



Monroe, Sarah Beth

A00107073

Last, First Middle

Student ID

Former Name(s): Monroe, Sarah Beth; Davis, Sarah Beth; Davis, Cedar ; Monroe, Cedar ;

CREDENTIALS CONFERRED:

Bachelor of Arts

Awarded 11 Jun 2010

TRANSFER CREDIT:

Start	End	Credits	Title
04/2003	03/2004	2	University of Guelph
04/2007	06/2008	55	South Puget Sound Community College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2007	12/2007	4	Arabic, Beginning I 4 - <i>Beginning Arabic</i>
09/2007	12/2007	4	World Literature: The Contemporary Middle East as Case Study 4 - <i>Contemporary Middle East Literature</i>
01/2008	03/2008	4	Arabic, Beginning II 4 - <i>Beginning Arabic II</i>
03/2008	06/2008	4	Beginning Arabic III 4 - <i>Beginning Arabic III</i>
09/2008	03/2009	32	Spain and the Americas: Cultural Crossings 6 - <i>Area Studies: The Spanish-Speaking World</i> 6 - <i>History and Literature of Spain, Mexico and Puerto Rico</i> 4 - <i>Language and Identity in Spain and the Americas</i> 4 - <i>Theories of Economic Development</i> 4 - <i>International Economics and Migration</i> 8 - <i>Beginning Spanish</i>
09/2008	12/2008	2	Arabic: Conversational I 2 - <i>Conversational Arabic</i>
01/2009	03/2009	2	Arabic, Conversational II 2 - <i>Conversational Arabic</i>
03/2009	06/2009	16	Undergraduate Research in the Humanities 8 - <i>Humanities Research Methods</i> 8 - <i>Religious Studies</i>
03/2009	06/2009	2	Tolkien: Mythic Dimension 2 - <i>Literature</i>
09/2009	12/2009	14	Creating Convivencia: Migration, the Church and Theology 6 - <i>Community and Cultural Studies</i> 4 - <i>Religious Studies</i> 4 - <i>Political Economy</i>



Monroe, Sarah Beth

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Student ID

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2009	12/2009	4	Spanish, Intermediate I <i>4 - Intermediate Spanish</i>
01/2010	06/2010	32	Literature and the Cultural Politics of Democracy in Chile and Brazil <i>6 - Chilean Literature</i> <i>6 - Brazilian Literature</i> <i>6 - Cultural and Political Theory</i> <i>8 - Intermediate Spanish</i> <i>6 - Internship: St. Matthew/San Mateo Episcopal Church and Jubilee Center</i>
01/2010	03/2010	2	Immigrant Labor <i>2 - Community and Cultural Studies</i>
03/2010	06/2010	2	Senior Reflections <i>2 - Educational Reflections</i>

Cumulative

181 Total Undergraduate Credits Earned



The Evergreen State College - Olympia, Washington 98505

STUDENT'S SUMMATIVE SELF-EVALUATION

Monroe	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number

The lure of new thoughts and a passionate thirst to know and experience more of the world around me brought me to Evergreen. At South Puget Sound Community College, I had started my college education with philosophy, history, and area studies. When I transferred to Evergreen, my twin passion for theology and for studying across cultures merged as I crafted my focus on Latin American studies.

Early on, I encountered the phrase *sic et non*, (roughly translated "yes and no"), a concept that would frame much of my educational experience. It was coined by Peter Abelard in the 12th century and was used by Menocal in *Ornament of the World* to symbolize the ability to see multiple points of view, to accommodate contradiction, and to accept multiplicity of voices. In the words of Gloria Anzaldúa, it is to live in the borderlands, in multiple worlds.

My passion became exploring how theology and the religious community could live in the borderlands, in the space between cultures and between languages, living with the contradiction of multiple identities and including multiple voices. I have seen the terrible effects of faith inscribed on human history just as clearly as I have seen them inscribed in my own life. The pain and suffering in the world marked me deeply and the pain of exclusion struck a chord in my own past experiences in fundamentalism as a child. I was driven by the question of how religion might promote full inclusion for every human being.

I asked this question in the context of studying the Spanish-speaking world, sweeping from Spain to Latin America to patterns of immigration in the United States. I followed the origins of the Spanish language from its development in medieval Spain to current controversies in the United States over bilingual education. Through language study, I encountered the difficulty of crossing the borders between "the other" and my own life and culture. The difficulty of acquiring and reading in a new language became a metaphor for the many obstacles that lie in the way of creating bridges. Over two years of study, I progressed well in Spanish, gaining skills in reading, speaking, and writing the language, finishing my last quarter by reading and analyzing my first full length novel in Spanish.

My growing language skills assisted me in research and work in the immigrant community, as I learned to integrate theory and theology with practice. In Fall 2009, I designed an independent research project, investigating patterns of immigration in Grays Harbor County on the Olympic Peninsula. After three months of research and interviews, I completed an extensive report on my findings. I was deeply struck by the level of discrimination and fear in the local immigrant community and explored how the faith community could respond in an ethical way. In my final quarter, I completed an internship with St. Matthew's/San Mateo Episcopal Church in Auburn, WA, a bilingual church seeking to bring the dominant and immigrant cultures together.

I was inspired by theologians like Gustavo Gutiérrez, Jürgen Moltmann and Ada María Isasi-Díaz to imagine how faith can be a tool for liberation. In a research prospectus *Creating Convivencia: Female Migration, the Church, and Theology*, I wrote; "[An] influx of immigrants from the global south insures that American Christianity is no longer exclusively, or even primarily, white. However, since the white community is in a position of privilege, the voices of minority groups in churches are often missed." Of primary interest to me was, and continues to be, how local, contextual theologies can be developed within intercultural space, allowing for the full inclusion of immigrant communities and their experiences.

Student's Signature

11-JUN-2010

Date



The Evergreen State College - Olympia, Washington 98505

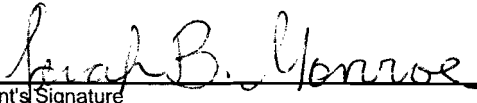
STUDENT'S SUMMATIVE SELF-EVALUATION

Monroe	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number

The use of literature as a means to counter hegemony and official history also inspired me. It can be a powerful tool to question easy explanations and sweeping narratives. Literature has a unique ability to capture the uncertainty, the confusion, the pain, and the paradoxes of stories that cannot fully be told. For example, Cofer's *The Line of the Sun* explores how identity is reconstructed in new contexts, as individuals both try to fit into a new culture and come to terms with multiple worlds. Postmodern literature often attempts to mirror the ambiguity of life as we experience it. In my own experience, it forced me to encounter my own positionality as a reader and interpreter of texts.

Cathy Caruth argues that the traumatized "carry an impossible history within them" and this was an important concept for me, one that enabled me to learn not only about the painful memories of torture survivors and victims of the Chilean dictatorship but also to listen to stories of immigrants and other survivors of traumatic experiences. These stories deepened my resolve to work for a better world and continue to ask what resources the faith community had to counteract violence and unjust power in the world. I was inspired by Martin Luther King's call "for an all-embracing and unconditional love for all mankind." In my final class presentation, I noted; "This appeal to moral authority, this call to universal love that is present in the best of all faith traditions, is one of the best tools the faith community has to combat injustice...The message is that one is morally obligated to treat all people with dignity and respect, regardless of national origin."

My studies at Evergreen have prepared me for the next step in my educational journey in seminary. I have learned to view the world very differently, to live in the borderlands, and to learn from many voices. More than anything, I come away with a passion for social justice, an ability to communicate across significant differences, and skills to integrate theory and practice. I believe each of these will serve me well as I enter the ministry, and as I work to promote peace and justice in the world.


Student's Signature
11-JUN-2010
Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

<u>Monroe</u>	<u>Sarah</u>	<u>B</u>	<u>A00107073</u>
Student's Last Name	First	Middle	ID Number
<u>30577</u>	<u>Individual Learning Contract</u>		
Program or Contract No.	Title		
	<u>29-MAR-2010</u>	<u>11-JUN-2010</u>	<u>2</u>
	Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:

Faculty: Thomas D. Womeldorff, Ph.D., Economics

Senior Reflections Sarah completed a comprehensive review of her undergraduate degree, synthesizing across her diverse educational experiences. She wrote a detailed essay describing her undergraduate education. Her final product consisted of a shorter version which appears as a summative self-evaluation in her transcript.

EVALUATION:

Written by Thomas D. Womeldorff, Ph.D., Economics

Sarah completed her independent study contract as planned. As is typical with Sarah, her self-reflections indicated deep thought and an unusual ability to synthesize across a multitude of experiences in the academy and in the field. Please read her summative self-evaluation in this transcript for additional detail.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Educational Reflections

July 28, 2010
Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

<u>Davis</u>	<u>Sarah</u>	<u>B</u>	<u>A00107073</u>
Student's Last Name	First	Middle	ID Number
<u>20433</u>	<u>Individual Learning Contract</u>		
Program or Contract No.	Title		
	<u>04-JAN-2010</u>	<u>19-MAR-2010</u>	<u>2</u>
	Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:

Faculty: Tony Zaragoza

For this winter quarter individual learning contract, *Immigrant Labor*, Sarah continued to develop her research and presentation on migration, labor, and community responses to labor migration in Gray's Harbor, WA. Sarah read Gilbert Gonzalez's *Guest Workers or Colonized Labor: Mexican Labor Migration to the United States* and several publications by the Jefferson Center on immigrant labor on the Olympic Peninsula. Sarah presented her PowerPoint, regarding immigration on the harbor, in a local church in Grays Harbor.

EVALUATION:

Written by: Tony Zaragoza

For this quarter's work, Sarah followed up on last quarter's contract by taking her good research back out to the community to share her findings and receive feedback. This was an important step in her process of developing and refining her work.

As part of this work she also seminared with another student on Gonzalez's book; she shared her work with the student, and learned from his individual work as well.

Again, Sarah has had a great quarter of learning based in building on the good foundation she built last quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Community and Cultural Studies

May 27, 2010
Date




The Evergreen State College - Olympia, Washington 98505
THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Davis	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
Individual Learning Contract			
Program or Contract Title			
		04-JAN-2010	19-MAR-2010
		Date Began	Date Ended

Over this past quarter, I have read Gonzalez's *Guest Workers or Colonized Labor: Mexican Labor Migration to the United States* and several publications by the Jefferson Center on immigrant labor on the Olympic Peninsula. I also completed an final interview with a local school official on the Peninsula and, drawing on my previous research in the fall quarter, I put together a powerpoint presentation, which I then presented to a community group. I completed the quarter with a paper reflecting on my work and my impressions.

My readings provided resources to further explain the economic issues surrounding immigration across the U.S.-Mexican border. Gonzalez emphasizes that immigration across the U.S.-Mexican border is a response to U.S. economic colonialism, as free trade policies push people out of Mexico, searching for work and U.S. companies increasingly demand cheap labor. A key point in garnering support for local immigrants may be in exposing an economic system that exploits both immigrants and local (especially rural) economies. In Grays Harbor, the effects of dwindling U.S. jobs and growing domestic poverty is more than apparent.

Presenting the results of my last six months of study in a local church in Grays Harbor formed the capstone for my project on immigration on the harbor. I presented on the demographic shift, the working conditions, and the struggles that immigrants face in the county. The reaction was positive and started many interesting conversations in the group. It is my hope that this could be a start for some degree of growing awareness within the local community.



Student's Signature
20-MAR-2010

Date

Faculty Member's Signature (optional)

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Monroe	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
20094, 30124	Literature and the Cultural Politics of Democracy in Chile and Brazil		
Program or Contract No.	Title		
	04-JAN-2010	11-JUN-2010	32
	Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:

Faculty: Greg Mullins, Ph.D.; Alice Nelson, Ph.D.

Winter/Spring 2010, this full-time, 32-credit program provided a historical and political overview of the period of dictatorship in Chile (1973-1990) and Brazil (1964-1985)—and the process of re-democratization since the return to civilian rule—in order to investigate how literature represents periods of political violence and human rights violations. In addition, the program studied the ways that documentary and feature film represent processes of dictatorship and democratization.

Among the central questions that guided student learning were these: How is dictatorship remembered or forgotten, by whom, and for which purposes? Whose interests are served by memory or forgetting? What role did violence play in military domination of society and in resistance to this domination? What role does violence play under democratic forms of governance? How have social movements utilized cultural forms to contest the terrain of democracy, especially around issues of human rights, and social inclusion? How has the ongoing dominance of neoliberalism impacted democratization and culture in both countries?

Student learning centered on literature (especially prose fiction) and on the development of new practices and cultures of citizenship since the end of military dictatorships in Brazil and Chile. **Each student also studied Spanish or Portuguese language at the appropriate level (see descriptions below).** Lectures and seminars focused on many concerns, including the political claims laid on citizenship by activists and advocates (in human rights movements, women's movements, the lesbian/gay/transgender movement, the landless movements, the movement for economic justice for poor communities and, in the case of Brazil, the black movement). Students learned how literature, film, and other arts may or may not dovetail with the interests of social movements and the state. How literature fosters memory and critical engagement with the period of dictatorship, and how cultural production reflects and intervenes in processes of democratization.

Assignments:

Assignments included advance preparation for lectures and seminars, active participation in class discussions, writing posts to our program web pages. Group reading/editing of each other's work, and written assignments, including two short papers that demonstrated close reading of literary texts; a reflection essay on a field trip to memory sites; a writing exercise on building a thesis; and a comparative essay analyzing two literary texts; an additional short essay demonstrating a thesis; and synthesis work leading to a self-evaluation. Each student also undertook an independent research project or internship during the spring quarter, with additional requirements described below.

Readings:

Assigned books included: Ariel Dorfman, *Widows*; Ivan Ângelo, *The Celebration*; Silviano Santiago, *Stella Manhattan*; Conceição Evaristo, *Ponciá Vicêncio*; Diamela Eltit, *The Fourth World*; Regina Rheda, *First World Third Class*; Brian Loveman, *Chile: The Legacy of Hispanic Capitalism*; Boris Fausto, *A Concise History of Brazil*; Bryan McCann, *The Throes of Democracy: Brazil Since 1989*; Elizabeth Jelin, *State Repression and the Labors of Memory*; Bernardo Sorj, *Latin America's Elusive Democracies*; Ariel Dorfman, *Death and the Maiden*; Luz Arce, *The Inferno* (selections); and Pedro Lemebel, *My Tender Matador*.

Short stories, essays and book chapters included: Clarice Lispector, "The Smallest Woman in the World";

July 2, 2010

Date



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Ana Maria del Rio, "Subway"; from Pia Barros, *A horcadas/Astride*, the stories "Artemisia," "Muzzle," and "Scents of Wood and Silence"; from Michael Rossington and Anne Whitehead, eds., *Theories of Memory: A Reader* essays by Anderson, Balibar, Gilroy, Young, Hirsch and Smith, Kuhn, Langer, Caruth, and LaCapra; from Bruce B. Lawrence and Aisha Karim, eds., *On Violence: A Reader* essays by Gandhi, Hitler, Malcolm X, Fanon, Foucault, Gramsci, Williams, Benjamin, and Cover; Walter Benjamin, "Theses on the Philosophy of History"; Tony Bennett et al, *New Keywords*, "Democracy," "Liberalism"; Sérgio Adorno and Nancy Cardia, "Democracy, Violence and Human Rights in Contemporary Brazil"; Dr. Martin Luther King, Jr., "Loving Your Enemies" and "Beyond Vietnam—A Time to Break Silence"; Thomas Skidmore, chapter eight of *Brazil: Five Centuries of Change*; Giorgio Agamben, selections from *Homo Sacer*; George Yúdice, "Parlaying Culture into Social Justice"; Patricia M. Chuchryk, "Feminist Anti-Authoritarian Politics: The Role of Women's Organizations in the Chilean Transition to Democracy"; Sonia E. Alvarez, "The Rise and Fall of a United, Mass-Based Brazilian Women's Movement"; Silviano Santiago, "The Wily Homosexual"; João Jorge Santos Rodrigues, "Olodum and the Black Struggle in Brazil"; Maria José do Espírito Santo Franca, "Candomblé and Community"; Jeferson Bacelar, "Blacks in Salvador: Racial Paths"; David Harvey, introduction and chapter one from *A Brief History of Neoliberalism*; Ksenija Bilbija, "Tortured by Fashion: Making Memory Through Corporate Advertising"; Rebecca Atencio, "Prime Time to Remember: Memory Merchandising in Globo's *Anos Rebeldes*"; Cath Collins, "Memories in Competition: Public and Private Commemorative Space in Post-Pinochet Chile"; Leigh A. Payne and Laurie Beth Clark, "Trauma Tourism in Latin America"; Malcolm McNee, "Soundtracking Landlessness"; Sérgio Carrara and Adriana Viana, "Sexual Politics and Sexual Rights in Brazil"; Víctor Hugo Robles, "History in the Making: The Homosexual Liberation Movement in Chile."

Films included: *La batalla de Chile/The Battle of Chile* (Dir. Patricio Guzmán); *La frontera/The Exile* (Dir. Ricardo Larraín); *Favela Rising* (Dir. Matt Mochary and Jeff Zimbalist); *In Women's Hands* (Dir. Rachel Field and Juan Mandelbaum); *Cien niños esperando un tren* (Dir. Ignacio Agüero); *Four Days in September* (Dir. Bruno Barreto); *Quanto vale ou é por quilo?* (Dir. Sérgio Bianchi); *Julio comienza en julio* (Dir. Silvio Caiozzi); *Lo que me tocó vivir* (Dir. Verónica Barrera); *Chile: La memoria obstinada/Chile: Obstinate Memory* (Dir. Patricio Guzmán); *The Judge and the General* (Dir. Elizabeth Farnsworth and Patricio Lanfranco Levertón); *Zuzu Angel* (Dir. Sergio Rezende); *El chacotero sentimental* (Dir. Cristián Galaz).

Language learning: Each student engaged in language study in one of four groups; this student was enrolled in **Intermediate III Spanish:** This section of Spanish was designed for students with significant prior background in Spanish, but who sought to develop their skills further in speaking, listening, reading, and writing in the language. The section was conducted entirely in Spanish. Using the textbook *Pasajes: Lengua*, students reviewed grammatical structures, with emphasis on the preterite-imperfect distinction, object pronouns, and uses of the subjunctive.

Readings included: Ariel Dorfman, *Vidas* (ch. iv and xii); Viviana Díaz, "Memoria, olvido y futuro"; Elicura Chihuailaf, "En la reiteración de la memoria azul"; Nissim Sharin Paz, "Memoria y olvido en la transición política chilena (una mirada desde la actividad artística)"; David Benavente y el Taller de Investigación Teatral, *Tres Marías y una Rosa*; interviews with Diamela Eltit; Clarice Lispector, "La mujer más pequeña del mundo"; Luz Arce, *El infierno* (selections); *Informe de la Comisión Nacional de Verdad y Reconciliación* (selections); Pedro Lemebel, "Las joyas del golpe" and "El último beso de Loba Lamar"; poems by Pablo Neruda, Nicanor Parra, Pedro Araucario, Teresa Calderón, and Daisy Zamora; Tomás Rivera, "Zoo Island"; and Roberto Bolaño, *Nocturno de Chile*. Students completed daily grammar homework, four quizzes and

July 2, 2010

Date



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FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Monroe	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
20094, 30124	Literature and the Cultural Politics of Democracy in Chile and Brazil		
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	04-JAN-2010	11-JUN-2010	32
	Date began	Date ended	Qtr. Credit Hrs.

two exams; wrote five compositions (2 pages each); and periodically presented material orally in class. Students' linguistic development was assessed based on attendance and participation, written work (homework, compositions, quizzes, exam), and oral presentations.

Spring quarter independent project/internship: The student undertook a month-long internship as a participant observer within the community at St Matthew's/San Mateo Episcopal Church and the Jubilee Center in Auburn, WA. She researched their involvement in economic justice, immigrant rights, and multicultural development. Requirements included: 150 hours of internship work, four check-in sessions, activities log and journal, a 7-10-page reflection essay, and a final oral presentation to the program.

EVALUATION:

Written by: Alice A. Nelson, Ph.D.

Sarah has done consistently excellent work in *Literature and the Cultural Politics of Democracy in Chile and Brazil*. She participated regularly in all activities of this learning community. Sarah was an intellectual leader in the seminar, regularly posing questions that invited fruitful connections between theoretical/historical and literary readings. She was especially interested in issues of collective memory and trauma; the political, philosophical, and ethical underpinnings of literary representations; and the concrete attempts by Chileans and Brazilians to reckon with a complex past. Sarah's interventions were invariably constructive and led the group to deepen, substantially, its analyses of the works at hand.

Sarah's written work was also outstanding. She completed all seven writing assignments for the program core, and made useful comments on the work of others in writing workshops. Sarah's essay on *The Celebration*, titled "Refugees and the Fiction of Citizenship," spoke eloquently to the relevance of Agamben's theories in *Homo Sacer* for understanding the novel's links between the family sphere and state violence. She concluded that: "The fiction of citizenship might be exposed by the refugee, but it is already broken at the feet of the sovereign state who has the power to determine at its own whim who is citizen (and therefore recipient of human rights) and who is not." Sarah's perceptive reading of Barros' short stories drew steadily on astutely chosen evidence to reveal different faces of gender violence and modes for "working through" the traumas represented in the texts. Her understanding of internalized power (per Foucault), and ways that culture, family, politics, and religion all may shape it, enhanced this discussion.

Sarah's 7-page comparative essay represented the culmination of much of her thinking about collective trauma and intergenerational memory. Here, she focused insightfully on three generations of characters in *Widows* and *Ponciá Vicencio* in terms of their distinct processing of historical violence. Her notion that each novel built upon a potent symbol—bodies and clay figurines, respectively—as "placeholders for memory" (in Sarah's words) was especially powerful. On the whole, Sarah's well-constructed, solidly argued, and consistently substantive essays reflected her fine skills in literary analysis and an ability to place literary and theoretical texts into illuminating dialogue.

Sarah's Spanish was slightly rusty at the beginning of the program, and she has worked hard to review grammatical structures and to gain confidence in her pronunciation and speaking, a trend I encourage. She was a reliable participant and collaborator in class, and offered four engaging oral presentations, including

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one on the indigenous Mapuche movement in Chile and a potent report on a recent local action in support of immigrant rights. She successfully wrote and revised five essays: one exploring a classmate's inspirations; a second examining liberation theology in Benavente's *Tres Marías y una Rosa*; the third, a powerful letter to the torture survivor-turned-informant Luz Arce; the fourth a moving analysis of art about the disappeared; and a final, insightful discussion of silence and culpability in Bolaño's *Nocturno de Chile*. The strides Sarah has made with written expression are palpable in these essays, as she moved from brief commentary in the first to a tremendously expressive and courageous discourse in the last three. Sarah's reading comprehension and ability to make connections to program themes were strong from the beginning, but blossomed as she gained the capacity to express herself more fully. Sarah's ongoing dedication to grammar is paying off as well. Her quizzes and exams marked significant improvement, especially with preterite-imperfect forms, object pronouns, and vocabulary. While she is gaining a basic understanding of subjunctive forms and usages, she needs additional practice with verb moods and with the sequences of tenses overall. Her consistent efforts to improve her Spanish no doubt will continue to yield positive results.

Sarah's spring quarter internship at St. Matthew/San Mateo Episcopal Church and its Jubilee Center (focused on immigrant rights outreach) afforded her the opportunity to put her learning into action within the community. She was particularly interested in seeing how religious institutions can foster multicultural community development and how local expressions of theology can emerge in a given context. Sarah was drawn to this church because of its bilingual services and strong ties with immigrant communities. Sarah's final 10-page essay, "Pentecost or Not? Intercultural Ministry in the Episcopal Church," offered valuable reflection on her experiences, particularly the ways social structures of power operate in both obvious and subtle ways in any congregation, and the possibilities and challenges of building cross-cultural faith communities. Her final presentation emphasized the church's roles in supporting immigrant rights issues, using powerful images from recent vigils and rallies. Sarah spoke with poise and confidence, and her classmates praised her engaging perspective and solid information.

Dianne Aid, Jubilee Center Coordinator and Indo-Hispanic Missioner in the Diocese of Olympia, evaluated Sarah's internship work as follows:

"Sarah very quietly, but profoundly integrated into our community, and was readily accepted by the primarily immigrant community which drives the Jubilee Center. Sarah was able to identify the immigrant leadership very quickly, and took her lead from them; she had a good understanding of this community, their strengths and hopes and dreams. Sarah's Spanish seemed to improve during the month-long field placement, which speaks to her desire to communicate with Spanish speakers.

"Sarah's active participation involved Sunday morning services and coffee hour (which extends well into the afternoon for the immigrant membership). As an additional piece, she accompanied me to our congregation in Burien, Washington, a congregation of Purepecha people (an indigenous community from Michoacán, Mexico). This gave Sarah two congregations to compare and contrast [...]. During the week, Sarah spent Monday and Thursday afternoon/evenings in the Jubilee Center participating in music groups, planning and serving in Jubilee Kitchen events and other activities as they occurred.

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Student's Last Name	First	Middle	ID Number
<u>20094, 30124</u>	<u>Literature and the Cultural Politics of Democracy in Chile and Brazil</u>		
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"I think Sarah has a really good understanding of the Jubilee Center and has seen the model it uses (organic, grassroots development) as useful. She was observant of what was going on around her and felt very comfortable moving in as a participant and learner, and not imposing herself in a negative or patronizing way on the community. I have had years of experience working with immigrant communities and have seen many well-intentioned people come in to fix a community (which did not need to be fixed). Sarah did not carry any of this with her. I let Sarah know that if she were going to remain in the area in the next year or so, I would be pleased to have her become a permanent member of the Jubilee Center staff.

"In sum, Sarah has an ability to relate to a variety of people. During our month together, I have observed her with immigrant communities, Diocesan committees, clergy, lay leaders and secular immigrant rights activists. Sarah believes passionately in justice and went well beyond the parameters of her field placement to stand with immigrants as they seek justice in a culture full of tensions. I look forward to staying in touch with Sarah as she pursues her hopes and dreams as an ordained person in the Episcopal Church."

Overall, Sarah has advanced her knowledge and skills in literary and cultural analysis, contemporary Chilean and Brazilian literature, cultural and political theory, Spanish language, and community studies through her fine work in this program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 6 - Chilean Literature
- 6 - Brazilian Literature
- 6 - Cultural and Political Theory
- 8 - Intermediate Spanish
- 6 - Internship: St. Matthew/San Mateo Episcopal Church and Jubilee Center

July 2, 2010
Date



The Evergreen State College - Olympia, Washington 98505
THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Monroe	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
Literature and the Cultural Politics of Democracy in Chile and Brazil			
Program or Contract Title			
		04-JAN-2010	11-JUN-2010
		Date Began	Date Ended

This program forms the capstone for my work at Evergreen. It has continued my trajectory of study in Latin American area studies, Spanish language, and religion, while opening up new research in the field of memory and trauma.

The historical, economic and political transitions to democracy in Chile and Brazil formed the backdrop for our studies and it was in this context that I encountered the trauma of those years of dictatorship and the subsequent efforts to grapple with its memory. Throughout the program, I was captivated by Cathy Caruth's contention that the traumatized "carry an impossible history within them" (201). This impossible history was mirrored in the works of literature that we explored, as the narratives replicated the responses of traumatic memory. Through the gaps, the fragmentation, and the anguish of the films and novels, I explored what that trauma might look like in the context of gender, how trauma affects multiple generations, how trauma can link cultures, and if reconciliation is possible.

As old ways of social organizing died under the dictatorship, new social movements arose that focused on internalized power and identity politics. Gender and sexuality came to the fore in efforts for social change. Through painfully personal and disjointed stories, authors like Diamela Eltit and Pía Barros confronted the reality of domestic authoritarianism that relegated women to the role of housewife and mother. If the dictatorship was to be confronted and a new way of imagining was to be found, the reality of domestic power also had to be confronted. For example, in "Scents of Wood and Silence," Barros explores the psychology of a woman who is trapped in her gender role and dreams of escape to a place where "everything was her own" (50). It was a poignant example of the trauma experienced by women who were consigned to a certain place in the social order.

This memory of trauma affects multiple generations. The traumatized are possessed by this history and it continually intrudes on their lives and the lives of their children. The history of the dictatorship in Chile and Brazil continually resurfaces in memory projects, from the construction of memorials to the creation of film. It is necessary to confront the past- to remember it-in order to imagine a new reality in which human rights are respected. In *Ponciá Vicencio*, Ponciá must confront the generations of structural marginalization as a poor black woman in post-colonial Brazil and be "made the vessel, the heir to a history of all their suffering" (130), a carrier of an impossible history. She is the unwitting heir to her family's story, with all of its trauma; yet as she confronts it, we are left with hope that a new reality can now be imagined.

I was powerfully affected by Verónica Barrera's documentary *Lo que me tocó vivir* as she films her mother narrating the story of her life under the Chilean dictatorship. I was particularly challenged by her concluding remarks reminding us that memory work is not only about the experiences of "the other," or of people in another time and place; it is also about ourselves. I had the opportunity to explore my own experiences of marginality as a woman and to confront my own impossible history in the fragments of my memory. While still recognizing the importance of confronting my own positionality as part of the dominant race and class, I also found that

Student's Signature

10-JUN-2010

Date

Faculty Member's Signature (optional)

Date



The Evergreen State College - Olympia, Washington 98505
THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Monroe	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
Literature and the Cultural Politics of Democracy in Chile and Brazil			
Program or Contract Title			
		04-JAN-2010	11-JUN-2010
		Date Began	Date Ended

trauma, in Caruth's words, "may provide the very link between cultures" (204) and that my personal trauma could help me understand painful memories across cultures.

One way I reached across cultures to better understand trauma and strengthen my language skills in the process was to participate in an immigrant community in Auburn. In a month long in-program internship with St. Matthew's/San Mateo Episcopal Church, I encountered the trauma of exclusion and the painful effects of unjust laws in my own country. I participated in cross-cultural church services, attended a vigil, and took part in actions for immigration reform. In the process, I heard many stories and was deeply touched by the importance of creating space for multiple voices. While solidifying my passion for social justice, it also broke my heart as I talked to a man who had walked an 80 mile pilgrimage with a cross calling for "no more deaths," heard a woman sobbing as she gave her story of being detained and fighting to stay in the country, and saw the pain in another's face when she said she knew some people didn't want her to be a part of their church.

One cannot confront the terrible memories of past trauma without eventually asking the question; is reconciliation possible? Will "we will be able to find a way out of the endless cycle of hatred and retribution in which our species seems to be trapped," per Ariel Dorfman? These are the questions that this program left me with. In the aftermath of violence in Chile and Brazil, indeed throughout the world, we are left wondering if cycles of violence can be ended and if a reconciliation that accounts for both forgiveness and justice is possible. I was inspired by Luz Arce, whose faith played a key role in her efforts to reconstruct her memory and to find a way to forgive. She writes that her construction of God plays a key role in her efforts to imagine a more just world; "Dios no quiere la injusticia, no quiere la mentira, no quiere la subordinación a ninguna esclavitud..." (353). ("God does not want injustice, does not want lies, and does not want anyone to be subject to slavery" [338]).

It was important to me to be able to read several works in Spanish instead of relying on translation, hearing these stories in their original voice. Reading Luz Arce's narrative was a breakthrough in my language development, prompting me to write and reflect extensively in Spanish. I began the program insecure in my language skills and have become much more confident in speaking and writing over the past six months. My grammar skills have also improved significantly. I finished the quarter having read and analyzed my first full length novel in Spanish.

This exploration of memory and trauma was both personally and professionally important. Exploring these themes was personally very painful and evoked difficult memories. However, it gave me an important framework to view the suffering in the world, both individual and collective. I hope that this knowledge will help me as I go on to study for the priesthood and as I hope to work for a better and a more just society.

Sarah B. Monroe
Student's Signature
10-JUN-2010
Date

Faculty Member's Signature (optional)

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

<u>Davis</u>	<u>Sarah</u>	<u>B</u>	<u>A00107073</u>
Student's Last Name	First	Middle	ID Number
<u>10249</u>	<u>Spanish, Intermediate I</u>		
Program or Contract No.	Title		
	<u>29-SEP-2009</u>	<u>18-DEC-2009</u>	<u>4</u>
	Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:

Faculty: Hugo Flores

Students worked on applying previously acquired language skills such as sentence structure, verb conjugation, and grammatical rules, in conversational and writing activities in class and homework assignments. A general review of selected grammatical topics included: ser-estar; pronombres directos-indirectos-reflexivos; diferencia pretérito-imperfecto, and presente-pasado perfecto. Students prepared and gave a final seven- to ten-minute oral presentation to the class.

EVALUATION:

Written by: Hugo Flores

Sarah completed the required work, attended class regularly, and used her language skills during class activities and homework assignments. Sarah improved her verb conjugation and conversational skills. She can readily engage in a conversation and communicate most of her immediate needs and ideas using grammatically correct sentences and vocabulary. Sarah actively participated in class and had the goal to speak often, which helped her developing more confidence while using the language. Sarah was a very good and dedicated student and it was a pleasure to work with her.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 – Intermediate Spanish

January 8, 2010
Date



The Evergreen State College - Olympia, Washington 98505

THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Davis	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
Spanish, Intermediate I			
Program or Contract Title			
		29-SEP-2009	18-DEC-2009
		Date Began	Date Ended

Intermediate Spanish I has allowed me to continue to develop my proficiency in the language. I became much more comfortable with verb conjugations and benefited from classroom work in Spanish. I worked particularly hard to master the uses of imperfect and perfect verbs, imperative forms, and the progressive forms. Through conversation groups and classroom exercises, I became more comfortable using the language in conversation. I enjoyed the assigned readings in Spanish and continued to increase my reading abilities.

As a final project, I constructed a presentation entitled "Inmigración en el condado de Grays Harbor," or "Immigration in Grays Harbor County," drawing on my concurrent research on the subject and developing my ideas in Spanish. It gave me the opportunity to use the skills I have developed in a constructive way.

I will continue to develop my language skills through the rest of my senior year and hope to gain continued proficiency in Spanish.

Sarah Davis

Student's Signature

09-DEC-2009

Date

Faculty Member's Signature (optional)

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Davis	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
10451	Individual Learning Contract		
Program or Contract No.	Title		
	29-SEP-2009	18-DEC-2009	14
	Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:

Faculty: Tony Zaragoza

For this Individual Learning Contract, **Creating Convivencia: Migration, the Church, and Theology**, Sarah researched migration, labor, and community responses to labor migration in Grays Harbor, WA.

The contract centered around her reading and writing. Sarah read *It Comes from the People: Community Development and Local Theology* by Mary Ann Hinsdale, Helen Matthews Lewis, and S. Maxine Waller; *Doing Local Theology: A Guide for Artisans of a New Humanity* by Clemens Sedmak; *Coalitions across the Class Divide: Lessons from the Labor, Peace, and Environmental Movements*, Fred Rose; and "They Take our Jobs!" And 20 Other Myths about Immigration, Aviva Chomsky, along with numerous related journal articles, reports and news stories. Sarah also watched the films *Posadas: a night to cross all borders* and *Farmville*.

Sarah conducted interviews with individuals in a variety of settings and also conducted a short survey of an intermediate ESL class, asking them to reflect on their immigrant experience. She also read widely on immigration, labor, and local theology and tracked local industries that hire immigrant labor, particularly studying the brush (secondary forestry products) industry, where most immigrants on the peninsula work. Sarah wrote a paper entitled "Christmas in the Borderlands," drawing on the Latino tradition of *las posadas* to show how local immigrants have faced exclusion. She volunteered as a tutor in ESL classes and attended roundtables and discussions both in Grays Harbor and around western Washington. Her final project was a 25-page report on her findings and an accompanying PowerPoint presentation that she hopes to revise present to various local community groups.

EVALUATION:

Written by: Tony Zaragoza

For this quarter's work, Sarah developed an intense and impressive research, study and writing agenda, and has produced a very successful set of final documents that will be useful in the community and as an example for other communities to learn from.

We spoke often throughout the quarter about her work and the issues she was studying and researching. In each conversation we had, Sarah showed an attention to detail and thoughtfulness that showed her intellectual curiosity and the complexity of her thought process. Sarah gave herself challenging readings and important questions to consider with this quarter's work. She used these questions to craft an excellent and highly relevant study of her community, immigration to the community, the work of immigrants, responses to immigration, and developing a local theology that could work to empower immigrant and local communities together. She concludes her report with important questions for further research. Her final draft was thoroughly researched, well documented, and clearly written. It was also well organized and elegantly laid out and produced. Sarah has gained an excellent amount of knowledge on the subjects of immigration and local theology, and this has increased her desire to learn more.

Overall, Sarah has continued to build on an already strong foundation of knowledge and skills in research

January 25, 2010

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

<u>Davis</u>	<u>Sarah</u>	<u>B</u>	<u>A00107073</u>
Student's Last Name	First	Middle	ID Number
<u>10451</u>	<u>Individual Learning Contract</u>		
Program or Contract No.	Title		
	<u>29-SEP-2009</u>	<u>18-DEC-2009</u>	<u>14</u>
	Date began	Date ended	Qtr. Credit Hrs.

writing, immigration, political economy, and local theology. In her work this quarter she put in an enormous, and frankly admirable, amount of work into every component of her contract. Sarah should be thinking seriously about going to graduate school if she isn't already: looking at programs, finding out what a good completed application packet looks like, working with other students on putting their materials together, supporting each other in the application process, and assembling her materials including her research essays for writing samples. Sarah is already well on her way to graduate level studies as well as excellent, lifelong community work. The work Sarah has done in and out of class provides her with an excellent base for serious and committed contributions in anything she works on. Congratulations, Sarah!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 14

6 - Community and Cultural Studies
4 - Religious Studies
4 - Political Economy

January 25, 2010

Date



The Evergreen State College - Olympia, Washington 98505
THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Davis	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
Individual Learning Contract			
Program or Contract Title			
29-SEP-2009		18-DEC-2009	
Date Began		Date Ended	

For the past quarter, I have engaged the community of Grays Harbor County, researching the situation of Latino/ a migrants in the area. I conducted interviews with individuals in a variety of settings, from elementary school officials and ESL teachers to health care workers, tracking the demographic trends, the economic situation, and the overall condition of immigrants in the county. My goal has been to work within the local community, observing and asking questions as I become familiar with local culture and needs. In addition to interviews with various officials on the harbor, I also conducted a short survey of an intermediate ESL class, asking them to reflect on their immigrant experience.

Concurrent with my community research, I studied widely on immigration, labor, and local theology. This spike in immigration over the past few decades has been driven by shifts in local and global markets, as U.S. companies search for low wage labor and immigrants search for jobs. Both their legal and economic status conspires to keep immigrants, in the words of one interviewee, "at the bottom of the food chain." I tracked local industries that hire immigrant labor, particularly studying the brush (secondary forestry products) industry, where most immigrants on the peninsula work.

Continuing to study Latino theologians, I analyzed efforts toward developing local theologies in different contexts and considered how a local theology could be developed around immigration in the county. I paid particular attention to the story of the Exodus, the fact that Jesus was a migrant, and the theological concept of the *imago dei* and asked how these stories and concepts could be applied to the local context. I wrote a paper entitled "Christmas in the Borderlands," where I drew on the Latino tradition of *las posadas* to show how local immigrants have faced exclusion. This paper has been distributed in at least one church and received positive feedback.

In order to better root myself in the community, I volunteered as a tutor in ESL classes and attended roundtables and discussions both in Grays Harbor and around western Washington. I also visited churches and spoke with various pastors. I remained tied with groups operating in the larger immigrant rights movement, attending meetings and a posada demonstration in front of the immigration court in Seattle.

My final project was a 25 page report on my findings and an accompanying powerpoint presentation that I intend to present to various local community groups. I increased my proficiency in Excel, developed skills in community networking and organizing, and, most importantly, began to enter into the immigrant community's *tristeza*-their struggle for rights and a decent life.

In the remaining two quarters of my senior year, I will continue to study immigration, particularly focusing on labor issues. I hope that this study will prepare me for continued engagement with immigrant rights, local theology, and community development.


Student's Signature

15-DEC-2009

Date

Faculty Member's Signature (optional)

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Davis	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
30484	Individual Learning Contract		
Program or Contract No.	Title		
	30-MAR-2009	12-JUN-2009	2
	Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:

Faculty: Dharshi Bopegedera, Ph.D.

In **Tolkien: Mythic Dimension** a group of seven students and their subcontractor read *The Silmarillion* (selected texts), *The Hobbit*, *The Fellowship of the Ring*, *The Two Towers*, and *The Return of the King*. The group met weekly to discuss the assigned readings, to present their essays, and to critique one another's essays. The discussions ranged from literary criticism and Norse influence to the broad themes of destiny, evil, humility, revenge, mercy, judgment, and eternity. The archetypes of nobility, peasant, servant-king, home, religion, and stranger were also explored.

The guest lecturers were Calvin Ecodu, founder of Pilgrim NGO, who contrasted the experiences of Tolkien's characters with his own during the Ugandan Civil War and Tom Shippey, professor of Medieval Literature at Oxford University, on the thematic development in Tolkien's writing.

EVALUATION:

Written by: Dharshi Bopegedera, Ph.D.

Sarah's field supervisor, Greg Smith, wrote:

"Sarah's critical reading prompted her contributions in the seminar and the writing of her research essay, *'Mediator and Mother: Galadriel in Light of the Stranger.'*" She successfully integrated the world of the Mexican immigrant as a wanderer and stranger, Frodo's travels in middle earth, and Celtic spirituality. The thematic parallels included the affinity of Mary and Galadriel, the stranger-wanderer, the feminine image, and divine protection.

Sarah consistently came to the group well prepared and contributed important insights on the thematic and symbolic meaning of Tolkien's writings. Her writing is clear, creative, and thorough.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Literature

June 29, 2009

Date



The Evergreen State College - Olympia, Washington 98505

THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Davis	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
Individual Learning Contract			
Program or Contract Title			
		30-MAR-2009	12-JUN-2009
		Date Began	Date Ended

I took this class to explore fantasy literature and better understand some of the strains of Celtic thought in Tolkien's *Lord of the Rings*.

Over the quarter, we read and discussed various works of J.R.R. Tolkien, including parts of the *Silmarillion*, *The Hobbit*, and the *Lord of the Rings* trilogy. Through this, I learned to read fantasy literature critically and work with my peers to discuss the various interpretations of the texts. We discussed Tolkien's cosmology, relating it both to biblical themes and mythology. We analyzed some of the key characters in the novels, exploring Tolkien's character development. During our seminar, we talked about themes of friendship, loyalty, power, compassion, and greed. A guest lecturer spoke about the cross-cultural appeal of Tolkien's work, though we also questioned whether portions of the novel reflect Tolkien's own nationalism and racism.

In my own research, I explored uses of Celtic spirituality in *Lord of the Rings*, particularly in the character of Galadriel. Reading from several secondary texts, I studied the place of women in the work and Galadriel's role as a mother figure and mediator. My research culminated in a paper proposing that Galadriel represents a crossing between pagan and Christian cultures, just as the Celtic St. Brigit did, and comparing it to the story of the Mexican Virgin of Guadalupe. This provided a bridge for my own studies in cross-cultural spirituality.

Sarah B Davis
Student's Signature
09-JUN-2009
Date

Faculty Member's Signature (optional)

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Davis	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
30027	Undergraduate Research in the Humanities		
Program or Contract No.	Title		
	30-MAR-2009	12-JUN-2009	16
	Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:

Faculty: Greg Mullins, Ph.D.

This Spring Quarter program provided an opportunity for students to lay the foundations for future research projects. Half of the work in the program required students to design and carry out extensive library research and reading. The other half of the work focused on classroom learning about research methodologies, theoretical frameworks, and conventions of academic writing.

Because most students designed interdisciplinary research projects, the methodology workshops drew on varied disciplines in the humanities and related social sciences: literature, history, philosophy, linguistics, cultural studies, media studies, women and gender studies, political science, folklore, and anthropology. Ten of these workshops were taught by guest faculty with specialties in the various disciplines.

Our overarching concern in the workshops was to better appreciate how knowledge is produced and "disciplined" in academia. How is it that young scholars enter ongoing scholarly conversations, controversies, and debates? How is new knowledge produced in the humanities and related social sciences? How do institutional structures both foster and limit knowledge? How does one become a professional scholar, and what marks some forms of research and writing as "professional"? How is scholarship disseminated and evaluated? Which research methods and modes of writing garner respect in the various disciplines?

Students explored these questions in workshops and seminars, by conducting original research, and by writing documents that will sustain their future research projects.

Assignments:

In order to earn the full 16 credits, students wrote:

- An abstract (1-2 paragraphs)
- A timeline of the work (2 pages)
- A working bibliography (1-3 pages)
- Two response papers (2-3 pages each) that reflect upon our workshops
- An annotated bibliography (4-5 pages)
- A review of a scholarly journal (2-3 pages)
- A description of the research methods (2-3 pages)
- A research prospectus (10-15 pages)

Readings:

The assigned books were Nuruddin Farah, *Sweet and Sour Milk* and Michael Ondaatje, *Anil's Ghost*. Assigned essays and book chapters included: Shu-Mei Shih, "Comparative Racialization: An Introduction"; Ryan Cartwright, "Controlling the Country: Reform and Ideology in the Rural United States, 1888-1921"; Thomas Keenan, "The Demystification of In-hic-formation"; Anthony Grafton, "Apocalypse in the Stacks: The Research Library in the Age of Google"; Caroline W. Bynum, "Perspectives, Connections, and Objects: What's Happening in History Now?"; Kathleen Woodward, "The Future of the Humanities—In the Present and in the Public"; Irene Gustafson and Julia Zay, "Notes on Screen Testing"; Amelie Hastie, "Introduction. Detritus and the Moving Image: Ephemera, Materiality, History"; Michel Foucault, "What is an Author?";

July 13, 2009

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Davis	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
30027	Undergraduate Research in the Humanities		
Program or Contract No.	Title		
	30-MAR-2009	12-JUN-2009	16
	Date began	Date ended	Qtr. Credit Hrs.

Richard Rorty, "Human Rights, Rationality and Sentimentality"; Martha Nussbaum, "Rational Emotions"; Greg Mullins, "Labors of Literature and of Human Rights"; Daniel Traister, "The Furness Memorial Library"; Elizabeth Williamson, "Hamlet's Relics"; Anonymous reader's report on "Hamlet's Relics"; Sam Schrager, "A Storytelling Craft" from *The Trial Lawyer's Art*; Kathleen Eamon, "Two Philosophical Responses to Hegel's Phenomenology of Spirit," Chapter 4 of *Kant and the Crisis of Symbolic Rationality*; Bernard Spolskky, "Language Practices, Ideology and Beliefs, and Management and Planning"; Robert Smurr, "Nationalizing Nature: History, Natural Monuments, and Estonian Identity"; Robert Pape, "The Strategic Logic of Suicide Terrorism"; Therese Saliaba, "Military Presences and Absences: Arab Women and the Persian Gulf War"; and Carmella Fleming, "The 'Good' Teen Mother: Recontextualizing *Juno* and Feminist Reproductive Politics."

EVALUATION:

Written by: Greg Mullins, Ph.D.

Sarah accomplished outstanding work this quarter. She arrived in the program with a clear idea of the research project she wanted to pursue: a year-long senior thesis "Creating *Convivencia*: Female Migration, the Church and Theology." Sarah made excellent use of this quarter to lay a strong foundation for pursuing this work next year.

Sarah wishes to learn about the religious experience of women who migrate into the United States from Mexico and Central America, and she proposes to organize a series of interviews to learn directly from women who have this experience. But Sarah is asking broader questions as well, including how local churches are changing as membership includes migrants as well as longtime residents, and how theology has changed and is changing to create the conditions for a truly inclusive multicultural church.

These are complex and compelling questions, and Sarah has prepared herself well to answer them. She assembled a thorough bibliography on feminist and liberation theology, as well as on studies of migration and immigration. She has read widely, and is well aware of the key themes and problems in this area of study. She has evaluated appropriate methodologies and prepared herself to carry out the work. Most importantly, she wrote a terrific research prospectus that provides an excellent plan of action.

Sarah participated actively in class, and made the most of our workshops and discussions. She asked insightful questions of texts and guest speakers, and engaged other students in important debate. In all aspects of her work Sarah has demonstrated dedication to her studies and commitment to her research topic.

Sarah's work has been superb in every respect.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 8 - Humanities Research Methods
- 8 - Religious Studies

July 13, 2009
Date



The Evergreen State College - Olympia, Washington 98505
THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Davis	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
Undergraduate Research in the Humanities			
Program or Contract Title			
		30-MAR-2009	12-JUN-2009
		Date Began	Date Ended

I took this class to perfect my research skills and to develop plans for a senior thesis. My research focused on theology and social justice, in the context of migration across the U.S.-Mexican border, continuing themes that I studied for the past several quarters.

This quarter introduced me to many different disciplines and research methods, allowing me to garner inspiration and direction for my own project. I was particularly interested in our many discussions on the nature of postmodernism, particularly as it notes the role of power in the creation and distribution of knowledge. Richard Rorty's article pointed out that post-modern literary critique is reconstructing the way we think about the humanities, particularly reintroducing the importance of emotional versus solely rational appeal. In a response paper, I connected this literary movement with similar movements in theology.

Since I will be utilizing ethnographic research, I was intrigued by several anthropologists who gave lectures. Sam Schrager pointed out that, in anthropology, questions drive the research. He encouraged us to pursue what we are passionate about and to utilize popular research in an academic way. Eric Stein warned about the constant danger in field research to treat the people that you are studying as objects of study.

Stacey Davis reminded us that history is interpretive and that we need to recognize the different lenses we bring to our research. This was particularly apparent when we discussed gender studies with Therese Saliba, who pointed out that third world and white feminism are often at odds, due to different perspectives and power structures. I saw again how objectification of women of color is a form of colonialism.

My project research began with emerging ideas of new ways to "do church," through authors like Brian McLaren. In my research, I used the theological model developed by Gustavo Gutierrez, working from the perspective that God has special concern for the poor and "doing theology" from the underside. I drew from Latino and Latina theology in the United States, including Virgilio Elizondo and Ada Maria Isasi-Díaz. I realized that there is a wealth of theological insights coming from non-white Christianity and a great need for dominant theology to listen to their insights. I also spent considerable time researching the relevance of the doctrine of the trinity for providing a model for human relationship. I utilized Jürgen Moltmann's "social doctrine of the trinity" to reflect on God as trinity, existing in mutuality and relationship as a model for human and societal interaction. Both gender and interpersonal relationships are reevaluated and conceptualized in terms of inclusiveness and mutual acceptance.

During the course of this quarter, I strengthened my skills in library research, improved my time management skills, and learned to narrow my writing focus for a particular audience. I was able to evaluate my own methodology in light of various disciplines and identify the models that I would use. Additionally, through the support of faculty, I found great value in academic mentorship. I finished the quarter with a sold prospectus and Independent Learning Contract. I plan to complete this contract as a senior project for my final year, where I will continue to develop a theological look at how mainline and emerging churches can include the voices of migrant women. This will prepare me for further graduate studies in theology and spirituality.

Sarah B Davis
Student's Signature
09-JUN-2009
Date

Faculty Member's Signature (optional)

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

<u>Davis</u>	<u>Sarah</u>	<u>B</u>	<u>A00107073</u>
Student's Last Name	First	Middle	ID Number
<u>20176</u>	<u>Arabic, Conversational II</u>		
Program or Contract No.	Title		
	<u>05-JAN-2009</u>	<u>20-MAR-2009</u>	<u>2</u>
	Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:

Faculty: Joe Fahoum

In Conversational Arabic II, we are using *Spoken Arabic for Foreigners* by Dr. Moin Halloun. This book is an introduction to the Palestinian dialect. This book is written in English, spelling the Arabic words phonetically so the user doesn't have to learn the Arabic alphabet. However, I used the written Arabic language to demonstrate the difference between the formal written Arabic and spoken Arabic. This class is a continuation of fall quarter.

The objective is to learn the casual, spoken language that is less formal than the written Arabic.

EVALUATION:

Written by: Joe Fahoum

Sarah B. Davis met all learning objectives. Her pronunciation is very good and her writing is very clear. She attended class regularly, wrote a superb final exam and is very well prepared for further language study.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 – Conversational Arabic

March 19, 2009

Date



The Evergreen State College - Olympia, Washington 98505

THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Davis	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
Arabic, Conversational II			
Program or Contract Title			
		05-JAN-2009	20-MAR-2009
		Date Began	Date Ended

The past two quarters, I have completed the first half of *Spoken Arabic for Foreigners, the standard dialect of Jerusalem with references to other Palestinian dialects*. It is written by M. Holloun, a professor at Bethlehem University. I was already familiar with many of the key grammatical concepts and basic vocabulary presented.

Since the Arabic-speaking world functions with both a standard, classical version of the language (which I studied last year) and numerous local dialects, the text was helpful in pointing out the differences in the spoken language of Palestine. Due to a scarcity of texts available on the subject for the native English speaker, this book is one of the few available. I was disappointed that the Arabic portions of the book were not written in Arabic script; however, I was able to write out the text for myself in Arabic letters and all my homework was turned in written in Arabic script. I especially enjoyed learning the colloquial phrases, sayings, and proverbs of the region.

The past few quarters, my ability to write in Arabic has improved. I have also been able to increase my capability to understand it as a spoken language. I continue to struggle with speaking rapidly, but the constant repetition of phrases and vocabulary in the book helped me feel more comfortable in conversation and classroom exercises. I hope to visit Palestine and the past five quarters of Arabic have given me the tools to better understand the region and continue my language study in the future.

Sarah B Davis
Student's Signature
16-MAR-2009
Date

Joe Fahoum
Faculty Member's Signature (optional)

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Davis	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
10172	Arabic: Conversational I		
Program or Contract No.	Title		
	29-SEP-2008	19-DEC-2008	2
	Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:

Faculty: Joe Fahoum

In Conversational Arabic I, we are using *Spoken Arabic for Foreigners* by Dr. Moin Halloun. This book is an introduction to the Palestinian Dialect. This book is written in English, spelling the Arabic words phonetically so the user doesn't have to learn the Arabic alphabet. However, I used the written Arabic language to demonstrate the difference between the formal written Arabic and spoken Arabic.

The objective is to learn the casual, spoken language that is less formal than the written Arabic.

EVALUATION:

Written by: Joe Fahoum

Sarah B Davis met all learning objectives. Her pronunciation is very good and her writing is very clear. She attended class regularly, wrote a superb final exam and is very well prepared for further language study.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Conversational Arabic

February 19, 2010
Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Davis	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
10041, 20030	Spain and the Americas: Cultural Crossings		
Program or Contract No.	Title		
	29-SEP-2008	20-MAR-2009	32
	Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:

Faculty: Diego de Acosta, Ph.D. (Linguistics); Thomas D. Womeldorff, Ph.D. (Economics); David Phillips (Spanish); and Amaia Martiartu (Spanish)

Through lectures, films, and discussions, we explored the cultural crossings that have shaped and continue to shape Spain and the Americas. In fall quarter, we began with a survey of Spain, Mexico and Puerto Rico, and then studied the conditions of cross-cultural tolerance that gave rise to Spain's *convivencia* and the conditions of intolerance that characterized its "Reconquest" and Inquisition. Our examination of the "Conquest" of the Americas focused on how the Spaniards altered the natural environment and the pre-existing cultures of the Americas.

In winter quarter, we considered how collective identity is constructed and reconstructed as a result of cultural crossings within countries (e.g., Basque identity in Spain) and across borders (e.g., Mexican-American identity in the U.S.). We analyzed how language can function as a marker of collective identity and examined the symbolic role of certain genres, like *corridos* on the U.S.-Mexico border. Finally, we studied migrant narratives, including stories of difficult migration journeys and reflections on identity reconstruction in a new culture.

We established a deeper theoretical foundation for analyzing cultural crossings by surveying economic development theories (e.g., dependency and world-systems theory), international economics (e.g., determinants of international capital flows, exports, imports and exchange rates), theories of international migration (e.g., push/pull, relative deprivation and social capital models), and by using basic Excel spreadsheet techniques to compare and contrast human development indicators of Spain and countries of the Americas (e.g., GDP/capita and maternal mortality rate).

Finally, each student studied the Spanish language at the appropriate level, in this case Spanish for mid- to upper-range beginners with some prior knowledge of Spanish. We focused on developing skills in writing, conversation and reading, and on acquiring vocabulary in the context of numerous cultural and practical topics. Class took place entirely in Spanish, with extensive spoken and written practice. Grammar study included various verb tenses (the present, preterite, imperfect, commands, and present subjunctive), pronouns, and other key grammatical forms. The primary text was *Vistas* (Blanco and Redwine Donley).

Readings included, for example, María Rosa Menocal, *The Ornament of the World*; Juan Ruiz, *The Book of True Love*; Alejo Carpentier, *The Harp and the Shadow*; Edgardo Rodríguez Juliá, *Cortijo's Wake*; Octavio Paz, *The Labyrinth of Solitude*; Javier Cercas, *Soldiers of Salamis*; Clare Mar Molinero, *The Politics of Language in the Spanish-Speaking World*; Américo Paredes, *With His Pistol in His Hand*; Judith Ortiz Cofer, *The Line of the Sun*; Immanuel Wallerstein, *World-Systems Analysis: An Introduction*; Douglas Massey et al., *Worlds in Motion*.

April 7, 2009

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Davis	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
10041, 20030	Spain and the Americas: Cultural Crossings		
Program or Contract No.	Title		
	29-SEP-2008	20-MAR-2009	32
	Date began	Date ended	Qtr. Credit Hrs.

EVALUATION:

Written by: Diego de Acosta, Ph.D., Thomas D. Womeldorff, Ph.D., and David Phillips

Overall, Sarah's performance in *Spain and the Americas* was outstanding, significantly exceeding our expectations. She is in a solid position to continue her studies in the humanities and social sciences.

In the seminar on area studies, history, and literature, Sarah always came well-prepared to engage in collaborative learning and participated very actively in small and large groups alike. Indeed, she played a key role in keeping seminar discussions balanced and relevant. Her essays were consistently of high quality, indicative of a perceptive, subtle understanding of the program texts. For example, in a fall quarter essay, she effectively showed how "[s]tory, symbols, statistics and philosophical arguments are used by various authors and artists to illustrate religion's role in forming identity or in perpetrating injustice". In a superb winter quarter essay, she creatively used Gloria Anzaldúa's concept of "borderlands" as an organizing metaphor to elucidate a series of texts related to bilingualism and biculturalism.

According to Tom Womeldorff, Ph.D., Sarah demonstrated an excellent understanding of all areas of economics covered in the program. She has a solid command of economic development, international economics, and migration economics. She showed an excellent ability to use excel, and to interpret and analyze data. Her analysis of Nicaragua was well done. Her comparison of the relative strength of evidence for the Neoclassical and World-Systems theories of migration was highly nuanced and detailed.

According to David Phillips, Sarah did outstanding work and strengthened her Spanish skills throughout two quarters in the program. Her class attendance was nearly perfect; she consistently demonstrated her well-focused approach and strong study skills. She was alert in class and showed excellent comprehension. Sarah expanded her range of vocabulary and showed strong proficiency with grammar and syntax in her neatly-presented written exercises. She worked actively to strengthen her verbal skills. She'll benefit from ongoing conversation practice and advanced reading. Sarah made excellent progress in developing her Spanish fluency, and is now prepared for intermediate level study of the language.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 6 - Area Studies: The Spanish-Speaking World
- 6 - History and Literature of Spain, Mexico and Puerto Rico
- 4 - Language and Identity in Spain and the Americas
- 4 - Theories of Economic Development
- 4 - International Economics and Migration
- 8 - Beginning Spanish

April 7, 2009
Date



The Evergreen State College - Olympia, Washington 98505

THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Davis	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
Spain and the Americas: Cultural Crossings			
Program or Contract Title			
		29-SEP-2008	20-MAR-2009
		Date Began	Date Ended

I took this program to further my acquisition of the Spanish language and to continue my academic pursuit of cultural studies. It has increased my understanding of how societies create, view, and treat those who are different.

My familiarity with modern Spain increased as I discovered that the country is not homogeneous, but is made up of many regions that demanded quasi-autonomy after Franco, regions divided by culture, language, and different identities struggling for a voice. Since power usually defines who is included in the official stories and histories, one way that minority peoples who speak minority languages work to preserve their identity and find their voice is to write in that language. We read translations of both Manuel Rivas' *Vermeer's Milkmaid*, originally written in Galician, and Bernardo Atxaga's *Obabakoak*, originally written in Basque.

I realized how history is dictated by the dominant group, who writes the story that best suits their goals and justifies their power. Puerto Rico, effectively a colony of the United States, is also home to many cultures and ethnic groups, but this is obfuscated by an official story, that, in an effort to create a unified national identity in Puerto Rico, has rendered many parts of the population invisible. Another example is the dominant story in Spain of the *Reconquista*, a narrative of perpetual Christian and Muslim conflict. This is challenged by the counter-narrative of *convivencia* in Menocal, who illustrates the harmony that at times existed between the two groups. I became more conscious of how power structures dictate who has the right to define and classify people and the psychological effect that this has on them. We explored how this has worked out in Latin American history, as it came to be dominated by Spain and then by the native-born *criollo* elites, and in the migrant experiences in both the United States and Spain, where immigrants are outsiders.

We spent considerable time learning about the U.S.-Mexican border and migration experiences. In a migrant experience, pressure and objectification can come from both the home culture, pushing for conformance, and the new culture, viewing the immigrant as different. However, every person has the irrepressible urge to be known, not only by race, class, gender, or nation, but as a human being with the power to self-define and many of the migration narratives that we read at the close of the program reflected that desire and struggle. My favorite reading was Judith Ortiz Cofer's *The Line of the Sun*, exploring how identity is reconstructed in new contexts, as individuals both try to fit in the new culture and come to terms with multiple worlds.

We chose several of our own narratives in small groups and I spent some time exploring the role of religion in the context of unequal power and migration experiences. My chosen readings were *We Drink From Our Own Wells*, by Gustavo Gutierrez, the Latin American liberation theologian, and *Under the Feet of Jesus*, by Helena Viramontes, which chronicles the life of Mexican migrant workers. Gutierrez writes of his efforts as a theologian to contextualize his theology and demand the poor's right to life in the Latin American context. Viramontes, on the other hand, explores a family's loss of faith when confronted with the harsh reality of oppression.

The Day of Absence was a particularly powerful experience for me as I watched the film *Mirrors of Privilege* with my group and volunteered at a homeless tent city in Olympia. I encountered my own positionality and my own history, as a white, middle-class woman raised in religious fundamentalism. As a white person, I possess tremendous privilege, but have also encountered a struggle to reclaim my humanity as a woman. I recognized the insidious effects of efforts to "serve the disadvantaged," and thinking of oneself as the protector or benefactor of the marginalized. It struck me how important it was that people be affirmed as equal and human, with the ability to run their own lives.

Student's Signature

18-MAR-2009

Date

Faculty Member's Signature (optional)

Date



The Evergreen State College - Olympia, Washington 98505

THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Davis	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
Spain and the Americas: Cultural Crossings			
Program or Contract Title			
		05-JAN-2009	20-MAR-2009
		Date Began	Date Ended

We spent some time exploring the experiences of migrants in our local communities. We also took a field trip to Shelton, WA to observe their efforts to create a bilingual elementary school and assist the migrant community in obtaining social services and English literacy classes. It was an interesting example of working to empower the immigrant population, while engaging the white community to learn to live with the contradiction and ambiguity of multiple cultures and languages.

Concurrently, I increased my understanding of the economic situation of Spain and the Americas. I was struck by the significant inequality between the rich and poor in most Latin American countries. I also realized the degree to which the U.S. dominates the Western hemisphere both in military and economic terms. Wallerstein's world systems theory gave me a better understanding of economics, especially in its relation to other disciplines and the long-term nature of capitalism and its development.

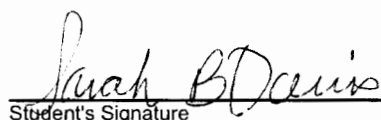
We considered the makeup of international economics, exploring the role of supply and demand, currency exchange, and financial capital. I realized that human relationships are rendered invisible by the market and that I am largely unaware of who creates my goods and services and how. Most importantly, I recognized the effects that borders have on people. In an increasingly globalized society, many factors push workers to migrate. I was reminded that a fundamental right in democratic societies has been the right to decide where to live and work. Borders impede this right and relegate undocumented migrants to the fringes of society, in which they are unable to function as full civil members.

My Spanish language skills have increased considerably. I entered the class with one quarter of formal study and have progressed tremendously in my acquisition of vocabulary and verb forms. Since the class was conducted in Spanish, with lectures and small group conversation, I was able to increase my language comprehension. Also, frequent writing and reading assignments bolstered my ability to function in the language.

During this program, I increased my ability to read and analyze literary texts, both medieval and modern, and I was particularly interested to discover how authors incorporated their own positionality. I enjoyed honing my own writing skills as well. I gained increased proficiency in Excel, learned how to read human development reports, and learned how to construct and interpret supply and demand charts.

Most importantly, however, I improved my ability to evaluate the epistemological basis of what I read and evaluate my own epistemologies in relation to them. I came to the conclusion that I must learn to live *sin fronteras*-in the borderlands, comfortable with the ambiguity and contradiction of difference. I think it is here that I find not only the humanity of others, but my own as well and here that I have learned to come to terms with my own story. These thoughts have inspired me to work in whatever way I can for justice and to work to promote the marginalized voice of "the other."

I will to continue to explore these themes in my next year of study. I plan to develop my Spanish language skills, continue to grapple with struggle for identity in migration, and explore the ethical and theological dimensions of identity and social justice.


Student's Signature

18-MAR-2009

Date

Faculty Member's Signature (optional)

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

<u>Davis</u>	<u>Sarah</u>	<u>B</u>	<u>A00107073</u>
Student's Last Name	First	Middle	ID Number
<u>30398</u>	<u>Beginning Arabic III</u>		
Program or Contract No.	Title		
	<u>31-MAR-2008</u>	<u>13-JUN-2008</u>	<u>4</u>
	Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:

Faculty: Joe Fahoum

In Beginning Arabic III, the objectives were to increase vocabulary, learn suffixes, pronouns and verbs for personalization. Other objectives were to conjugate verbs, improve grammar and sentence structure, learn definite, root, and pattern verb forms, proper and inverted sentences as well as those starting with infinitive verbs, indefinite nouns. Students were required to master all from of verbs—present, past, future tense and command. Superlatives, sentence analyzing, and subject-verb agreement as well as all other areas of grammar. Songs, poems, and culture studies were covered. By the end of the quarter, the students were reading and translating paragraphs. The final exam consisted of translating vocabulary words into English and completing sentences in Arabic.

Throughout the quarter, I split the class into groups of three students. Each group was assigned to translate four children's books from Arabic into English. I also introduced them to Arabic newspapers which will be used for translation lessons in spring quarter.

EVALUATION:

Written by: Joe Fahoum

Sarah met all learning objectives superbly. Her pronunciation is superb and her writing is very clear. She attended class regularly, wrote a super final exam and is very well prepared for further language study.

I wish all students studied as hard as Sarah does.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 – Beginning Arabic III

June 12, 2008

Date



The Evergreen State College - Olympia, Washington 98505

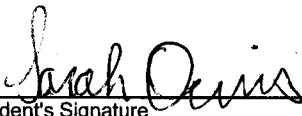
THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Davis	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
Beginning Arabic III			
Program or Contract Title			
		31-MAR-2008	13-JUN-2008
		Date Began	Date Ended

Arabic is a beautiful language and I have continued to enjoy the privilege of learning it. This quarter, I have focused on expanding my vocabulary and reading and listening to the language. For the last ten weeks, Professor Fahoum has continued to deluged us in vocabulary, grammar rules, oral questions, and exercises. I have enjoyed the challenge. I have spent long hours this quarter going over and over words and concepts. I enjoyed the hours spent using the dictionary and learning how the language works.


I carry vocabulary lists most of the time and I have practiced during class breaks, in the car, before I go to bed, constantly reinforcing the language. I have put in considerable effort into this class and have received good grades on each of the assignments. I have added many more words to my vocabulary. I have been consistent in my attendance and prompt in completing any assigned homework. Throughout the quarter, I have consistently met with several other students to practice language skills and review concepts.

My goal is to become fluent in Arabic and this quarter has been another step toward proficiency in the language. Besides a start on vocabulary, I also have mastered past, present and future verb conjugations, begun to decipher verb forms, studied the root system, and improved my translation skills. I look forward to continuing next year!



Student's Signature
05-JUN-2008

Date



Faculty Member's Signature (optional)

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

<u>Davis</u>	<u>Sarah</u>	<u>B</u>	<u>A00107073</u>
Student's Last Name	First	Middle	ID Number
<u>20532</u>	<u>Arabic, Beginning II</u>		
Program or Contract No.	Title		
	<u>07-JAN-2008</u>	<u>21-MAR-2008</u>	<u>4</u>
	Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:

Faculty: Joe Fahoum

In Beginning Arabic II, the objectives were to increase vocabulary, learn suffixes, pronouns and verbs for personalization. Other objectives were to conjugate verbs, improve grammar and sentence structure, learn definite, root, and pattern verb forms, proper and inverted sentences as well as those starting with infinitive verbs, indefinite nouns. Students were required to master all forms of verbs—present, past, future tense and command. Superlatives, sentence analyzing, and subject-verb agreement as well as all other areas of grammar were studied. Songs, poems, and culture studies were covered. By the end of the quarter, the students were reading and translating paragraphs. The final exam consisted of translating vocabulary words into English and completing sentences in Arabic.

Throughout the quarter, I split the class into groups of three students. Each group was assigned to translate four children's books from Arabic into English. I also introduced them to Arabic newspapers which will be used for translation lessons in spring quarter.

EVALUATION:

Written by: Joe Fahoum

Sarah B. Davis met all learning objectives very well. Her pronunciation is superb and her writing is excellent. She attended class regularly, wrote a perfect final exam and, without doubt, is prepared for further language study in spring quarter, 2008.

I wish all students would follow her example.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 – Beginning Arabic II

March 19, 2008
Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Davis	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
10192	World Literature: The Contemporary Middle East as Case Study		
Program or Contract No.	Title	24-SEP-2007	14-DEC-2007
		Date began	Date ended
			4
			Qtr. Credit Hrs.

DESCRIPTION:

Faculty: Char Simons, M.A.

Using contemporary Middle East literature as a framework, students in this mostly on-line course examined topics applicable to world literature in general. Specifically, they explored how to read literature of a culture other than one's own; "insider" vs. "outsider" interpretations of culture; issues of (mis)translation and (in)accessibility; politics of selecting Nobel Prize winning authors; dominant themes of Middle East literature, such as political and cultural dissent, globalization, and class, gender and religious identities. Required reading included *Cities of Salt* by Abdelrahman Munif; *My Name is Red* by Orhan Pamuk; *Jasmine and Stars: Reading More than Lolita in Tehran* by Fatemah Keshavarz. Students also participated in Global Modules, a four-week online discussion and collaborative group work and problem-solving with students in Morocco and Vermont, on issues of stereotyping and media based on the video documentary *Reel Bad Arabs*.

EVALUATION:

Written by: Char Simons, M.A.

Sarah was one of the leaders of the course, both through the quality of her scholarship and level of engagement with classmates and faculty. Her assignments were consistently of high quality, and she receives full credit for her efforts.

Sarah's writing and critical thinking skills are approaching graduate level. She ably constructed response papers to assigned texts that reflected thorough reading and excellent comprehension of authors' themes and ideas, as well as superior skills at synthesis and analysis. She was active and engaged in the Global Modules discussion where she constructed some of the most in-depth analysis among all the participants.

Sarah's most noteworthy work was her final project, an annotated bibliography, "Folk Traditions of the Arab World." Sarah went beyond course requirements in terms of the number of sources, and her annotations of each source were very useful to students and scholars interested in Arab folklore. In addition, Sarah grouped the entries into major categories of folklore and women's tales, mythology, epic folktales, poetry, classical and children's tales. Her introduction reflects a solid understanding of the development and documentation of folk literature:

"Literary critics were slow to recognize the value of oral tradition and folklore. And even when the academic community did realize its value in understanding cultural heritage, the Arabic speaking world was particularly ignored. Both Western scholars, who compared Arab lore with their own epic literature, and classical Arab critics, some of whom saw legends as pre-Islamic fabrications, considered folk narrative inferior. Luckily, there were a few classical Arab scholars that preserved many legends. More importantly, however, were the grandmothers who passed these stories on from generation to generation and the traveling poets who memorized epic poems and kept them alive for centuries...."

A next academic step for Sarah would be to use her research this quarter as a springboard for more in-depth study.

December 21, 2007
Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

<u>Davis</u>	<u>Sarah</u>	<u>B</u>	<u>A00107073</u>
Student's Last Name	First	Middle	ID Number
<u>10192</u>	<u>World Literature: The Contemporary Middle East as Case Study</u>		
Program or Contract No.	Title		
	<u>24-SEP-2007</u>	<u>14-DEC-2007</u>	<u>4</u>
	Date began	Date ended	Qtr. Credit Hrs.

From her work this quarter, Sarah has laid a very solid foundation for continued study in contemporary Middle East literature and issues of world literature in general. It's been a pleasure working with her, and I wish her all the best.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 – Contemporary Middle East Literature

December 21, 2007
Date



The Evergreen State College - Olympia, Washington 98505
THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Davis	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
World Literature: The Contemporary Middle East as Case Study			
Program or Contract Title			
		24-SEP-2007	14-DEC-2007
		Date Began	Date Ended

In *World Literature: The Contemporary Middle East as Case Study*, I was introduced for the first time to several outstanding authors from the Middle East. Abdelrahman Munif, in his moving and deeply political novel, vividly captured the devastating effects that Western intervention in the Middle East, particularly in their quest for oil, have had on local communities and tribes. He gave the locals a voice and it was really the first time I had had the opportunity to hear it. This novel has had a profound effect on my perceptions of the Middle East and I plan to read the rest of his works during break.

My understanding of literature was deepened considerably, as I considered the controversies surrounding the world literary canon. I realized that much of the rest of world perceives that the West is a cultural juggernaut, intent on ignoring or destroying the cultural heritage and contributions of other societies. I also realized, particularly through reading *Jasmine and Stars*, that many in the West seem intent on forming their own perceptions of "the other." The Middle East in particular, especially in light of current conflict, is presented by media and popular literature alike as a backwards, oppressive region that needs "rescuing" by the West.

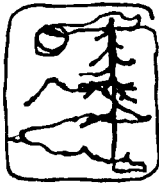
Throughout the quarter, I put considerable effort (and often long hours) into reading each of the works assigned, researching, and writing responses. Each of my papers were carefully researched and I took particular care to observe proper writing convention and to submit all of my work on time. In each, I attempted to contribute to the discussion surrounding the work.

I am grateful for what I learned through this class. I hope to continue my study of the Middle East and what I learned here has provided me with a better understanding of the literary contribution of the region.

Sarah B Davis
Student's Signature
10-DEC-2007
Date

Faculty Member's Signature (optional)

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Davis	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
10128	Arabic, Beginning I		
Program or Contract No.	Title		
	24-SEP-2007	14-DEC-2007	4
	Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:

Faculty: Joe Fahoum

In Beginning Arabic I, the objectives were to learn the alphabet, read and write, and learn suffixes. Students received an introduction to pronouns and verbs for personalization. Other objectives were to begin learning to conjugate verbs and nouns and start introduction to grammar and sentence structure.

EVALUATION:

Written by: Joe Fahoum

Sarah B. Davis met all learning objectives superbly. Her pronunciation is superb and her writing is excellent. She attended class regularly. All her written assignments and exams were superb. I wish all students would work so hard without being asked. Without hesitation, I would say Sarah is superbly prepared for further language study.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 – Beginning Arabic

December 26, 2007

Date



The Evergreen State College - Olympia, Washington 98505

THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

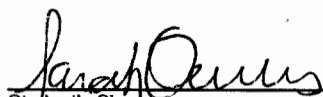
Davis	Sarah	B	A00107073
Student's Last Name	First	Middle	ID Number
Arabic, Beginning I			
Program or Contract Title			
		24-SEP-2007	14-DEC-2007
		Date Began	Date Ended

Arabic is a beautiful language and I have enjoyed to privilege of beginning to learn it. Before the quarter started, I was told that we were just going to learn the alphabet. How wrong that was! We went through the entire alphabet the first day. Over the next ten weeks, Professor Fahoum deluged us in vocabulary, grammar rules, oral questions, and exercises. It was a wonderful, if overwhelming, experience of being immersed in a language.

Since I had studied Hebrew, another Semitic language, in the past, the rules and even much of the vocabulary was not completely foreign. I enjoyed the challenge. I have spent long hours this quarter going over and over words and concepts. Everywhere I go, I carry a ring of vocabulary cards and I have practiced during class breaks, in the car, before I go to bed, constantly reinforcing the language.

I have put in considerable effort into this class and have received good grades on each of the assignments. For one of the last, a test covering nearly all the vocabulary in the book, I pored over 220 words or so and memorized them all. I have been consistent in my attendance and prompt in completing any assigned homework. Throughout the quarter, I consistently met with several other students to practice language skills and review concepts.

My goal is to become fluent in Arabic and this quarter has given me a good start toward proficiency in the language. Besides a start on vocabulary, I also have mastered writing basic script, present and future verb conjugations, possessives, masculine and feminine, and Arabic numerals.



Student's Signature
06-DEC-2007

Date

Faculty Member's Signature (optional)

Date



The Evergreen State College • Olympia, WA 98505 • www.evergreen.edu

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) 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.