



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

DEGREES CONFERRED:

Bachelor of Arts

Awarded 07 Sep 2018

TRANSFER CREDIT:

Start	End	Credits	Title
09/2007	12/2009	105	Wesleyan University

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2015	03/2016	32	Local Knowledge: Building Just and Sustainable Communities 3 - Educational Foundations 3 - Pacific Northwest History 4 - Labor and Immigration Studies 1 - Art as Activism 3 - Multicultural Education 2 - Fundamentals of Documentary Media Production 4 - Introduction to Qualitative Research 4 - Documentary Photography 8 - School and Community Fieldwork
03/2016	06/2016	12	Education, Art, and Community at CHOICE Alternative High School 12 - Internship: Mentoring and Educational Support at CHOICE Alternative High School (Shelton, WA)
09/2016	06/2017	48	The Spanish-Speaking World: Cultural Crossings 12 - Beginning Spanish 4 - Creative and Critical Writing 2 - Cultural Competencies and Community-Based Learning 4 - Latin American Literature and Culture before 1900 2 - History of Spain and Latin America Before 1900 3 - History and Literature of Spain and Latin America after 1900 3 - Latinx/Chicanx Studies: History and Literature 2 - Community Work at Mt. Tahoma High School - Tacoma, WA 6 - Intensive High Beginning Spanish - Merida, Mexico 2 - Creative and Reflective Writing (in Spanish) - Merida, Mexico 4 - Internship with Son del Sur - Merida, Mexico 4 - Latin American Literature, Arts, and Culture (in Spanish) - Merida, Mexico
09/2017	12/2017	16	Remix Reverse Remediate 6 - Literary Studies: Experimental Prose and Poetics 6 - Media and Visual Studies: Appropriation and Remix 4 - Independent Project: Interdisciplinary Arts
09/2017	12/2017	2	Musicianship 2 - Musicianship
04/2018	06/2018	6	Algebraic Thinking for Science 6 - Algebraic Thinking for Science



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
04/2018	06/2018	4	Creation and Empowerment: Music at Rosie's Place Drop-In Center <i>4 - Community Engagement through Music</i>
04/2018	06/2018	4	Grammar in Context <i>4 - Writing</i>
06/2018	09/2018	4	Adolescent Literature <i>4 - Adolescent Literature</i>
06/2018	09/2018	4	Public Speaking: Informing and Persuading <i>4 - Public Speaking</i>

Cumulative

237 Total Undergraduate Credits Earned



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

I dream of a world where our education system is truly designed to help young people grow to be creative, healthy, powerful, and deeply loving. Our hope for survival through the crises our world faces, political and environmental, lies in cultivating their brilliance and bravery. I want to be the kind of educator who gives my students the tools to bring their visions for the world into reality, transforming themselves and their communities. To this end, I followed a course of study that explored alternative models of education, creative expression, and at the same time fulfilled the requirements for the Evergreen masters in teaching program.

My very first program, "Local Knowledge: Building Just and Sustainable Communities", set me on a path to explore what alternative education could look like. Our first reading, "The Long Haul" (an autobiography of radical educator Myles Horton), excitingly expanded my conception of the work educators can do to support their communities. Radical teaching cannot follow the "banking" model of education, in which the teacher "deposits" knowledge into the empty minds of the students. People are their own best authorities in how their problems affect them and what strategies will work in their personal context. We put this into practice with qualitative research in the town of Shelton, our methods based on hearing the stories of the people who live there to gain a better understanding of their complex and changing community. We volunteered at field placements in the Shelton school district, working with students and teachers.

This evolved into volunteering at CHOICE Alternative High School's after-school arts program and beginning a photovoice project. We challenged students to develop their photography skills while documenting their perspective of their community. I found working with the students at CHOICE so compelling that I expanded my work there after the end of my program, spending four days a week at their after-school program, continuing the photovoice project, playing with the school band, assisting with a school play, mentoring a student, and starting a small hip-hop workshop. This culminated in the CHOICE Block party where the community joined the school in celebrating the amazing work of CHOICE students. Student photos were on display giant and in full color, while members of the community danced to the band and laughed uproariously to the play. I continued to explore this kind of creative youth work in Spring of 2018 when I ran small music workshops at Rosie's Place, a drop-in center for houseless youth.

While working at CHOICE I heard multiple visions of what being an "alternative" school could look like. I gained more ideas of how to teach in my year-long program "The Spanish Speaking World: Cultural Crossings." During the first two quarters, I had my first successful experience with language learning. My professor taught us by asking us what we wanted to express and let that direct instruction. It was a lesson in how to empower students and make material engaging and relevant. Spring quarter, I studied at Habla, a language school in Mérida, Yucatán, Mexico. We learned Spanish by reading meaningful works of poetry and prose, writing creatively and making art to articulate the things we were learning.

I found another incredible teaching tool in my program "Remix Reverse Remediate." Working with a variety of media from poetry to video, we learned techniques for transforming and remixing it to express new ideas. The techniques I learned could empower students to actively engage the media they consume and challenge them to make materials they encounter in school relevant to them.

My final two semesters were focused on meeting the requirements for the masters in teaching. "Grammar in Context," "Algebraic Thinking for Science," and "Public Speaking: Informing and Persuading" reinforced skills that I felt I had a strong foundation in. Nevertheless, I found valuable insights in all of them, often from the teaching style of the professor as much as from the content itself. "Adolescent Literature" helped me develop my ability to evaluate and recommend books to young folks.

More than ever we hear young people speaking out against the destruction of their futures by careless rulers concerned only with profit. As an educator, I hope to join them in the struggle for a future we can live in. I spent my time at Evergreen developing the skills to foster collaborative learning environments that model the kind of world we hope to see. I graduate having gained the power to continue educating and learning, no matter where I find myself.



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

June 2018 - September 2018: Public Speaking: Informing and Persuading

4 Credits

DESCRIPTION:

Faculty: Lori Blewett, Ph.D.

In this two-week intensive course, students were introduced to strategies for composing well-organized informative and persuasive speeches, improving delivery skills, and managing speech anxiety. Students read and took notes on *Inviting Transformation* (Foss and Foss, 2011) and selected chapters from *Essentials of Human Communication* (DeVito, 2010). They participated in class discussions and workshops; they were introduced to some key ideas in contemporary persuasion theory; and they delivered three rehearsed presentations.

EVALUATION:

Written by: Lori Blewett, Ph.D.

Jacob fully satisfied all expectations for this course. Building on strong improvisational theater skills, Jacob made good use of class assignments to expand his performance repertoire. He increased his capacity to deliver well-organized, audience-centered presentations, and he gained new understanding of rhetorical theory. In his final presentation, Jacob made good use of outlining and audience analysis tools to create a coherent, highly persuasive speech about the use of science fiction for social change activism. Jacob's comments on the readings and his feedback to peers demonstrated solid understanding of the principles of effective public speaking and helped create a supportive learning environment for everyone.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Public Speaking



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

June 2018 - September 2018: Adolescent Literature

4 Credits

DESCRIPTION:

Faculty: Terry Ford, Ph.D.

Participants read and wrote summaries for assigned chapters in *Literature for Today's Young Adult* by Nilsen, Donelson and Blasingame, and created selection criteria lists for each genre. Students also read, annotated, and critiqued 25 books representing a variety of authors, genres and themes. In addition, they researched and presented a book talk on an assigned author. Each week in class, they presented book talks and met in small groups to discuss the week's readings and share the individual titles they read.

EVALUATION:

Written by: Terry Ford, Ph.D.

Jacob Dinklage attended five of five class sessions and was generally prepared. He summarized the chapters of *Literature for Today's Young Adult* by Nilsen and Donelson to develop a good understanding of the origins, uses, and genres of adolescent literature. The annotations of the 25 books he read demonstrated a very good selection of contemporary works that met the selection criteria. The annotations themselves were competent and clearly tied to the selection criteria.

His book talk on James and Christopher Collier was informative. He provided an overview of some of the topics and themes they focus on in their writing, as well as biography pieces that were influential. He selected poignant sections from *My Brother Sam is Dead* to read aloud as well as quotes from the Colliers articulating the purpose of their writing to engage in American ideals through complex issues. The bibliography handout contained most of the required components including biography, critique, awards, websites, and a partial listing of annotated works.

Overall, Jacob's work this quarter showed active engagement in analyzing the themes of adolescent literature and how they complement the needs of adolescents.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Adolescent Literature



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

April 2018 - June 2018: Grammar in Context

4 Credits

DESCRIPTION:

Faculty: Amir Hassan, M.A.

This four-credit program supported students in developing a vocabulary around grammar and usage and applying that knowledge to edit their own writing. Students read a variety of texts about approaches to grammar instruction and linguistic diversity and completed assigned reading responses before discussing them in seminar. The course covered a wide range of grammatical terms and their attendant guidelines, and students practiced working with individual parts of speech by completing weekly activities in a grammar workbook. Students also wrote brief written reflections about what they were learning each week. Class activities included guided editing and structured writing activities, editing writing published with intentional rule-breaking as a class, and discussing different parts of speech and how to use them. They applied these skills by editing an old piece of writing and writing a reflective essay about the editing process. Additionally, students wrote a brief book review of supplementary grammar resources they selected individually. Their culminating project was a class presentation of a grammar lesson, demonstrating not only their knowledge of an aspect of grammar of their choosing, but their ability to teach it in an engaging way.

EVALUATION:

Written by: Amir Hassan, M.A.

Jacob has completed Grammar in Context and is awarded four credits. Jacob completed most pre-seminar discussion responses, more than all workbook assignments, and participated regularly in class activities and discussions. He attended all class sessions and submitted most assigned weekly reflections. Jacob contributed regularly during seminar with thought provoking questions and good insights. He helped us discover the limited coherence of some grammatical "rules" and added a lot to our discussions on linguistic diversity. For his collaborative grammar lesson, he presented on infinitive phrases in what was perhaps the most entertaining student presentation I've ever seen. It was a powerful performance with depth, breadth, and enough comic relief to keep the audience on the edge of their seats the entire time. Jacob initially found the first essay assignment challenging, since he is already a confident writer and did not find much to "fix" in his old work, but he dug deep and eventually produced a beautifully crafted rumination on matters of clarity, phrase and clause organization, passive constructions, and determining when commas are truly necessary. This essay was developed over multiple drafts and demonstrated his growth as a writer and editor. For his second essay Jacob wrote about Dana Ferris's "Language Power" a text he found extremely useful for its pragmatic and purposeful approach. It was a detailed and convincing endorsement. Overall, Jacob was a very good student who turned in thorough work, enhanced his editing abilities, and performed well in this program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Writing



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

April 2018 - June 2018: Creation and Empowerment: Music at Rosie's Place Drop-In Center

4 Credits

DESCRIPTION:

Faculty: Sean Williams, Ph.D.

Jacob Dinklage developed this Internship Learning Contract, titled **Creation and Empowerment: Music at Rosie's Place Drop-In Center**, with the intention of creating an opportunity to practice music in community, share his musical skills and electronic equipment with young adults in the Olympia area, and give people the opportunity to work musically with someone who they could play with. Every week in spring quarter he carried his equipment and musical instruments to Rosie's Place, a sanctuary for local youth, ages 12-24. As part of his contract, Jacob sent periodic reports about his activities, successes, and challenges.

EVALUATION:

Written by: Sean Williams, Ph.D.

Jacob Dinklage spent each week navigating a schedule that allowed him to spend time with young adults who might or might not want to play music with him. Rosie's Place, a drop-in center in downtown Olympia, Washington, is a type of refuge for teens and young adults, some of whom had no other opportunities to engage in music. Jacob did his best to engage people and to work with each situation as a unique event. He struck a solid balance between meeting his own needs and persevering through moments of frustration. Rather than setting particular expectations, he came to Rosie's Place and simply allowed each experience to unfold socially and musically. He never knew who would be there on a given day, and remained flexible about the needs of the people he worked with. As he continued over the several months of his work, he came to know individuals and watched several of them grow, musically. He became more comfortable in Rosie's Place and pushed himself to be available and to maintain a steady level of consistency.

Keylee Marineau, Jacob's field supervisor at Rosie's Place, had the following to say about Jacob's work:

Jacob eagerly engaged with the youth population that we serve at Rosie's Place. Jacob was always on time, always prepared, and the youth looked forward to his arrival all week. He had a positive and genuine attitude that resonated with this particular population, which is testament to his dedication to his academic pursuits while also witnessing and reflecting the humanity of the young people he interacted with.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Community Engagement through Music



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

April 2018 - June 2018: Algebraic Thinking for Science

6 Credits

DESCRIPTION:

Written by: Vauhn Foster-Grahler, MSc, M.Ed.

Algebraic Thinking for Science covered concepts and algebra of functions, as well as an in-depth study of linear, exponential, quadratic and logarithmic functions, and their applications. In addition, students learned scientific notation, proportional reasoning, and unit conversions. Students worked with these topics algebraically, graphically, numerically, and verbally. Context-based problem solving and collaborative learning were emphasized. Text: *Algebraic Thinking for Science*, 3rd Ed. (Foster-Grahler, Olsen-Enger). In addition to the content, students were assessed and self-assessed on the following eight outcomes: 1) used correct mathematical notation; 2) used appropriate mathematical procedures; 3) developed and/or correctly interpreted mathematical models; 4) used technology appropriately to investigate and solve problems; 5) linked algebraic, graphic, verbal, and numeric representations and solutions; 6) demonstrated an understanding of functions; 7) used logical and correct critical reasoning; and 8) communicated mathematics for the clarity of the receiver.

EVALUATION:

Written by: Vauhn Foster-Grahler, MSc, M.Ed.

Jacob had regular attendance and was always prepared for class. Jacob was an active and positive participant in groups and in the class. Jacob's written assessments demonstrated exceptional and proficient performance for each of the outcomes above for the entire course content. Jacob has a very strong aptitude in mathematics and often shared insights that demonstrated their depth of understanding. Jacob is very well prepared to take Precalculus and is encouraged to do so. Jacob was a distinct pleasure to have in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

6 - Algebraic Thinking for Science



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

September 2017 - December 2017: Musicianship

2 Credits

DESCRIPTION:

Faculty: Arlen Speights

Students set out to learn fundamentals of music literacy and piano technique, and to develop free, healthy singing voices. This class emphasized the value of live performance and collaboration with other musicians. Students performed both vocally and on piano for other class participants and invited family and friends.

EVALUATION:

Written by: Arlen Speights

Jacob did great work in the class. He came to the class with substantial musical skill and clear goals for building piano technique. Jacob sang a romantic calypso ballad for the mid-quarter performance; he did a great job syncopating over the accompaniment. For the final performance he accompanied himself to a more lively song, changing the tempo and feel to bring the tune to the piano performance. His accompaniment shows an excellent critical ear for chord progressions. I encourage Jacob to continue bending songs to the demands of new instrumentation.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2- Musicianship



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

September 2017 - December 2017: Remix Reverse Remediate

16 Credits

DESCRIPTION:

Faculty: Julie Levin Russo, PhD and Miranda Mellis, MFA

This advanced, coordinated studies program delved into a range of models and approaches to remixing as an aesthetic method for argumentation, satire, and criticism, including sampling, poaching, adaptation, parody, détournement, and culture jamming. A remix is a text composed by recombining and/or altering elements of other texts. Most commonly applied to songs and videos since the term's origins in '60s and '70s club music, the idea of remixing also encompasses a long legacy of collective, intertextual, or recombinatory art.

In this program, we explored the theoretical underpinnings of appropriation as a praxis, interrogated concepts of authorship and originality, and learned about the historical emergence of intellectual property and feminist/postcolonial interventions into the concept. Our objects included transformative video and literary works by both artists and vernacular creators (fans, activists) that act to re/mediate, re/verse, and re/mix media as a form of critical social practice and irreverent collaboration. We also did our own collaborative composing and experimental remixing, enacting several writing and film/video editing exercises toward generating our own critical-creative contestations.

High level theoretical readings for the program encompassed numerous chapters from the anthology *Cutting Across Media: Appropriation Art, Interventionist Collage, and Copyright Law*, edited by Kembrew McLeod and Rudolf Kuenzli (Duke University Press, 2011), and *The Routledge Companion to Remix Studies*, edited by Eduardo Navas, Owen Gallagher, and xtine burrough (Routledge, 2017). These were supplemented by additional critical texts and placed in conversation with literary works by Thalia Field, Alexander Kluge, Brandon Brown, and M. NourbeSe Philip, among others.

Students' projects included a détournement inspired by Situationist methods, a collage based 'zine, a digital collage and GIF image, and a more extended self-determined creative endeavor. They also wrote two essays in experimental modes that engage methods of recombination as well as our theoretical content: a collaborative essay and a nonlinear essay exploring program themes and concepts. The quarter concluded with students presenting their independent work.

EVALUATION:

Written by: Julie Levin Russo, PhD

Jacob Dinklage was an engaged member of the Re/mix Re/verse Re/mediate program who came to class well prepared, completed all the assignments with high quality work, and demonstrated a very good grasp of our key concepts in literary and media theory. His overall attendance and participation were exemplary.

Jacob was an avid participant in seminar discussions, making thoughtful contributions that showed keen critical thinking skills and related the ideas raised in the texts to larger issues and themes in the program. To prepare for seminar, students wrote "Agendas" that identified an important passage from the readings, developed a related prompt for discussion, and remixed the passage in some way. Ingeniously, Jacob used footnotes to annotate, interrogate, and comment on the text in his Agendas, and he explored a variety of text-based poetic remixes that drew out interesting concepts.

The first two creative assignments for the program entailed completing a détournement and a poetics statement thereof, and a 'zine which was structured by a series of formal constraints designed to prompt students to produce a piece rich in ideas. Jacob's détournement was composed with clippings from *The*



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

Olympian and several other local newspapers. He described his approach as "improvisational," but anchored the pastiche in a central image of hurricane flooding in Puerto Rico. This black-and-white landscape is engulfed and nearly effaced by garish color illustrations and banal or absurd headlines, what Jacob called "forms of escape and distraction." In an accompanying statement, Jacob was articulate about his process and insights and, intriguingly, said that he found he had inadvertently "détourned my own piece, in that I subverted the original meaning" with a "preachy and dramatic" line. Jacob's 'zine was entitled "Shine for the Whole World Like the Sun," a quotation from a program text. He engaged in a playful dialogue with these theoretical fragments using writing and colorful, dynamic magazine images, most portraying evocative stock characters who are frozen mid-action. These early pieces demonstrated Jacob's voracious dive into our program's themes and modalities.

A major writing assignment for the program, based on Rosmarie Waldrop's "Alarms and Excursions," was intended to lay bare the dialectic, dialogic, kinetically conversational movements of an effective essay, as well as to provide students with a structural impetus to double back, zig-zagging from exegesis to digression, statement to question, inquiry to reflection. Jacob took dynamic advantage of the structure to do just that, swerving from textual explication to searching interrogatives that mapped the contested matrix of music, politics, and capitalism. In asking, memorably, how to go about "making art that capitalism is allergic to," Jacob knitted together vivid examples and citations from program texts on music sampling, pop, and appropriation in a rhetorically adventurous and yet cohesive piece. He deployed the essay form to engage the reader in a lively conversation, and ultimately to persuasively convey his philosophy and commitment as an artist. This was a very successful fulfillment of the assignment.

Jacob's independent project was modeled after a "happening": an artistic genre of collective performance art conceived in the late 1950s and inherited by festivals like Burning Man. He was also inspired by Hakim Bey's concept of the Temporary Autonomous Zone, an anarchic space enacted to elude formal structures of control like capitalism and the state. In this tradition, Jacob organized, manifested, and contributed work to a collaborative art and music event. As he described it, "artists, musicians, videographers, and organizers all collaged pieces of their vision into the space resulting in a beautiful heterogeneous quilt of a party." In class, he presented documentation of what occurred in the form of photos and a short observational documentary. To capture the tone of his piece and further explicate his goals and his learning, Jacob wowed us with a musical rendition of his artist statement:

Nomadic recombination a collage amalgamation / Provoking a situation to evoke collaboration / Promoting participation open to innovation / [...] Started with the idea of the T.A.Z. / Temporary autonomous space to be / Where we create the world that we wait to see / [...] It was no portal to another dimension / But it did feel like it built connection / Left much to reflect on steps for the next one...

Jacob's ambitious, multifaceted, and well theorized project was emblematic of his encompassing and passionate engagement with creative practice.

This quarter, Jacob has engaged at an advanced level with ideas in literary and media theory and arts. He takes responsibility for his learning, frequently asking questions in class and always fully participating in discussions, and has shown himself to be a mature and conscientious scholar, creator, and collaborator. He submitted a comprehensive portfolio and a thoughtful self-evaluation that reflected on his work.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 6 - Literary Studies: Experimental Prose and Poetics
- 6 - Media and Visual Studies: Appropriation and Remix
- 4 - Independent Project: Interdisciplinary Arts



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

September 2016 - June 2017: The Spanish-Speaking World: Cultural Crossings

48 Credits

DESCRIPTION:

Faculty: Diego de Acosta, Ph.D. and Catalina Ocampo, Ph.D.

During the **fall and winter quarters**, this full-time academic program consisted of two equally-weighted parts: 8 quarter hours of Spanish language instruction and 8 quarter hours of a history-culture seminar for which the reading was in English (in Spanish for advanced students). In the fall, each week consisted of six hours of Spanish language class, one 2-hour lecture in Spanish, one workshop on cross-cultural work and community-based learning, and four hours of seminar discussion in English. In the winter, each week consisted of six hours of Spanish language class, one 2-hour lecture in Spanish or workshop on cross-cultural work, one 2 ½-hour workshop on community-based learning or academic research, and four hours of seminar discussion in English. During the **spring quarter**, this student participated in the Mérida, Mexico study abroad program organized in collaboration with Habla: The Center for Language and Culture. During this intensive, ten week-long Spanish Immersion Program students stayed with a host family. Each week included the following components: 12 hours of Spanish language instruction, two 2-hour workshops in Spanish led by local artists, a 2-hour reflection session in English with fellow Evergreen students, and 10 hours of community work at a local organization or working on an independent academic project. Students also took a week-long field trip to Chiapas and a one-day field trip to the archaeological site of Uxmal.

Fall and Winter Quarters:

History and Culture Component: The program focused on cultural crossings that have defined key moments in the intertwined histories of Spain and the Americas over the centuries. Topics for fall quarter included the medieval Spanish convivencia, the Spanish conquest of the Americas, Spanish colonization and colonial institutions, Latin American independence from Spain, and Latinx communities in the contemporary United States, with emphasis on cultural production from and about these contexts. Topics for winter quarter included the Spanish Civil War and its aftermath, the Mexican student movement of 1968, the Nicaraguan Revolution, the Chicano movement in the United States, and current issues around immigration and farmworkers. We also examined language policy in Spain and the Americas, and considered the notions of identity and culture in relation to international migration and cross-cultural contact. Throughout both quarters, we considered the ways that history is socially constructed, with emphasis on how structures of power in society (e.g., class, ethnicity, gender, religion, etc.) impact that process. In fall quarter, students also engaged in community-based learning through participation in the Tacoma Art Museum's Day of the Dead Celebration, organized by the Latinx youth support program Proyecto MoLE, and through a visit to students in the Spanish Heritage class at Mt. Tahoma High School in Tacoma, WA. In winter quarter, students took part in Farmworker Justice Day on the Evergreen campus and Latino Legislative Day at the State Capitol.

Writing Assignments: **(Fall)** ten seminar responses (one page each), ten comments on peers' seminar responses, one creative writing assignment (2-3 pages), two integrative essays analyzing a pairing of materials from different weeks (3-5 pages), two reflections on community-based learning (4-5 pages); and a final collaborative "significant learnings" assignment in which each member of the group contributed 3 abstracts to a final collecting of 12 abstracts representing learning from the whole quarter; **(Winter)** nine seminar responses (1 page each week, plus a creative interpretation or "commonplace" most weeks), a historical vignette (1 page), an integration assignment (1-2 pages), an analysis essay (3-5 pages), and 2 field trip reflections (2-4 pages).

Research: In winter quarter, students had the option of pursuing a research project on a topic of their choosing. The research project option allowed students to do significant research on a topic related to



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

the Spanish-Speaking world. Assignments for this component included: a research project proposal (2-3 pages), a review of three scholarly articles (3-5 pages), a longer research project (8-10 pages), and a poster presentation of the research.

Readings: (Fall) Eduardo Galeano, *Memory of Fire: Genesis*; María Rosa Menocal, *The Ornament of the World: How Muslims, Jews and Christians Created a Culture of Tolerance in Medieval Spain*; Regina Marchi, *Day of the Dead in the USA: The Migration and Transformation of a Cultural Phenomenon*; Stuart Schwartz, *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico*; Alejo Carpentier, *The Kingdom of this World*; selections of poetry by Sor Juana Inés de la Cruz; essays and selections of works by Mary Louise Pratt, Stephanie Merrim, Charles Mann, Charles Walker, Eduardo Galeano, and Simón Bolívar; and short stories by Jorge Luis Borges, Ana Valdés, and Jesusa Rodríguez; **(Winter)** Eduardo Galeano, *Century of the Wind*; Clare Mar-Molinero, *The Politics of Language in the Spanish-Speaking World*; Javier Cercas, *Soldiers of Salamis*; Helen Graham, *The Spanish Civil War: A Very Short Introduction* (selections); Elena Poniatowska, *Massacre in Mexico*; Yolanda Alaniz and Megan Cornish, *Viva La Raza-A History of Chicano Identity & Resistance* (selections); Margaret Randall, *Sandino's Daughters* (selections) and *Sandino's Daughters Revisited* (selections); essays and poems by Ernesto Cardenal, Daisy Zamora, Gioconda Belli, Leonel Rugama, Anita Fernández, and others. Students in the community-based component of the program also read Paolo Freire's *Pedagogy of the Oppressed*.

Films: *Yo, la peor de todas* (Dir. María Luisa Bemberg), *Bolívar soy yo* (dir. Jorge Alí Triana), *The Mexican Suitcase* (Dir. Trisha Ziff), *Precious Knowledge* (Dir. Ari Palos)

Spanish: Each student studied the Spanish language at the appropriate level, in this case Beginning Spanish. In fall quarter, we focused on listening comprehension, acquiring basic vocabulary, and developing initial writing and conversation skills. In-context topics included: studies, leisure, time, weather, home, family and relationships, foods, and expressing likes and dislikes. Grammar studies included verbs in present tense, descriptions, connective terms, and forming question. In winter quarter students in the Beginning Spanish language section reinforced their vocabulary comprehension, speaking and writing skills. Key topics included travel, cities, clothing, celebrations, cultures, changes in society and more. Conversation practice took place at every session, entirely in Spanish and often in groups. Students wrote extensively in applied exercises, as well as narratives and descriptions. Study of grammar was focused on verbs in preterite and imperfect past tenses, reflexive forms, prepositions and object pronouns. The main text used was *Plazas* (Hershberger, Navey-Davis & Borrás). Students were evaluated based on attendance, class participation, written work, and progress in gaining communication skills in Spanish. All students participated in regular conversation practice, and during the fall students wrote and performed original skits in Spanish in groups of 3-5. All sections were conducted in Spanish.

Spring Quarter Study Abroad in Mérida, Mexico:

The study abroad program in Mérida, Mexico focused on developing communicative skills by studying the arts and culture of Latin America. Students studied grammar at the appropriate Spanish level while strengthening skills in reading, writing, speaking, and listening through intensive engagement with a variety of materials in Spanish, including poetry, short stories, songs, essays, and films. As part of their Spanish classes, students wrote or generated other creative responses based on the week's topics and their own experiences in Mexico. Homestays provided additional opportunities to practice oral skills in Spanish, and placement in community organizations allowed students to develop community-based skills while offering additional opportunities to learn from and interact with the host community. In addition, students reflected on their experiences and community work through weekly 2-hour discussions with fellow Evergreen students and weekly 1-2 page written reflections (in Spanish and English) on their experiences abroad and on their community work or independent project. The program culminated with a public "performance of understanding" featuring students' work throughout the quarter, as well as a 3-5



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

page paper in Spanish synthesizing learning from the community work or independent project component of the program. Particular work for this student included:

Spanish Language: In this case, the student participated in the high beginning Spanish group, which focused on the themes like the metaphor of the journey in Don Quijote, ancestral Mayan religion, utopias, transgression and gender roles, and migration through and in Latin America. Grammar study included a review of verbs in the present tense, conjugation and uses of the preterite and imperfect, study of imperatives, future, conditional, direct and indirect object pronouns, and an introduction to the subjunctive, including the imperfect and pluperfect forms of the subjunctive.

Readings, films, and other materials: Alma Guillermoprieto, *Looking for History: Dispatches from Latin America* (selections); George Collier, *Basta! Land and the Zapatista Rebellion in Chiapas* (selection); Miguel de Cervantes, *Don Quijote de la Mancha* (selection); *Popol Vuh* (selection); "Ley revolucionaria de mujeres"; Lechedevirgen trimegisto, "Pensamiento puñal"; Liliana Felipe, "Mala," "La extranjera," and "Mujer inconveniente"; Jorge Drexler, "Historia de un euro"; Cecilia Eudave, "Asunto de pez"; Augusto Monterroso, "El dinosaurio"; Mario Benedetti, "El otro yo"; poems by Mario Benedetti, Eduardo Galeano, Feliciano Sánchez Chan; photography by Sebastiao Salgado; and newspaper articles and interviews.

Internship: Starting in week 2, students were placed in a variety of local organizations, including arts organizations, cultural centers, a community farm, and non-profits focusing on issues ranging from HIV prevention to indigenous knowledge and sustainability. Students spent up to 10 hours each week (for a total of 80 hours) participating and learning about the day-to-day activities of the organization while supporting existing projects. In this case, the student worked with Son del Sur, a musical group based in Mérida that focuses on Latin American folk and popular music, and integrates rhythms from around the world. As part of his work with this group, Jacob engaged in the following activities: 1) support and photography work during the video recording for "Encuentros en Ochil," a series of collaborations between artists in the Yucatan, 2) selection of photographs for use in social media, 3) design and construction of a webpage for the group, and 3) musical exchange.

EVALUATION:

Written by: Diego de Acosta, Ph.D., Catalina Ocampo, Ph.D., and David Phillips

Jacob did excellent work in all aspects of *The Spanish-Speaking World*. He is a highly motivated student who came to the program with a strong work ethic, an evident passion for learning Spanish, and a desire to expand his knowledge of Latin America. Throughout the program, Jacob demonstrated excellent interpersonal skills, a willingness to move beyond his comfort zones, and a capacity to work with many different kinds of people. These skills and capacities were particularly evident during his spring quarter study abroad experience in Mexico. Building on his hard work over the first two quarters, Jacob's Spanish-language skills flourished as he dove into the immersive language environment of the spring study abroad program. Jacob demonstrated strong cross-cultural skills and a commendable adaptability to new settings while expanding his capacity for discomfort. Jacob is a charismatic and passionate student, whose openness to new environments and capacity to connect with people in a variety of settings will serve him well in his desire to teach and work in community settings after college.

Fall and Winter Quarters:

Seminar and Writing: Written by Diego de Acosta, Ph.D., and Catalina Ocampo, Ph.D.

In seminar, Jacob took a leading role in proposing ideas for discussion, animating his classmates and moving our conversations forward. At the same time, he stayed well attuned to group dynamics and the needs of quieter students. In fall quarter, his excellent co-facilitation of discussion texts on Bolivar and Latin American independence movements showed strong facilitation skills and also good planning that



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

included different ways of approaching the text (drawing, small-group discussion, synthesis). In winter quarter, he similarly co-lead a very fruitful discussion of Alaniz and Cornish's *Viva la Raza* that drew out good insights from his classmates.

Over fall and winter quarters, Jacob worked well to refine his already strong skills in writing and textual interpretation. Jacob's seminar responses consistently included probing analyses and well-contextualized questions that sought out the cracks or hidden tensions in the texts we were reading; these analyses were well supported by quotes and examples. Jacob's strong writing skills were also evident in his longer pieces. For his winter quarter analysis essay, for example, Jacob drew connections between the Mexican student movement of 1968 and the current struggles of Washington farmworkers, arguing convincingly that--as he eloquently put it--"these cases illustrate how strategically critical it is to control the narrative in any struggle, that words are able to shape reality not simply by affecting opinion but by actually redefining the truth." This paper was especially notable for the way that Jacob managed to convey the complex narrative strategies employed in Poniatowska's *Massacre in Mexico* in an nuanced but accessible way.

In addition to analytical writing, Jacob also demonstrated a tremendous talent for creative writing: with a powerful command of storytelling, his personal essay at the beginning of fall quarter reflected on his love of language and on the power that words have to both bring forth and to suppress. In the final collaborative "Significant Learnings" assignment for fall, Jacob contributed an absolutely brilliant flash fiction reflecting on the ideological reappropriation and reconfiguration of Simón Bolívar's figure for vastly different purposes. In winter quarter, Jacob built on his strong creative portfolio through poetry, art and, in one case, a sensational hip-hop piece inspired by *Pedagogy of the Oppressed*.

Spanish: Written by David Phillips

Jacob did outstanding work to learn Spanish in both quarters of the program. He took an outgoing, engaged approach to learning; he often asked good questions and motivated his classmates' participation in conversation practice. He showed strong comprehension and made commendable progress developing speaking skills. Jacob worked diligently to expand his range of vocabulary. He showed strong proficiency with grammatical forms in written exercises, and he expressed his ideas articulately in a series of excellent creative narratives. Jacob's attendance was nearly flawless, with only two absences in fall, and perfect attendance in winter. He'll benefit from immersion in conversation, writing and reading. Jacob is successfully developing his Spanish skills and rapidly gaining fluency in the language.

Community Work: (winter) Written by Catalina Ocampo, Ph.D.

Jacob participated enthusiastically in community-work-related field trips to the Tacoma Art Museum (TAM), Mt. Tahoma High School, Farmworker Justice Day, and Latino Legislative Day. In the fall trip to TAM, for example, he engaged thoughtfully by interviewing groups at the museum who were setting up Day of the Dead altars. Jacob's reflections on all four events were extremely thorough and contained careful reflection on best practices for engaging in community-based work as well as a keen self-awareness about power dynamics and his own place within them.

In the winter, Jacob did excellent work in the community work component of the program at Mt. Tahoma High School. Jacob clearly has a passion and talent for working with youth, and was consistently thoughtful, reflective, and considerate in his interactions not only with community members but also with his fellow Evergreen students. He played a significant role in our collective reflections and helped the group navigate challenges and difficulties with his characteristic positive presence and vital energy. Jacob's consistent weekly reflections and his final paper also demonstrated his deep engagement and capacity to link theory and practice, probing experience and connecting it to broader questions raised by



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

both text and world. Jacob has clearly developed strong skills in community-based work and is well-equipped to continue such work in the future, particularly in educational settings.

Spring Quarter Study Abroad: Written by Catalina Ocampo, Habla Staff, and Rosario Nieto - field supervisor at *Son del Sur*

Jacob had a very successful quarter in the spring quarter study abroad program in Mérida, Mexico. Throughout the program, Jacob showed skill in adapting to new settings and connecting with people from a variety of cultural backgrounds while demonstrating exceptional growth in his Spanish-language abilities. Jacob's creative talents were particularly well suited to the arts-based pedagogy at Habla, and also took every opportunity to expand his vocabulary and practice his oral communication outside of scheduled classes. As a result, he showed tremendous growth this quarter in his linguistic abilities while building strong relationships with people and communities in Mérida. He was also a positive presence in navigating group dynamics with fellow Evergreen students and often served as a mediator between people in the group. Although he faced some challenges in his community work this quarter, Jacob responded thoughtfully to them and showed, once again, his love of learning. All of his reflections this quarter suggest that Jacob has particularly well-developed capacities for self-reflection, which no doubt contribute to Jacob's tremendous abilities to learn and grow.

Spanish Language:

Jacob approached his Spanish classes at Habla with his characteristic high energy and creativity. Building on his hard work from the fall and winter quarters, Jacob placed into the High Beginning Spanish group at Habla. Even though he was studying with more advanced students, he quickly caught up and moved quickly in his learning. Jacob has talent for languages, and a good ear for oral communication. He himself noted an increased capacity to comprehend literary texts in Spanish. As his final essay suggests, his writing skills also flourished in Mexico and his vocabulary grew exponentially. Though he did not turn in some of the assignments for Spanish class, teachers were appreciative of the attention, creativity, and enthusiasm with which Jacob approached his learning in Spanish class. This is what teachers Alejo Medina and Yazmin Conejo had to say about Jacob's work in Spanish class:

Jacob has extraordinary creative talents, which are useful tools in Spanish language construcción in terms of writing, speaking, and sharing ideas. He has a mind ready to learn and showed tremendous progress in terms of grammar, vocabulary, and conversation skills. He adapted to a higher level very easily, and [therefore] was a prominent student in the class. He only needs to work on his commitment to class in terms of being on time and doing his homework thoroughly and consistently.

Jacob made extraordinary progress in his Spanish this year and is now ready to take Spanish at the Intermediate level. In order to continue progressing in his Spanish at such an admirable rate, I encourage him to begin reading longer texts in Spanish and to continue practicing his oral communication, both listening and speaking.

Community work: Internship with Son del Sur

For his internship, Jacob worked with Son del Sur, a musical group based in Mérida. Jacob began his internship with enthusiasm and was proactive about finding opportunities to collaborate. Because of circumstances outside of his control, Jacob was unable to collaborate musically with the group, the piece of the internship that Jacob was most eager to engage in. Disappointed by this fact, Jacob sometimes had difficulty diving into the other parts of his internship with his characteristic enthusiasm. The web page that Jacob constructed for the group needed some additional work in order to go live but was well constructed and provided a solid template. His work selecting photographs was appreciated by the



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

group, and gave Jacob additional experience in the process of promoting events. In her final evaluation of Jacob, Rosario Nieto, the leader of Son del Sur, expressed her appreciation for Jacob's openness and enthusiasm -- in her words:

Jacob is generous by nature, and he earned our trust from the outset. He was always kind and respectful, and was eager to help, support, and collaborate with us. He was enthusiastic and throughout the time we worked together offered his own ideas for how to enrich our work. During the recording that took place on April 8th, Jacob worked as the group's photographer and offered logistical support. His photographs for this event were published in the group's fan page on Facebook. The one area for improvement would be communication between Jacob and the group. Jacob offered to support our various activities, though we were unfortunately in the post-production stage of a recording, and many members of the group were busy finishing other projects. Thus, we did not have a set project for Jacob to work on. However, there was also information about the internship that we did not receive: there was apparently a document with details about the community work component of the program that Jacob did not pass on to us. Nevertheless, Jacob's attitude and his willingness to collaborate and work with Son del Sur was always kind, flexible, and enthusiastic, and his idea for creating a web page was much appreciated. Son del Sur did not have a web page and presented most information through our Facebook fan page. Jacob did everything from scratch: he took charge of designing and selecting photographs for the web page. The page looks great, and it will soon be ready to go live. It was a pleasure to work with Jacob this quarter.

Despite challenges in working with Son del Sur, Jacob made an effort to develop alternative activities, and find other avenues to collaborate musically with people in Mérida. This resulted in an invitation to play his own music at the venue El Apapacho during their anniversary celebration, and in a beautiful set of songs played in collaboration with Son del Sur during the final "performance of understanding" at Habla. In his final essay, completely written in Spanish, Jacob offered thoughtful and complex reflections on his experience engaging with the musical community in Mérida, and particularly on the importance of pushing through disappointment and expanding his capacity for delayed gratification. He also wrote elegantly and with lyricism about the role that music and dance can play in connecting communities across linguistic divides. As he noted in that essay, Jacob integrated himself deeply into multilingual (English, Spanish, and Maya-speaking) communities in Mérida and showed tremendous skill navigating multilingual communities. It is clear that Jacob has tremendous interpersonal gifts, and strong skills for working in community settings: the extraordinary growth he showed this year in Spanish now gives him another tool to put those gifts into action in the future.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 48

- 12- Beginning Spanish
- 4- Creative and Critical Writing
- 2- Cultural Competencies and Community-Based Learning
- 4- Latin American Literature and Culture before 1900
- 2- History of Spain and Latin America Before 1900
- 3- History and Literature of Spain and Latin America after 1900
- 3- Latinx/Chicanx Studies: History and Literature
- 2- Community Work at Mt. Tahoma High School - Tacoma, WA
- 6- Intensive High Beginning Spanish - Mérida, Mexico
- 2- Creative and Reflective Writing (in Spanish) - Mérida, Mexico
- 4- Internship with Son del Sur - Mérida, Mexico
- 4- Latin American Literature, Arts, and Culture (in Spanish) - Mérida, Mexico



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

March 2016 - June 2016: Education, Art, and Community at CHOICE Alternative High School

12 Credits

DESCRIPTION:

Faculty: Catalina Ocampo Londoño, Ph.D

For his spring 2016 contract, **Education, Art, and Community at CHOICE Alternative High School**, Jacob completed a 12-credit (300-hour) internship at CHOICE Alternative High School in Shelton, WA. CHOICE, which stands for Challenging High School Opportunities in Continuing Education, seeks to provide an alternative to traditional high school in Shelton by offering a performance-based system that connects students with mentors and allows students to progress at the most effective pace of which they are capable. For this internship, Jacob continued and expanded on projects started at CHOICE through his winter-quarter program "Local Knowledge." For his spring internship, Jacob continued to mentor a student from the HOST program, which provides housing and support to students dealing with homelessness while pursuing their education. He also developed a photo voice project, supported the school's music program, assisted with the after school arts program, and helped plan and organize the school's annual block party. As part of the after school program, Jacob worked on starting a hip-hop program that would involve students in creating and performing music. Additionally, Jacob worked closely with faculty and staff at CHOICE, including exploring the possibility of developing a STEAM lab (science, technology, engineering, arts, and math) at the school. Throughout all his work at CHOICE, Jacob acquired hands-on experience with event planning, leading workshops, tutoring and mentoring students while developing strong relationships at CHOICE, strengthening his skills in community-based work, and gaining insight into the workings of an alternative high school.

Writing Assignments: ten 2-4 page weekly reflections on his internship and one 4-5-page synthesis essays at the end of the quarter.

EVALUATION:

Written by: Catalina Ocampo Londoño, Ph.D

Faculty Sponsor Evaluation:

Jacob did truly excellent work this quarter in this internship, "Education, Art, and Community at CHOICE Alternative High School." Jacob participated in his internship with passion and responsibility, and demonstrated both great talent and a deep interest in working with youth, particularly through the arts. During the winter quarter and in the planning stages, Jacob was diligent and proactive about communicating with staff at CHOICE, structuring his internship, writing and revising his contract, and making sure that all paperwork was submitted on time. It was clear from early on that Jacob was deeply invested in this internship, that he cared about the students that he had begun working with in the winter quarter, and that he had already developed solid skills for community-based work. For this internship, Jacob was particularly interested in using his talents as an artist and musician to connect with and support students at CHOICE, and early on in the internship invested significant time in planning and preparing well-structured lessons for his photovoice project and the series of hip-hop workshops that he hoped to develop as part of the after school program. Throughout the quarter Jacob had the opportunity to put some of these plans into action and also bravely faced the challenges of developing and maintaining student interest, learning in the process the importance of being both persistent and flexible with one's original vision.

Jacob also invested significant energy in helping to organize and plan CHOICE's block party while working closely with students, helping them prepare to perform music as well as a brief theater piece. During the block party, Jacob played a prominent role supporting students in their performances and



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

performing music himself. The work he had done previously with students, establishing trust, encouraging them, and motivating their participation was clearly evident at the block party: a student who had been shy about her talents as a singer performed for the first time, photographs that students had taken as part of the photovoice project were prominently displayed, and a group of students performed a brilliant spoof of The Wizard of Oz, which I later learned had only come about through Jacob's persistence and creative problem solving. Everyone from CHOICE that I spoke to at the block party expressed deep appreciation for Jacob and the enthusiasm that he brought to the school, particularly his mentee, who mentioned the pivotal role that Jacob had played in helping him stay in school and succeed. It is clear that Jacob has exceptional skills as a listener and mentor, and has a talent for communicating with youth, at the same time empathizing and encouraging them to make the best possible choices for themselves. In the course of the quarter, he navigated with grace through some difficult conversations and situations, reaching out to mentors and more experienced teachers for advice and to develop his skills. I deeply appreciated Jacob's openness to learning, his desire to improve and expand his knowledge and skills, and his conscientious reflections on how to reach and include students that he was not immediately connecting with. This was evident in all of Jacob's reflections, which demonstrated the seriousness with which he took his work and his capacity to recognize strengths (both in himself and in others) while tackling challenges head-on. His reflections were all carefully written and with the exception of extremely busy weeks, submitted with care and on time. Jacob's final reflection paper also demonstrated his excellent capacity for reflecting on and learning from experience while serving as a testament for Jacob's tremendous growth and learning this quarter. Working at CHOICE has clearly been transformative for him and for the students he worked with, and I am delighted to know that Jacob is considering pursuing a career as an educator. He has extraordinary talents for making a huge difference in students' lives.

Written by Glenhelen Smither, GEAR UP Student Support Interventionist at CHOICE High School

Field Supervisor Evaluation:

During the Spring of 2016, I had the privilege of working with Jacob! Before he started working with students, he asked questions about CHOICE High School...what kind of challenges do we face as a staff, what kind of challenges do our students face, what's a typical day like at CHOICE. We also talked about the District as a whole and some of the changes that are taking place. It impressed me that his first approach was to do the research and try to figure out what he could do to bring to help and support our students.

I am a member of the district's 'Creativity and Innovation Committee'. Jacob helped me put together a presentation about Makerspaces. This generated wonderful conversations regarding how to engage students through project based learning, growth mindset, restorative justice, art and music. The top two reasons kids drop out are they don't feel what they study is relevant and they don't have any connections with their teachers. Jacob and I talked a lot about making connections with students. Some of the students at CHOICE have had negative experiences at other schools, some have incredibly hard challenges at home and some simply want a smaller more personal learning environment.

Jacob was very respectful and mindful of these factors when forging relationships with the students. He's a great listener. He expresses but doesn't impose his opinions. He is open to trying new things and lending himself 100% to the moment. It turned out that music is Jacob's 'thing'. He expresses himself through music so beautifully that the students were quick to pick up on that. Through his love of music, he was able to make really strong connections with a few of our students. He tutored in our music classes and created a successful after school music class.



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

There was one student in particular that latched onto Jacob. He is struggling with issues of trying to stay committed, trying to stay on the right path and make good choices. Jacob was very encouraging and supportive. Unfortunately, the student made some poor choices and sometimes didn't show up when he said he would. Jacob was deeply saddened by this. We talked about how it's hard to keep positive and to continue to support the student even when they mess up. But part of learning is making mistakes and to learn from them and our job is to help them learn and grow and not to judge. We also talked about how important it is to be kind and take care of yourself especially during stressful times.

Jacob was such a huge help in our B.L.O.C.K. party event. (Bringing light to our community's kids) He was instrumental in saving the play that the students were ready to give up on. It ended up being a spoof on the Wizard of Oz...Genius! But the best was when he joined our music teacher Paul and other students and performed. He not only supported and accompanied the students but he also performed some of his original works. He was phenomenal! The students and staff talked about it for weeks after.

I and the CHOICE crew were really fortunate to have Jacob.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

12 - Internship: Mentoring and Educational Support at CHOICE Alternative High School (Shelton, WA)



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

September 2015 - March 2016: Local Knowledge: Building Just and Sustainable Communities

32 Credits

DESCRIPTION:

Faculty: Anne Fischel, Ph.D., Grace Huerta, Ph.D., Michi Thacker, M.Ed.

By building a foundation for participation and shared learning within the community of Shelton, Washington, students in the Local Knowledge program explored how residents view and respond to their evolving history, sense of place, culture and identity. They considered Pacific Northwest history, education, immigration, labor and the economy through school and community service, qualitative research, audio recording and photography.

Students learned about Shelton's history and the community's reactions to social change by engaging with community-based and institutional initiatives, including alternative secondary schooling, and dual-language/ESL instruction in K-12 classroom settings. By utilizing program readings, reflective writing, participant observation, tutoring, photography and dialogue with community advocates and teachers, students sought to understand the diverse and multiple perspectives of a changing community. Our work was informed by readings in education, participatory research and Critical Race Theory that represent effective approaches to community work. Students considered the transformation of the local economy including the slow demise of the timber industry and shifts in the general labor market. This work revealed the challenges of a fragile economy and the challenges youth, families and under-resourced institutions face in confronting poverty, homelessness, and the absence of supportive social networks.

In order to provide a context for understanding the conditions impacting Shelton, students took part in school/community service and generated research questions by analyzing locally-held funds of knowledge. These conditions were unpacked through program readings, group discussions, workshops, lectures, guest speakers and film screenings. Students took part in seminars, wrote reflective essays on the literature, participated in peer feedback sessions of their writing and compiled their notes, program materials, final and rough drafts of reader response papers, seminar "tickets," academic statement and self evaluations in a culminating portfolio.

In fall students were introduced to basic qualitative, participant observation research and oral history methods. Students participated in media workshops to learn basic skills in digital still photography and audio recording and editing, using Audacity software. Building upon their readings, field experiences, and collaborative writing, students generated research questions, conducted community observations, collected field notes, synthesized their observations, interviewed a community advocate or educator, and coded and analyzed findings. Research projects addressed such topics as: shifting local culture and economies; culturally relevant pedagogy; dual language and ESL instruction; school/community partnerships; meeting needs of homeless youth; and challenges associated with limited school and community resources.

At the end of fall quarter students presented the results of their observations and interviews, posed questions, and considered recommendations for ongoing research. Beginning qualitative research and media skills students demonstrated this quarter included:

- Identifying a research question
- Participant/observation data collection (field journal and notes)
- Designing an interview protocol
- Conducting and audio recording an oral history interview in the field
- Using photography to visually represent the community and context of their research
- Transcribing and coding the oral history interview



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

- Situating their research findings within the program literature and incorporating quotes to respond to essential questions
- Collaborating with peers to critically examine data, consider feedback and strategize ways to share their findings
- Preparing and delivering a group presentation of their oral history research

In winter quarter, all students completed three seminar response papers that identified central themes in our texts and drew connections between the texts and their field observations. The emphasis in winter was to continue developing knowledge and skills to support collaboration with the local community and schools. Students continued or formed new project groups, opting for either the Qualitative Research or the Photography emphasis. Each project group was expected to incorporate both approaches in their community research. Students in the qualitative research workshop generated a research question, prepared a brief literature review, collected field observations, conducted interviews, transcribed data using selective coding and produced a paper where they analyzed their findings. Students in the photography workshop maintained field observation notes, participated in project interviews, met with their qualitative research counterparts to discuss research findings, and created three portfolios associated with their project topic: photographs of place; observational photographs from fieldwork sites; and portraits.

Research topics included: school and community support for Latina/o students; K-6 dual language pedagogy; middle and junior high school girls' experiences of physical education; pedagogies to support student success in an alternative high school; culturally relevant curriculum for Native students at a reservation-based school; experiences of homeless adults; services for veterans transitioning to civilian life; a PhotoVoice project with high school students; and a study of the communication skills of special needs students in a middle school classroom. At the end of the quarter students synthesized their work and presented their findings and photography to their peers. Students also shared their work with their community partners by displaying their photography, quotes from interviews and excerpts from their field notes, at their fieldwork sites.

Our program readings included: David Bacon (2009), *Illegal People*; Deborah Barndt (2006), *Wildfire: Art as Activism*; Thomas Berwyn (1996), *Shelton: The First Century Plus Ten*; Mitchell Duneier (2001), *Sidewalk*; Tricia Gallagher-Geurtsen (2012), *Unknowing Diversity: Researching Narratives of Neocolonial Classrooms through Youth's Testimonios*; Myles Horton (1998), *The Long Haul: An Autobiography*; Cristina Igoa (1995), *The Inner World of the Immigrant Child*; Valerie Janesick (2011), *Stretching Exercises for Qualitative Researchers*; Allan G. Johnson (2006), *Privilege, Power and Difference*; Jonathan Kozol (1991), *Savage Inequalities: Children in America's Schools*; Marvin Lynn and Adrienne D. Dixon (2013), *Handbook of Critical Race Theory in Education*; Eugene Nelson (1993), *Break Their Haughty Power: Joe Murphy in the Heyday of the Wobblies*; Mike Rose (2014), *Why School? Reclaiming Education for All of Us*, and; Jacilee Wray (2015), *Native Peoples of the Olympic Peninsula—Who We Are*.

Films screenings included: Carol Burns, *As Long as the Rivers Run* (1971); Anne Fischel, *Under the Stack* (2016); Davis Guggenheim, *The First Year* (2001); Lucy Phenix, *You've Got to Move* (1985); Salmon Defense, *Back to the River* (2013); Laura Simon, *Fear and Learning at Hoover Elementary* (1997); Jose Antonio Vargas, *Documented: A Film by an Undocumented American* (2013); Matthew Warchus, *Pride* (2014); and documentaries by students in a former Local Knowledge program.

EVALUATION:

Written by: Grace Huerta, Ph.D. and Anne Fischel, Ph.D.

Jacob Dinklage was a thoughtful and enthusiastic member of the Local Knowledge Program. He maintained excellent attendance, completed all his assignments and participated fully in all program



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

learning activities; he earns full credit for his fine work. Jacob was an impassioned contributor to class discussions and seminars, offering probing questions and insights. His well-written reflection papers demonstrated good understanding of educational foundations, educational equity, activist art, post-colonial critiques of schooling, and approaches to community work. Jacob engaged in two substantive research projects which emphasized the integration of research from a variety of sources, included field observation, written texts, audio-recorded interviews and documentary photography. By successfully completing this complex work, Jacob demonstrated his good grasp of program themes and skills, as well as his considerable ability to collaborate with members of his learning community and his community partners.

Jacob's reflection papers demonstrated his understanding of educational foundations and community studies. Each paper required a rough and final draft, based on peer and faculty feedback. Jacob's papers were invariably thoughtful and engaged "big picture" questions; his hard work on both the drafts and revisions demonstrated his earnest search for approaches to social change that were respectful of a community's locally held knowledge. His reflection paper on *Unknowing Diversity* demonstrated his understanding of Gallagher-Guertsen's complex text. Jacob critiqued "simplistic binaries of value that divide the world into 'civilized' and 'savage.'" He insightfully discussed the author's thesis that these binaries construct hierarchies that are a legacy of colonialism. He worked well with youth testimonios to establish how minoritized youth "find power in liminal space, avoiding essentialization." Jacob did a good job explaining complex ideas and effectively supported his argument by integrating references to texts and lectures.

In fall Jacob completed his service hours and field research while tutoring students at Shelton's junior high school. He examined the numerous challenges facing adolescents as they sought to develop their academic skills. Jacob was also part of a three-person qualitative research team who focused on the Shelton economy. The group initially sought to understand changes to the traditional economy, but as they deepened their research, their focus shifted to identifying changing patterns of labor in immigrant populations working in the floral greens industry. An important part of their research was an interview with Ricardo del Bosque, Bilingual Student and Family Support Coordinator for the school district, who works closely with immigrant families.

Among the codes they identified in their interview transcription were: forms of organization within immigrant families and communities; "Cycles of Labor," i.e., how stages of immigrant experience correspond with upward economic mobility; and "Stages of Cultural Integration." They linked Mr. del Bosque's reflections on cultural integration with Igoa's discussion of stages of learning in immigrant children and families; they also drew connections between the informal economy of Shelton and Duneier's analysis of sidewalk economies in New York City, arguing that "when high levels of inequality exist" the informal economy represents an important opportunity for "self-directed entrepreneurial activity."

This research group concluded that the floral greens industry is not new, as they had assumed, but serves as an avenue for social mobility for newly arrived immigrants. This was an important realization that led to an informative class discussion about how qualitative research recursively incorporates reflection on new learning gained in the field. Jacob's field observations throughout the quarter were thoughtful and meticulous. His contributions to the research project included: conducting the interview, transcribing and coding the transcript, and creating a PowerPoint for the group's presentation. This team presented their materials well, but could have made fuller use of photographs to visually represent their findings. They worked well together, and demonstrated their ability for thoughtful research and constructive collaboration.

In winter quarter Jacob shifted the focus of his research. He joined the Photography workshop, and was part of a 3-person team that conducted their field observations at CHOICE, Shelton's alternative high school. This group sought to answer the question, "How do nonprofits and alternative programs support



Dinklage, Jacob Eken

A00371347

Last, First Middle

Student ID

marginalized youth?" They worked closely with HOST, a grassroots non-profit, based at CHOICE, that provides housing and services for homeless youth. Jacob's work with HOST involved mentoring a CHOICE student, and conducting participant observation at the school. His primary focus was his involvement with a weekly after-school arts program at CHOICE; Jacob's team proposed and facilitated a PhotoVoice project teaching basic camera skills to the students. PhotoVoice enables marginalized constituencies to share their experiences, and assert excluded identities. PhotoVoice provides an opportunity to see the world through their eyes. It is a tool for facilitating public participation for groups that are often shut out of public discourse. This project won the enthusiastic support of CHOICE staff. At the end of the quarter it is ongoing, with all three team members expressing interest in continuing to work on it in spring

PhotoVoice shifted the emphasis of Jacob's work from making his own photographs to facilitating image-making for the enthusiastic young students at CHOICE. This shift demonstrated Jacob's understanding of perspectives articulated in *Wildfire*, which explored how art can function as a mode of community expression and advocacy, and a collectively held resource rather than an individual expression. While the project has been developing slowly, some of the students' images are beautiful and telling; one CHOICE student created a series of images that explore the intrusion of nature, in the form of mold and moss into built environments; another series documented the presence of surveillance cameras in the local environment. These images suggest the potential of photographs to enable expression and communication for young people who are often misperceived and ignored.

Jacob's own images show a strong visual sense and an eye for revealing moments. A photograph taken while accompanying CHOICE students on a walk through their neighborhood shows them petting dogs through a neighbor's fence; this affectionate moment allows us to experience the neighborhood as a space of relationship. Images of the students interacting over the camera or while making audio recordings suggest some of the ways they work together and develop collaborative skills. After participating in a workshop on lighting for portraiture, Jacob made some striking photographs of the student he is mentoring that demonstrate creative versatility and a keen eye for color and light.

Jacob did very fine work in Local Knowledge to develop perspectives, knowledge and skills to support community-based work. It was a pleasure working with this highly motivated and engaged student.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 3- Educational Foundations
- 3- Pacific Northwest History
- 4- Labor and Immigration Studies
- 1- Art as Activism
- 3- Multicultural Education
- 2- Fundamentals of Documentary Media Production
- 4- Introduction to Qualitative Research
- 4- Documentary Photography
- 8- School and Community Fieldwork



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.