



Schoepke, Evan Christopher

A08008158

Last, First Middle

Student ID

**DEGREES CONFERRED:**

Bachelor of Arts

Awarded 18 Dec 2009

**TRANSFER CREDIT:**

Start	End	Credits	Title
09/2003	06/2006	110	Montana State University

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
01/2008	03/2008	16	<b>New Intersections in the Arts and Urban Ecologies</b> 5 - <i>Urban Ecology</i> 4 - <i>Creative Writing</i> 4 - <i>Printmaking</i> 3 - <i>Native American and Western History</i>
03/2008	06/2008	16	<b>Further Explorations in the Arts and Urban Ecologies</b> 7 - <i>Urban Ecology</i> 3 - <i>Creative Writing</i> 6 - <i>Printmaking</i>
01/2009	03/2009	16	<b>Applied Urban Permaculture and Ecocity Development</b> 4 - <i>Urban Design Research and Writing</i> 8 - <i>Sustainable Agriculture and Permaculture Design</i> 4 - <i>Urban Food Systems</i>
03/2009	06/2009	12	<b>Eco City Development and Arts Education</b> 6 - <i>Art Education and Urban Ecology</i> 3 - <i>Permaculture: Practice and Theory</i> 3 - <i>Organizational Networking and Public Relations</i>
09/2009	12/2009	12	<b>Sustainable Community Development and Education</b> 6 - <i>Sustainable Community Development Models</i> 6 - <i>Educational Outreach: Local and Global Aspects</i>

**Cumulative**

182 Total Undergraduate Credits Earned



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**September 2009 - December 2009: Sustainable Community Development and Education**  
12 Credits

**DESCRIPTION:**

Faculty: Liza Rognas, M.A. History, MLS

Evan's goals for his contract, **Sustainable Community Development and Education**, focused on comparing sustainable communities globally, gathering media and education materials related to sustainable cities and urban areas, and exploring educational methods for promoting these ideas. His responsibilities included keeping in contact with his sponsor, conducting research and writing papers and blog postings.

**EVALUATION:**

Written by: Liza Rognas, M.A. History, MLS

Evan's research for this quarter was very focused on urban sustainability. He explored models in several countries and used his research to create a very informative blog site with a global focus. Additionally, his research included journal articles and many online resources from cutting edge researchers and sustainability activists. Educational outreach and research relied exclusively on the web and online media—which proved an interesting and effective medium for most of the sustainable communities activities in which he was involved.

His writing is enthusiastic and casually fluid. His researching skills are stellar in the world of the internet but somewhat remedial related to academic resources. This said, he made good use of Jared Diamond's work and that recently published by Doug Schuler.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12**

6 - Sustainable Community Development Models

6 - Educational Outreach: Local and Global Aspects



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

Schoepke	Evan	C	A08008158
Student's Last Name	First	Middle	ID Number
30472	Individual Learning Contract		
Program or Contract No.	Title		
	30-MAR-2009	12-JUN-2009	12
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Liza Rognas, M.A. History, MLS.

Evans learning goals for the contract **Eco City Development and Arts Education** included a desire to learn how to teach urban ecology and applied urban agriculture using art education methodologies, how to document and evaluate public workshops and how to better hone his networking skills related to groups and individuals connected to sustainability in the Pacific Northwest. For this contract, Evan wrote several papers, participated in many art-oriented urban ecology and sustainability events and wrote several online essays for blog sites and e-zines related to permaculture and urban ecology and urban design.

**EVALUATION:**

Written by: Liza Rognas, M.A. History, MLS.

Evan embarked upon an energetic and tightly scheduled academic adventure this quarter. He participated in several regional permaculture workshops and activities, attended and participated in public art-oriented work parties and events. Much of his energy was focused on planning and participating in the Protest Barrick Gold Campaign and attending urban ecology workshops put on by the Beehive Design Collective. He also worked with volunteers for the local organizations Terra Commons, EcoCity Olympia, Cascadia Guerilla Gardening and the Raccoon Arts Collective.

Although Evan began work on an art education curriculum, his activities soon changed that focus into an online collection of public art education opportunities. In this way he probably served his overall mission better and certainly created a good networking site on the Raccoon Arts Collective blog for information dissemination on public art activities.

Evan writes well in a creative and somewhat journalistic fashion. Essays comprised his most sophisticated academic prose for the quarter. These papers focused on urban ecology and the role of art in community development; on the economics of sustainable design and permaculture and on the promise of urban aquaculture. The works were laden with interesting facts but more interesting insights. Evan's mind is like a sponge that soaks up information that later spills out in pithy prose about all things related to urban design and the role of art in sustainability efforts.

Evan met and expanded the goals for his contract.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12**

- 6 - Art Education and Urban Ecology
- 3 - Permaculture: Practice and Theory
- 3 - Organizational Networking and Public Relations

August 10, 2009

Date



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

Schoepke	Evan	C	A08008158
Student's Last Name	First	Middle	ID Number
20406	Individual Learning Contract		
Program or Contract No.	Title		
	05-JAN-2009	20-MAR-2009	16
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Liza Rognas, M.A. History, MLS, Community Food Security Specialist

For his contract, **Applied Urban Permaculture and Ecocity Development**, Evan oriented his research toward eco-city development and design with a focus on art, performed research in and received certification for permaculture and sustainable design from a permaculture institute in Costa Rica, and performed research related to community food security and vertical/urban gardening designs.

**EVALUATION:**

Written by: Liza Rognas, M.A. History, MLS, Community Food Security Specialist

Evan managed to stay very focused during the 10+ weeks he performed work for this contract. He simultaneously built and maintained a blog site for his permaculture research and activities; used that site and his participation in several eco-design/eco-city and permaculture events and activities to strengthen and build a sturdy professional network locally and globally; also performed academic research in the areas of urban design, permaculture and food security.

His first paper focused on bamboo construction and eco-design. Here Evan used online resources and several manuals to design and begin construction on a bamboo yurt. He linked this paper to the work he conducted as part of his certification curriculum in Costa Rica, and made significant use of the curriculum for the permaculture certification on his blog postings and in other academic work.

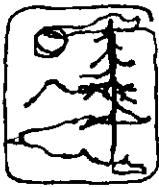
Evans largest and most challenging research activity this quarter included an 8-page paper and bibliography that incorporated food security and urban agriculture with "vertical farming," green design, aqua culture and ecological mass transportation systems. Much of his research used design awards and global NGO projects describing and evaluating state-of-the art eco-design as well as very current projects, such as the electric mass transportation infrastructure designs created by Shai Agassi.

I was impressed throughout the quarter with Evan's ability to form and maintain important networking contacts with leaders in the field of sustainability and design. Artists and designers from many aspects of this newly emerging set of disciplines have invited Evan to participate in conferences locally and internationally. Thus, he worked with Sun Ray, in Costa Rica and now has an opportunity to work with him again in Toronto. Evan's blog and outreach to the community of professionals and activists in the Eco-City movement resulted in an invitation to work more closely with Juan Martinez, an artists and illustrator of the well-known monograph, "Toolbox for Sustainable City Living."

Evan has met and exceeded his academic goals for this contract and I look forward to the next phase of his work in ecological and urban design.

June 15, 2009

Date



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

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<u>Schoepke</u>	<u>Evan</u>	<u>C</u>	<u>A08008158</u>
Student's Last Name	First	Middle	ID Number
<u>20406</u>	<u>Individual Learning Contract</u>		
Program or Contract No.	Title		
	<u>05-JAN-2009</u>	<u>20-MAR-2009</u>	<u>16</u>
	Date began	Date ended	Qtr. Credit Hrs.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

- 4 – Urban Design Research & Writing
- 8 – Sustainable Agriculture and Permaculture Design
- 4 – Urban Food Systems

June 15, 2009  
Date



The Evergreen State College - Olympia, Washington 98505

## THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Schoepke	Evan	C	A08008158
Student's Last Name	First	Middle	ID Number
Individual Learning Contract			
Program or Contract Title			
		05-JAN-2009	20-MAR-2009
		Date Began	Date Ended

This contract was an incredible blessing in that I gained much needed experience in my field but in both a hands on and academic setting. I was able to learn much more because of this combination and have since gotten a much better sense of the sort of work I will be doing in the future. I was happy to finally use a bit of my Spanish language skills, as well as see and interact with the amazing cultural and ecological diversity of Costa Rica. It was especially helpful to learn new permaculture applications for the tropics and see the various social and ecological issues facing a developing metropolis like San Jose. I was also happy to see developed sustainable sites that included whole systems design and learn about each component, it's functions, and relationships. I'm happy to continue along on my path of ecocity development as I focus on innovative education solutions for sustainability issues in my next quarter.

Evan Schoepke  
Student's Signature  
15-APR-2009  
Date

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Faculty Member's Signature (optional)  
Date 4/15/09



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

Schoepke	Evan	C	A08008158
Student's Last Name	First	Middle	ID Number
30351	Individual Learning Contract		
Program or Contract No.	Title		
	31-MAR-2008	13-JUN-2008	16
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Gail E. Tremblay

**Further Explorations in the Arts and Urban Ecologies.** Spring quarter, Evan Schoepke continued to do creative writing and visual arts work and attended the *Village Building Convergence* in Portland, Oregon and the *Ecocity World Summit* in San Francisco, California. He explored Permaculture not merely as an agricultural practice, but as a cultural practice by relating its concepts to economics and the arts. He also worked with the Cascadia Garden Brigade setting up Guerilla Gardens, and he worked with Terra Commons to set up an *Olympia Building Convergence* and continued his work with the Rachel Corrie Foundation. Finally he completed his paper, "Making the Leap Beyond *Natural Capitalism*: How to Truly Create a Just and Sustainable Economy." He read *Natural Capitalism* by Paul Hawken, *Parecon* by Michael Albert, *Human Landscapes from My Country* by Nazim Hikmet, *Kaddish* by Allen Ginsberg and *Food Not Lawns* by Heather Flores.

**EVALUATION:**

Written by Gail E. Tremblay

Evan Schoepke successfully completed all the requirements of his contract. He completed mixed media monotypes that are 22" by 30" and explore organic forms from nature. He also worked on six smaller prints that various techniques to create both visual and tactile areas of texture. One of his large prints had a design of wheat flowers and another has more freeform forms of flowers and stems. He wrote six poems and continued work on the linked story he wrote last quarter. He made excellent contacts at the conferences he attended and learned about current issues in the sustainability movement. He had the opportunity to work with Heather Flores at a community organizing workshop at the college and has invited her to participate in the *Olympia Building Convergence* that he is organizing with Terra Commons. He was particularly impressed by a lecture by Jaime Lerhner who was the mayor of Curitiba, Brazil because of his ability to include marginalized people in building the city's ecological program. He also heard Paolo Soleri speak at the conference in San Francisco. The chance to hear people whose books he was studying speak was an important experience this quarter for and was inspirational to his work. Finally, Evan worked on editing his poetry from Winter quarter.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

- 7 - Urban Ecology
- 3 - Creative Writing
- 6 - Printmaking

October 14, 2008  
Date



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

Schoepke	Evan	C	A08008158
Student's Last Name	First	Middle	ID Number
Individual Learning Contract			
Program or Contract Title			
		31-MAR-2008	13-JUN-2008
		Date Began	Date Ended

Spring quarter has been a wonderful exploration of new knowledge and connections. This exploration has yielded many insights and projects that have given me greater understanding of urban ecology as a subject. My sponsor has been very supportive of my processes and she has given me a great guidance in developing my work even further and challenging me in the areas in which I need more practice.

This contract entitled "Further Explorations in the Arts and Urban Ecologies" has allowed me to study some of my favorite subjects: permaculture, visual arts, and creative writing, in a transdisciplinary way, as well as, Native American history and poetry to provide a greater historical context. I was fortunate to be able to craft projects with hands on experience and to work with such great community leaders like Heather Flores author of "Food NOT Lawns" on developing process systems for community based projects.

Through out this quarter I have continuously explored the reality of the city as a urban ecology, what it is composed of, and how each the components interacts. My methods of exploration utilized the visual arts, creative writing, and permaculture research. Alongside working academically, I have also had the opportunity to work with in the general Olympia community doing hands on work developing these topics. During this contract I worked with the non profit Terra Commons on promoting forest gardening projects, with the Raccoon Arts Collective on community based arts, with the Cascadia Guerrilla Gardening Brigade setting up guerrilla gardens, as well as, with the Oly-Rafah Mural project working on a multicultural downtown mural. I'm excited about the future for further development around the idea of urban ecology and hope to continue similar work in the quarters to come....

Student's Signature

01-JUL-2008

Date

Faculty Member's Signature (optional)

Date





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

Schoepke	Evan	C	A08008158
Student's Last Name	First	Middle	ID Number
20517	Individual Learning Contract		
Program or Contract No.	Title		
	07-JAN-2008	21-MAR-2008	16
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Gail E. Tremblay

**New Intersections in the Arts and Urban Ecologies.** Winter Quarter, Evan Schoepke wrote an eight page linked story about four characters in verse form, and wrote twelve poems. He also printed nine mixed media monotypes. He read *Urban Wilds: Stories of the Struggle for Land and Justice* by Cleo Woelfe-Erskine, *Guerilla Gardening: A Manuelfesto* by David Tracey, *Gaia's Garden: A Guide to Home-scale Permaculture* by Toby Hemenway, *The One Straw Revolution* by Masanobu Fukuoka, *Ecovillage at Ithaca: Powering a Sustainable Culture* by Liz Walker, *The Gary Snyder Reader: Prose, Poetry and Translations* by Gary Snyder, *Forest Gardening* by Robert Hart, *A Bridge Between Matter and Spirit's Matter Becoming Spirit: The Arcology of Paolo Soleri* by Paolo Soleri, *Heirloom Vegetable Gardening* by William Woys Weaver, *Disinherited: The Lost Birthright of the American Indian* by Dale Van Every, *Crazy Horse: The Strange Man of the Oglalas* by Mari Sandoz, *The Legacy of Conquest: The Unbroken Past of the American West* by Patrica Nelson Limerick, and *Permaculture: A Designer's Manuel* by Bill Mollison. He worked in the community doing edible food forest gardening projects with the Terra Commons. He worked with the Raccoon Arts Collective organizing community artswalks, and with the Rachel Corrie Foundation on the Rafah-Olympia Sister City Mural. He also began a paper which he finished during spring quarter.

**EVALUATION:**

Written by Gail E. Tremblay

Evan Schoepke completed all the requirements of his contract. He is a voracious reader and learned a great deal about gardening, Native American and Western History, and the creative work of Paolo Soleri and Gary Snyder. He wrote a series of linked stories, and one of his main characters was an involved gardener. Evan needs to work on his grammar, but his imagery is powerful and original. He completed six mixed media monotypes that explored organic compositions and three silk screened prints that explored images of men wearing suits. One had a birdcage for a head with a blue bird escaping from it, one had a whale breaching water for a head, and the third had a sunflower for a head. Clearly, Evan is a talented printmaker whose work bridges images from nature and images that are surreal. His work connected the various fields of study so that he used imagery inspired by his reading in his writing and artwork. It was a pleasure to watch Evan's growth over the course of the quarter.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

- 5 - Urban Ecology
- 4 - Creative Writing
- 4 - Printmaking
- 3 - Native American and Western History

July 29, 2008  
Date



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## EVERGREEN TRANSCRIPT GUIDE

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

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

### **Educational Philosophy:**

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

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

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

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

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

### **Academic Program**

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

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

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

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

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

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

Credit is recorded by:

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

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

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

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

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

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

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

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

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

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