



Beard, Brooke C

A00396987

Last, First Middle

Student ID

DEGREES CONFERRED:

Bachelor of Arts

Awarded 04 Sep 2020

TRANSFER CREDIT:

| Start | End | Credits | Title |
|---------|---------|---------|----------------|
| 09/2016 | 12/2016 | 5 | Pierce College |
| 09/2016 | 12/2016 | 3 | Pierce College |

EVERGREEN UNDERGRADUATE CREDIT:

| Start | End | Credits | Title |
|---------|---------|---------|---|
| 01/2017 | 03/2017 | 14 | Words/Woods 5 - <i>Introduction to Scientific Inquiry</i> 4 - <i>Introduction to Studies in the Humanities</i> 3 - <i>Critical and Creative Writing</i> 2 - <i>Communication and Critical Analysis</i> |
| 04/2017 | 06/2017 | 16 | Illustrations of Character: A Literary and Philosophical Inquiry 5 - <i>Ethics</i> 5 - <i>Literature</i> 3 - <i>Expository Writing</i> 3 - <i>Creative Writing</i> |
| 09/2017 | 12/2017 | 16 | Philosophy and Social Science That Will Work for You 3 - <i>Sociology</i> 3 - <i>Philosophy</i> 6 - <i>Rhetoric and Composition</i> 4 - <i>Creative Non Fiction</i> |
| 01/2018 | 03/2018 | 9 | God(s): An Inquiry 2 - <i>World History</i> 2 - <i>Comparative Religion</i> 2 - <i>Philosophy</i> 2 - <i>Theory and Method in the Study of Religion</i> 1 - <i>Academic Writing</i> |
| 04/2018 | 06/2018 | 16 | Science Seminar: The Universe and You 4 - <i>Seminar on Conceptual Physics and Astronomy</i> 4 - <i>Seminar on Climate Change and Critical Thinking</i> 6 - <i>Research Inquiry on Entropy and The Arrow of Time</i> 2 - <i>Peer Feedback and Teamwork</i> |
| 09/2018 | 12/2018 | 14 | In Sickness and In Health 3 - <i>Medical Anthropology</i> 3 - <i>Sociology of Health, Illness, and Healing</i> 4 - <i>Positive Psychology</i> 4 - <i>Medical Humanities: Illness Narratives</i> |
| 01/2019 | 03/2019 | 16 | Existential Thought in Philosophy, Literature, and Arts 8 - <i>European Literature, 20th Century</i> 8 - <i>Philosophy:Existential Thought</i> |



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EVERGREEN UNDERGRADUATE CREDIT:

| Start | End | Credits | Title |
|---------|---------|---------|--|
| 04/2019 | 06/2019 | 16 | Current Economic Issues and Social Movements 8 - <i>Sociology: Social Movements</i> 3 - <i>Political Economy</i> 3 - <i>U.S. Economic and Social Issues</i> 2 - <i>Media Analysis</i> |
| 09/2019 | 12/2019 | 16 | Learning, Education, Schooling 6 - <i>Foundations of Education</i> 4 - <i>Sociology</i> 2 - <i>Anthropology</i> 4 - <i>Independent Study: Photo Essay of Learning</i> |
| 01/2020 | 03/2020 | 8 | Personality and Social Psychology: Who Do You Think You Are? 4 - <i>Personality Theory</i> 4 - <i>Social Psychology</i> |
| 01/2020 | 03/2020 | 8 | The Power of the Trauma Narrative in an Intersectional World: Impact on Bodies, Minds, and Lived Experiences 4 - <i>Creative Writing</i> 4 - <i>Psychology</i> |
| 03/2020 | 06/2020 | 8 | Positive Psychology and Well-Being Theory 4 - <i>Positive Psychology and Well-Being Studies</i> 4 - <i>Social Psychology</i> |
| 03/2020 | 06/2020 | 8 | Student-Originated Studies: Walking 8 - <i>Sociology</i> |
| 03/2020 | 06/2020 | 2 | Pandemic Academy: A Close Look at the Covid-19 Moment 2 - <i>Critical Thinking</i> |
| 06/2020 | 09/2020 | 4 | Transformative Writing 4 - <i>Creative Writing</i> |
| 06/2020 | 09/2020 | 2 | Tai Ji (Tai Chi) Philosophy and Practice 2 - <i>Taiji, Health, and Self Cultivation</i> |

Cumulative

181 Total Undergraduate Credits Earned



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There was a spark and then there was a fire and I left everything but the children and we drove three thousand miles to burn in the rain by the sea and underneath the evergreen trees. I knew it wasn't going to be easy. Total destruction would have to occur before the new growth could come in. I learned this in an ecology lecture my first quarter back in the classroom after years lost in survival mode.

I enjoyed measuring trees, strapping on waterproof boots, zipping on raincoats, and the long hours writing lab reports, but I could not ignore the passion I felt growing for stories, conversation, poetry. I fell hard in love with words very quickly. I read ethics and puzzled over paradigm shifts on the shores of the pacific with my classmates and faculty, and inside the lecture hall, both. I read the great philosophers and wrote about Gods. Having come from a deeply dysfunctional and abusive childhood and early adulthood, I became invested in learning all that I could about what it means to live a good life, a happy life, and how to heal and navigate ourselves and the world. I stepped out of my all-too-human comfort zone into conceptual physics, where I read closely of the beauty in reason, space, and time. I participated in a focused group study of the mechanisms of disorder, both physical and personal. I pondered the mysteries of the universe, gravity waves, amazed at the science of the way in which we dance with matter and energy towards death, every heated moment. I came back to Earth, exhilarated, and went on to learn methods of increasing subjective well-being through the lens of positive and trauma psychology. I studied the varied shapes of the narratives we tell ourselves to live.

I marched through the streets of Seattle on May Day with my peers and mentors, I stood in awe of the community support, the love, the connection, the unified in this small space desire for the liberation of all peoples. I shouted at the walls of the Northwest Detention Center with my peers until my throat became sore, my voice weak, intent on making it known to those inside that they are never alone in their suffering. I felt dizzy with the joy found in holding space for others. I studied multi-cultural experiences of learning and education, and I became acutely aware of the importance of an intersectionally-minded populace if we are to help each other live good and sustainable lives. It involves building and caring for a culture of thoughtfulness, of repair, and generating community and interpersonal relationships. It takes effort and commitment to actively work for love, justice, and social/spiritual liberation for all, and it is the most important work to be done.

Eliot Aronson, one of the most decorated and prominent psychologists in his field told our class when posed the question 'what do you think makes a good life?' during a lecture, that all you have to do is care about other people. Live with integrity. Be the parent, the friend, the lover you wanted. I had been hoping for something else, some further clue about the true meaning of life from this expert on behavior and the brain. What I came away with instead, and a culminating theme of my experience at Evergreen, was a clarifying, transformative recognition that it really might be that unsexy, it is really so painstakingly simple. The extremes and the range in between are all the possibilities of life; to love and be loved, the goal.



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June 2020 - September 2020: Tai Ji (Tai Chi) Philosophy and Practice

2 Credits

DESCRIPTION:

Faculty: Hirsh Diamant, Ph.D.

This course introduced students to Taiji (Tai Chi) fundamentals of practice and philosophy. Weekly classes allowed students to learn about self-cultivation through Taiji practice. Students learned several Taiji forms including: 5 Moving Forces Taiji, Taiji 24, and 5 Animals Taiji. Students also learned basic principles of Qi circulation through major meridians. Combined theory and practice gave students good foundation for self-care. Course requirements included readings, seminars, reflective writing, and weekly art and calligraphy assignments. Learning objectives included understanding Chinese classical texts, and understanding the importance of arts, movement, and culture in human development.

Students read from "Embrace Tiger, Return to Mountain: The Essence of Tai Ji, by Chungliang Al Huang and selected materials on-line.

EVALUATION:

Written by: Hirsh Diamant, Ph.D.

Brooke is an excellent student! She completed all class assignments and had a 100% attendance record! Brooke submitted all her work consistently on time and commented on work by other students. Brooke also worked regularly with Chinese calligraphy gaining skills with technique and artistic expression. I was very impressed with Brooke's diligence and commitment to excellence. Brooke is a gifted writer and in her papers she was able to express how she incorporated the new learning into her own life.

Brooke actively participated in both synchronous and asynchronous on-line seminars. Her comments to other students were positive and affirming. As the class progressed, Brooke's work showed a good understanding of course's learning objectives. I was very impressed by how quickly Brooke understood complex questions of relationships in practice and philosophy of Taiji. I hope she will continue her work and study in areas of health and human development.

It was a pleasure to have Brooke as a student in class and to witness her growth.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2- Taiji, Health, and Self Cultivation



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Student Self Evaluation for Tai Ji (Tai Chi) Philosophy and Practice
06/2020 - 09/2020

Brooke Beard

Tai Ji

Self Evaluation

This program was an in-depth exploration of Tai-Ji and Chinese culture. We read a text by one of the most influential tai-ji masters which helped us understand both practice and philosophy of the artform. The essence of Tai-Ji is to become aware through the body of your center, or chi. We must go beyond binary thinking to understand chi. Yin-yang and the five moving forces help us put an image to the connection and transformation from one state of being to another. As well as an introduction to Chinese letters as beautifully crafted pictures that illustrate a story, we played with calligraphy brushes and ink. The essence of Tai-Ji should extend beyond the movements into our everyday lives, flowing through each experience. We can plod through the days, we can dance beautifully with each moment, or we can do a little bit of both.



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June 2020 - September 2020: Transformative Writing

4 Credits

DESCRIPTION:

Faculty: Tara Hardy

Students will read stories, essays, poems, theory, and visionary work by people living intersectional lives, including but not limited to, People of Color, Trans and Nonbinary/Gender Nonconforming People, People with Disabilities, LGBTQ People, immigrants, trauma survivors, people who have been incarcerated, poor and working class people, elders, youth, and more. Through study and practice of the craft of writing, students will contribute to the narrative(s) of living these identities with their own writing.

In addition to reading, students will offer pages for classroom workshop. This will be material to not only dissect, but from which to learn about the craft of writing. Students will emerge with a portfolio of new work.

Study of published work will include writing by: Robin DeAngelo, Leah Lakshmi Piepzna Samarasinha, Natalie Diaz, Maisha P. Johnson, Julie Otsuka, Rachel McKibbens, Nam Le, Joy Harjo, Roxanne Gay, Denice Frohman, Octavia Butler, Lorna Dee Cervantes, Ta-Nahisi Coates, Karen Finneyfrock, Eli Clare, Danez Smith, Toni Jensen, Rita Dove, Shani Mootoo, Paul Tran, Roya Marsh, Alice Walker, Sara Brickman, Manil Suri, Jericho Brown, Shira Erlichman, Morénike Giwa Onaiwu, Lucille Clifton, Carmen Maria Machado, Portia Olayiwola, Lindsay Nixon, Saeed Jones, Coleson Whitehead, Aman Batra, Kai Cheng Thom, Javon Johnson, Natasha Hooper, Rudy Francisco, Toni Morrison, Ebo Barton, Joshua Whitehead, Patricia Smith, Dorothy Allison.

EVALUATION:

Written by: Tara Hardy

Brooke came into the *Transformative Writing* program eager to learn about creative writing. In class Brooke was exceptionally present, and her engagement with program material was consistently thoughtful. Brooke took charge of her learning by turning in almost all assignments on time.

Brooke was able to easily absorb and apply new concepts to her own written work. After discussion about the use of a list as an element of craft, Brooke wrote a list poem about witnessing a traffic accident that is worthy of publication in its first draft. Additionally, Brooke always wielded images in deft ways, and was able to articulate for the class why, for the purpose of craft, this was done. Brooke's writing was not just among the best in the class, but among the best I have had the privilege of encountering during two decades of teaching. It is with reason that Brooke is known as one of the strongest poets in the community.

Brooke demonstrated a strong ability to evaluate the craft of writing by giving generous feedback to classmates about their writing. I could always count on Brooke to respond supportively to classmates who shared work. In fact, Brooke helped form a core of students around whom community formed. I believe this was due to not only Brooke's enthusiasm, but also her ability to make connections with others. The class would not have been the same without Brooke's generosity of spirit.

In addition, Brooke was always ready with comments about published work. I relied on Brooke for insightful comments that interrupted awkward silences during class discussions. In this way, Brooke was an exemplary leader for how to engage with program material. More than once, Brooke provided an example for other students of the kind of risk-taking that can lead to growth by reading her writing aloud—followed by much praise by her classmates.



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In addition, Brooke eagerly engaged with learning about the ways that oppressions intersect. Concern about the unfair operating of power and privilege in the world is of obvious concern to Brooke. Brooke was often a voice for integrating these concepts into class discussion.

Given Brooke's enthusiasm for the study of creative writing, her ability to incorporate feedback and instruction, and her ability to follow through on a goal, it's clear to me that success in the field of creative writing is extremely likely. I believe Brooke will find more than enough success in the writing world to make it a career. I hope she does—we need her voice.

In short, it was an absolute delight to have Brooke in class. I would be overjoyed if Brooke chose to study with me in another program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Creative Writing



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Student Self Evaluation for Transformative Writing

06/2020 - 09/2020

Brooke Beard

Transformative Writing 20

Self Evaluation

Studies with Tara are always transformative in many ways beyond the writing. I learned in this program more about how to see the world in all of its intersectional structures and forms. We read catch-your-breath powerful stories and poetry, written by a diverse pool of authors. Each evening of class, even as the world outside burns, I would listen to and share my own most intimate of thoughts with one of the most loving and supportive groups of students I have had the pleasure of studying with, and it sustained me in many ways beyond intellect. I was held in a mutually respectful space of self-discovery. I honed further some technical writing skills, and how to gracefully give and receive feedback. I was witness to the magic of the line-break, one of many tools I gained in this, and other programs with Tara. I leave this experience with a deeper understanding of the ways in which we can both physically, and spiritually transform our writing, ourselves, our communities, our world.



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March 2020 - June 2020: Pandemic Academy: A Close Look at the Covid-19 Moment
2 Credits

DESCRIPTION:

Faculty: Nancy Koppelman, Ph.D.

In Pandemic Academy, students learned about a wide range of issues raised in the first months of the Covid-19 viral pandemic. Students viewed weekly lectures and panel presentations by Evergreen faculty and outside speakers on topics such as the biology and epidemiology of public health, sources of community resilience, the sociology of fear, food justice, the plight of people on the margins of American society, and the ethical content of large-scale crises, among others. Each student kept a weekly journal, wrote reflection papers at the beginning and end of the quarter, and attended a weekly discussion seminar.

EVALUATION:

Written by: Nancy Koppelman, Ph.D.

Brooke Beard did excellent work in Pandemic Academy, attending the class sessions and writing all of the required weekly response papers with distinction. Throughout the quarter, these responses were exceptionally thoughtful, well-written, and penetrating, and showed that Brooke learned a great deal from every speaker in the lecture series. Her final paper brought her learning in Pandemic Academy up to date, as the Black Lives Matter movement was revived shined light on many of the themes of inequality that the pandemic had already brought into public consciousness. Brooke's searching writing is inspiring stands as a moving record of her awakening to the many facets of the pandemic. Her insights were all well-earned. It was a pleasure working with Brooke in Pandemic Academy.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2- Critical Thinking



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Student Self Evaluation for Pandemic Academy: A Close Look at the Covid-19 Moment
03/2020 - 06/2020

Brooke Beard

6/20

Pandemic

Final

In one way or another nearly every lecture told a story of systemic/structural poverty and racism, and rabid inequities, widely exacerbated and further exposed by Covid-19. What was already bad (income, housing costs and access, food, healthcare, domestic violence) has become exponentially worse for nearly everyone under a certain tax bracket, and particularly for people of color, our most vulnerable communities, and impoverished peoples, brought on by a near total economic collapse. The local mutual aid response was both impressive and humbling for my low-income household, but bittersweet in the knowledge that we will be left behind again, soon enough.

When George Floyd's slow excruciating death by police was filmed by a young bystander and broadcast for the world to see, it broke open a centuries old dam of white supremacy and silence, where an already hungry and angry, a dying to be essential for everyone else public burst forth and flooded the streets in demand for justice, in demand for peace, for black lives, and for us all. Marvin Gaye sings "mama, mama.." and I think about this man calling out for his mother as he gasped his last breath, and I look down at the masked face of my child, she squeezes my hand as we march with the chanting crowd, and I feel the sensation of something transformative being born.



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March 2020 - June 2020: Student-Originated Studies: Walking

8 Credits

DESCRIPTION:

Faculty: William Ray Arney

This program supported students who wanted to undertake independent work, or work in small groups, under the banner of "Walking." John Francis, in *Planetwalker: 22 Years of Walking, 17 Years of Silence*, wrote, "As we walk upon the road we meet ourselves. And at the end, perhaps we'll find that there are no sides to take, no enemies of state, no arguments against each other. There's only death that waits. But on this tiny planet, and in this precious moment, we have the chance to live in peace together. If only we would take a walk." We started from the position that he may be right and that he may have issued everyone an invitation.

Students could study walking by reading, by talking with and learning from others and, if they wished, by taking a walk (or walks). Recommended books included John Francis's *Planetwalker*, Rebecca Solnit's *Wanderlust: A History of Walking*, Frédéric Gros's *A Philosophy of Walking*, and John Kaag's *Hiking with Nietzsche: On Becoming Who You Are*. Beyond that students read what they needed to read and did what they needed to do to pursue a creditable study of walking.

EVALUATION:

Written by: William Ray Arney

Brooke participated a bit in the common parts of the program. She missed seminars in order to attend the Pandemic Academy lecture series. She posted a few pieces on her WordPress site. There was a nice photographic essay of children enjoying Burfoot Park, and a comment based on a lecture in the Pandemic Academy series on "institutionalizing mutual aid." And then there were these thoughts about walking, with children, in these times:

"So we go outside. I've been thinking about walking, writing about walking, dreaming about walking, buying things for walking, talking about walking, reading about walking, and now that there's nothing left to do but walk, I'm feeling a little stumped, if not apprehensive. I suppose it's alright that we're sticking (very) close to home to start with. It's been twenty years since I've done any serious walking (another post for another time), so I am familiar with the thing, but I'm also two entire human beings birthed later, and I've shed every pore of skin since then. I knew something about myself then perhaps, and I've since lost it. I'm looking to find it again, plus two."

A draft of a self evaluation ended this way:

"What is that thing that drives us out of our beds to stumble on through our lives, day after day? Religion is born of this thing. Pilgrimage follows. The blues is born of this thing. Every midnight ramble, every failed marriage, every intimate moment with friends and loved ones is born of this thing. We walk through the evolution of our species. We walk to assert status and power, we walk for liberation from said power, we walk for justice, we walk for peace, we walk in support of our most vulnerable and suffering communities and beyond. We pilgrimage to high mountain peaks in search of some desired freedom, once arrived we find that the experience we bitched about, which was our whole lives, was actually the point. We may find it wise to participate, to come home, to revel in the joy that is the journey."



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

8 - Sociology



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Student Self Evaluation for Student-Originated Studies: Walking
03/2020 - 06/2020

Brooke Beard

Walking, Spring 2020

Self-Evaluation

In a program called Walking, the learning involved very little actual one foot in front of the other movement, in part due to a global pandemic and state-wide stay at home orders, but more so because the actual walking seems only to be the vessel which carries the meaning and the purpose of the thing, which I do not claim to know or fully understand, because both act and theory ask some of the most philosophical and existential of questions.

What is that *thing* that drives us out of our beds to stumble on through our lives, day after day? Religion is born of this thing. Pilgrimage follows. The blues is born of this thing. Every midnight ramble, every failed marriage, every intimate moment with friends and loved ones is born of this thing. We walk through the evolution of our species. We walk to assert status and power, we walk for liberation from said power, we walk for justice, we walk for peace, we walk in support of our most vulnerable and suffering communities and beyond. We pilgrimage to high mountain peaks in search of some desired freedom, once arrived we find that the experience we bitched about, which was our whole lives, was actually the point. We may find it wise to participate, to come home, to revel in the joy that is the journey.



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March 2020 - June 2020: Positive Psychology and Well-Being Theory

8 Credits

DESCRIPTION:

Faculty: Mark A. Hurst, Ph.D.

Beyond psychology's early focus on pathology and the negative aspects of human experience—what's 'wrong' with us—a new science has emerged over the last 20 years to understand humans at their best. This worldwide collaborative effort has begun to empirically investigate, and experientially increase, what "makes life worth living." The objectives for this half-time eight-credit program included the development of an advanced body of knowledge (and experience) regarding the positive aspects of human existence, as well as specific strategies for achieving the self-efficacy, hope, optimism, self-regulation, and resilience that serve positive emotion, positive character, positive institutions and communities, and positive organizational scholarship. To the extent that basic psychological processes are shaped by the nuances of nature and nurture, and that living environments create the context for human expression and fulfillment, we broadly examined the science of life satisfaction, applying practical strategies that promote well-being and quality of life in social interactions, across cultures, as well as in the natural world.

Students "lived" much of the material over the quarter, devising and discovering ways to apply this new science to personal and professional development. Through the lens of love, work, play, and service to others, they engaged in activities to build more of what contemporary scholars have deemed "the good life." This program is relevant for careers in any discipline, but especially psychology, sociology, education, media, journalism, government, criminal justice, and law.

EVALUATION:

Written by: Mark A. Hurst, Ph.D.

Brooke is a smart, conscientious, and productive student, who wonderfully completed all objectives for this program. As an engaged and thoughtful presence in the learning community, Brooke possessed an impressive voice in the classroom, often addressing underlying systemic and structural issues that affect the lives of those who face challenges in life, as well as those who are oppressed. I was pleased with Brooke's motivation and skill to produce meaningful and influential work, that could impact others and bring about not only individual coping, growth and change, but that which is needed in social and cultural institutions and communities. Brooke's critical thinking and ability to apply theory to practice helped the program examine complex issues of suffering, stagnation, and flourishing. I was most impressed with Brooke's educational focus on narrative sociology and psychology, as she completes her degree. This knowledge and skill base will allow her to become an influential change agent at the individual, social, and cultural levels.

Brooke also expressed her learning well in response papers, feedback to her peers' work, workshops, and projects. Producing assignments that were detailed, organized, and influential in their message, was a fine skill that Brooke carried out at an advanced level. In each piece of writing, Brooke documented the deepening and broadening of psychological knowledge and skill by effectively integrating and synthesizing program texts, journal articles, videos, and other resources. This wonderful ability demonstrates the assimilation and accommodation of information that will serve Brooke well in graduate school. As an example of this type of undergraduate scholarship, Brooke wrote:

"Somewhere around chapter three the author posits that grief and depression have similar symptoms. What if depression is a form of grief? Hari asserts that we really don't understand human suffering at all. When we see it there is a tendency to give a temporary fix, a band-aid, which we know will not cure the root causes. Hari speaks on this in regard to depression and using medications to dam the grief. I would like to extend this idea into other spaces, like



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political economy and social justice movements. We understand that impoverished people experience more stress long term, have a lack of, or no stabilizing forces, and experience repeated negative life events which becomes a "sustained helplessness" as Hari calls it. The pitiful stimulus checks so desperately needed because minimum wages are so minimal that few can sustainably live, less save any money for disasters, seem to be the equivalent of Hari's SSRI's in treating depression. It might help temporarily, it might not help at all, it will eventually drop the ball and you'll be left back in the rut where you started. It comes down to treating the cause, not the symptoms."

Some of Brooke's other writing addressed ideas regarding: how humans create meaning, and pursue happiness, in an effort to "make sense" of a complex world; "radical acceptance" of the things that are true at the moment, balanced with the knowledge that one can always choose to make a difference in the next moment; the critical nature of "service to others" in relation to individual or cultural adversity; the need for continuing our "happiness homework" to manage suffering and stagnation as we seek to flourish more often; and how perception, perspective and changing one's "viewing and doing," can affect happiness and meaning on a daily basis and across sources of meaning and time.

Beyond book notes to each text, students were asked to keep a journal to document their learning, try and use a variety of methods to slow thinking and calm the body, and create an individual plan for "making a difference" for others regarding the psychological science of positive psychology and well-being theory. Brooke continued her well established practices in journaling and meditation. She documented her activity over the quarter in her "manual" (written documentation of her life lived in the form of quotes, poetry, book passages, and her own thoughts), and has found satisfaction in keeping a gratitude journal. She also invested in her daily practice of breathing meditation (Yoga Nidra), which she finds very therapeutic.

Brooke's "giving psychology away" project (which represents the third pillar of positive psychology, that of positive institutions and communities) culminated in numerous activities she engaged in with her children to "serve others." Participating with a local community service organization focused on families, Brooke and her children were creative in their community investments (planting trees, having a book drive, caring for the homeless, etc.). From these efforts, Brooke recognized the piecemeal efforts that often are only a "band-aid" for those who are suffering. It was very apparent her long-term goals are to change social and cultural institutions to address root cause solutions, rather than "pump-handle" interventions.

All of these efforts to increase well-being were especially timely given that this quarter was experienced under the cloud of a global coronavirus pandemic, as well as civil unrest in the country over longstanding racial injustice.

Brooke is a delightful presence in the learning community. Having studied with me over the last two quarters, Brooke quickly and effectively became an unassuming leader and a likable and respected peer. Completing this program with excellent cognitive, writing, and interpersonal skill, Brooke is well-equipped for graduate studies in psychology. What a remarkable student!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 4 - Positive Psychology and Well-Being Studies
- 4 - Social Psychology



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Student Self Evaluation for Positive Psychology and Well-Being Theory
03/2020 - 06/2020

Brooke Beard

6/20

Wellbeing

Self Evaluation

With the whirlwind of a world we're currently experiencing together, I can't imagine there could have been a better time to study wellbeing theory and positive psychology. In *the Book of Joy* we learned from Archbishop Tutu and the Dalai Lama that in order to heal our own pain we must turn towards the pain of others. This idea falls in perfect alignment with the ideals of social justice and equity work I have studied prior, and that is an understanding that none can be free until our most vulnerable people are liberated.

We studied Dr. Pennebaker's expressive writing method, a data-backed body of work that says journaling in a particular way can be transformative for people suffering from depression, anxiety, PTSD, and other expressions of mental distress and rumination. We touched on personality theory with Dr. McAdams, of particular interest was the discussion of his new book analyzing Trump: the "episodic man", which helped me to understand a different perspective on how he garners the support that he does. Throughout the quarter we worked through Dr. Alan Carr's Positive Psychology workbook, which provided many hands on and practical opportunities to incorporate the practice into daily life. I leave this program with a balanced foundation to build upon in both the scientific theory and personal practice of positive psychology.



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January 2020 - March 2020: The Power of the Trauma Narrative in an Intersectional World: Impact on Bodies, Minds, and Lived Experiences

8 Credits

DESCRIPTION:

Faculty: Tara Hardy

Students will read stories, essays, poems, theory, and visionary work on the subject of trauma by people living intersectional lives, including but not limited to, People of Color, Trans and Nonbinary/Gender Nonconforming People, People with Disabilities, LGBTQ People, immigrants, trauma survivors, people who have been incarcerated, poor and working class people, elders, youth, and more. Through study and practice of the craft of writing, students will contribute to the narrative(s) of trauma with their own writing.

In addition to reading, students will offer pages for classroom workshop. This will be material to not only dissect, but from which to learn about the craft of writing. For a final project, students will produce and participate in a public reading of writing generated during the course. As a result of the development of a sense of community within the classroom, every student will participate in the reading.

Study of published work included writing by Ebo Barton, Gary Copeland Lilley, Robin DeAngelo, Joy DeGruy, Natalie Diaz, Mark Doty, Shira Erlichman, Amber Fayefox Kim, Judith Herman, Nicole Homer, Sonya Huber, Li-Young Lee, Therese Marie Mailhot, Carmen Maria Machado, Rachel McKibbens, Jennifer Mulan, Angel Nafis, Tim O'Brien, Cody Pherigo, Tracy K. Smith, Cheryl Strayed, Kai Cheng Thom, Jose Antonio Vargas, Ocean Vuong, Lidia Yuknavitch

EVALUATION:

Written by: Tara Hardy

Brooke came into this program eager to learn about trauma and its impact, and to approach the topic via creative writing. She was particularly eager to learn about the ongoing effects of trauma, and to apply newly learned craft elements to her own writing. In class, Brooke was exceptionally present, and her engagement with program material was consistently concentrated and thoughtful. Brooke took charge of her learning by being in immediate contact with faculty when missing a class, and by turning in all assignments on time.

Brooke demonstrated a strong ability to evaluate the craft of writing by giving generous feedback to classmates about their writing. I could always count on Brooke to respond supportively to classmates who shared work. Brooke was able to easily absorb and apply new concepts to her own written work. After discussion about how to use an object as a primary image through which larger elements are illuminated, she wrote a poem that utilized moisture as a primary object to amplify meaning in a poem about the feeling of alienation. Brooke's papers were consistently strong, not just in terms of technical effort, but also in terms of emotional depth and investigation. Even so, over the quarter, her skill grew, and she continued to turn in papers that were more complex than the stated assignment.

Brooke's writing was among, not just the best in the class, but among the best I have had the pleasure to read during two decades of teaching creative writing. When Brooke read her free-writes aloud in class, people gasped. She was known, with good reason, to be one of the strongest poets in the class. I believe that, should she wish to, Brooke will find much success in the world of writing. Enough to make it a career—and I hope she does. We need her voice.

More than once, Brooke provided an example for other students of the kind of risk-taking that can lead to growth. Additionally, Brooke showed interest beyond merely completing what was assigned and took



Beard, Brooke C

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advantage of the option to participate in the program's final project of a public reading. During rehearsal, Brooke gave classmates an example of how to gracefully receive, and then apply, constructive criticism and feedback.

Brooke was always ready with comments about the study of trauma. I relied on her for insightful comments that often interrupted awkward silences during class discussions. In this way, Brooke was an exemplary leader for how to engage with program material. In addition, Brooke eagerly engaged with learning about the ways that trauma and oppression intersect. Concern about the unfair operating of power and privilege in the world is of obvious concern to Brooke.

Given Brooke's enthusiasm for the study of trauma, as well as for writing, and her ability follow through on a goal, it's clear to me that success in the fields of trauma and/or creative writing are not just likely, but a given. In short, it was an absolute delight to have Brooke in class. I would be overjoyed if Brooke chose to study with me in another program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Creative Writing

4 - Psychology



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Student Self Evaluation for The Power of the Trauma Narrative in an Intersectional World: Impact on Bodies, Minds, and Lived Experiences
01/2020 - 03/2020

Brooke Beard

3/20

Trauma, Winter 2020

Self-Evaluation

Trauma, from a peer-reviewed academic perspective, as well as an intersectional, generational, and cultural point of view was the main topic of this program. A big takeaway for me is the idea of the good/bad binary, disturbed. A recognition of the pain that lies deep inside the violence, and how it perpetuates itself, the way in which this cycle clicks and clacks, round and round like a penny left in the dryer. Except in this scenario, the person who makes the decision to stop the incessant noise only has to sift through fresh, warm, soft fabric to access the intrusion. Trauma survivors must wade through hundreds of oceans of stinking shit.

I found myself purging my pain, my own trauma almost on a timeline of my life from my earliest memories to the present. Each week I put words to the violations, I pointed fingers, I introspected, I reflected on how my story connects with every other, stories I told myself, stories my faculty and peers told, and the stories our class texts contained. I thought a lot about the story I've told about me, myself, a self, for a very long time, and I'm getting comfortable with the idea that It, that concept of whoever I am, does not own me. As I move towards a career focused on working for the liberation of others as well as myself, I will reflect often on the power of narrative to be absolutely life-changing. Perhaps the most important concept to move forward with is that of the hungry need our societies, and every single body within them has for real, raw, loving acceptance, and connection with others. It fulfills us on a personal level, it speeds the recovery time for people who've experienced trauma such as PTSD, and I believe it has larger implications in that we, in unapologetic loving togetherness, are our biggest hope for systemic change in this world.



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January 2020 - March 2020: Personality and Social Psychology: Who Do You Think You Are?

8 Credits

DESCRIPTION:

Faculty: Mark A. Hurst, Ph.D.

At adulthood, a human has already spent decades defining and characterizing attributes, beliefs and preferences of the individual they call "ME". Where do I get the ideas I have about "who I am"? Am I more nature or nurture? Is the self malleable or fixed? The concept of self can be beneficial as an ally, or a confounding negative force—but how can we know which it is to be?

In this half-time program, students examined the psychological research over the last 60 years, that helps describe, explain, predict and modify aspects of the self. They explored topics such as theory of mind, self-concept, self-esteem, self-awareness, self-efficacy, identity, social comparison and impression management, self-deception, self-serving biases, escaping the self, self-control, and the contemporary dilemma of "self as a value base". Additionally, students read deeply and broadly about McAdams' 30 years of research on the Life Story Model of Identity. All of this work addressed implications for essential functions of the self in the domains of work, love, play, and service to others, as well as Eastern and Western perspectives on the self. Finally, students had the opportunity to ask questions of two of the greatest psychological scholars of the past half century (Aronson and McAdams), after reading their work.

Reading for the program included the following texts: McAdams, *The Redemptive Self: Stories Americans Live By*; Tavis & Aronson's *Mistakes Were Made, But Not By Me: Why We Justify Foolish Beliefs, Bad Decisions, and Hurtful Acts*; and Wilson's *Stranger to Ourselves: Discovering the Adaptive Unconscious*, as well as journal articles by Baumeister and McAdams.

Assignments included the completion of book notes, self-assessments, a creative piece of art representing a narrative of the student's life (using McAdams' Life Story Model of Identity) and completing a detailed Life Story Interview with someone they knew well.

This program is relevant for careers in psychology, sociology, education, media, journalism, government, criminal justice, law.

EVALUATION:

Written by: Mark A. Hurst, Ph.D.

Brooke was a smart, engaged and personable student, who excelled in every aspect of this program. Her thoughtful and articulate personality infused classroom and online seminars and interactive lectures with intelligence, zest, and care. Brooke possessed the motivation to succeed, as well as a strong, authoritative voice to share her ideas and build on seminar discussions, and was able to quickly shift to be an attentive, active listener with her peers. I came to count on her (among a handful of students) to initiate seminars and offer interesting questions, insightful ideas/perspectives, and integrative conclusions, as well as listen to perspectives that were different from her own. Her critical thinking and ability to apply theory to practice helped the program examine complex issues of narrative lives, in relation to gender, race, class, and many other differences within the human experience. These skills, along with her open-mindedness and willingness to hear others' perspectives, were vital to building a thriving "hybrid" (50% classroom and 50% online) learning community. She came prepared to every program session fully able to tackle the material that was assigned.



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Brooke was a good writer, whose work was timely and relevant. She documented her learning well in detailed, organized, and influential posts on program texts. This was most evident in her comments on the program materials as they related to development of a generative self with unity and purpose. Brooke's Jigsaw Classroom contributions highlighted critical points of her two "expert" chapters (on the influences in the United States regarding the Puritan "myth and self-help guides) demonstrating her ability to effectively analyze and integrate program content for teaching and influencing her peers. All of her work suggested an interest in affecting lives at the individual, social, and cultural levels, for the pro-social good. Brooke was quite skilled in weaving program content together with previous learning and real world examples. This writing exemplified her advanced ability to assimilate and accommodate information from diverse sources as she builds a deep and broad knowledge and skill base in psychology. Many of the topics Brooke wrote about were related to: how humans "make sense" of people, events, and life, in general, for a deeper and broader sense of meaning and purpose; the philosophical roots to psychology; cognitive dissonance, self-deception, and self-justification processes; the complexity of self-esteem, and the new focus on self-compassion; the human benefits and costs of impression management; the uses of adversity; ego threats and bruises, and the achievement of unconditional self-acceptance; illusory processes in making sense of "reality;" the therapeutic benefits of writing about trauma; the psychological immune system; and the correlates of negative thinking to depression.

The major assignments of the quarter were: 1) to produce a piece of art that reflected aspects of one's "self," as well as their "story," based on program content (McAdams' Life Story Model of Identity, etc.); and 2) document a Life Story Interview (based on the Foley Center model) of a person they know in written or recorded form.

Brooke's creative project culminated in the presentation of a of "thread" of symbolic items that depicted her own "narrative identity" up to this point in her life, representing life experiences, as well as core values and beliefs. I was impressed with her write-up of the content, but especially the process in sharing her story through a creative medium. Her art piece included symbols that hinted at a life journey filled with opportunity, as well as challenge. Brooke engaged with some of her classmates in examining the "chapters" of her life so far (depicted in vivid colors and engaging symbols), as well as key scenes (high and low points, turning points, wisdom events, challenges, memories, personal ideologies, and the future).

Brooke documented her growing knowledge and skill regarding Life Story Interviewing in examining the "narrative identity" of her 22 year-old friend. Brooke utilized many of the standard questions developed by McAdams and his team, and documented the settings (both geographical and ideological), key and influential characters (parents, partners, etc.), transitions and turning points, etc. Brooke's efforts reflected many aspects of story components from McAdams' model, that we focused on this quarter, themes of challenge, loss, generativity, redemption, transcendence, control and belonging were well represented. It was a sincere examination of "self and story" that demonstrated Brooke's ability to produce undergraduate work that reflects the unique opportunities for an Evergreen student (collaborative learning, applying theory to practice, learning across difference, etc.)

Brooke is a true asset in the learning community as a capable and steady participant who sees the work through from start to finish. She quickly established herself as an appropriately directive leader and a respected and influential peer. Brooke completes this program with the cognitive, writing, and interpersonal skill, for advanced studies and graduate programs in psychology.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 4 - Personality Theory
- 4 - Social Psychology



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Student Self Evaluation for Personality and Social Psychology: Who Do You Think You Are?

01/2020 - 03/2020

Brooke Beard

3/20

Who Do You Think You Are, Social and Personality Psychology

Winter 2020

Self-Evaluation

The program began with students taking a personality assessment which measures the five basic personality types as peer-reviewed science versus more detailed, less accurate trait systems of understanding personality. Within the first few weeks of class I increased my knowledge of the changes capable in self concept through the narratives we tell ourselves. Though the stories we tell are varied, it is understood that unity and purpose are sought after, Americans like a sprinkle of redemption, and generativity levels are important for a healthy self-concept. Another central theme of this program was that of self-esteem versus self-compassion. Esteem is a problematic, individualist concept, whereas compassion involves a recognition of self in relation to others, and in turn strengthens our understanding of and need for interdependence.

In relation to interdependence, we participated in a jigsaw classroom, a model of instruction that relies on the democratic participation of the students to create the learning experience. The creator of the Jigsaw classroom, Elliot Aronson, also introduced me by way of the book "Mistakes Were Made but Not By Me" to theories of cognitive dissonance, self-justification, and confirmation bias. Everyone experiences the world differently, one reality can not be truer than the next (except science), and people don't count for the problems this personal bias poses in politics and other social fields. To further enrich this study, we read about mental processes outside of awareness, non-conscious gymnastics with the capability of forming a slew of political, cultural, sexist, racist biases that we may not even be aware of.

In a classroom skype with Aronson, I asked this decorated social psychologist, arguably the greatest expert in the field, what he thought it takes to live a good life. He answered humbly, with words like "community", "career", "joy", listen, have fun, balance! Though the response was kind, I couldn't help but feel like his message was as generic as a fortune cookie, and I had right then some sort of realization that maybe it's really that unsexy. The meaning of life might really be that painstakingly, boringly simple. Love and be loved.

Tolerate ambiguity. Happy and meaningful may be two separate things; happy can be mindless and selfish, while meaningful requires actively building well-being. Change is inevitable, and happens through both time and methods uncontrollable, but also through behavior, and it is here that growth is optional. Part of the revelation of self-actualization comes with the recognition of inter-connectedness.

I am looking forward to further studying narrative and positive psychology as it relates, and its potential within the causes of intersectional social justice, and diversity. Educated and self-compassionate people commit less crime, yet the prison system in the U.S. is focused on punishment versus rehabilitation. I think the problem lies more in the system than the individual. The focus in my mind is positive psychology for liberation. Self-compassion and education can simultaneously strengthen and soften the people, put them in the balanced state of mind they need to be, in order to participate actively in making change.



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Finally, I take with me the idea of therapy as education, therapist as storyteller with great potential to help people change their lives, which in turn may change the world.



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September 2019 - December 2019: Learning, Education, Schooling

16 Credits

DESCRIPTION:

Written by: William Ray Arney, Ph.D. and Rita Pougiales, Ph.D.

Learning is one of the great gifts of life. Children learn to walk, talk, love, and become the people they are simply by, in a sense, "taking it all in," as a gift. We contrasted learning with education and schooling. Education, we said, involves handing oneself over to another, as an apprentice to a master for example, so that the master might "draw out," as the Latin root of "educate" suggests, some inner talents, skills or abilities that will help us get farther down our paths. "Schooling" is a product of schools, social institutions that discipline (and sort and grade) everyone to adapt to other social institutions—the economy, health care, law, modern transport systems, communication—that support the living, and the "making a living," that we are allotted in these times. We studied the history of schools to understand how learning, which always led to and supported an expansion of one's freedom, got corrupted into schooling, another service industry that offers another form of professionalized constraining "care" so that we can "get along," along to advanced schooling, along to our cubicles and gigs, along to the next professionalized service station. We also studied various oppositions to schooling: free schools, democratic schools, liberatory education, unschooling, Evergreen in its early years, institutions that aim for freedom to learn and learning in freedom.

Readings included John Holt, *Learning All the Time*, Ivan Illich, *Dechooling Society*, Kathryn Linn Geurts, *Culture and the Senses: Bodily Ways of Knowing in an African Community*, Sven Birkerts, *The Gutenberg Elegies: The Fate of Reading in an Electronic Age*, and John Kaag, *Hiking with Nietzsche: On Becoming Who You Are*, plus many articles such as Jonathan Lear, *The Aims of Education Lecture*, University of Chicago, 2009, Alain de Botton, "You Could Finally Leave School," Aaron Falbel, "Learning? Yes, of Course. Education? No, Thanks," Matthew B. Crawford, "Shop Class as Soulcraft," Ivan Illich, "The Educational Enterprise in the Light of the Gospel," Hannah Arendt, "The Crisis of Education," Leslie W. Lewis, "Liberatory Education," and chapters from John Gatto's *Underground History of American Education*. Students read these works and discussed them in three seminars each week. Three writing assignments invited students to reflect on our readings and write "something important that others should know." Students also wrote mid-quarter self-evaluations and end-of-quarter evaluations of the faculty and of themselves. They completed independent studies on authors or subjects of their choice and submitted papers to demonstrate their accomplishments. Students met with their peer groups, groups of three to seven colleagues, each week to help one another with the work of the program and to enjoy one another's company.

EVALUATION:

Written by: Rita Pougiales, Ph.D.

Brooke was a strong member of our program. She brought her own fine academic skills as well as her thoughtful reflections on her life experiences. She had a gift for weaving these together. In both her seminar participation and in her writing, she seemed to reach deep into herself to contribute to our inquiry. Her comments were both complex and poignant.

Brooke was a very attentive member of our seminar. In large group discussion, she seemed to listen acutely to others, and would contribute comments that seemed to bring the humanity of our topics to light. While she was often quiet, she was always fully present and had a distinct presence in the group. She exuded a thoughtful, reflective manner, a manner that helped set a tone of careful deliberation in our seminar.



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Brooke entered the program with good skills as a writer, and with an urge to write in many genres. She was a creative storyteller, and expressed her understanding of learning and education through a story. She also wrote a more standard essay, with a strong assertion and good development of her ideas. Writing is clearly a medium that Brooke uses well; I hope she continues to turn to it as a means of thinking and communicating with others. I do urge Brooke, in her work at the college, to draw more of the text and program material into her writing. It is an important way to engage intimately with the authors, sorting out what of their thinking applies.

Brooke completed an excellent final project. She photographed and then created a photo essay of children in a variety of learning situations – on a hike, in the library, at home. Her work is titled “Learning All The Time: An Essay in Photographs.” Brooke included vivid photographs, with many close-up expressions on the children’s faces. More than documenting their learning, she captured the excitement, often wonder, in their experience. Technically, the essay was well constructed and absorbing. For guidance in this work, she read the following texts: :*The Photographer’s Story* by Michael Freeman, and *The Art of Photography* by Bruce Barnbaum.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 6 - Foundations of Education
- 4 - Sociology
- 2 - Anthropology
- 4 - Independent Study: Photo Essay of Learning



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Student ID

Student Self Evaluation for Learning, Education, Schooling
09/2019 - 12/2019

Brooke Beard

11/19

Learning

Self Evaluation, mid-quarter

I have been thrown from the comfort of thinking that everyone lives life in somewhat similar ways. Each and every experience and sensation is both subjective and a direct result of the culture and environment in which we were raised up as children. I have further unpacked the word "teach", what it means to be a teacher, opening it up to represent more of a collaborative environment and breaking down its more traditional structures held together by fear and an overreaching sense of authority.

What have I really done so far this quarter? I find myself closely watching the world around me, in particular my children, listening to the nuances in body language, in facial expression. Making more of an effort to hear the need beyond the visible cues. I have explored the library in a more intimate way than ever before, spending at least three days a week participating in events and activities, and often just sitting quietly, noticing the space, the filtered sunlight, the hushed voices, the laughter, reading to the children, and being read to in return. In doing so I have experienced both the feelings of being entranced by words printed on a page, as in the Gutenberg Elegies, and the sheer power and force of spoken language as at the Lushootseed story telling event.

My children and I have attended several informational programs about mushrooms and fungus. I find it absolutely fascinating that what we see on the surface, the fruiting body, is connected underground to vast networks of mycelium, and that mycelium communicates through each other and to other living beings. Here lies yet another lesson in face value judgements and the power of what is unseen. I find myself walking slowly on paths taken every day, noticing. Noticing. Furthermore, I have taken an interest in narrative storytelling via photography. I am taking solace in the breathing, and in being alive. To be learning all the time is a valiant personal responsibility.



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Student ID

April 2019 - June 2019: Current Economic Issues and Social Movements

16 Credits

DESCRIPTION:

Faculty: Peter Bohmer and Elizabeth Williamson

This program gave students the opportunity to study four contemporary social issues that have given rise to significant mass movements: Black Lives Matter, the fight for \$15, reproductive justice, and anti-fascism. Students developed an understanding of these movements and the political economic context and social problems that spurred them to organize through lectures, seminars, guest speakers, field trips, film screenings, and critical writing assignments. Through their written assignments and in-class work, students were asked to wrestle with the relationship between intersectionality and capitalism, to articulate the root causes of economic and social issues and their impact on ordinary people, to describe the past and present role of social movements in creating social change, and to critically analyze contemporary news sources. Students also played a leadership role in the program by creating presentations and leading discussions. Students enrolled in the 16-credit section worked to identify and assess potential solutions to social problems did additional readings in political economy through an extended independent research project or informal internship.

The reading list included: Federico Finchelstein, *From Fascism to Populism in History*; Jonathan Rosenblum, *Beyond \$15: Immigrant Workers, Faith Activists, and the Revival of the Labor Movement*;

Reproductive Justice: An Introduction; Keeanga-Yamahtta Taylor, *From #BlackLivesMatter to Black Liberation*; David McNally, *Global Slump: The Economics and Politics of Crisis and Resistance*; Jonathan Smucker, *Hegemony How-To: A Roadmap for Radicals*; Cinzia Arruzza, Nancy Fraser, and Tithi Bhattacharya, *Feminism for the 99%*.

EVALUATION:

Written by: Elizabeth Williamson

Brooke came to this program with a passion for learning about social justice and a spirit of open-minded curiosity. She continually worked to synthesize program materials with her own life story, but also demonstrated strong preparation and reading comprehension—in other words, her willingness to make meaning of her own experiences never came at the expense of understanding the texts, and often helped other students open up or see things from a different perspective. Competing demands on her time and energy occasionally interfered with her ability to get to class, but when present she was always a thoughtful and generous contributor to our discussions. All assignments were submitted complete and on time.

In this program, students worked on enhancing their knowledge and skills by pursuing the following learning objectives:

Analyze the political and economic contexts of social movements

Brooke took full advantage of seminar to develop a better understanding of social movements and their contexts. She often referenced specific passages from the reading and asked probing questions about the texts that pointed toward how we might apply the authors' analysis in our own lives. Accordingly, her peers praised her for always having something meaningful to say, and for being a "positive, inclusive and honest voice" in our conversations. During one of our discussions of the Fight for \$15, she asked a particularly insightful question about the accessibility of protesting that helped to inform my thinking in several subsequent seminars, and which she eventually carried through to her final presentation. She also routinely asked questions in lecture that helped enhance students' collective understanding of the



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topics at hand. Brooke was particularly moved by the immigrants' rights march we attended in Seattle; this was an important moment for her in terms of applying what we had been learning about in class to a set of local organizing efforts.

Describe the past and present role of social movements in creating social change

Brooke's written work demonstrated a strong comprehension of key concepts, especially neoliberalism. She was particularly effective at summarizing and applying key ideas from Smucker's book about the necessity of balancing values with the effective exercise of collective power. Her academic writing would be strengthened by additional practice in linking together individual ideas and paragraphs, and at times her passion for the subject matter leads her to make slightly general statements; I'd like to see her work on keeping a narrow focus on how power is operating in any given situation.

Critically analyze contemporary news sources

Brooke wrote a paper analyzing the coverage of teacher protests in three news outlets with different political leanings. Her analysis followed the assignment parameters and models offered in class, focusing on word choice, the specific information included or excluded, and the types of sources used as evidence. Her interpretation of the NPR piece she chose was particularly astute, describing the way it normalizes the idea of an irreconcilable conflict between two competing forces and thereby reinforces a neoliberal attitude toward public education.

Hone oral communication and facilitation skills

Together with another student, Brooke co-facilitated a seminar on reproductive justice. They developed a strong lesson plan that they adjusted and deepened in response to my comments, and which they executed with a focus on pedagogical transparency. When the seminar began, they put learning objectives and an agenda on the board, and made an effective transition from a free write to a round robin to a written exercise, in which students passed each other questions. They attempted to encourage students to share personal stories during the round robin, which was not quite successful, but the instinct was excellent. It was also incredibly useful that they had individual students bring the results of the question passing exercise to small group work; this structure kept those discussions focused and specific. During the large group discussion, Brooke brought in a useful quotation from Rosenblum in order to offer students some synthesis between the two movements. Throughout the seminar she demonstrated the ability to keep an eye on the overall process of a discussion and to give clear directions.

Identify and assess potential solutions to social problems

For her final project, Brooke studied the Occupy movement's strengths and limitations. She submitted a complete draft of her final paper for review that clearly explained how Occupy provided an example of prefigurative politics that ultimately privileged the maintenance of a "utopic community" over "any further push to make political, widespread, meaningful change." This draft also clearly explained her ideas about how a human rights framework might be the best next step to move the energy of the movement forward. In addition to addressing some formal elements (run-on sentences, paragraph organization, quotation unpacking), I urged her to frame her analysis of the human rights angle and its significance more explicitly, and my teaching partner suggested that she add some detail on the broader global political context in which Occupy emerged. Her final version addressed many of these issues.

Brooke's final presentation on this topic was skillfully put together. She opened with a humanizing anecdote about rehearsing her talk in front of her kids before moving into her suggestions for how to address some of the shortcomings of the Occupy movement. Her delivery was clear and audible, and just when it seemed like her recommendations were starting to blur into one another, she added



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colloquial interjections that helped to break up the list she was working through. My favorite part of her presentation was her discussion of the various roles people can play in a social movement. She ended with tie backs to two of our guest speakers, and a direct address to the other students in the classroom, both of which clearly invited her classmates to see her presentation as part of an ongoing shared dialogue. One of her peers noted that this presentation did a particularly good job providing a clear summary of several of the big picture ideas we had been discussing all quarter.

In short, it was a pleasure working with Brooke in this program!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 8 - Sociology: Social Movements
- 3 - Political Economy
- 3 - U.S. Economic and Social Issues
- 2 - Media Analysis



Beard, Brooke C

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Student ID

Student Self Evaluation for Current Economic Issues and Social Movements

04/2019 - 06/2019

Brooke Beard

6/4/19

Social Movements

Self Evaluation

In the span of just a few short months I have learned both technical information about current US economics such as what constitutes a neoliberal capitalist economy, and more meaningful for me, I have gained an understanding of the importance of ideology, either insular and individualistic, or coalition and solidarity grounded in social movements. I read deeply personal and informative texts on topics ranging from a case study on the coalition of unions and a community fighting for and winning a livable wage, issues regarding black liberation and the Black Lives Matter movement, and a framework for feminist and reproductive justice.

I attended the 2019 Seattle May-Day labor march with my faculty and peers. We walked for miles through the streets of the city shouting words of solidarity, love, and change. I felt a closeness and connection with the greater community that is so often missed in the day-to-day grind. There was a personal validation and recognition for me here, that the meaning of my life, in order for me to feel good about it, should be going forward to further the cause of social justice in whatever way is available to me, beginning with my education for social change, helping to shape the education of my children under the same framework, and then moving forward towards a career and a lifetime of social involvement, to always keep the ideology of radical change and social liberation center. It is a going beyond a popular resignation of power and thinking that nothing can change, to an understanding of just how important one person, one community, one march, one story can be in building a world we can all comfortably live in.



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January 2019 - March 2019: Existential Thought in Philosophy, Literature, and Arts
16 Credits

DESCRIPTION:

Faculty: Dr. Marianne Bailey and Andrew Reece, Ph.D

Existential thinkers focus on the existence of individual human beings. Modern Existential thought arises with discussion of Nietzsche's death of God and Nihilism and the horror of the world wars. No absolutes were left standing. This is the moment of great existential thinkers: Camus, Beauvoir, Sartre, Kierkegaard, Rilke, Heidegger. But the human condition is not new to the 20th and the 21st centuries. In the 1500s, Montaigne, citing Seneca, wrote: "Philosopher, c'est apprendre à mourir," meaning, "to philosophize is to learn how to die."

In this program, students asked - as we have since before the ancient Greek philosophers - what it means to exist, to be a thinking, valuing being in the midst of a world which precedes and follows us, and in the absence of any easy religious or ideological explanation. As we read and analyzed the work of each of the above philosophers, we realized that no two thinkers with whom we engaged offered the same philosophical stance; Existentialists, we learned, are nothing if not individuals, each unique. Each offered us, however, a possible response to the human hunger for meaning: in the silence of gods and absolutes, each fell back on herself or himself, as must each one of us. We each realized this quarter that we as thinkers are valuing beings; we realized that we must each make our own meaning, over and over again, with each of a million choices we make. Assignments included 4 analytical and synthetic writings plus a midterm exam. Each student was responsible for the oral presentation and analysis of one writer's work in class. Students submitted a substantive portfolio, including a personal statement as an existential thinker. Students in our eight- and twelve-credit sections were responsible for a reduced number of writings.

EVALUATION:

Written by: Dr. Marianne Bailey

In the winter quarter program Existential Thought, Brooke attended very regularly and was an active and influential participant. Her voice as a responsible, highly intelligent adult, she carried considerable weight in the group and often opened new perspectives to college-age philosophy students. She completed thoughtful work on every occasion; her writing goes right to the essential of the text, the existential idea in question. I noted in class and in her intelligent, well written essays her use of Nietzsche as a kind of prism through which ideas of other existential writers pass. His thoughts helped Brooke to formulate her own interpretations, and to lucidly grasp the elements of existentialism which speak to her own life. I especially enjoyed Brooke's work with Rilke and Camus and her excellent interjections in class discussions. Finally, I encourage Brooke personally to continue her very fine work, all the way through graduate school; she deserves this in spite of its difficulties and she will do well.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 8 - European Literature, 20th Century
- 8 - Philosophy:Existential Thought



Beard, Brooke C

A00396987

Last, First Middle

Student ID

Student Self Evaluation for Existential Thought in Philosophy, Literature, and Arts
01/2019 - 03/2019

Brooke Beard

Existentialism, 2019

Self-Evaluation

This quarter was a meditation on what it means to exist in an unreliable, ambiguous world that we humans strive desperately to understand. It was demanding in exploration of self and morals, yet the reward for doing this uncomfortable kind of personal exploration is great. I come out of the program with a historical understanding of the roots of the existentialist and humanist movements, as well as, through the readings, a realization of a few of the common themes of existentialist thought which are a questioning of the origin of morals and ethics, a recognition of the irreconcilable state of the rational mind versus the irrational world, and finally the knowledge that we are all connected intrinsically so, and that each of our individual actions form a reaction, as though ripples from a rock thrown into a stream. Nietzsche, Camus, Sartre, and our others authors taught me that I must take responsibility for my freedom, my human condition of constant evolution, to blame others is a waste of time, or in bad faith. To organize with the hopeless masses just like you in order to bring positive change to the public is more existentialist than people would think. I leave this program deeply humbled and comforted, with a to-read book list a mile high and an enthusiasm to learn more.



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September 2018 - December 2018: In Sickness and In Health

14 Credits

DESCRIPTION:

Faculty: Eric Stein, Ph.D. (Anthropology, History) and Toska Olson, Ph.D. (Sociology)

Fall quarter, students explored cultural, social, and psychological approaches to the body and health. Using the lens of medical anthropology and medical sociology, we considered diverse cultural practices around sickness and healing and developed an understanding of Western biomedicine as a complex cultural system. Students expanded their abilities to analyze written texts and to communicate orally and in writing through participation in weekly seminar discussion and by writing weekly seminar passes and two short integrative essays. In addition, students completed a final exam to demonstrate their knowledge. As part of this work, students learned introductory qualitative ethnographic techniques through documenting and analyzing cultural and social contexts in four short observational notebook assignments. They also worked collaboratively to research and present findings on a particular set of complementary healing practices, enacting the principles of diagnosis through short performance skits. Students were introduced to the medical humanities through a close reading of Arthur Frank's *Wounded Storyteller*, and a collaborative project that required them to learn recording techniques on an Olympus LS-100 digital audio recorder, interview and record a person's illness narrative, edit the audio using Audacity, and present it as an audio podcast. A positive psychology workshop took an integrated social science exploration of health and well-being that included readings and experiential exercises in areas such as positive psychology, sociology, neuroscience, somatic studies, and contemplative practices. The positive psychology workshop had a practical component: through weekly movement labs and reflective exercises, students aimed to integrate mind, body, and spirit, learning how to build the positive qualities that social scientists have determined are associated with strong and happy individuals, relationships, and communities. As part of our program work, students cultivated foundational skills that are relevant across all careers and fields of study—observation, note-taking, analysis, researching, speaking, and writing—and are particularly helpful in social and human services, health care, and education.

Program texts included A. Fadiman, *The Spirit Catches You*; R. Hanson, *Buddha's Brain*; A. Frank, *The Wounded Storyteller*; J. Prendergast, *In Touch*; E. Forney, *Marbles*; and R. Anaya, *Bless Me Ultima*, as well as regular short readings and films.

EVALUATION:

Written by: Toska Olson, Ph.D. and Eric Stein, Ph.D.

Brooke achieved many successes in "In Sickness and In Health." She was engaged with the material and with the program community. Her efforts revealed that she could do well both independently and on collaborative projects. On the challenging final exam, Brooke's score indicated a strong grasp of the lecture material and a moderate understanding of the readings. Brooke's organized final portfolio, which included her comprehensive class notes, was a testament to her dedication to her own education. In all, Brooke achieved a solid introductory foundation in the social sciences and humanities covered.

During our seminars, Brooke gained experience communicating with people who have diverse experiences and perspectives. She was a strong contributor to both small and larger group discussions, and at times supported her claims with quotations from the readings. In her seminar papers, Brooke particularly excelled at writing provocative discussion questions based on central themes in the texts. The integration papers were designed to assess students' comprehension of the program readings and their ability to succinctly synthesize several readings around a particular theme. Brooke wrote about the qualities of a good doctor and about the possibilities and limits of self-care within a medicalized, consumerist society. Her papers were well-conceived and she made improvements in her ability to use



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program citations to support her integrative claims. Brooke's thoughtful writing will continue to improve with attention to the conventions of expository writing. In examining the Group Therapy exhibit in Seattle, she wrote, "It is itself an experiment on the possibilities and limits of self-care in a modern, capitalist, bio-medical society. These kinds of public health/art experiments are a sort of quest narrative on a collaborative level. People are suffering, they come together, they make art from the pain, and they encourage others to do the same. Since the suffering often comes from a place of loneliness and isolation, what better way to ease the pain than through community." Through these papers, Brooke revealed growing expository and integrative writing skills and a good grasp of our program themes and readings.

Brooke was an engaged member of the Positive Psychology workshop, willing to share her experiences and perspectives with her peers. She submitted every homework assignment and consistently demonstrated an authentic dedication to her own growth. Brooke's wonderful body poster used a variety of terms to examine the social expectations she faces and the truth of her authentic identity. In her final essay, Brooke wrote with insight and specificity about her learning this quarter. She has a solid self-awareness that bodes well for her future personal development.

Brooke's ethnographic notebook, which included several very good watercolor illustrations, provided thoughtful reflections on everyday health objects; an analysis of a pill bottle made especially perceptive comments on its social, ecological, economic, and epidemiological features. An observation of a local children's museum captured the spirit and vibrancy of the place and made some good initial analyses into its significance for health and well-being.

Brooke collaborated with three peers on the illness narrative project. The group recorded a substantial interview with a man in remission for neck cancer, posing very good questions that elicited a detailed chronological story of the illness. The group began their well-edited audio podcast with a thoughtful voiceover that introduced the narrator; the rest of the podcast featured the narrator's voice telling key elements of the story and describing how he found his strength to persist through the treatments. A short narrative analysis essay made good use of Arthur Frank's narrative framework in *The Wounded Storyteller*, noting the narrator's shift from chaos narrative while awaiting diagnosis, to restitution, and back to moments of chaos. In all, the project and its various elements were well-done and showed the group collaborating effectively.

In their Complementary and Alternative Medicine project, Brooke's group provided a general overview of meditation as a widely used practice for a variety of complaints. They offered a good description of the cultural origin of the practice, and creatively examined the conceptions of health and illness by explaining the goal of meditation in different styles. They focused on Vipassana and Metta meditations as examples, and could have mentioned the many other types of meditation practices that exist. The presentation would have also been even stronger had the group included research on the specific benefits of meditation to mind, body, and emotions. Their skit involved a variety of people coming to a meditation circle for diverse complaints, and receiving relief as a result of their practice. They accurately represented a range of hypothetical symptoms that meditation can influence. In all, the team demonstrated a good level of research about this modality. Brooke's teammates complimented her academic experience and her important contributions to the project, and they applauded her kindness, good ideas, focus, leadership, and positive attitude. Through her work on this project, Brooke demonstrated a strong ability to collaborate successfully in a small group.

We congratulate Brooke on her many successes this quarter and wish her the best in her future studies.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 14

- 3 - Medical Anthropology
- 3 - Sociology of Health, Illness, and Healing
- 4 - Positive Psychology
- 4 - Medical Humanities: Illness Narratives



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Student Self Evaluation for In Sickness and In Health
09/2018 - 12/2018

Brooke Beard

ISIH 18

Self Evaluation

Prior to this program, I have been taking humanities programs in philosophy, writing, social science, and history. I wanted to learn about medicine and human behavior when I enrolled in this program. I brought out of it a broader cultural perspective of what it means to be healthy, mentally, physically, and emotionally. Additionally, I have a greater understanding of what it takes to be a good doctor/teacher/person that works with humans in any form, and that is a willingness to meet a person where they are, listen, and be an advocate for the journey and story of each individual. I learned invaluable skills to increase my subjective well-being in the positive psychology part of this program such as practicing radical self-compassion, meditation, and gratitude journaling, most importantly an acceptance of universal suffering and what it means to be human. I engaged in two major collaborative projects, and gained important skills needed to successfully work and communicate with many people simultaneously such as time management, task splitting, flexibility, patience, and a willingness to help. This program has helped me gain valuable insight into how I might be able to sustainably lead a better life, and make positive change happen in the world around me, as well as sparked my interest in further exploration of human thought and behavior, and writing and reading about them.



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April 2018 - June 2018: Science Seminar: The Universe and You

16 Credits

DESCRIPTION:

Faculty: E.J. Zita, Ph.D., Physics

Science Seminar emphasized scientific understanding of the universe, making meaning of our understanding, and critical thinking skills. Guiding themes in this program included wonder about nature; the explanatory power of "simple" physics approaches such as conservation laws and thermodynamics; differences between reason and belief, and between science and pseudoscience; ways to think about the place of humans on Earth and in the universe; and the roles of theory and evidence, speculation and hope in envisioning possible futures. Students learned how to ask fruitful questions, how to investigate them, and how to discern worthwhile responses. Learning goals also included teamwork, qualitative and quantitative reasoning, and communication, both written and verbal.

We learned how physics explains astronomy, Earth dynamics, and everyday occurrences, by reading and discussing *Storm in a Teacup* (Helen Czerski) and *Seven Brief Essays* (Carlo Rovelli). We learned about advanced topics such as gravity waves and relativity in *Black Hole Blues* (Janna Levin). We explored spacetime and the future with speculative fiction such as *Octavia's Brood* (ed. by Walidah Imarisha) and *The Physics of Star Trek* (Lawrence Krauss), and with essays on climate change and sustainability in *Unstoppable* (Bill Nye). To deepen critical thinking skills, we studied "The Fine Art of Baloney Detection" (Ch.12 of *The Demon-Haunted World* by Carl Sagan), *Bad Astronomy* (Phil Plait, and *Fantasyland* (Kurt Andersen). To structure peer feedback on research essays, we used "Learning Through Writing Together" (from *Teaching With Your Mouth Shut* by Don Finkel). Some students also studied the Big Bang, dark matter, and dark energy in our optional text, *Dark Side of the Universe* (Iain Nicolson). Students experienced precalculus techniques including algebra, order of magnitude estimation, scientific notation, and graphical interpretation; no quantitative homework was required.

Each student developed a significant research project through a series of inquiry-based essays and workshops. These helped students articulate and explore open questions related to our readings. Workshops on research techniques and critical thinking helped students first develop distinct hypotheses to address their research questions, and then explore ways to test their hypotheses. Teams with related inquiries shared peer feedback, to deepen and focus their research, and to improve writing skills. Class presentations at midquarter and at the end of quarter were opportunities to improve presentation skills. Research projects culminated with a short formal paper, an annotated bibliography, and a presentation at Science Carnival.

Students' grasp of readings and synthesis of concepts were assessed with weekly in-class writing assignments, several quizzes, and a final Jeopardy game.

In addition to seminars, lectures, and workshops in the classroom, this program had a significant online component. Students used Canvas for daily logistics and assignments. Students were evaluated on the quality, completeness, and timeliness of their preparation, participation, in-class writing, research, essays and responses, quizzes, and other work. Prerequisites included an ability to use networked computers for class information and assignments.

EVALUATION:

Written by: E.J. Zita, Ph.D., Physics

Brooke did very good work and was a valued citizen in Science Seminar. She attended diligently and participated actively. Brooke completed *all* of her assignments, with very good quality. She showed excellent growth and synthesis of learning, completing *all* of her weekly reflections with thoughtful



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specificity. Brooke contributed serious scholarship, a sense of humor, and wise perspective to our program dynamics. Brooke was a thoughtful and effective classmate, contributing lively intelligence to our program dynamics, and generous interest and support to peers. Brooke took her learning and her classmates' learning seriously, and encouraged everyone.

Research: Brooke's major work in this program was a research inquiry on *Entropy and The Arrow of Time*. She did 6/6 of her writing assignments and workshops, and completed all of her final research, with very good quality. As an example of her best writing, Brooke chose this excerpt from her final research paper:

There is fantastic comfort in knowing that there is a pattern to our existence, there is probability, there is beauty in the circular motion of our atoms, our world, and our universe.

Brooke's writing is effective and engaging. She threads physics insights on entropy together with vivid examples of chaos and wonder, from the perspective of single mom. Brooke has a talent for both understanding science and making it clear.

Brooke presented her research in class, and she shared an engaging and educational poster and demo at the Science Carnival. This work showed Brooke's skills in research and critical thinking, and her ability to analyze a new idea, synthesize information, and communicate clearly. Brooke made entropy fun, and she has a flair for connecting science concepts to everyday life.

Seminar: Brooke evidenced deep reading of our texts, and synthesis of meaning in broader contexts. Her comments and questions showed strong analytic and reasoning skills, powerful critical thinking, and wisdom. Brooke is generous yet firm – a great listener who is clear about what makes sense. Brooke was a touchstone of clarity in our program – she reliably ground-truthed theoretical discussions, providing valuable reality checks. Her in-class writing assignments were exceptionally thoughtful, clear, and sound. Brooke cares about science and truth, people and planet.

Summary: Brooke is an intelligent, creative, and highly capable student. She did well on 4/4 quizzes, showing good understanding of key concepts and of classmates' research. She has a strong work ethic and great teamwork skills. Brooke shows excellent understanding of scientific methods and strong analytic reasoning skills. It was a great pleasure to have Brooke in our program, and we would be delighted to work with her again.

Teamwork: Brooke Beard wrote kind and thoughtful peer evaluations, and classmates agreed that she was a wonderful teammate. Peers wrote:

Brooke Beard is a great group member. She was always prepared and well read, with not only assigned texts but also with other related information. She always has positive feedback and is very open to receiving any constructive criticism that will make her writing better and her knowledge more vast. Our papers were about very similar subjects but we are coming from very different angles so we are able to offer one another a lot. I do want to continue to work with her.

Brooke Beard has been an interesting addition to class and a dedicated team member. I find inspiration from watching Brooke stay on top of her assignments. Brooke has [led our] team with projects like ... chapter and research read-throughs. ... Brooke has helped foster pre-seminars ... and bring up interesting connections between texts. [She has helped] clarify and compare our interpretations of the readings and concepts. Brooke ... deconstructed and spoke to Fantasyland, [and added] positivity to our Bill Nye seminars. It has been fun to work with Brooke in class ... [we] continued discussing seminar as we [left class]. It was a very human moment outside of academic expectations. Brooke frequently adds a practical perspective to



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class—helping make concepts more accessible by adding connections to her children and common life experiences. Reading Brooke's research paper was immersive and joyful. [She] beautifully navigated difficult concepts with stories and visuals. Brooke ... helps diversify and liven up any team she is on. It has been a joy to [work] with her!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Seminar on Conceptual Physics and Astronomy
- 4 - Seminar on Climate Change and Critical Thinking
- 6 - Research Inquiry on Entropy and The Arrow of Time
- 2 - Peer Feedback and Teamwork



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Student Self Evaluation for Science Seminar: The Universe and You
04/2018 - 06/2018

The Universe and You, Spring 18

This has surprisingly been my favorite quarter at Evergreen. I say surprisingly because of the initial fear of science and math that I was full of coming into the program. I thought I wasn't smart enough to grasp these complicated and abstract concepts. It turns out that not only am I capable of understanding, but the experience has sparked an interest in pursuing further knowledge on these subjects, and questions about whether or not I could do well and thrive personally being a purveyor of such knowledge to others. During the quarter I made connections between the macro and the micro, especially in regards to my close study of the mechanics of heat and heat loss (entropy). We read fascinating texts that helped me understand my relationship with the cosmos, practical tips for critical thinking, being skeptical about the forces that drive our country (wealth, and rabid individuality to the point of fantasy and the exclusion and attempted removal of others deserving the same quality of life that we strive for) and the importance of making a real effort to lower personal carbon consumption. We need to come up with as many crazy, falsifiable ideas as we can, because just maybe some of them will work to improve the health of our planet and ourselves. Living sustainably and working with the community to make positive change can have a big effect on our world. I have gained a whole new area of inquiry to draw upon for my writing and poetic endeavors, and this is our relationship between the galactic and the personal. The luminosity of stars and the human brain alike, we live and we die and in between we burn and create and destroy. What a lovely, frightening process to be a part of. If I mix this love and fear together like two paint colors, will I get something new? Not apathy, but hope, the desire to learn always and to contribute to the good. To come out of the pervasive darkness and into the light of connection and community. These ideas keep me alive. I will move forward, I will shine.



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January 2018 - March 2018: God(s): An Inquiry

9 Credits

DESCRIPTION:

Faculty: Sarah Eltantawi, Ph.D.

God(s): An Inquiry, was a one quarter, comparative religion program that focused on the concept of God(s) and the theologies and cultures that surround this notion of the transcendent divine. This quarter we studied, in order of appearance: Yoruba traditions, Shamanism, the ancient Greek world, ancient Chinese traditions (Confucianism, Taoism), Judaism, Christianity, Islam, Western philosophical critiques of the God concept, the New Atheist movement, and New Age movements.

Program texts included Baba Ifa Karade's, *The Handbook of Yoruba Religious Concepts*; Sophocles', *Antigone*; Michael Puett and Christine Gross-Loh's, *The Path: What Chinese Philosophers Can Teach Us About the Good Life*; Mark S. Smith's, *The Early History of God: Yahweh and the Other Deities in Ancient Israel*; Bart Ehrman's, *How Jesus Became God: The Exaltation of a Jewish Preacher from Galilee*; Bruce B. Lawrence's, *Who is Allah?*; Friedrich Nietzsche's, *On the Genealogy of Morals*; Richard Dawkins', *The God Delusion*; Kathryn Lofton's, *Oprah: The Gospel of an Icon*; and Francis X. Clooney's, *Divine Mother, Blessed Mother: Hindu Goddesses and the Virgin Mary*.

In addition to these texts students read supplementary PDF's each week, making this program unusually reading-heavy. Students also produced a long (25-40pgs.) final research paper, gave a twenty minute oral presentation of their research, kept a daily journal of their thinking about program material, completed twice-weekly in-class writing assignments testing reading comprehension, and each student lead their seminar one time this quarter.

EVALUATION:

Written by: Sarah Eltantawi, Ph.D.

Brooke Beard made strides in her learning this quarter in the study of religion.

God(s): An Inquiry, was a reading-intensive program with an average of 300 pages/weekly expected from students at a high level of proficiency. Brook did not complete a large portion of the reading, but was articulate about the books she did read.

This program had two student-led seminars per week. During each seminar, students had to complete an in-class writing assignment that tested their reading comprehension skills and asked for them to reflect critically on that session's reading. Brook has several of these assignments missing, but the ones she did complete were often thoughtful. Students were also asked to lead the seminar for one week of the quarter. Brooke met this program requirement.

Students wrote a deeply-researched final paper on a topic they chose early in the quarter relating to the concept of God(s). Each week, students submitted two pages of their ongoing work. Brooke missed a few installments and submitted several. In the middle of the quarter, students turned in an annotated bibliography and abstract of their ongoing paper. Brooke completed that work at a good level, though it was turned in late.

Brooke's final paper was a meditation on some themes in the study of religion of interest to her. This was not a research paper and did not have a clear thesis. Brooke's presentation of her research was a general exploration of women's voices in religious historical texts. It needed more preparation and was too short. Brooke raised some interesting points.



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Finally, in recognition of the fact that the study of religion is an interdisciplinary, holistic undertaking, students were to keep a journal five days/weekly of how their daily lives were being impacted by the course material. Brooke kept up with her journal intermittently. Once weekly, the program met for a *Meaning of Life Coffee Hour*, a live, community version of the written journal. This was a major opportunity for students to share their own experiences and support one another. Brooke was a valued member of our learning community during these meetings.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 9

- 2 - World History
- 2 - Comparative Religion
- 2 - Philosophy
- 2 - Theory and Method in the Study of Religion
- 1 - Academic Writing



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Student Self Evaluation for God(s): An Inquiry
01/2018 - 03/2018

This quarter was quite a challenge for me, but I stuck it out even though there were several times I wanted to give up completely. There were some practical lessons learned here, one being that if i feel the class is going to be entirely too challenging for me, or if it just doesn't feel like a good fit, I can utilize the drop/change policies. I also made good use of academic advising over this quarter, they helped to relieve some of the stress I was experiencing. I learned that "off" quarters happen, and that they are recoverable. Or, It's not the end of the world.

The reading for this class was interesting, and the major theme I picked up was the importance of thinking about translation and going back to the roots of the source. A good, non-biased translator matters. I have acquired four separate translation of the Tao Te Ching And find joy in comparing and contrasting the passages. This concept can be applied to my perception of everyday life, from relationships, to books, to opinions, and back. Translation matters and the importance of this is so often overlooked. In addition, the interconnectedness of the worlds' major religions came into view throughout the quarter. It was interesting to hear what my peers thought of deep questions about the human soul and what happens when we die. There were some fantastic guest lectures, and i participated in tai-chi which I greatly enjoyed. I leave this program feeling challenged and more knowledgeable about my personal academic limits and preference. I will leave the perfection to God.



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September 2017 - December 2017: Philosophy and Social Science That Will Work for You
16 Credits

DESCRIPTION:

Faculty: William Ray Arney and Sara Huntington

*The philosopher's school is a physician's consulting room.
You must leave it in pain, not in pleasure.*
-Epictetus

Western philosophy began as a practical discipline. It offered answers to important human questions like, how to live a good life?, how to die well?, how to navigate our troubled existence? what is "human flourishing"? Alain de Botton is a contemporary philosopher who thinks the "big questions" to which philosophy was originally devoted—"What is the meaning of life? What should I do with my work? Where are we going as a society? What is love? How should I think about sex? Money? Status? Why is a long-term relationship *never* what you thought it would be?"—should be resurrected. We relied primarily on de Botton's work as a guide through this thicket of questions. We read *Religion for Atheists: A Non-believer's Guide to the Uses of Religion*, *The Course of Love: A Novel*, *The News: A User's Manual*, *The Art of Travel*, *The Pleasures and Sorrows of Work*, *How to Think More about Sex*, *Status Anxiety*, *The Consolations of Philosophy*, and more. We also read Neil Postman's *Amusing Ourselves to Death: Public Discourse in the Age of the Screen*.

Students attended lectures and, every week, three book seminars and a session devoted to writing artful sentences and clear paragraphs. They wrote two papers and completed an independent study on a topic that allowed further in-depth, personal study of one of the program's themes. Assignments included writing weekly letters to a relative or loved one who lived some distance away and keeping a Manual, a book in which one inscribes "principles, 'dogmas,' rules of life, or formulas which would allow a person to place himself in that inner disposition most conducive to correct action, or to accept his fate" (Pierre Hadot). Students met weekly in peer groups that were to support the work of the program.

EVALUATION:

Written by: Sara Huntington

Brooke engaged deeply in the program activities, from the weekly rigors of writing to seminars, lectures, and peer groups. Her work demonstrates how much she enjoyed the texts and her peers, even when she felt more like crying than conversing. Brooke's writing was deeply informed by Alain de Botton's books, where the reader encounters repeated reminders that we are all weak and we all need love, even if we're also flawed. These ideas blossomed in Brooke's writing, where she became skilled at injecting humor into scenes of human misery and suffering. The laughter became a unifying force, an invitation to readers to become more human and alive. Further, her writing was always located in the world, the nitty gritty of domestic life, which made it all the more forceful and compelling—more real and sensible.

In her final writing assignment, "The Noticing," Brooke wrote a piece that flows from one meditative episode to the next—a piece, as the title suggests, that was well-observed, both fierce and delicate. The episodes that constitute "The Noticing" deftly fuse public and private, inner and outer, as Brooke employed her sociological imagination. She has crafted a style that has both descriptive power and syntactic force, adequate to the daunting task of her main subject: how to sensibly lead a deeply complex, loving, and painful life. One answer is to do what Brooke does: craft her modifiers elegantly and skillfully. In fact, Brooke is in the enviable position of being prepared to learn significantly from her reading, so that her most important teachers will be her favorite authors.



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Finally, Brooke showed her peers how writing transforms the writer. She willingly shared her work with the program, graciously accepted suggestions and critique, and refused to shy away from any human problem. Cumulatively, Brooke's writing demonstrates her grasp of de Botton's central focus: that life can be meaningful even in the face of its vicissitudes—and that disappointments, disasters, and mistakes can inform personal and professional growth.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 3 - Sociology
- 3 - Philosophy
- 6 - Rhetoric and Composition
- 4 - Creative Non Fiction



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Student Self Evaluation for Philosophy and Social Science That Will Work for You
09/2017 - 12/2017

My time at Evergreen has been refreshingly rooted in reconnection. I am discovering joy and passion and who I am. I am becoming a better reader and writer, a better listener, a better mother, a better lover, a better friend. I am reading books that consistently challenge my small view of existence. I am so grateful to be a part of a college community that seems to be alive with the desire for transformation on every level, both personally, locally, and globally. The most important piece of this is not the recognition, because I've known for some time that the world is a messy, dirty, cruel place, but it is the acceptance without resignation. Life is messy. So I ask myself what I'm going to do about it. And then I do what I can. That makes a good life.



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April 2017 - June 2017: Illustrations of Character: A Literary and Philosophical Inquiry

16 Credits

DESCRIPTION:

Written by: Nancy Koppelman, Ph.D., and Joe Tougas, Ph.D.

This full-time interdisciplinary humanities program focused on the concept of character, both as an attribute of individual human beings and as an ethical concept. Through studies in philosophy and literature, the program explored the ways character affects, and is affected by, desire, deliberation, action, and suffering. Our work focused on works in the history of ethics and literary portraits that illustrate the character of people or a people, such as profound moral dilemmas or the day-to-day trials that are woven into the fabric of individual and communal experience.

Students investigated their own beliefs and submitted them to rigorous analytical scrutiny: that is, they practiced ethical thinking as well as studied it. Writing was central to that practice. In semiweekly seminar papers, students learned to express effectively and persuasively their questions, criticisms, analyses, and investigations. Weekly writing workshops and regular individual tutorials with faculty focused closely on matters of form. Each student completed two term papers in several phases: the first was a Character Study using oral history techniques to gather testimony from a narrator; and the second was an interpretation inspired by the Character Study that used program texts. The program included interpretive text-based workshops, lectures, seminars, and films, and attendance at a three-day writing retreat.

BOOKS: Sophocles, *Antigone*; Aristotle, *Nicomachean Ethics*; Kant, *Groundwork of the Metaphysics of Morals*; Nietzsche, *On the Genealogy of Morality*; Whitehead, *The Underground Railroad*; Johnson, *The Orphan Master's Son*; Woolf, *To the Lighthouse*; Erdrich, *The Painted Drum*; Roth, *The Plot Against America*; and selections from Joseph Mitchell, *Up In The Old Hotel* and *The New Yorker*. FILMS: *Marty*, *Abandon Ship!*, *Pinky*, *The Bridge on the River Kwai*.

EVALUATION:

Written by: Nancy Koppelman, Ph.D.

Brooke Beard did excellent work throughout her tenure in Illustrations of Character. Her attendance was virtually perfect, her contributions to our collective work were regular, consistent, intelligent, and often inspired, and her writing was distinctive in its form, content, and searching character. Brooke is an outstanding student in every way and made the most of every opportunity to learn that the program offered. She has a seemingly endless fund of curiosity and motivation, and she tackled every text with great dedication and ability. Brooke earns full credit for her fine work in the program.

Seminars and Lectures

Brooke took copious notes in our regular lectures on ethics, literature, and history. She regularly asked pointed and well-informed questions and showed that she was learning how to think about dilemmas from the past and in literary works with the help of her new ethical vocabulary. As one of the most enthusiastic and committed readers and writers in the program, Brooke always invited other students into the conversation with her warm bearing and gently encouraging attitude. Although she struggled with some of our more challenging philosophical texts, her devotion to her work took her deeply into her studies. She was hard-working and reliable in every phase of the program.

Writing

From her first personal vignette about someone she admired—an old man she met once by chance for only a half hour, but whose personality stayed with her—Brooke's writing was impressive. Her semi-



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Student ID

weekly seminar papers were, overall, tremendously thoughtful and well-written. She showed that she is able to spontaneously describe and explain what she is learning and did so accurately and imaginatively. Many of these papers were distinctive in their penetrating analyses of characters or ethical concepts and showed both her formidable appetite for, and ability to understand, complex philosophical ideas and literary works.

Brooke wrote two term papers during the quarter. The first was a character study of a local teaching professional and father of three. Her 6-pp. paper, while brief, was based on several recorded interviews which she transcribed and then developed into a literary portrait in the spirit of Joseph Mitchell's work in *The New Yorker*. It showed a deep understanding of and appreciation for the life, experience, and perspective of a man with a history of trauma who experiences a consistent tension between his values and experience. The paper was very well-written and gave Brooke a fine foundation for her second paper.

Her critical analytical term paper was also brief at 5-pp., but showed that Brooke was able to consider her narrator's life and experience through lenses offered by Kant, Aristotle, Erdrich's *The Painted Drum*, and Whitehead's *The Underground Railroad*. Although she did not explicitly refer to Nietzsche, Brooke noted that learning about the differences in how her narrator and characters from these novels experience trauma highlighted for her how "perception and context shape moral thinking." Her paper ended with a penetrating insight, which Brooke shared with the program as a whole in a public reading on the last day we met: "[T]he act of simply remembering that there is a form to [ethical] tension, whatever it may be, can keep us grounded... [T]here is always shape to our experience, made tangible when we...question ourselves deeply." Brooke showed that with her new set of conceptual tools, she will question herself deeply, and well. It was a true pleasure to work with her, and she is fully capable of doing more advanced work of this kind in the future.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 5- Ethics
- 5- Literature
- 3- Expository Writing
- 3- Creative Writing



Beard, Brooke C

A00396987

Last, First Middle

Student ID

Student Self Evaluation for Illustrations of Character: A Literary and Philosophical Inquiry
04/2017 - 06/2017

Self-Evaluation

Illustrations of Character was a fantastic exploration of philosophy, history, literature, and writing, and the ways in which we can meaningfully incorporate these disciplines into our lives. We jumped right into the quarter with instructions on recording, transcribing and writing our major papers for the class. I was initially nervous about this part of the program, the character study, but I quickly realized that this would be a fantastic opportunity to connect in a deep way with another person, and be able to step outside of myself for a moment.

Our novel readings were a wide range of difficult, wonderful, historical, and highly emotional. The philosophy texts were helpful in understanding our other readings and ourselves more intimately. I spent some time this quarter learning how to better read, take notes, and give and accept thorough criticism on our writing.

Perhaps the most meaningful experience I've ever had in a classroom was during this quarter when I was the guinea pig for an interactive geometry experiment during a philosophy lecture on Kant. It opened my eyes to the more rational side of philosophical thinking in an important way. Seminar discussions were also a favorite, I very much enjoy listening to and sharing ideas with my peers.

I participated in the college's day of absence/presence activities. There was much unrest on campus this quarter, and I do not claim to know enough about the subjects at hand, but I do know that I am grateful to be involved in a community that stands together, supports each other, faculty and students alike. In a place where ideas for positive change for good are encouraged, you should expect that people will stand up and ask for what they want. Seems about right to me. I can show up, hold space for my peers, listen, and learn. These things were uncomfortable and scary, but the work is necessary. I began this work this quarter, and I will continue it far beyond my days here at Evergreen. This community and its dedication to a meaningful and empowering learning experience is something that I'm honored to be a part of.

At the end of the quarter we went on a class writing retreat to the coast. I was so excited that the faculty were welcoming of my children. We had an amazing time reading each other's works and participating in one on one faculty meetings to discuss the quarter and beyond. My son insisted on making everyone cups of peppermint tea, like-it-or-not, and all present received stickers from my daughter for the hard work on their papers. There were seminars by the fireplace with my sleepy babies, salty and sandy from the day sitting on my lap. We drove around on the beach, danced and played card games, ate delicious foods, and just had a beautiful experience.

I feel like a better, more alive, more aware person after completing this program. I am looking forward to next fall, continuing studies in the humanities and education, and making more fantastic human connections with faculty and peers. I have never felt more at home.



Beard, Brooke C

A00396987

Last, First Middle

Student ID

January 2017 - March 2017: Words/Woods

14 Credits

DESCRIPTION:

Faculty: Carrie Pucko, Ph.D. and Eirik Steinhoff, Ph.D.

This ten-week program was designed to give first-year students an intensive interdisciplinary introduction to critical and creative reading and writing, on the one hand, and scientific literacy, fieldwork, and labwork, on the other. We explored how observation and analysis are vital to both the sciences and the humanities, and sought to fully inhabit the “ecotone” – or space of transition – between these disciplinary approaches. Our inquiry was organized around a pair of big questions: “What needs to be the case for things to be otherwise?” allowed us to address the fact and possibility of change in both the human and the natural worlds, while “How do we make our knowledge common?” forced us to focus directly on the communication of science and the science of communication. The disciplinary division of labor between WORDS and WOODS was, as one student observed on our last day of class, “co-dominant.”

The science, or WOODS, part of this program was designed to increase students’ awareness and curiosity surrounding a wide range of scientific topics that interacted with the theme of “change.” These topics included genetics, evolution, ecology, forest dynamics, and climate change. Each of these topics was presented at an introductory level with an emphasis on process, analysis, and communication. Students interacted with this content in the form of weekly lectures, Excel/statistics workshops, small-group activities, a long-term forest monitoring project, and weekly labs. For the monitoring project, inspired in part by David Haskell’s book *The Forest Unseen* (which we read), students established a meter-squared plot to which they returned weekly to collect data and make ecological observations. Their data were compiled, analyzed, and displayed as a poster at the end of the quarter. Student progress was assessed with a mid-term and a final exam, lab question sets, a poster project presentation. We also examined the theme of change through a field trip to the nearby Billy Frank Jr. Nisqually National Wildlife Refuge.

The reading and writing in the WORDS part of this program was organized around a handful of case studies designed to expose us to various ways of doing things with words in relation to particular subject matter. Special attention was paid to genre (a combination of form, style, and content), and students were required to maintain an active practice of annotation. Our case studies focused on the theory of evolution; the Genesis account of creation; trickster tales; letters from the civil rights era; the forms of the manifesto, the haiku, and the sonnet; the systematic denial of climate change; and representations of slavery. These cases allowed us to build a toolkit together as readers and writers, and prepared students to branch out into their own experiments in writing as the program proceeded. Students did a lot of writing, both in class and on their own. These writings, which oscillated between the critical and the creative ends of the spectrum, were collected in a final portfolio that demonstrated each student’s trajectory across the time we spent together. These portfolios became, in retrospect, analogs to the forest plot students studied all quarter – that is: they were a space in which students were able to observe their own transformations over the last ten weeks.

One goal of this program was to introduce students to the potentials of the essay form, which we did by reconnecting ourselves to the form’s roots in the French word for “attempt,” *essai* (as one of the essay’s progenitors, Michel de Montaigne, so helpfully reminded us). The wager here was that the essay itself is a kind of laboratory, a space in which experiments in language can be composed, where new forms of thought may be invented, and new actions and practices persuasively proposed. Throughout the quarter students composed, peer-reviewed, and revised essays that allowed them to engage in various ways with materials that they encountered under the auspices of both WORDS and WOODS.



Beard, Brooke C

A00396987

Last, First Middle

Student ID

Authors we read included: Charles Darwin, more recent primary scientific literature (i.e. Parmesan and Yohe 2003, Symonds 2004), Ursula K. Le Guin, Peter Kropotkin, Thomas Kuhn, Gertrude Stein, Naomi Oreskes and Erik C. Conway, Rosmarie Waldrop, Martin Luther King, Jr., James Baldwin, Rebecca Solnit, Fanny Howe, Lewis Hyde, Franz Kafka, Susan Sontag, J.M. Coetzee, Toni Morrison, John Trudell, Atul Gawande, and others.

EVALUATION:

Written by: Carrie Pucko, Ph.D. and Eirik Steinhoff, Ph.D.

Brooke was enrolled in WORDS/WOODS in Winter 2017 where she made a good effort to engage with the wide range of material this program covered. Due to circumstances beyond her control, Brooke was not able to participate in all program activities. But when she was able, she actively participated in lecture and seminar and contributed to online forums in ways that demonstrated a dynamic engagement, both with our texts and topics, and with the people in the room. Brooke wrote several energetic essays, and engaged in methodical and deliberate peer review. Brooke was also a consistent contributor to seminar discussions. She maintained a thoughtful field journal and produced a successful research poster.

By Brooke's own account, the WOODS portion of the program did not completely hold her interest. Nevertheless, through hard work Brooke comes away with a basic understanding of introductory genetics, ecology, evolution, forest dynamics, and climate change. Brooke took particular care with her long-term plot observation project. Her field notebook was generally thorough and interesting and she produced a very nice poster, which she was able to explain very clearly. Brooke attended and handed in many of the lab assignments, which were clear and concise. She also overcame her initial struggles with the math in this program and became proficient with graphical and statistical analysis using Excel.

The good work Brooke did for the WORDS component of this program is well-documented in her writing portfolio. Her weekly responses were invariably thoughtful and provocative, and demonstrated real engagement with our material. This engagement was also evident both in her classroom contributions and in her thoughtful and deliberate peer review work. In her self-reflection following her first formal writing of the quarter, Brooke writes, "I want to make writing and recording my thoughts a habit. A daily occurrence to become as natural and necessary as brushing my teeth." At the end of the quarter it is possible to say that she has succeeded admirably. Her lively weekly journal reveals a creative thinker who can't help making striking connections between the elements of our study. Brooke's third essay of the quarter makes inventive use of the idiosyncratic form of Rosmarie Waldrop's essay, "Alarms & Excursions," to explore the relationship between religion and freedom, engaging with texts by Martin Luther King, Jr., Pope Francis, Franz Kafka, Danielle Allen, and others. The main note she received from her readers (including us) is that we wanted to hear more about the topics she was exploring. She has a tremendous amount to add to the conversation, and we accordingly encourage her to keep stretching herself into her writing.

Brooke successfully engaged with the challenges of this program, and as a consequence had a good first quarter at Evergreen. She could always be counted on to positively influence the learning of her classmates. We wish her the very best as she moves into Spring quarter, and look forward to hearing where her adventures take her next.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 14

- 5- Introduction to Scientific Inquiry
- 4- Introduction to Studies in the Humanities
- 3- Critical and Creative Writing
- 2- Communication and Critical Analysis



Beard, Brooke C

A00396987

Last, First Middle

Student ID

Student Self Evaluation for Words/Woods
01/2017 - 03/2017

Brooke Beard

3/14/17

Words/Woods Evaluation

Three significant activities were commonplace notebooking, annotating texts, and Seminar. All further my understanding of various topics in a personal and enjoyable way.

Three favorite texts were all of the Le Guin, Trickster, and Stein. I learned that language can be used in non-traditional ways, and any good bit of writing reveals a "story behind a story", or rather, tempts the reader to uncover the secret herself.

Three new concepts: Needle ice! Hands on in the cold wet forest. Free writing! Keeping pen to paper and just letting it flow. Genetics and all of that lingo.

Improvement: peer review, note taking and organization, navigating canvas.

Intellectual risks: science and math, research studies.

In this program we explored the ecotones between forest ecology, literature, poetry, and writing. We read a wide range of fascinating and poignant texts which we reflected on in various forms of writing and discussion. We participated in research and lab projects weekly, some indoors, some out. Both words/ woods aspects of this program were quite rigorous in my opinion. I was introduced to many different methods of translating my knowledge via text, group discussions, and lab projects. Both woods/ words labs were interesting, meaningful, fun, and highly engaging.

I have a greater range of knowledge of authors and an ever-growing pile of to-read material. I understand much more about climate change, and was introduced to forest ecology concepts, field work, lab work, and Excel. I know how to use the library for research purposes.

What needs to be the case for things to be otherwise? What do I know? How can I make my knowledge common? What is wholeness if we are never whole? How can I use doubt as a resource to improve my knowledge? What needs to be the case for demand to turn into description? It's happening, what now?

What do I know? I think this is a fantastic question to ask myself, both in a review sense and the bigger picture. It's a good reality check question, because I think it's important to admit when you have no idea what you're talking about. Join the conversation when you have something meaningful to offer. Pass the mic to others, and listen carefully.



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.