

Last, First Middle

CREDENTIALS CONFERRED:

Bachelor of Arts and Bachelor of Science Awarded 19 Mar 2021

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2016	12/2016	16	Archives of the Present 4 - Library and Information Studies 2 - Research Methods 2 - Information Systems 2 - Philosophy 2 - Media Theory 2 - Queer Theory 2 - Poetics
01/2017	03/2017	16	Health, Power, and Justice 4 - Introduction to Human Physiology 4 - U.S. Multicultural History 4 - College Composition and Communication 4 - Survey of Public Health
04/2017	06/2017	16	Bridging Cultures 8 - Intercultural Communication 6 - Reflexive Writing and Autoethnographic Research 2 - Language Learning: Theory, Methods, and Practice
06/2017	09/2017	8	Yoga/Sustainability: Theory/Practice 4 - Sustainability Studies 4 - Yoga Theory and Practice
06/2017	09/2017	4	Drawing the Figure 4 - Figure Drawing
09/2017	03/2018	24	 Seeds of Change: Food, Culture, and Work 2 - Introduction to Agriculture and Crop Botany - with lab 3 - Food Systems: History, Labor, Movements for Justice 3 - Literary and Cultural Analysis 4 - Community-Based Learning 3 - Native American Foodways and Autonomy 5 - Farmworker Justice and Immigration 4 - Studies in Food Sovereignty
04/2018	09/2018	32	 The Practice of Organic Farming: Culture and Agriculture 16 - Organic Farming Practice and Reflection 7 - Agricultural Sciences 5 - Crop and Culinary Botany 2 - Tasting Labs: Farm to Table through Sensory Exploration 2 - Seminar: Knowledge and the Culture of Agriculture

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Start

09/2018

01/2019

06/2019

09/2019

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EVERGREEN UNDERGRADUATE CREDIT:

End Credits Title The Practice of Organic Farming: Culture and Agriculture 12/2018 16 8 - Farm Practicum 3 - Business Planning and Presentation 5 - Agricultural Science 06/2019 31 Ecological Agriculture: The Science, Justice, and Policy of Food Systems 4 - Social Science: Food Policy and Farmworker Justice 3 - Seminar: 20th Century Agricultural History 8 - Soil Science with Lab 3 - Social Science: Global Political Economy 3 - Seminar: Food Justice and Social Movements *6 - World Agroecosystems 4 - Farming Practicum: Urban Futures Farm, Olympia Internship at Urban Futures Farm 09/2019 4 4 - Practicum in Summer Farming: Urban Futures Farm, Olympia WA 12/2019 16 Botany 4 - Introduction to Plant Biology *4 - Field Botany

4 - Expository Writing *4 - Ethnobotany Seminar 01/2020 16 **Plants and People** 03/2020 *5 - Economic Botany *5 - Independent Research in Botany *4 - Winter Twig Identification *2 - Library Research Skills **Picturing Plants** 03/2020 06/2020 16 *5 - Field Plant Taxonomy *4 - Restoration Ecology Seminar *3 - Historical Ecology 4 - Botanical Illustration The Fungal Kingdom 09/2020 12/2020 16 *6 - Fungal Biology and Taxonomy *6 - Lichen Biology and Taxonomy *4 - Scientific Writing 01/2021 03/2021 **Creative Writing: Indigenous Speculative Fiction** 4 2 - Creative Writing 2 - Literature: Indigenous Speculative Fiction

Cumulative

235 Total Undergraduate Credits Earned

INFORMATION FROM THIS RECORD MAY NOT BE RELEASED TO ANY OTHER PARTY WITHOUT OBTAINING CONSENT OF STUDENT

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I came to Evergreen after a year of service in AmeriCorps initially with no concrete plans of what to study; I only wanted to figure out what I was passionate about. I soon discovered my passion was plants, and the environment; particularly the relationship between plants and people, and the importance of people having agency over their food sources.

The first program I took that really caught my interest was 'Health, Power, and Justice'; a program focused on human physiology, U.S. indigenous history, and public health issues. This was the first program that brought issues of environmental racism to my attention as we examined the recent history of local tribes and looked at public health issues on reservations caused from being cut off from their original food sources by colonists. My sophomore year, I further studied the history of labor movements in the United States and social issues related to farmworker justice, immigration, and food and land sovereignty.

After learning about the many social and environmental issues caused by our current food system, I wanted to learn how to grow food in a sustainable and ethical way. I took a three-quarter organic farming program to learn the certified organic farming practice, where I also learned about topics like farming with native beneficial insects, soil restoration, and compact farming. I then developed an Independent Learning Contract with a local urban farm, where I received specialized training in how to grow enough food to feed 30 families on less than an acre of land in an urban environment. This internship taught many useful methods for how to reduce the effects of common urban soil contaminants with a rapid turnaround rate, how to create a successful low-waste, closed loop farming system, and how to rapidly adapt food production to climate change.

After developing a thorough understanding of sustainable and adaptable farming practices, I took a blended course studying world agroecosystems and global political economy, which developed my understanding of complex social issues surrounding food access and distribution on a global scale. As part of a research project in this program, I designed a farm plan for a 10 acre food forest appropriate for the climate and economy of San Vito, Costa Rica. This project got me interested in further studying botany and restoration ecology, as I began to think about caring for a natural ecosystem without massive human disruptions like farming or gardening.

I spent my senior year developing sight identification and field taxonomy skills in botany, mycology, and lichenology; as well as conducting independent research in botany and mycology. The best of my research projects was a fifteen-page paper on the evolutionary and cultural history of *Ginkgo biloba*. This paper included a breakdown of the tree's evolutionary history as far as I could trace it, as well as several educated guesses about its adaptation and survival methods. It also included different ways it has been used medicinally in China and modern Western civilization through the analysis of 32 peer reviewed citations. It gave me a graduate level understanding of library research, bibliography formatting, and research software, and is what ultimately spawned my interest in doing graduate level research in ethnobotany. I would like to explore the ecological and cultural significance of individual species, and further study the connections between plants and people. I want to focus my attention to land restoration in a way that naturally incorporates people into land and using the plants native to an area and conserving the resources available to us. That is my true passion.



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January 2021 - March 2021: Creative Writing: Indigenous Speculative Fiction 4 Credits

DESCRIPTION:

Faculty: Dawn Barron, MFA

In the course **Creative Writing: Indigenous Speculative Fiction**, students examined the elements of creative writing through the lens of Indigenous Speculative Fiction. Weekly assignments were based around identification and practice using elements such as story, plot, character development, description language, metaphor, diction, and setting by writing reflections and analyses of the texts, *Trinity Sight* and *Mongrels*, as well as short stories in the Indigenous Speculative Fiction, Afrofuturims, and Science Fiction genres. Students participated in weekly discussions and student led seminars. The final portfolio included all writing assignments, self-evaluations of progress meeting the course learning objectives, and a final project illustrating their knowledge and skill drafting and revising a 7 to 12 page speculative fiction story. The final project was presented in class for practice sharing creative work with a peer audience, and giving and receiving feedback.

EVALUATION:

Written by: Dawn Barron, MFA

In *Creative Writing: Indigenous Speculative Fiction*, Molly (who prefers Noe) demonstrated excellent understanding and knowledge of the elements of creative writing (plot, story, character, setting, exposition, scene, language, and construction of world building) by participating in all class seminars and discussions analyzing literary works of Indigenous Speculative Fiction. Noe presented ideas, perspectives, feedback, and questions with a respectful, thoughtful approach, illustrating strong community building and leadership skills. By developing a portfolio of creative works focused on (Indigenous) Speculative Fiction as a genre of writing, Noe examined and exercised her own worldview through both western and Indigenous lenses. Noe's creative writing was grounded beautiful storytelling exploring identity, labels, and nods to the natural environment. Her expanding skills and abilities to craft stunning imagery and thorough storyline, as displayed in her shorter fiction, and Noe's Final Project, which illustrated strong writing of compelling and complex characters. Noe successfully met all requirements for this course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Creative Writing

2 - Literature: Indigenous Speculative Fiction



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September 2020 - December 2020: The Fungal Kingdom

16 Credits

DESCRIPTION:

Faculty: Lalita Calabria, Ph.D. and Paul Przybylowicz, Ph.D.

The Fungal Kingdom was a remote-learning, two-quarter, junior/senior program focused on the taxonomy, physiology and ecology of fungi, with an emphasis on Pacific Northwest fungi and lichens. The major learning objectives were to: 1) develop a detailed understanding of the biology and taxonomy of lichens and fungi; 2) become proficient using field methods for mushroom and lichen collection and identification, including dichotomous keys, molecular systematics, and chemical testing; 3) demonstrate the ability to recognize the common fungi and lichen species of the PNW; and 4) to develop scientific writing, critical thinking and research skills, as well as science communication skills. Students' understanding was assessed through weekly quizzes and several quarter-long projects. Some students opted to take portions of the program; each major component of the program is described below.

The text for fungal biology and physiology was *The Fungi* by Watkinson, Boddy and Money, along with selected scientific research papers. Lichen lectures were supported by readings from *Lichens of North America* by Brodo, Sharnoff and Sharnoff, a series of essays titled *Ways of Enlichenment* by Goward and a selection of peer-reviewed literature. Topics covered during fall quarter included: lichen biodiversity, evolution and reproduction, fungal diversity and classification, molecular systematics, cell biology, spore production and discharge, genetics, human uses of fungi, and

bioinformatics. Students also completed a two-part workshop focusing the application of molecular tools for identifying fungi. Students learned to edit and align raw sequence

data using MEGAX software (Molecular Evolutionary Genetics Analysis) and then used BLAST (Basic Local Alignment Sequence Tool) to compare their data with sequences in online DNA databases.

Field collection and identification skills were a significant focus. Students used dichotomous keys to identify unknown mushroom and lichen specimens and developed fluency in identification terminology. Every student compiled both a lichen and mushroom Identification Notebook. Each Notebook contained a minimum of ten specimens, with a description of morphological and chemical characteristics, field notes, dichotomous key paths used for identification as well as photos for each specimen and drawing of key features for three specimens.

Field identification skills were further developed using iNaturalist, an online citizen science tool to document biodiversity. Weekly observations for both mushrooms and lichens were required. Each student completed a reflective summary of the collective results from the quarter. A sight identification exam tested students' ability to identify local mushrooms and lichens from memory using scientific names.

Students also explored a topic in mycology/lichenology of their choice through research in the scientific literature and summarized their findings through an annotated bibliography, draft revisions and a final 4-6 page paper. Peer-review workshops, along with faculty reviews guided the project. Each student also gave a presentation via Zoom to the class.

EVALUATION:

Written by: Lalita Calabria, Ph.D. and Paul Przybylowicz, Ph.D.

Molly Yoder, who goes by Noe, is a conscientious, reliable and self-motivated learner, who participated actively in our learning community. Noe made significant progress in fungal and lichen biology and



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completed a majority of the weekly study questions. Their performance on the quizzes indicated a good understanding of fungal topics, with a good comprehension of the lichen topics.

In the taxonomy portion of the program, Noe completed most of the work and made good progress. Noe's mushroom identification notebook was very good. On the final sight identification exam, Noe demonstrated an excellent ability to identify 30 common mushrooms using scientific names. Overall, Noe showed a developing ability to identify mushrooms using available resources.

Noe's lichen identification notebook was good. Noe's entries were missing some key elements. Overall, Noe showed steady progress with applying morphological terminology and using dichotomous keys to identify an unknown lichen species. On the final sight identification exam, Noe demonstrated a good ability to identify 30 lichen species using scientific names. Overall, Noe showed a developing ability to identify lichens using available resources.

Noe completed a majority of required entries into our class *iNaturalist* projects. Based on the quality and completeness of Noe's entries and their learning reflection, it is clear that Noe used this online community science tool effectively.

Noe was a regular participant in research seminar. They completed a majority of the seminar responses and group annotations, which deepened their skills in interpreting primary scientific papers from a critical perspective.

Noe's understanding of effective scientific writing has increased this quarter, as demonstrated through the completion of a literature review paper on the topic of medicinal mushroom, *Ganoderma*. Noe took advantage of the opportunities for faculty and peer feedback on revisions and this was reflected in their final paper which was excellent. Noe's final presentation to the class was well-rehearsed and highlighted their command of the literature relating to the topic; overall the presentation had a solid framework that tied the various aspects of the research together.

Overall, Noe worked hard and made significant progress in understanding fungal biology and taxonomy, including lichens. They gained hands-on skills with identification of pacific northwest lichens and mushrooms using dichotomous keys. They are well prepared for more advanced work in mycology. It was a pleasure having Noe in the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- *6 Fungal Biology and Taxonomy
- *6 Lichen Biology and Taxonomy
- *4 Scientific Writing

* indicates upper-division science credit



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March 2020 - June 2020: Picturing Plants

16 Credits

DESCRIPTION:

Faculty: Frederica Bowcutt, Ph.D.

This program fostered the skills needed for fieldwork in floristics and restoration ecology. Students learned how to use Hitchcock and Cronquist's *Flora of the Pacific Northwest*, a technical dichotomous key for identifying unknown plants. They studied diagnostic characters of common plant families. In support of this work, students attended lectures, participated in virtual labs with live dissections, completed quizzes and exams, went on plant walks, and maintained a field journal. To apply their plant identification skills, students engaged in a collaborative effort online to document the local flora through photography and detailed written descriptions. Learning how to scientifically represent plants through observational drawing and various illustration assignments reinforced the learning in field plant taxonomy. Students studied the history of botanical illustration and developed skills in black and white illustration (pen and ink as well as scratchboard) and color illustration (watercolor pencils and/or watercolors) techniques. Each student created a portfolio of work reflecting their ability to work in different media to picture plants.

Through lectures, readings, discussions, and writing assignments, students also investigated the practice of restoration ecology. They read and discussed multiple chapters from Apostol and Sinclair, *Restoring the Pacific Northwest.* Lectures were focused particularly on the floristics, restoration ecology, conservation biology, and the ecology of south Puget Sound prairies and associated oak woodlands. Because these are cultural landscapes that were fostered with regular burning by indigenous people prior to white settlement, students also explored the intersection between restoration ecology and traditional ecological knowledge (TEK). They considered how incorporation of TEK in restoration and conservation projects might be done skillfully and ethically by reading, discussing, and writing on Land, *Decolonizing Solidarity: Dilemmas and Directions for Supporters of Indigenous Struggles* and Smith, *Decolonizing Methodologies: Research and Indigenous Peoples, Second Edition.*

EVALUATION:

Written by: Frederica Bowcutt, Ph.D.

Molly, who goes by Noe and uses they/their pronouns, devoted roughly 400 hours to their studies in this program. They demonstrated a good ability to use a technical dichotomous key to identify unknowns based on their quizzes and lab notebook. Over the quarter, they keyed twenty-three flowering plants and two ferns. They learned to sight-recognize a wide variety of vascular plants common to Western Washington using correct scientific nomenclature including binomials and family names.

Noe made effective use of a field journal to document their observations of plant diversity. They produced fourteen informative study sketches on the various plant walks they took over the quarter. Noe's ten botanical monographs and seven portraits demonstrated an excellent ability to convey information visually about plant morphology including diagnostic characters. This work demonstrated a good ability to work with various media including pen and ink, scratchboard, and watercolor pencils to picture plants. They took good notes in their intellectual journal on lectures as well as the assigned botanical illustration videos and reading assignments.

For the historical ecology portion of the program, Noe struggled to explain in their quiz how geologic history, past climate change, and human land-use practices all contribute to floristic patterns associated with the south Puget Sound prairies. They needed to include cited evidence from the assigned readings to support their claims. Noe participated thoughtfully in classroom discussions on *Decolonizing Solidarity* by Land and *Decolonizing Methodologies* by Smith. Their essays on these texts reflected



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outstanding comprehension. In their final synthesis paper, Noe considered how a restoration ecologist might incorporate traditional indigenous knowledge into restoration efforts in collaborative and ethical ways. They crafted an excellent, nuanced argument and cited evidence from lectures and multiple texts including Land, Smith, two scientific journal articles, and two chapters from Apostol and Sinclair. Overall, Noe is a very bright student who is ready for graduate-level studies.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- *5 Field Plant Taxonomy
- *4 Restoration Ecology Seminar
- *3 Historical Ecology
- 4 Botanical Illustration

* indicates upper-division science credit



OFFICIAL TRANSCRIPT DOCUMENT

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January 2020 - March 2020: Plants and People

16 Credits

DESCRIPTION:

Faculty: Frederica Bowcutt, Ph.D.

In this program, students studied people's relationships with plants for food, fiber, and medicine. They explored the subject often known as economic botany through seminar texts, discussions, writing assignments, workshops, and lectures that examined agriculture, forestry, and medicinal botany. Using a series of case studies, they investigated the history of human relationships with specific plants, paying special attention to the socio-political and economic factors that shaped those relations. The assigned readings included: Follett et al., *Plantation Kingdom: The American South and Its Global Commodities;* McWilliams, *The Pecan: A History of America's Native Nut;* Kopp, *Hoptopia: A World of Agriculture and Beer in Oregon's Willamette;* and Bowcutt, *The Tanoak Tree: An Environmental History of a Pacific Coast Hardwood.* They demonstrated their comprehension of the readings through two-page response papers and discussions. Students examined the significant roles botany has played in colonialism, the rise of capitalism, and globalization.

Over the entire quarter, students also conducted library research and wrote a major research paper on a plant of their choosing, applying the economic botany and cultural studies material of the program. Through a series of workshops, they learned to search the scientific literature, manage bibliographic data, and interpret and synthesize information, including primary sources. Through their research paper, students synthesized scientific and cultural information about their plant. In support of this project, they read the fifth edition of Storey's *Writing History: A Guide for Students.* To foster expository writing skills, students also participated in writing workshops and responded to constructive criticism from faculty and their peers. During the first five weeks of the quarter, they also studied local plant identification and recorded their botanical observations in an illustrated field journal. Students learned to use the technical dichotomous keys in Gilkey, *Winter Twigs: A Wintertime Key to Deciduous Trees and Shrubs,* Revised Edition.

EVALUATION:

Written by: Frederica Bowcutt, Ph.D.

Molly (Noe) learned to identify by sight nearly thirty Pacific Northwest deciduous plant species during dormancy using scientific names. Noe also demonstrated a good ability to use the technical dichotomous keys in Gilkey and Packard, Winter Twigs to identify deciduous species unknown to them. The detailed sketches and notes in their field journal and lab notebook indicated outstanding observation skills. Noe's four essays also reflected excellent skills in critical reading and expository writing. Noe demonstrated an ability to craft a clear, significant thesis that is skillfully defended with evidence. Noe's well-written essays, intellectual journal, and participation in discussions reflected nuanced comprehension of the assigned texts. For their independent research project, Noe produced an outstanding 15.5-page paper on *Ginkgo biloba* plus 3-pages of endnotes and a 4-page bibliography. Noe made excellent use of constructive criticism to further refine their already well-organized and supported draft. Noe demonstrated an excellent ability to conduct library research and synthesize information from diverse disciplines including evolutionary biology, medicinal botany, paleobotany, and plant morphology. Noe learned how to format endnotes and a bibliography correctly as well as work with Zotero, a bibliographic databased software program. In their final research paper, Noe investigated the evolutionary history of ginkgoes as well as its use in horticulture. Noe also discussed the widespread use of ginkgo as a medicinal plant and its traditional use in Chinese cuisine. Overall, Noe completed outstanding work this quarter, in all aspects of the program. Noe is well prepared for advanced work in plant science.



FACULTY EVALUATION OF STUDENT ACHIEVEMENT

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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- *5 Economic Botany
- *5 Independent Research in Botany
- *4 Winter Twig Identification
- *2 Library Research Skills

* indicates upper-division science credit



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September 2019 - December 2019: Botany

16 Credits

DESCRIPTION:

Faculty: Frederica Bowcutt, Ph.D.

In this program, students studied the Kingdom Plantae using Evert and Eichhorn *Raven Biology of Plants, Eighth Edition.* Students attended lectures and labs that covered anatomy, cellular biology, physiology, and systematics as well as evolution and diversity primarily on the phylum and class level. Students demonstrated their comprehension of the material through study question assignments, lab notebook entries, quizzes, and exams. They also studied local plant identification and recorded their botanical observations in an illustrated field journal. To support this work, students completed three scientific illustration workshops and learned to use Pojar and MacKinnon, *Plants of the Pacific Northwest Coast* in the field. Those earning upper division credit in Field Botany also read Canfield, *Field Notes on Science and Nature* and developed a one-hour presentation based on its content for their peers.

For the ethnobotany seminar portion of the interdisciplinary program, students read and discussed the following texts: Salmón, *Eating the Landscape: American Indian Stories of Food, Identity, and Resilience;* Nabhan, *Ethnobiology for the Future: Linking Cultural and Ecological Diversity;* Deur and Turner, *Keeping It Living: Traditions of Plant Use and Cultivation on the Northwest Coast of North America;* and Gagliano, *Thus Spoke the Plant: A Remarkable Journey of Groundbreaking Scientific Discoveries and Personal Encounters with Plants.* Students demonstrated their comprehension of the readings through two to three-page response papers and discussions. To foster expository writing skills, students participated in weekly writing workshops and responded to constructive criticism from faculty and their peers.

EVALUATION:

Written by: Frederica Bowcutt, Ph.D.

Molly (Noé) developed a good to excellent understanding of the plant biology material based on their quizzes, lab notebook, midterm, and final exam. The sketches in their field journal and lab notebook indicated stellar observation skills. In their fifteen plant portraits, they made effective use of color and included good descriptive notes. They also captured outstanding details in their renderings, including accurate representation of various reproductive organs. Their work reflected aptitude in botanical illustration. Based on their final sight recognition exam, they developed an excellent ability to identify 25 common native vascular plant species from the Pacific Northwest using scientific names, common, and family names. Noé's essays reflected outstanding critical thinking and expository writing skills. In all four of them, they crafted a focused and thought-provoking thesis and skillfully used cited evidence from the book to support their argument. In writing workshops, Noé offered insightful and diplomatically delivered suggestions for improvement to their peers. They also made excellent use of constructive criticism from peers and faculty to refine their own essays. Overall, Noé demonstrated significant growth in the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 Introduction to Plant Biology
- *4 Field Botany
- 4 Expository Writing
- *4 Ethnobotany Seminar



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June 2019 - September 2019: Internship at Urban Futures Farm

4 Credits

DESCRIPTION:

Faculty: Martha Rosemeyer, Ph.D.

Molly (Noe) Yoder enrolled in an internship learning contract titled **Internship at Urban Futures Farm** in Olympia, WA for 4 credits during the summer quarter of 2019. As a senior capstone project, this was an internship designed to continue integrating theory and practice in farming from her in-program internship at Urban Futures Farm in spring into the summer season. Summer tasks are very different from spring, e.g. an emphasis on harvesting. Urban Futures Farm supplies 30 Community Supported Agriculture shares and a farm stand. Her specific learning goals were to: 1) extend learning from spring 2019 to experience a summer farm season of tasks; 2) learn more of the benefits and drawbacks of a Community Supported Agriculture (CSA) model; 3) develop a good understanding of farm management practices; 4) learn about commercial flower growing; and 5) develop body awareness.

She spent 10 hours a week at Urban Futures Farm. Her academic work included keeping a field journal and completing a 2-page reflection paper.

Noe and her sponsor maintained monthly contact and met for a final evaluation conference.

EVALUATION:

Written by: Martha Rosemeyer, Ph.D.

Molly (Noe) has met her learning goals and completed the internship learning contract titled **Internship at Urban Futures Farm** earning 4 credits. They fully participated in farm work and kept a field journal. Based on last quarter's experience, Noe attempted to improve body awareness through the incorporation of Tai Chi, yoga, and Mindfulness to improve body awareness and attention to a task. She should be commended for embracing a challenge and making some progress in it.

Noe's 2-page discussion of what was learned for each learning goal was succinct and brief. Her field journal kept fairly detailed descriptions of tasks completed that day along with a log of her 80+ hours. She writes, "I believe that my understanding of what a day-to-day summer season on an urban farm vastly improved by this internship. Most of my time on the farm this summer was spent harvesting, weeding, cleaning dead leaves off crops, composting, and packing CSA boxes. There was constant dialogue of what needed adjustment based on the weather and the needs of the CSA customers. This also ties in with what I learned about farm management - day-to-day tasks adjusted based on the weather, how buried in weeds a bed was, insect damage, and the overall prosperity of plants. My biggest takeaway is that to manage a farm in the summertime I would have to be adaptable, and know how to educate myself on various insect management skills, diseases, rot issues, cover crops, and any issue that should arise and will arise due to climate change making every season more unpredictable than the last....My last goal was to improve my body awareness and mindfulness of the space around me, which is a vital skill for working on a compact or an urban farm. I worked on this a lot outside of the farm by practicing yoga twice a week, learning tai chi, and doing ten-minute mindfulness exercises every day, which I did with math puzzles and meditation. My biggest takeaway was that while I feel I made many significant improvements on my focus, body awareness is a skill I will be developing my entire life. I do not think I fully comprehended how much I lacked focused movement until I started trying to follow tai chi classes, and struggled to almost every class. There were a lot of days on the farm after I'd begun to incorporate these practices I felt that I was making a lot of improvement, and other days where I would still get distracted or be unaware of myself and accidentally stepped on a drip line or back into a plant I didn't see. I think I would have to incorporate all these practices very diligently, along with daily farm work, for at least a year before I ever master body awareness. However, the core strength, flexibility,



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increased stamina, and thoughtfulness about how I was distributing my weight I got from these exercises helped me in many other areas of farm work ..."

Her field supervisor and owner of Urban Futures Farm, TJ Johnson, writes, "Noe successfully completed a summer quarter internship at Urban Futures Farm. She always arrived on time and ready to jump into the work of the day. Building on the skills and knowledge acquired during her spring internship at the Farm, this quarter saw her gain more confidence in her abilities and more competence in performing the full range of tasks required in operating a compact urban farm, including maintaining soil health, weed and pest management, composting, harvesting and cleaning fruits and vegetables, making bouquets and packing CSA boxes for our customers. She has shown some progress in her observational skills and attention to detail, though at times she seemed to lose focus and generally needed more oversight than I had hoped would be the case. I believe she has gained a better understanding of the physical and economic challenges of operating a small farm, as well as the many benefits of small-scale, community based food production."

Throughout this internship, Noe has enhanced her skills in farming, learned summer farming tasks, as well as body awareness. She demonstrated that she could integrate theory and practice and take initiative to improve her ability as a farmer.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Practicum in Summer Farming: Urban Futures Farm, Olympia WA



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January 2019 - June 2019: Ecological Agriculture: The Science, Justice, and Policy of Food Systems

31 Credits

DESCRIPTION:

Faculty: Martha Rosemeyer, Ph.D. and Prita Lal, Ph.D.

The Ecological Agriculture program, a full-time, three quarter-long program, provides a critical examination of competing ideas of social and ecological sustainability on local, national, and international scales. Our emphasis was on the development of ecological and holistic thinking, application in hands-on laboratory and field exercises, expository and scientific report writing, quantitative reasoning, integrative and reflective thinking, and community-based learning. Students maintained extensive portfolios documenting all program work.

The agroecology portion emphasized energy flow and biodiversity as applied to agricultural systems as well as soil science and tropical farming methods. The social science portion focused on the role that ideas and institutions have played in shaping U.S. agriculture, the intersections of environmental and food justice issues by examining topics like environmental racism and structural oppression in the food system in addition to studies of grassroots food sovereignty. All quarters involved seminar, workshops, labs, and field trips.

Winter Quarter

The program included a ten-day field trip to California. Field trip activities included three days at the annual Ecological Farming Association conference, as well as visits to six urban agriculture /social justice projects and tours of a variety of small, mid and large farms. The garden and farm tours highlighted various approaches to agricultural production including biointensive, diversified organic Community Supported Agriculture and industrial-scale organic and conventional, with emphasis on soil management and policy impact in shaping agricultural systems. Seminars on historic and contemporary issues in U.S. agriculture met weekly for two hours. Readings included: Montgomery, *Dirt: The Erosion of Civilizations*; Guthman, *Agrarian Dreams*; Pollan, *Omnivore's Dilemma*; Marquis, *I Am Not a Tractor*; Imhoff, *The Farm Bill: A Citizen's Guide*; Chapelle, *Beginning to End Hunger: Belo Horizonte* and selected readings from Penniman, *Farming While Black*; Danbom, *Born in the Country*; and Deid, *Beyond Forty Acres and a Mule*. The readings were complemented with writing assignments focused on understanding key concepts and terms in each book. Special events included a workshop with John Jeavons and another with Amani Olugbala of Soul Fire Farm.

Soil Science: The soil science portion of the program focused on the biological, chemical, and physical properties of soils through lectures and labs. *Elements of the Nature and Properties of Soils*, 4th Edition by Brady and Weil was used as the primary text. Students studied soil formation, soil orders, soil micro and macroorganisms, soil organic matter, colloids and cation exchange capacity, soil acidity and liming requirement, plant macro- and micronutrients, heavy metal contamination, symbiotic plant-microbe relationships important in sustainable agriculture, and soil management practices. In associated laboratory exercises students tested soil texture by "feel" and with particle determination; used Berleze funnels for soil faunal assessment, microscopic observation of nitrogen-fixing nodules and mycorrhizae; used a number of technologies to analyze soil acidity and determination of the lime requirement using the Sikora buffer. Additionally, they began to use a soil survey and calculate the amount of various soil amendments and fertilizers required for vegetable production from a current soil analysis report for the campus organic farm. Students were evaluated through one quiz, two exams, five lab/workshop exercises, and class participation.



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Food Policy and Farmworker Justice: In the food policy and farmworker justice section of the program, topics studied included: state and federal food system policy processes, including a major focus on the Farm Bill and a field trip to a legislative hearing, the role of migrant workers in the food system, the plight of Black farmers, and twentieth century history of agriculture. Lectures, supplemental readings, in-class activities, films, and guest speakers supported student learning. Students completed three advocacy writing assignments: one was a letter to the editor of a publication of their selection and the last two were letters to elected officials about pending legislation that they found important.

Students are evaluated and credit is awarded based on attendance and participation in lectures, workshops, labs, and other activities, as well as timely, thorough, and accurate completion of all assignments. Upper division natural science credit was awarded for the soil science based on exam performance and an extensive quantitative nutrient cycling exercise.

Spring Quarter

We took a one day field trip to visit local food justice organizations: the Freedom Farmers of Olympia High School, Hilltop Urban Gardens in Tacoma, and Mother Earth Farm in Puyallup. Highlights of a 3-day field trip to the Skagit Valley were a visit to the Puget Sound Food Hub, Viva Farms, the WSU Bread Lab and WSU Extension, Jello Mold (Flower) Farm, Tierra y Libertad Farm (Farmworkers), and Uwajamaya in Seattle. Our program also participated in special events such as the Food and Ag Speaker Series, which brought Gary Paul Nabhan to campus, as well as the annual Farmworker Justice Day. In spring quarter, three modules were offered: Global Political Economy and Social Movements, World Agroecosystems, and a 4 credit in-program independent project or internship. The former involved an annotated bibliography and two drafts of a research paper, the latter involved 100 hours of work on a farm or food justice project. Both required a 10-minute presentation to the class at the end of the quarter.

Global Political Economy and Social Movements: This module met for 6 hours each week and included lectures, workshops, and guest speakers for the social science portion of the program. Topics covered included the stages of capitalism, history of globalization, impact of Structural Adjustment Programs on the Global South, potential of urban agriculture, and social movements organizing for food sovereignty. Students examined grassroots efforts for food justice in the U.S. with a global lens-thus, situating the local within the global. Readings for the weekly seminars included: Gary Paul Nabhan's Food From the Radical Center: Healing Our Land and Communities; Philip McMichael's Food Regimes and Agrarian Questions; Philip Howard's Power and Concentration in the Food System: Who Controls What We Eat; Dori Stone's Beyond the Fence: A Journey to the Roots of the Migration Crisis; Monica White's Freedom Farmers: Agricultural Resistance and the Black Freedom Movement; and Joshua Sbicca's Food Justice Now! Deepening the Roots of Social Struggle. We also read articles on La Via Campesina, the Landless Peasants' Movement, and the Zapatistas. We viewed the films Life and Debt and Growing Cities. Workshops engaged in topics such as cultural appropriation and cultural humility, racial identity development, and asset-based community mapping. Assignments consisted of weekly seminar papers (nine), workshop reflections (four), an extended field trip assignment, and a final integrative essay.

World Agroecosystems with Lab: This module met for 6 hours each week for approximately 4 hours of lecture and 2 hours of other activities including a botany lab and cooking tropical crops and products. Lectures on the following topics were included: tropical climate and soils; ecosystem processes (e.g. nutrient cycling); traditional agricultural systems such as slash and burn, slash mulch, and agroforestry, forest and home gardens; and practices such as intercropping, cover crops, and green manures. Articles and the text Funes et al., *Sustainable Agriculture and Resistance: Transforming Food Production in Cuba* (2002) demonstrated an example of agroecological practices employed on a large scale. We discussed the growing of crops under small and large scale production systems of the major tropical crops: banana, coffee, cacao, tea, major tropical roots and tubers, tropical grains and legumes,



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sugarcane, and major tropical fruit crops. Students used information from lectures and their own research in designing a tropical farming system, and accounted for biophysical, agronomic, and socioeconomic factors. The decision-making and rationality of small farmers was emphasized through a problem set based on their farm system. Organized into communities, each student presented their plan to the class as a group of 4-6 people in a 25-minute PowerPoint. Students were also tested on basic geography of tropical areas of the Americas, Africa and Eurasia and Spanish agricultural vocabulary (the latter was optional). Two drafts of their farm plans, two major study question sets, four botany labs (leaf, root, and seed anatomy + nixtamalization, plant defense), and a final exam helped students integrate the information. Upper division natural science credits were awarded as appropriate.

EVALUATION:

Written by: Prita Lal, Ph.D. and Martha Rosemeyer, Ph.D.

Molly (Noe) Yoder was a senior from Spokane, WA, with interests in sustainable agriculture and social justice. Noe entered this program winter quarter after completing the other food and agriculture programs, namely the Practice of Organic Farming (POF) program and, prior to that, the Seeds of Change program. As a result, Noe came to Ecological Agriculture with a rich background in issues dealing with sustainability, justice, and farmworker rights, as well as agriculture.

In both winter and spring quarters, Noe regularly attended seminar prepared to contribute to thoughtful class discussions. In winter quarter, they co-facilitated a discussion on the text I am not a Tractor with their classmates and helped to generate a meaningful class discussion. Noe completed 6 of 7 required seminar papers and made thoughtful connections between ideas discussed in class or on field trips with passages from the readings. For instance, in one seminar paper, Noe said: "Penniman describes the struggle of existing as a black farmer in spaces overwhelmingly dominated by white people, noting 'At the organic agriculture conferences, all of the speakers were white ... and conversations about equity were considered irrelevant.' How does Leah Penniman's experience mirror the experiences outlined by Karen Washington at the Eco Farm conference and our own experiences at the conference?" In the spring quarter, Noe was honest about their challenges in completing all seminar readings on time and hence, grappled with being adequately prepared for seminar discussion. They did nonetheless submit all the seminar papers by the end of the guarter and demonstrated their worthy attempt at a careful reading of the texts. Noe did co-facilitate a seminar on the readings about La Via Campesina and food sovereignty movements, where they helped generate a productive dialogue. Noe did participate in the winter and spring workshops with a great deal of thoughtfulness and self-reflection, clearly deepening their consciousness on issues pertaining to power and oppression in a positive manner.

For the winter exams in the Social Science section of the program, on the midterm, Noe demonstrated a good understanding of twentieth century agricultural history. For the final exam, Noe did a tremendously thoughtful work, linking together their analysis around issues of hunger and food policy with pertinent data from lectures and discussions. They further synthesized their learning this quarter with their studies from the Seeds of Change program in a powerful manner that illustrated the depth of learning they were able to achieve in the winter of Eco Ag.

Noe did struggle with some extenuating circumstances in the winter quarter that inhibited their ability to complete all assignments on time. Nonetheless, Noe completed one of the three advocacy writing assignments. On this assignment, which was a letter to the editor of *The Olympian*, Noe discussed their support for a measure that would increase fruits and vegetable access to low income members of the community. However, Noe did not take the measure at face value and instead asked many important, critical questions that would help to shed light on the level of integrity of the measure. Noe recounted, "I really want to stand behind this issue, but I know from my work in nonprofits that this issue is complex and the solution is never so simple as one of the above mentioned band aid solutions to lack of food access." In the spring quarter, Noe wrote an integrative essay titled "Power, Resistance, and the United



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States Food System," where they engaged with the Sbicca, White, and Howard texts in a compelling analysis. Their analysis did get stuck in what can be paralyzing critique, but offered avenues of hope by highlighting the grassroots movements of resistance that are working to reclaim power in the corporate food regime.

Soil Science with Lab. In winter quarter, Noe produced a fair body of work on soil science, but due to conditions beyond their control lost a bit of momentum over the quarter. They attended and were engaged in all activities pertaining to the topic. They completed most of the study question sets based on the weekly lectures, but more detail in the answers would likely have allowed the attainment of a greater depth of knowledge. The midterm exam demonstrated good knowledge of soil texture and structure along with functions of some groups of soil organisms. Noe's work on the final exam showed a good understanding of soil acidity, some characteristics of plant macronutrients, and answered fairly well a synthesis question on the effect of wildfire on soil organic matter, pH and nutrients (from an experience we had seeing the result on a farm in California), though the rest would benefit from review. They were an active participant in lab, and completed all of five lab exercises with detailed drawings and good answers to the assigned questions. They demonstrated general comprehension of the science of the nature and properties of soils.

World Agroecosystems with Lab. Overall, Noe had a very good understanding of how the world produces most of its food. Their two exercise sets and two reading question sets demonstrated a good grasp of the material. Their final exam showed not only that progress was made in understanding the material from this quarter, but they were able to anchor previous experiences of previous agriculture programs, soil science and agroecology by applying it to the Tropics. Noe appeared to be fairly comfortable with the quantitative aspects of agroecology, specifically calculating land equivalency ratios and nutrient content of fertilizers. The farm plan for a Costa Rican food forest was excellent, well-researched and supported by 10 peer-reviewed references. They developed plausible solutions to maintain agroecosystem resiliency in the face of climate and policy change. The group's presentation showed depth of necessary management detail in a community context with three other hypothetical farms. Her grasp of political geography was adequate as seen from 4 (of 5) quizzes with most countries and geographic features identified. Her work on the 4 botany labs was excellent with detailed drawings that still might benefit from more labeling and good answers to questions. Her work merits upper division natural science credit.

Internship: Urban Futures Farm, Olympia. Noe worked 100 hours at a four acre urban farm in Olympia and kept a rough journal of their hours and tasks. Their presentation to the class was professional and informative. In the well-written 4-page reflection paper on the experience they write, "...this internship has really made me see the value of smaller plots of land, even if it is a little more work and a little less money. The benefits to the ecosystem, the taste of the food and the connection this piece of land creates to its community is like nothing else I have seen on a farm before."

The farm's owner and manager, TJ Johnson, writes:

"Noe was a member of the Urban Futures Farm crew during Spring quarter. She was involved in all aspects of field operations over the past 10 weeks and learned many strategies for successful cultivation of a wide range of flowers, fruits and vegetables. She participated in forming plant beds, and applying organic soil amendments based on the results of laboratory tests. She learned how to starts seeds in soil blocks, and to transplant the blocks into the field. She was also involved in harvesting and processing vegetables for our weekly CSA boxes, which she also helped pack. She learned how to identify and manage common farm weeds using various methods, and also learned about various agricultural diseases and pests and how to control them. Noe maintained a consistent schedule and always arrived ready to begin work. Areas for improvement include paying closer attention to detail, increasing the



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speed of her work while maintaining quality and asking more questions if instructions are unclear. I believe she has learned a lot about the operation and challenges of running a small urban farm."

Noe has furthered her knowledge about sustainable agriculture, the food system and food justice at the local, national and international levels, both through the classroom and hands-on in lab and field. They should be proud of their accomplishments!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 31

- 4 Social Science: Food Policy and Farmworker Justice
- 3 Seminar: 20th Century Agricultural History
- 8 Soil Science with Lab
- 3 Social Science: Global Political Economy
- 3 Seminar: Food Justice and Social Movements
- *6 World Agroecosystems
- 4 Farming Practicum: Urban Futures Farm, Olympia

* indicates upper-division science credit



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September 2018 - December 2018: The Practice of Organic Farming: Culture and Agriculture

16 Credits

DESCRIPTION:

Faculty: Dave Muehleisen, Ph.D.

Fall quarter of *The Practice of Organic Farming* (POF) program was the third and final quarter of the program. POF began spring quarter with preparing the land, crops, and animals for a new growing season. This program has provided a broad and practical hands-on study of small-scale, diversified, direct marketing organic agriculture. For a complete overview of the learning foci of the three quarter program, please refer to the Spring/Summer evaluation. Student academic and practicum work followed the Evergreen Organic Farm through the entire growing season and included a wide range of learning opportunities that combined theory and practice.

Similar to the previous two quarters, the farm practicum was a significant component of the program. Students worked two days a week on the farm tending and harvesting crops, managing pastureland, and working on prioritized farm-related projects and tasks. In addition, each student was responsible for daily farm and harvest chores for eight self-selecting chores and harvest shifts and four market shifts for the quarter, which they could sign up for online. Students learned the procedures and skills necessary to complete a wide variety of farm tasks, including various construction projects, winterizing the farm and farm equipment, the perennial crops, planning, planting and caring for winter cash crops, and the timely and appropriate application of cover crops as well as maintaining and analyzing farm records. Students ran the twice-weekly market campus stand, and managed, assembled and distributed boxes to the subscribers of the Organic Farm's Community Supported Agriculture (CSA). In small groups, students continued to work on their selected focus group projects that required research, design, budgeting and implementation skills for one to two afternoons each week. They summarized their focus group work in a final presentation. Also, some students developed a teaching module for selected and basic homesteading skills to share with the rest of the class.

In the academic portion of the program, students developed a business plan for their future farm or agricultural/food related business through various lectures, worksheets and assignments. A license for the software LivePlan[™] was made available to each student if they chose to use it. They researched and developed an enterprise budget for a single enterprise that would be part of the proposed business. Students summarized their work in a final written business plan and a presentation. In addition to developing a business plan, students had to develop and complete an Organic System plan that is required for a farm or food business to be able to be a certified Organic business. Students also learned how to develop a season-long successional crop plan for a Community Supported Agriculture (CSA) enterprise. Students had to select weekly planting and harvest dates for selected varieties of 3 different crops based on their own financial goals. In addition, they had to balance the content of each week's box so the value of the content was uniform for every week. Students learned how to properly calculate liming requirement for each of the management units on the farm, and to then apply the calculated amount of lime based on their grant writing skills and submitted a small grant proposal.

Students participated in numerous daylong field trips to local farms and a whole cooperative cut-flower market in Seattle, where they were able to talk to local flower farmers. Also, they were introduced to services provided to small farms by guest speakers from the Natural Resource Conservation Services (NRCS), Thurston County Conservation Districts, protocols for procuring a farm loan via Northwest Farm Credit Services, Ms. Marilyn Sitaker on how to do market research for their business plan and a lecture



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by Ms. Sara Peté, Senior Librarian, Adult Services at Olympia Timberland Library on market research resources available at the library

Texts used included: *Crop Planning for Organic Vegetable Growers* by Theriault and Brisebois; *Compact Farm: 15 Proven Plans from Market Farms on 5 acres or less* by Volk; and *Fearless Farm Finances: Farm Financial Management Demystified Second Edition*, 2nd ed. by Padgham, Dietmann and Chase. Resource texts available to the students were *The Market Gardener* by Fortier, Jean-Martin; *Botany in a Day* by Elpel; *Farming with Native Beneficial Insects: Ecological Pest Control Solutions*, by The Xerces Society; The Soul of the Soil by Gershuny and Smillie,

Student evaluations were based on participation, assignments, exam(s), written business plans and project report, final presentation and practicum performance.

EVALUATION:

Written by: Dave Muehleisen, Ph.D.

Molly (Noe) has been enrolled full-time for all three quarters and she has greatly increased her depth of understanding of farm operations, perennial and vegetable production, marketing, and sales. She is a self-motivated and focused student who moves at her own pace and doesn't stop until she gets things done and done well. Her skills have greatly enhanced the efficiency of many tasks on the farm. Her overall attendance in all program activities has been nearly perfect, missing one class all quarter. She was very engaged with all aspects of the program throughout the fall quarter. The quality of her work this quarter ranged from good to excellent.

Each farm day was designed so students could spend time on crop harvest and general farm work, and they would then transition to group work on various farm projects followed by work with their Focus groups and/or work on their field management units. The Farm manager, Beth Leimbach, described Noe's work during the farm practicum days, "Noe continued to take initiative on the farm with her management unit, striving to harvest various brassica crops accurately, deciding with her team to adjust a planting of baby bok choy so that it could receive more light, and participating in cover cropping. Noe thought deeply about her work and her relationship to the larger world, participating in farmworker social justice activities."

Noe's management unit focused on the brassicas on the farm. She and her team maintained and harvested all brassicas on the farm. The team did an excellent job managing weeds, harvesting for market, and maintaining row covers for pest management.

Noe's business plan she developed was titled Black Cat Botanical Farm, and her concept was to grow a complete meal farm, vegetables, dairy medicinals, and soap in a holistic and sustainable manner. She hopes to be located in central Oregon, and she plans to start her business as a bed and breakfast. When she is more financially secure, she will start the farm portion of the business. Her plan was very well organized, beautifully formatted and well researched. Her plan was well developed with good detail, but she does need to do a bit more work on her enterprise budget. Her PowerPoint presentation was well organized, with beautiful illustration and a useful aid for explaining her unique business concept. Her explanation of her business concept was very easy to follow and has great potential

A main focus of the quarter was learning how to develop a crop plan for a Community Supported Agriculture (CSA) farm. Noe completed her quarter long crop planning assignments, as well as an inclass assignment, and demonstrated a fairly good understanding of all aspects of a successional crop planning strategy, and integrating those plans into an overall seasonal operations plan. She had trouble with this topic, but she continued to work on it until she was able to do it in an adequate fashion. During the quarter, through assigned readings, class workshops, and her final exam, Noe demonstrated a good



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understanding of cover crops strategies, as well as how one would determine the amount of plant available nitrogen obtained from a cover crop. She also demonstrated how to correctly calculate the liming requirement for the various management units on the farm and then apply that calculated amount to the farm. Through her final exam, she demonstrated a very good understanding of all the topics covered the fall quarter. In addition to all this work, Noe led the class in teaching a homesteading skill to make butter and buttermilk using heavy cream and a canning jar. This was a very complicated workshop, which she organized and ran flawlessly. The students loved it.

Noe has been an amazing student in all three quarters of this program. It was a joy to have her in this program because she loves to learn and she is willing to put whatever effort is required to master whatever topic was on tap for that day. I have no doubt she will be running a bed and breakfast soon, and I hope I can bring future students to her farm so they can see how to do it right.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 8 Farm Practicum
- 3 Business Planning and Presentation
- 5 Agricultural Science



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April 2018 - September 2018: The Practice of Organic Farming: Culture and Agriculture 32 Credits

DESCRIPTION:

Faculty: David Muehleisen, Ph.D. and Sarah Williams, Ph.D.

The Practice of Organic Farming (POF) was a three-quarter program that followed the agricultural crop production cycle (spring, summer, and fall) to explore organic food production systems using the three pillars of sustainability—environmental, social, and economic justice. We focused on small-scale organic production but compared and contrasted it to other production systems. POF covered the scientific and cultural underpinnings of sustainable and organic food production to develop the critical thinking, sensory sensibilities, and observation skills necessary to grow food using ecologically informed methods. We explored the farm management and business skills necessary to operate a small-scale farm.

POF students studied and worked at the Evergreen Organic Farm through an entire growing season, from seed propagation to harvest, from field trials to tasting explorations, from grafting to promoting Community Supported Agriculture (CSA) and running the campus market stand. Students learned experientially in POF by signing up for chore shifts; negotiating Ag-Squared, an online data management system; and reflecting on this work in field journals in relation to assigned readings including The Market Gardener (Fortier) and Farming with Native Beneficial Insects (The Xerces Society). Group-based work included participation in Management Units within which small groups were responsible for designated field units of the farm and assignments related to farm management strategies as detailed in The Lean Farm (Hartman). Both spring and summer guarters, students also participated in weekly Focus Groups, to develop understanding and skills related to particular farm activities such as Integrated Pest Management, Bees and Bee Shelter design and construction, Compost and Biochar, Community Supported Agriculture (CSA), Chickens, Chicken Tractor design and construction, Herbs, Value Added & Marketing, Native Pollinators/Herb Rows/Native Plant ID and Identifying, and implementing Lean production practices. Integrative classroom-based activities of POF included weekly soil labs, crop botany lectures and the maintenance of a farm crop journal, seminar with pre-seminar writing, and the farm to table movement with tasting labs. Key texts included The Soil of Soul (Gershuny and Smillie), Botany in a Day (Elpel), Letters to a Young Farmer (Hodgkins), Taste What You're Missing (Stuckey), and Growing at the Speed of Life (Kerr).

Spring and summer quarter foundational foci of POF included soil science and nutrient management, crop botany, principles of agriculture management science, and the cultural context of organic agriculture. Additional topics included an introduction to animal husbandry, crop planning and management, greenhouse management and season extension, flavor and the farm to table movement. Throughout the program, students learned record-keeping practices, alternative crop production systems, hand-tool use and maintenance, farm equipment safety, communication and leadership skills, and techniques for adding value to farm products--including the identification and development of students' own passions. Both quarters students participated in a multi-day organic farm-based field trip, wrote mid-quarter and final self-evaluations, and assembled program portfolios of all assignments. Student progress was assessed through weekly assignments, projects, workshop assignments, student presentations, faculty and staff observation, debrief discussions, and final exams.

EVALUATION:

Written by: David Muehleisen, Ph.D.

Molly (Noe) very successfully completed the spring and summer quarters of the Practice of Organic Farming. Her attendance, participation and level of engagement were outstanding throughout the quarters. Noe brought to POF her strong background in community activism and food policy that was



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reflected in the quality of her work in POF. Noe's final reflective writing of the spring quarter contains an exceptionally detailed, comprehensive, and thoughtful assessment of student learning and program curricular design. Noe's reflections on the stabilizing and sustaining role played by the management units in relation to particular farm crop cycles was inspiring.

Through the two quarters on the farm, Noe was able to demonstrate a very good aptitude and qualities necessary for running a successful organic farm business. She was on time for all her morning and evening chores and her scheduled morning harvests that she was required to sign up for. Noe was assigned to help oversee management unit 8 that primarily had members of the brassica family. She showed excellent aptitude for maintaining and managing her management unit, and working with AgSquared to make sure successional planting and harvests were completed on time and ready for each day's market. Her farm management unit assignments for summer guarter focused on how to assess and implement lean management strategies on the Organic Farm were all complete, well-thought-out and nicely organized. Noe did the bulk of her group's work and insured that assignments were completed and turned in on time. Her focus group work spring quarter was on growing, caring and maintaining the herbs on the farm. Her presentation on her group's works spring quarter highlighted the great deal of work they accomplished, but they were somewhat challenged in transitioning speakers during the presentation. Summer guarter her focus group work was on Integrated Pest Management. Her presentations on her group's work was well presented and well organized. Noe provided an excellent summary of the quarter's work. Her spring and summer guarter field trip assignments were complete with excellent detail on the SWOT analysis of each farm visited.

Noe's Farm Crop Journal in the spring was barely adequate, and could use more attention in the future quarters. Her Crop Journal summer quarter was mostly complete, but still could use more attention. Her final exam for each quarter demonstrated a good to very good understanding of the crop botany and soil science and the agriculture science topics covered through each quarter. Noe completed all her soil labs for spring quarter and demonstrated reasonable good understanding of the topics covered and how they relate to managing a successful small scale organic farm. Noe was challenged by a few of the soils topics, but she continued to work hard to complete all her work, and to understand the topics as best she could. Her field journal was complete with detailed notes on what she was exposed to on the farm. Noe's work on her final exam also demonstrated her good understanding of this important topic. In addition, through her final exam answers, and her weekly plant identification workshop write-ups, Noe was able to demonstrate a good understanding of crop botany. Summer quarter she demonstrated a good understanding of irrigation and water management, weed and integrated pest management through her summer final exam, and associated workshops.

For both spring and summer quarters, Noe's pre-seminar writing demonstrated her engagement with the reading, but most importantly her engagement with the work of the authors assembled in *Letters to a Young Farmer*. Both Noe's letters in response to Verlyn Klinkenborg and Karen Washington were outstanding. Noe's finely attuned reflective sensibility and her considerable creative writing skills contributed to Noe's consistent and inspiring engagement with the political economy of the food system. For example, Noe writes that handouts from a Food Bank are but a "band aide for an open wound that has been bleeding far longer than any bandage could hope to ease." Noe's reading comprehension guides and her tasting lab sheets demonstrated a sustained engagement with Stucky's *Taste What You're Missing* as well as Noe's keen understanding of the relationship between taste, politics, social justice, and the organic farm to table movement.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 16 Organic Farming Practice and Reflection
- 7 Agricultural Sciences
- 5 Crop and Culinary Botany

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FACULTY EVALUATION OF STUDENT ACHIEVEMENT

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- 2 Tasting Labs: Farm to Table through Sensory Exploration
- 2 Seminar: Knowledge and the Culture of Agriculture



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September 2017 - March 2018: Seeds of Change: Food, Culture, and Work

24 Credits

DESCRIPTION:

Faculty: Prita Lal, Ph.D. - Food Justice/Food Policy, Alice A. Nelson, Ph.D. - Literature/Cultural Studies, Martha Rosemeyer, Ph.D. - Botany/Agroecology - Fall Quarter only

This full-time interdisciplinary program combined botany, agroecology, literature, history, sociology, and political economy to explore the intersections of food ecology, labor history, food justice, food policy, and cultural change. **Fall quarter** focused on three specific crop case studies: berries, sugar, and corn (maize). In each case, we explored plant structure and how the crop grows, labor issues related to its harvesting, social movements emerging to address structural inequities in farm work, and cultural forms that illuminate these social concerns. We examined how each crop has impacted environmental, economic, social, and cultural relationships over time. **Winter quarter**, we moved from specific case studies to a larger view of intersecting social and political systems. We focused on three main themes: Native American food rights and autonomy, farmworker justice and immigration, and finally, how these issues are interconnected in a larger food sovereignty frame, with emphasis on possibilities for social change. **Both quarters**, we explored how systems of power - involving race, class, and gender, among others - shape work, access to food, governmental policy, environmental sustainability, and the overall U.S. food system. A typical week included 4 hours of lecture; 4 hours of seminar discussion; 6 hours of workshops, lab and/or community work; 3 hours of film analysis; and 1 hour of synthesis and reflection activities.

Readings: (fall quarter) Helena María Viramontes, Under the Feet of Jesus; Seth Holmes, Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States; Douglas Deur and Nancy Turner, Keeping It Living: Traditions of Plant Use and Cultivation on the Northwest Coast of North America (selections); Octavia Butler, Kindred; Sidney Mintz, Sweetness and Power: The Place of Sugar in Modern History; John Vandermeer and Ivette Perfecto, The Breakfast of Biodiversity: The Political Ecology of Rainforest Destruction (2nd edition); Michael Pollan, The Omnivore's Dilemma: A Natural History of Four Meals (selections); Popol Vuh: The Mayan Book of the Dawn of Life (selections); Miguel Angel Asturias, Men of Maize (selections); Justine M. Williams and Eric Holt-Giménez, eds., Land Justice: Reimagining Land, Food, and the Commons; and selected essays by Teresa Mares and Devon Peña. (winter quarter) Gloria Anzaldúa, Borderlands/La Frontera: The New Mestiza (4th edition); Charles Wilkinson (with Billy Frank, Jr.), Messages from Frank's Landing: A Story of Salmon, Treaties, and the Indian Way; Winona LaDuke, Recovering the Sacred (selection); Mireya Loza, Defiant Braceros: How Migrant Workers Fought for Racial, Sexual, and Political Freedom; Matt García, From the Jaws of Victory: The Triumph and Tragedy of César Chávez and the Farmworker Movement; Luis Valdés, Early Works (selections); Barry Estabrook, Tomatoland; Julie Dowling and Jonathan Xavier Inda, eds., Governing Immigration Through Crime: A Reader (selections); Cherrie Moraga, Heroes and Saints and Other Plays (selections); Eric Holt-Giménez, Foodie's Guide to Capitalism (selections); Hannah Kay Wittman, Annette Aurielie Desmarais, Nettie Wiebe, eds. Food Sovereignty: Reconnecting Food, Nature, and Community; selected essays by Jovana J. Brown and Brian Footen. Dianne Otto, and others; resources by and about the Coalition of Immokalee Workers; and vision statements/manifestos by various authors on the future of food and seed.

Films: (fall quarter) *The Last Supper* (Dir. Tomás Gutiérrez Alea); *Life and Debt* (Dir. Stephanie Black); *King Corn* (Dir. Aaron Woolf); *The Power of Community: How Cuba Survived Peak Oil* (Dir. Faith Morgan). **(winter quarter)** *As Long As the Rivers Run* (Dir. Carol Burns); *First Daughter and the Black Snake* (Dir. Keri Pickett); *Harvest of Loneliness* (Dir. González, Price, Salinas); *¡Chicano! The Struggle in the Fields* (Exec. Prod. José Luis Ruiz); *Unnatural Causes: Is Inequality Making Us Sick?* (Episodes 1, 3, 4; Various Directors); *Food Chains* (Dir. Sanjay Rawal); *BRIDGE: The Experience of Latino Immigrants in Shelton, WA* (Dir. Natsuki Kikuya); Film: *Precious Knowledge* (Dir. Ari Palos); *Seed: The Untold*



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Story (Dir. Betz and Siegel); and La Via Campesina in Movement... Food Sovereignty Now! (Prod. La Vía Campesina).

Labs: (fall quarter) Fruits vs. Vegetables; Flower and Fruit Anatomy; Roots, Root-like Structures, Cells; Seed Anatomy and Nixtamalization.

Community-Based Learning: (fall quarter) 3-day field trip to Skagit Valley; all-day field trips to South Sound Food Summit and Seattle; half-day visits to TESC Organic Farm, Olympia Farmers Market, Hope and Kiwanis Gardens, Garden-Raised Bounty, Thurston County Food Bank. (winter quarter) all-day field trips/community work at the Cascadia Grains Conference, José Gómez Farmworker Justice Day, Latino Legislative Day and Farmworker Tribunal (at the Washington State Legislature); half-day visits to the Squaxin Island Museum and Community Gardens, Nisqually Community Gardens, Shelton's Evergreen Elementary dual-language program, and Tacoma Hilltop Urban Garden; all students also made 4 half-day visits to a single site (Hope Garden, Garden-Raised Bounty, or the Thurston County Food Bank).

Assignments/Writing: (fall quarter) Twice weekly (n=14) written seminar briefs demonstrated comprehension of readings and initiated inquiries for class discussion. Three synthesis essays (3-5 pages each) offered comparative analysis and integration of program materials. Personal narrative and creative writing assignments explored diverse types of writing in order to increase students' rhetorical flexibility. Four lab reports developed basic understanding of crop botany. Three reflection exercises on field trips integrated on-the-ground learning with ongoing program themes. Journal work demonstrated personal engagement with issues of privilege, power, and difference. Two quizzes and final exam assessed learning from each case study (berries, sugar, corn/maize) and synthesis of key themes from the quarter's work. (winter quarter) Similar to fall quarter, twice weekly (n=16) written seminar briefs demonstrated comprehension of readings and initiated inquiries for class discussion. Three synthesis essays (3-5 pages each) offered comparative analysis and integration of program materials. Personal narrative and creative writing assignments explored diverse types of writing in order to increase students' rhetorical flexibility. Six reflection exercises on field trips (3-5 pages), along with site visit journal, integrated on-the-ground learning with ongoing program themes. Reflection exercises demonstrated

EVALUATION:

Written by: Alice A. Nelson, Ph.D. - Literature/Cultural Studies, with Martha Rosemeyer, Ph.D. - Botany/ Agroecology, Prita Lal, Ph.D. - Food Justice/Food policy

A second-year student with an academic concentration in public health and communication, Molly Yoder, who goes by Noé, (gender pronouns: they/them) entered this program to pursue their interests in sustainable agriculture and food justice. An unfortunate mishap during fall quarter required their absence for a month, but they kept up with many class assignments, and returned to finish out the quarter. Noé has done some promising work so far in *Seeds of Change*, and has developed further skills in the historical, agroecological, cultural, and political economic analysis of food systems, while gaining an introduction to crop botany. Noé was well-prepared to build on this foundation in the winter quarter and indeed excelled dramatically and was able to balance their physical recovery with the rigorous demands of this program.

When Noé attended seminar, they were well prepared for substantive discussion of the materials. Their seminar briefs posed interesting questions and made substantive connections to ongoing program concerns. Especially in the first weeks, they participated actively in both small and large group discussions, referred to relevant passages in our texts, and reported back after group work. During the Winter Quarter, Noé co-facilitated a discussion on half of the text *Governing Immigration through Crime*, edited by Dowling and Inda and creatively found ways to engage students in a dense text. In all these ways, Noé very effectively supported our collective work.



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Noé developed a very good understanding of program themes though their five completed synthesis essays, creative writing assignments, and reflection pieces. Noé is a competent, engaging writer, and both synthesis essays were strong and brought effective evidence to bear from our texts. The first made a compelling case that better, more accessible healthcare is an urgent need for farmworkers, as shown in Holmes, Viramontes, and our field work; while their third essay argued that industrial agricultural practices in the U.S. foster human displacement, disease, environmental damage, and food deserts, all of which need to be confronted by movements for food sovereignty. Although Noé sometimes needed to clarify and deepen some links in their arguments to further their analyses, their work was insightful overall. They demonstrated dramatic improvement in their writing and analytical skills during the winter guarter, as evidenced by their excellent performance on the synthesis essays. Their fourth synthesis essay examined the destructiveness of the industrial economy on Native peoples and cultures and was well supported by the program materials. Their subsequent paper focused on the role of art for social change in the Chicanx movement and creatively weaved together film, creative writing, and academic material. Noe's final paper powerfully applied the Foucaldian concept of biopower to the experiences of migrants, farmworkers, and Chicanx youth. Noe's creative writing projects (personal narrative, microstory) were beautifully done, and their field trip reflection was thoughtful and engaging. They also completed a wonderfully illuminating (make-up) essay analyzing food waste at Puget Sound Health Center.

In the introduction to agriculture and crop botany section of the program, overall, the quality of Noé's work was good; however, their absence involved significant parts of the quarter that covered material in the second quiz and three labs. In their first quiz they showed a good understanding of basic vegetative plant anatomy and how it influenced labor. In the final exam Noé was able to discuss some aspects of plant anatomy and labor, as well as articulate the logic and basic practices of conventional and alternative crop management. They attended the first lab and submitted the corresponding lab exercise worksheet. The accompanying drawings of flowers, roots, fruits and seeds were fairly accurate, but would benefit from more labeling of anatomical features. They answered and completed the questions posed by the lab handout fairly well for a student's first lab exercise.

About Noé's performance on the additional sections of quiz one and the final, Noé's work in food systems history and social movements was fairly strong overall. They demonstrated a solid understanding of anti-oppression concepts and key historical events studied in class. On the final exam, they wrote a fairly nice synthesis with a great essay on grassroots movements for food justice.

In addition, Noé's work in cultural theory and analysis was very good overall, despite some gaps due to their time away from class. Their first quiz (on the berries case study) offered a very good understanding of Carrasco's analysis of pro-/anti-immigration cycles and excellent work with literary analysis. Their final exam (on the maize case study and synthesis of the quarter) demonstrated a good overall grasp of key concepts in cultural theory (transculturation, border thinking, coloniality/ modernity), though some details could be more precise, and an insightful discussion of *Men of Maize* in the context of program themes.

Furthermore, Noé participated effectively in our Privilege, Power, and Difference workshops, showing a strong ability to be self-reflective and to contribute effectively to our work developing anti-oppression skills and awareness. They extended this awareness during our field trips, where they showed a deep listening to our community partners. During the Winter Quarter, Noé was a wonderful participant in our community-based learning components, already having prior community work experienced as an Americorp volunteer. They participated in repeating site visits to Hands-On Personal Empowerment (HOPE) garden project in Shelton, where they were able to gain more experience in the workings of a grassroots community gardening youth organization. They were also an active participant during our field trips to local food sovereignty projects, such as the Nisqually community garden and Evergreen Elementary School in Shelton. Moreover, Noé actively participated in our field experiences such as the annual Jose Gomez Farmworker Justice Day on campus as well as the Farmworker Tribunal at the



FACULTY EVALUATION OF STUDENT ACHIEVEMENT

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Capitol where they supported local farmworker organizing groups in their efforts to advocate for equitable working conditions. Indeed, these experiences have impacted their career aspirations to possibly include food policy and/or immigration law.

Clearly, Noé had a good fall quarter, and an excellent winter quarter. We have no doubt that as Noé will be successful in their internship at the Thurston County Food Bank in the spring and that they will be an invaluable asset to the movements for sustainable agriculture and food justice.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 24

- 2 Introduction to Agriculture and Crop Botany with lab
- 3 Food Systems: History, Labor, Movements for Justice
- 3 Literary and Cultural Analysis
- 4 Community-Based Learning
- 3 Native American Foodways and Autonomy
- 5 Farmworker Justice and Immigration
- 4 Studies in Food Sovereignty



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June 2017 - September 2017: Drawing the Figure

4 Credits

DESCRIPTION:

Faculty: Lauren Boilini

This course is designed to further develop technical drawing skills, expressly through the representation of the nude figure. At the same time, the focus will be on personal interpretation and expression, while working analytically and responsively to nature. A range of home studio assignments will be assigned to improve fluency in drawing the figure as well as to explore issues related to making figurative work and engaging the human body. This class will cover a wide range of technical, observational and pictorial drawing issues, with some exploration of abstraction and an emphasis on the history of anatomy studies in art history. This course is designed for students who have a strong work ethic and self-discipline and who are willing to work long hours in the studio on campus in company with their fellow students.

EVALUATION:

Written by: Lauren Boilini

Molly (Noe) was a delight to have in class this quarter. Their attendance was perfect, with zero instances of lateness. They were usually in a good mood, and fully participated in the class as a key member of the group. Their work ethic set a great example for the rest of the program, from day 1. I enjoyed discussing their work with them during class, and they took feedback well.

Noe is a sensitive and self-aware draftsperson. They can continue to work on body proportions, but have improved greatly over the course of the class. I am pleased to award them full credit for this program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Figure Drawing



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June 2017 - September 2017: Yoga/Sustainability: Theory/Practice 8 Credits

DESCRIPTION:

Faculty: Karen K. Gaul, Ph.D.

This course integrated study of the philosophy and practice of yoga with the study and practice of sustainability. The course introduced key concepts of sustainability and ways that justice is inherently linked to sustainability issues. We studied the *Yoga Sutra* of Patanjali, with particular emphasis on the *yamas* and *niyamas* as guiding principles for sustainable and just living today. The theme of practice was a central focus for yoga study, for sustainability, and for service. We volunteered with the Kiwanis Gardens which provide organic produce to the Thurston County Food Bank.

Five areas of work included 1) a research paper assignment integrating yoga and sustainability on a topic of choice, 2) careful reading of program materials and informed participation in class seminar discussions, 3) yoga labs which included practice of *asanas*, *pranayama*, meditation, and textual discussion, 4) bringing theory to practice in community service work with the Kiwanis Gardens, 5) engagement with sustainability practices and careful documentation of that process.

Readings for the program included: Chip Hartranft's translation of *The Yoga Sutra of Patanjali* (2003); *Seeing Systems: Peace, Justice and Sustainability* edited by The Northwest Earth Institute; and *Yoga for a World Out of Balance* Michael Stone.

Films included: *The Story of Stuff* (2007) (Annie Leonard); *No Impact Man* (Colin Beavan, 2008); and *Yoga Unveiled* (2010).

EVALUATION:

Written by: Karen K. Gaul, Ph.D.

Molly [Noe] Yoder did very well in all areas of the program, demonstrating a serious commitment to participating in the work of integrating yoga and sustainability.

Weekly seminar included student-led discussions on the content of program readings as well as lectures and films. Noe was a consistent and thoughtful participant in the seminar discussions, demonstrating good engagement with program materials, and formulating thoughtful questions for the group to consider.

The research paper required the integration of yoga and sustainability around a topic of the student's choice. Noe wrote about the ways that yoga might be integrated into psychological therapies such as Cognitive Behavioral Therapy and/or Dialectical Behavioral Therapy, concluding that both *asana* and meditative and mindfulness practices could complement DBT. Noe's paper was well-organized, well-written and anchored in relevant research. Her public presentation was very effective and engaging.

Noe participated in the Yoga Labs with seriousness and dedication, participating in group discussions of the *Yoga Sutra* and other readings, and engaging in a dedicated practice of yoga both in and outside of class. Noe also worked to make adjustments related to sustainability such as reducing energy use, consumption and waste production. In all of this work, Noe demonstrated the capacity to apply the concepts of the program, integrating theory and practice.

Noe was also a regular and dedicated participant in our service activities. This generally meant weeding and harvesting produce for the Kiwanis Thurston County Food Bank as well as linking concepts from our program—such as the role and function of the volunteer economy as an alternative to capitalism—to our work. Interaction with volunteer coordinators, staff at the food bank and others in the community made



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our service work an integral part of our learning. Noe took all of this work very seriously and even pursued and got an internship with the food bank gardens for the rest of the summer.

Overall, Noe demonstrated learning in the areas of yogic philosophy and practice, basic concepts in sustainability studies, and the integration of thought and practice across these two systems. Noe was a very helpful and thoughtful participant in the program and was a thoughtful and enjoyable member of our learning community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Sustainability Studies

4 - Yoga Theory and Practice



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April 2017 - June 2017: Bridging Cultures

16 Credits

DESCRIPTION:

Faculty: Lori Blewett, PhD, Leslie Flemmer, PhD

Bridging Cultures brought together students from Daejeon University in South Korea and students from The Evergreen State College in an interdisciplinary learning community. We focused on intercultural communication theory and practice, reflexive writing and storytelling, autoethnographic research, and ESL instruction techniques. These studies, along with intercultural interactions and experiences, combined to enhance students' intercultural competence.

Students were introduced to intercultural communication concepts and theories drawn from functionalist, interpretive, and critical frameworks. They read: *Intercultural Communication in Context* by Martin & Nakayama and completed Discussion Preparation Notes for each chapter including brief commentary on key concepts and new vocabulary. Students were assigned to Exploration & Research (E&R) Groups consisting of two Daejeon students and two Evergreen students in which they completed observation exercises and several small research projects culminating in short oral presentations. Two quizzes assessed retention of key facts and concepts spanning major readings and lectures. To deepen applied understanding, students wrote weekly Photo Voice essays using concepts from the readings to reflect on experiences and observations illustrated by original photos.

Students read a variety of articles that present theoretical frameworks for understanding the power of storytelling and storytelling communities. They were introduced to autoethnographic research and research methods through texts like, *Transformative Autoethnography: An Examination of Cultural Identity and its Implications for Learners* (Sykes, 2014). Students completed three written projects with a storytelling component including: a family history chart and reflection essay, an autoethnography, and a "This I Believe" essay. Students were also introduced to English language acquisition theory, language learning strategies, and ESL techniques. They worked collaboratively as language learners and language mentors. For independent projects, Evergreen students either learned introductory Korean language skills or wrote independent research papers on Korean history, culture, economics, or politics.

EVALUATION:

Written by: Lori Blewett, Ph.D.

Molly (who goes by Noe) fully embraced the learning opportunities provided in Bridging Cultures. Noe completed all assignments in a timely manner with consistently strong work, often going beyond requirements to develop more nuanced and critical analyses of core concepts. Noe had excellent attendance, contributed important insights to class discussions, and played a vital role in supporting the learning of other students.

Noe's work showed nuanced comprehension of course materials. Noe appropriately identified and elaborated on key concepts and theories of intercultural communication in weekly Discussion Preparation Notes and demonstrated strong applied understanding of those concepts in Photo Voice essays. Noe's quiz responses showed solid information retention.

Noe demonstrated the kind of motivation necessary to become a highly effective communicator across cultural differences, reflecting intercultural competence in new knowledge, attitudes, and behaviors. Noe's understanding of U.S. and Korean culture, history, and language was enhanced through multiple small group activities and conversations inside and outside the classroom including: Exploration and Research group projects, oral pronunciation study groups, informal English tutoring sessions, and



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outings to local cultural sites. As part of an individual learning project, Noe learned the Korean alphabet (Hangul) and a few simple phrases and songs.

An especially important feature of this program for Noe was the autoethnography and related family history and reflexive writing assignments. In this work, Noe revisited past experiences working as an AmeriCorps volunteer in a domestic violence shelter. By interviewing Dr. Woochan Shim, a social worker with expertise in domestic violence research in Korea, Noe was able to reflexively analyze those early volunteer experiences using a much larger social-psychological framework. Noe's final "This I Believe" paper was a wonderfully testament to the relationship between being cared for and developing strong values of community care.

Noe developed close friendships in this program and was able to learn a great deal about cultural differences and similarities from both academic and non-academic contexts. Noe has been a true bridge across cultures, and helped make this multi-cultural program a success for everyone.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 8 Intercultural Communication
- 6 Reflexive Writing and Autoethnographic Research
- 2 Language Learning: Theory, Methods, and Practice



OFFICIAL TRANSCRIPT DOCUMENT

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January 2017 - March 2017: Health, Power, and Justice

16 Credits

DESCRIPTION:

Faculty: Kristina Ackley, Ph.D. and Jennifer Martinez, Ph.D.

In this quarter-long, lower-division program we examined health and well-being within the contexts of narrative, power, and social justice. We used an interdisciplinary lens of science and the humanities to question the embodied experiences of sickness and healing. We focused on the linkages between Northwest places and Native American and Indigenous peoples, framing our discussions of health around themes of environmental and economic sustainability, social justice and education, and popular culture. We identified and compared competing public narratives, particularly how the health and wellness of Native people are portrayed in the medical field, museums, case studies, films, and texts. From the biological perspective, we analyzed the physiological and genetic basis for health disparities in these communities.

Each week students were required to attend lectures, a seminar, workshops on research and writing, and three labs. Students worked on public speaking skills through short topical presentations and a final 10-minute presentation (as part of an issue-based panel). They built skills in questioning, listening, and responding through class discussions, audience feedback forms, and participation in an online peer-learning community. Students developed their writing skills in both reflective and analytical papers, including several short responses to program activities, focused weekly papers on program readings, and a final research paper (as part of an issue-based panel), and a self-evaluation. Faculty evaluated students on their college-level writing skills and students earned one of the following: emerging, capable [benchmark], or exemplary.

Throughout the quarter students used scientific processes and reasoning skills and were expected to gain hands-on laboratory experience in conducting experiments and analyzing data. Student evaluations were based on in-class workshops, weekly quizzes, homework assignments, laboratory notebooks, formal laboratory reports, and collaborative participation in laboratory activities. Content included the scientific method and human physiology (specifically the following body systems: endocrine, nervous and sensory, digestive, circulatory and respiratory, and immune systems). Class discussions covered topics of differentiating biology and social constructs, such as gender vs. sex and race vs. ethnicity and genetics. Students studied the steps of the scientific method, how to use a microscope, and methods of reading and analyzing scientific articles.

Required book-length texts were: *Recovering the Sacred: the Power of Naming and Claiming* (La Duke), *The Truth About Stories: A Native Narrative* (King), and *The Scalpel and the Silver Bear: the First Navajo Woman Surgeon Combines Western Medicine and Traditional Healing* (Alvord). Students also read several journal articles and other weekly assignments. Students were expected to develop skills in reading and analyzing scientific literature, and begin to develop skills in communicating science clearly and effectively.

EVALUATION:

Written by: Kristina Ackley, Ph.D. and Jennifer Martinez, Ph.D.

Molly Noé Yoder, goes by Noé, completed very good to excellent work in all aspects of the program. Noé entered the program prepared with intermediate skills in reading seminar texts, collaborating with classmates, and contributing to class discussions. In this program, Noé improved on these skills as well as introduced concepts and processes in historical analysis, cultural studies, and human physiology. Noé was an active participant in class discussions, emerging as an intellectually curious participant.



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With near-perfect attendance, Noé was very attentive and highly engaged in all program activities-lectures, workshops, labs, and field trips. Seminar response papers were completed and demonstrated the ability to link program texts to broad holistic themes. Noé had a thoughtful stance on most issues, and could illustrate connections to lectures, films, and discussions. In discussions about an article that discussed the correlation between mortality and physical activity, Noé discussed the connection between the article and the structure settler colonialism created for Native communities; changing the lifestyle to one more sedentary that increases the risks of disease. Noé effectively used examples from the text to support interpretations of the overlap between the two. Noé has excellent critical thinking skills and confidence in those interpretations.

The progress made by Noé in the physiology portion of the program is one of an outstanding student. Homework assignments and physiology quizzes were completed on time and demonstrated a clear understanding of the concepts in human physiology. The effort and hard work dedicated to learning and executing laboratory reports was visibly evident in the work submitted. The final report demonstrated satisfactory command of passive voice, with excellent structure, format, and clearly communicated an above average understanding of the content and purpose of the experiment. With strong analysis and interpretations of results, Noé's lab reports were above satisfactory work. In addition to the reports, Noé kept a laboratory notebook that was very well organized and contained all the necessary components for an excellent notebook.

Noé is a very capable writer and presenter. The final paper clearly stated the argument that Indian Boarding Schools contributed to the historical trauma in Native communities whose symptoms have manifested through widespread post-traumatic stress disorder. The connections of the program's guiding questions were clearly constructed and analyzed in the paper.

Noé was well prepared and demonstrated leadership in class presentations. Noé gave a short presentation mid-quarter on the protests against the proposed Dakota Access Pipeline. The presentation started off with an excellent focus on process and recognition of audience, giving a concise overview and asking for questions. Noé drew attention to the importance of social media in bringing attention to the issue, and was very engaged in the topic. For the final presentation, Noé served as chair for their research panel, introducing their classmates papers well. Noe and another student had researched similar topics, so they took on the task of outside preparation to make sure their presentations complemented one another without repetition. Noé presented on Native American boarding schools, effectively linking the experience to PTSD. Again demonstrating a concern for audience and process, Noé started off with a content warning and facilitated questions. For both presentations Noé was confident and had strong knowledge of the material.

Noé is a hardworking and thoughtful scholar. With an excellent understanding of the links between health, history, and social justice, Noé was very much a valued member of the learning community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 Introduction to Human Physiology
- 4 U.S. Multicultural History
- 4 College Composition and Communication
- 4 Survey of Public Health



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September 2016 - December 2016: Archives of the Present

16 Credits

DESCRIPTION:

Faculty: F. Riley Woodward-Pratt, Alejandro de Acosta

This interdisciplinary humanities and library science program focused on the questions: What is knowledge? What is information? What does it mean to be asking these questions today, as we interface with multiple archives? In this reading- and writing-intensive program we explored real and virtual archives, emphasizing reading and research skills as well as media literacy. We centered many of our activities on the Evergreen Library.

We critically engaged with various library resources while developing research skills for future academic and creative projects. As we practiced our skills in the use of various knowledge organization systems, including the Dewey and Library of Congress classifications, subject indexes, and keyword-based retrieval, we also examined their conceptual underpinnings and social contexts.

We addressed the question of knowledge through the Western philosophical tradition, and then inflected it through concepts drawn from media theory, experimental poetics, and gender and queer theory. This trajectory allowed us to situate ourselves in relation to concepts and manifestations of knowledge, medium, and archive.

Our readings included Plato, Immanuel Kant, José Ortega y Gasset and Michel Foucault in philosophy; Luciano Floridi, Elaine Svenonius, Charles Cutter and Birger Hjørland in library and information science; Vilèm Flusser, Peter Sloterdijk, and Boris Groys in media theory; Édouard Glissant, Will Alexander, Christian Bök, and Fedor Sverosky in experimental poetics; and Beatriz Preciado in gender and queer studies. With methods drawn from philosophy and library science, we practiced reading for both depth and breadth: close reading of particular texts and the efficient survey of potentially relevant resources. Students created a serial annotated bibliography documenting their engagement with each of these readings.

In addition to lecture, students participated in regular close reading, focused small and large group discussions, and lectio (reading aloud). Assignments in this program emphasized reading, writing and research practice, as well as creative experimentation with concepts and information. Writing practices were divided between Knowledge Organization System analyses and précis of philosophical/theoretical texts, then combined in a final, three-stage Concept Review, a personally motivated research paper turned in at the end of the quarter and shared with the rest of the program. Students also attended a multi-program, bi-weekly lecture series focused on writing.

EVALUATION:

Written by: F. Riley Woodward-Pratt, MLIS

This program was Molly (Noé's) introduction to college level work, and they excelled, demonstrating a high degree of engagement with their reading responses, research, essay writing, and seminar participation. They had complete attendance and their work was always on time and well-organized.

Noé's written responses to the program readings demonstrated consistent engagement with even more difficult texts; regardless of conceptual or stylistic difficulties, Noé reliably made the effort to engage with the material (something only true of a few other students). As part of this engagement, Noé did independent supplementary research and readings, particularly in the area of queer and gender studies to deepen their understanding.



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Noé's essays were consistently well-written, often outstandingly so. Their precis of Flusser's conception of utopia and Preciado's treatment of biopolitics, in particular, demonstrate a careful, attentive reading of the text and a deep understanding of the ideas involved.

Noé was a strong, articulate participant in seminar. Although they indicated some unease about participating in group discussions, they were one of the group's most substantial contributors, providing thoughtful, informed insights.

Noé's final concept review was an ambitious exploration of masculinity. As they noted in their own reflections, the project brought them up against the limits of what was feasible. However, given the time and other constraints, their research work was excellent, showing engagement with resources across an impressive array of disciplines, including gender and queer studies, psychology, cultural studies, literature, and physiology. Furthermore, Noé's research process showed very good critical evaluation of sources and a willingness to be selective that is an important part of a scholarly approach to research. Although somewhat less polished than their previous essays, in its content their review showed their usual high degree of thought and nuance.

Noé was a pleasure to have in class. From the beginning of the program, Noé brought a strong critical eye to their engagement with program materials, and over the course of the quarter they further developed and added nuance to their critical thinking. Between this and their already high quality written work, I expect Noé to further excel in their work at Evergreen.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 Library and Information Studies
- 2 Research Methods
- 2 Information Systems
- 2 Philosophy
- 2 Media Theory
- 2 Queer Theory
- 2 Poetics

EVER GREEN

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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 guarter credit hou

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.

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- 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.