THE DIFFERENCE, POWER, AND DISCRIMINATION PROGRAM

CELEBRATES 25 YEARS OF TEACHING FOR CHANGE

May 31, 2018 | CH2M Hill Alumni Center
MESSAGE FROM THE DIRECTOR

We come together today to celebrate the Difference, Power, and Discrimination (DPD) Program, a transformative learning program that works with faculty, across all fields and disciplines, to develop inclusive curricula that address institutionalized systems of power, privilege, and inequity in the United States. We applaud the Coalition of Concerned Student Leaders whose 1990 proposal for ways to confront root causes of racism and other forms of discrimination on campus, included calls for the creation of courses for students, and an education program for faculty and staff. We recognize the faculty and student members of the Affirming Diversity Committee; a Faculty Senate committee created in 1991, whose creativity and determination shaped what we know today as the DPD program. We acknowledge the Faculty Senate vote on May 7, 1992, which launched the program.

As a result of a process put in motion by student activism, every Oregon State University undergraduate student today completes at least one DPD course as part of our Baccalaureate Core, and over 200 faculty members have participated in our 60-hour faculty development workshop. Today we honor the many faculty members who have previously taught and who currently teach DPD courses, because without their academic expertise, and their commitment to excellence in course development, and in teaching, there would be no DPD program.

As we celebrate how far we have come, we must also recognize that we continue to live in a world that demands that we, in our roles as educators, continue to enhance our efforts to prepare students to become active participants in shaping a world that is socially and economically just. Therefore, as we celebrate 25 years of teaching for change, I hope you will also join me in continuing to build and strengthen the DPD program in the years ahead.

Cheers!

Nana Osei-Kofi
DIRECTOR OF THE DPD PROGRAM

DPD DIRECTORS

1990
Annie Popkin
Acting Director 1992 – 1994
Barbara Paige
Acting Director 1994 – 1996
Director 1996 – 1997
Mina Carson
Acting Director 1997 – 1998
Joan Gross
Interim Director 1998 – 1999
Susan Shaw
Interim Director 1999 – 2002

2000
Jun Xing
Director 2003 – 2006
Susan Shaw
Director 2007 – 2010

2010
Michelle Bothwell
Interim Director 2011 – 2013
Nana Osei-Kofi
Director 2013 – present
DPD 25TH ANNIVERSARY CELEBRATION

6:00 P.M.         RECEPTION

6:30 P.M.         DINNER AND PROGRAM

Opening Remarks
Nana Osei-Kofi
Director of the DPD Program

Welcome Address
Susana Rivera-Mills
Vice Provost for Academic Programs and Learning Innovation

DPD Awards
Presenters:
Susan Shaw
DPD Interim Director, 1999-2002; Director, 2007-2010
Bradley Boovy
DPD Academy Co-Facilitator
Natalia Fernández
Curator and Archivist of the Oregon Multicultural Archives and OSU Queer Archives
Nana Osei-Kofi

Keynote and Q &A
Tricia Rose
Brown University
From Reproduction to Transformation: A Curriculum for Justice

9:30 P.M.         CONCLUSION OF EVENING

DPD ADVISORY BOARD

Joan Gross
Professor, Anthropology

Janet Lee
Professor, Women, Gender, & Sexuality Studies

Ron Mize
Associate Professor, School of Language, Culture, and Society

Janet Nishihara
Director, Educational Opportunities Program

Michael O’Malley
Senior Instructor, College of Education

Lisa Price
Associate Dean, College of Liberal Arts and Professor, Anthropology

Dana Sanchez
Associate Professor, Fisheries and Wildlife

Juan Antonio Trujillo
Assistant Professor, School of Language, Culture, and Society
THE DPD PROGRAM IN YOUR WORDS

JANET LEE
Professor
Women, Gender, and Sexuality Studies

In September 1991, a few weeks after my arrival on campus as the newly-hired Director of Women Studies, I was asked to serve on the “Affirming Diversity” committee, which was charged with a curricular response to institutionalized racism across the university. I think our most crucial and long-lasting contribution was that we moved beyond the gesture implicit in the title of our committee and worked instead for systemic change. And, most importantly, we were greatly influenced by emerging work in intersectional and critical race feminisms that sought to understand the convergence of multiple sites of difference. I look back on this work as one of the most important acts of service of my career -- and the most fun: a great group of colleagues!

KEYNOTE SPEAKER

TRICIA ROSE
From Reproduction to Transformation: A Curriculum for Justice

Born and raised in Harlem and the Bronx in New York City, Tricia Rose graduated from Yale University where she received a BA in Sociology and then received her Ph.D. from Brown University in American Studies. She has taught at NYU and UC Santa Cruz, and is currently Chancellor’s Professor of Africana Studies and the Director of the Center for the Study of Race and Ethnicity in America at Brown University. Rose is an internationally respected scholar of post civil rights era black U.S. culture, popular music, social issues, gender and sexuality. She is the author of Black Noise: Rap Music and Black Culture in Contemporary America, Longing To Tell: Black Women Talk About Sexuality and Intimacy, and The Hip Hop Wars: What We Talk About When We Talk About Hip Hop-And Why It Matters. Currently, Rose is working on a project called How Structural Racism Works.

DEVLIN MONTFORT
Assistant Professor
Chemical, Biological, and Environmental Engineering

For me, the DPD program represents an ideal balance between the emotional vulnerability necessary to authentically connect with people, and the pragmatic activism needed to effect change. I look to the DPD program and the people involved as models for how to align my professional life with basic humanitarian values.
NATCHEE BLU BARND  
Assistant Professor  
Ethnic Studies and Native American Studies

I wish I could do more with DPD! I have done all of it, and have been honored over the last few years to offer the Social Justice Tour of Corvallis for the faculty seminar. My students and I enjoy sharing our efforts at combining collaborative research, creative learning, and critical pedagogy.

NIKI HOBBS  
DPD Course: PHL 275 Introduction to Disability Studies  
Major: Public Health—Health Promotion and Behavior

My course provided me with a framework for understanding disability, historically and currently. I learned how social systems, including architecture, healthcare, and language can either perpetuate ableism or make the world more accessible. I enjoyed the emphasis on intersectionality and I know this new understanding will help me in public health.

SARA CUNNINGHAM  
Instructor  
Anthropology

DPD training was one of the most valuable continuing education opportunities I’ve experienced. Although the goal of creating inclusive curricula was not new to me, the readings and dialogue with my peers cultivated a deeper and more nuanced appreciation of intersectionality and institutionalized systems of inequality and privilege.

ROBERT MELCHIOR FIGUEROA  
Associate Professor  
Philosophy and Environmental Justice

My Ethics of Diversity class centers on community-building modeled on the DPD academy workshops. Students recognize this feature in our studies of environmental justice, as well as a whole arena of critical intersectional theories of race, gender, ethnicity, class, indigeneity, and ability as these pertain to embodied, place-based, public lives.
THE DPD PROGRAM IN YOUR WORDS

SUSAN M. SHAW
Professor
Women, Gender, and Sexuality Studies

As a former director of the DPD program, I and other DPD-trained colleagues were able to use DPD as the model for OSU’s 2014 National Science Foundation ADVANCE Institutional Transformation grant. The centerpiece of our 5-year grant is a summer seminar modeled on the DPD seminar. The ADVANCE seminar helps administrators and STEM faculty understand systems of oppression and create action plans to transform institutional structures to support women and other underrepresented minority faculty members.

JOSE R. ORTEGA
DPD course: ES357 Farmworker Justice Movements
Major: Agricultural Science

I was fortunate to take the farmworker justice movements course as it explored the plight of those impacted by injustice, through often unheard voices and perspectives, including both the successes and struggles of people and organizations involved in advocating for farmworker rights. I believe this course to be vital, especially now, due to the current sociopolitical environment, as the problems of today echo our past.

SHIREEN HYRAPIET
Senior Instructor
Geography and Geospatial Science

It was an honor to participate in the DPD academy at OSU. The 2-week workshop (with a delightful daily cuisine) is an excellent reminder of the complex mosaic of the student body on campus. The curriculum illuminates the need for pedagogy to intentionally embrace the variety and depth of diverse and intersectional voices in order to create transformational and inclusive classrooms.

VALERIE GOODNESS
DPD Course: FW340 Multicultural Perspectives in Natural Resources, AG301 Ecosystem Science of Pacific NW Indians
Major: Natural Resources

I am grateful to have been able to take AG 301 and FW 340 as an undergraduate student. These courses helped me understand my own generational trauma, as a mixed Native woman. I was able to take my power back and focus my academic work on improving Indigenous science pedagogy, and I am now a PhD candidate in traditional ecological knowledge application in watershed conservation.
When we were first working on getting support for the DPD proposal, I remember some contentious “discussions” with otherwise relaxed faculty. One that I remember in particular was someone who said that he already didn’t have time to teach the important things. When asked what he included in his classes about the role of women, his calm reply was that he didn’t cover women because they didn’t really do anything that contributed to the work of that particular country. That’s what we were up against.

Unequal environmental protection results from nonscientific and undemocratic decision-making. This premise resonated with me as I participated in the Environmental Justice class. I discovered that an understanding of environmental justice enhanced my sense of compassion for those who suffer inequality in general, no matter of what race or skin color.

While I served in the role of Vice Provost for Student Affairs, I was honored to play a role in supporting the DPD Program. Through its pedagogical interventions, DPD plays a vital role in deepening our university’s mission commitment to enhancing cultural awareness and competence among faculty and students. DPD is much more than a faculty development program, it is a program that transforms ways of thinking and being, enriches community and energizes campus culture.

Learning the history of racial politics in the United States from the DPD perspective has transformed how my students understand the roots and causes of today’s deep inequalities and political conflicts. They regularly experience “aha” moments. DPD gives students the context and analytical tools to interpret the world they face and engage constructively in changing it for the better. The DPD program has connected me with faculty across campus and helped me develop teaching collaborations that bring a historical perspective on inequality to students in Engineering, Human Development, and other fields.
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