



Kaniewski, Maria Magdalena

A00439444

Last, First Middle

Student ID

**DEGREES CONFERRED:**

Bachelor of Arts

Awarded 16 Jun 2023

**TRANSFER CREDIT:**

Start	End	Credits	Title
09/2014	06/2016	135	SUNY - Binghamton

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2022	12/2022	8	<b>Tend and Tell: Developing an Ethnobotanical Garden</b> 4 - Pacific Northwest Cultural Ecology 2 - Indigenous Contexts of Ethnobotany 2 - Educational Garden Revitalization
09/2022	12/2022	4	<b>Critical Indigenous Studies (CIS): Rooted, Legacies of Food Justice</b> 2 - Food Justice 2 - Critical Indigenous Studies
09/2022	12/2022	4	<b>Environmental History of North America</b> 2 - History 2 - Environmental Humanities
01/2023	03/2023	8	<b>Tend and Tell: Interpreting an Ethnobotanical Garden</b> 2 - Pacific Northwest Cultural Ecology 2 - Indigenous Contexts of Ethnobotany 4 - Ethnobotanical Garden Care and Interpretation
01/2023	03/2023	4	<b>Cascadia: The Environment and History of the Pacific Northwest</b> 2 - History 2 - Environmental Humanities
01/2023	03/2023	4	<b>Rooted: Food Players, Policy, and Power</b> 2 - Critical Indigenous Studies 2 - Food Policy
04/2023	06/2023	8	<b>Branching Out: An Ethnobotanical Garden in Community</b> 2 - Applied Ethnobotany 2 - Topics in Ethnobotany and Indigenous Studies 2 - Plant Studies 2 - Communications and Event Production
04/2023	06/2023	4	<b>Rooted: Food Sovereignty as Medicine</b> 2 - Critical Indigenous Studies 2 - Food Sovereignty
04/2023	06/2023	4	<b>Statistics I and II: Accelerated</b> 4 - Statistics I and II: Accelerated
04/2023	06/2023	2	<b>Salish Sea Basketry: Post-Pandemic Hands-On Learning</b> 2 - Introduction to Salish Sea Basketry



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**Cumulative**  
185 Total Undergraduate Credits Earned



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I currently hold a Bachelor's degree in Biological Science from SUNY Binghamton. After college, I began working as North Pacific Groundfish Observer for National Marine Fisheries Service (NMFS). For this job, I was sent to Alaska to work in the Bering Sea commercial fisheries. After my time as an Observer, I transitioned to working for a commercial fishing company as their medic and data manager (Purser). I ended up leaving the commercial fisheries in Alaska but continued my career in fisheries management, working for the Washington Department of Fish and Wildlife (WDFW) in Puget Sound Salmon Management.

I still work for WDFW, as a Biologist, and still in fisheries - commercial salmon fisheries to be exact; however, I am looking to get out of fisheries and into a career geared more towards botany, ecology, or habitat management and use. As these are my current goals, I made the decision to go back to school. I attended The Evergreen State College from the fall of 2022 through the spring of 2023 to pursue a post-baccalaureate in Environmental Studies. I decided to work on my post-baccalaureate to reorient myself to being in school again, which has now landed me acceptance into the Masters of Environmental Science (MES) program at The Evergreen State College starting in the fall of 2023.

My courses in fall of 2022, consisted of "Critical Indigenous Studies (CIS): Rooted, Legacies of Food Justice," "Tend and Tell: Developing an Ethnobotanical Garden," and "The Environmental History of North America." These classes have allowed me to have a better understanding of the changes culturally, politically, and environmentally within the scope of what is now called the United States, and particularly Washington State. These classes have helped me learn the real history of the United States through environmental and Indigenous histories, what food sovereignty is and how we can help communities achieve it, and how to connect with the botany, ecology, and environment around us.

In the winter of 2023, I followed the sequence of my fall classes by taking "Rooted: Food Players, Policy and Power," "Cascadia: The Environment and History of the Pacific Northwest," and "Tend and Tell: Interpreting an Ethnobotanical Garden." As these classes were in sequence with the ones from the Fall quarter, many of the themes were similar. The winter quarter of "Rooted" really expanded our knowledge of policy and how we can use our voice to make changes within the community. "Cascadia" was a continuation of environmental history, but more specifically focused on this region that we deem Cascadia. "Tend and Tell" was also a continuation from the prior quarter, and during this quarter we read "An Indigenous Peoples' History of the United States," by Roxanne Dunbar-Ortiz. This reading opened my eyes to what our country's real history is, and disproved all the myths we were told in school growing up.

In the Spring of 2023, I continued the sequence of two of my classes while adding an additional class that was a pre-requisite for the MES program. My spring quarter consisted of "Rooted: Food Sovereignty as Medicine," "Branching Out: An Ethnobotanical Garden in Community," and "Statistics I/II: Accelerated." The spring quarter of "Rooted" taught us about the relationships between plants and the peoples that use them. This was valuable to me in connecting with the native plants around us. "Branching Out" focused on the theme gardens on campus and bringing them to full fruition while learning about each area in depth. This quarter we focused on pollinators, food, dye, and medicine. My statistics course was a refresher for me, as I took statistics during my previous degree program; however, this course has been very useful in improving my developing R programming skills.

I have enjoyed my time pursuing a post-baccalaureate at the Evergreen State College. This is the first time in my academic career that my classes fit together to create a "big picture" of what I am learning. My future goals are to shift my career toward restoration/conservation ecology, or a closely related discipline. I hope that my current, and future, endeavors at The Evergreen State College help me get there.



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## **April 2023 - June 2023: Salish Sea Basketry: Post-Pandemic Hands-On Learning**

2 Credits

### **DESCRIPTION:**

Faculty: Yvonne Peterson, MA

*Salish Sea Basketry: Post-Pandemic Hands-On Learning* was an opportunity to try one's hand at weaving several baskets – cattail coil technique and weave with sweetgrass and red cedar. Using Erna Gunther's *Ethnobotany of Western Washington* and/or another book as a guide to indigenous plant materials, students brought samples they found on campus or in their woods and yards to display. Students talked about their plant and offered them as possible additions to the baskets they were weaving in class. Students attended a "weavers' teaching weavers" event hosted by the Hazel Pete Institute of Chehalis Basketry to work with Master Weavers Janelle Black Owl (cedar "quarter" basket) and Billie Higheagle (sweetgrass medallion) and to walk amongst the many tables to see basketry plant materials from WA, OR, ID being used in diverse weaving projects. Students reviewed "Teachings of the Tree People" featuring Skokomish master weaver, Bruce Miller; maintained a journal; responded to writing prompts; and displayed and talked about their efforts on the final day of class.

### **EVALUATION:**

Written by: Yvonne Peterson, MA

Maria Kaniewski was actively engaged and committed to building a learning community, readily shared basketry plant materials, and worked collaboratively to name Tribes in all the geographic areas of Washington State and their Treaties and/or identified the executive order Tribes and listed the non-federally recognized Tribes. Maria completed at least 2 baskets, took advantage of learning from a master weaver at the Great Wolf Lodge weaving event, and made a presentation at the conclusion of class sharing their portfolio, photos, plant samples, and baskets completed during class. Maria Kaniewski exits *Salish Sea Basketry: Post-Pandemic Hands-On Learning* in good standing and receives 2 credits for exemplary academic work.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2- Introduction to Salish Sea Basketry



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## **April 2023 - June 2023: Statistics I and II: Accelerated**

**4 Credits**

### **DESCRIPTION:**

Faculty: Carri J. LeRoy

*Statistics I and II: Accelerated* created an opportunity for students to learn concepts and methods in introductory statistics at a fast pace. Students learned basic parametric and non-parametric statistical methods to analyze real-world data. Statistical concepts included probability, basic summary statistics, and a suite of nonparametric and parametric statistical tests: Student's t-tests, Chi-square tests, analysis of variance (ANOVA), simple linear regression, correlation, advanced ANOVA, classification and regression tree (CART) models, non-metric multidimensional scaling (NMDS) ordinations, and meta-analysis techniques. Students learned to interpret findings, write about their results, and create useful figures and tables. Students completed weekly readings, bi-weekly quizzes, and weekly statistics lab assignments. Final conceptual and practical exams provided students opportunities to demonstrate knowledge gained.

Students had opportunities to learn various statistical software packages this quarter, including: JMP Pro 16, JASP 0.14.1, R 4.3.0, RStudio, PAST, and basic data management in Excel.

### **EVALUATION:**

Written by: Carri J. LeRoy

Maria completed all weekly statistics lab assignments on time. The work on all labs was excellent. In fact, Maria not only showed mastery of all statistical methods presented this quarter, but also learned to do all methods in R coding language (RStudio). Maria should be commended for taking on the challenging task of learning a computer programming language. It is an important skill that will benefit future work and graduate studies. Maria did consistently strong work on biweekly quizzes covering statistical concepts and methods. Maria did exceptional work on a cumulative final exam covering statistical concepts and methods. In addition, Maria did exceedingly strong work on a practical exam that required students to assess data, decide on appropriate statistical tests, manage data, analyze data, interpret results, and create appropriate graphs.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 - Statistics I and II: Accelerated



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## **April 2023 - June 2023: Rooted: Food Sovereignty as Medicine**

4 Credits

### **DESCRIPTION:**

Faculty: Kendra Aguilar, MPA

Critical Indigenous Studies (CIS): Rooted: Food Sovereignty as Medicine focused on health and well-being from an Indigenous lens and used plant teachings for social-emotional skills and a medicine wheel framework to explore how our food is part of a sacred circle which allows us to acknowledge relational accountability and address how the revitalization and reclamation of our food systems can help repair the circle and help restore all aspects of wellness for ourselves, our communities, and our planet.

It was part of a non-sequential series that examined historical injustices responsible for the complex and inequitable food systems we experience today, from an Indigenous lens and critical analyses. The course materials and structure intended to honor grassroots efforts (both Indigenous and Western, and collaborations between) to bring control over food production, distribution, and restore access to the peoples most impacted. Discussions included critical reflection of historical events and the current debates around food, agricultural systems and human rights in a local and global context, with an emphasis on social movements aimed at food justice and food security locally and throughout the United States. Topics included human rights, equity, food deserts, food scarcity, colonization and decolonization, traditional and healthy foods, Tribal food sovereignty, local food production, and activism. The goal of this course was to create a foundation of knowledge to support further academic work and civic engagement in the food sovereignty and food justice movements.

Book: *Plant Teachings for Growing Social-Emotional Skills*, a collaborative project by GRuB and Northwest Indian Treatment Center

### **EVALUATION:**

Written by: Kendra Aguilar, MPA

Maria succeeded in achieving all objectives and outcomes of this course while having a meaningful impact on the learning community through a grounded and gracious presence and insightful contributions, whether verbally or in writing. Maria expressed a superior ability to utilize critical thinking, Indigenous research methodology, and powerful self-reflection to engage with Indigenous knowledge of local plants and how to protect and promote healthy plant communities and ecosystems through ethical harvesting and ecological restoration. By synthesizing course resources, materials, and existing personal knowledge, and participating in small and large classroom seminar discussions and process work groups, Maria was able to brilliantly articulate key concepts relating to how the acts of food sovereignty can help mend and restore balance and relationships with self, family & community, and the broader global community on micro, mezzo, and macro levels. Maria also displayed a deep understanding of individual and community resilience through a series of weekly meditative medicine wheel journals, thoughtfully completed plant teachings worksheets, and other class activities that supported the building of social-emotional skills such as mindfulness, self-awareness, tolerating stress, and building healthy relationships.

Students took their learning from theory to practice in a powerful way by participating in Evergreen's 5th Annual Equity Symposium titled, "You Are Enough: Healing Towards Belonging and Collective Liberation." Students approached the theme through words from Native ethnobotanist Rose Bear Don't Walk (Bitterroot Salish/Crow) saying, "our relationships have power, and we have the ability to heal ourselves through our connection to our natural world." Using poetry, art, spoken word and dance, students responded to prompts around what our relationship to land would be without colonization and asking how healing the earth, and our relationship to it, can help heal us and our sense of belonging



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individually and collectively. These submissions were put together into a video session titled, "Mended: Healing the Land, Healing Us." Maria's deeply moving and thought-provoking piece was invaluable to the group contribution and the profound impact it had on session attendees.

Students' final work for the quarter was a demonstration of the cumulative knowledge of the course themes via a vibrant plant monograph, which was shared with the learning community, in-person and virtually, at a traditional foods feast and medicine making gathering at S'gwigwi?altxw (House of Welcome), the Evergreen State College Longhouse. Through this beautiful and skillfully researched presentation on Nootka rose, Maria was able to promote the value and significance of Indigenous Science and Native ways of knowing, doing, and being, including intergenerational and experiential learning, the transmission of knowledge through stories, and recognizing and building reciprocal relationships.

Maria has many gifts to share with the world and it was truly an honor to learn with and from this student throughout this course as we made connections between land, culture, and community and built relationships between and among humans, nonhuman beings, and the environment.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

2 - Critical Indigenous Studies

2 - Food Sovereignty



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## **April 2023 - June 2023: Branching Out: An Ethnobotanical Garden in Community**

8 Credits

### **DESCRIPTION:**

Faculty: Marja Eloheimo, Ph.D.

This spring hybrid program was part of a yearlong mission to revitalize the ethnobotanical garden at the

s' g?i g?i ? altx? "Welcome House" Longhouse and tell the garden's 25+ year story. This quarter we focused our learning on the *theme areas* that consist of the *sayuyay* Medicinal Sister Garden, a pollinator garden, dye and fiber gardens, and a wild and traditional foods garden. Throughout the quarter students cared for these and other areas; documented observations and experiences through nature journaling; and explored materials from previous students' engagement. Teachings were related to field botany, community herbalism, dye and fiber arts, pollinators, traditional foods, communications, and event creation. Additionally, we began to collaborate with Indigenous communities to create educational activities and vision a collective, sustainable future for the garden. Finally, we concluded with a community-wide celebration of both what has been achieved and what is possible. Students who registered for 12 credits also carried out an additional 4-credit plan for independent study. They documented their activities throughout the quarter and celebrated their work in a final PowerPoint presentation.

Reading and references included, among others, *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*, Robin Wall Kimmerer; *Keeping a Nature Journal*, Leslie and Roth; *Grow Your Own Herbal Remedies*, Maria Noël Groves; *A Garden to Dye For*, Chris McLaughlin; and *Iwígara: The Kinship of Plants and People*, Enrique Sálmon.

### **EVALUATION:**

Written by: Marja Eloheimo, Ph.D.

I was wonderful to again have Maria as part of the learning community. This quarter, Maria focused on the "Dye and Fiber Gardens," which will ultimately contain numerous plants that provide color and fiber. Throughout the quarter, Maria and two partners observed, cared for, and made plans for the future of the area. Maria attended all classes session both online and in-person, and participated with strong interest. Maria also submitted all assignments, which were extremely well done and were submitted on time.

Specifically, Maria reviewed a student-created pollinator profile on Anna's hummingbird (*Calypte anna*) and made improvements. Maria carried out a plant profile on dandelion (*Taraxacum officinale*), demonstrating the ability to research a medicinal plant as well as to organize and cite accurate information. Maria also participated in a natural dye workshop that involved use of six different dye plants.

Finally, Maria contributed substantially to the end-of-year community-based event. For the dye and fiber area, Maria contributed a dye matching game and a stinging nettle (*Urtica dioica*) cordage-making workshop, which required Maria to learn cordage-making methods in advance. Maria also assisted other groups with setting up and tearing down their stations. "At the end of year celebration," Maria stated, "I conducted a nettle cordage workshop, where I taught interested visitors how to make cordage. I also created an interactive posterboard that was a matching game where people would take a photo-card of a plant and match it to the natural dye color that it made. I found this community event to be better than I anticipated and engaging with visitors filled me with joy."

Overall, this quarter, Maria gained understandings related to four garden themes: pollinator-plant relationships; basic natural dye methods; approaches to engaging with plants and lichens as medicine;





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and growing, harvesting, and using a number of wild and traditional food plants. Maria also deepened insight into (1) the history, contexts, and Indigenous elders associated with both the ethnobotanical garden and s'g?i g?i ? altx?: House of Welcome, which the garden surrounds; (2) educational garden planning and care; (3) the challenges and rewards of community-based service learning; and (4) collaborative creation of a community event. Altogether, these experiences during spring season allowed Maria to complete a full year of engaging with the ethnobotanical garden project in its many dimensions. As always, Maria was dedicated to quality scholarship, hard work, and generosity, all of which I greatly admire. I am confident that Maria will be successful in future endeavors.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

- 2- Applied Ethnobotany
- 2- Topics in Ethnobotany and Indigenous Studies
- 2- Plant Studies
- 2- Communications and Event Production



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## **January 2023 - March 2023: Rooted: Food Players, Policy, and Power**

4 Credits

### **DESCRIPTION:**

Faculty: Kendra Aguilar, MPA

*Critical Indigenous Studies (CIS): Rooted: Food Players, Policy, and Power* was an intermediate course that moved from theory to practice and focused on the major players in our food systems and their often competing agendas, as well as how Indigenous communities and Tribes are informing policy and implementing change as part of a food revolution to benefit the planet and future generations. It was part of a non-sequential series that examined historical injustices responsible for the complex and inequitable food systems we experience today, from an Indigenous lens and critical analyses. The course materials included chapters from books such as *Indigenous Food Sovereignty in the United States*, films such as "As Long as the River Runs," and recorded interviews and live presentations from Indigenous leaders, in order to honor the grassroots efforts of these visionaries to restore control over food production, distribution, and access back to their communities.

Discussions included critical reflection of Food Policy and Federal Indian Policy, and other historical events, that are foundational to understanding Native American social movements aimed at food justice and food security, locally and throughout the United States. Specific topics included local treaties, Native rights, colonization and decolonization, traditional and healthy foods, Tribal food sovereignty, local food production, food policy, and activism. The goal of this course was to add to a foundation of knowledge to support further academic work and create opportunities to put into practice some of the crucial tools, such as policy work, needed for civic engagement in the food sovereignty/food justice movements.

### **EVALUATION:**

Written by: Kendra Aguilar, MPA

During this course, Maria succeeded in achieving all objectives and outcomes and expressed an excellent ability to engage with Indigenous knowledge and critical thinking and writing skills. Maria was able to strongly articulate key terms and concepts relating to policy as a powerful tool in Tribal foods sovereignty and Indigenous food justice movements by synthesizing a variety of course resources, materials, and lived experience as well as responding to questions and conversation during weekly seminars and small group discussions.

Maria defined and practiced the criteria for effective food policies by constructing a brilliant and well-written policy brief proposing a plan for dam removal as a vital part of salmon habitat restoration, resulting in a thoughtful critique of such policies with respect to evidence-based, adequacy of implementation and impact, and forces which hinder or help their implementation. The brief was accompanied by an equally impressive policy letter addressed to key stakeholders and decision makers, in order to introduce the issue while engaging with concise, skillful, and persuasive letter writing as part of a broader social justice initiative.

Maria's final work for the quarter was a demonstration of the cumulative knowledge of the course themes via a wonderful visual essay that was shared with the class, combining Indigenous and western research methodologies. Through this compelling presentation on protecting Tribal Treaty fishing rights, Maria was able to identify an important Indigenous food justice issue amenable to policy intervention, as well as the major players in food systems and their agendas, resulting in a display of increased learning regarding the impacts of food system actors, agendas, and activities, especially on Tribal nations and Indigenous communities.

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Maria is a bright and dynamic student and was a valuable contributor to the learning community. It was a pleasure learning with and from Maria regarding how our communities are mitigating the impacts of settler colonialism on Indigenous food systems, while promoting traditional ecological knowledge (TEK) and ways of being and knowing as the solution and way forward towards a more sustainable future for all.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

2- Critical Indigenous Studies

2- Food Policy



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## **January 2023 - March 2023: Cascadia: The Environment and History of the Pacific Northwest**

4 Credits

### **DESCRIPTION:**

Faculty: Corey Larson

This course explores the environmental, ecological, and cultural ties of this region along the west coast of North America between today's southern Alaska and northern California. Students will investigate how this unique physical geography has shaped human societies and how people in turn continually reshape these landscapes and waterscapes. This course begins with examining how natural processes such as glaciers, plate tectonics, and volcanic activity created the circumstances for the region's Indigenous Peoples, who for thousands of years maintained deep connections across this expanse. Then, we will shift toward the rapid Euro-American colonization of the region, focusing on issues including Indigenous/settler relations, the creation and implications of political borders, industrial and urban development, and the impacts of global climate change.

### **EVALUATION:**

Written by: Corey Larson

In *Cascadia: The Environment and History of the Pacific Northwest*, students focused on how humans have interacted with their surroundings throughout the region. Maria Kaniewski participated in both synchronous and asynchronous work in this entirely online course. For the synchronous component, students attended weekly video conferences. Maria regularly attended lectures, contributed to class discussions and seminars, viewed multimedia presentations, and participated in writing workshops and tutorials. In the asynchronous section of the course, students contributed to a weekly discussion thread that led into the weekly video conference. The course examined several complex threads including the influence of geological processes, diverse Indigenous cultures and entwined exchange networks, settler colonialism, border and boundary creation, extraction industries and urban development, and the impacts of global climate. Maria knowledgeably contributed to these ongoing blended discussions.

This course also contained several written components. Throughout the quarter, students submitted two reading response assignments that summarized and synthesized two readings that offered varying perspectives on that week's theme. Maria turned in both responses and adeptly highlighted intersections and distinctions between the materials. Students also answered a series of essay questions at both midterm and at the end of the quarter that addressed the course's main themes. Maria skillfully completed these essays, providing organized and insightful responses to these complex topics. Maria proficiently completed all requirements and will receive full credit for the course.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

2 - History

2 - Environmental Humanities



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## **January 2023 - March 2023: Tend and Tell: Interpreting an Ethnobotanical Garden**

8 Credits

### **DESCRIPTION:**

Faculty: Marja Eloheimo, Ph.D.

In winter quarter of this yearlong series, new students explored, and continuing students reviewed, contexts of the Ethnobotanical Garden including the s ?g?ig?i?altx? House of Welcome/Longhouse; Coast Salish People; the garden's multiple theme and habitat areas; and the work students carried out in fall. Students considered multiple perspectives on the garden - including western science, Indigenous science, cultural traditions, and nature/culture connections – along with the kinds of stories they each tell. Working together with a range of Indigenous guests, we focused on understanding and “interpreting” - that is, telling - the garden's stories through a website, signage, and collaborative exploration of storytelling itself. Toward these ends, we develop communication skills, basic website skills, and deeper understanding of Indigenous research methodology. This interpretive work is exceptionally important to documentation of the garden's history and offering a foundation for going forward. Additionally, opportunities for garden care existed, especially as spring arrived and we moved toward revitalizing and learning from the medicinal, dye, pollinator, and traditional food gardens in spring.

### **EVALUATION:**

Written by: Marja Eloheimo, Ph.D.

It was a great pleasure to have Maria continue in the second program of our yearlong series devoted to developing and learning from the "House of Welcome" ethnobotanical garden. Again, Maria attended all class sessions; completed all assignments; and participated actively, generously, and with leadership. Maria read program materials; reviewed basic WordPress skills; and maintained a nature journal that demonstrated continued engagement throughout the winter season. Maria also participated in a winter Twig Identification workshop – deepening exposure to basic concepts in stem morphology, anatomy, and physiology, and strengthening skills to identify a number of deciduous shrubs and trees in the Pacific Northwest. Additionally, Maria gained a great deal of insight into the history of settler-colonialism in the United States through reading and reflecting on the text *An Indigenous People's History of the United States* by Roxanne Dunbar-Ortiz, along with the history of ethnobotany through lectures and readings. Finally, Maria completed the quarter with a PowerPoint presentation that shared very meaningful areas of learning and was exceptionally beautiful, insightful, and meaningful. It addressed the topic of relationality and connection through the lens of mycelia. Maria stated the following about winter's overall learning experiences:

“This class covered botany, ecology, cultural ecology, Indigenous history, ethnobotany, and garden care. Lectures, assignments, and journals throughout the course built on my previously established ecological and biological knowledge, helped develop new knowledge around Indigenous histories and ethnobotany, and challenged what I thought I knew about United States' colonial history... At first this quarter seemed very disjointed. I felt like there were so many things all over the board, and [they] did not connect in a way that created a 'big picture.' That was until I began thinking about my final project, and what I wanted to showcase that would represent my learning and connection this quarter. Once I sat with the ideas, and the guidance of mycelia, it all seemed to fall like dominoes into place... Also, this quarter we learned winter twig ID, which I thoroughly enjoyed, and [we] discussed the organs and functions within plants. The latter was a recap for me from my previous education, but it was hands down my favorite part of the quarter. Marja made it so engaging and fun, and it replanted the knowledge that had been long lost from my memory.”



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**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

- 2 - Pacific Northwest Cultural Ecology
- 2 - Indigenous Contexts of Ethnobotany
- 4 - Ethnobotanical Garden Care and Interpretation



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## **September 2022 - December 2022: Environmental History of North America**

4 Credits

### **DESCRIPTION:**

Faculty: Corey Larson

*Environmental History* took a broad geographic and temporal approach to examine the complex relationships that humans have with their surroundings and how they have changed and continue to change over time. Beginning with Indigenous communities and nations in the western hemisphere, students explored how diverse societies both shaped and were shaped by their surroundings, the social and environmental disruptions of European colonization, and how Indigenous Peoples have and continue to navigate these upheavals as sovereign tribes/nations. Students analyzed the role that technological developments in transportation, manufacturing, agricultural production, and resource extraction in coordination with neoliberal policies and the expansion of global markets have played in shaping today's world.

### **EVALUATION:**

Written by: Corey Larson

In *Environmental History*, students focused on ways that humans have interacted with their surroundings in North America. Maria Kaniewski participated in both synchronous and asynchronous work in this entirely online course. For the synchronous component, students attended weekly video conferences. Maria consistently attended lectures, contributed to class discussions and seminars, viewed multimedia presentations, and participated in writing workshops. In the asynchronous section of the course, students contributed to a weekly discussion thread that led into the weekly video conference. The course examined several complex threads including agriculture developments, settler colonialism, perception and interpretation of the natural world, and technological innovations. Therefore, many of these discussions extended throughout the quarter. Maria knowledgeably participated in these ongoing blended discussions.

This course also contained several written components. Throughout the quarter, students submitted two "reading response" assignments that summarized and synthesized two reading assignments that offered varying perspectives on that week's theme. Maria turned in both responses and adeptly highlighted intersections and distinctions between the materials. Students also answered a series of essay questions at both midterm and at the end of the quarter that addressed the course's main themes. Maria skillfully completed these essays, providing organized and insightful responses to these complex topics. Maria has proficiently completed all requirements and will receive full credit for the course.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

2 - History

2 - Environmental Humanities



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## **September 2022 - December 2022: Critical Indigenous Studies (CIS): Rooted, Legacies of Food Justice**

4 Credits

### **DESCRIPTION:**

Faculty: Kendra Aguilar, MPA

This course was designed as an exploratory course that examined historical injustices responsible for the complex and inequitable food systems we experience today, from an Indigenous lens and critical analyses. The course materials and structure sought to honor grassroots efforts (both Indigenous and Western, and collaborations between) to bring control over food production and distribution, and restore access to the peoples most impacted.

Seminar discussions included critical reflection of historical events and the current debates around food, agricultural systems and human rights in a local and global context, with an emphasis on social movements aimed at food justice and food security locally and throughout the United States. Other topics included human rights, equity, food deserts, food scarcity, colonization and decolonization, traditional and healthy foods, Tribal food sovereignty, local food production, and activism. The main goal of this course was to create a foundation of knowledge to support further academic work and civic engagement in the food sovereignty and food justice movements.

The main texts used were *A Drum in One Hand, a Sockeye in the Other* and *Fresh Banana Leaves*, with additional readings, videos and film.

### **EVALUATION:**

Written by: Kendra Aguilar, MPA

For this course, Maria succeeded in achieving all objectives and outcomes and expressed an excellent ability to engage with Indigenous knowledge through critical thinking and writing skills. Maria was able to expertly articulate key terms and concepts relating to Tribal food sovereignty and food justice by synthesizing course resources, materials, and existing personal knowledge and gifting that knowledge while participating in small and large classroom seminar discussions.

As part of community-building exercises, students shared powerfully crafted personal stories around their relationship with food and how it has impacted them personally, which contributed to a deeper understanding of how food connects us all and the importance of supporting just food systems. Maria also contributed several thought-provoking questions to a class-facilitated panel discussion with a group of local Native food sovereignty and climate justice experts for Evergreen's inaugural food justice symposium. In order to display learning regarding the impacts of food system actors, agendas, and activities, especially on Tribal nations and Indigenous communities, students chose a food that was an ancestral or cultural representation of them and mapped it out for their peers; addressing questions around how to restore control over food production, distribution, and access to the peoples most impacted. Maria's presentation on Kanapki, a Polish open-faced sandwich, was informative and profound.

Maria's final work for the quarter was a demonstration of the cumulative knowledge of the course themes via a vibrant visual-based essay, combining imagery with Indigenous research methodologies. Through this deeply engaging presentation on the Western ideology of conservation, Maria was able to respond to critical questions regarding how our communities are mitigating the impacts of settler colonialism on Indigenous food systems, traditional ecological knowledge (TEK), and ways of being and knowing.





Kaniewski, Maria Magdalena

A00439444

Last, First Middle

Student ID

Maria was an incredibly valuable contributor to the learning community, whom it was an honor learning with and from.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

2- Food Justice

2- Critical Indigenous Studies



Kaniewski, Maria Magdalena

A00439444

Last, First Middle

Student ID

## **September 2022 - December 2022: Tend and Tell: Developing an Ethnobotanical Garden**

8 Credits

### **DESCRIPTION:**

Faculty: Marja Eloheimo, Ph.D.

This fall hybrid program was part of a yearlong mission to revitalize the ethnobotanical garden at the s ?g?ig?i c?altx? "Welcome House" Longhouse and tell the garden's 25+ year story. We began the journey by exploring Coast Salish Indigenous contexts through building a deep relationship with the garden's areas, plants, and history as well as its ecological and Indigenous cultural contexts. Through both online and in-person class sessions, we developed plant identification skills, engaged in seasonal garden care (and repair), maintained a nature journal, prepared to tell the garden's story in a website.

Specifically, we began this remarkable year by learning about the Longhouse itself and Coast Salish People. Then we focused on ecological and botanical studies related the habitat areas in the garden. These represent forest, wetland, mountain, and South Salish prairie (a unique type of grassland) ecosystems and contain native plants traditionally important for medicine, food, technology, and art. Students worked in pairs to care for, develop, learning about, and document a single habitat area. They completed the quarter with a partner PowerPoint presentation inspired by their work and learning.

Students who registered for 12 credits also carried out an additional 4-credit plan for independent study. They documented their activities throughout the quarter and celebrated their work in a final PowerPoint presentation.

Reading and references included, among others, *Gifted Earth: The Ethnobotany of the Quinault and Neighboring Tribes*, Douglas Deur - published in cooperation with the Quinault Indian Nation; *Keeping a Nature Journal*, Leslie and Roth; *Keeping It Living*, Turner and Deur; *Landscaping for Wildlife in the Pacific Northwest*, Russell Link, *Plants of the Pacific Coast*, Pojar and Mackinnon.

### **EVALUATION:**

Written by: Marja Eloheimo, Ph.D.

Maria focused on the habitat area called "Secrets of the Forest," which represents moist forests in the Pacific Northwest. Throughout the quarter, Maria and a partner observed, cared for, identified plants present, and made plans for the future of the area. Maria submitted very well-done assignments and attended all online and in-person class sessions, demonstrating both strong prior knowledge and a strong desire to deepen that knowledge. At quarter's end, Maria and partner gave an excellent PowerPoint presentation that shared their learning and engagement throughout the quarter. The presentation was visually appealing and extremely clear content-wise. Very nice journal entries and maps were included, along with a plant profile on Nootka rose (*Rosa nutkana*) that Maria summarized succinctly. Importantly, Maria discussed the way in which engagement with the garden had offered a much deeper sense of connection and relationship than could be achieved through books only.

Overall, Maria deepened understanding of four ecosystem types, explored the presence of these ecosystems in Maria's heritage area of Poland, expanded plant identification skills, strengthened observation and nature journaling, gained a deeper awareness of Indigenous presence, history of colonization, and importance of supporting Indigenous leadership.

As Maria stated:

I have always rooted myself in scientific endeavors while perusing education, so this quarter pushed me out of that comfort zone. In the beginning of this course, I assumed that the journal assignments would be a bane for me, and make the class less enjoyable, as I have never considered myself creative. After struggling through the first few weeks of journaling, I found myself enjoying the journaling assignments and struggling with them less and less. This was a



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highlight of learning for me, as it helped round me out by mixing science, stillness through observation, and art.

This class also taught me how to ID the plants that were new to me, their ethnobotanical uses, the history of these plants throughout the course of Indigenous history, and where these plants belong within the context of larger ecosystems. I also gained a new appreciation for a variety of ecosystems worldwide and developed a greater connection to my personal heritage through ecosystem research assignments and papers... This course allowed me to work hard academically while also giving me space to slow down, breathe, and care for the garden areas.

It should also be noted that Maria's generosity and resourcefulness were very valuable to the community and the garden.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

- 4 - Pacific Northwest Cultural Ecology
- 2 - Indigenous Contexts of Ethnobotany
- 2 - Educational Garden Revitalization



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## EVERGREEN TRANSCRIPT GUIDE

**Accreditation:** The Evergreen State College is fully accredited by the Northwest Commission on Colleges and Universities.

**Degrees Awarded:** The Evergreen State College awards the following degrees: Bachelor of Arts, Bachelor of Science, Master of Environmental Studies, Master of Public Administration and Master In Teaching. Degree awards are listed on the Record of Academic Achievement.

### **Educational Philosophy:**

Our curriculum places high value on these modes of learning and teaching objectives:

- Interdisciplinary Learning
- Collaborative Learning
- Learning Across Significant Differences
- Personal Engagement
- Linking Theory with Practical Applications

Our expectations of Evergreen Graduates are that during their time at Evergreen they will:

- Articulate and assume responsibility for their own work
- Participate collaboratively and responsibly in our diverse society
- Communicate creatively and effectively
- Demonstrate integrative, independent, critical thinking
- Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines, and,
- As a culmination of their education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

Our students have the opportunity to participate in frequent, mutual evaluation of academic programs, faculty and students. In collaboration with faculty and advisors, students develop individual academic concentrations.

### **Academic Program**

Modes of Learning: Evergreen's curriculum is primarily team-taught and interdisciplinary. Students may choose from among several modes of study:

- **Programs:** Faculty members from different disciplines work together with students on a unifying question or theme. Programs may be up to three quarters long.
- **Individual Learning Contract:** Working closely with a faculty member, a student may design a one-quarter-long, full-time or part-time research or creative project. The contract document outlines both the activities of the contract and the criteria for evaluation. Most students are at upper division standing.
- **Internship Learning Contract:** Internships provide opportunities for students to link theory and practice in areas related to their interests. These full- or part-time opportunities involve close supervision by a field supervisor and a faculty sponsor.
- **Courses:** Courses are 2-6 credit offerings centered on a specific theme or discipline.

The numerical and alpha characters listed as Course Reference Numbers designate modes of learning and are in a random order.

### **Evaluation and Credit Award:**

Our transcript consists of narrative evaluations. Narrative evaluations tell a rich and detailed story of the multiple facets involved in a student's academic work. A close reading of the narratives and attention to the course equivalencies will provide extensive information about student's abilities and experiences. Students are not awarded credit for work considered not passing. Evergreen will not translate our narrative transcript into letter or numeric grades.

**Transcript Structure and Contents:** The Record of Academic Achievement summarizes credit awarded, expressed in quarter credit hours. Transcript materials are presented in inverse chronological order so that the most recent evaluation(s) appears first.

Credit is recorded by:

**Quarter Credit Hours:** Fall 1979 to present

**Evergreen Units:** 1 Evergreen Unit (1971 through Summer 1973) equals 5 quarter credit hours

1 Evergreen Unit (Fall 1973 through Summer 1979) equals 4 quarter credit hours

### **Each academic entry in the transcript is accompanied by (unless noted otherwise):**

- The Program Description, Individual Contract or Internship Contract which explains learning objectives, activities and content of the program, course or contract.
- The Faculty Evaluation of Student Achievement provides information on specific work the student completed and about how well the student performed in the program or contract.
- The Student's Own Evaluation of Personal Achievement is a reflective document written by the student evaluating his or her learning experiences. Students are encouraged but not required to include these documents in their official transcript, unless specified by faculty.
- The Student's Summative Self Evaluation is an optional evaluation summarizing a student's education and may be included as a separate document or as a part of the student's final self- evaluation.

Transfer credit for Evergreen programs, courses and individual study should be awarded based upon a careful review of the transcript document including the course equivalencies which are designed to make it easier for others to clearly interpret our interdisciplinary curriculum. These course equivalencies can be found at the conclusion of each of the Faculty Evaluation of Student Achievement.

The college academic calendar consists of four-eleven week quarters. Refer to the college website ([www.evergreen.edu](http://www.evergreen.edu)) for specific dates.

This record is authentic and official when the Record of Academic Achievement page is marked and dated with the school seal.

All information contained herein is confidential and its release is governed by the Family Educational Rights and Privacy Act of 1974 as amended.

If, after a thorough review of this transcript, you still have questions, please contact Registration and Records: (360) 867-6180.