

PROGRAM EFFORT TO ADDRESS RACISM, SEXISM, CLASSISM, OR OTHER FORMS OF OPPRESSION

At the end of every Evergreen program (8 or more credits), faculty are asked to complete an End-of-Program Review so that Evergreen can review and improve its curriculum. What follows is a table expressing data collected over the last two years, 2004-2006, regarding one section from the End-of-Program Review: **Did your program make an effort to address racism, sexism, classism, or other forms of oppression? If yes, what strategies or activities did you use?** For the first question, "Did your program...address racism, sexism, classism, or other forms of oppression?" faculty could answer in one of three ways: "Yes, major emphasis"; "Yes, minor emphasis"; or "No." The second question, "If yes, how?" was left open-ended. The chart below is organized first by emphasis—major, then minor, then none—and within these categories, programs are organized by planning unit, then alphabetically.

Academic Year	Program Name	Planning Group	Detail 1	Detail 2	Detail 3	Diversity emphasis	What strategies/activities did you use to address racism, sexism, classism, or other forms of oppression?
2005-06	Columbia River: Origins, Salmon and Culture	CORE	ES			Major	Because Native American history and labor history were key themes in the readings, many of the large class seminars addressed racism, "white guilt," and institutional racism specifically. We read the works of two Native American writers and benefited from the wisdom and words of two Native American guest speakers. We also stayed in a migrant farm labor camp during three nights of a field trip to Wenatchee. The camp director talked with the students about current issues in migrant labor. Several students then used this experience to investigate race and labor in their research.
2005-06	Growing up Global	CORE	SPBC			Major	Our reading list and films were designed to show how the experience of growing up differs by race, class, and gender.
2005-06	History and Evolution of Disease	CORE	SI	SPBC		Major	We examined cross-cultural perspectives of health and disease in several readings and focused on bioethics throughout spring quarter. In addition, we studied issues of racism, sexism, classism, "able-ism," "first-world-ism."
2004-05	Interrogating American Cultures Through the Arts	CORE	EA			Major	We studied Native American literature, Hawaiian literature and literature of many immigrant groups for issues of racism and classism. For sexism and homophobia, we had several texts.

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2005-06	Madness and Creativity: The Psychological Link	CORE	CTL	SPBC		Major	With our art historian faculty team member a Native American, we intentionally included materials and extensive discussions about art, as well as approaches to abnormal psychological conditions in cultures other than the most familiar one around us. In addition, we devoted time and materials to the subject of gender depiction in art and in advertising. Neither the issue of racism nor of gender were easy to handle, but our readings, films, and discussions were geared to get students thinking and talking about these issues.
2004-05	Negotiating Cultural Landscapes	CORE	SPBC	EA		Major	Regular study of all the above forms of oppression through readings, lectures, workshops, seminar discussions, attendance at Race In Education guest lecture series and Day of Presence activities.
2004-05	Old and New Worlds	CORE	CTL	EA		Major	Substantial study of race and its history in society, along with sustained attention to the history of the West.
2004-05	Waste and Want	CORE	SPBC			Major	Readings and program discussions.
2004-05	What are Children For?	CORE	CTL	SPBC		Major	Students learned American history, with an emphasis on inequalities in k-12 education, and read a wide range of literary works.
2005-06	A Novel Idea	CTL				Major	Most of our novels dealt with one or more of these issues directly--without conflict, no story, and these are typical conflicts within the stories in this program.
2005-06	America, to 2006	CTL				Major	Close reading and discussion of important American historical and literary texts, which are full of these issues. Also, weekly writing and discussion of articles chosen by students from The New York Times.
2004-05	Arab and Muslim Women Writers	CTL				Major	We began with stereotypical representations of Arab and Muslim women and drew on theories of Orientalism and feminism to dismantle stereotypes. The book "Word: On Being a (Woman) Writer", addressed broad concerns of all the above forms of oppression and how women writers work to break through these oppressive structures. We also looked at how we in the west are implicated in policies that oppress Arab and Muslim women, and other women of color.

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2005-06	Art of Conversation	CTL				Major	In this program we examined notions of language ideology and gender ideology; in other words, we examined the ways in which assumptions about dialects and ways of speaking are assumptions about their speakers.
2005-06	Central America: Poetry and Politics	CTL				Major	Trainings for the anthology project; analysis of privilege and cross-cultural work; anthology broke down barriers with community (we had a celebration at the end with all interviewees and their families at the Longhouse to say thanks for their collaboration with us).
2005-06	Democracy and Equality	CTL				Major	All of the study in this program implicated all of those "isms." A study of equality and the 14th Amendment is about cases in which people have been oppressed because of their race, sex, sexual orientation, or other classification. A major focus of the program was the study of the history of slavery and its implication for equality. In addition to studying the major Supreme Court cases dealing with slavery, race, sexual orientation and affirmative action, students read Eric Foner's book, "Forever Free: The Story of Emancipation and Reconstruction" and viewed a number of videos, including the four-part PBS video series, "Slavery and the Making of America" and "Not For Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony."
2004-05	Faulkner and Friends	CTL				Major	Reading Faulkner, Credwell, O'Connor and McCullers had students confront race, class and gender issues in southern literature.
2005-06	Human Rights, Literature and Theory	CTL				Major	All the above addressed as rights issues.
2004-05	Illustrations of Character: Literary and Philosophical Studies	CTL				Major	The class studied and applied ethnic theory, particularly that of Immanuel Kant, which articulates the idea of human rights.
2005-06	Japan Today: Studies of Japanese Language, History, Literature, Cinema and Culture; Study Abroad	CTL				Major	I used texts and films that manifested sexism and classism, as well as subtler forms of racism, in order to raise the issues of oppression.

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2005-06	Language and Law	CTL				Major	Race, class, and gender were a major focus which we used as reasons to examine the use of language in the courts, in case briefs, in Supreme Court decisions. The texts we used explained language ideology and we explored other ideologies that serve to support dominant groups and marginalize others. Issues of power in language use is a primary focus of sociolinguistics and discourse analysis, and that is what we examined. Also, critical race theorists have critiqued the first amendment, and we spent time exploring their approach to the law.
2005-06	Locating Queer Studies	CTL				Major	Again, every text we read, every film we viewed, every seminar and every writing assignment--everything centered on this.
2005-06	Nation and Narration: Mexico/Brazil	CTL				Major	Race, class, and gender were emphasized in our study of nationalism in Mexico and Brazil.
2004-05	Poetics and Power	CTL				Major	Focus on racism and sexism
2005-06	Political Bodies: Recent Chilean Literature	CTL				Major	Many of our readings, films, lectures addressed forms of oppression, so this topic was frequently addressed in seminars and writing assignments.
2005-06	Reading Jouissance as Ananda	CTL				Major	Cross-cultural form in texts, discussion, films. We also looked at rationality and secularism as forms of oppression.
2005-06	Res Publica: Examining the Body Politic	CTL				Major	Students and faculty in this program both recognized that we read primarily male authors, and that the topic of these authors' discussions was often middle- or upper-class free white men. We also knew well that we read nothing non-Western. However, we did close work with female authors Martha Nussbaum and Hannah Arendt, and students were constantly discussing Political Identity versus other identities (race, ethnicity, class, sexual orientation, etc.). When discussing the 'legitimacy' of political bodies, we addressed who 'belongs' and who 'doesn't belong,' to better understand the relationship between citizens and non-citizens.

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2004-05	Russia: Empires and Enduring Legacies	CTL				Major	Our focus in this program was Russia--a multiethnic mix of nations within one empire. It was in that context that we explored the dynamic among very diverse people--Siberian natives, Central Asians, Caucasus Mountain groups (Chechens, Georgians, etc.), and Slavs. We examined when, how, and why tensions arose among these peoples, and in that context we carried on our discussion of these issues. Classism was a significant issue in the Russian context since by the 19th century there was an enormous abyss between the upper class and the bulk of the people who were locked into serfdom and were emancipated only a few years before the Emancipation Proclamation in the U.S. We did not deal with sexism, racism, classism outside of this broad context of our study (that is, in the U.S.).
2004-05	Slavery in Africa and the Americas	CTL				Major	All program activities focused attention on the history and contemporary reality of racism and other varieties of oppression.
2004-05	Women's Voices and Images of Women	CTL				Major	The students were encouraged to decode many forms of oppression suggested in assigned texts.
2004-05	Acting and Directing: Queer Theory and Practice	EA				Major	Created a queer community focused on sexuality with being queer as center topic.
2004-05	Foundations of Performing Arts	EA				Major	The issues of oppression are the core of our program study. We read American history and analyzed the cultural phenomena in racism, sexism, and homophobia. We transferred all these critical investigations into one final program production titled: Birth of a Nation; The untold Story.
2005-06	Foundations of Performing Arts: Music and Theater	EA				Major	Read plays about LGBT issues and discussed them at length.
2005-06	Mediaworks	EA				Major	Addressed by lectures, screenings, seminar reading and guest artists.
2004-05	Puppet and Object Theater	EA				Major	Frank discussions
2004-05	Shadowlands	EA				Major	Discussion, etc.
2004-05	Teaching Through Performance: American Radical History	EA				Major	We addressed the visions of a not-yet-existent desirable society, and in doing so, issues of discrimination were dealt with.

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2004-05	Protected Areas?	ES				Major	Indigenous rights, resident peoples in and near Protected Areas, economic development strategies for communities, cultural integrity.
2004-05	Teaching Gardens	ES				Major	Read texts and watched films about how race, gender, and class matter in designing gardens. Students also attended most of the lectures on campus connected to the "As If Race Mattered" lecture series.
2005-06	Art of Mexico	EWS	CTL	EA		Major	We addressed sexism both quarters, mainly through reading and seminar discussions. We also addressed racism both quarters by looking at the positions of the native peoples of the Americas.
2004-05	Art, Words, and Women	EWS	SPBC	EA		Major	Workshops, guest speakers, readings, and discussions.
2005-06	Arts, Environment and the Child: Walking the Wheel of the Seasons	EWS	ES	EA		Major	Diversity was a very big part of our program, including study of celebrations and human diversity. There was a group that focused on looking at images such as gods and goddesses in Western culture through depth psychology, and studied gender stereotypes.
2004-05	Arts, Nature, Pattern	EWS	EA	SI		Major	Students participated in procession of the species parade which celebrates diversity and speaks against oppression.
2004-05	Education, Values and Society	EWS	SPBC	CTL		Major	Our work on the differences between US and Japan education challenges US dominant norms all the time. We need a particularly good series of books about kids marginalized in school.
2005-06	International Policy and Business: Europe	EWS	SPBC			Major	Cultural relativism and its discontents were built into this, as into almost any other international program.
2004-05	Justice at Work	EWS	SPBC			Major	The entire focus of the course curriculum was on the inequality of rights under the law that are rationalized by ideas about class and race. We had less direct focus on gender, but the problems of law were extended and applied to gender and sexual orientation.
2005-06	Liberty and Justice For All: Contemporary Political Philosophies In Historical Context	EWS	CTL			Major	Students studied U.S. history in such way as to come to understand how some control developments--e.g. abolitionism, reconstruction, the "New Deal"--were driven by conflicting interests defined by race, class and gender.

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2005-06	Making Your Place	EWS	EA	SPBC		Major	Readings, plays, and critical theory handout emphasized diversity and community. Several of our documentary theatre studies addressed racial injustice. We used acting as a tool for learning to empathize across difference.
2004-05	Peacemaking	EWS	SPBC			Major	We made the proposal for reparations for Blacks in America the culminating activity in the class and spent the whole day working on a multi-party negotiation about the question. Less successfully, we participated in the Saturday morning presentation for Day of Presence, which many students found lacking in suggestions for action.
2005-06	People Management in Organizations	EWS	SPBC			Major	Relationships in the workplace are a major emphasis for current success.
2004-05	Politics and the Media	EWS	SPBC			Major	Understand that Middle East has negative image.
2004-05	Positive Psychology	EWS	SPBC			Major	Having them engage in seven activities that represent a true paradigm shift in how mental health is defined, assessed, and developed.
2005-06	Public Health in the United States	EWS	SPBC			Major	Readings, instruction, and discussion on sociology of health and healthcare (health disparities) and critical theory. Two presentations by public health professionals on race and class and health of selected residents of Washington State. I also used universal design for learning, a pedagogy that is inclusive of all differences related to learning.

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2004-05	Sex, Gender and Evolution	EWS	SI	SPBC		Major	We addressed these issues in several ways. Art Constantino led our class in the game "Starpower," which artificially creates social stratification based on meaningless status tokens. We had extensive discussions in class following the Evening and Weekend Studies forum on racism that coincided with the "Days of Presence, Days of Absence." Students were very dissatisfied with that forum. We expanded the discussion by addressing racism as a social system, rather than simply in terms of identity politics and the effects at the individual level. Students especially benefited from seeing that racism is inherent in the social structure and thus, need not be something that one does deliberately. They were also very interested in how their own awareness can help them be sensitive to structural racism, and to point it out, resist, and be an ally. Lori Blewett was outstanding in facilitating these discussions and workshops. We also discussed these concepts in the context of homophobia and transphobia
2005-06	Systems Theory for Business and Organizations	EWS	SPBC			Major	Use of Eastern, Western, Indigenous bibliographical sources. Brought conscious awareness to influence culture makes upon our worldview, values, and assumptions. Encouraged students to draw insights/examples from their own cultures and heritages.
2005-06	Victoria Still Rules	EWS	CTL	SI		Major	Study of the empire and imperialism makes study of race and class inevitable, as does any cultural study. In our "still rules" focus, students made connections between cultural norms and ideas of 19th century Britain and today's structure in the United States. We examined the early feminist movement in England and focused as well on industrialization, urbanization and their effects on class and on family structure.
2004-05	Women's West	EWS	SPBC	EA		Major	Workshops, handouts, and discussions: On power, privilege racism and sexism (homophobia, etc.).

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2004-05	Work and the Human Condition	EWS	SPBC	EA	CTL	Major	In our study of work and the human condition, we saw that historically, there has been a group of oppressed people doing work the empowered group assigns. Reading Marx, Arendt, Daniel Rodgers "The Work Ethic in Industrial America", "Let us Now Praise Famous Men", "The Working Poor", etc. The status of different groups demanded students' attention. We participated in Day of Presence activities and used Allen Johnson's lecture (videotaped) as part of our material.
2004-05	America in the 20th Century	IA	CTL	SPBC		Major	
2005-06	American Frontiers: Critical Histories	IA	NAW IP	CTL		Major	Deconstruct stereotypes of Native Americans. Address how different groups of color have been oppressed in formation of U.S! How racism is institutionalized and how imperialism affects U.S. history.
2004-05	American Places	IA	CTL	NAW IP		Major	The use of many texts and films that embodied experiences and critical viewpoints of different groups, with a special emphasis on Native American communities and issues of positionality in research.
2005-06	Animated Visions: Allegories of Resistance	IA	EA	CTL		Major	The program's focus was on Soviet oppression of individuals and how the arts have been used to resist that. Discussions also drew connections between the Soviet era and contemporary US situation.
2005-06	Asian Culture and Art; Study Abroad Winter: India; Study Abroad Spring: China	IA	CTL	EA		Major	We examined decisions by the Supreme Court and Congress in the 19th century to exclude Asians from entering the U.S., including, for example, the Chinese Exclusion Act of 1882. We also examined racism within Asia, for example, the anti-Chinese laws put in place during the 1960s in Indonesia. We also showed films (such as "Rabbit in the Moon," about the Japanese internment camps) and discussed them. For sexism, we examined the writings of Asian men and women through the lens of feminist theories to explore how the sexes function (and, for example, how the concept of "love" in Asia differs from the U.S.).
2005-06	Business and Society: Put Your Money Where Your Mouth Is	IA	SPBC	CTL		Major	Readings, conversations, etc.
2004-05	Imperialism	IA	CTL	SPBC		Major	In the readings assigned, some of the lectures, and the films selected.

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2005-06	Indigenous Peoples and Ecological Change	IA	ES	NAWIP		Major	Seminars, workshops, guest speakers, presentations, etc.
2005-06	Information Landscapes: Mapping the Invisible	IA	CTL	SI		Major	Seminar discussion on texts regularly addressed "digital divide(s)," inclusivity of access.
2005-06	Jefferson's American West	IA	CTL	ES		Major	We did much work on the history of American racism, race in the American West, and Native Americans in the West.
2004-05	Local Knowledge	IA	EA	ES		Major	Systems of oppression - and resistance to them - were analyzed in seminar readings, films, discussions, presentations on language and culture, immigration workshop, attention to difference (oppression in classroom and community.)
2005-06	Memories, Dreams, Beliefs: Personal and Cultural Explorations of the Dynamic Psyche	IA	SPBC	EA	SI	Major	Transpersonal Psychology, personal complexes, cultural complexes, Hierarchical and Dichotomous Thinking, "White Privilege."
2005-06	Movement and Resistance	IA	CTL	EA		Major	Major inquiry on racism, classism and sexism.
2005-06	Reconciliation: A Process of Human Balance; Study Abroad Winter: Peru	IA	SPBC	NAWIP		Major	Workshops.
2004-05	Rhythmic Meditations	IA	SPBC	EA		Major	Spanda Yoga; track-sexism feminism theory, some peer groups did address this in presentations; Different faculty addressed this in different ways in their track. Brought in Paul Gallegos to address diversity issues, used text.
2005-06	Vietnam and Iraq War: Uncomfortable Parallels?	IA	SPBC	CTL		Major	Some people did work comparing those who served in the military and those who did not, looking at class and race background and comparing the two wars. There was also discussion around gender and masculinity and how it relates to the war and militarism.
2005-06	Anti-Indian Movements: Origin, Images and Responses	NAWIP				Major	Anti-oppression literature, anti-racist work.
2004-05	American Civil War in Modern Memory	SPBC				Major	racism as slavery was a huge issue central to the program
2005-06	Buddhist Psychotherapy	SPBC				Major	Oppression was a common component of all of our analyses of books, films and speakers.

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2004-05	Culture and Participatory Research	SPBC				Major	Because the students work with Incarcerated youth and the exercises in the program are about diversity and identity these issues permeate the curriculum. Teaching for Diversity and Social Justice is also used as a text. Students in this class are confronted with these issues weekly. We use a great deal of activity which involve students finding the questions within themselves.
2004-05	Health in a Biocultural Perspective	SPBC				Major	The entire program focused on human diversity in every form, so we read ethnographies, watched ethnographic and scientific videos, did research on a variety of topics both for papers, workshops, seminar and classroom discussion.
2004-05	How People Learn	SPBC				Major	1. Several (at least 4) of our texts addressed themes of equity and who needs to make accommodations in education/classroom. 2. Regularly called students on assumptions and moments when they were speaking for others vs. self. 3. Strong student generated covenant. 4. Faculty visibly modeled and took responsibility for our own work in this area.
2004-05	Latin America in a Global Free Market	SPBC				Major	Being myself a minority I usually don't respond to this type of questions. This is one of the most popular rhetoric at TESC and I discuss it with my students, frequently.
2004-05	Masculinities and Femininities Across the Globe	SPBC				Major	Having students research sexism and heterosexism in the real world (fieldwork) and in research on other cultures was enlightening to them. Our readings also addressed these 'isms' thoroughly.
2005-06	Multicultural Counseling	SPBC				Major	Expressive arts therapy labs, facilitated dialogues, talking circles, multicultural counseling readings, films, nonviolent communication.
2004-05	Organizing for Democracy	SPBC				Major	Workshops, readings, and papers.
2005-06	Philosophy, Society and Globalization: How We Got Where We Are	SPBC				Major	Readings on race and class, extensive discussion of these.
2005-06	Political Economy and Social Change	SPBC				Major	Most of the reading revolved around these issues.

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2004-05	Turning Eastward: Explorations in East/West Psychology	SPBC				Major	Study of psychotherapy as a powerful tool of oppression against the poor, women, people of color, and children. Study of Buddhism as a constant critique of oppression in all societies.
2005-06	What's Love Got To Do With It? Contemporary Issues in Marriage and Family Life	SPBC				Major	We read and discussed variations in the experience of courtship, marriage, and sexuality by class, race, and sexual orientation. We read and discussed the limits of early feminism in addressing the concerns of working women, African-American women, and gays and lesbians.
2005-06	Tribal Reservation-Based/Community Determined: Muckleshoot	TRI				Major	Addressing racism is a regular part of our work, across the curriculum.
2005-06	Tribal Reservation-Based/Community Determined: Skokomish	TRI				Major	We examined the basic foundations of order versus conflict paradigms from a number of theorists, and critically applied it to social problems in our communities, both Native and non-Native. We examined the theoretical underpinnings of dependency theory versus empowerment and discussed the longstanding practice and impact of colonialism in Indigenous communities worldwide. We examined the results of interference, and more importantly, the strategies that are underway that promote healthy ways of thinking using an Indigenous worldview that is different from the yardstick utilized by the dominant society to measure progress and health in communities.
2004-05	Tribal: Reservation-Based/Community Determined: Quinault	TRI				Major	Transfer of own experience as Native Americans, to other groups, and discussion of the behavior of oppressors.
2005-06	Consuming Utopia: From Wilderness to Wal-Mart	CORE	CTL			Minor	Most often we did this via assigned readings, but rarely made any such theme a central component of our seminars. Rather, such themes frequently factored into our larger investigation of global environmental inequalities.
2004-05	Imagining the Past	CORE	CTL			Minor	
2004-05	Exploring Judaism	CTL				Minor	We touched upon some of these issues at various points. We mainly used discussion, which didn't work well because of the various interpersonal dynamics at play in the class. There was at least one student who was very conservative in his views, and biased against "broad acceptance". It was a challenge!

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2004-05	Fiction and Nonfiction	CTL				Minor	Very minor emphasis, usually done by individual instructor as an aside in lectures or in seminar.
2005-06	Fiction Laboratory	CTL				Minor	Through relevant texts.
2004-05	Novel: Life and Form	CTL				Minor	A number of the novels we read, discussed and wrote about involve issues of class, oppression, and the relations between sexes.
2004-05	Renaissance Studies	CTL				Minor	The first 60% of the program was built around Greenblatt's "Renaissance Self-Fashioning", which examines the origins of various central modern psychological and institutional structures in the lives and work of half a dozen early modern writers, focusing on gender dynamics, colonialism and consumption, repression, etc...
2004-05	American Eye: A History of America in Photographs and Fiction	EA				Minor	These issues came up both in our readings and in writing image-responses. We addressed them in seminar.
2005-06	Experimental Puppet Theater, Object Theater and Dance	EA				Minor	We stopped the program and addressed student comments in impromptu seminars about appropriation, racism, ethnocentrism, and cultural relativism.
2005-06	Foundations of Visual Art	EA				Minor	These topics naturally arise in art-making and are addressed at weekly critiques. Also, our readings addressed the issue of racism and classism in the course of art history.
2005-06	Music in Culture	EA				Minor	Cross-cultural comparisons, discussions of "axes of inequality" using sociological and anthropological approaches, personal and family musical histories as writing assignments. Many discussions of individual and group identity and music.
2004-05	Photo Projects	EA				Minor	Readings and critiques. Also, through particular photography exhibitions
2005-06	Sculpture: Site Specific	EA				Minor	Student surveys to determine accessibility issues.
2004-05	Seeing the Light	EA				Minor	We read Don't Let's go to the Dogs Tonight, a book whose sub theme is racial oppression and tension in Africa.
2005-06	Seeing the Light	EA				Minor	Students were exposed to the work of many historical and contemporary photographers whose work addresses the 'isms' mentioned above, e.g. the work of the Farm Security Administration photographers during the 1930s

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2004-05	Seven Generations: 200 Years of Japanese and American Art	EA				Minor	In seminar, we discussed the different roles that men and women play in Japanese and American societies, particularly as they were presented in the books we read and the films we viewed.
2005-06	Advanced Floristic Research	ES				Minor	Seminar text: "Plants and Empire" addressed racism, classism, and imperialism, and was supported by a lecture and seminar discussion. We also worked to understand cultural landscapes like Puget Prairies.
2005-06	Introduction to Environmental Studies: Land	ES				Minor	Spent a lot of time on oppression of human species on other species. Looked at aspects of human-to-human oppression from the context of who has influence and power and laws and courts. This would be more of a study of classism and taking an active part in the community and nonprofits. Some study of Native American issues around protected areas. We spent time with members of the Nisqually Tribe and tribal staff to understand efforts to protect natural environments and some history about the fishing wars. Talk about who makes all of the environmental decisions. Touched a little bit on indigenous rights. Was done through lectures, readings, and fields trips. In the biographical assignment fall quarter, students were given a list of diverse people, especially women, who had made major contributions in environmental areas.
2004-05	Plant Ecology and Taxonomy	ES				Minor	in discussing the existence of cultural landscapes e.g. prairies in south sound managed by Indians.
2005-06	1905	EWS	CTL	SI		Minor	Reading "The Jungle" and discussing the socialist movement, including a guest lecture and film on The Wobblies. Also a lecture on the state of black America at the time.
2004-05	Embracing Conflict	EWS	SPBC	CTL		Minor	Strong emphasis on how racial and cultural differences can be causal in conflict.
2005-06	History According to Film	EWS	EA	CTL		Minor	Use of film as springboard for discussion.
2005-06	Ideas Made Manifest: Art and Philosophy in the Middle Ages	EWS	EA	CTL		Minor	By having a stronger-than-usual emphasis on the Islamic culture during the era, we showed the value of that culture and how much Western Europe was indebted to it for cultural accomplishments, like the pointed arch and rose window that we usually don't associate with Islam.

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2004-05	Management Skills for Effective Management	EWS	SPBC			Minor	Diversity in the workplace.
2004-05	Market, Forum and Village	EWS	CTL	SPBC		Minor	
2005-06	Order and Chaos: Making and Breaking Rules in Science and the Arts	EWS	EA	SI		Minor	Topics came out of our readings and examination of historical periods.
2004-05	Paradigms of Leadership	EWS	SPBC			Minor	As leadership applies
2005-06	Religion and Society	EWS	CTL	SPBC		Minor	We discussed the Danish cartoon of Muhammed controversy in the context of coming to understand different perspectives on religion.
2004-05	Science Writing	EWS	SI	CTL		Minor	Readings, discussions on race and science, women in science.
2004-05	Stage and Screen	EWS	EA			Minor	We read (studied) and attended a play in Seattle by noted African-American playwright August Wilson. Our readings and screenings included works by other artists of color as well as gay and lesbian writers. We studied the work of noted women in the theatre and non-western approaches to theatre practice. One of our plays we studied dealt with sexual abuse.
2004-05	New Tools for Community Transformation	EWS (GRH)	GRH			Minor	Case studies examined SO-CALLED justification for lower intelligence in people of color; participation of women in science less
2005-06	Managers as Leaders: Public Sector Leadership with Rapid Change	EWS-GRH	SPBC			Minor	We provided students with means to make decisions democratically--thus implicitly addressing the above mentioned problems via a wonderful age-old solution.
2005-06	Art's Sources	IA	EA	CTL		Minor	Particular book on class as a feature in visual art at the turn of the 19th century by T. J. Clark.
2005-06	Emerging Order: What to Make of It?	IA	SI	EA		Minor	Through group discussions based on film screenings and analysis of ideas in seminar texts.
2004-05	Evolution of the Book	IA	CTL	NAW IP		Minor	Guest speakers
2004-05	Framing Film	IA	EA	CTL		Minor	Films from the third world addressing the condition of women, of peasants.
2005-06	Imaging the Body	IA	EA	ES		Minor	We read "Privilege, Power and Difference" at the beginning of the program to underscore the idea that bodies of different shapes, abilities and colors may be perceived differently and those individuals marginalized.

Academic Year	Program Name	Planning Group	Detail 1	Detail 2	Detail 3	Diversity emphasis	What strategies/activities did you use to address racism, sexism, classism, or other forms of oppression?
2005-06	Leadership on the Wild Side	IA	SPBC	ES		Minor	Always important and taught as issues arise.
2004-05	Astronomy and Cosmologies	SI				Minor	Discussed scholarship on mythologies of diverse cultures, noted and analyzed racism other biases in some of that scholarship.
2005-06	Atoms, Molecules and Reactions	SI				Minor	We explored topics of racism and oppression of the poor in our studies of scientific ethics and also in our studies of weapons of mass destruction. These issues were especially involved in our examination of human subject testing.
2004-05	Chemistry for the Health Professions	SI				Minor	We had Ethel Long-Scott come into our program to discuss "Inequalities in Health Care". In addition, portions from the text "Medicine and Culture" by Lynn Payer also allowed me to introduce complex issue of privilege that pertained to our subject matter. I have found that starting touchy subject discussion work best if the initial focus is financial difference. This seems to be a uniting topic for the largest number of college students. Often once this discussion starts other oppression related topics are student introduced.
2004-05	Energy Systems	SI				Minor	Analyzed sexist scholarship and gender bias in history of science readings addressed gender splits in some aspects of class work.
2004-05	Introduction to Natural Science	SI				Minor	Fall quarter, students read a text titled, The Mind Has No Sex by Scheibinger which addressed the issues concerning the role of women in science. The text helped many students, male and female think about issues related to sexism (and other isms).
2005-06	Mathematical Systems	SI				Minor	We took what opportunities there were to discuss these issues as they came up in connection with seminar readings and discussions.
2005-06	Physics of Astronomy	SI				Minor	Read articles on physics in Africa and Asia. Physics outreach to minorities. Retention of women and minorities in physics.
2004-05	Science Seminar	SI				Minor	Analyzed sexist and racist scholarship and historical practices in science and mythologies, addressed gender splits in some aspects of class work.
2005-06	Science Seminar	SI				Minor	Read articles on physics in Africa and Asia. Physics outreach to minorities. Retention of women and minorities in physics.
2004-05	500 Years of Globalization	SPBC				Minor	Primarily through the reading material.

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2004-05	A Few Good Managers Wanted	SPBC				Minor	Books on Lincoln and Eleanor Roosevelt.
2004-05	Business in Action	SPBC				Minor	We included discussion of issues related to race in business, specifically in small businesses. We had a speaker who addressed these issues.
2004-05	Marxist Theory	SPBC				Minor	books by Mary Cedric Robison, Angela Davis.
2004-05	Patience	SPBC				Minor	Faculty encouraged students to incorporate Paulo Freire's book "Pedagogy of the Oppressed" in their student projects. Student projects included travel to South America and study of issues of racism, sexism and classism. Another project focused on the problems faced by African American students in traditional schools and class privilege or advantage among particular socioeconomic groups.
2004-05	Pooled Sovereignty and Corporate Management	SPBC				Minor	
2004-05	Working the Waters: Leadership Under Sail	SPBC				Minor	As appropriate in readings, and program activities
2005-06	Tribal Reservation-Based/Community Determined: Nisqually	TRI				Minor	Yes, but being people of color, we have to deal with racism, classism, and oppression daily. We also seminar on these, including sexism.
2004-05	Tribal: Reservation-Based/Community Determined: Muckleshoot	TRI				Minor	Oftentimes during seminar we address oppression and racism, particularly relative to Native Americans and their communities. I participated in a panel during the fall lecture series, and many of our program students observed the panel.
2004-05	Tribal: Reservation-Based/Community Determined: Nisqually	TRI				Minor	Classism: exists on reservations. Sexism and classism, minor study on impetus for buffering. Psychology of batterer; related to need for power (flows through program). Seminars on topics with frank discussions on racism.
2004-05	Geology and Art: Getting Grounded	CORE	ES	EA		No	
2004-05	Nature/Image	CORE	EA			No	
2004-05	English Romanticism	CTL				No	
2004-05	Nietzsche	CTL				No	
2004-05	Perception, Language and Reality	CTL				No	
2005-06	William Faulkner: Yoknapatawpha Saga	CTL				No	
2005-06	Incisive Line	EA				No	

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2005-06	Inventing Systems With Music and Movement Theater	EA				No	
2004-05	Animal Behavior	ES				No	Some of the content in this program pertained to sexism and racism, but we did not deal with these issues explicitly.
2005-06	Disturbance Ecology	ES				No	
2005-06	Ecology of Harmful Algal Blooms	ES				No	
2005-06	Field Ecology	ES				No	
2004-05	Forests in Space and Time	ES				No	
2005-06	Hydrology	ES				No	
2004-05	Introduction to Environmental Chemistry	ES				No	
2004-05	Introduction to Environmental Chemistry: The Atmosphere	ES				No	
2004-05	Introduction to Environmental Studies	ES				No	
2004-05	Marine Life	ES				No	
2004-05	Practice of Sustainable Agriculture	ES				No	
2005-06	Symbiosis	ES				No	
2005-06	Temperate Rainforests	ES				No	
2005-06	Tropical Rainforests; Study Abroad Winter: Costa Rica	ES				No	
2005-06	Vertebrate Evolution	ES				No	
2005-06	Water	ES				No	
2005-06	Watershed Ecology: From Rivers to Ridges	ES				No	
2004-05	Florence, The Cradle of the Renaissance	EWS	EA			No	
2004-05	Quantitative Methods for Effective Management	EWS	SPBC			No	
2005-06	Seeing is Knowing: From Data to Images and Back	EWS	SI			No	
2004-05	True, But Not Obvious	EWS	SI	CTL		No	

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2005-06	What's Cookin': The Science of Food	EWS	SI			No	
2005-06	Drawing from the Sea	IA	ES	EA		No	
2004-05	Forensics and Mystery Writing	IA	SI	CTL		No	
2005-06	Physicist's World	IA	CTL	SI		No	
2004-05	Science of Fat	IA	ES	SI		No	
2005-06	Voice of the Poem and Other Musics	IA	EA	CTL		No	
2004-05	Algebra to Algorithms	SI				No	
2005-06	Algebra to Algorithms: An Introduction to Mathematics for Science and Computing	SI				No	
2005-06	Data to Information	SI				No	
2004-05	Environmental Analysis	SI				No	
2005-06	Introduction to Natural Science	SI				No	
2004-05	Mathematical Origins of Life	SI				No	
2005-06	Matter and Minerals	SI				No	
2004-05	Methods of Applied Mathematics	SI				No	
2004-05	Molecule to Corporation	SI				No	
2004-05	Molecule to Organism	SI				No	
2005-06	Molecule to Organism	SI				No	
2005-06	Symmetry in Nature	SI				No	
2004-05	Water: The Universal Solvent	SI				No	
2005-06	Managing a Maritime Business	SPBC				No	Indirectly discussed with respect to economic issues.
2004-05	So You Want to Be a Psychologist?	SPBC				No	
2005-06	So, You Want to Be a Psychologist?	SPBC				No	
2004-05	Designing Languages	CORE	CTL	SI		Unknown	
2004-05	Foundations of Visual Arts	EA				Unknown	

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2004-05	Community Food Systems in Nicaragua and Costa Rica	ES				Unknown	
2004-05	Farm to Table	ES				Unknown	