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IMMIGRATION AND CUSTOMS ENFORCEMENT (ICE) CONTACT PROTOCOL

1. Do not let ICE officers into private spaces (e.g. residence halls, campus-owned houses, Creek houses, office spaces, classrooms, labs, restrooms, etc.) unless at the direction of one of Puget Sound's four Contact People (listed below).

2. If an ICE officer approaches you to request information or access to a private space, explain that our policy is to connect them with an administrator to process that request. Immediately call one of the Contact People.

8 a.m.-5 p.m., M-F: Call a Contact Person
5 p.m.-8 a.m., M-F or weekends: Call Security Services

3. Remain calm and wait for a Contact Person to join you.

CONTACT PEOPLE

Dave Wright, University Chaplain  
253.879.2751

Todd Badham, Director of Security Services  
253.879.3311

Cindy Matern, Associate Vice President for Human Resources  
253.879.3116

Michael Pastore, University Registrar  
253.879.3529

SECURITY SERVICES

Available nights and weekends--will find one of the Contact People to respond ASAP.  
253.879.3311
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Hello and welcome to the discussion

Welcome to The Center for Intercultural and Civic Engagement’s first issue of CICE Magazine! In these pages you will find periodic discussions of campus and world events, resources to educate and engage yourself on issues of social justice, recipes and tips for feeding yourself on a budget, recommendations for some of our favorite Tacoma hang-outs, and ways you can join in. We look forward to sharing some of the stories of the Center for Intercultural and Civic Engagement (aka the Yellow House) and what we are about as well as highlighting the work of our many partners on and off-campus.

The Center for Intercultural and Civic Engagement

3219 N. 13th St.
Tacoma, WA 98416
cice@pugetsound.edu
253.879.2751
pugetsound.edu/student-life/cice/

facebook.com/pugetsoundCICE/
instagram.com/yellowhouse_ups
What does the Yellow House do?

The Center for Intercultural and Civic Engagement (CICE), otherwise known as "The Yellow House," due to its yellow paint color, is the home for three different campus programs:

**Intercultural Engagement**
This area works to promote an inclusive learning environment for all students, especially those from underrepresented populations (according to race/ethnicity, sexual orientation, socioeconomic status, and gender identity). We coordinate the running of the Student Diversity Center and Social Justice Center, and are here to resource and support students as they build community, find their voice, and organize programs for themselves and the broader campus. We also provide educational and cultural programming and workshops engaging issues of identity and social justice for campus groups. Among other things, we coordinate the Speak Out Loud series and the annual campus Martin Luther King Jr. Commemoration in January.

**Civic Engagement & Social Justice**
This area of the Center serves as a connection between the campus community and our city of Tacoma. Through civic engagement opportunities, students get connected with non-profits and community partners to address topics from immediate needs to social justice work; voter engagement; and, other civic-based engagement opportunities including Local Logger and Alternative Breaks.

**Spirituality & Religious Life**
This branch of the Center helps students interested in both engaging issues related to religion in society and exploring their personal growth through religious tradition. We support all the religious and spiritual life clubs, meet with students asking questions about spirituality, faith, or humanist belief systems, and work to help the campus wrestle with questions of meaning. This office houses the Interfaith Coordinators and "Religion &" program.

What will you find?
LOCAL LOGGER
A Civic Engagement Pathway Initiative
cice@pugetsound.edu.

MONTHLY EVENTS HELP YOU FALL IN LOVE WITH TACOMA
Designed and run by CICE and ASUPS student leaders, Local Logger is an easy, inexpensive way to engage your city from a fun, yet holistic lens.

CARLEY ARRAUJO (’18) VISITING HILLTOP ARTISTS
Local Logger 2017 Fall Break introduced students to the extensive artist community and non-profits in Tacoma. Carley made a glass pumpkin at Hilltop Artists’ Jason Lee studio.

ATTENDING A RITA MORENO CONCERT AT THE PANTAGES THEATER
Ms. Moreno was the original Maria in Broadway’s West Side Story.

TACOMA PRIDE FEST 2017
Matt Fergoda (18) and many other Loggers helped staff the Fun Zone at Tacoma’s Pride Fest in July 2017.
Orientation is a packed week with numerous events - some fun, some tedious - yet there are limited resources to support families who may be unable to fully participate due to language barriers.

Tours, parent resource fairs, and posters around campus are just some of the important aspects of starting college that people whose first language is not English may miss out on. Parents whose first language is not English might not receive critical information and opportunities to ask questions, which not only may disenfranchise them, but importantly may make them feel ostracized, alone, and unwelcome when we do not accommodate them. Additionally, our lack of language resources means that their student would need to be with their parent(s) to translate for them instead of being able to explore activities and events independently.

In order to solve these issues, members of the Visioning Committee of the Undocumented Students Working Group (USWG) imagined what it would look like to support our undocumented students’ families but extended beyond those goals to see how we could support all our immigrant families and families whose language or primary language is not English. What we came to realize is that there is no information in other languages available for Move-in Day. Thus, we collaborated with Admissions to gauge the number of families that might seek out these services and found that within this incoming class (class of 2021), 22 families spoke Spanish at home, 6 spoke Mandarin, 1 spoke Arabic, 4 spoke Korean, 2 spoke Hindi, 5 spoke German, 5 spoke Japanese, 2 spoke Hebrew, and 5 spoke Vietnamese.

Because of this large number of families whose first language is not English, those on the committee came up with the idea to provide a resource to better address this need. Current bi- or multilingual students could serve as both a "guide" and a translator to families whose first language is not English. University Chaplain, Dave Wright, came up "Logger Language Liaison"(LLLS) as a title for this pilot-program. On First-Year Move-In Day, the Logger Language Liaisons had a table in front of the Wheelock Student Center offering these resources to families. These LLLs were students, faculty, and staff from across the University of Puget Sound. If a family needed translation services, we had students, faculty, and staff who were fluent in various languages who could either answer questions or meet up with that family on an on-call basis. In our initial plans, the responsibilities of the LLLs included walking families to and from places and sitting with them at lunch, depending on what the LLLs and the family were comfortable with. Our primary objective here was to have student "point-persons" on the ready to greet and assist these types of families as they arrived.
In addition to this “on-call” resource for families the USWG has also been working on making the Puget Sound website more accessible to families whose primary language is not English. The virtual tour on our website is not in Mandarin and Spanish or any language besides English.

Unfortunately, because this program was organized pretty spontaneously, the services of the LLLs were not well publicized or known to incoming students and their families. That being said, it was still important to have these resources available in case a family needed to seek these resources. In the future, we would like to move toward a more proactive approach rather than this reactive approach that we had this year. Ideally, we would like to contact the entire first-year class and transfer students with a letter that outlines what the LLLs program is and connect families before they arrive in Tacoma. That way, we can establish a relationship with these families sooner and connect them with resources for translation services.

Currently, there is no official group for the LLL program but for those who want to get involved can email Amanda Diaz at asupspresident@pugetsound.edu. The Logger Language Liaison program came together quickly over the summer so we are looking forward to having a year to plan so that we are better equipped to welcome all students and their families to campus next fall. Once we see the level of interest, more active planning for next year will begin.

* Amanda Diaz, ‘18, ASUPS President
The Battles of the Little Bighorn: Contesting Interpretations of Indigenous History

Ernest Gendron, a Nakoda and Cree scholar who works at the Buffalo Bill Center of the West, will explore the contested memorialization of the Battle of Little Bighorn.

Thank you for our sponsors the History Department, the CICE, the Office of Diversity and Inclusion & the Dean’s Office.

Puget Sound is committed to being accessible to all people. If you have questions about event accessibility, please contact 253.879.3236.

NONVIOLENCE AIN’T WHAT IT USED TO BE: UNARMED INSURRECTION AND THE RHETORIC OF RESISTANCE

A LECTURE BY SHON MECKFESSEL

Thurs., Oct. 26 | 6:30-8 PM | McIntyre Hall, 103

Civil disobedience and symbolic protest have characterized many struggles in the US since the Civil Rights era, but conditions have changed. Corporate media has consolidated, the police have militarized, dissent has been largely co-opted and institutionalized, but the strategic tools radicals employ haven’t necessarily kept pace. Our narratives, borrowed from movements of the past, are falling short. In this lecture, Meckfessel will map emerging, more militant approaches that are developing to fill the gap, from Occupy to Black Lives Matter. He’ll offer new angles on a seemingly intractable debate, introducing ideas that carve out a larger middle-ground between camps in order to chart an effective path forward.
"Braceros" Exhibit, Latinx Heritage Month, and Latinx Unidos

The current Collins Memorial Library gallery exhibit is in honor of Latinx Heritage Month and will run through October 15. Curated by Latinx Unidos, the Latina/o Studies Department, the Department of Sociology and Anthropology, and the Department of History, the gallery features a photography collection recalling the history of the Braceros in the United States. The collection is entitled, “Braceros” and was photographed by the Hermanos Mayo, – known as "the most prolific photojournalist collective in the history of Latin America." The featured photos were loaned by John Mraz, a Research Professor with the Instituto de Ciencias Sociales y Humanidades at Benemerita Universidad Autonoma de Puebla, Mexico. As described by the Centro Nacional para la Preservación del Patrimonio Cultural Ferrocarrilero, "This exhibit represents and recounts the scenes at the recruiting centers, the emotional parting of families as trains with braceros headed north, the protests in Mexico City, and
The return from their odyssey." The gallery was in large part put together by John Lear, PH. D. from the History Department and Jane Carlin, Collins Memorial Library Director.

The exhibit also features past and current work from the university club Latinx Unidos. Visitors to the gallery learn about the club’s mission which is “dedicated to the advancement of the presence of Latinx culture on the University of Puget Sound campus by uniting Latinx students.” The organization’s objective with the gallery and overall, is to develop a space where we can discuss issues of immigration, identity, and struggles; to increase cultural education and foster a rich, supportive, Latinx community at UPS. We award a scholarships at the end of the school year to a student from an immigrant background, regardless of documentation status, to support their academic success at Puget Sound. We encourage the participation of serious and dedicated individuals who share the common goal of creating a critical, safe, and inclusive environment for Latinx students.

For questions regarding how to become involved with upcoming galleries, please e-mail asupsdmo@pugetsound.edu.

Photos by Presley Reed and the ASUPS Photo Services

*By Juan Carlos Ortega-Esquinca, '18
INTERESTED IN BECOMING EITHER A TUTOR OR MENTOR?

CONTACT THE YELLOW HOUSE AT KIDS@PUGETSOUND.EDU

There is a minimum of 1-hr per week for 1 semester. Tutoring training session required. Transportation and travel reimbursements are provided.
COMMUNITY ENGAGEMENT TRAINING & LECTURE

SUN., OCT 22 | 2-5p.m. | MURRAY BOARDROOM

CULTURAL RESPONSIVENESS LECTURE
lecture presented by Joseph Colón | 2-3:30p.m.

Learn about civic engagement and how you can better connect with folks and communities you interact with. This lecture is open to all the campus community with a focus to those who are interested in any community engagement in Tacoma.

TUTORING TRAINING SESSION
| 3:30-5p.m.

All new tutors and folks who are interested in tutoring are required to attend both the lecture and training session. The training session is facilitated by the Yellow House and the tutoring programs you will be working alongside with.

RSVP at volunteer@pugetsound.edu
Bōbà AND BEYOND

Jewel Box has two locations, one in Northgate Seattle and one on Point Ruston right near campus.

Bōbà, Boba tea, Bubble Tea, Pearl milk tea, Pearl Ice Tea, 珍珠奶茶. What’s the difference? Well... not much. All of these words pretty much refer to the same thing; tea, often mixed with milk, served with tapioca pearls or other dessert jellies. Bōbà can be served hot but is most often found iced or blended into a shake. The drink can be made from black tea, green tea, or fruit infused tea. Artificial flavoring is often added but some teashops still steep their flavored teas naturally to include their flavor. Bubble tea does not necessarily need to be milk tea and can often just be iced tea with tapioca pearls in it. The specific origin of this drink remain unclear but it is clear that this style of tea originates from Tāiwān (台灣) in the 1980’s. The most accepted origin traces back to Chun Shui Tang Teahouse in Taichung (台中市). The owner of the teahouse observed Japanese cold coffee while on a visit and applied this method to making tea. Then one of the employees of the teahouse decided to try adding sweetened pudding and tapioca pearls into the tea and it was added to the menu and became hugely successful. Now you can find bōbà milk tea all over the world from Taiwan to Tacoma.

"Being from the 626, I grew up on bōbà. It’s a drink that reminds me not only of home but also of my Taiwanese roots."

So I went on a search for some great tea near campus with Edrick Wang (Senior). First, we stopped by Jewel Box Café. Jewel Box has two locations, one in Northgate...
Seattle and one on Point Ruston right near campus. Edrick and I visited Jewel Box on Point Ruston where he ordered an iced black milk tea with tapioca pearls. Edrick and I agree: the tea at Jewel Box is great with a good selection of flavors and a smooth texture. However, the downside to their tea is that they use powdered flavoring. Usually their experienced baristas do a good job of mixing it well enough, and powdered flavoring allows restaurants to offer a wider selection. Of Jewel Box itself, Edrick says “the décor is ornate and reminds me of a saloon in an old western saloon in an old western movie. There are plenty of comfortable seats, and it’s surrounded by other great amenities like the Century movie theater!” For Edrick, going out for bōbā is more than just a fun snack. He told me, “Being from the 626 [San Gabriel Valley], I grew up on bōbā. It’s a drink that reminds me not only of home but also of my Taiwanese roots. Having a good bōbā café nearby is important to me.” Also important to note is that Jewel Box is not a Taiwanese café and serves mostly American/European dishes and drinks.

When we broaden our search beyond bōbā to great Asian desserts in Tacoma, Bambû is a new crowd favorite. Bambû is a café chain that mostly sells Vietnamese desserts, teas, and coffees and is located in the historic Lincoln District of Tacoma which is a predominantly Vietnamese area. The owners and workers are predominantly Vietnamese or South East Asian which is an important aspect of having authentic desserts. I have visited Bambû on several occasions with Timothy Lu (Sophomore) and Edrick. Tim and Edrick both expressed that Bambû’s presence here in Tacoma reminds them of home and is a nice escape from the bubble of North Tacoma.

My personal favorite at Bambû is the “Taro Lover” because Bambû makes fresh taro paste every day for their desserts and does not use excessively sweet artificial taro. On this visit, Tim tried the #2 Bambu Combo and really enjoyed it. Tim’s family is Sino-Viet which means that they are Chinese/Vietnamese and his elders were ethnically Chinese but migrated to Vietnam before immigrating to the United States. Having a distinctly Vietnamese dessert shop in our community offers a source of both social fun and comfort. Bambû’s menu can be daunting for someone with little experience with South East
"My personal favorite at Bambū is the “Taro Lover” because Bambū makes fresh taro paste every day for their desserts and does not use excessively sweet artificial taro."

Asian/East Asian desserts. Common ingredients in Bambū’s desserts which many people haven’t experienced include grass jelly, mung bean, pandan jelly, longan, and lotus seed. They also serve iced teas, bōbā, vietnamese coffee, juice, pandan waffles, and Asian ice creams. If you go try out Bambū, I would strongly encourage you to order something outside your comfort zone; go beyond the bōbā!

Bambū is located on S 38th St. in Lincoln and generally has street parking out front or in the surrounding neighborhood. You can expect to spend about $5.00 to $6.00 for one drink or dessert at both Jewel Box and Bambū.

* Article and photos by Jae Bates'(18)
5 Things You Should Know About Trans People

1. Not all trans people identify as male or female. Trans people have all sorts of different identities outside the gender binary.

2. Trans folks actually have many different sexual orientations. Gender identity and sexual orientation are separate spectrums. Learn more at: www.transstudent.org/gender

3. Trans people led the Stonewall Riots. Sylvia Rivera and Marsha P. Johnson were two among many trans women of color who were on the front lines.

4. Not all trans people want surgery and even fewer get surgery.

5. The word transgender was popularized by activist Virginia Prince in 1969. She first published the word in the December 1969 issue of “Transvestia.”

For more information, go to transstudent.org/graphics

Design by Landyn Pan

TSER
Trans Student Educational Resources
“Religion &” is part of the CICE’s “Wednesdays @ 6” event series, and specifically creates a space for student leaders, faculty, community members and others to engage the campus community in topics pertaining to religion and spirituality. The program was started in 2016 by Interfaith Coordinators Kristina Sinks, Olivia Wilhite, and me as a student-driven initiative to engage the campus in topics of religion within contemporary society. In the past, “Religion &” events have included student voices to discuss “Religion & Campus Culture,” a faculty panel to analyze the role of religion in politics, government, and the November elections, and a group of student leaders to share the powerful impact of religion and/or spirituality on their personal lives and mental health in times of despair or hardship through “Religion & Wellness.” As an example of the program, for “Religion & Wellness” students shared prayers, texts, anecdotes, songs, and stories from faith traditions and backgrounds including Hinduism, Judaism, Islam, Buddhism, and various Christianities. This event created a safe and healing environment for students to discuss personal struggles such as mental health, the transitory nature of college life, relationships, spiritual journeys, and personal wellbeing.

“Religion &” was created as an intentional space for students to engage contemporary topics surrounding religion and share their personal narratives and experiences with faith as well as to learn from other students. This program hopes to encourage students to consider and engage with religion, spirituality, and faith (or lack thereof, questioning, or uncertainty) as a topic they may not otherwise delve into in other spaces, to critically examine their own views and identities, and to engage issues of religion and spirituality within the greater society and world.

The structure of the “Religion &” series adapts to the subject matter in that the chosen format is the most appropriate one and the one that will best achieve the educational goal for the event. For example, events, speakers, and discussion formats will differ depending on
the various goals of each "Religion &" such as facilitating conversations among students, presenting a variety of perspectives, providing an academic analysis/framework/lens through which to view a topic, exposing students to off-campus religious leaders and communities, or creating spaces for student leaders to share personal experiences.

"Religion &" is based heavily on a pedagogical interfaith model in which students speak from their own faith-background experience and share their own narratives. It blends public interfaith work (visible campus engagement with religion, spirituality, and diversity) with students’ personal religion, making an intentional effort to have students examine and draw from their own experiences. While interfaith volunteer models and interfaith models framed by or based in specific faith tradition can be valuable, this program specifically encourages students to examine and draw from their own experiences in order to learn from other students. In this way, the burden of education does not fall heavily on students from faith backgrounds that are marginalized or underrepresented on our campus. The personal narrative aspect also eliminates the focus on “correct” ways of being, comparing religious beliefs, or creating hierarchies. Lastly, it allows students who are not connected to a religion or spirituality, are questioning or uncertain, or have distanced themselves (for a variety of reasons) from the faith with which they were raised, to engage with their own narratives both as personal experiences/journeys and as academic concepts.

This program also recognizes the need for and importance of acknowledging the ways in which religious identities intersect with other identities to influence the ways in which people interact with one another and are treated within and between various faith traditions. In recent months, given the rise in Islamophobic and Anti-Semitic rhetoric and violence in the United States, the need for religious literacy and education surrounding the racialization of religious identities and the ways in which race and other identities influence religious experiences has become even more
Pressing an issue to address and center in the conversation. Given the breadth of identities the Center for Intercultural and Civic Engagement works with and supports, the ways in which various identities individuals hold interplay and are emphasize in various situations heavily influence the ways in which “Religion &” engages with religion as an educational topic with the campus community. In deeply valuing intersectionality and diversity of religious backgrounds and experiences, the program also examines the role of faith in social justice work and the ways in which faith-based/religious/spiritual communities impact their larger communities.

In addition to its pedagogical methodology, “Religion &” is intentionally a student-created, student-led, and student-run program and space fostered by students for students. Adjusting to the nature of the subject (with the exception of faculty/staff panels and necessary student-support professional staff presence), many of the events are student-only spaces to allow for individuals to connect with their fellow students in a non-judgmental environment about a personal subject that often can become polarized, emotional, or judgment-based. Depending on the subject matter, the events have ranged from academic discussions to deeply emotional and personal student open-mic format events. It is intentional and crucial that the event space adjust to the needs of the student body.

“Religion &” is an open space for students to share personal experiences (religious or not), learn from other students from a variety of faith backgrounds, engage in passionate discourse, and build a community of individuals committed to engaging important and relevant topics in our society and world. All students are welcome to participate, inclusive of those from any, all, or no religious or spiritual background. We hope to see you on the first Wednesday of each month at 6pm in the SJC!

*By Mia Gvirtsman, Senior Interfaith Coordinator, ’18

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PLEASE JOIN US FOR MEDITATION AND INTERFAITH ENGAGEMENT

at

RESET

SUNDAYS • 2 PM • STUDENT DIVERSITY CENTER (BLUE HOUSE)

RESET is a casual, safe, curious, friendly spot for all students (regardless of religious affiliation) to come reflect, meditate, pray, and center their spiritual and physiological selves for the busy week ahead!

Bring, if you wish, readings, poems, musical instruments, artistic materials, etc!

TEA AND SNACKS PROVIDED!

GATHERINGS EVERY SUNDAY
They may not make great beach reading, but textbooks are a fact of life for college students. As useful as they can be, textbooks can also be extremely expensive. This fact has not been lost on undergraduates across the United States, and locally at the University of Puget Sound. However, Open Educational Resources (OER), and Open Textbooks in particular, offer an alternative to traditionally published, and increasingly expensive textbooks.

What Are Open Educational Resources?

As defined by the Scholarly Publishing and Academic Resources Coalition, “Open Educational Resources are teaching, learning, and research resources released under an open license that permits their free use and repurposing by others. OERs can be full courses, course materials, lesson plans, open textbooks, learning objects, videos, games, tests, software, or any other tool, material, or technique that supports access to knowledge.”

The Open Education movement is built around the 5Rs of Openness:

- **Retain** – the right to make, own, and control copies of the content
- **Reuse** – the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)
- **Revise** – the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)
- **Remix** – the right to combine the original or revised content with other open content to create something new (e.g., incorporate the content into a mashup)
- **Redistribute** – the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)

Open Textbooks are a subset of OER. They are used like traditional textbooks, but are licensed in such a way that they can be used for free. They are authored by academics, like other college textbooks, but the creators permit others to use/reuse the work freely.

While community colleges have been most proactive in adopting Open Textbooks, the trend is growing in other
public and private institutions of higher education.

**Affordability of Open Textbooks**

A big appeal of Open Textbooks for students is the potential savings of several hundred dollars per semester. According to research published by the Governmental Accountability Office in 2013, textbook prices went up 82% in the preceding ten years, far outpacing overall consumer prices. This means that some students need to choose between spending money on textbooks, or food and rent.

While no research has been conducted about the University of Puget Sound, research conducted elsewhere indicates that high textbook prices have serious effects on student learning. Nearly half of students surveyed by U.S. PIRG indicated that the cost of textbooks had an impact on which or how many classes they enrolled in, and many chose not to purchase textbooks for classes they were enrolled in due to the cost.

**Quality of Open Textbooks**

Affordability is all well and good, but faculty members don’t want to have to use second rate textbooks. With price often perceived as a proxy for quality, it’s common for stakeholders to wonder if a free textbook stacks up to one costing hundreds of dollars.

Early research into Open Textbooks found that 90% of instructors reported that their students who used Open Textbooks were equally or more prepared than their classes that used traditional textbooks. In fact, nearly a third of faculty members reported their students being more prepared compared to those using traditional textbooks. Students reported similar positive feedback about Open Textbooks, in addition to their enthusiasm about money savings.

While feedback about Open content has been largely positive, it’s still important for professors to compare the specific textbooks before adopting them for class Open Textbooks. Like traditional textbooks, Open Textbooks vary in quality and the ability to meet student needs in the context of a specific course offering. To that end, Collins Library has curated a list of Open Education collections and textbook reviews on its OER Guide (URL is listed at the end of the article).

**OER at Puget Sound**

The most notable Open Textbook advocate on campus is Prof. Robert Beezer, who created his own open source textbook platform, and his popular First Course in Linear Algebra (linear.ups.edu) Open Textbook. Professors in a number of other departments and programs from Chemistry to Philosophy are incorporating Open Textbooks into their classes. Collins Memorial Library is encouraging of Open Textbook adoption, and is available to support faculty members with Open Education Resource questions. The library even has a guide with useful information about OER: research.pugetsound.edu/oer.

*By Ben Tucker, Collins Memorial Library*
FROM EXECUTIVE PRODUCER ANTHONY BOURDAIN

WASTED!
The Story of Food Waste

6:30PM
TUESDAY, OCTOBER 17TH

University of Puget Sound’s Rausch Auditorium (1500 N Warner St.)

FREE SCREENING, COMMUNITY WELCOME!
REFRESHMENTS PROVIDED.
Frugal Foods
Easy & Fast on $30/Week

College is expensive. Finding the time, energy, and money to feed yourself can be challenging, especially without a meal plan and perhaps cooking for yourself for the first time. Here’s a meal plan for $30.00 worth of groceries that will feed an individual for a week with delicious, healthy-ish, food. This plan assumes that your pantry is currently an empty shelf with some dust on it and that you’ve never, ever cooked before. You’ll need a frying pan, a saucepan with a lid, a spatula, and a burner (read: dorm kitchen) to make this food.

Purchase tips are provided along side the shopping list and there are recipes for how everything fits together. Healthy food on a tight student time and money budget is completely doable.

Many editions’ meal plans will include a pantry-building suggestion or two, however, the coupons in the ads for store brands are a good place to pick up staples at low prices. Things to look for to expand your pantry: butter, cans of beans, eggs, or frozen vegetables. Or stop by the campus food pantry in the Student Diversity Center to help supplement your supplies.

Stir-fry: Dinner for Monday-Thursday
About an hour before cooking the stir-fry, take the tofu out of its package. Put it on a plate with a couple of paper towels covering it. Put another plate on top of the tofu and then put your heaviest textbook on top of the plate. This will help squeeze our extra moisture. Check every 15 minutes and replace paper towel as needed.

Make the rice: Measure water and put into saucepan. The ratio for cooking rice is 1 3/4 cups water to 1 cup rice. Bring water to a boil, add rice, stir, and then cover. Bring temperature down until it is simmering. Leavelid on despite all temptation, until the water is absorbed by the rice.

Make the stir-fry: Pre-chop the vegetables and keep each in separate piles. or bowls. This pre-chopping and separating is called mise en place. The fanciest kitchens do this so they can have everything ready to be added when they need it and it helps keep things from burning. Plan ahead, avert disaster.
Save some carrots, half the onion, and the green onions for the fried rice later this week.

Cut the tofu into domino sized medallions. Put some oil on the fry pan and heat it to medium-high heat. You’ll know the oil has been heated when it shimmers. Put the tofu on the skillet and let it heat for a couple of minutes. Flip.

You’re aiming for a golden-brown to give it a crunchy exterior, but a smooth interior. When the tofu is done, put the tofu onto a plate away from the heat.

Add a little more oil and turn the heat up to high. Then add the veggies. You’ll want to add the carrots and the onion first, because it takes longer for them to cook than the kale and broccoli. When the onion begins to look translucent, add the kale and broccoli. Keep stirring. When the broccoli turns bright green and the kale wilts, (under-cooked is more palatable), add the tofu back in to reheat, pour in the stir-fry sauce and stir to coat the vegetables. Serve over rice. This should make four meal portions.

Fried Rice: Dinner for Friday-Sunday
Make ahead: Pre-Cook 3 cups of rice.

Mise en Place: Dice the carrots, onion and green onion. Dice the green onions, by removing the hairy bits at the end. Dice any leftover veggies from the stir fry/ catering into small, half inch cubes.

Take two eggs and lightly beat them (take a fork and stir vigorously thinking of injustice in the world until the yolks and the whites are brought together and the color is light yellow like the Yellow House).

Heat oil in the skillet over high heat. Add vegetables until they are cooked through and beginning to brown. 5-10 minutes. After they’re cooked, remove to a bowl. Add in the pre-cooked rice, breaking up the clumps and coat it with the oil. When the rice is well coated, make a well in the center of the rice and add the lightly beaten eggs. Scramble the eggs in the well and then incorporate into the rice. Add the vegetables and soy sauce.

Eat. Study. Sleep. Repeat.
THE SHOPPING LIST

Breakfast
- Oats from the bulk food section ($2.50)
- Raisins from the bulk section (1.50)

Lunch
- Whatever bread is on sale ($3.00)
- Peanut Butter ($3.00)
- Jelly ($3.00)

Dinner
- Extra Firm Tofu ($1.00), other proteins are just fine too
- One Sweet Onion ($0.75)
- One Bunch of Kale ($1.00)
- 5 Large Carrots ($1.25)
- Broccoli ($1.00)
- Green Onions ($1.00)
- Rice from the Bulk Section ($2.00)
- Sesame Oil ($3.50)
- Pre-made sauce for stir-fry ($3.00)
- Soy Sauce ($1.50)
- Eggs ($1.25)

*Menu and commentary by Rev. Ruth Marston '07

PRO-TIPS FOR THIS WEEK’S MENU AND SHOPPING

- Bulk sections help you stretch your budget and allow you more control to get the amount of food that you purchase, instead of prepackaged amounts. This is extremely helpful as a solo eater.
- Catering often has leftover food from its services and as events are wrapping up, many students will post about leftover food on the Food Justice Food Share (UPS) Facebook page. Follow the page to learn about occasional ways to break up the monotony of this plan with leftover food.
- The student food pantry in the Student Diversity Center is another place to supplement staples.
- Oatmeal makes breakfast for days.
- PB&J - Lunch for the Week! While there is usually a loaf of bread for $0.79-1.29 that's soft and Wonder-y, these aren't as filling. Often a multi-grain bread is on sale somewhere in the bread section for about $3.00. Look for this bread and splurge here. It'll fill you up more. Also, buy bread when it is on sale and freeze it for later.
- Tofu is a very versatile protein and it's ridiculously cheap. It's 1.00 a pound for organic tofu, compared to $2.50 a pound sale price for factory farm chicken breasts.
- Vegetables from catering trays are fabulous in stir-fry! Grab your favorites and enjoy that they're generally pre-chopped.
- Do a price comparison between what is a pre-packaged pantry bags. Sometimes it's cheaper bulk, sometimes the bags are on sale and a better price. Grocery stores will put the price per ounce on their sales tag; reading the small print helps.
- Eggs are another cheap, versatile protein. For this grocery trip, they are for the fried rice, but are also good with the oatmeal in the morning.
RESOURCES & RECOMMENDATIONS

Each month we will compile some recommendations for articles, videos, websites, podcasts, and/or documentaries that engage aspects of the work we do at the CICE for your own continued learning. We welcome your recommendations as well (cice@pugetsound.edu).

**Revisionist History w/ Malcolm Gladwell Podcast**
Malcolm Gladwell takes you back to an event, person, or idea and reinterprets the known reality because something is always overlooked.

**The Mash-Up Americans Podcast**
"We're your guide to hyphen-America. We're here to help you navigate the complexities of Mash-Up America as we figure it out ourselves. We live on the frontlines of hyphen-America, and we want to talk about it—all the things we love, struggle with and need to understand." The Mash-Up Americans produce a podcast and original content on their website: http://www.mashupamericans.com/

**I Am Not Your Negro Documentary**
A journey into the black history that connects the Civil Rights movement to present day #BlackLivesMatter. A film that questions black representation in Hollywood and beyond.
March: Book 1
Graphic Novel, by John Lewis, Andrew Aydin, and Nate Powell

Depicting the life of now Congressman and Civil Rights leader John Lewis, March: Book 1 frames the beginnings of John Lewis' life. From growing up on a sharecropping farm in the deep south during Jim Crow segregation to meeting Martin Luther King Jr. and getting involved with the Civil Rights Movement, Book 1 is an accessible entry point to the narrative of one of America's living legends, who is still fighting for a more equitable America.

Second Wave
Podcast, By Thanh Tan

"Hollywood has told us many Vietnam War stories, but how many have we heard about the hundreds of thousands of refugees who settled in the U.S. in its wake?

Second Wave, a new podcast from KUOW and PRX debuting this fall, explores the Vietnamese-American refugee experience and the challenges this community faces even now, four decades after the end of the Vietnam War." (http://kuow.org/topic/podcasts) You can listen to the podcast on the web or subscribe through Apple Podcasts.

Hunger: A Memoir of (My) Body
Book, by Roxane Gay

According to Amazon, "author Roxane Gay has written with intimacy and sensitivity about food and bodies... Roxane understands the tension between desire and denial, between self-comfort and self-care. In Hunger, she casts an insightful and critical eye on her childhood, teens, and twenties—including the devastating act of violence that acted as a turning point in her young life—and brings readers into the present and the realities, pains, and joys of her daily life."

Roxane will be speaking in Tacoma as part of Tacoma Reads on Oct. 25. Tickets are required, but are free. Register at tacomalibrary.org
The Center for Intercultural and Civic Engagement

Open M-F
8 a.m. -12 p.m. & 1 p.m. -5 p.m.
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Social Justice Center (SJC) & Student Diversity Center (SDC)
Open M-F
8 a.m. -10 p.m. with student ID

Counseling Health & Wellness Services

Free Urgent Consulting Walk-In Hrs.
M-F 1 p.m. -3 p.m.
253.879.1555

RESOURCES MADE FOR YOU

Collins Memorial Library

Regular Fall 2017 Hours
M-TH 7:30 a.m. -2 a.m.
F 7:30 a.m. -9 p.m.
SA 9 a.m. -9 p.m.
SU 9 a.m. -2 a.m.

Center for Writing, Learning & Teaching

Schedule a writing or subject tutoring appt.
call 253.879.3404
drop by Howarth 109 or
fill out the form at pugetsound.edu/cwlt
Ask the Directors

Do you have questions about social justice, prejudice, religion and spirituality, or anything related to the multifaceted work of the Center for Intercultural and Civic Engagement? Submit your anonymous question below and have it responded to by the CICE Directors.

pugetsound.edu/student-life/cice/ask-the-directors/

Look for the response in our newsletters, newscasts, and social media.
GRIEF SUPPORT GROUP

THURSDAYS | 1 - 1:45 PM
STUDENT DIVERSITY CENTER

FOR MORE INFORMATION, PLEASE CONTACT:

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WELCOME TO THE CENTER FOR INTERCULTURAL AND CIVIC ENGAGEMENT AKA the Yellow House