level
Pacific Rim Rivals: China, Russia, Japan, and the United States	AL	Our core texts clearly identified and explored how racism has historically driven Western imperialism, and how racism in various forms impacted international relations (and media spin) in the geopolitics of Eastern Asia over the past 200 years. Discussions of these readings and supplementary lectures that elaborated on such analyses added to education around these crucially important issues.
Playing Politics: Psychology, Performance, Strategy, and the Elections in Real Time	AL	Civil Rights reading and screening, discussion of race, class, gender, ableism in political discourse, etc.
Political Economy and Social Movements	AL	The entire program was about this. I could just upload our syllabus.
Practice of Organic Farming: Fall	AL	Farm work fair treatment and respect, gender roles on the farm and the lack of racial diversity in the sustainable ag community.
Student Originated Studies: Agriculture and Food Systems	AL	Student presentations on the decolonization of our food system and what they can do to improve access to quality food for everyone.
Student-Originated Studies: Fantastic Resistances	AL	Conceived as an intensive training dojo for social justice warriors, this program was focused first and foremost on precisely these issues and how to address them via speculative fiction in multiple media as a tool for real-world action. In the process, nearly every -ism and -phobia was considered and countered at some point or other in the program. Exercises in content analysis and critique, and in the creation of alternative content, were central to the entire quarter.
Student-Originated Studies: Linguistics, Mathematics, Sustainability: Reimagining the Built Environment and the Written Word	AL	Seminar books relating to learning differences and diverse cultural perspectives
	AL	Several seminars contained critical discourse about gentrification and unfair housing practices. We also discussed at length the inequitable and racist response to Hurricane Katrina by the media, government, and police.
The Art of Acting: Empathy, Integrity, Eloquence	AL	Both plays deal with class structure. In Uncle Vanya, the post-feudal but pre-revolutionary Russian society is dealing with the unsustainable structures supporting the landowning class. Major Barbara deals directly with class conflict, socialism, and political power structures.
The Play's the Thing: Study of Theatre and Drama	AL	Through the study of the contents of the plays in different historical periods, especially in modern era. Seminar and essay writings are primary modes of activities to engage in that examination.
Thinking In Indian: Democracy, Civic Engagement, and Resistance	AL	Paulo Freire, John Mohawk, Richard Paul
Wait, What? How Things Really Work in Science	AL	[Faculty did not elaborate.]
Watersheds: People, Rivers, and Change in Cascadia	AL	Native/white interaction in the PNW, environmental justice
Where Are You? Introduction to Geography and Geographical Awareness	AL	Ethnic settlement in PNW, American Indians in PNW
Words/Woods	AL	We studied texts by MLK and James Baldwin; we did an extensive unit on representations of slavery and we read materials that discussed overlooked aspects of Native American history, esp. pre 1491
Work and the Human Condition	AL	A central theme all year was: who is compelled to do what work, and who is allowed to do what work? Central areas of study were women's work, slavery (ancient and modern/racialized), liberatory movement of the 20th century.
American Crime and Punishment: Exploring Incarceration and Its Human Consequences	FY	It was central to our day to day work, given our subject -- American Crime and Punishment
An Ethics of Generosity: Community In and Through Creative Writing, 2D Design and Visual and Literary Theory	FY	Native Studies, Cultural and Community Structures and Institutions

An Ethics of Generosity: Community In and Through Creative Writing, 2D Design and Visual and Literary Theory	FY	In both visual art/artist practices & literary communities
Archives of the Present	FY	[Faculty did not elaborate.]
Archives of the Present	FY	[Faculty did not elaborate.]
Borders	FY	Program focus on "borders" of difference meant that all of our readings/films/workshops connected, in various ways, to issues of oppression, privilege, difference. We had various specific workshops with FPMAS and TQC on diversity and equity topics to support the development of skills that we were also working on regularly in class discussions.
Counting on the Brain	FY	[Faculty did not elaborate.]
Ecological Niche: The Interface of Human and Animal Behavior	FY	Readings, seminar discussions, indigenous climate conference, woven throughout lectures, discussions and seminars, field trip. It really was a constant throughout every day
Words/Woods	FY	We studied texts by MLK and James Baldwin; we did an extensive unit on representations of slavery and we read materials that discussed overlooked aspects of Native American history, esp. pre 1491
American Crime and Punishment: Exploring Incarceration and Its Human Consequences	LD	It was a constant theme of our program that examined American crime and punishment
An Ethics of Generosity: Community In and Through Creative Writing, 2D Design and Visual and Literature	LD	Native Studies, Cultural and Community Structures and Institutions
Archives of the Present	LD	[Faculty did not elaborate.]
Equity and Education	LD	Texts, workshops, discussions, essays
Gender and Science: An Introduction	LD	Gender, heterosexism, racism and intesectionality as related to feminism.
Geopolitics, Energy, Economics and Stewardship of the Pacific Northwest	LD	Group discussion, especially of spring events on the campus. Field trips covered some issues also.
Illustrations of Character: A Literary and Philosophical Inquiry	LD	History and literature about oppression
Illustrations of Character: A Literary and Philosophical Inquiry	LD	Ethics, African American Studies
Introduction to Environmental Studies: Land	LD	Too complex to summarize in a blurb - Environmental Justice.
Introduction to Environmental Studies: Land	LD	Too complex to summarize in a blurb - Environmental Justice.
Reading Rocks: Geology and Art in the Pacific Northwest	LD	Seminar, in-class activities, discussions
Scientific and Artistic Inquiry	LD	2 texts--> Invention of Art and A Peoples History of Science- both examined sexism, racism and classism in fields/histories of art and science.
Sea Life and Sea Lives	LD	Multiple readings on feminist critique of science, feminist epistemology, standpoint theory plus required participation with day of absence/presence. Extensive readings and guests representing the perspective of regional tribes on tribal/white relations, treaty rights and environmental justice activism.
The History and Future of Experiments in Music and Theater	LD	Writings and plays by James Baldwin, Octavia Butler, Virginia Woolf, Adrienne Kennedy, Stanley Milgram, Philip Zimbardo
Trees and People	LD	Native studies
Words/Woods	LD	We studied texts by MLK and James Baldwin; we did an extensive unit on representations of slavery and we read materials that discussed overlooked aspects of Native American history, esp. pre 1491
Working Artists: The Business of Creativity and Art	LD	Class discussions. On-going integration of DOA/DOP including discussions of racial identity, role of caucus events. Required attendance (and associated assignment) at DOA/DOP.
Advocating for a Sustainable Future	SOSR	Again... social justice movements and environmental activism, including native rights, the civil rights movement, and a little about voting rights.

Art, Mindfulness and Psychology: Racial Identity through the Lifespan	SOSR	Entire curriculum centered on racial identity development
Arts, Culture, & Ecology	SOSR	Indigenous studies, cultural and heritage studies, philosophy of science, history, etc. Woven throughout.
Bodies Speaking Out: Public Health and Community through the Lenses of Science, Ethnography, and Media	SOSR	Lots- race, clan, gender primarily. books, film, workshop, guest speakers, seminar
Capstone Project Preparation: A Research and Writing Seminar in the Humanities and Social Sciences	SOSR	[Faculty did not elaborate.]
Catastrophe: Community Resilience in the Face of Disaster	SOSR	[Faculty did not elaborate.]
Community Resilience: Women Making Change	SOSR	The purpose of this program was to explore the history of U.S. women's activism for women's rights; we centered both race and gender. Organizing history and writings by women of color framed much of our work. For example, we read Angela Davis on women's organizing during the 1800s and an important article about Black clubwomen nationally at the turn of the 19th Century to the 20th; our learning from these readings allowed us to interrogate the context in which first Susan B. Anthony visited Olympia, and later the all-white Woman's Club of Olympia was formed. Audre Lorde's essays in Sister Outsider focused our discussions of the importance of reaching across differences, of anger, and of dynamics of privilege and oppression. Women of color organized across the country against sexual violence during the 1970s and 1980s, and their work was a major focus of our exploration of that time.
Consciousness, Dreams, and Beliefs: The Nature of Personal Reality	SOSR	Identity theory, models of self, anthropol. critique text extensive belief work - including implicit beliefs Xhosa tribal shaman visit
Crisis and Transformation in the U.S.: Political Economy, Social Movements, and Media	SOSR	[Faculty did not elaborate.]
Dimensions of Inequality and Options for Change	SOSR	This was the theme of the entire program: economic, gender, racial and ethnic inequality.
Elections and the Economy	SOSR	Issues of inequality
Filling the Silence: News, Numbers and Poetry	SOSR	2 books- Citizen and Between the World and Me, seminars response papers, lectures, film
Freshwater Ecology: A Landscape Perspective	SOSR	Readings, discussions
Gateways for Incarcerated Youth: Acknowledging the Past, Claiming the Future	SOSR	Youth in prison
Ireland in History and Memory	SOSR	We discussed colonialism and its after-effects, from the English colonization of the Irish, to the Catholic Church takeover of indigenous religion and its later manifestation as a tool of bodily control of women, to the ways in which the Irish in America were stigmatized and ultimately came to subject others to the very issues they had been subjected to.
Language, Literature, and the Schools	SOSR	Educational topics (curriculum, language diversity, achievement, etc.) always involve social justice issues. We discussed oppression, privilege, and difference at every point.
Natural History and Storytelling: Observations and Representations	SOSR	1st Seminar book- The Home Place: Memoirs of a Colored Man's Love Affairs with Nature by j. Drew Lanham; DOA/DOP participation encouraged; program, class and seminar discussions, lectures
Nature/Image	SOSR	Looking at historical and contemporary art works dealing with these issues.
Paris Muse: Evoking Place in Literature, Art, Music, and Myth	SOSR	Race relations in the US contrasted with those in France and the Francophone world (e.g. Haiti). Lectures, films and readings related to oppression, privilege and difference. The Negritude movement in the Francophone world.
Physical Systems and Applied Mathematics	SOSR	Seminars, readings, workshops
Political Economy of Public Education	SOSR	[Faculty did not elaborate.]

Political Shakespeares	SOSR	Each week we read some piece of critical theory dealing with a category of identity, or with the intersection of identities. We also had extensive discussions about how structural oppression shows up in the classroom and how we want to respond when it does.
Psychology and Mindfulness	SOSR	Participation and writing assignments on Day of Absence and Day of Presence [...] writing assignments integrative papers, volunteer for Day of Presence workshops.
Russia and the Forging of Empires: Vikings, Mongols, and Slavs	SOSR	The focus of our study in our program was Russia. On early East Slavic territory there resided Turkic peoples, and in connection with this we began a discussion of privilege and difference. This topic will figure much more centrally in the third term of the students' study if they take our third quarter studying the Soviet Union and beyond.
Russia Falls, the Soviet Union Rises: Imperial Beauty, Turmoil, and Tragedy	SOSR	We studied the institution of serfdom which existed in Russia for centuries before serf liberation in the 1860s.
Self and Story: Studies in Psychology, Literature, and Writing	SOSR	Issues embedded in virtually of our texts, which made them central topics of discussion
Shakespeare Reproduced	SOSR	Lectures on representation of race/sexuality, framing activity designed to address structural oppression in the classroom, regular discussion of race/gender/sexuality in seminar.
Student Originated Studies: Center for Community-based Learning	SOSR	Oppression, privilege, exclusion at the community level and in public policy (fed to local). Community/regional organizations & social justice work. Special focus -- regional farm workers, immigration, labor, exclusionary policies and resistance.
Teaching English Language Learners: Culture, Theory and Methods	SOSR	Study/presentation about the history of immigration, immigration policy and demographics impacting the K-adult schooling; analysis of DACA and schooling; case study/community research of ELLs and ELL educators; ELL program model research and curriculum design (language proficiency & content area instruction); language acquisition theory; cultural studies; literacy; critical pedagogy; language teaching methods; authentic assessment; educational philosophy; educational policy.
The Social Animal	SOSR	[Faculty did not elaborate.]
The Soviet Union and the Rebirth of Russia: Stalin, Gorbachev, and Putin	SOSR	We placed significant focus on the peoples of Central Asia and the Caucasus region vis-à-vis the dominant political and social power during the Soviet period and after.
The Spanish-Speaking World: Cultural Crossings	SOSR	The program materials focused extensively on non-dominant groups in Spain and Latin America, and on Latinx communities in the United States. Activities included readings, films, workshops, field trips, community work, and study abroad.
Transnational Feminisms	SOSR	Program readings and discussions for entire quarter centered on race, class, gender, sexuality, disability, religion, in a global, cross-cultural context.
Undergraduate Research in Scientific Inquiry with C. Dirks	SOSR	We had group meeting and discussions about these topics.
Advanced Research in Environmental Studies with C. LeRoy	UD	Inclusivity in science
Aquaria: Science and Society	UD	Seminar
Art/Work	UD	The texts we read and the artists we studied almost always addressed class, race and gender. From Jacob Lawrence's "Migration Series" to chapters from Marx's "Capital." The Art Lecture Series also provides speakers who address these areas.
As Real As Rain: the Blues and American Culture	UD	Economic exploitation of blues performers and composers. Development of the American popular music industry, 1920-2010

Business and Ethics	UD	Reading plays by Shakespeare, August Wilson, Arthur Miller - and attending play about the Marcos regime "Here Lies Love" as well as many conversations about [national climate related to] race relations, immigration. We also discussed race in advertising and business. And we discussed race at Evergreen - making sure that people of color were heard loud and clear in our classroom. [...]. We used the opportunity for long class discussions and to write a detailed consulting memo, using our study of Business Strategy and other topics. [...]
Community Connections - What Makes Communities Work (at Grays Harbor)	UD	We read Allan Johnson's text: Privilege, Power and Difference. We watched discussed and wrote reflections on the following TED Talks: In this TED Talk, Mellody Hobson speaks from her experience in business and makes a case for affirmative action. Color Blind or Color Brave: https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave (Links to an external site.)Links to an external site. In this TED Talk, Alice Goffman summarizes some of her experience chronicling life in a Philadelphia neighborhood. Some for College, Some for Prison (Goffman): https://www.ted.com/talks/alice_goffman_college_or_prison_two_destinies_one_blatant_injustice (Links to an external site.)Links to an external site. In this TED Talk, we here from the three founders of the black Lives Matter movement. Their biographies are included û scroll down the page. Black Lives Matter: https://www.ted.com/talks/alicia_garza_patrisse_cullors_and_opal_tometi_an_interview_with_the_founders_of_black_lives_matter (Links to an external site.)Links to an external site. We watched and held seminar on Ava DuVernay's movie: "13th".
Create. Destroy. Repeat.	UD	Explicitly built into all assignments, activities, and discussions.
Culture Lab: Advanced Projects in Visual and Media Arts	UD	[Faculty did not elaborate.]
Deviance, Crime, and Punishment in the Past and Present	UD	All aspects of program
Feminist Epistemologies: Critical Approaches to Biology and Psychology	UD	Feminist history, queer theory, intersectionality, feminist critical theory, radical/anarchist/post-structural critiques of science, implicit bias testing
Field Plant Taxonomy and Conservation	UD	Colonized land use and native plants knowledge
Group Dynamics	UD	Provided group dynamics to what was going on at TESC
Making Change: Business Management in Turbulent	UD	Race, class and gender
Media Internship	UD	Interns regularly video recorded visiting lecturers in the arts, humanities and social sciences. They were exposed to this material, but no follow up was involved.
Plant Chemical Ecology: The Secret Life of Plants	UD	Handed out worksheet with examples of inclusive behaviors discussed ongoing sexism/racism in science, now it affected history of science in lectures/discussions when relevant.
Research Capstone in Psychology	UD	[Faculty did not elaborate.]
Reservation-Based, Community-Determined Program: Contemporary Indian Communities in a Global Society (Muckleshoot)	UD	Through the lens of Native American and Indigenous people internationally through study of peoples discussed in paradigm wars, lessons from Ladalch, Taramulara.
Reservation-Based, Community-Determined Program: Contemporary Indian Communities in a Global Society (Nisqually)	UD	Through the lens of Native American and Indigenous people internationally through study of peoples discussed in paradigm wars, lessons from Ladalch, Taramulara.
Reservation-Based, Community-Determined Program: Contemporary Indian Communities in a Global Society (Peninsula)	UD	Through the len of Native American and Indigenous people internationally through study of peoples discussed in paradigm wars, lessons from Ladalch, Taramulara.
Reservation-Based, Community-Determined Program: Contemporary Indian Communities in a Global Society (Quinault)	UD	Through the len of Native American and Indigenous people internationally through study of peoples discussed in paradigm wars, lessons from Ladalch, Taramulara.
Student-Originated Studies: Gender in Music	UD	Study of gender theory, analysis of gender in music industry

Student-Originated Studies: Theory and Practice of Craft and Sustainable Design	UD	Examined access to art by based on privilege, race, gender
The Fungal Kingdom	UD	[Faculty did not elaborate.]
The Geography of Polar Regions	UD	Compared historic and contemporary access to Arctic and Antarctic regions during colonial and imperializing time periods including the present
Undergraduate Research in the Humanities with S. Davis	UD	Research project on American democracy
Vertebrate Evolution	UD	Historical bias in where scientific ideas have been generated has left a Western (and white, and male) bias in the kinds of questions that have often been asked.
Washington State Legislative Internships	UD	Maybe because we are Evergreen, these topics were also a constant theme. Our interns brought this up repeatedly in looking at pieces of legislation, but more importantly in looking at how the legislative process works and who has access to decision-making, governance, etc.
What is She Saying?	UD	Literature, critical writing, creative writing, research, discussion
Writing: Advanced Practices	UD	Across several novels and essays, we looked at how literature mediates difference, with regards to sexuality, gender, and racialization. Students wrote weekly seminar tickets reflecting on the readings, and continued these discussions in class.