



Salawdeh, Farrah Majed

A00423622

Last, First Middle

Student ID

CREDENTIALS CONFERRED:

Bachelor of Arts

Awarded 06 Sep 2024

TRANSFER CREDIT:

Start	End	Credits	Title
09/2022	12/2022	9	Birzeit University - Israel

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2020	12/2020	15	Community Teaching: Pasts, Presents, and Futures 4 - Community Teaching 4 - Storytelling/YA and Children's Literature 3 - Philosophy of Education 3 - History of Education 1 - Greener Foundations
01/2021	03/2021	16	Black Movements for Freedom: History, Theory, and Transformative Justice 4 - Black History: 1865-Today 4 - History and Theory: Social Movements 4 - Sociology: Transformative Justice 4 - Community-Based Learning: Slow Food Olympia
03/2021	06/2021	16	Community Food Systems: Worker Cooperatives and Food Justice 4 - Food Justice 4 - Intro and History of Cooperatives 8 - Community-Based Learning: Thurston County Food Bank Internship
09/2021	03/2022	32	Indigenous Storytelling: Cultural Political Performance 8 - Independent Project: Palestinian Cultural/Liberation Group and Olympia for Justice in Palestine 4 - Indigenous Studies: Storytelling (Traditional/Contemporary) 4 - Political Science (Laws/Policies/Lived Experience of American Indians) 4 - U.S. History (River of Culture History Template) 4 - Environmental Stewardship/Sustainability 4 - Critical Thinking (Richard Paul) 4 - Liberation Theory (Paulo Freire)
01/2022	03/2022	2	Native Pathways Program: Native North America: Global Influence and Belonging (Tacoma) 2 - Native American and Indigenous Studies
03/2022	06/2022	16	Environmental Psychology and Public Health: Linking Health, Social, and Environmental Justice 4 - Environmental Psychology 4 - Public Health, Critical Health Literacy and Health Disparities 4 - Seminar in Environmental and Social Justice 4 - Research Poster Project: Food Deserts: Their Health Impacts, and What We Can Do About Them



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2023	03/2023	15	Political Economy of Fascist Politics: Consequences and Resistance <i>3 - Political Economy of Proto-Fascist and Fascist Politics</i> <i>3 - Historical Fascism: Theory and Practice</i> <i>3 - Far Right Extremism: Theory and Practice</i> <i>3 - Anti-Fascism: Theory and Practice</i> <i>3 - Research Project: Academic Paper and Presentation</i>
04/2023	06/2023	11	Field Plant Taxonomy and Biodiversity Conservation <i>*2 - Bryophyte Taxonomy</i> <i>2 - Bryophyte Taxonomy</i> <i>3 - Field Plant Taxonomy</i> <i>4 - Principles of Ecological Restoration</i>
09/2023	03/2024	24	Introduction to Environmental Studies: Waste <i>8 - Environmental Science Laboratory</i> <i>4 - Topics in Public Health: Sanitation</i> <i>4 - Topics in Biology and the Environment: Biological waste, Microbiology and Disease</i> <i>2 - Topics in Environmental Science: Solid Waste and Toxicology</i> <i>2 - Environmental Justice</i> <i>4 - Cultural Anthropology</i>
04/2024	06/2024	12	Master in Teaching: Spring 2024 <i>2 - Learning Theory</i> <i>2 - Social Foundations of Learning</i> <i>2 - Assessment Practices for K-12</i> <i>1 - Classroom Management</i> <i>2 - Differentiated Instruction</i> <i>3 - Professional Practices</i>
04/2024	06/2024	4	Salish Sea Landscapes and Waterscapes <i>2 - Environmental Humanities</i> <i>2 - History</i>
06/2024	09/2024	8	Independent Readings in the French Revolution <i>8 - History: The Enlightenment and the French Revolution</i>

Cumulative

180 Total Undergraduate Credits Earned



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During my years at Evergreen, I made it my intention to obtain a versatile education. This has put me on a path to prepare me for the world around me. I studied the history of schooling practices that created community and strong classroom environments. By looking at history's success, I could understand the goals I could set for myself. I interviewed members from my community in Palestine who lived through Intifadas to achieve insight into teaching in the face of oppression. I studied food justice while working at a nonprofit organization packaging and shipping food, gaining perspective on nonprofits' inner workings. I took what I had learned through my first year at Evergreen and applied it to create a student group called Beldaan. We worked to educate students about the history and current situation of Palestine. Through this, I found a community of my own that opened my eyes to new areas of knowledge. I enrolled in an Indigenous teachings class and focused my work on connecting the struggles of Indigenous peoples everywhere. During this time as well I created a portfolio of poetry I had written to illustrate the colonization of the world. I held many tabling events sharing information related to Beldaan at the campus longhouse. During weekend retreats I would educate myself on Indigenous culture and struggles. Well continuing this work I hoped to expand my knowledge on the importance of public health by taking a course on Environmental Psychology and Public Health. I studied how environments affect the course of a person's life and the connection of nature to health. I learned how the physical world around you can shape the perception of one's self and the importance of bringing green to cities. It opened my eyes to how city structure can affect a person's life down to the number of trash cans placed in a neighborhood. I took what I had learned and went on a semester abroad in Palestine studying at Berzeit University. I studied the history of the Arab world and Arabic. During my time I witnessed the closure of Nablus, I traveled throughout occupied Palestine meeting many different types of people and creating lifelong friendships. I no longer knew the occupation through books on my shelves but heard and witnessed it. I returned with a deepened understanding of the connections of oppression throughout the world. With this understanding, I took a course in Anti-Fascism and the rise of Fascism throughout the world. I learned how fascism was able to become present in so many different countries and the strategies that were used to combat it. I researched and wrote a paper about fascism in Israel. After this, I wanted to deepen my understanding of the plants around me. I walked through a tree-filled campus yet knew very little about nature. I studied bryophytes and plants well learning about environmental conservation. We took trips around Washington collecting plants and bryophytes studying them to discover their inner workings. It was a change of pace for me spending most of my time in a lab or field. However, I welcomed it as it made me step outside of my comfort zone and into a new area of learning. I enrolled in the Masters of Teaching at Evergreen I was pushed to do so by my love of education and my work of understanding community. It would be an honor to facilitate the growth of our future generations minds. My time at Evergreen allowed me to become my best self and prepared me for the world I am a part of.



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June 2024 - September 2024: Independent Readings in the French Revolution

8 Credits

DESCRIPTION:

Faculty: Stacey R. Davis, Ph.D., History

Students worked independently, studying the social, political, gender and intellectual trajectories of the French Revolution from 1789 through the Terror and the Napoleonic Empire. To understand the origins of the Revolution, students read political theory from Enlightenment authors like Rousseau and Montesquieu. Next they focused on the social, cultural and political beginnings of the Revolution as well the reasons behind the Revolution's radicalization and the subsequent Terror. Throughout, readings explored the development of new political, gender and social identities for common people during the revolutionary era. Women's history was a particular focus of roughly 50% of the program material.

Students wrote weekly written workshops on the seminar readings and a final essay exam. Readings included Jean-Jacques Rousseau, *The Social Contract*; excerpts from Montesquieu, *The Spirit of the Laws* and *The Persian Letters*; Hunt & Censer, eds., *Liberty, Equality, Fraternity: Exploring the French Revolution*; Georges LeFebvre, *The Coming of the French Revolution*; Lynn Hunt, *The Family Romance of the French Revolution*; William Vaughan and Helen Weston, eds., David's *"The Death of Marat"*; Olwen Hufton, *Women and the Limits of Citizenship in the French Revolution*; and excerpts from Antoine de Baecque, *Glory and Terror: Seven Deaths Under the French Revolution*.

EVALUATION:

Written by: Stacey R. Davis, Ph.D., History

Farrah demonstrated some good learning about the Enlightenment and the French Revolution this summer. He completed four of the written workshops in a timely manner and showed a solid understanding of the fundamental social tensions that gave rise to both Enlightenment critiques of the monarchy and to the revolution itself. Although sometimes Farrah's answers indicated that he needed to pay more attention to the nuanced arguments in the texts he read, especially when the topic focused on shifts in political culture or on gendered aspects of the revolution, he was on more solid ground in his answers focusing on economic divisions.

To follow up on his interests, Farrah wrote a ten-page library research paper on the role of French peasants in 1789. Throughout this project, he responded well to his professor's advice, and compiled a good set of scholarly sources to undergird his essay. His final essay detailed the Great Fear of 1789, but also placed that uprising in the larger context of earlier 18th-century peasant unrest and demands for fairness in grain pricing. Farrah concluded the essay with an interesting look at the shrinking of the French agricultural sector in the 19th-century. In this way, his essay highlighted both his interests in class-based economic analysis and the contributions of common people to revolutionary movements, and complemented nicely the general class readings on the French Revolution.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

8 - History: The Enlightenment and the French Revolution



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April 2024 - June 2024: Salish Sea Landscapes and Waterscapes

4 Credits

DESCRIPTION:

Faculty: Corey Larson

"Salish Sea Landscapes and Waterscapes" was a 4-credit course that focused on areas of modern western Washington and British Columbia including Puget Sound, the Strait of Juan de Fuca, the Strait of Georgia, and surrounding watersheds. Students examined contemporary political, social, and environmental issues, such as Tribal/First Nation and federal/state/provincial government relations, economic and urban development, and the impact of global climate change. In order to explore these interrelated topics, this course investigated the complex histories of peoples' ever-changing relationships with their surroundings in the Salish Sea region.

EVALUATION:

Written by: Corey Larson

In "Salish Sea Landscapes and Waterscapes," students focused on the relationships that residents of the Salish Sea and surrounding watersheds have developed over several thousand years and how they have changed. Farrah Salawdeh participated in both synchronous and asynchronous work in this entirely online course. For the synchronous component, students attended weekly video conferences. Farrah regularly attended lectures, contributed to class discussions and seminars, viewed multimedia presentations, and participated in writing workshops and tutorials. In the asynchronous section of the course, students contributed to a weekly discussion thread that related to each weekly theme. The course examined several complex threads including regional geology and geography, diverse Indigenous cultures and lifeways, extraction industries, settler colonialism and border creation, urban development, and the impacts of global climate. Farrah knowledgeably contributed to discussions on these topics both in class and online threads.

This course also contained several written components. Throughout the quarter, students submitted two "reading reflection" assignments that summarized, and synthesized, two reading assignments that offered varying perspectives on that week's theme. Farrah turned in both reflections and adeptly highlighted intersections and distinctions between the materials. Students also answered a series of essay questions, at both midterm and at the end of the quarter, that addressed the course's main themes. Farrah has sufficiently completed all requirements and will receive full credit for the course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2- Environmental Humanities

2- History



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April 2024 - June 2024: Master in Teaching: Spring 2024

12 Credits

DESCRIPTION:

Faculty: Catherine Peterson, MAT, Daelyn Bailey, Ph.D., Sarah Grant, Ma-EdL

Teacher candidates were evaluated using the following standards:

InTASC Standards

Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Teacher candidates engaged in the following strands. Evidence used for their evaluation is described within each strand.

Learning About Learning:

This strand focused on InTASC Standard 1. This course of study introduced students to major learning theories of the 20th century and explored learning theories emerging in the 21st Century grounded in



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equity and cultural sustaining understandings of learning and growth. Learner progress was supported and documented through in-depth readings of contemporary research and historical texts, in class and online reflections and discussions, student research and presentations, and a final summative project researching and presenting the practical applications and philosophical basis and use of learning theory in contemporary PK-12 educational practices.

Equitable Assessment Practices:

This strand focused on InTASC Standard 6 and introduced students to pre-assessment, formative assessment, summative assessment, and equitable grading practices. Through reading, discussion, co-planning, and practice, students learned to design lessons and assessments that align with content standards to improve learning. They read texts on grading and assessment and then used weekly learning logs to summarize new knowledge and connect it to prior learning and experiences. Additionally, students demonstrated their understanding of assessment alignment with state or national standards through a mid-quarter Learning Targets Project and a final Teaching Triad performance assessment.

Inclusive and Differentiated Instruction:

This strand focuses on InTASC Standard 2; learner differences. Teacher candidates develop beliefs and instructional practices that honors all students' inherent value and assets and takes a strength based approach to differentiating for all learners. Teacher candidates explore brain science and group work research that demonstrates different strategies and ways of organizing instruction to support all learners. Teacher candidates also explore the laws and practices around IEPs and 504s.

Contexts of Learning:

This strand focused on InTASC Standards 9 and 10. This course of study engaged students in an in-depth exploration of the philosophical, historical, political and social context of schooling in the U.S. These topics were explored in-depth through class lectures and framing, readings, class discussions, online reflection and postings, and summative graduate level research and writing. Teacher candidates were encouraged to reflect on and understand their positionality, point of view, and ethical stance and responsibility as members of educational organizations and communities.

Culturally Responsive Classroom Environments:

This strand focused on InTASC Standard 3 and CCDEI standard 1. Students were introduced to K-12 classroom management and culturally responsive practices. Our learning was focused on understanding how to listen, lead, and teach for equity in the face of implicit bias. Teacher candidates examined their socio-cultural identities, exploring implicit biases and their impact on interactions. Students read and reflected on building, developing, and maintaining relationships and classroom community through student voice and restorative practices. Assessments included reflections and readings on socio-cultural identity, classroom community, routines, equity, and restorative practices. Their core assignment was an I am poem exploring and communicating their identities.

Professional Practice: Seminar, Professional Development, & Mediated Field Experience

Teacher candidates participated in three different strands focused on InTASC Standards 9 & 10 that helped them develop strengths in our five dispositions and explore different ways of knowing. Through self-reflection, seminar discussions, and K-12 classroom observations, teacher candidates developed skills that helped them see all of the learning from spring quarter in action. Using evidence from the other course work and their self-reflections, students shared their Professional Portfolio as their final assessment defending their strengths and areas of growth around the dispositions. Students also demonstrated that they had the tools, philosophy and strong plan to enter student teaching in the fall.



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EVALUATION:

Written by: Catherine Peterson, MAT, Daelyn Bailey, Ph.D., Sarah Grant, Ma-EdL

Standard 1: Learner Development

Farrah actively engaged with the course materials, concepts and ideas. Farrah engaged in discussion and dialogue and developed greater capacities across the quarter to express their point of view and the impacts of these points of view on learning and growth in themselves, their peers and in school learning contexts. The depth of Farrah's investigation and critical thinking grew over the quarter, as did their skills and capacity for presenting ideas verbally and in writing. Farrah contributed meaningfully to in class and online discussions, sharing insights and thoughtful responses to their peers' ideas and points of view. Farrah showed a sincere interest in their work for this course and brought those dispositions to the class weekly. Finally, Farrah's research, presentations and final project demonstrated depth of understanding and were carefully crafted, clear and accessible to all who read and heard them.

Standard 2: Learning Differences

Farrah demonstrated consistent growth and accomplished learning towards this standard as evidenced by their engagement in reading logs and reflections, the "Inclusive and Differentiated Toolkit", the groupwork readings and through classroom activities and discussions. Farrah recognized that all learners bring their own cultural assets to the table and that when starting with students' strengths and building upon prior knowledge, all students can meet rigorous outcomes. Through development of the "Inclusive and Differentiated Toolkit" Farrah developed a repertoire of evidenced based strategies pulled from readings and teacher demonstrations to draw upon in student teaching. Through thoughtful and insightful reading reflections and discussions, Farrah also explored structures and systems for multi-tiered systems of support, special education and students with 504s.

Farrah demonstrated accomplished work in the Group Work section of this strand. The chapter summaries represented a clear understanding of the main ideas of the text and the reflections identified key insights and important questions.

Standard 3: Learning Environments

Farrah exhibited growth and a commitment to self-reflection on implicit biases, contributing to the establishment of classrooms where diverse perspectives are valued. Additionally, Farrah developed a sociocultural identity profile concerning CCDEI 1, understanding self and others. Their organizational skills, time management, collaboration with peers, and work ethic have positively contributed to the learning experience. Farrah can continue growing as an educator, incorporating these skills in the future classroom and positively impacting the learning environment.

Standard 6: Assessment

Farrah showed growth by the end of the quarter; ultimately exhibiting a good understanding of assessment practices including pre-assessment, formative assessment, summative assessment, and grading practices. Over the quarter Farrah engaged in authentic reflection of new learning and made meaningful connections to other strands and prior experiences in their learning logs. Farrah showed a good understanding of the texts through the summary in their learning logs. Farrah engaged in workshop activities and discussions to develop the knowledge and skills associated with designing, selecting, interpreting, and using high-quality assessments to improve student learning. Farrah demonstrated a good grasp of backward design in planning for assessment through their mid-quarter learning targets project and in their co-planning for instruction for their end-of-quarter teaching triad. Overall Farrah has met the standards for the assessment strand.



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Standard 7 & 8: Planning for Instruction & Instructional Strategies

Through the Standards Overview Project and the Mediated Field Experience Reflection, Farrah demonstrated accomplished work towards these inTasc standards. In the Standards Overview Project, Farrah analyzed the elementary standards and demonstrated an adequate understanding of how the standards progress in complexity and connect with each other to develop deep critical thinking and higher order thinking skills. In the Mediated Field Experience Reflection, Farrah Summarized their observations they made in the classroom at two different school sites to reflect upon the impact of teaching practices and develop a mental model for strong instruction through student teaching in the fall.

As the culminating summative assessment for the quarter, Farrah and two peers co-planned a 5th grade science lesson on food chains and energy transfer using Backward Design. The triad then taught their 20-minute lesson to their peers. Their lesson plan addressed all criteria and demonstrated a comprehensive understanding of culturally relevant classroom practices, inclusive and differentiated teaching strategies, and effective assessment practices. The lesson was planned to intentionally engage learners in a variety of learning experiences and included multiple effective strategies to support participation and engagement such as a launching activity to active prior knowledge, an exploration and/or discussion task to make meaning of the content, and an assessment to gauge students' learning towards the learning targets. The strengths of the lesson were the structures in place to elicit student prior knowledge and understanding as well as the formative assessment used to gauge the learning from the lesson and an area of growth is considering how much time is giving to student to complete tasks and discussions.

Standard 9 & 10: Professional Learning & Ethical Practice, Leadership & Collaboration

Contexts of Learning (10i): Farrah grew over the quarter in this strand by expressing their ideas and points of view, particularly through small group presentations. Farrah Demonstrated a sincere engagement with the core ideas explored in this strand through in small and large group discussion, small group activities, weekly reading reflections, reflective and critical thinking exercises, and the final research project. Farrah demonstrates a solid understanding of research, critical thinking and graduate level writing skills. Farrah will have the chance to continue developing their own stance regarding ethical practice and the role of leadership and collaboration in professional contexts.

Farrah demonstrated reflective insights of their strengths and areas of growth towards the 5 dispositions while sharing the Professionalism Portfolio & Dispositions during the evaluation conference. A strength Farrah highlighted was intellectual curiosity and the ambition to continue learning and an area of growth highlighted was skillful engagement to stay on top of responsibilities in all areas of life.

Through demonstration of the September Entry Plan, teaching philosophy statement, and resume, Farrah is equipped to enter student teaching and apply all their learning from this quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 2- Learning Theory
- 2- Social Foundations of Learning
- 2- Assessment Practices for K-12
- 1- Classroom Management



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2- Differentiated Instruction

3- Professional Practices



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September 2023 - March 2024: Introduction to Environmental Studies: Waste

24 Credits

DESCRIPTION:

Faculty: Eric A. Stein, Ph. D. (anthropology and history), Pauline C. Yu, Ph. D. (Biological Sciences)

Introduction to Environmental Studies used interdisciplinary approaches in the natural sciences, social sciences, and humanities to understand waste as a complex problem and to consider a range of applied solutions. Fall quarter of the program focused on the fundamental concepts surrounding biological waste (human and animal) – especially excrement – considering physiology and metabolism at the organism level, to elemental and ecological cycling at the planetary level. We studied biological waste as a problem in public health, urban planning, parasitology, and microbiology, and also paid attention to the cultural dimensions of pollution and disgust. Winter quarter of the program focused on environmental justice and the multiple forms of waste that constitute pollution (including nuclear, chemical/toxic, air and water contamination, municipal garbage), and how those wastes are managed or mismanaged. Students completed approximately 3 hours of labs and 2 hours of seminar per week; wrote weekly seminar papers and longer synthesis papers; wrote ethnographic field notes; took 6 quizzes and spent substantial time on field trips outside the classroom.

In the fall science labs, students learned sterile technique in order to isolate bacteria from a variety of environmental samples. Students learned to pour plates of both non-selective and selective media, conduct streak plating for isolation and spread plating, use basic light microscopy technique to observe preserved helminth specimens, dissect and analyze owl pellets, conduct a spectrophotometry-based nitrate analysis of seawater, and experimentally test the effects of hydration and dehydration in a urinalysis lab. Students explored the databases from national and international agencies (CDC, WHO, Global Task Force on Cholera Control) that report health statistics. In the winter labs, students collected and observed textile microplastics and tire microparticles with microscopy, observed the decomposition of food waste over a span of 2 months, examined the interaction of microplastic fibers and marine bacteria, learned to analyze Fourier Transform Infrared Spectroscopy data of textile microfibers, and investigated the diverse production and management of wastes on campus by different departments.

As a culmination to fall quarter inquiry, 16-credit students collaboratively researched, designed, and presented applied research posters on a range of waste-related topics. The final poster presentations were open to the campus public and required students to effectively communicate ideas and respond to questions.

In winter archival workshops, students learned to conduct original, primary-source research at the Washington State Archives; to research various digital archives and related sources; and to summarize and correctly cite findings in a shared online collection of documents. In addition, 16-credit students completed additional research that culminated in a presentation and a 6 - 8 page research paper that focused on a particular aspect of Washington State environmental history.

The field trips took place in the local area, Tacoma, Washington and in Portland, Oregon. Locally, students visited a beach near downtown Olympia and participated in an oyster restoration project, toured the local wastewater treatment facility (LOTT), toured the main Washington State Archives, toured a closed landfill (Thurston County Waste Transfer Station), toured a composting facility (Silver Spring) and toured a recent renovation of a derelict brewery (Tumwater Craft District). In Portland, students visited a stormwater/wastewater analysis lab (City of Portland Water Pollution Control Lab), an electronics reuse/recycling non-profit (FreeGeek), a waste-pickers union warehouse (Ground Score Association) and an architectural salvage non-profit (ReBuilding Center). Students were assigned to do ethnographic observations in public spaces for one afternoon. In Tacoma, WA, students visited a public park built on a



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copper-smelting slag heap (Dune Peninsula), a public park built on the ruins of a lumber mill (Dickman Mill Park) and a chemical waste receiving and re-refining facility (Emerald Services/Clean Harbors).

Readings included Johnson, S., *The Ghost Map*; Molotch, H., Noren, L., *Toilet*; Cram, S., *Unmaking the Bomb*; Liboiron, M., *Pollution is Colonialism*; several peer-reviewed papers in discard studies, medical case studies, public health anthropology, environmental justice, lunar management policy, and readings from several introductory textbooks in biology, environmental studies, toxicology, microbiology, nuclear chemistry and human anatomy. Government documentation from the United States EPA (SuperFund sites and management), FDA and USDA (food waste reduction guidelines) were also assigned. Online news articles on topics ranging from textile waste to space junk were also part of the assigned readings. Film media viewings were included as part of cultural anthropology, and environmental justice workshops.

EVALUATION:

Written by: Eric A. Stein, Ph. D. (anthropology and history), Pauline C. Yu, Ph. D. (Biological Sciences)

Farrah took responsibility for most aspects of our studies in fall quarter and took responsibility for some aspects of work in winter quarter. While some assignments were late or incomplete and Farrah's attendance might have been stronger, Farrah played an important role in our learning community. Overall, Farrah's work demonstrated sufficient learning in biology, toxicology, public health, environmental science and cultural anthropology.

In seminar, Farrah was an active listener and contributed to collaborative workshops and workshop presentations. Farrah's fall seminar papers were generally good, providing a general commentary on readings and making initial analyses. More direct, extensive, and accurate engagements with readings will help improve Farrah's writing even further.

Farrah's ethnographic work in cultural anthropology was mostly complete. Farrah's ethnographic notebook offered good insights into a place-based study of a Portland skatepark in particular, noting the subtle personal and social dynamics that characterized the scene.

Farrah completed 5/6 quizzes and, overall did very well on quizzes, including attaining a perfect score on one quiz, showing solid competency in each of our areas of study. The successful quizzes reflect Farrah's attention in the class, solid note-taking skills, and care in reviewing the course material.

Farrah demonstrated an overall acceptable understanding of the presented concepts in microbiology and environmental science. Farrah did make very substantial improvements in lab notebook organization and documentation between the fall mid-quarter lab notebook check and the final fall lab notebook check. The notebook, overall, was sufficiently organized. In fall quarter, Farrah participated in most observations assignments, but demonstrated a consistently fair ability to document the activities in lab, including microbiology (streak and spread plate technique, seawater on selective and non-selective media, high-touch surfaces, and bivalve shellfish), excretory and parasite biology (urinalysis, prepared parasites and owl pellet contents), environmental chemistry and field work (shellfish restoration), public health data (online database exercise), and waste management facilities (wastewater treatment plant, water quality analysis lab) in written notebook assignments. In winter quarter, Farrah maintained the performance from fall quarter in documenting lab activities. Farrah completed some observations assignments, and demonstrated an adequate to good ability to document microbiology (food waste decomposition, microbial growth with microplastics), to make microscopy observations of tire particles, to interpret FTIR chromatographs of textile materials, and to document the waste production of a selected campus department (Photoland darkroom facility). Farrah participated in the presentation and the group (along



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with another group) presented an excellent and coherent, organized and informative, summary of findings.

Through the notebook exercises, Farrah demonstrated acceptable engagement with the range of materials. The completed assignments (waste tracing documentation, FTIR interpretation) met the requirements for documentation. The remaining assignments were incomplete with regards to documentation and annotation; the incompleteness ranged from missing data to missing analysis. Farrah is encourage to increase his rate of note-taking during lab activities. It's clear that Farrah's engaged in the work when in lab, but Farrah could be more consistent about taking notes during lab activities and following through on the documentation requested in the lab handouts. The strongest assignments were the food waste documentation and the waste tracing documentation.

In fall quarter, Farrah took part in a group project on the topic of "Mycelium as a Medium for Bioremediation of Microplastic Contaminated Water," and was responsible for completing much of the poster design work; another student took the lead on researching and presenting the work. The final, fall project poster did an excellent job of presenting concepts and ideas, communicating, and demonstrating collaborative effort. The poster was informative and well-designed; it clearly communicated a complex subject to a broad audience.

Farrah has the capacity for doing very solid work, but there were some challenges, out of Farrah's control over the past two quarters, that were difficult for Farrah to balance with consistent classwork completion.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 24

- 8 - Environmental Science Laboratory
- 4 - Topics in Public Health: Sanitation
- 4 - Topics in Biology and the Environment: Biological waste, Microbiology and Disease
- 2 - Topics in Environmental Science: Solid Waste and Toxicology
- 2 - Environmental Justice
- 4 - Cultural Anthropology



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April 2023 - June 2023: Field Plant Taxonomy and Biodiversity Conservation

11 Credits

DESCRIPTION:

Faculty: Frederica Bowcutt, Ph.D. and Lalita Calabria, Ph.D.

In this upper division program students cultivated floristic skills. Students attended lectures, labs, workshops, and seminar discussions as well as in-person field exercises. Their understanding was assessed through field and lab assignments, quizzes, exams, and response papers to assigned readings. Plant identification skill building was a significant focus of the program. Students learned to use dichotomous keys to identify unknown vascular and non-vascular plant specimens using microscopes. For labs, they used Hitchcock and Cronquist, *Flora of the Pacific Northwest* and McCune and Hutten, *Common Mosses of Oregon and Washington*. Using Simpson, *Plant Systematics*, students also studied diagnostic characters of common vascular plant families. They received instructions in the collection and preparation of herbarium specimens and learned about the importance of herbaria to biodiversity studies. Applying their new floristics skills, students also studied topics in ecology and conservation with an emphasis on temperate forests and camas prairies. In support of this content, students attended two field trips and read Glime's *Bryophyte Ecology* and various scientific journal articles.

For the seminars and lectures focused on ecological restoration, students read all or part of the following texts: Holl, *Primer of Ecological Restoration*; Apostol and Sinclair (eds.), *Restoring the Pacific Northwest*; Bowcutt and Hamman (eds.), *Vascular Plants of the South Sound Prairies*; Martin, *Wild by Design: The Rise of Ecological Restoration*; and multiple journal articles. In response to the reading assignments, discussions, and associated lectures, students wrote short essays that summarized key concepts. Providing examples from local restoration efforts, they also synthesized the program material in a final assignment and considered how ecological restoration can contribute to biodiversity conservation.

EVALUATION:

Written by: Frederica Bowcutt, Ph.D. and Lalita Calabria, Ph.D.

Farrah participated actively in our learning community. In the vascular plant taxonomy portion of the program, they demonstrated a basic ability to use a technical dichotomous key to identify unknown vascular plants based on their lab notebook, quizzes, and final exam. Based on their final exam, Farrah can sight recognize fourteen common western Washington plants by common names. Farrah began to use a field journal to record their field observations. In the future they would benefit from adding more complete notes. On their prairie restoration quiz, Farrah began to explore how geology, climate, and cultural factors influence vegetation patterns. Farrah struggled to explain causal relationships.

Farrah's answers on the weekly study questions and performance on the quizzes indicated an overall good understanding of bryophyte ecology and conservation topics. Farrah's bryophyte identification notebook was of variable quality and completeness and reflected a beginning understanding of field collection methods, morphological features, and microscopic identification of bryophytes. Farrah's keying quizzes further demonstrated a beginning grasp of morphological terminology and using dichotomous keys to identify an unknown bryophyte species. On the final sight identification exam, Farrah demonstrated a limited ability to identify twenty-five bryophyte species using scientific names.

Based on their responses to the ecological restoration reading assignments, Farrah developed a basic understanding of some of the key terms and concepts. They skillfully used a case study to illustrate the importance of involving stakeholders early in the planning process. In the future, they are encouraged to defend their arguments more consistently with cited evidence. In their final synthesis



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assignment, Farrah began to address some of the challenges to incorporating Indigenous traditional ecological knowledge into ecological restoration projects.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 11

- *2 - Bryophyte Taxonomy
- 2 - Bryophyte Taxonomy
- 3 - Field Plant Taxonomy
- 4 - Principles of Ecological Restoration

* indicates upper-division science credit



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January 2023 - March 2023: Political Economy of Fascist Politics: Consequences and Resistance

15 Credits

DESCRIPTION:

Faculty: Michael Vavrus, Ph.D.

In this one-quarter program students studied and analyzed the intersection of politics and economics in their historical and contemporary contexts as applied to the ideologies of historical fascism, contemporary far-right extremism, conservatism, liberalism, and anti-fascism. The program regularly considered contemporary expressions of fascist politics, actions generally associated with mid-20th century fascist regimes in Europe.

Among the questions students explored in their collaborative learning community were: What is fascism? How does historical fascism compare to far-right extremism, conservatism, and liberalism? What are the goals of 21st century fascist politics and how do they compare to historical governing systems of fascism? How might we differentiate among conservative, far-right, and fascist politics? How have liberal democracies generally responded to fascist politics? How do fascist politics intersect with race, ethnicity, class, gender, and sexuality? What is the relationship among the U.S. legal system, foreign policy, and fascist politics? What have been anti-fascist responses and forms of resistance to fascist politics?

To better understand how various elements of fascist politics manifest, students were introduced to the discrete categories contained in the "Convention on the Prevention and Punishment of the Crime of Genocide" (1948), the first human rights treaty adopted by the General Assembly of the United Nations. The elements of the Convention on Genocide were compared to histories of racism, nativism, land and property confiscation, and the relationship among policing, imperialism, and militarism.

Students studied the historical roots of 20th and 21st century anti-fascism along with key characteristics of anarchism which inform ideal organizational practices of anti-fascists. As a counter-movement resistant to fascist politics, anti-fascism's rationale, internal structuring, and strategies were analyzed. This aspect of the program considered various political economy orientations in relation historical fascism, far-right extremism, and anti-fascism.

Students produced more than 20 structured writing assignments in preparation for text-based seminars and workshops. Students collaborated in small "news groups" to present contemporary new related to the themes of their program. As a cumulative project, each student wrote an academic research paper on a topic of their choosing related to program themes and presented findings of their individual papers using presentation software.

In preparation for seminars and workshops students read the following books: Bray's (2017) *Antifa: The Anti-Fascist Handbook*; *The Antifa Comic Book: 100 Years of Fascism and Antifa Movements*; Miller-Idriss's (2021) *Hate in the Homeland: The New Global Far Right*; Moore and Tracy's (2020) *No Fascist USA! The John Brown Anti-Klan Committee and Lessons for Today's Movements*; Patterson's (1951/2020) *We Charge Genocide: The Crime of the Government Against the Negro People* (3rd edition); Prichard's (2022) *Anarchism: A Very Short Introduction*, and Vavrus's (2022) *Teaching Anti-Fascism: A Critical Multicultural Pedagogy for Civic Engagement*.

Students also read the following articles: Patnaik's. (2020) "Neoliberalism and Fascism" (in *Agrarian South: Journal of Political Economy*); Kakel's (2019) "Patterns and Crimes of Empire: Comparative Perspective on Fascist and Non-Fascist Extermination" (in *The Journal of Holocaust Research*); Abramsky's (2022) "The Town that QAnon Nearly Swallowed" (in *The Nation*), and the following chapters from Burley, S. (2022) (Ed.) *No Pasarán! Antifascist Dispatches from a World in Crisis*; Hope's "The



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Black Antifascist Tradition: A Primer"; Novick's "Lessons from a Lifetime of Antifascist and Antifascist Struggle"; and Renton's "Perspectives for Antifascists."

Students viewed and discussed the following documentaries and interviews: "Mussolini to Antifa: The History of Anti-Fascism" (2020); "Growing Threat Of Right Wing Extremism Inside Local School Boards"(2021); "The Silencing of Black and Queer Voices: George M. Johnson on 15-State Ban of 'All Boys Aren't Blue'"(2022); "Erasing History: Holocaust Graphic Novelist Art Spiegelman on 'Maus' and Wave of Book Bans Sweeping U.S." (2022); "'Gangsters of Capitalism': Jonathan Katz on the Parallels Between Jan. 6 and 1934 Anti-FDR Coup Plot" (2022); "Undercover in the Alt Right" (2018); "Antifa Members Talk Protest Tactics: 'We Don't Depend On Cops'" (2019); Mark Bray book talk (2017); "How Property Law Is Used to appropriate Black Land" (2021); "Fairy Creek: Indigenous-Led Blockade of Old-Growth Logging Is Now Canada's Largest Civil Disobedience" (2021); "Red Scare and HUAC" (n.d.); "How to Spot a Communist" (n.d.); "Trump blasts 'left-wing cultural revolution' at Mount Rushmore" (2020); "President Trump's Plan to Save American Education and Give Power Back to Parents" via "Trump War Room" (2023); "Keeanga-Yamahtta Taylor, Khalil Gibran Muhammad & E. Patrick Johnson on the Fight over Black History" (2023); "Kimberlé Crenshaw on Critical Race Theory, Intersectionality & the Right-Wing War on Public Education" (2023); "Use of nuclear weapons is 'utterly unacceptable' in Russia-Ukraine war, UN chief warns" (2023); "As Putin Suspends New START Treaty, Is There Still Hope for Nuclear Disarmament?" (2023); and "Atom Café" (1982); "Islamophobia in America 20 years after 9/11" (2021); and "Pro-Palestine activist Rachel Corrie awarded 'Freedom Star' posthumously" (2023).

EVALUATION:

Written by: Michael Vavrus, Ph.D.

Farah Salawdeh met most program expectations. His work and participation was occasionally good and, taken holistically, generally evidenced significant academic analyses and critical reflections on program material and his own learning.

To fully engage with assigned texts, the timeliness of Farah's seminar and workshop preparation papers was uneven over the quarter in meeting submission deadlines for assignments. During seminars and workshops Farrah was often a reluctant participation in adding to interpretations of assigned texts but when prepared was able to provide important insights based on assigned texts.

Farrah's 3,000-word academic research paper was titled "Fascism and Genocide in Israel." His thesis was "Israel was born through genocide and, has continuously occupied and created un-just living conditions for Palestinians." His paper provided documented evidence of his claim although the structure of the paper occasionally impeded reader accessibility. Overall, his paper was developing in meeting program expectations for an academic paper. Although slightly below the stated time presentation range, Farrah's projected presentation of his research was generally effective in meeting expectations in highlighting key points along with supportive graphics as well as his responses during the question-and-answer period.

During the quarter Farah was often able to compare the discourse of 21st century fascist politics with other ideological orientations and their historical origins and practices. He often identified major patterns that help to explain key social, economic, historical, and political events as viewed through an anti-fascist lens.

In summary, Farrah demonstrated the knowledge, developing academic skills, and an emerging disposition to engage in further studies in the social sciences and humanities.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 15

- 3 - Political Economy of Proto-Fascist and Fascist Politics
- 3 - Historical Fascism: Theory & Practice
- 3 - Far Right Extremism: Theory & Practice
- 3 - Anti-Fascism: Theory & Practice
- 3 - Research Project: Academic Paper & Presentation



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March 2022 - June 2022: Environmental Psychology and Public Health: Linking Health, Social, and Environmental Justice

16 Credits

DESCRIPTION:

Faculty: Kina Montenegro, PhD, Carolyn Prouty, DVM

In this team-taught interdisciplinary program, students studied environmental justice through the lenses of social and environmental psychology and public health. Students examined public health principles and the social determinants of health, focusing on the common pathways that drive environmental injustices and health disparities including social, economic and racial inequities, and institutional power. Tenets of disability justice including intersectionality, interdependence, and collective liberation were also central to our inquiry, as were critical hope and community resilience.

As part of our program, students completed extensive work related to the field of environmental psychology, with an emphasis on social psychology and environmental justice. Students utilized psychology to understand the connection between themselves and the environment, and people and the environment. These connections were rooted in readings of research articles, discussions, and lectures on what pro-environmental behaviors consist of, such as attitudes, values, norms, and different theories surrounding the intent and motivation behind environmental behavior and/or climate skepticism. Students also explored and applied techniques related to behavior modification and persuasion to influence their own behavior and the behavior of others.

Students completed multiple forms of evaluative assessment to measure performance on the above topics. Weekly reflections in the form of journal entries and synthesis assignments served to help students articulate meaningful connections to material, demonstrate integrative and critical thinking, and communicate creatively and effectively. Seminar discussions and seminar assignments demonstrated comprehension of and engagement with readings, as well as reflective and critical thinking skills in the form of questions, opinions, and insights. Seminar participation involved active listening, evaluation of peer's contributions, and formulation of meaningful contributions to discussion of texts.

16-credit students additionally completed a group library research project on a program topic, culminating in a conference-style poster presentation that incorporated new evidence-based practices in their research poster design. Students worked collaboratively to complete component assignments including an annotated bibliography, draft and final abstracts, poster creation, and coordinated presentation to their peers. Students applied and articulated what they learned concerning persuasion into the design of their posters and presentation.

EVALUATION:

Written by: Carolyn Prouty, DVM

Farrah Salawdeh successfully achieved the learning objectives in this program with very good quality work. Farrah brought a rich background in cultural awareness through a colonial lens to the program, and an interest in public health and environmentalism. Farrah's participation in the program was very good, from seminar and workshop participation to writing and thinking. Farrah completed all of the required work of the program, had strong attendance, and received full credit.

Seminar discussions and small group workshops were central to the work of the program. Farrah's main participation was in seminar and small group workshops where he engaged productively with his classmates. He was an active listener in the larger group. Weekly readings and written integrative responses were a cornerstone of our work in bringing critical perspectives from social and environmental psychology and public health literature. Farrah did some good writing, though his assignments often



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contained multiple spelling and grammatical errors. He was intent on improving in reading and writing this quarter, and he worked diligently on it, resulting in significant growth in his ability to make conceptual connections between ideas. For example, he theorized, in response to a psychology reading concerning social norms, that racism can be countered by making active support of anti-racist measures a more widely shared social norm.

Students completed two take-home integrative exams in spring, responding to questions about essential program themes, topics, and arguments. On the midterm, Farrah demonstrated very good work, with thoughtful, well-described answers that demonstrated a very strong understanding of the concepts covered. He compellingly described the ways that racism is deeply tied to the dominant social paradigm of America throughout our history, including examples of incarceration and environmental racism. And he articulately captured the differences between upstream and downstream public health interventions, with illustrative examples. On the final exam, he did very good work overall, revealing a solid ability to productively apply his knowledge of the models and theories to real-world examples. He successfully described the relationship between having a marginalized identity and chronic stress and its impacts on the body, and knowledgeably defined intersectionality and its importance in assessing the impacts of racial, environmental, and disability injustices. And finally, he aptly described the social model of disability and its centrality to understanding and solving ableism in the environmental movement.

For the final research project, Farrah was a member of a three-person group that examined the history and current practices in food deserts. Farrah's research focused on the impact of food deserts on health, specifically in youth, and its physical and mental impacts. In the poster making process, Farrah revised the posters based on feedback. The group's annotated bibliography and abstract were both very well executed. Together, they completed excellent work drafting, revising, and coordinating their poster design, resulting in three posters with strong layout, easy to read text, and expressive graphics that were highly in-line with their topic and supporting materials. The presentation was well-prepared, and each member worked fluidly with the others to support and expand on each other's work; for most questions their peers asked, group members supported each other by adding to each response. In addition, the group produced a very well-written statement articulating the elements of persuasion that they incorporated into the poster, demonstrating comprehension of those psychological models. The group was greatly satisfied with how well they supported each other, and expressed that Farrah helped immensely with assignments that group members worked on together to develop and sort ideas.

Overall, Farrah demonstrated a very good understanding of the linkages between social and environmental psychology and the social and political determinants of population health. Farrah demonstrated respect and inclusivity in all aspects of the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Environmental Psychology
- 4 - Public Health, Critical Health Literacy and Health Disparities
- 4 - Seminar in Environmental and Social Justice
- 4 - Research Poster Project: Food Deserts: Their Health Impacts, and What We Can Do About Them



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January 2022 - March 2022: Native Pathways Program: Native North America: Global Influence and Belonging (Tacoma)

2 Credits

DESCRIPTION:

Faculty: Kendra Aguilar, MPA; Dawn Barron, MFA; Carmen Hoover, MFA; Corey Larson, Ph.D.; and Toby Sawyer, MPA

In *Native North America: Global Influence and Belonging*, we examined the reach of the North American Indigenous Peoples by looking at historical accounts, contemporary representations, and ways in which Native Americans have inspired and built relationships with other Indigenous Peoples and non-Indigenous people around the world. We explored the role of Native North American influence and power in sustainability movements and practices. Did Indigenous Peoples from North America travel beyond their kin, communities, homelands? Yes, and in this program we expanded our understanding of the lasting impacts, the triumphs and tribulations, and students critically analyzed sustainable movements and practices in areas such as education, health, food sovereignty, arts, tribal/Indigenous economies, and social and environmental justice. We looked closely at, and into, the question: What is belonging and how is it created, fostered, continued? Is the concept or practice of belonging universal? By focusing on storytelling and literature (prose and poetry), visual rhetoric, and academic analysis, students critically observed and acknowledged the complexities and lasting impacts of colonization, resistance, and tribalography.

Studying through multiple perspectives and lenses, including the required texts of *Indigenous London* by Coll Thrush, *The Heart song of Charging Elk* by James Welch, and excerpts from philosophers, change-makers, leaders, and scholars such as James Baldwin, John Trudell, Vine Deloria Jr., Elizabeth Cook-Lynn, Billy Frank Jr., Hank Adams, Taiaiake Alfred, and Leslie Marmon Silko, among others, students expanded their critical analysis skills by creating a research project based on the themes explored within the quarter. By analyzing the challenges Tribal/Indigenous communities face and how they have implemented measures to prevent continual climate change, students were able to think through how post-colonial prosperity revolved around the environmental protection of ancestral lands and resources. This program was writing and research intensive and students were expected to critically analyze and synthesize material.

EVALUATION:

Written by: Kendra Aguilar, MPA

For this course, Farrah expressed an excellent ability to engage with various course themes, objectives and outcomes and contribute to Tribalography verbally and in writing, especially academically and culturally. Students read weekly course resources and materials, submitted various assignments, and participating in weekly small and large classroom seminar discussions. They also had an incredibly profound learning exchange with special guest, Zaki Barak Hamid; a prolific Palestinian-American actor, writer, teacher, and public radio community engagement Director who has created and guided thought-provoking conversation around the Palestinian-American experience and reconciling an Indigenous identity in foreign places. By analyzing and synthesizing these works and activities, Farrah was able to define key terms and concepts relating to Tribalography, colonialism, post-colonialism, and sustainability movements.

Farrah exercised leadership and practiced relational-accountability in a variety of ways throughout the quarter such as participating in a cultural-based strand course focused on important Native American and Indigenous issues during the program-wide weekend gatherings at the campus Longhouse, where students absorbed lessons from valued speakers such as Coll Thrush, author of one of the quarter's



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texts titled *Indigenous London*, and practiced reciprocity through the making of cultural items used to honor guests during protocols and events. Students also attended the presentations by and completed evaluations for the final candidates for full-time tenured teaching positions with the program, actively participating in a community-determined hiring process with direct impacts on their educational journey. Students organized a proposal, which was approved for funding by Native Pathways Program Student Governance, for a field trip to The Flaming Eggplant Cafe on campus, where they researched and prepared a traditional foods meal for one another; celebrating Indigenous fortitude, global culinary contributions, and the fostering of kinship and belonging during trying times.

Students did a variety of assignments aimed at deepening an understanding of the experiences of Native and Indigenous peoples abroad, in order to discover determining factors that contribute to their influence and sense of belonging in those places. Farrah's crowning work for the quarter was co-creating the first Students for Justice in Palestine group on campus, which they presented to the entire program at the final Longhouse gathering, contributing to a much needed sense of belonging and allyship as part of community resilience and care. Through this work, Farrah was able to report on specific Indigenous interactions with non-Indigenous and global Indigenous entities and communities on various scales through storytelling, cultural exchange, kinship, and intergenerational influence.

Farrah was an incredible student who took the knowledge and experiences from this course to amplify the many gifts used to make positive contributions and impact on community. I appreciate and am excited about what I have learned from Farrah through the journey of making connections to Indigenous global influence and human belonging in theory, practice, and consequence.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Native American and Indigenous Studies



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September 2021 - March 2022: Indigenous Storytelling: Cultural Political Performance

32 Credits

DESCRIPTION:

Faculty: Gary Peterson, MSW and Yvonne Peterson, MA

Students committed to exploring critical pedagogies and theater of the oppressed to examine issues of orality and literacy, writing, storytelling, performance, language, culture, identity, and reclaiming Indigenous arts. Building a learning community to give voice to those who encounter the greatest or most acute oppression and exploitation, students benefitted from the technique of reader's theater and theater movements to investigate the role of radical imagination to better understand the way that the imagination animates movements for social change today. Using the River of Culture history template to study the laws and policies impacting the lived experience of American Indians, the learning community looked at how stories teach ways to survive as Indigenous people as both individuals and as people. The power of their own poems, collaborative poetry, independent research projects, and the power of stories cultivated agency, leadership, voice, and empowered students to understand the past, present, and future.

Students in the learning community got acquainted building trust for the hard conversations within collaborative writing projects, learned about Evergreen and its history including attending the virtual 25+1 Longhouse celebration, wrote academic plans for the quarter, got to know faculty, explored resources on campus, and explored ways to extend liberatory/liberal arts education. Students advanced their academic success and actively engaged in personal development by active participation in the program.

Students committed to activism, ally-ship, and praxis after a series of workshops designed to bring together liberatory theory, environmental stewardship, and "storytelling" as a form of resistance, and ways to engage in learning about laws, policies, and the lived experiences of Indigenous peoples. The Indigenous art of storytelling identified ways tribal people have used language conceptually to tell each Tribe's history, moral precepts, and spirituality by passing down stories from one generation to the next. Independent research by each student allowed the posing of essential questions about contemporary issues that continue to deprive American Indians of land and economic opportunities, treaty rights, natural resources, religious freedom, repatriation, access to and protection for sacred places – students looked at history and stories by researching behind/beyond the headlines.

U.S. History was studied in terms of the doctrine of discovery, five steps of colonization, and court recognition and enforcement of an Indian Tribe's legal, political property, and cultural rights as Indigenous peoples. Contemporary issues were brought forward by students, researched, highlighted with YouTube clips and documentaries, newspaper articles and opinion/editorials, and then the extended topics were facilitated by students in seminar fashion. While building a virtual learning community, students engaged in academic work learning to effectively use research methods, ask essential questions to focus on independent projects, and move critical thinking theory to praxis. They learned to utilize Bloom's Taxonomy as the bases for formulating essential questions, and to understand laws, policies, and social justice issues. Using Richard Paul's 35 Elements of Critical Thought, students were able to highlight critical thinking skill sets to hone during the quarter. The learner-centered environment provided an opportunity for students to experience working in collaborative groups, write and record poetry, experience research methods to include ethnographic interviewing and interviewing techniques and to self-select webinars. Several students opted to job shadow including at Tribal centers and Tribal schools, moving theory to practice in work environments and sharing what they learned by reporting back to the program. Students also extended academic work by following activist movements and by engaging in service learning, volunteer projects, and selecting a sit spot for environmental stewardship.



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Students under the academic leadership of resource faculty member, Hailey Maria Salazar, began exploring the politics of identity through workshop discussions around critical race theory. They further familiarized themselves with Tribal Critical Race Theory and made connections with TribalCRT with their own lived experience and course content. The learning community engaged in public speaking, sharing their written work, and lived experiences to delve deeper into witnessing how critical race theory and tribal critical race theory meld into the frameworks of contemporary issues locally and globally, bringing critical thinking theory into praxis. Students learned about ego-centricity, socio-centricity, and how to relate to those who come from different cultures, backgrounds, and belief systems. They learned how epistemological and ontological concepts play into, and are impacted by, the oppressor/oppressed dynamic which Paulo Freire discusses in his book *Pedagogy of the Oppressed*. Students explored concepts of institutionalized racism, red-lining, power, education, assimilation, marginalization, historical trauma, affirmative action, social justice, and the process of decolonization through deliberative dialogue institutionalization. Hailey Maria Salazar extended her contact with students by hosting virtual office hours and making herself available by Zoom contact.

In a day long workshop on rhetorical sovereignty, students identified key quotes from Richard Lyon's article on rhetorical sovereignty, worked to define rhetorical sovereignty together, and discussed how rhetorical sovereignty can be practiced through storytelling and theatre. Students learned of concepts pertaining to relational world views and developed their understanding of relationality through an Indigenous perspective. Students read literature on Native Feminist Theory and collaborated on creatively presenting their definitions of Native Feminist Theory in groups, and presented art, poetry, and quotes to the class.

Because of COVID-19, challenges to in-person teaching of Indigenous Art meant students picked up supplies and/or received a cultural box in the mail. Beading of felt projects meant students could experience firsthand the therapeutic value of cultural art practices. To instill the reality of oppression occurring in the world, students were encouraged to investigate the cultural practices of the people from whom they descend and to use their own cultural art icons on the beaded felt pouches and notebook covers, medallions, and beadwork to attach to leather or clothing. Students learned about steps Tribes have taken to reclaim, awaken, and use sustainable practices that were taken away in a civilizing effort by the United States and their allies to assimilate people from Indigenous communities to accept the practices of European civilizations and give up their own.

Social work and helping professions entail many and varied skill sets as well as insights. Students explored social work and helping professions from a historical and international perspective to enable them to understand lived experiences from many different perspectives and how those experiences create circumstances where help and healing are necessary. U.S. interventions around the world have forced many people to flee their own countries for safety in the U.S. Students gained an understanding of the language of oppression, colonization, and immigration. Recognizing how and where clients seeking help come from enables social workers and helping professionals to be aware of the need for culturally appropriate services. While providing appropriate services, students learn the need for empathy in preserving the dignity and hopefulness of their clients.

Texts included: Paulo Freire, *Pedagogy of the Oppressed*; Beth Piatote, *The Beadworkers Stories*; Augusto Boal, *Games for Actors and Non-actors* and *Theater of the Oppressed*; Mary Anne Franks, *The Cult of the Constitution*; Leilai Sabzalian, *Indigenous Children's Survivance in Public Schools*; and essays related to program workshops and themes. Documentaries included: Rabbit Proof Fence; Half of Anything; The Burning Times; In the Image of the White Ma; Princess Angeline; 100 Years of Genocide in the Americas; and others related to the theme of the program.

Winter quarter, students used the book *The 1619 Project*, discussion in the *What's Happening* segment of our program to work to understand how war in Ukraine and elsewhere across the world, in the middle



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of a pandemic, and the continued polarization of our national politics shape the world in which we learn. Films/documentaries (interview with Nicole Hannah-Jones, housing), articles, and research were used by students in collaborative groups to present a chapter from *The 1619 project*. Presentations were interactive asking the learning community to engage with the chapter and with ways the 1619 essay highlighted or extended the River of Culture timeline. Issues in the local area highlighted contemporary aspects of concepts introduced in the 1619 Project essays: equity, racism, redlining, high school students protesting bullying and being targeted because of skin color, micro/macro aggressions, and comparing/contrasting what is happening on the international scene. Students informed themselves about Russia and Ukraine, including several moving the topic into their independent research projects. Students wrote weekly essays summarizing new learning, identified vocabulary words, and highlighted the River of Culture progression of how one can choose to survive within the political reality of the United States.

In terms of art, Indigenous origin stories, history and using the River of Culture history template, a workshop with Master In Teaching ELA candidates – highlighted how one can begin with the context of our program “Indigenous Storytelling: Cultural Political Performance” to teach about Indian Tribes, the 5 steps of colonization, tell/perform/teach an origin story, teach art and history and model how essential questions can teach students in K-12 about social justice. The workshop was interactive, collaborative, and featured ways to develop lesson plans connecting learning targets and assessment criteria. The workshop introduced the Washington State Tribal Sovereignty Curriculum, Since Time Immemorial, linked to subjects covered by Common Core State Standards, and 21st Century Skills. Students in our program used this workshop to extend their work in meeting prerequisites for teacher education.

Under the academic leadership of resource faculty member, Hailey Maria Salazar, students began exploring deliberative democratic practices by using an article by David Mathews “Naming and Framing Difficult Issues to Make Sound Decisions.” Students engaged in collaborative work to connect with topics deeply important to them, deal with normative disagreements that lead to immobilizing polarization and then identify things that they can do through collective efforts to help solve problems. Naming problems and the frame(s) in which problems are named encouraged critical inquiry, reflection, and recognizing when different options for dealing with a problem are put into a framework for decision making created critical moments of dialogue in the classroom. Students learned how democratic deliberation is more likely to occur if the full range of options is available for consideration. Students moved forward this work throughout the quarter as they were faced with the reality of “naming and framing.” Students continued their independent reflection work regarding identity politics through a series of creative and critical self-reflective assignments encompassing a full range of personal possibilities, including social/identity mapping, self-shape art, and relationality. Hailey Maria Salazar extended her contact with students by hosting virtual office hours and making herself available by Zoom contact.

Independent projects required students to pose essential questions to focus their work, and they were responsible for identifying resources, developing the historical background for their project by applying the River of Culture/Historical Timeline, committing to honing three elements of critical thought from Richard Paul’s 35 elements, posing essential questions, and presenting their final projects at the end of the quarter. Students continued to hone writing skills by attending Stokely Towles, writing lab sessions and a workshop about public speaking and moving the writing probes to organize research projects. Several students opted to job shadow at tribal centers in the area, in Tribal schools, working with Tribal artists moving theory to practice in work environments and sharing what they learned by reporting on their independent projects to the program.

Students committed to building foundation information for service delivery in the field of social work by continuing to research and write about the following topics: cultural competence, the language of oppression, target/non-target groups, the cycle of oppression, and the cultural continuum. Case studies and court cases were analyzed. Several students elected to attend the National Indian Child Welfare



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Association's annual virtual conference by choosing to give presentations at the conference and to support the presentations by handling technical equipment and coordinating the session presentations.

Reclaiming Indigenous Art included beading (medallions, key chains, earrings), felt bags (beaded notebook cover), leather pouches, antler awls and rawhide sheaths. Teachers for the Indigenous arts included: Morningstar Means-Marcellay, Colville and Lindsey Howtopat, Yakama. To instill the reality of oppression occurring in the world, students were encouraged to investigate the cultural practices from the people from whom they descend and to use their own cultural art icons on the many projects that evolved over the quarter. This extension, by studying all cultures in terms of oppression, puts the act of reclaiming Indigenous arts as a means to identify skill sets to appreciate Indigenous art and not as an art to culturally appropriate. Students began preparing and creating art for a collaborative art show, *Bridging Time Immemorial*, which will be held at the end of spring quarter.

Students continued their "sit spot" activity to build observation skills sets for environmental stewardship credit. They submitted essays, journal entries, significant art pieces, photos, and sketched depictions of observations.

Texts included: Paulo Freire, *Pedagogy of the Oppressed*; Beth Piatote, *The Beadworkers Stories*; Augusto Boal, *Games for Actors and Non-actors* and *Theater of the Oppressed*; Mary Anne Franks, *The Cult of the Constitution*; Leilai Sabzalian, *Indigenous Children's Survivance in Public Schools*; and essays related to program workshops and themes. Howard Zinn's *A People's History of the United States* was added.

EVALUATION:

Written by: Yvonne Peterson, MA

Farrah Salawdeh managed time well and engaged in an active commitment to come into their own as a scholar taking learning time seriously and thriving in the student centered, independent study environment the class provided. Farrah could take charge of learning and was a reliable, effective, independent learner often offering perspective to class discussions. Consistently during fall and winter quarters, Farrah submitted summaries of articles including "Native Feminist Theories"; "Background of Treaty Making in Western Washington"; and the NARF article on the policy and impacts of Indian Boarding Schools "Let All That is Indian Within You Die!" Farrah maintained workshop notes, an analysis of reading material, and willingly participated in workshops/seminars. Tribal origin stories were researched and summarized, and Tribes in Washington State were researched to show federal recognition, IRA status, and geographic location. Farrah is gaining Tribal specific information to build upon in upcoming quarters. Sit-spot observations were a challenge, but Farrah persevered and found an area on the beach to use all senses to take in the changing of the season. Recognizing the diversity in our learning community, Farrah shared a name poem, a thematic – where I am from and the house I was raised in poems and a poem summarizing how he is like his grandfather especially the "eyes."

The independent project Farrah committed to over 2 quarters, "Palestinian Cultural/Liberation Group," began because of critically thinking about exploring thoughts underlying feelings and feelings underlying thoughts, refining generalizations and avoiding oversimplifications, comparing analogous situations: transferring insights to new contexts, and clarifying issues/conclusions/beliefs within in his own writing and poetry and reading poetry. In addition to program readings, Farrah read *Rifqa* by Mohammed El-Kurd and *Before the Next Bomb Drops* by Remi Kanazi to make interdisciplinary connections and to compare ideals with actual practice. By the end of winter quarter, Farrah expanded the group to "Olympia for Justice in Palestine" to bring in additional perspectives and to educate a greater audience. The project brought his leadership skills, research, planning/organizing, and collaborative skills forward and he is moving to a command of understanding international relationships.



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Due to the COVID-19 virus, in-person workshops were held on Mondays and the class met virtually by Zoom on Tuesdays and Wednesdays. Undaunted, Farrah persevered, creating an action plan to participate, use the chat to make clarifying comments, offer a perspective about readings and documentaries, learn about social work and Indigenous education, engage and analyze the five steps of colonization, share origin stories, identity politics, laws/policies/lived experiences of American Indians, liberation theory, critical thinking, Indigenous art, and environmental stewardship.

In closing, the learning community are in debt to Farrah Salawdeh for the spirit of giving, sharing, and inclusivity; the grounded and stability of trust and love everyone experienced is a tribute to Farrah's personality and presence virtually and at the in-person workshops. Farrah Salawdeh met all requirements of the *Indigenous Storytelling: Cultural Political Performance* program, finishing in good standing. The following credit equivalencies for exemplary academic work are recommended.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 8 - Independent Project: Palestinian Cultural/Liberation Group and Olympia for Justice in Palestine
- 4 - Indigenous Studies: Storytelling (Traditional/Contemporary)
- 4 - Political Science (Laws/Policies/Lived Experience of American Indians)
- 4 - U.S. History (River of Culture History Template)
- 4 - Environmental Stewardship/Sustainability
- 4 - Critical Thinking (Richard Paul)
- 4 - Liberation Theory (Paulo Freire)



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March 2021 - June 2021: Community Food Systems: Worker Cooperatives and Food Justice

16 Credits

DESCRIPTION:

Faculty: Prita Lal, PhD

This program explored cooperative community food systems and their role in larger movements for food justice. Academic studies focused on the role of cooperative organizing and mutual aid in building sustainable and just food systems. This program collaborated with Tamsin Foucrier and her 4-credit course "Introduction and History of Cooperatives," which offered weekly workshops and learning activities on cooperative history, structures, and leadership.

Essential questions included: how can workers-owners organize cooperatively in a highly stratified, hierarchical society and food system? As crises of climate change, racial injustice, economic inequality, and a pandemic converge, how do cooperatives offer a more resilient, socially and ecologically sustainable alternative to conventional business? How can mutual aid be part of larger movements for justice? Resiliency studies, solidarity economics, cooperative business management, and food justice were pertinent areas of this program.

Learning modalities included a combination of asynchronous (self-paced through Canvas), and synchronous (scheduled meetings through Zoom) online learning activities. Regular Zoom class activities included workshops, seminars, and meetings. Seminar discussions took place through Discussion Boards on Canvas as well, where students were able to access weekly modules that included pre-recorded faculty presentations and other program materials.

We read the following texts this quarter: *Mutual Aid: Building Solidarity During This Crisis (and the Next)* by Dean Spade; *Emergent Strategy: Shaping Change, Changing Worlds* by adrienne maree brown; *Collective Courage: A History of African American Cooperative Economic Thought and Practice* by Jessica Gordon-Nembhard; *Freedom Farmers: Agricultural Resistance and the Black Freedom Movement* by Monica White; *Seeds of Power: Environmental Injustice and Genetically Modified Soybeans in Argentina* by Amalia Leguizamón; and *A Recipe for Gentrification: Food, Power, and Resistance in the City* edited by Alison Hope Alkon, Yuki Kato, and Joshua Sbicca. Additional supplemental readings were posted to Canvas. We viewed the following films: *Edible City*, *Food Chains*, *Urban Roots*, *Fixing the Future*, *Shift Change* along with other videos and podcasts. Our program participated in a number of campus events including the Equity Symposium, Farmworker Justice Day, Reimagining Community Safety public seminar, the Climate Justice and Resilience Speaker series, and hosted a number of guest speakers. Program assignments consisted of weekly discussion board posts, diary entries, seminar co-facilitation, and a group presentation on a topic related to cooperatives. For the community project and community-based learning, students had to complete a minimum of 75 hours of community work, a final video presentation on their work as well as a final integrative 5-8 page reflection paper that synthesized their community experiences with their learning in the program.

EVALUATION:

Written by: Prita Lal, Ph.D.

Farrah did solid work this quarter and demonstrated an astute understanding of power and justice in the food system. Farrah had near perfect attendance in our weekly Zoom classes and was attentive during classes. Farrah co-facilitated a seminar on *Collective Courage* that helped generate a rich class discussion. Farrah submitted almost all of the weekly discussion board posts with a good level of analytical thinking, which demonstrated a careful reading of program materials.



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Farrah consistently demonstrated critical reflection in participation during our time together as a cohort, and was always quick to engage our guest speakers. Farrah's insightful diary entries reflected a capacity to adapt application of concepts to novel contexts, to think systemically, and reflected a willingness to engage thoughtfully and deeply with issues of racial justice and anti-oppression. Farrah's group presentation on cannabis cooperatives was excellent. Farrah's group also demonstrated strong responsive project management skills and effective teamwork skills.

For the community-based learning component of the program, Farrah completed an internship at the Thurston County Food Bank. Farrah volunteered at one of the warehouses of the Food Bank and contributed to the food distribution efforts. Farrah, along with a group of classmates who also interned at this location, completed an informative video presentation that summarized the highlights and impactful learning experiences of this community-based internship. Farrah wrote an excellent seven-page paper that integrated this internship with several sources from our program. Farrah completed an in-depth interview with the field supervisor and synthesized valuable qualitative data into this paper. Farrah discussed the impact of this internship and remarked "Being able to know that you helped out in some way is a really empowering feeling. Working at the Food Bank reminds me that helping others doesn't just help them, it also can help liberate you in the process."

Farrah's field supervisor, Aryn Eldridge, who is the Warehouse Volunteer Coordinator, had this to say about Farrah:

"Farrah quickly became a leader during this internship at the Warehouse. Farrah was consistent, calm, flexible, and a quick learner. I have relied on Farrah multiple times now to explain systems to new volunteers. Farrah was always happy to jump into a task and does a wonderful job making sure the station is clean and shut down for the day. Farrah has also been reliable with the volunteer hours. When Farrah signed up for a shift, Farrah showed up. If something came up where Farrah could not make it in, Farrah found a way to contact me and let me know. I believe in all of his time here, Farrah only missed one shift. I hope Farrah continues to volunteer here in the future because of how irreplaceable this student has become."

In sum, Farrah had a highly successful term in our program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Food Justice
- 4 - Intro and History of Cooperatives
- 8 - Community-Based Learning: Thurston County Food Bank Internship



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January 2021 - March 2021: Black Movements for Freedom: History, Theory, and Transformative Justice

16 Credits

DESCRIPTION:

Faculty: Prita Lal, Ph.D., Bradley Proctor, Ph.D.

This program explored Black-led social movements, past and present, that have advocated for racial justice, equity, and freedom. The program particularly focused on efforts for transformative and restorative justice, studying movements to abolish racial slavery, racial segregation, and mass incarceration while focusing on visions and practices that have aimed to heal the root causes of oppression and violence. The program combined the academic disciplines of sociology, history, social movement theory, and critical race theory. It utilized sociological scholarship on the studies of social movements to help frame learning with both theoretical concepts and analyses of movement case studies. It also focused on historical methodologies to question whose stories have been told in dominant narratives about the past and whose stories have been silenced.

Lectures and workshops explored sociological topics that included: the theoretical foundations of the Black radical tradition, the racialized history of mass incarceration, the intersections of race, class, and gender in structures of oppression, movements to build a solidarity economy, and the theories and practices of transformative justice. Historical topics included: the Civil War and Reconstruction, Jim Crow segregation and Black resistance to it, civil rights activism that predated the 1950s, the classical phase of the civil rights movement, and the emergence of Black Power and intersectional freedom movements that emerged after the 1960s, including LGBT and disability rights activism.

Learning activities were online, with shared class meetings in Zoom and asynchronous "on-your-own" assignments through Canvas. The program was reading intensive. Assigned readings included: Keeanga-Yamahatta Taylor, *How We Get Free: Black Feminism and the Combahee River Collective*; W.E.B. DuBois, *Black Reconstruction in America, 1860-1880*; Robin D. G. Kelley, *Freedom Dreams: The Black Radical Imagination*; Hazel Carby, *Imperial Intimacies: A Tale of Two Islands*; Kevin A. Young, Michael Schwartz, and Tarun Banerjee, *Levers of Power: How the 1% Rules and What the 99% Can Do About It*; Barbara Ransby, *Ella Baker and the Black Freedom Movement*; Octavia Butler, *Parable of the Sower*; Chana Kai Lee, *For Freedom's Sake: The Life of Fannie Lou Hamer*; Diane Fujino and Matef Harmachis, *Black Power Afterlives: The Enduring Significance of the Black Panther Party*; Marc Lamont Hill, *We Still Here: Pandemic, Policing, Protest, and Possibility*. Films screened included: *13th*, *I Am Not Your Negro*, *Since I Been Down*, *Sorry to Bother You*, *Black Panthers: The Vanguard of the Revolution*, and *The Black Power Mixtape*.

Students were required to complete weekly reading workshops about the seminar texts and films, as well as weekly postings on the Canvas discussion boards about the asynchronous presentations. Students were also required to facilitate one seminar discussion with a group of their peers. The program included several guest workshops and special events. Students participated in the Art Lecture Series talks by Gilda Shepphard, Toshi Reagon, and Savannah Nicole Smith as well as a campus-wide panel entitled "Nothing About Us Without Us" featuring local Black women organizers.

For the major project of the quarter, students had a choice to either partner with a community-based organization for an internship, or to write a substantial original research paper based in part on either historical or contemporary primary sources. Students doing community-based research submitted weekly reports of their work. The research paper was scaffolded, with students required to turn in a project proposal, an annotated bibliography, and a first draft. Students presented their research or summaries of their community-based projects to the entire class during week 10.



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EVALUATION:

Written by: Bradley Proctor, Ph.D.

Farrah Salawdeh did excellent work this quarter in our program. Farrah had perfect attendance in online meetings, including lectures, presentations, and seminars. He was also a constructive and supportive contributor to class discussions.

In Week 5, Farrah facilitated seminar discussion. The readings that week included *Levers of Power*, a work of political economy that explored capitalism and democracy, and *Imperial Intimacies*, a work of critical race theory that intertwined history and memoir. Farrah collaborated with two other facilitators to identify very thoughtful discussion questions and developed a plan for facilitating seminar through Zoom. These questions generated strong conversation that connected the two works. The online environment made seminar discussions more complicated and less organic than in-person learning would have allowed, but the seminar was particularly successful because of the questions and discussion plan that Farrah helped develop.

Farrah's weekly reading responses showed excellent engagement with the program's readings and films. His answers were clear, accurate, and thorough, and often included effective personal connections to the readings. Farrah did very strong work on the weekly discussion board posts, where he demonstrated an excellent grasp of the asynchronous Canvas presentations and offered generous comments to his classmates' posts.

For the major project of the quarter, Farrah chose to work with the organization Slow Food Olympia to identify and interview local farmers in the South Sound area who are Black, Indigenous, and People of Color. Farrah worked with another student and a supervisor from Slow Food through the quarter. Though Slow Food had developed the major goals of the project, Farrah and their colleague did most of the work in identifying and contacting farmers to interview. Because of the difficulties of the ongoing pandemic as well as the difficulties of farmers' workloads and schedules, actually conducting these interviews was difficult. Farrah persevered, however, and successfully interviewed one farmer from Spokane. He then transcribed the interview and summarized it into a well-written, engaging narrative. Through these interviews, Farrah not only learned a lot about the history of farmers of color in Washington, he has helped expand and diversify Slow Food's network.

Farrah and his colleague then presented their work to the class collaboratively. They had an effective prepared slideshow. They gave background of the Slow Food Olympia organization as well as this particular project. Farrah recounted his experiences with the interview and also shared insightful lessons from the broader project. Most notable, Farrah discussed the emotional work and the financial problems that farmers of color face. As Farrah put it, "a ton of work goes into bringing food to the table."

Farrah and his colleague then also presented their work to the Slow Food Olympia group in a Zoom call with about a dozen attendees. Farrah read from the narrative he wrote about the interview, and included long and compelling quotations from the farmer. He also very effectively answered multiple questions raised by the audience; attendees praised the quality and depth of the interviews as well as the importance of the overall project.

Farrah's supervisor reported that they "enjoyed seeing Farrah Salawdeh work through the process of turning a raw interview transcript into an oral history narrative during this quarter." They explained that "Farrah took on the task of making 'cold calls' to at least three BIPOC farmers he hoped would be willing to be interviewed. Even though he selected the farmers least likely to be in their fields in February, none of them returned emails or calls. Eventually, through a contact in the course, he conducted an interview with a farmer in Spokane. After correcting the transcript, he worked on the finding a storyline, finally



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settling on using the farmers words in oral history fashion." They noted that the resulting narrative effectively "expresses the farmers commitment to keeping the land farmed, despite obstacles."

It was a pleasure having Farrah as part of our learning community this quarter. He not only completed good work engaging with the program's learning goals, but did excellent work putting academic theory into practice with his work with Slow Foods. These accomplishments were especially notable given the difficulties of remote learning and remote community work because of the ongoing global pandemic. We wish Farrah great success in future studies at Evergreen.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Black History: 1865-Today
- 4 - History and Theory: Social Movements
- 4 - Sociology: Transformative Justice
- 4 - Community-Based Learning: Slow Food Olympia



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September 2020 - December 2020: Community Teaching: Pasts, Presents, and Futures 15 Credits

DESCRIPTION:

Faculty: Michael Bowman, Ph.D., Jon Davies, Ph.D., Kate Napolitan, Ph.D., with Luis Apolaya Torres, B.S. and Cynthia Kennedy, Ph.D. (Greener Foundations)

Because of the global COVID-19 pandemic, Community Teaching: Pasts, Presents, and Futures was conducted remotely through Canvas and Zoom platforms (and a student-created Discord channel). Students rose to the occasion of this difficult moment and co-created a brave, supportive, and lively space of learning. While the remote format presented challenges, it also provided opportunities to visit with people and places that might not have been feasible in a traditional face-to-face teaching and learning format.

The program was organized around the study of “community teaching:” a kind of teaching that seeks to build connections between teachers, community elders, and social-political-economic movements. Program faculty sought to model the practice of community teaching by designing opportunities to learn from K-12 community teachers in western Washington; regional Indigenous educators, elders, and storytellers; and local, regional, and national leaders in educational justice and racial equity efforts. The opening class session was led by storytellers Roger Fernandes (Lower Elwha S’Klallam) and Fern Naomi Renville (Sisseton Wahpeton Oyate), who illuminated the role of story in intergenerational and cross-cultural knowledge sharing. Roger and Fern set the stage for programmatic explorations of the stories within ourselves, our families, our communities, and within program materials.

Program materials included interdisciplinary readings and multimedia (e.g. digital archives, websites, documentaries). Materials were organized around four places: Highlander Folk School in Monteagle, TN; the American Indian Movement’s Survival Schools in the Twin Cities; high school classrooms in Los Angeles; and educational organizing spaces in Chicago. Each week, students engaged in small group discussions around materials, student-led seminars around central texts, and small group discussions around personal/autobiographical connections. Each week, students wrote seminar preparation papers and journal entries. The final project for the program invited students to explore autobiography, family history, and community teaching through a medium of their interest: narrative writing, podcast, video/film, poetry, visual art, music, or graphic novel.

Through Highlander, students learned about popular education, adult education, labor organizing, and racial justice movement organizing primarily through the stories of community teachers prepared at Highlander. Students read *We Make the Road by Walking* (Horton and Freire, 1990); watched the 1985 documentary *You Got to Move*; examined archival material from the Tennessee State Library and Archives; made connections to interracial labor organizing on the West Coast through the picture book, *Journey for Justice: The Life of Larry Itliong* (Mabalon, Romasanta, and Sibayan, 2018); and made connections to The Evergreen State College by examining the oral history transcript of Dr. Carol Minugh. Students also engaged in a Zoom conversation with the current co-director of Highlander, Rev. Allyn Maxfield-Steele, about Highlander’s contemporary work, “dangerous listening,” and the intersections of religiosity and justice movement-building.

Through the American Indian Movement’s survival schools in the Twin Cities, students considered how education has been used by settler colonial societies as a tool for cultural erasure while also learning how mid-20th century indigenous movements sought to assert educational sovereignty by developing their own community teachers, linguistic and cultural sustaining curriculum, and community-center and indigenous-led schools. Students read *Survival Schools: The American Indian Movement and Community Education in the Twin Cities* (Davis, 2013); watched an episode from the 2009 PBS documentary *We Shall Remain* focusing on the AIM occupation of Wounded Knee; made connections to



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intergenerational land and language learning through the bilingual (English/Nlaka'pamux) picture book, *A Day with Yayah* (Campbell and Flett, 2017); and made connections to Evergreen by listening to a 1977 archival recording of AIM national chairman John Trudell speaking on campus. In addition, students took a live-remote tour of the Squaxin Island Museum, led by guest teachers Charlene Krise, Jeremiah George, and Ruth Whitener.

Through the history of the 1968 East Los Angeles 'Blowouts' and their aftermath, students learned how Chicana high school students and teachers organized protests, walk outs, and sit-ins to force one of the largest school districts in the country to recognize the need for culturally sustaining curriculum and community teachers. Students read *Blowout!: Sal Castro and the Chicano Struggle for Educational Justice* (Garcia and Castro, 2014); watched an episode of the 1996 documentary *Chicano!*; and examined archival evidence related to student demands for systemic change. While East LA students won significant victories and grew their own political consciousness, their struggle for culturally sustaining education continued. Students in the Community Teaching program followed this struggle into the schools of Tucson, Arizona through the 2011 documentary *Precious Knowledge*, and into school districts throughout the West Coast via Zoom conversations with teacher educator Dr. Lorena Guillén (UCLA), Ethnic Studies teacher Ana Talavera (Olympia School District), and fifth grade community teacher Juan Córdoba (Highline School District). Students also read and discussed *Alma and How She Got Her Name* (Martinez-Neal, 2018), a picture book that connects young Alma to the talents, wisdom, and experience of her ancestral namesakes..

Finally, by studying the history of educational activism in Chicago over the past half-century, students explored how Black teachers, students, families, and cultural workers sought to secure Black academic achievement through a variety of political and policy means: school desegregation, community control of schools, independent Black institutions, and charter schools. Students read *A Political Education: Black Politics and Education Reform in Chicago Since the 1960s* (Todd-Breland, 2018); learned about the Great Migration to Chicago through excerpts from *The Warmth of Other Suns* (Wilkerson, 2010), MOMA's digital gallery of Jacob Lawrence's The Migration Series, and the film-adaptation of Lorraine Hansberry's *A Raisin in the Sun*; and learned about the importance of Chicago's Bronzeville neighborhood through the picture book *A Song for Gwendolyn Brooks* (Duncan, 2019). Students then examined the influence of late 20th century Black political educational activism on the Chicago Teachers' Union (CTU) response to 21st century neoliberal educational policies (e.g. standardized testing, school closures, magnet and charter schools). The CTU's 2012 strike galvanized community teachers across the country to organize around political-economic and racial justice issues. In addition, students learned about the Seattle Education Association's (SEA) racial equity focus in recent contract negotiations, from the Director of its Center for Racial Equity, Marquita Prinzing.

Each week throughout the quarter, students also read chapters of the YA book *This Book is Anti-Racist* (Jewell, 2020) and engaged in personal reflections about self-identity, family history, privilege and power, calling out and calling in, and taking a stand for justice. These reflections took the form of journal responses, autobiographical essays, small group discussions. Much of this important self-reflection work figured into students' final projects.

As a complement to the program, first-year students' academic skill development was supported by their participation in Foundations of College Success, a module of instruction and community-building activities where students were introduced to college support services and practices, wellness strategies, study techniques, and metacognitive strategies to foster both personal and academic growth.

EVALUATION:

Written by: Jon Davies, Ed.D.



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Amidst a global pandemic, a contentious election season, and the challenge of remote learning, Farrah Salawdeh rose to the occasion. He consistently produced high-quality, well-written, and critically reflective work that demonstrated serious attention to program texts, essay and discussion prompts, his own identity work, and the thinking of his peers. He was a valuable participant in synchronous meetings and took on leadership roles in small-group discussions.

In his weekly seminar papers, Farrah consistently identified key passages in the primary text and connected them to his own experience, materials from the weekly asynchronous work, and previous readings. Each weekly response seemed to build on previous responses; as a whole, they show the progressive development of Farrah's thinking about the meaning and practice of community teaching.

Farrah's weekly journal submissions were extensive and demonstrated the seriousness in which he took the work. In particular, Farrah's engagement with the autobiographical prompts and the end-of-chapter activities in *This Book is Anti-Racist*, show her commitment to exploring the identity work required of community teachers.

In a final project and presentation, which reflected weeks of integrating program materials, Farrah completed an in-depth exploration about community teaching in the context of his own family stories from Palestine about cultural education and the intifadas.

Farrah completed some of the work in the Foundations of College Success portion of our program and consistently engaged in the community-building and academic support activities.

All in all, Farrah is a very good student and demonstrated quality work in all aspects of the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 15

- 4 - Community Teaching
- 4 - Storytelling/YA and Children's Literature
- 3 - Philosophy of Education
- 3 - History of Education
- 1 - Greener Foundations



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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) 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.