



Arias, Elizabeth Ann

A00428552

Last, First Middle

Student ID

CREDENTIALS CONFERRED:

Sustainable Cooperative Development
Certificate

Awarded 16 Jun 2023

TRANSFER CREDIT:

Start	End	Credits	Title
06/2016	06/2016	8	AP: World History
06/2018	06/2018	8	AP: U.S. Government and Politics

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2020	12/2020	13	America in Translation: History, Culture, Theory 4 - <i>History: American Cultural History, 1800-2020</i> 4 - <i>Comparative Literature: Forms, Genres, Histories</i> 3 - <i>Culture and Theory: American Cultural Studies and Critical Approaches</i> 2 - <i>Foundations of College Success</i>
09/2021	12/2021	14	In Sickness and In Health 4 - <i>Narrative Psychology</i> 2 - <i>Positive Psychology: Ecotherapy</i> 2 - <i>Community Psychology</i> 2 - <i>Medical Anthropology</i> 4 - <i>Sociology of Health, Illness, and Healing</i>
09/2021	12/2021	2	Greener Foundations 2 - <i>Foundations of College Success</i>
01/2022	03/2022	8	Social Deviance: the Sociology of Rules, Violations, and Sanctioning 8 - <i>Sociology</i>
01/2022	03/2022	4	Culture, Community, and Cosmos: Health Sovereignty and Self-Determination 2 - <i>Greener Foundations</i> 2 - <i>Indigenous Studies</i>
01/2022	03/2022	4	Introduction to Sustainability and Business 4 - <i>Strategic Sustainability</i>
03/2022	06/2022	12	Outdoor Leadership and Group Dynamics 6 - <i>Outdoor Leadership</i> 6 - <i>Communication and Group Dynamics</i>
03/2022	06/2022	2	Photography: Studio Practice 2 - <i>Photographic Studio Lighting</i>
06/2022	09/2022	8	Statistics and Research Methods for Psychology and Other Social Sciences 4 - <i>Introductory Statistics (Descriptive and Inferential)</i> 4 - <i>Psychology: Research Methodology</i>



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
06/2022	09/2022	4	Anti-Fascism and Competing Ideologies 2 - Introduction to Theory and Practice of Anti-Fascism 2 - Introduction to Theory and Practice of Historical Fascism and Contemporary Far-Right Extremism
06/2022	09/2022	4	Wilderness First Responder 4 - Wilderness Medicine
09/2022	03/2023	31	Taking Back Empire: Political Economy, Militarism, and Decolonial Movements 4 - U.S. Imperial History: Colonization of Indigenous Peoples at Home and Abroad 4 - Political Economy: Theories and Decolonial Movements 4 - Human Geography: Militarism and Local-Global Connections 3 - Political Economy of Global Capitalism 2 - Indigenous Geographies: Decolonization Strategies 2 - Military Studies: Countering Militarism at Home and Abroad 2 - ArcGIS Training: StoryMaps 10 - Olympia Digital Walking Tours Project: Hidden Histories of Port of Olympia Militarization
09/2022	12/2022	4	Introduction and History of Cooperatives 2 - Cooperatives Fundamentals (Certificate Sequence) 2 - Professional Skills (Certificate Sequence)
04/2023	06/2023	8	Cooperative Development Lab 4 - Cooperative Business Development (Certificate Sequence) 4 - Cooperative Strategic Planning (Certificate Sequence)
04/2023	06/2023	6	Video Remix Theory and Practice (Editing in Premiere Pro) 3 - Media Studies: Remix Video History, Theory, and Aesthetics 3 - Production: Editing Intensive Individual Project
09/2023	03/2024	32	Reinterpreting Liberation: Decolonial Feminist Futures 8 - Latin American Studies: History, Culture, Political Economy 8 - Middle East and South Asia Studies: History, Culture, Political Economy 8 - Decolonial Theory and Feminist Studies 4 - Media Analysis: Border Control and Forced Migration 4 - Independent Project: Oral History, Research and Poetics: Dominican Republic and Haiti

Cumulative

172 Total Undergraduate Credits Earned



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September 2023 - March 2024: Reinterpreting Liberation: Decolonial Feminist Futures

32 Credits

DESCRIPTION:

Faculty: Savvina Chowdhury, Ph.D., Alice A. Nelson, Ph.D., and Therese Saliba, Ph.D.

Through the disciplinary lenses of history, cultural studies, political economy, decolonial theory and feminist studies, this program examined liberation movements in the Global South, from anti-colonial struggles for independence to new social movements afoot today. In fall quarter, we studied the 1950s-70s "Third World Project" movements attempting to reconceptualize an alternative, anti-imperialist, and anti-racist worldview. We looked at revolutionary movements in Egypt, India, Algeria, Cuba and Chile, their linkages to feminism, as well as the role of U.S. foreign and economic policy in suppressing resistance. In winter, our case studies included the Palestinian/Israeli conflict, *neozapatismo*, opposition to U.S.-led post 9/11 wars, the Arab Spring, Indigenous-led movements against extractivism, and feminist and queer resistance to emerging neo-fascist regimes. Weekly class sessions included 6 hours of lecture/workshop, 2 hours of film, 5 hours of seminar discussion and synthesis work, plus additional hours for students in optional modules.

Assignments: Students gained skills in historical and political economic analysis, analytical and creative writing. Fall assignments included weekly seminar papers and discussion responses, a personal narrative and field trip reflection, and two synthesis essays. Winter assignments included weekly seminar papers, an oral history, a collaborative independent book project, and a synthesis essay.

Program Materials: (Fall quarter) Readings included Vijay Prashad, *The Darker Nations: A People's History of the Third World*; Mahatma Gandhi, *Hind Swaraj*; Frantz Fanon, *The Wretched of the Earth*; Vilma Espín, et al, *Women in Cuba: The Making of a Revolution within the Revolution*; and numerous additional selections by Aurora Levins Morales, Maria Mies, Cherrie Moraga, Eduardo Galeano, María Lugones, Edward Said, Leila Ahmed, Jamila Buharayd, Heidi Tinsman, Pedro Lemebel, Macarena Gómez-Barris, and others, as well as primary sources from Fidel Castro, Salvador Allende, the US State Department, and others. Film viewings included *Even the Rain*, *Umm Kulthum: A Voice Like Egypt*, *Gandhi*, *The Battle of Algiers*, *Black Skin White Mask*, *Portrait of Teresa*, *The Battle of Chile*, and *How Cuba Survived Peak Oil*. Activities also included guest presentations by Joe Kadi and Anita Fernández, and a 3-day field to Seattle/Tacoma to engage with the work of local Latinx, Asian American, and African American communities.

(Winter quarter) Readings included Sandy Tolan, *The Lemon Tree: An Arab, a Jew, and the Heart of the Middle East*; Angela Y. Davis, *Freedom is a Constant Struggle*; Hilary Klein, *Compañeras: Zapatista Women's Stories*; Riverbend, *Baghdad Burning II*; Rami Zurayk, *Food, Farming, and Freedom: Sowing the Arab Spring*; Las Tesis, *Set Fear on Fire: The Feminist Call that Set the Americas Ablaze*; and selections from Arturo Escobar, *Pluriversal Politics*; Rashid Khalidi, *The Hundred Years' War on Palestine*; Palestinian Feminist Collective; jasbir k.puar, *Terrorist Assemblages*; Macarena Gómez-Barris, *The Extractive Zone*; Nick Estes, *Our History Is the Future*; Marcela Fuentes, *Performance Constellations*, and others. Film viewings included *Life and Debt*, *Sling Shot Hip Hop*, *There Is a Field*, *Caracoles: New Paths of Resistance*, *Control Room*, *Crying Earth Rise Up*, and *The Square*. Activities also included guest presentations by Nada Elia, Jen Marlowe, Jesse Hagopian, and Anna Rebrii, a day-long social justice tour of Olympia, and talks by filmmaker Suree Towfighnia and artist Rafael Soldi.

Students taking the program for additional credits completed one or more of the following modules:

Optional Media Analysis Module (fall quarter): The weekly media analysis workshop provided students opportunities to explore current events in a collaborative format. Working in groups of 3-5, students selected an issue in a country of their choice and followed media coverage about their topic



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over the course of the quarter. The assignment asked students to pay attention to a variety of media sources, keep a weekly journal of articles they were reading, and analyze the media's coverage of the issue by comparing the perspectives, content, and frameworks used by the different outlets. At the end of the quarter, students worked together to present their analysis formally to their peers.

Optional Module in Advanced Spanish (fall and winter quarters): This module was designed for native and heritage speakers as well as advanced learners of Spanish as a second language, and was conducted entirely in Spanish. The module engaged with writers, readings, and audiovisual materials coordinated with the main program, and sought to expand students' communicative capacities in written and spoken Spanish. We reviewed grammatical structures with an eye to polishing usage (e.g., perfect tenses, accents, gerund vs. infinitive, preterite vs. imperfect, object pronouns, future and conditional tenses, and uses of present and past subjunctive). Over two quarters, students completed weekly grammar homework, four compositions, a *microcuento*, two oral presentations, and four exams. Materials included texts by Elba Rosario Sánchez, Berta Cáceres, Rita Segato, Pedro Lemebel, Yolanda Arroyo Pizarro, Las Tesis, Lukas Avendaño, and others, Zapatista comunicués, podcasts by Radio Ambulante and Radio Savia, and films such as *La lucha sigue*.

Optional Module in Global Political Economy (winter quarter): For the global political economy module, students attended weekly workshops, completed additional weekly readings, and kept a reading journal of key terms and concepts in political economy. Students worked collaboratively to complete component assignments, including a proposal for a case study, and a coordinated presentation of their research to their peers in which they applied what they had learned over the quarter to their selected case study.

Optional Module in Writing (winter quarter): This weekly writing module was designed to support students in program writing assignments and/or to expand the family oral history into a larger writing project. Activities included reflective writing, cultivating voice, developing and refining academic arguments, and library research to develop confident academic research and writing practices for a range of essays.

EVALUATION:

Written by: Alice A. Nelson, Ph.D. and Savvina Chowdhury, Ph.D.

Elizabeth Arias, who goes by Liz, did excellent work in *ReInterpreting Liberation*, engaging all program materials and activities with dedication, curiosity, and a contagious enthusiasm that energized our learning community. Liz worked hard in the seminar to interpret historical, literary, and theoretical texts, and produced strong writing in a range of genres. Liz completed the assignments with care, and made many perceptive contributions to our discussions. Liz also strove inside and outside of class to put theory into practice, engaging in solidarity with Palestine, and posing critical questions about decolonization in presentations about this work. Liz expended exceptional effort these past two quarters, and has earned full credit. It has been a pleasure to work with Liz.

Liz engaged with our materials on decolonizing movements in the Global South-- particularly case studies of Egypt, India, Algeria, Cuba, and Chile-- through active involvement in our seminars and thoughtful written interpretation of our texts. Liz was particularly skilled at drawing classmates into discussion-- as in our lively final seminar on Lemebel-- and at orienting conversation to questions of particular urgency; Liz also co-facilitated a productive discussion of Fanon's *The Wretched of the Earth*, successfully leading us to new understandings of that text's ongoing relevance. Liz's excellent seminar posts and replies to classmates, while sometimes late, demonstrated attentive reading of our materials and posed salient topics for our consideration. In one nicely written post, for example, Liz laid out Mies' main arguments linking colonization and "housewifization" with nuance, showing how various dominant interests converge to control women's labor, sexuality, and bodily autonomy.



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Liz showed strong skills as a writer in both analytical and creative genres, and did particularly excellent work on the synthesis essays. For the first essay, Liz chose an alternative path, building on insights from Prashad, Said, and Ahmed to engage with media analysis of Palestine in the immediate context of the war on Gaza. Here, Liz convincingly showed how structures of colonialism persist in the present, and are reinforced through economic exploitation, military might, and dominant media representations. While a few parts of this essay needed further tightening of language and argumentation, it offered far-ranging, compelling insights about coloniality today. Drawing on Prashad, Gandhi, Espín et al, and Bose and Jalal, Liz's second synthesis essay offered excellent analysis of decolonial struggle in India and Cuba, with especially perceptive comments on contrasting approaches to building support among working class and peasant classes in the two countries' struggles. Here, Liz did an outstanding job showing the very different consequences these differences held for the depth and durability of social transformation in the two contexts. Liz's creative pieces-- a personal narrative and a portrait poem-- were also beautifully done. Both were sensitively crafted, with attention to vivid sensory details, and meaningfully connected family webs to collective stories and social dynamics of race, class, and gender. Liz also composed a wonderful field trip reflection, powerfully framing the piece around MLK's "three societal ills" -- poverty, racism, and militarism-- to show how both El Centro de la Raza and the Wing Luke Museum work actively to address all three through programs and practices, actively challenging colonial legacies. Overall, Liz did excellent work with the writing assignments, demonstrating an exceptionally strong understanding of decolonizing movements.

In addition, Liz engaged in the fall quarter media analysis module. Liz completed outstanding work on a media analysis project that involved comparing and contrasting articles from mainstream and alternative media sources. Liz was part of a three-student team that drew on frameworks of coloniality and decolonization to examine contemporary discourses on migration, identity, and the feminization of agriculture. Liz examined media representations of the island of Hispaniola, its history, contemporary political economy and the way the legacy of colonialism continues to impact the relationship between Haiti and the Dominican Republic. Liz's weekly media journal entries drew on articles from *The Haitian Times*, *The New York Times*, as well as readings related to program themes by Afro-Dominican artists and scholars such as Patricia Encarnación and Lorna García-Peña. Liz's entries perceptively drew out prominent themes of the continued violence of coloniality, as well as exploring how independent media offers counternarratives that center and humanize Haitian and Afro-Dominican voices. In the culminating media analysis paper, Liz examined how the coloniality of power continues to have a hold on US media sources, so that they rely on old colonial tropes that infantilize and racialize Afro-Caribbean communities in the way they frame current events. Liz argued that despite the shared colonial history of the island, the discourse on identity between the neighboring countries continues to be informed by "the symbolic racial ideologies prevalent during the military dictatorship of Rafael Trujillo from 1930 to 1961." Current immigration policies in the Dominican Republic, Liz argued, use racist tropes to disenfranchise migrants from Haiti: "The anti-blackness and severe racism, which plagues Dominican collective identity has been built on the foundation of the first and most successful colonial project of the West, the transatlantic slave trade, and anti-Haitian prejudice and hetero-patriarchy of the Trujillo dictatorship." Liz's media analysis showcased sophisticated use of coloniality and decolonization as a theoretical framework. Liz's excellent presentation was well received by classmates and demonstrated Liz's ability to address complex issues with clarity and analytical insight.

In winter quarter, Liz enrolled in the writing module and maintained a sustained level of engagement with program themes and frameworks. Liz's dedication culminated in some excellent writing and analysis, such as her final synthesis paper and her oral history project. Through the oral history assignment, students were invited to interview a family or community member of their choice and transcribe their interview. Liz courageously chose to interview her father to learn about her family's history and origins in the Dominican Republic, and also about his life as a US military serviceman. Written in her usual cogent expository style, Liz's transcription of the interview is a careful mix of Efrain's voice, as well as Liz's own astute recognition of the challenging differences between her and her father:



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Though we disagree on many of the foundations of societal structures and critiques of the current global systems, we agreed there needs to be better communication between individuals to reach collective liberation. In the future, I hope to ask Efrain about funny childhood memories, his favorite movies and artists, how he thinks people can be politically mobilized, and the connections between all the communities of Hispaniola.

For the "Choose Your Own Book" collaborative assignment, Liz worked with another peer to select and read *Black Reconstruction* by W.E.B. DuBois. The two worked well together to create a poster, summarizing key ideas in the book, and participated in a lively "book fair" where they shared their learning with their peers in the program. Their poster was stylishly crafted, and substantive in content, highlighting some of DuBois' salient ideas and arguments. Liz's team is to be commended for selecting a graduate level text, and diligently sticking to it despite it being a challenging read.

Liz's 6-page final synthesis paper drew on *Compañeras: Zapatista Women's Stories* by Klein, Hilary Klein, *Baghdad Burning II: More Girl Blog from Iraq* by Riverbend, *Slingshot Hip Hop* by director Jackie Reem Salloum, as well as news articles and social media posts. Titled, "Digital Coalitions: Building Networks of Cultural Resistance", Liz's paper shows how inspiring examples of democratic forms of social media are successfully contesting the dominance of corporate-owned media and their narratives that support and legitimize US global hegemony and militarism:

Digital coalitions are the result of grassroots media production efforts which have built an international network of cultural resistance. In these alliances, organizers can share strategies for combating state repression and collaborate on visions of systemic change.

With reference to the current Israeli assault on Gaza, Liz notes that these "social media platforms work as an independent media source to share photos and stories from Palestinians on the ground". In order to successfully build transnational coalitions, Liz argues, social media activism can "combat misinformation and replace it with cultural resistance". Liz draws on communiqués from the Zapatistas, blog entries from Riverbend and the film *Slingshot Hip Hop* to provide support for her argument. Liz's paper is written in a lively and engaging style, and she leverages her excellent expository writing skills to argue that these forms of social media activism has been successful in breaking through US-Israeli propaganda on the war in Palestine. Acknowledging the dissemination and of use of misinformation could add more complexity to Liz's arguments, and the fact that corporate media tends to omit historicizing current conflicts/events is also worth noting. Nevertheless, Liz's paper showcases her skillful ability to synthesize, formulate and craft persuasive and insightful arguments and analysis.

Therese Saliba had the following evaluation of Liz's independent writing project:

For the winter quarter independent project, Liz conducted oral history interviews with father Efrain and friend Paul, as well as extensive research, to gain a deeper understanding of the relationship between Dominican Republic and Haiti, and the ways personal stories of identity, culture, and migration are connected to US imperialism on the divided island. Liz's final essay, "Ini zile a/Unir la isla/Unite the island" (18 pages with 20 sources) was an informative, beautifully written blend of oral history, historical and literary sources, personal reflections and poetry on the borders of identity and geography that have been shaped by US political economic interests and internalized divisions of anti-black racism and Eurocentrism. Central to this nuanced narrative is Liz's astute insight that "a border is a condition of disconnection." This condition is probed through father Efrain's narrative of life in Dominican Republic, multiple migrations, ancestral stories, service in the US military, and commitment to freedom; and through friend Paul's narrative of migration from Haiti, experiences of racism in the US, and entrepreneurial spirit to help his people as "the baseline for everything." The essay successfully integrates history of the US occupations of both countries, the Trujillo dictatorship in Dominican Republic,



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the resistances of rebel and labor movements, and their brutal repression. This excellent, powerfully nuanced synthesis of personal and political history exposes how imperialism maintains violent borders, with guns, blood, and racist ideologies, but also how individuals work to dismantle stereotypes and borders in what Paul describes as “a brother-sister conflict.” With dedication to the writing and revision process, Liz produced impressive work that highlights advanced skill for oral history, poetically descriptive writing, historical research, and political-economic analysis of the silenced histories of Dominican Republic, Haiti, and US empire.

Liz's overall commitment to class activities this quarter exemplified dedication, seriousness, and sustained intellectual engagement with program activities, themes and framework. Liz finished this program with a solid foundation in decolonial theory, feminist theory and social movement analysis, developing a nuanced understanding of the ways in which the dynamics of race, class gender intersect to affect social justice outcomes. Liz is a highly articulate, lively and intellectually engaged student who excelled in all aspects of our program work. We look forward to hearing about her future endeavors.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 8 - Latin American Studies: History, Culture, Political Economy
- 8 - Middle East and South Asia Studies: History, Culture, Political Economy
- 8 - Decolonial Theory and Feminist Studies
- 4 - Media Analysis: Border Control and Forced Migration
- 4 - Independent Project: Oral History, Research and Poetics: Dominican Republic and Haiti



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April 2023 - June 2023: Video Remix Theory and Practice (Editing in Premiere Pro)

6 Credits

DESCRIPTION:

Faculty: Julie Levin Russo, PhD

Remix – transforming appropriated source material through editing – is a powerful technique for communicating audiovisually. For many decades, film and video creators across the spectrum, from high to low art and professional to amateur, have deployed it in myriad ways, often as a tool for argumentation and critique. In this program, we studied the diverse forms of video remix and their online (or earlier) contexts, ranging from expository pieces to experimental artworks to popular YouTube formats (fan music videos, fake trailers, political spoofs, supercuts, etc.).

Program activities included one day of lecture, screening, and seminar on assigned readings (theory) and one day of technical workshops and studio time (practice). Writing assignments for the "theory" portion comprised eight weekly responses to the required texts. For the "practice" portion, there was ongoing technical instruction in Adobe Premiere Pro, an industry standard video editing program. Students opted into either an introductory or a more advanced track when learning these software skills, based on their level of past experience. Over the course of the quarter, each student conceptually developed and executed a self-directed video remix project, ideally drawing upon the program's critical understanding of form, genre, and communicative strategies. There were three writing assignments associated with the project: a proposal, a reflection on feedback from a critique session, and a final Artist Statement.

EVALUATION:

Elizabeth, who goes by Liz, was a committed student in this program whose participation was very uneven due to external factors. Liz turned in the majority of assignments and participated in some program activities, always bringing full engagement and insightful contributions when present. Liz came to this program with excitement about the possibilities of video remix as a medium for representation and political activism.

Weekly seminars offered students an opportunity to engage and work through program readings, screenings, and concepts. For each seminar, students wrote a "synthesis" engaging with the assigned texts and generating ideas for discussion. Liz's assignments documented very good critical reading ability by identifying key concepts (with citations) and integrating them in astute and original commentaries. This writing evidenced excellent composition skills, as Liz communicated complex ideas in a clear and articulate manner, based upon thoughtful and substantive consideration of the material. Overall, Liz demonstrated a growing grasp of key theoretical frameworks for understanding video remix aesthetics, genres, communicative strategies, and cultures.

As for the practice of remix, actualized in a self-directed video project, Liz showed advanced skills in the conceptual and technical aspects of audiovisual editing. Liz chose to focus this piece close to home, crafting an examination and celebration of Evergreen in the form of a music video – a counter-narrative to the critical and sensationalist representation of the college in most media. Liz engaged seriously with critique, and the project improved significantly between the draft and final stages, making its intended impact more successfully. Liz was able to foreground the positivity of creative and activist cultures at Evergreen while maintaining the tension with oppressive elements (both internal and external). In particular, extensive use of video overlays linked form and content, capturing the complexity of these collisions. Liz completed all of the associated writing assignments, documenting an excellent capacity to articulate the personal inspirations, aesthetic strategies, and intended impact of this work. In a final Artist Statement, Liz wrote that "my goal with this remix project has been to silence the voices who are insistent



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on tearing down [Evergreen's] public reputation... I believe the final video supports a genuine view of our community culture—all the beauty, pride, and chaos in between." This culminating creative project demonstrated that Liz linked the theory of remix with its practice, expressing an original artistic voice and achieving significant growth in skills as a video maker.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

3- Media Studies: Remix Video History, Theory, and Aesthetics

3- Production: Editing Intensive Individual Project



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April 2023 - June 2023: Cooperative Development Lab

8 Credits

DESCRIPTION:

Faculty: Tamsin Foucrier, Ph.D.

In this program, students deepened their knowledge of cooperative fundamentals including governance structure, financial structures, business model structures, and more. In addition, students explored a variety of cooperative development tools such as the Cooperative Index Tool, Social Auditing, Sustainable and Cooperative Business Model Canvases, Appreciative Inquiry, SCORE Financial Analysis, and Balanced Scorecard. Students applied their knowledge of some of these tools through a series of scaffolded scenario-based assignments over the quarter. In addition, students worked as teams with community cooperatives in a fieldwork project that applied one of these tools in greater detail, regularly checking in with community partners. Finally, each week, students used lectures, readings, and media to explore course topics.

This program is a part of a series of courses that comprise the Sustainable Cooperative Development Certificate sequence.

EVALUATION:

Written by: Tamsin Foucrier, Ph.D.

Elizabeth, who also goes by Liz, consistently demonstrated critical reflection and participation during our time together as a cohort. Liz's individual assignments over the quarter demonstrated a deep understanding of program content and a capacity to adapt application of concepts to novel contexts. Liz's application of the Ownership Model Canvas, the Flourishing Business Model Canvas, and a sustainability reporting protocol for a simulated cooperative organization demonstrated their ability to synthesize and apply strategic sustainability and cooperative development knowledge covered over the course of multiple quarters. In addition, Liz's work displays a concrete understanding of governance structures, staff and member roles, and decision-making processes necessary to a well-functioning cooperative. Liz also has a strong grasp over using an appreciative inquiry model to help support visioning and strategic planning work for a cooperative enterprise.

Liz and their group worked with a local cooperative and used the Cooperative Check-Up Tool, the Ownership Model Canvas Tool, and an appreciative inquiry approach to help identify areas of strength and needed improvement for better alignment with the cooperative's mission and the seven cooperative principles. The group's work was excellent; their ability to apply and synthesize multiple cooperative development tools, analyze quantitative and qualitative data, and identify areas for improved strategic alignment demonstrated a strong understanding of this suite of tools should be used to support a cooperative's work in the real world. Liz and their team were able to coordinate with their community partner to deliver on their project scope. Liz has a promising future in sustainable cooperative development. Liz successfully completed all requirements for this program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 4 - Cooperative Business Development (Certificate Sequence)
- 4 - Cooperative Strategic Planning (Certificate Sequence)



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September 2022 - December 2022: Introduction and History of Cooperatives

4 Credits

DESCRIPTION:

Faculty: Tamsin Foucrier, Ph.D.

This *Introduction and History of Cooperatives* course over the fall quarter (2022) used lectures, guest speakers, and workshops on variety of cooperative topics including working collaboratively and communicating effectively in teams, consensus decision-making, anti-racism and anti-oppression, cooperative models and history, worker cooperatives, and the solidarity economy. Seven individual assignments required that students reflect on the content covered in the course, as well as prepare for our workshops. Students were also required deliver a group presentation on a specific cooperative topic, with students practicing their team-working and interpersonal skills in disseminating their chosen topic to the greater cohort.

This class is a part of a series of courses that comprise the Sustainable Cooperative Development Certificate sequence.

EVALUATION:

Written by: Tamsin Foucrier, Ph.D.

Elizabeth consistently demonstrated critical reflection and participation during our time together as a cohort. Elizabeth's insightful and well-researched written assignments reflected a capacity to adapt application of concepts to novel contexts, to think systemically, and reflected a willingness to engage thoughtfully and deeply with issues of racial diversity, equity, and inclusion. Elizabeth's group presentation on "Unions and Cooperatives" was excellent. In particular, Elizabeth provided a fantastic historical overview of the relationship between unions and cooperatives, the intersection of diversity, equity, and inclusion in the cooperative space, and an overview of the union cooperative model. While the group project was challenging for their group, Elizabeth demonstrated strong responsive project management, leadership and teamwork skills. Elizabeth successfully completed all requirements for this course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Cooperatives Fundamentals (Certificate Sequence)

2 - Professional Skills (Certificate Sequence)



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September 2022 - March 2023: Taking Back Empire: Political Economy, Militarism, and Decolonial Movements

31 Credits

DESCRIPTION:

Faculty: Savvina Chowdhury, Ph.D. and Zoltán Grossman, Ph.D.

Program description: Through the disciplinary lenses of geography, political economy and Indigenous studies this two-quarter program examined the expansion of U.S. empire, from Manifest Destiny to overseas conquests and present-day resource wars and “global apartheid.” We examined the political, economic, military, and cultural domination of the U.S. in its global sphere of influence, how it has shaped peoples and lands at home and abroad, and how people have in turn resisted, reshaped, and fought back against empire. The program examined the interconnections between global and local scales, foreign and domestic policies, and past histories and present-day legacies. We studied the lasting imprints of imperial control on local places, through political destabilization, military interventions and the proliferation of US bases, as well as the environmental effects of militarism and resource extraction. We explored the connections between imperialism and U.S. capitalist development through resource and labor extraction, global trade, finance and investment frameworks. We drew on feminist theory, political economy and political geography to analyze the racialized and gendered hierarchies of U.S. imperial order.

The program examined the continuous historical arc of imperial expansion, from the colonization of Native American nations, to economic and military colonialism in the Pacific / Asia, Latin America, and Caribbean, to occupations in the Middle East. Our case studies in fall were in Hawai’i, Guam, The Philippines, Puerto Rico, South and Central America, and Indochina; in winter our case studies were Afghanistan, Iraq, Egypt, Iran, Haiti, Yugoslavia, and Somalia.

Concurrently we explored people's resistance to empire in these countries, G.I. resistance to wars, ongoing resistance to U.S. military bases at home and abroad, mass movements against the neoliberal global order, and militarized “wars at home” waged against social justice movements, including Indigenous-led movements contesting the continued fossil-fuel extractivism of the U.S. petrostate. We learned about unlikely alliances between various social movements, and guest presentations introduced our students to Indigenous science, cultural resilience, and first-hand accounts of social movement participants.

A typical week included 9 hours of lecture (by faculty and guest speakers) and workshops, 1.5 hours of asynchronous film viewing and analysis, 2 hours of seminar discussion, and 3 hours of independent project work.

Experiential learning opportunities in winter included a walking tour of the Indigenous Arts campus, the Evergreen Art Gallery and the Social Justice Center; a field trip to downtown Olympia and a visit to the Squaxin Island Museum.

Writing Assignments: Assignments included biweekly papers synthesizing ideas across program readings, lectures and films; asynchronous comments responding to peers’ papers on Canvas; and quizzes that assessed students’ learning of contemporary regional maps, as well as basic grasp of concepts and theoretical frameworks.

Readings and films (fall): Readings included the books *The United States of War: A Global History of America’s Endless Conflicts* (David Vine), *An Indigenous People’s History of the United States* (Roxanne Dunbar-Ortiz), *Until the Rulers Obey: Voices from Latin American Social Movements* (Clifton Ross & Marcy Rein), selected chapters from *Second Treatise of Government* (John Locke), *Empire of*



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Capital (Ellen Meiksins Wood), and *Patriarchy and Accumulation on a World Scale* (Maria Mies); and the essays "What is Monopoly Capital" (John Bellamy Foster) and "Military are Environmental Vandals" (Joni Seager). Films included *As Long as the Rivers Run* (Carol Burns), *The Prize: The Epic Quest for Oil, Money and Power* (Daniel Yergin), *Act of War: The Overthrow of the Hawaiian Nation* (Puhipau & Joan Lander), *The Women Outside* (Hye Jung Park), *Hearts and Minds* (Peter Davis), and *Sir! No Sir!* (David Zieger), *Harvest of Empire: A History of Latinos in America* (Juan González), *The Insular Empire: America in the Marianas* (Vanessa Warheit), and *Tambien La Lluvia / Even the Rain* (Icía Bollaín).

Readings and films (winter): Readings included the books *The United States of War: A Global History of America's Endless Conflicts* (David Vine), *Global Civil War: Capitalism Post-Pandemic* (William Robinson), *After the Apocalypse: America's Role in a World Transformed* (Andrew Bacevich), *To Be a Water Protector: The Rise of the Windigo Slayers* (Winona LaDuke), and *No Country for Eight-Spot Butterflies: A Lyric Essay* (Julian Aguon), and selected sections of *Bananas, Beaches, and Bases* (Cynthia Enloe), *Baghdad Burning* (Riverbend), *Abolition Democracy* (Angela Davis), *Sister Outsider* (Audre Lorde), and *Power Politics* (Arundhati Roy). Films included *The Oil War* (David Schissgall), *Control Room* and *The Square* (Jehane Noujaim), *Life and Debt* (Stephanie Black), *Awake: A Dream from Standing Rock* (Josh Fox, James Spione, & Myron Dewey), *This is What Democracy Looks Like* (Jill Friedberg & Rick Rowley), *The Condor and the Eagle* (Clement Guerra & Sophie Guerra), and *Return of the River* (John Gussman & Jessica Plumbon).

Research: Walking Tours Project: The major research and writing assignment in this program involved students working independently on a collaborative group project, learning and writing about local places and historical events in a project titled "Olympia Hidden Histories." The project connected the local history of Olympia to global economic and military expansion. Student teams developed ArcGIS StoryMap self-guided walking tours on the histories of the Port of Olympia, including its role in international shipping and trade, militarization, and fossil fuels.

In fall quarter, students conducted research, supported by library and writing workshops, a workshop on archives by local area historian, and required that students submit an abstract, three separate drafts, as well as participating in an iterative revision process. Student teams collaboratively presented their research to the class using Powerpoint slides. Students attended the public launch of the "Olympia Hidden Histories" project.

In winter quarter, students learned to use StoryMaps. through in-program ArcGIS trainings, and developed the digital tours. Students developed new research on Port of Olympia connections to corporate resource and labor extraction, "oil wars" at home and abroad, and how social movements have organized against these injustices. Students developed the research findings into three "Olympia's Hidden Histories" tours on 1.) Port of Olympia shipping and global trade, 2.) the 2006-07 port blockades against Stryker equipment deployments to Iraq, and 3.) the 2016-17 port blockades against oil fracking equipment to North Dakota. Working collaboratively, the student teams developed textual narratives, maps, graphics, interviews, and audio-video clips to tell the stories of local connections to empire-building, and community activism to expose these connections. Student team panels collaboratively presented their StoryMaps to the class and community.

EVALUATION:

Written by: Zoltán Grossman, Ph.D. and Savvina Chowdhury, Ph.D.

Elizabeth 'Liz' Arias very successfully completed all requirements this quarter in our team-taught program, *Taking Back Empire: Political Economy, Militarism, and Decolonial Movements*. Liz did excellent work in exploring the connections between global political economy and militarization, between the colonization of Native America and U.S. overseas expansion, and between the corporate state and



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social movements at home and abroad. A sharp, lively critical thinker and articulate speaker, Liz contributed much to creating an intellectually engaged classroom dynamic.

To reflect on program texts and to prepare for seminar discussion, students wrote bi-weekly synthesis papers, discussing key concepts and connecting individual texts to program themes. Liz submitted all required synthesis papers, and her analysis of assigned readings were consistently thorough, detailed, and substantive, providing clear expositions of salient ideas, concepts and arguments. Liz submitted an outstanding synthesis paper, titled "Feminist Critiques of Imperialism," which drew from David Vine's *The United States of War*, Joni Seager's "Patriarchal Vandalism: Militaries and the Environment," as well as the film *The Insular Empire*, and a faculty lecture on feminist critiques of imperialism. The paper asserted that "counterinsurgency warfare is inherently anti-women as colonialist and de-indigenization processes began with the destruction of women's knowledge, authority, homes and bodies during the 13th century witch hunts of medieval Europe." In the U.S., a "toxic, masculine myth...breeds a culture dedicated to silence and hierarchy of knowledge baring, policies that reflect the strict goal of capital accumulation even if they include the sacrifice of the environment itself and indigenous peoples, a dedication to a false image of a flourishing, healthy natural landscape, and the largest differential in environmental impacts perpetrated by the most harmful weapons and negligent systems of human history." Women-centered movements are "for the liberation of our bodies and minds from the confines of a white supremacist capitalist patriarchy." Liz's paper was clearly written, thoroughly cited, and well organized.

Liz participated fully in the weekly seminar on the readings, offering useful insights that often drew from deep personal experience, and raised the discussion to a higher level of critical analysis. She made useful observations on fellow students' posts, about half the time.

Liz submitted all five take-home quizzes on thematic concepts and geographic maps, getting nearly perfect scores. Liz's work in her map and concept quizzes was excellent, showcasing her in-depth grasp of our studies in US foreign policy, militarism, political geography and political economy, as well as knowledge of political maps of Native America, East Asia, Latin America, Africa, Middle East and Eastern Europe. Liz demonstrated a solid grasp of concepts such as export-led industrialization, climate debt, corporate capture of regulatory institutions, the effects of automation and digitization on the labor market, militarized accumulation, as well as familiarity with local Olympia history and knowledge of global social movements. Her discussion of the role played by global trade and finance policies in undermining sovereignty of nations in the Global South was incisive; her summative discussion on how the dynamics of overaccumulation has led to worsening inequality in US society and a crisis of legitimacy of the neoliberal state was outstanding. Liz's work in her quizzes showcases her penchant for political economy as a lens of analysis.

As their fall-quarter project, students conducted research on local Olympia history, to recognize imperial imprints on our community, and trace connections between local and global affairs. The research will be used in winter quarter to produce "Olympia's Hidden Histories" self-guided walking tours in the ArcGIS StoryMaps digital format. Liz submitted an excellent 28-page paper (including graphics and bibliography) on the Port of Olympia and militarism, specifically on the topic of the aftermath of the 2006-07 protests against Stryker military deployments to the Iraq War. Her paper, titled "'Not the People's War': Olympia Post-Port Protests," documented the arrests, trials, and lawsuits of port protesters, revelations of military spying on the antiwar group Port Militarization Resistance, the upsurge in community activism that followed the port protests, and the dramatic decline in public support for the Iraq War. Liz delivered an excellent presentation to the class as part of a team panel, and fielded questions well.

Liz's final paper in fall quarter concluded that the "realities exposed about the Iraq invasion inspired many Americans to rethink their support for continued occupation. The tragedy of 9/11 could not be compensated by the death of more innocent people and U.S. troops overseas. Combined with hundreds of antiwar demonstrations across the country and around the world, the movement's radical minority in



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2003 to 2006 turned into a mainstream majority by 2007 to 2011.... As time went on, we saw larger numbers of groups who usually support military action...band together to act against the continued use of their Port to perpetuate the Iraq war.... The movement...proved that even when our population is politically polarized, mobilization is possible." Liz's paper was thoroughly researched and cited, with a very extensive bibliography, and written in accessible prose.

In the winter-quarter project to develop the walking tours, Liz participated in the six-student Port Militarization Team, which developed a tour around the deployment of Stryker armored fighting vehicles from Fort Lewis (now Joint Base Lewis-McChord) through the Port of Olympia to the Iraq War. The tour discusses the early legal rallies against the war, and the turn toward direct action to blockade the military cargo shipments through the public port in 2006-07. The tour covers antiwar dissent at other local ports, and within the Army at Fort Lewis, as well as the aftermath of the port protests in trials, public criticism of police violence and military surveillance, and a shift in public opinion against the war. The development of the walking tours involved trainings in ArcGIS StoryMaps, four edited drafts of the text, graphics, and StoryMaps layout, and a presentation to the class and community.

Liz helped to develop the tour sections on the Women's Port Action and the protest aftermath, and researched and wrote new sections on the Tacoma and Grays Harbor port protests, trials and military surveillance of port protesters, and the G.I. resource center Coffee Strong. She interviewed three key port protesters on their experiences with the organizing, protests, and legal system, and edited the contents. She collected videos on the Iraq War, and specifically on the use of Stryker combat vehicles, and on the police brutality used in suppressing the port protests. She independently produced an excellent three-minute video on the Stryker Brigades and port protests against their deployment. The excellent video effectively integrated the militarized repression of the Iraqi people, and the effects of a militarized police force in suppressing antiwar dissent at home.

Liz commented on the project work, observing that she "learned the importance and process of ethical storytelling, to cement the narrative in decolonial and anti-imperialist truths. I learned how to push through researching a very disturbing topic for the greater good (community justice and engagement)," and found that "documenting histories that actively suppressed by the government and media is extremely important." A fellow team member noted that her interviews and videos were "a great addition to our project." Liz was a valued member of the Port Militarization Team, and contributed to the success of the walking tours project.

Overall, it was a pleasure having Liz in class. She is a lively, intellectually engaged, and serious student, who expressed a keen interest in deepening her knowledge of political economy, militarism and decolonization studies. Liz's work showcased her increasingly sophisticated understanding of the political economy of race, class and gender in the United States, and exemplified her passionate commitment to social justice. Liz has the skills and capabilities to go much further in political economy and global studies. She has a promising future as an engaged scholar, researcher, and community organizer, who can effectively draw from her life experience and strong commitment to social justice. We look forward to seeing where her learning will take her.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 31

- 4- U.S. Imperial History: Colonization of Indigenous Peoples at Home and Abroad
- 4- Political Economy: Theories and Decolonial Movements
- 4- Human Geography: Militarism and Local-Global Connections
- 3- Political Economy of Global Capitalism
- 2- Indigenous Geographies: Decolonization Strategies
- 2- Military Studies: Countering Militarism at Home and Abroad



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2- ArcGIS Training: StoryMaps

10- Olympia Digital Walking Tours Project: Hidden Histories of Port of Olympia Militarization



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June 2022 - September 2022: Wilderness First Responder

4 Credits

DESCRIPTION:

Faculty: Paul Przybylowicz, Ph.D.

This wilderness medicine intensive focused on the knowledge and skills needed to deal with trauma, environmental and medical issues in wilderness settings. Students completed an 80-hour Wilderness First Responder training, which is outdoor industry standard for anyone leading/guiding groups or individuals. Students learned through lectures, workshops, and extensive simulations. Progress was assessed through individual observations of skills during simulated backcountry emergency situations which occurred in the campus forests. In addition, there were daily case studies and a comprehensive written exam. The *Wilderness Medicine Handbook* developed by Wilderness Medicine Training Center (see their website) anchored the curriculum. Successful completion resulted in a 3-year, nationally recognized certification.

EVALUATION:

Written by: Paul Przybylowicz, Ph.D.

Elizabeth (Liz) Arias successfully completed this course. Liz's work on the case studies and the final exam demonstrated an excellent understanding of the trauma, environmental, and medical issues that can occur in the backcountry. Liz's performance during the simulations and skills labs improved significantly. During the simulated accident scenarios, Liz demonstrated proficient response skills and an excellent ability respond to trauma, environmental, and medical emergencies. Liz earned a nationally recognized certification in wilderness medicine and is well prepared to cope with medical emergencies in the backcountry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Wilderness Medicine



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June 2022 - September 2022: Anti-Fascism and Competing Ideologies

4 Credits

DESCRIPTION:

Faculty: Michael Vavrus, Ph.D.

Students engaged in questions that arise in our contemporary era as to what anti-fascism, or *antifa* (a contraction of anti-fascism), represents. This accelerated summer course (a) examined the historical roots of anti-fascism and contrasted its characteristics with other ideological orientations (historical fascism, far right extremism, liberalism, and conservatism) and (b) introduced characteristics of each of these world views, including anti-fascism, to analyze the political landscape of our current historical moment with a focus on the United States. Course material differentiated among anti-fascist strategies of resistance and actions.

Importantly, students engaged in learning how an ideology contributes to strategies to create a worldview in the interests of a particular governing order with specific social, political, and economic practices. In their investigations of competing ideologies, students gained insights as to how different viewpoints lead to debates over what is considered just and fair. Students received an introduction to targets of proto-fascist and fascist politics of degradation and violence through the lens of discrete elements of the 1948 United Nations "Convention on the Prevention and Punishment of the Crime of Genocide."

Each class session, students engaged in readings that considered the implications of various ideological orientations when put in practice in 2022 and beyond. Students participated in regular writing assignments in preparation for lectures and seminars. Students also completed a quiz over course material.

Required texts included Bray's (2017) historical account in *Antifa: The Anti-Fascist Handbook*; Hill's (2018) detailed study *The Antifa Comic Book: 100 Years of Fascism and Antifa Movements*. Vancouver, BC: Arsenal Pulp Press; Miller-Idriss (2021) analysis in *Hate in the Homeland: The New Global Far Right*.

Documentary films and interviews included "Growing Threat of Right Wing Extremism Inside Local School Boards"; "Gangsters of Capitalism: Jonathan Katz on the Parallels Between Jan. 6 and 1934 Anti-FDR Coup Plot" (2022); book talk by author Mark Bray (2017); "Republican Congresswoman Mary Miller Quotes Hitler During Rally" (2021); "Trump-Backed Rep. Mary Miller Says at Rally That Overturning Roe v. Wade is A 'victory for White life' – Campaign Says She Misspoke" (2022); "How the Capitol Attack Unfolded" (2022); "Texans Explain What Animated Their Loved Ones, Neighbors to Storm the Capitol" (2022); "Undercover in the Alt Right" (2017); "American Insurrection" (2022); "Antifa Members Talk Protest Tactics: 'We Don't Depend On Cops'" (2019); "Biden Warns of 'Dagger at the Throat of America'; Fascism Expert Says Trump's Personality Cult Growing" (2022); "'Children of the KKK': White Supremacist Patriot Front Marches Through Boston, Attacks Black Artist" (2022); "Can Biden Undo Trump's 'Remain in Mexico' Policy That Forced Asylum Seekers into Dangerous Conditions?" (2022); "'Counter-Revolution of 1776': Was U.S. Independence War a Conservative Revolt in Favor of Slavery?" (2014); "A Night at The Garden - Field of Vision" (2017); "Antisemitism on the Rise in the U.S." (2022); "Islamophobia in America 20 years after 9/11" (2019); "The Second': Carol Anderson on the Racist History Behind the Constitutional Right to Bear Arms" (2021); "Indigenous Artist, Activist, and Author Gord Hill" (2021); "A New USDA Commission Asks How to End Discrimination in Farming, but Black Farmers are Skeptical" (2022); "Fairy Creek: Indigenous-Led Blockade of Old-Growth Logging Is Now Canada's Largest Civil Disobedience" (2021); and "How Some Members of the Republican Party Have Normalized the Use of Violent Rhetoric" (2022).



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Online news accounts included "In Ad, Shotgun-Toting Greitens Asks Voters to Go 'RINO Hunting'" (*New York Times*, 2022); "'I'm Going to Kill You': Congresswoman Jayapal Targeted in Alleged Hate Crime" (*Common Dreams*, *Seattle Times*, 2022); Supreme Court Rules Biden Administration Can End "Remain in Mexico" Policy, Sending Case Back to a Texas Court (*Texas Tribune*, 2022).

EVALUATION:

Written by: Michael Vavrus, Ph.D.

Elizabeth (Liz) Arias met course expectations. Her work overall was good, and taken holistically, evidenced an ability to regularly engage in academic analyses and critical reflections on course material and her own learning.

Liz's seminar preparation papers demonstrated a very positive engagement with assigned texts. Her in-class seminar participation toward the end of the course made constructive contributions to interpretations of assigned texts. Liz's quiz score over course material was moderately good.

During this accelerated course Liz was developing well in being able to distinguish among competing ideological orientations their respective effects on various population groups. She successfully identified practices that help to explain key social, economic, historical, and political perspectives that impact our current historical moment in the United States.

In summary, Liz demonstrated the necessary knowledge, dispositions, and academic skills to engage in further studies in the social sciences and humanities.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Introduction to Theory & Practice of Anti-Fascism

2 - Introduction to Theory & Practice of Historical Fascism and Contemporary Far-Right Extremism



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June 2022 - September 2022: Statistics and Research Methods for Psychology and Other Social Sciences

8 Credits

DESCRIPTION:

Faculty: Carrie M. Margolin, Ph.D.

This evaluation is based on a 5-week, intensive summer session of statistics that covered the basics of descriptive statistics (graphing techniques, measures of central tendency and variability, standard scores, percentiles and percentile ranks, regression, correlation), elementary probability theory, and inferential statistics (sampling distributions, hypothesis testing, z-tests, t-tests, chi-square). The textbook was *Fundamental Statistics for Behavioral Sciences (8th Ed.)* by Robert B. McCall. There were four examinations on statistics.

Research methodology was the second component of the course. The course covered experimental designs (independent groups and repeated measures designs). We covered the use of variables and controls, factorial designs, validity, and ethical considerations of research. There was one examination on experimental methodology.

EVALUATION:

Written by: Carrie M. Margolin, Ph.D.

Elizabeth Arias was enrolled in *Statistics and Research Methods for Psychology and other Social Sciences* during Summer 2022. Elizabeth did excellent work throughout and earned full credit.

Elizabeth's work this quarter was uniformly excellent. Elizabeth was one of the strongest students in the class in terms of calculation ability and grasp of the statistical concepts underlying the calculations. Elizabeth was a diligent student who always came to class prepared and benefited from attentive listening in class. Elizabeth worked well with fellow classmates. Elizabeth's exam performance was meticulous and solid, with virtually perfect work on even the most difficult calculations on all exams. Elizabeth's research methodology exam was also superior. Elizabeth has an excellent command of the material in statistics and research methodology. Overall, Elizabeth is well prepared for advanced study in statistics and research methodology, should Elizabeth choose to do so.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Introductory Statistics (Descriptive and Inferential)

4 - Psychology: Research Methodology



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March 2022 - June 2022: Photography: Studio Practice

2 Credits

DESCRIPTION:

Faculty: Carrie Chema

Photography: Studio Practice was an advanced level photography class that was an experiential studio art course. This class focused on techniques and concepts of photography in the context of both continuous and strobe based lighting studio practices. Students gained experience with studio equipment, tungsten and electronic flash lighting techniques; still-life and portrait photography in a studio environment as well as on-location shoots using professional-grade lighting equipment.

This class was project based and included three large assignments over the duration of the quarter. Students began their studies of light with a still life project where they gained familiarity with controlling light in the studio environment. Then they moved to a portraiture assignment which allowed them to shoot on location, if they chose, exploring ideas of identity, and the ethics of representation in photography. The course culminated with a final project that asked students to create a series of ten images that were engaged with a theme, idea, mood, or issue of the student's choice. Emphasis throughout the quarter was placed on the production of this professional-quality portfolio which was designed to demonstrate student's advanced knowledge of studio lighting equipment, techniques and image editing to support their conceptual theme.

EVALUATION:

Written by: Carrie Chema

Elizabeth (who goes by Liz) demonstrated basic understanding of some learning objectives for this course. Liz started out the quarter with strong attendance and engagement. Liz was an active member of the class community in the early weeks of the quarter but Liz's attendance and participation in the class waned around the middle of the quarter.

Liz completed work for one out of three of the projects for this class. Liz created a series of three still life images that were dynamic, creative, surreal and exciting. For some of these images, Liz worked in the lighting studio and showed a beginning exploration into the possibilities of artificial, controlled studio lighting for photographic purposes. These images demonstrate great potential that Liz has as a visual communicator if Liz chooses to put attention to that pursuit.

When Liz was active in the class, it was clear that Liz has a sharp, unique perspective and communicates that perspective effectively both in their interactions with peers and in their photographic images.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Photographic Studio Lighting



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March 2022 - June 2022: Outdoor Leadership and Group Dynamics

12 Credits

DESCRIPTION:

Faculty: Cynthia Kennedy, MBA, and Paul Przybylowicz, Ph.D.

This one-quarter program was composed of three major threads: outdoor leadership, communication, and group dynamics. These threads overlapped through both theoretical and experiential work. Students registered for either 12 or 16 credits. The 16-credit curriculum included a fourth thread, wilderness medicine which was a two-week intensive Wilderness First Responder training.

The theoretical foundations in interpersonal communication, judgment and decision-making skills, leadership theory, teaching and facilitation, diversity in the outdoors, trip planning, and the history of outdoor leadership viewed through multiple perspectives were anchored by *The AMC Guide to Outdoor Leadership* by Kosseff, *The NOLS Wilderness Guide* by Harvey, *The Power of Curiosity* by Taberner and Siggins, *Collaborating with the Enemy* by Kahane, *Dare to Lead* by Brown, *Black Faces, White Spaces* by Finney, and additional online articles and videos.

Students read, discussed, and analyzed these texts in the context of their own leadership development. Each student also created a leadership development plan using the Clifton Strengths leadership assessment tool which helped them identify and bring forward their natural leadership strengths.

Students put the theories of leadership into practice through small group work and developed self-awareness in their own personal and work lives through directed observations and reflective writing. Weekly summative writing documented their understanding of their own learning. In addition, each student prepared and taught two teaching topics, one pertaining to practical backpacking skills, and one about diversity in the outdoors. Students worked in small teams that planned and led a day-long field trip into the Olympics. For a final project, students developed a detailed plan for a multi-day trip (3 days, 2 night minimum) which could be submitted to a potential investor for financial support. The trip plan included all the logistics and planning needed to ensure the safety and well-being of clients, along with a day-to-day plan that included teaching workshops. During week 9, students then completed their planned trip and compared the actual experience with the planned to refine their skills and perspectives.

The wilderness medicine part of the program focused on the knowledge and skills needed to deal with trauma, environmental and medical issues in wilderness settings. Students completed an 80-hour Wilderness First Responder training, which is outdoor industry standard for anyone leading/guiding groups or individuals. The *Wilderness Medicine Handbook* developed by Wilderness Medicine Training Center anchored the curriculum. Students learned through lectures, workshops, and extensive simulations. Progress was assessed through individual observations of skills during simulated emergency situations in the field, daily case studies, and a written comprehensive exam. Successful completion resulted in a 3-year, nationally recognized certification.

EVALUATION:

Written by: Cynthia Kennedy, MBA, and Paul Przybylowicz, Ph.D.

Elizabeth Arias, who goes by Liz, was an engaged and committed student who had an excellent quarter and earned full credit. Liz attended most of the classes and completed most of the assignments, mostly submitted late. Liz's writings and questions documented a thoughtful engagement with the material and she was well-prepared to fully participate. Liz submitted most of the weekly learning summaries, which documented a very good overall understanding of the program themes.



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Part of Liz's leadership success this quarter came from using the Clifton Strengths assessment tool to identify and strengthen several of her natural leadership talents through a personal leadership development plan and ongoing practice. Liz has the following strengths: learner, strategic, achiever, intellection, and developer. This unique combination of strengths gives her the ability to be a strong outdoor leader, especially able to make things happen. Liz's writing showed that she was making connections between the various leadership skills through awareness of herself as well as others in a group. Liz's contributions during seminar were thoughtful and direct and often helped focus the discussion, especially around issues pertaining to diversity in the outdoors.

Interpersonal skills, including effective communication, are another important component of leadership and Liz took advantage of the many opportunities we gave her to practice self-leadership and good communication in small-group settings. These included leading discussions, teaching peers, co-leading a field trip, providing feedback and expressing ideas. Liz completed a majority of the communication work; overall, her work was excellent. This came through in the two teaching plans, which demonstrated very good understanding of the technical skills needed to frame and present a focused lesson to a group.

As a culmination of her leadership and communication work throughout the quarter, Liz's final trip plan for a backpacking trip on the north fork of the Quinault River was very good; well-written and detailed. Her trip plan demonstrated that she was fully capable of planning for the safety and well-being of a small group of clients. Liz gained invaluable experience by doing the trip with three other students and comparing the planned with the actual. Their presentation of what they learned was excellent. Overall, Liz left this program well-prepared for further study and work in outdoor leadership, communication, and group dynamics.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

6- Outdoor Leadership

6- Communication and Group Dynamics



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January 2022 - March 2022: Introduction to Sustainability and Business

4 Credits

DESCRIPTION:

Faculty: Tamsin Foucrier, Ph.D.

In this course, students explored the following questions: What does a truly sustainable business do? How can an enterprise participate in today's market and economic systems, while contributing positively to social and environmental systems? Students learned about sustainability concepts, as well as historical and structural aspects that create the current context for the global market and sustainability as we know it today. Students also delved into more specific tools, approaches, and structures that current businesses can use become "greener" and "more sustainable" and explored challenges and opportunities that accompany these tools and approaches. Students utilized texts, original research articles and current events to explore these topics. Students applied an integrated approach to sustainability and enterprise through a four-part, real-world case study project that they scaffolded over the quarter.

EVALUATION:

Written by: Tamsin Foucrier, Ph.D.

Elizabeth consistently demonstrated excellent reflection and participation during our time together as a cohort. Elizabeth explored Meijer in a scaffolded case study assignment over the quarter, critically analyzing the enterprise's systems against principles of sustainability. Elizabeth's work also skillfully identified areas of risk and opportunity for strategic sustainability for their selected case study. Elizabeth's case study assignments reflected a capacity to adapt application of concepts to novel contexts, to think systemically, and carefully integrate feedback over time. In addition, Elizabeth demonstrated a strong ability to communicate complex and challenging concepts to different stakeholder groups. Elizabeth consistently engaged with peers during our sessions and provided thoughtful feedback on others' case study assignments. Elizabeth successfully completed all requirements for this course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Strategic Sustainability



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January 2022 - March 2022: Culture, Community, and Cosmos: Health Sovereignty and Self-Determination

4 Credits

DESCRIPTION:

Faculty: Toby Sawyer

Culture, Community, and Cosmos focused on the theme "Health Sovereignty and Self-Determination." Students explored how a sense of place connects with health and well-being and investigated the meaning of health as it applied to themselves, the community, and the dominant culture. They learned how public health policy and practice follow a normative analysis that undermines Indigenous understandings of health, and considered the meanings, cultural and political, of self-determination as it applies to Indigenous Peoples. Students also examined how narratives as ontological inquiry can allow for, and validate, many understandings of health; importantly, how narratives can reverse cognitive domination by the colonizer and empower communities and their citizens to maintain cultural integrity, languages, and frames of reference. By deeply engaging with the importance of culture to address health inequalities and using research skills, students worked in small groups to create a best practice needs assessment final project. Throughout this course students were introduced to a diverse learning environment for expanding critical thinking, academic writing and research, knowledge of western and Indigenous pedagogy and praxis, and how to sustain individual and community well-being while creating a strong open minded learning community invested in multi-perspective communication and thought.

EVALUATION:

Written by: Toby Sawyer

Elizabeth Arias fully employed the Greener Foundation curriculum by skillfully examining how Evergreen's Five Foci and Six Expectations of an Evergreen graduate related to their own experiences and worldviews across academic programs and courses. Elizabeth also wrote an insightful letter to future Evergreen students and consistently integrated better ways to balance themselves and their work, practiced ethics, and continued to learn new and better ways of living outside of the colonial lens. Elizabeth's capable writing skills and expert synthesis of western and Indigenous understandings of health were evidenced in a dynamic policy paper where personal, and dominant cultures meanings of health were adequately explored. Additionally, Elizabeth engaged with a qualitative research method and used ethical approaches to community engagement by interviewing an elder and practiced ongoing collaboration with the completion of a dynamic Community Needs Assessment. Elizabeth completed most assignments and required readings to skillfully complete this course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Greener Foundations

2 - Indigenous Studies



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January 2022 - March 2022: Social Deviance: the Sociology of Rules, Violations, and Sanctioning

8 Credits

DESCRIPTION:

Faculty: George S. Bridges, PhD

This class examines the sociology of deviant behavior and its control. Students read scholarly work on the causes of deviant behavior and society's reactions to it. They learn:

- How norms govern our behavior and our status in groups,
- Whose interests are protected and preserved by social norms,
- How norms are internalized through socialization and become habits,
- What are explanations of how and why people violate social norms,
- What are the conditions in which norms are broken and sanctions imposed, and
- What are the impacts of being sanctioned for violating social norms.

Students also learn to read, interpret, and critically evaluate research on norms and norm violations. Finally, they develop skills in applying knowledge about social deviance and its control to how we engage major social problems in our communities and the larger society.

The class met in two formats: in-person sessions on Sundays and Zoom session on Tuesday and Thursday evenings. Concerns about the pandemic prevented some students from attending in-person sessions.

EVALUATION:

Written by: George S. Bridges, PhD

Over the course of the term, Elizabeth (prefers Liz and is how I refer to her in this evaluation) attended the majority of our in-person classes, completed the required writing assignments, and participated in class discussions. By virtue of her participation and interest in the class, she also contributed to other students' learning. Others would often respond and engage the questions she asked and issues she raised.

In her written work, Liz developed and demonstrated an understanding of key concepts in the study of social deviance and how social scientists explain the causes of deviant behavior and societal reactions to it. Liz also developed skills in applying social science concepts to interpreting and explaining the impact of norms and their enforcement as they relate to the distribution of power in society.

The quality and depth of Liz's submitted work was somewhat inconsistent over the course of the term. I attribute this to personal challenges she experienced outside of class. Her best written work reflected a deep understanding of macro and micro sociological theories of deviance and conveyed her capacity to apply theories in explaining a wide range of major social problems. In this work, she demonstrated clarity of thinking about the material we studied and logical reasoning in presenting her arguments.

An example drawn from one of her assignments illustrates her thinking about how one of the theories discussed in class might explain high rates of crime and delinquency in urban areas:

Social Disorganization Theory was developed to explain the role of social locations in the distribution of deviance and crime. Neighborhoods, schools, and cities became units of analysis to deploy this macro-level theory, which pertains to the characteristics of the environment that may cause deviance. Surrounded by neighborhoods with high criminal activity, poverty, and



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violence, researchers at the University of Chicago wondered what made these communities unable to control “social problems” that eventually led to serious deviant infractions. Social Disorganization Theory ... focuses on collective instances rather than on individuals themselves by mapping cases of social deviance in hopes to find the causes for it in the environment.

Shaw and McKay (1942/1969) first introduced the theory in their work *Juvenile Delinquency in Urban Areas*. They found delinquency and criminality clustered in certain neighborhoods and majority of these communities were encircling the metropolitan area of Chicago, or the Central Business District (CBD), and, as “delinquents” left their inter-city residences, their instances of delinquency declined. ... In Shaw and McKay’s review, structural conditions like “poverty, population turnover, and racial/ethnic heterogeneity” made it impossible for [some communities to reduce] delinquency and crime in their neighborhoods (Inderbitzen, Bates, & Gainey, 2021, pp. 185). ...

A recent [extension of] Social Disorganization Theory comes from Eck and Linning (2019), whose work attempted to expand on the origin of structural characteristics that initiate and cultivate deviant behavior. These theorists believe external forces intentionally work to keep certain demographic [groups] of the population isolated in socially disorganized neighborhoods and defined two primary mechanisms, restricted access and forced mobility, utilized by groups in power to sustain the ... disorganization. “Restricted access to buying and renting in certain neighborhoods results in compulsory confinement of certain groups in socially disorganized neighborhoods, depriving them of the geographical, social, and economic mobility others are afforded” (Inderbitzen, Bates, Gainey, 2021, pp. 203).

Another example of her capacity to communicate what she has learned effectively using video. She produced an excellent brief video incorporating PowerPoint slides to summarize her assessment of a different theory, one focusing on how society controls social deviance in ways that have the effect of reinforcing and exacerbating racial inequality in the society. I've submitted the video for inclusion in her transcript file.

As instructor, I appreciated Liz’s presence in the course and her contributions whenever she attended. She listened attentively to other students’ views and respectfully acknowledged their views despite periodically disagreeing with them. I’ve encourage Liz to remain focused on her studies, to pursue her intellectual interests, and to increase her engagement and participation in her classes – this, for her own benefit and the benefit of others.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

8- Sociology



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September 2021 - December 2021: Greener Foundations

2 Credits

DESCRIPTION:

Faculty: Wade Arave and Julie Rahn

First-Year students' academic skill development was supported by their participation in Foundations of College Success, a module of instruction and community-building activities where students were introduced to college support services and practices, wellness strategies, seminar skills, reflective writing, time management strategies, and more to foster both personal and academic growth.

EVALUATION:

Written by: Wade Arave and Julie Rahn

Elizabeth Arias completed the Foundations of College Success course with sufficient work to earn full credit. She submitted most of the assignments and met the basic criteria of the course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Foundations of College Success



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September 2021 - December 2021: In Sickness and In Health

14 Credits

DESCRIPTION:

Faculty: Arita Balaram (Psychology), Toska Olson (Sociology), Eric Stein (Anthropology, History)

In this foundational, hybrid (online and in-person) social science program, students explored cultural, social, and psychological approaches to the body and health in order to develop a complex, integrative understanding of well-being. Students completed weekly seminar synthesis essays and an extensive autoethnographic project that utilized our readings in feminist psychology; narrative psychology; community psychology; medical anthropology; and the sociology of health, illness, and healing. As part of our studies of positive psychology, students completed a weekly collaborative ecotherapy practicum that entailed shared reflective activities and writing exercises. In medical anthropology, students learned introductory qualitative ethnographic techniques through documenting and analyzing health-related objects and settings in three short observational notebook assignments. Sophomore - senior students completed additional work in applied anthropology, community psychology, and medical anthropology that culminated in a short project overview, a 5 - 7 page library research report on a social problem, and a presentation on interventions by existing organizations.

EVALUATION:

Written by: Arita Balaram (Psychology), Toska Olson (Sociology), Eric Stein (Anthropology, History)

Liz has been a thoughtful, impassioned, and resilient student in In Sickness and In Health. Liz came to the program interested in public administration, community development, and social anthropology, and a desire to grow her research, communication, and collaborative skills. Liz's participation in the program has been solid in all aspects of our work. She has succeeded in meeting all the expectations for her attendance and assignments and has received full credit for her participation in the program.

Liz participated actively in seminar and contributed important observations and questions about the ideas introduced in our readings and their implications for people's everyday lives. She responded thoughtfully to her peers and could be counted on to provide summaries, perspectives, and inquiries that helped everyone in the room more clearly and deeply understand the mutual subjects at hand. Liz's weekly seminar papers were thoughtful, emotive, and compelling, deeply based in the readings and her observant responses to them. From the start of the quarter, these papers were consistently articulate, specific, and well organized. Her work demonstrated very strong habits of thought (metacognition, synthesis, and analytic skills) and a strong grasp of central themes from the program.

Liz's ecotherapy group explored the relationships between self, community, and ecosystem through conversations and adventures in natural settings and community site visits. One strength of this group was in the interpersonal connections they developed through their ecotherapy discussions. Over the quarter, the team developed trust and openness as they explored topics such as self-compassion and perspective-taking, and they become aware that volunteering at community organizations brought team members closer together. The group's journal demonstrated a fairly good substantive engagement with the Ecotherapy Workbook material and its personal applications, and teammates gained experience with a variety of collaborative roles. Independently, Liz noted a deepening appreciation for gratitude practices and for connecting with peers through open conversation. In commenting on Liz's collaborative skills, group members highlighted Liz's openness, sense of humor, and enthusiasm.

Liz's ethnographic work demonstrated strong observational, descriptive, and analytic skills. She completed most of the scaffolding assignments for the autoethnography on time, which contributed to the strong work she did on her final draft. Liz wrote about the intersections of place and well-being in her deep exploration of the home space. She drew skillfully on a range of program concepts, including



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trauma, stress responses, first and second-order change, coping strategies, allostatic load, self-compassion, and healing justice. The connections Liz made between her narrative and the program content were impressive and demonstrated the extensive knowledge she has gained over the course of the quarter about how individual health and well-being are shaped by larger systemic factors.

It was a pleasure to have Liz in our program and wish her the best of luck in her future studies.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 14

- 4 - Narrative Psychology
- 2 - Positive Psychology: Ecotherapy
- 2 - Community Psychology
- 2 - Medical Anthropology
- 4 - Sociology of Health, Illness, and Healing



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September 2020 - December 2020: America in Translation: History, Culture, Theory
13 Credits

DESCRIPTION:

Faculty: Vuslat D. Katsanis, Ph.D. and Brad Proctor, Ph.D.

This program combined U.S. history, cultural studies, comparative literature, and film studies through the framework of translation. It explored how Americans translated the stories of their lives to each other, how they translated ideas about Americanness to new immigrants or foreign audiences, and how they translated stories of non-Americans to an American audience.

Historical topics included the political struggles and everyday lives of diverse groups of Americans in the United States from the 1800s to the present, including settler colonialism, immigration, slavery, the Civil War and Reconstruction, the development of market capitalism, the Cold War, and the economic and political realignments of the twenty-first century. Topics in comparative literature and critical theory included rhetoric, aesthetics, the social construction of race, discussions of intervention and appropriation, narrative voice and position, translation as transformation, and analysis of genre, audience, and context. Common themes included how categories of identity were shaped and changed by different lived experiences—particularly those of race, class, gender, and sexuality—how these identity categories were used to exclude people from political power, and how people have translated their lived experiences into popular culture and/or political claims to reshape the nation and world.

Primary readings included: Eric Avila's *American Cultural History: A Very Short Introduction*; Frederick Douglass' *Narrative of the Life of Frederick Douglass*; Ralph Ellison's *Invisible Man*; Layli Long Soldier's, *WHEREAS: Poems*; and Ocean Vuong's *On Earth We're Briefly Gorgeous*. Supplemental readings included: nineteenth-century slave narratives; selected poetry by Marilyn Chin; R. Radhakrishnan's "The Epistemology of Pessimism;" selections from Eve Kosofsky Sedgwick's *Epistemology of the Closet*, Patricia Hill Collins's "It's All in the Family: Intersections of Gender, Race, Nation;" selected chapters from Harriet Beecher Stowe's *Uncle Tom's Cabin*; selected chapters from P.T. Barnum's *The Life of P.T. Barnum*; and selected chapters from Lawrence Levine's *Highbrow/Lowbrow: The Emergence of Cultural Hierarchy in America*.

Films included: *Ethnic Notions*, dir. Marlin Riggs, 1987; *Birth of a Movement: The Battle Against America's First Blockbuster*, dir. Susan Gray, 2017; *Black Theater: The Making of a Movement*, dir. Woodie King Jr., 1978; *The Music Man*, dir. Morton DaCosta, 1962; *The Simpsons* Episode: "Marge vs. the Monorail" (Season 4, Episode 12); *Do The Right Thing*, dir. Spike Lee, 1989; *High School: Documenting a Philadelphia High School*, dir. Frederick Wiseman, 1968; *The King and I*, dir. Walter Lang, 1956; *They*, dir. Anahita Ghazvinizadeh, 2017; and *Good Bye, Lenin!*, dir. Wolfgang Becker, 2003.

The program's three major assignments consisted of a Rhetorical Analysis Paper of Frederick Douglass' 1852, "What to the Slave is the Fourth of July?" speech, a Comparative Book Review of two academic publications of a student's choosing, and a Literary Pastiche creative writing project. To practice critical thinking, textual close-reading, and comparative analysis, students also wrote weekly reading workshops, in which they responded to specific questions tailored to that week's material and sought to make connections with other program material. To practice visual literacy and film analysis, students wrote additional weekly short essays on the films screened in class, in which they sought to make connections between the film and the week's readings in theory, history and literature.

As a "foundations level" interdisciplinary program, the primary learning objectives focused on skill-building assignments including critical and close reading, knowledge of library research practices, strengthening writing and revision ability, building the ability to work independently and in teams, and gaining knowledge of Evergreen's five foci. Foundations programs teach transferable skills that prepare



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students for intermediate or advanced college work, while introducing students to the fundamentals of specific fields of study.

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

EVALUATION:

Written by: Vuslat D. Katsanis, Ph.D.

Elizabeth (Liz) Arias successfully completed the program. Liz maintained perfect attendance, completed most assigned tasks, and actively participated in class activities.

Elizabeth's weekly writing on the assigned readings and films demonstrated strong analytical skills with noticeable improvement to writing and reading comprehension throughout the weeks. Her reading workshops consistently engaged the readings with precise detail as prompted, and provided interpretation of specific textual details. Liz' weekly film analyses demonstrated good narrative interpretation and ability to make connections between texts. Further practice in analyzing film aesthetics and genre studies will strengthen this component of her learning. Finally, Liz submitted samples of the academic journal she kept this quarter. It contained evidence of her excellent attendance and study habits, including notes from lectures, seminars, and workshops, with additional thoughts on self-motivated learning. As such, the journal proved the seriousness with which Liz approached her learning this quarter.

For the first major essay assignment, Liz wrote a rhetorical analysis of Frederick Douglass's 1852 speech, "What to the Slave is the Fourth of July?". The paper developed effectively from outline to final draft, displaying Liz's strong potential in academic writing. The final draft was well-developed with good textual evidence and contextual detail. The overall organization of the paper, proper citation, and clear writing were strong. While Liz can benefit from further developing her argument, Liz's analysis of specific rhetorical appeals with respect to the general rhetorical situation proved Liz's ability in critical thinking and writing. To complete the paper, Liz attended peer-review workshops and integrated feedback from faculty and peers to strengthen both lower-order and higher-order compositional concerns.

Liz's literary pastiche was based on Layli Long Soldier's poetic style in "38." Staying faithful to Long Soldier's poetic elements, including allusions, direct address, self-reflexivity, Liz wrote an original piece on the Tulsa Race Massacre. Liz's poem contained many poignant moments with accurate historical detail and effective emotional tone. When Liz volunteered to read her poem on the final day of classes, her poem was met with overwhelming praise by peers and faculty. The thoughtful approach to the assignment and attention detail, both at the level of composition and the review process, displayed Liz's excellent ability in creative writing, intellectual synthesis, and close-reading.

Greener Foundations instructors wrote: "Elizabeth successfully completed the Foundations of College Success portion of our program, submitting their work in a timely fashion and consistently engaging in the community-building and academic support activities, which successfully contributed to their overall academic achievement this quarter."

Finally, it must be acknowledged that notwithstanding the various unpredictable challenges of the Covid-19 global pandemic and the sudden shift to online learning, Liz persisted to meet the program's various learning goals. Liz had a strong quarter of study and achievement. She is prepared for intermediate work in the academic humanities.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 13

- 4 - History: American Cultural History, 1800-2020
- 4 - Comparative Literature: Forms, Genres, Histories
- 3 - Culture and Theory: American Cultural Studies and Critical Approaches
- 2 - Foundations of College Success



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Student Self Evaluation for America in Translation: History, Culture, Theory
09/2020 - 12/2020

My first quarter at Evergreen, though plagued by limitations due to corona-virus, was a very successful quarter for me in my academic and personal life. To start, I should mention my ease in consuming the readings and films each week, allowing me to participate constructively in class seminars and workshops. Though completing the written assignments was more of a challenge, this gave me insight into my own time management habits and how they can be altered to foster success in all aspects of my wellness- financial, spiritual, intellectual, physical, social, and emotional. In this course, I learned the value of my participation and that of other students. Many times, a fellow student's perspective completely changed how I engaged with the material and vice versa. Especially in the era of Zoom class, I learned how to listen, one of the most important and forgotten skills in modern communication. Since taking this course remotely, I have gained experience in intellectual etiquette, such as, active listening, not cutting off, patience, and, organically, the ability to enter a conversation, not with the goal of changing someone's mind, but to have my mind changed. This amount of engagement by myself proves the fulfilling of the second through fourth Evergreen expectations. As for the material of the course, it has awarded me many new skills to utilize in my academic and professional careers. For example, discussing topical material taught me to effectively communicate with my peers on difficult subjects; writing numerous essays and film reviews, not only expanded my academic vocabulary and honed my writing skills, but also helped me build a foundational process for analyzing material; and with limited class time, I was able to learn the advantages of independent working and how to do so sufficiently, fulfilling the first of our Evergreen expectations. Continuing on this path of education, learning more about how to read and work academically, will help me fulfill the last two expectations in their totality.



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EVERGREEN TRANSCRIPT GUIDE

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

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

Educational Philosophy:

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

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

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

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

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

Academic Program

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

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

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

Evaluation and Credit Award:

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

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

Credit is recorded by:

Quarter Credit Hours: Fall 1979 to present

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

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

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

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

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

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

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

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

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