

## End-of-Program Review 2008-09

### Addressing Oppression, Privilege and Difference - Culture, Text and Language Programs

|                            | Extensively | Moderately | A little | Not at All | Percentage of Programs addressed issues | Programs addressed issues (N) | Programs responded (N) |
|----------------------------|-------------|------------|----------|------------|---|-------------------------------|------------------------|
| Culture, Text and Language | 45.5%       | 22.7%      | 18.2%    | 13.6%      | 86.4%                                   | 19                            | 22                     |
| All Programs               | 31.4%       | 26.3%      | 23.7%    | 18.6%      | 81.4%                                   | 96                            | 118                    |

#### CTL Programs that addressed issues of oppression, privilege and difference

|   | Extent      | Strategies  |
|---|-------------|---|
| (Re)Imagining the Middle East   | Extensively | Dismantling stereotypes of the Middle-East (Orientalism); understanding historical  |
| Art of Conversation   | Extensively | Students studied the history of research in language and gender by linguists, which parallels some social theories. They conducted research projects, all of which were on this topic and therefore furthered everyone's understanding.   |
| Gender and Sexuality: History, Culture and Politics                                 | Extensively | Seminars, workshops, lectures, guest speakers, field trips, performances, writing assignments, research projects, service learning  |
| Immigrant Voices: Writing, Labor, and Japanese Film                                 | Extensively | Workshops, required texts, lectures, guest speakers, field trips, oral history work   |
| Marx and Marxisms   | Extensively | Through reading and films, by discussion and paper writing  |
| Marx and Marxisms   | Extensively | Student-generated strategy games, reading Marx's _Capital   |
| Self and Culture: Studies in Japanese and   | Extensively | Student-generated strategy games, reading Marx's _Capital   |
| SOS: Community Based Learning   | Extensively | Via critical reading, writing, and discussion   |
| SOS: Community-Based Learning   | Extensively | Field Studies   |
| Telling Untold Story  | Extensively | Workshops, readings, trainings in various student internships   |
| Telling Untold Story  | Extensively | Assigned text books for example "Miseducation of the Negro", Joe Tougas did a workshop about we could listen and appreciate other people's stories without judgement.[Students] had to research on seasoning classes and its impact. We had in class seminars on how to impose the Tacoma values of hospitality and positivity into the program. We had films about the Native Americans experience, the Japanese internment experience and the Hobos experience (working class poor white people). |
| Gender and Culture  | Moderately  | Media analysis; critical discussion of varied texts   |
| Inventing the Citizen   | Moderately  | We studied the history of excluded groups (women, non-citizens, minorities) in Greek/Roman and French Revolutionary democracies and how these groups worked to make their voices heard.   |
| Language and Power  | Moderately  | Students read and heard lectures on language variation, dialects, pidgins, creoles, and considered ways of categorizing language. They learned about the structure of African-American Vernacular English. They also discussed language attitudes.  |
| Postmodernity and Postmodernism: Barth, Pynchon, DeLillo, Murakami and World Cinema | Moderately  | Mostly through readings and discussions of texts critical of explicit and implicit oppressions  |
| Undergraduate Research in the Humanities  | Moderately  | Reading, discussion   |

|   |          |   |
|---|----------|---|
| Russia and Eurasia: Empires and Enduring Legacies | A Little | We addressed issues (in readings and discussions) of oppression and privilege in the context of Russian history and society, as in serfdom, emancipation of the serfs in 1861 and comparisons with American slavery and emancipation. |
| SOS: Human Development                            | A Little | [Faculty did not elaborate]   |
| The English Romantics                             | A Little | [Faculty did not elaborate.]  |
| What's What and What Isn't?                       | A Little | Issues of gender and class in the history of Western philosophy mentioned at some points  |