



Nannetti, Samantha R

A08002637

Last, First Middle

Student ID

DEGREES CONFERRED:

Bachelor of Arts

Awarded 16 Dec 2022

TRANSFER CREDIT:

| Start | End | Credits | Title |
|---------|---------|---------|-------------------------------------|
| 08/2006 | 12/2007 | 27 | Hillsborough Community College |
| 01/2008 | 05/2008 | 5 | Brookhaven College |
| 04/2019 | 12/2019 | 42 | South Puget Sound Community College |
| 04/2019 | 12/2019 | 5 | South Puget Sound Community College |

EVERGREEN UNDERGRADUATE CREDIT:

| Start | End | Credits | Title |
|---------|---------|---------|--|
| 01/2020 | 03/2020 | 16 | From the Earth: The History, Stories, and Social Justice of Farming in the U.S. <i>6 - Foundations in Literary Arts: Writing and Researching I</i> <i>4 - US History: Agricultural History of the US 1900-present</i> <i>4 - Social Movements and Food Justice</i> <i>2 - Greener Foundations</i> |
| 03/2020 | 06/2020 | 16 | Indigenous People and the Pacific World <i>4 - Pacific Northwest History OR Pacific Northwest Indigenous Art History</i> <i>4 - Global Indigenous Histories and Geographies</i> <i>8 - Pacific Northwest Native Design</i> |
| 03/2020 | 06/2020 | 1 | Creative Writing: "Savage Conversations" <i>1 - Native American Literature</i> |
| 06/2020 | 09/2020 | 16 | Therapy Through the Arts <i>6 - Art Therapy and Counseling</i> <i>6 - Art Therapy and Education</i> <i>4 - Art Therapy and Written Expression</i> |
| 09/2020 | 12/2020 | 16 | Refugees, Migrants, Borders and Walls <i>4 - International Politics</i> <i>4 - Border Studies</i> <i>4 - Refugee and Migration Studies</i> <i>4 - International Refugee Policy</i> |
| 01/2021 | 03/2021 | 8 | Leadership Development: Theory & Practice, Interventions, and Use of Self <i>4 - Leadership Development</i> <i>4 - Organization Psychology</i> |
| 01/2021 | 03/2021 | 4 | Reimagining Community Safety <i>4 - Interdisciplinary Community Studies</i> |



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EVERGREEN UNDERGRADUATE CREDIT:

| Start | End | Credits | Title |
|---------|---------|---------|--|
| 03/2021 | 06/2021 | 12 | Exploring the Literature of Empowerment: Writers Rising Above the Subaltern <i>3 - African American Literature</i> <i>3 - Latinx Literature</i> <i>3 - LGBTQIA Literature</i> <i>3 - Multicultural Literature</i> |
| 06/2021 | 09/2021 | 12 | How Are you Doing? Answering Trauma Through Writing <i>8 - Advanced Writing: Creative Non-Fiction</i> <i>4 - Trauma Studies</i> |

Cumulative

180 Total Undergraduate Credits Earned



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I came to The Evergreen State College as a transfer student with one goal in mind: to get into grad school. As a parent, I wanted to show my kids that it is never too late to accomplish your dreams. Growing up I was never an exemplary student, I didn't know how to apply myself or how to find my passion. What I had been missing at previous colleges was the chance to engage in interdisciplinary studies. The unique programs I took at Evergreen allowed me to dive into many different subjects: where there was creative writing, there was political science, where there was quantitative problem solving, there was also art. Emerging concepts and the urgent call for change were constant themes as a Greener. This collaborative approach to education allowed me to thrive as a student, eventually leading me into higher division and more challenging coursework. My drive to untangle the complexities of the world was high, and my professors noticed.

One of my first programs, From the Earth: The History, Stories, and Social Justice of Farming in the U.S., combined foundations in literary arts, social movements, and US History. I completed a writing portfolio that included in-depth research on the value people place on certifiably organic products in the grocery store and how that adversely affects the success of local farmers; many of whom do not have the means or access to obtain organic label certification. My research took me to GrUB farm in Olympia, where I was able to interview the SNAP-Ed director, which allowed me to gain valuable insight into their efforts to combat the lack of access to nutritionally dense food for underserved populations. I was able to use the knowledge I gained from the food justice portion of this program to make sure I wrote with an equitable foot forward, a theme that would be a constant in my academic journey.

During the end of my first quarter, COVID hit. The world was thrust into utter chaos and while school returned, it did so behind the screen of a computer. The second quarter of my studies took place during the most isolating portion of the pandemic. Zoom classes were the new normal and most students, including myself, only got to peek at the outside world in break-out rooms. I combated the melancholy of change with a drive to connect with my fellow students. It wasn't until I took one of my most memorable programs, Leadership Development: Theory & Practice, Interventions, and the Use of Self, that I was able to really focus on upper-division group projects. Our final project centered on the story of the first black CEO, Ursula Burns. We centered the project by highlighting how she balanced self-confidence and humility. Through the mentorship of my group, I was able to find my own desire to be an agent of change. By the end of the quarter, I had accomplished my goal for the program, to redefine my leadership style and find my voice in critical writing.

By the end of my Evergreen journey, I gained credit in many studies from leadership development to advanced creative nonfiction writing. As if the pandemic hadn't already complicated this journey, the extremely early birth of my child also coincided with my last quarter of undergraduate studies. While I sat bedside in the NICU I decided that I wanted to create my last program through a self-drafted independent learning contract. Aptly named, How Are You Doing? Answering Trauma Through Writing, I was able to connect how storytelling can be used as an act of resilience. The end product, a memoir, is a collection of stories that center the lived experience of a queer parent experiencing birth trauma in the deep South. Through this final project, I was able to refine my creative process and prove that I was ready for graduate-level work. My hope is to have the memoir published so it can open the door for other queer parents to share their lived experience of birth trauma, something that is usually only centered in cisgendered language.

The education I received at The Evergreen State College gave me the skills to amplify my voice as a changemaker. The constant yearning to learn and evolve was celebrated and helped to further grow my knowledge of the world. This collaborative environment mirrored the real world in many ways, as we must connect and grow together as a unified people to create long-lasting change. As a greener, I know that my understanding of the global world will help propel me into graduate-level work. I plan to take the next step of my academic journey as a Master in Teaching candidate, where I can gain the skills to become a teacher—one of the biggest agents of change possible. There I hope to change the oppressive policies in public schools, and maybe one day even get my Ph.D.



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June 2021 - September 2021: How Are you Doing? Answering Trauma Through Writing

12 Credits

DESCRIPTION:

Faculty: Steven Hendricks, M.F.A.

For this contract titled, "**How Are you Doing? Answering Trauma Through Writing**," the student sought to explore how storytelling can help build resiliency in the context of trauma. The student used the texts, *Early* by Sarah DiGregorio, *Juniper: The Girl Born Too Soon* by Kelly Benham French, and *An Archive of Feelings* by Ann Cvetkovich to gain a foundational understanding of creative non-fiction in the context of birth trauma and the nexus of critical theory, queer theory, and multi-disciplinary trauma studies. The student created visual storyboards, maintained research journals and an annotated bibliography, and produced a final creative non-fiction piece that explored preterm birth trauma.

The main goals met through this individual contract were:

To learn the skills and techniques of writing and research in the creative non-fiction genre;

To learn approaches to multi-disciplinary trauma studies, specifically in relation to storytelling, queer theory, and the hospitalization of newborns.

EVALUATION:

Written by: Steven Hendricks, M.F.A

Samantha, who goes by Sam, completed exceptional work for this Individual Learning Contract titled "**How Are You Doing? Answering Trauma Through Writing**".

Sam's work included active research in multi-disciplinary trauma studies and the genre of birth trauma memoir, archival and creative non-fiction practices, and storytelling techniques. At regular meetings, Sam was thoroughly prepared with research, process pieces, or manuscript progress. Sam refined creative processes and manuscript pieces along the way and made insightful adjustments in the form and character of the work in relation to other examples of the genre.

Sam's research into and writing about trauma studies showed impressive depth of insight; Sam navigated cultural criticism, queer theory, and post-structural discourse with a lightness that added clarity and purpose to the synthesis process. Sam's synthesis of multi-disciplinary approaches to trauma studies formed a rich shadow text to the creative non-fiction that traced real birth experiences and pre-term birth trauma in particular.

Sam's writing flowed with insight, character, and precision; observation, story, and intellect were powerfully combined in Sam's creative non-fiction through an investigative lens that complicated its subject layer by layer.

In the processes and products of this study, Sam showed exceptional skill as a thinker and a writer, well prepared for a range of future scholarly pursuits at the graduate level and for careers and further study in writing in multiple genres.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

8 - Advanced Writing: Creative Non-Fiction

4 - Trauma Studies



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March 2021 - June 2021: Exploring the Literature of Empowerment: Writers Rising Above the Subaltern

12 Credits

DESCRIPTION:

Faculty: Grace Huerta, Ph.D.

In this reading intensive literature program, students were introduced to the subaltern studies, and voluntary and involuntary minority communities in the United States with an emphasis on novels, short stories, non-fiction and poetry. In order to participate in this remote synchronous and asynchronous program, students read African American, Latinx, East Asian American, Indigenous, LGBTQIA and gender diverse authors and considered how these writers identified and negotiated existing structures of power.

We examined a wide range of 20th and 21st century literature, with a particular emphasis on the history of colonialism and slavery, as well as the conditions that continue to reproduce systems of oppression. Students were asked to consider the ways in which writers cross borders and contest those systems, including autocratic structures that operate along the lines of race, gender identity, culture, language, ableism and class. This inquiry was anchored in a close reading of the texts themselves, as well as weekly lectures and discussions that provided historical and philosophical contexts from a variety of shared multiple perspectives.

Our goals were to encourage respectful collaborative learning and to enhance students' understanding of literary themes, devices and historical erasures. In addition, students took part in weekly discussions, seminars and written analysis and literary mapping of the assigned literature. Students conducted biographical research about authors whose work we studied and for whom they held an interest and passion about their writing. Students completed a final project, synthesis essays and a multi-media presentation about the historical conditions and contexts that informed the authors' literary themes, plot and character designs. These themes included, yet were not limited to, depictions of women in literature, the study of education, social justice, immigration and diaspora, intersectionality, white supremacy and the role of subaltern voices in literature.

Our readings included: James Baldwin, *The Fire Next Time* (1963); Eli Claire, *Exile and Pride: Disability, Queerness, and Liberation* (2015); Kali Fajardo-Anstine, *Sabrina and Corina: Stories* (2020); excerpts from Ibram Kendi and Keisha Blain, *400 Souls: A Community History of African America, 1619-2019* (2020); excerpts from *Trap Door: Trans Cultural Production and the Politics of Visibility--Critical Anthologies in Art and Culture* (2017); Jhumpa Lahiri, *Interpreter of the Maladies* (1999); excerpts from Aja Monet, *My Mother Was A Freedom Fighter* (2017); Toni Morrison, *The Bluest Eye* (1970); Tommy Orange, *There, There* (2019); George Orwell, *Animal Farm* (1946); Vivek Sharaya, *The Subtweet: A Novel* (2020); John Steinbeck, *The Grapes of Wrath* (1946); Luis Urrea, *The Devil's Highway* (2004); Omprakash Valmiki, *Joothan: A Dalit's Life* (2003).

EVALUATION:

Written by: Grace Huerta, Ph.D.

Samantha (Sam) positively contributed to class discussions and seminars in ways that reflected her inquiry and analysis of 20th and 21st century African American, Latinx, LGBTQIA and East Asian-American literature. She demonstrated a strong understanding of historical contexts, major themes and conflicts through dialogue and group collaborations. Sam also interrogated approaches to analysis through the detailed discussion of our program readings and the completion of two synthesis essays. She also completed eight dialectical journals, an annotated reading log and four literary maps where



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students analyzed and identified the literary elements found in the weekly readings. These papers represented Sam's essential questions that emerged during her reading and reflection process.

Sam and her team also led a seminar. They focused on such readings as *Interpreter of Maladies* by Jhumpa Lahiri. The class took part in a discussion of immigrant displacement and offered quotes regarding as cultural misunderstandings. Sam offered models to help invite participants to take part in the dialogue and offered feedback by analyzing the challenges associated with assimilation and cultural loss. The team also provided an analysis of the characters, their family interactions and their cross-cultural challenges, while their individual resilience remained both fragile and vulnerable to loss.

Other themes addressed in small groups included hope, trust and competing emotions. Sam and her team unpacked such conflicts as self-preservation and the differences between gender roles and how they impact relationships. Sam provided an important analysis of the class privileges some East Indian-Americans held and how cultural alienation influenced them. The seminar was especially effective in that the team invited many diverse perspectives. Sam invited questions from the learning community's dialectical journals which were incorporated within the seminar discussion.

Sam and her research team also conducted a final presentation about the authors, Tommy Orange and Toni Morrison, and their respective novels, *There, There* and *The Bluest Eye*. They focused their research on racism, pain and decolonization. They discussed their different writing styles and noted their connections to media and storytelling. The team presented biographies of Orange, a citizen of Cheyenne and the Arapaho Nation of Oklahoma, but he grew up in Oakland, California, while Morrison lived most of her youth in Lorain, Ohio following her family's move during the "great migration" north following the Civil War.

The team provided interesting, background research to our learning community. Both authors became accomplished writers early in their careers, publishing novels, short stories and in the case of Morrison, she wrote 11 works and was awarded a Nobel Prize. Among her collection is her first book, *The Bluest Eye*. The team also shared a poem by Harmony Holiday, "Requiem for Toni Morrison" which gave our learning community another writer's view of the impact of Morrison's voice and ongoing legacy for the disempowered.

The team also incorporated the discussion of identity and colonization within their final presentation. Connecting the work of Orange and Morrison, the team shared an analysis of the representation of children and how their characters were uprooted, traumatized and must struggle to resist. They included a video interview of Morrison who explained why she wrote *The Bluest Eye*, and the need to discuss the Black perspective of the Midwest, white supremacy, oppression, gender marginalization, and the need for readers to step in.

This interview helped the team unpack the history that would have been left untold had Tommy Orange and Toni Morrison's novels gone unwritten. In addition, the team offered an analysis of subaltern theory and the desire for reclamation as the disempowered need to be accurately seen, in history, in school, and in the media (i.e. as whiteness prevails as a marker for beauty).

Sam's final presentation included well written slides and visuals that includes artistic representations of the authors' work, carefully-selected quotes, examples of analysis and MLA references. The team also provided a positive conclusion that focused on developing spaces for empowerment by revealing these counter-narratives and histories with the learning community which were inviting, thoughtful and engaging.

In sum, Sam's consistently provided positive support to our learning community and her peers despite class being held via Zoom due to the COVID-19 pandemic. In addition, her thorough and thoughtful



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literary analysis, discussions and final presentation demonstrated her strong understanding of the diverse literature introduced in our program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 3 - African American Literature
- 3 - Latinx Literature
- 3 - LGBTQIA Literature
- 3 - Multicultural Literature



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January 2021 - March 2021: Reimagining Community Safety

4 Credits

DESCRIPTION:

Faculty: Eirik Steinhoff, Ph.D.

This course, which was conducted remotely during the COVID-19 pandemic, featured a series of lectures, screenings, and public seminars on the topic of "reimagining community safety." Students participated in weekly discussions and documented their learning in a variety of ways: in a journal, in weekly posts to Canvas, and in midterm and final portfolios of their work. In addition to alternatives to policing (such as Olympia's community crisis responder model and Chicago's Operation CeaseFire), our reading and viewing was focused on a broad range of approaches to the question of "community safety." These included: settler colonialism and indigenous resistance (with special attention to the Medicine Creek Treaty); Atul Gawande's paradigm of "slow ideas" and Rob Nixon's theorization of "slow violence"; social resilience and mutual aid; liberation education in a prison setting; and climate justice in a global perspective. We also participated in (1) a public seminar on Octavia E Butler's 1993 novel *Parable of the Sower* and (2) a community roundtable with local Black womxn organizers; both of these events were designed to showcase Evergreen's ongoing commitment to multimodal intersectional community-based action-oriented interdisciplinary inquiry.

EVALUATION:

Written by: Eirik Steinhoff, Ph.D.

Samantha did excellent work meeting all expectations set for students in this course. She participated actively, completed both required portfolios, and receives full credit. Sam's exemplary portfolios added up to 24 single-spaced pages of careful engagement with our materials. Sam included a nice reflection in the cover letter to the final portfolio:

"I learned about the importance of mutual aid and harboring community connections that allowed each person to act as an agent of change. A skill that I was able to deepen was the ability to acknowledge the importance of being a steward of my community."

This kind of dynamic engagement is evident throughout Sam's portfolios. It has been a pleasure working with Sam, and I look forward to learning where her studies lead her next in the months and years to come.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Interdisciplinary Community Studies



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January 2021 - March 2021: Leadership Development: Theory & Practice, Interventions, and Use of Self

8 Credits

DESCRIPTION:

Marcella Benson-Quaziana, Ph.D.

Students in "Leadership Development: Theory & Practice, Interventions and Use of Self" focused on leadership theory and practice, personal and interpersonal skills essential for effective leadership, as well as understanding essential organization dynamics to enhance organizational climate and culture to support effective followership. This course was designed to develop students who wanted to increase their knowledge and skills of self as a leader and focused on enhancing skills to influence and organize others to accomplish key organizational goals. We spotlighted leadership principles, complexities and challenges as well as individual strengths and developmental needs. The program assumes a willingness to accept necessary changes in behavior, to practice, to apply skills and to evaluate skill development through assessment of practice. Winter quarter focused on "use of self" as a leader. Students concentrated on enhancing their skills to understand how to influence and organize others to accomplish key organizational goals. We spotlight leadership principles, complexities, and challenges as well as explored personal strengths and developmental needs. This quarter also examined the emerging concepts and literature on the value of soul and spirit in the workplace.

The objectives of the program were: 1) To gain awareness of leadership theory, philosophies and styles; 2) To facilitate integration of personal experience and leadership qualities and abilities into a systems and organizational framework; 3) To develop and enhance self-awareness through use of leadership assessment tools; 4) To provide leaders with the awareness and tools for creating cultures in which followers will more readily act as partners; 5) To develop a personal approach to effective leadership; 6) To think critically about one's own leadership style and how it impacts the use of self in organizational settings; 7) To understand the evolution of the field of organizational development, including its primary values, theories, models, and methodologies; 8) To understand organizational development as a process of fundamental change in the organization's culture.

Text for the program consisted of: Bolman & Deal's, *Leading with Soul: An Uncommon Journey of Spirit*; Komives, & Wagner's, *Leadership for a Better World: Understanding the Social Change Model of Leadership Development*; Kouzes & Posner's, *The Leadership Challenge*; McKee, Boyatzis, & Johnston's, *Becoming a Resonant Leader Develop your emotional intelligence, renew your relationships, sustain your effectiveness*; Schaetti, Ramsey, & Watanabe's *Personal Leadership: Making a World of Difference*; and Wheatley, M. *Leadership and the New Science*.

EVALUATION:

Written by: Marcella Benson-Quaziana, Ph.D.

Samantha Nannetti, who goes by Sam, exceeded requirements for the program. Sam's personal goals for the quarter were to redefine her leadership style and to become a "changemaker" leader. Her writing skills are excellent as shown in her critical and reflective responses to the class readings and assignments. She was an active participant in seminar discussions and program activities. Her leadership philosophy and aspiration to be an agent of change is captured in her following statement of how she desires to use herself to make a difference:

"Leaders are facilitators, orchestrators, mentors, subordinates, are the beating heart of business and I plan on forever acknowledging that before I ever pat myself on the back. I thrive to be a collaborative leader, something that Evergreen has rightfully instilled upon me."



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For the winter quarter final project, the group conducted an excellent presentation that studied the vision, philosophy, values, leadership style and accomplishments of Ursula Burns, previous, Chairwoman and Chief Executive Officer of Xerox and CEO of VEON Telecom. The group highlighted how her management style of self-awareness; being blunt/direct, understanding the balance between self-confidence and humility; her willingness to take calculated risk; and her equity mindset also demonstrated how she displayed her values in her daily life. The group believed her to have a transformational leadership style. They determined she is an effective leader based on her desire to inspire individuals and the organization, be a good citizen that gives back, communicate, communicate, and to be authentic. Her small group embraced the following statement as a guiding principle to accomplish their work: We will collaborate with each other, as equal leaders, to foster growth within ourselves and inclusivity with others.

It was a pleasure to have Sam as a member of the program. Sam is prepared for further studies in the area of social and organizational systems.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 4 - Leadership Development
- 4 - Organization Psychology



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September 2020 - December 2020: Refugees, Migrants, Borders and Walls

16 Credits

DESCRIPTION:

Faculty: Steve Niva, Ph.D.

Refugees, Migrants, Borders and Walls was an upper division political science program that examined the role and function of nation-state borders in a world of increased forced migration (refugees) and the dramatic increase in border wall fortification around the world. The first part of the program explored the factors behind the dramatic surge in border wall construction along over 60 nation-state borders. Students first learned about different case studies ranging from the U.S.-Mexico border barrier and the militarized fence between India and Bangladesh to the new border fences within the European Union and elsewhere. They explored different theories about the rise in border fortifications ranging from Reece Jones' *Border Walls* to Wendy Brown's *Walled States, Waning Sovereignty* and were asked to develop and write an 8-page thesis driven paper that explains the global rise of wall building today. In the second half of the program, students explored the unprecedented crisis of forced migration in which currently over 80 million people have either become stateless or homeless and in need of humanitarian assistance. Students focused on two case studies: the Syrian refugee crisis of 2015 and the Central American refugee crisis of 2014-present. Then students considered several readings about the refugee regime based upon the 1951 UN Convention on Refugees and were asked to write a policy paper outlining their suggestions to improve or revision the refugee regime. Finally, students finished the quarter by presenting their policy papers and also creating and presenting an art-based response to the material of the quarter which ranged from creative writing and visual art to song-writing and performance art. Students were assessed on their mastery of concepts, theories and case-studies in the fields of Border Studies and Refugee and Migration Studies.

Required Texts:

Reece Jones, *Border Walls: Security and the War on Terror in the US, India and Israel*

Jason De Leon, *The Land of Open Graves: Living and Dying on the Migrant Trail*

Wendy Brown, *Walled States, Waning Sovereignty*

Alexander Betts and Paul Collier: *Refuge: Rethinking Refugee Policy in a Changing World*

Valeria Luiselli, *Tell me how this Ends: An Essay in Forty Questions*

EVALUATION:

Written by: Steve Niva, Ph.D.

Samantha was an excellent student in the program. She was a mature and well-organized student who was able to demonstrate a mastery of the key concepts, theories and case-studies in the fields of Border Studies and Refugee and Migration Studies that we addressed in the program. She came to the program with a developed awareness of current debates around migration within the U.S. but was able to expand her understanding of the global dimensions of migration and refugee policy through her strong work in the program. She also demonstrated an advanced ability to work with complex theoretical ideas and concepts in order to examine both the rise in border wall construction around the world and the growing global refugee crisis and international policy. For example, Samantha's first paper explored how the establishment of a small and mysterious border wall along the Argentina-Paraguay border reflected Reece Jones' concept of "securitization" and the assertion of state sovereignty. Samantha's second paper on the global rise of border walls offered a sophisticated analysis drawing upon the global theorist



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Wendy Brown's notion of insecure sovereignty by suggesting that there must be a deeper global identity crisis that is provoking the rise of border fortifications in so many diverse global locations. Samantha showed strong facility with using theoretical concepts and applying them to diverse case studies in this paper. Finally, Samantha showed an advanced ability to formulate international policy regarding the global refugee system by outlining how a new refugee system that centered the rehabilitation and agency of refugees, which could be advanced to serve the needs of the over 80% of refugees who remain in nearby host countries and often live in camps or urban slums. Samantha showed she could think constructively as well as critically in this paper. Samantha also demonstrated advanced and also improving writing skills throughout the quarter. She grew in her ability to develop a strong thesis and build a paper to support that thesis while also backing up arguments with case-studies and evidence. She was a valuable participant in class discussion who worked very well with other students in small groups. In sum, based on the thoughtful and high quality work she did this quarter, I believe that Samantha showed the aptitude for high level and graduate work in the social sciences.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - International Politics
- 4 - Border Studies
- 4 - Refugee and Migration Studies
- 4 - International Refugee Policy



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June 2020 - September 2020: Therapy Through the Arts

16 Credits

DESCRIPTION:

Faculty: Gilda Sheppard, Ph.D.

Therapy through the Arts was a perfect course to enroll in these times, when social distancing is important. The course offered students the added opportunity to apply learning goals and objectives explored in this course to their environment outside the classroom, giving the students an opportunity to enhance not only the theories involved in art as therapy but also to introduce students to hands-on activities outside the classroom in order to navigate their terrain in uncertain times. The course increased skills and consciousness of the role of movement, visual art, theater, music, and media can play in problem solving, social justice, and in the resolution of internalized fear, conflicts, or blocks. Because the course was developed using a variety of hands-on activities, the ability to complete assignments away from campus presents an ideal setting to apply learning, meet learning goals and objectives, and assess and expand learning in contexts outside of the classroom. Crayons, paper, glue, paints, scissors, and camera phone to take pictures, etc. can be tools used to complete assignments. Such activities as online art museum tours as field trips, readings, online short films/video, Zoomed in local and national art therapist guest speakers, and scavenger hunts of spaces and methods outside of the classroom where art as therapy can be discovered and practiced from inside students' homes, in social media interactions, etc. were a part of the course in order for students to discover sources of imagery, sound, and movement as tools to awaken their creative problem solving from two perspectives: as creator and viewer in their own contexts and in asynchronous (outside of the classroom) environment. To minimize our time in front of a computer, two of the weekly days of class sessions were completed as a student workshop with detailed assignments to complete in asynchronous (outside of the classroom) settings. These assignments will be discussed in synchronous (inside the Zoom classroom) sessions, and in breakout rooms during synchronous Zoom class meetings.

Students interested in human services, social sciences, social justice, media, humanities, and education found this course engaging. The course did not require any prerequisite art classes or training

EVALUATION:

Written by: Gilda Sheppard, Ph.D.

Samantha Nannetti was enrolled in Therapy through the Arts during the full summer session. Her responses to the readings and class activities effectively met the program's requirements. Her responses to class activities and discussions consistently added to the learning process in the class. Her written response to the *Art Therapy Sourcebook* provided a very good overview. She distinguishes herself among her peers and is one of the most cherished members of our learning community who breathes life into collaboration.

Ms. Nannetti's application of theories from art therapy to intervene in difficult cases was focused and practical, thoughtfully keeping emotions in mind. Her academic abilities in discussions and in individual and group activities demonstrated her compassion as a learner with the uncanny ability to bring equity and possibility to a learning community. She oftentimes brought more depth to classroom discussions.

Ms. Nannetti's final, interactive presentation was exemplary. The final project involved spontaneous art that started with a breathing exercise guided by relaxing music. The result was what she identified as a symphony of breath. The exercise also involved spontaneous drawing that accompanied the breathing.

Utilizing insights gained by applying learning in the program, she demonstrated productive learning to receive full credit for an effective summer.



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In this class we examined some of the key ideas and processes involving therapy through the arts. This interdisciplinary study included reading, application, and the use of a variety of materials in the class in order to experience different methods of art therapy. Students used writing, class discussion, and active demonstration in order to examine, analyze, and interpret topics in art therapy, both in theory and practice. Students were asked to apply art therapy to difficult subjects written about in contemporary poetry. In response to our studies, students individually planned and presented a project that reflected insights about themselves, including an expanded self-understanding and ability to communicate. For these projects, they combined several different methods of art therapy. The methods included, among others: music, movement, mask making, drawing, psycho-drama, guided poetic writing, spontaneous drawing, video camera, collage, and mandalas.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 6 - Art Therapy and Counseling
- 6 - Art Therapy and Education
- 4 - Art Therapy and Written Expression



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March 2020 - June 2020: Creative Writing: "Savage Conversations"

1 Credits

DESCRIPTION:

Faculty: Dawn Barron, MFA

Designed around LeAnne Howe's *Savage Conversations* that explores Mary Todd Lincoln's addiction and madness through the ever-present backdrop of President Lincoln's mass hanging of the Dakota 38, *Creative Writing: "Savage Conversations"* provided students an opportunity to analyze historically based creative writing from an Indigenous lens. Author Philip J. Deloria wrote that the book "...explodes with the stench of guilt and insanity that undergirds the American story..." Students wrote in their chosen genre (prose, poetry, lyric essay, hybrid forms), weaving a time or event in the historical or current American story into their own creative works. Having conversations about almost anything today can lead to controversy, conflict, and confusion; but creative writers have the ability to present information in storied packages, bringing readers into conversations they may not otherwise have. This course explored the kaleidoscope perspectives when approaching and choosing topics and themes to write about. Participation included student-led seminars, daily journal writing, writing prompts and assignments, and a final creative writing project. The course focused on writing with a purpose, from beginner to advanced, and how to use creative writing as an artistic form of activism, and a platform to share untold stories. We interrogated our own worldviews along with our time and place in America/the world in order to create compelling works with integrity and power.

EVALUATION:

Written by: Dawn Barron, MFA

In *Creative Writing: "Savage Conversations"*, Samantha started the quarter engaged with the text, videos, and discussions with an open-mind and actively listened to others. From the written assignments turned in, she had compelling ideas and strong writing skills. Samantha did not meet all academic requirements for the course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 1

1 - Native American Literature



Nannetti, Samantha R

A08002637

Last, First Middle

Student ID

March 2020 - June 2020: Indigenous People and the Pacific World

16 Credits

DESCRIPTION:

Faculty: Kristina Ackley, Ph.D. and Alexander McCarty, MIT

In this quarter-long program we placed Indigenous people and the Pacific world at the center of our studies in visual art, literature, and history. We critically examined settler colonialism as a structure, and not an event. Students studied multiple histories of the Pacific world, considering in more depth the connections between the Indigenous people of the Coast Salish region, Pacific Northwest coast, and Aotearoa. We explored topics such as regional art styles, visual literacy, research ethics, food sovereignty, and resiliency. We considered the ways that place influences visual and written narratives. Students developed skills in interpretation, communication, and synthesis.

This program was held remotely through a synchronous online learning community. Each week students were required to attend lectures, discussions, and a seminar. Students also identified and reflected on an outside event related to program themes. They built skills in questioning, listening, and responding through both large and small group discussions and participation in an online asynchronous peer-learning community. Students developed their writing skills in synthesis, reflection and analysis with focused weekly papers on program readings, and two synthesis essays, and a self-evaluation.

Through remote lectures, discussions, project reviews, and selected readings, students explored and researched the historical and contemporary perspectives of traditional and innovative Indigenous artists from the Pacific Northwest regions. Students learned about cultural appropriation, diverse visual languages, design strategies, figure recognition, and regional traditions. Using two-dimensional media, students created unique images guided by the principles and elements of Northwest Coast formline and Coast Salish design. Students created a conceptual body of work that interacted with program themes and their own research. Students wrote artist statements that spoke to the ideation behind their artwork. This aspect of the program was supported by excerpts and essays from the following readings: *Coast Salish Design* by Shawn Peterson, *Northwest Coast Indian Art: An Analysis of Form* by Bill Holm, and excerpts from *Solitary Raven: The Selected Writings of Bill Reid* by Bill Reid.

Required book-length texts for the full program were *Authentic Indians: Episodes of Encounter from the Late-Nineteenth-Century Northwest Coast* (Raibmon), *The Sea Is My Country: The Maritime World of the Makahs* (Reid), *Manawa: Pacific Heartbeat* (Reading), *Winter Brothers* (Doig), and *Spirits of Our Whaling Ancestors: Revitalizing Makah and Nuu-chah-nulth Traditions* (Coté).

EVALUATION:

Written by: Kristina Ackley, Ph.D. and Alexander McCarty, MIT

Samantha completed very good work. She has strong academic skills and is building her knowledge in the areas of history, visual studies, and cultural studies.

Samantha was engaged with all program activities – faculty lectures, artwork, peer feedback. Her written work illustrated strong critical thinking skills and a strong understanding of the program texts. Samantha should challenge herself to submit all work in a timely manner. She had good contributions to the online discussion and is encouraged to provide feedback to her classmates. Samantha completed an excellent reflection paper on a current event and linked it to the program themes well. In her seminar papers Samantha summarized each of the program texts succinctly and comprehensively, and conveyed her knowledge well. In her discussion of *Authentic Indians* she wrote an insightful beginning analysis of several themes from the text, intriguingly focusing on the importance of healing. In her discussion of *Spirits of our Whaling Ancestors* Samantha wrote perceptively about the persistence of a Makah



Nannetti, Samantha R

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Last, First Middle

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understanding of marine space. Her two synthesis papers were well written with strong introductions and a common theme running throughout the papers. In her final synthesis paper Samantha argued that a disconnection with their environment has led many Americans to values of conservation that do value or recognize Indigenous rights to the land. It was an informative and intriguing paper.

For the 2D design portion of the program, Samantha completed very good work and demonstrated very good skills in all of the techniques and learning objectives covered. She successfully completed seven well-crafted images for her portfolio. Pacific Northwest Indigenous art was a primary focus in the program and Samantha demonstrated a clear understanding of both Northwest Coast form-line and Coast Salish design elements in her work. A notable strength was Samantha's ability to utilize Coast Salish design elements and directional movement in her "Plankton" design to really bring it to life. For her final design, Samantha did excellent work completing a Coast Salish inspired design titled "The Eye of the Elder is Upon You" and wrote a polished artist's statement speaking to the ideation and inspiration behind her design.

Samantha demonstrated intellectual curiosity and initiative by completing an optional final presentation to the class over the online platform zoom. Titled "Indigenous Resistance: Using Art as a form of Resistance" Samantha linked healing and decolonization to the production of art and included her own work for the class to respond to. It was informative and grounded well in the main themes of the class.

Samantha is a well-prepared and insightful scholar. She demonstrated a very good understanding of the relationships of Indigenous people and the Pacific world, and can link these processes to Indigenous nation-building. She was a valued member of the learning community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Pacific Northwest History OR Pacific Northwest Indigenous Art History
- 4 - Global Indigenous Histories and Geographies
- 8 - Pacific Northwest Native Design



Nannetti, Samantha R

A08002637

Last, First Middle

Student ID

January 2020 - March 2020: From the Earth: The History, Stories, and Social Justice of Farming in the U.S.

16 Credits

DESCRIPTION:

Faculty: Kristin Coffey, PhD & Bradley Proctor, PhD

This two-quarter introductory program explored stories about use of and personal connections to farming and agricultural history in the United States. The program's theme was reaching deeper understandings about the problems and possibilities of farming as an opportunity for social justice. It combined introductory explorations of the disciplines of creative writing, sociology, and U.S. history.

In the winter quarter, students participated in lectures on sharecropping, the New Deal, the civil rights movement, suburbanization and industrial agriculture's impact to rural landscapes. Students also participated in collaborative workshops on the writing, research, and revision processes, as well as workshops on primary and secondary sources. During the quarter, we read John Steinbeck's *Grapes of Wrath*, James Still's *River of Earth*, and Natalie Baszile's *Queen Sugar*, as well as excerpts from Barbara Kingslover's *Animal, Vegetable, Miracle: A Year of Food Life* and Charles Frazier's *Cold Mountain*. Field trips included: TESC Organic Farm and other food vendors in the South Sound area. Many of the quarter's class meetings and workshops were in collaboration with the *Flaming Eggplant Cafe: Cooperative Food Business Management* and *The Southern Century: 20th Century History of the U.S. South programs*. This work culminated in a final, major research project that included submissions of: a project proposal, annotated bibliography, literature review, interview guide, and research paper.

Students' academic skill development was supported by their participation in Greener Foundations, a two-quarter long module of instruction and community-building activities where students were introduced to college support services and practices, wellness strategies, study techniques, and reflective writing.

EVALUATION:

Written by: Kristin Coffey, PhD, and Bradley Proctor, PhD

Samantha Nannetti, who goes by Sam, did excellent work during the winter quarter of From the Earth: The Stories, History, and Social Justice of Farming in the U.S. With strong attendance in program activities, a high level of classroom engagement, and submission of a complete final portfolio, Sam succeed in many of program's objectives, thus earning full credit in the program.

Joining the program in the winter quarter, Sam entered the class with some prior knowledge of the themes and questions covered in the fall quarter, and a deep interest in exploring the topic of organic certification of food. She attended class well-prepared, having completed preparatory readings and assignments, and demonstrated critical engagement with the texts during seminars and discussions.

When absent, Sam remained in close contact with faculty to prove continued engagement with program materials. She attended multiple optional "study halls," and showed excellent commitment to the work of the program. Sam also participated very effectively in workshops and other program activities. She provided valuable insights and often posed very stimulating questions that prompted good learning for classmates.

Her final portfolio included a well-revised proposal for a project questioning how the public can be more effective at "reflecting their values" within the food system. Specifically, her research sought to examine and make transparent the cost of obtaining organic certification. In relation to this, the other components of her portfolio, in particular the memoir and interview guide, were well-developed.



Nannetti, Samantha R

A08002637

Last, First Middle

Student ID

Her final paper was overall very successful. The paper demonstrated use of including some personal narrative to contextualize her background and interest in her research question. Additionally, Sam's paper showcased strengths in writing with clarity, inclusion of secondary source material, and keen attention to the overall structure of her arguments.

The staff instructor for Greener Foundations reported that:

"Sam successfully completed the Greener Foundations portion of our program. Sam has participated in discussion regularly and always had experiences to offer. She has asked the questions that matter to her and her educational journey. She has learned the tools necessary to navigate Evergreen and accomplish her goals."

It was a pleasure having Sam join the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 6 - Foundations in Literary Arts: Writing and Researching I
- 4 - US History: Agricultural History of the US 1900-present
- 4 - Social Movements & Food Justice
- 2 - Greener Foundations



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.