



Martin, Rachelle Suzanne

A00075151

Last, First Middle

Student ID

**DEGREES CONFERRED:**

Bachelor of Arts

Awarded 15 Jun 2007

**TRANSFER CREDIT:**

Start	End	Credits	Title
09/1999	12/1999	13	Lower Columbia College

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2000	06/2001	46	<b>Individuals Versus Societies</b> 6 - Japanese Literature 6 - American Literature 4 - Film Studies 5 - Japanese History 6 - American History 7 - Expository Writing 2 - Psychology 3 - Sociology 3 - Creative Video Production 2 - Film History 2 - Film Theory
09/2001	03/2002	28	<b>Political Economy and Social Movements</b> 4 - Political Economy 3 - United States History 3 - Social Movement Theory 3 - History of Economic Thought 3 - Race, Class and Gender 5 - International Political Economy 4 - United States Foreign Policy 3 - Independent Project: Center for Economic Justice
09/2002	12/2002	8	<b>Suburban Nation: Culture, Class and Environment</b> 4 - 20th-Century United States History 4 - Urban and Regional Studies
09/2003	12/2003	16	<b>Mathematics in the History of Science</b> 4 - History of Science and Mathematics 4 - Introduction to Logic and Mathematical Reasoning 4 - College Algebra 4 - Elementary Mathematical Models
01/2004	03/2004	10	<b>Introduction to Natural Science</b> 1 - Seminar: Scientific Communication 4 - Introductory Biology 5 - Physics with Laboratory



Martin, Rachelle Suzanne

A00075151

Last, First Middle

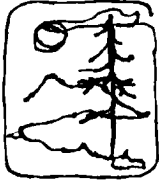
Student ID

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
03/2004	06/2004	16	<b>Constructing the North American State, 1700-1800</b> <i>4 - United States History: The United States Founding (Upper Division)</i> <i>4 - Political Science: State Formation: The Early United States (Upper Division)</i> <i>4 - Political Theory: Early American Political and Economic Thought (Upper Division)</i> <i>4 - Political Economy: Revolutionary/Post-Revolutionary United States, 1776-1800 (Upper Division)</i>
03/2004	06/2004	2	<b>Approaches to Healing</b> <i>2 - Approaches to Healing</i>
09/2004	12/2004	16	<b>Advocacy in a Transitional Period</b> <i>16 - Internship: Domestic Violence Advocacy</i>
01/2005	03/2005	16	<b>Understanding SafePlace</b> <i>16 - Internship: SafePlace Business Office</i>
03/2005	06/2005	5	<b>Mathematical Origins of Life</b> <i>2 - Seminar: Mathematical Origins of Life</i> <i>2 - Survey of Mathematical Methods in Biology</i> <i>1 - Student Project: Burgess Shale</i>
04/2007	06/2007	4	<b>After The Ice</b> <i>4 - Environmental History</i>

**Cumulative**

180 Total Undergraduate Credits Earned



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

---

Martin	Rachelle	S	A00075151
Student's Last Name	First	Middle	ID Number
30249	After The Ice		
Program or Contract No.	Title		
	02-APR-2007	15-JUN-2007	4
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Dennis Hibbert

After the Ice examines the emergence of agriculture in several regions of the world at the end of the last ice age and then follows the histories of the societies utilizing agriculture to 5000 BC. The course is based in book seminar; we read *The Holocene*, by Neil Roberts, and *After the Ice* (my course title long precedes the book) by Steve Mithen. Students prepared a seminar paper each week drawing on the assigned reading and on the directed-reading questions I supplied. The goals of the course were two: to learn to read a book for complete comprehension by doing so under direction, and to master our particular texts.

**EVALUATION:**

Written by: Dennis Hibbert

Rachelle was a major contributor to the discussion in an unusually vocal and active seminar (which was so in part because she was in it). She wrote perceptive and challenging seminar papers, lacking any trace of diffidence and diving right into whatever stimulated her interest. We all benefited from her being in the class. She should do well in any future courses she takes in the natural sciences.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 – Environmental History

June 18, 2014

Date



The Evergreen State College - Olympia, Washington 98505

**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

Martin	Rachelle	S	A00075151
Student's Last Name	First	Middle	ID Number
After The Ice			
Program or Contract Title			
		02-APR-2007	15-JUN-2007
		Date Began	Date Ended

I am pleased that After the Ice was my final course at Evergreen. It was extremely interesting and was an excellent way to wrap up an already stellar education. During our weekly meetings we would discuss the pre-history of the Earth; from the migratory patterns of people to the history of domesticated plants and animals. Through the readings of Mithen and Roberts a complicated and highly theory based pre-history began to take shape. It was very gratifying for me to be able to put the lessons that I have learned in and out of the classroom into practice.

As my educational career reaches a milestone at Evergreen I am forced to recall the many experiences I have had during this lengthy journey. When I enrolled at Evergreen I was struck by the diversity of programs available. During my stay I have taken many different courses, from Individuals vs. Society to Mathematical Origins of Life. While these programs were infinitely important for me to gain a greater understanding of the world nothing had a greater impact on me than my internship at SafePlace.

It is impossible for me to look back at my time at Evergreen without thinking of the personal struggles I have faced, but now I realize that without these struggles my education would have been without meaning.

As my experience at Evergreen draws to a close I am excited at the things to come. I look forward to using my education and skills to impact the world.

Student's Signature

13-JUN-2007

Date

Faculty Member's Signature (optional)

Date



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

---

Martin	Rachelle	S	A00075151
Student's Last Name	First	Middle	ID Number
30103	Mathematical Origins of Life		
Program or Contract No.	Title		
	28-MAR-2005	10-JUN-2005	5
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: David McAvity, Ph.D.

Mathematical Origins of Life was an integrated program, including mathematical biology, a seminar on the origins of life and an individual project. The textbook for mathematical biology was *Mathematical Models in Biology*, by Elizabeth Spencer Allman. The emphasis was on discrete models. There were three main themes: Difference equations for population models, Phylogentic distance and trees, and Evolutionary Genetics and Game Theory. In seminar we discussed three texts. *Life's Other Secret*, by Ian Stewart, was concerned with the various ways that mathematics and biology are linked. *The Blind Watch Maker*, by Richard Dawkins, dealt with the mathematical nature of the theory of evolution and *The Garden in the Machine*, by Clause Emmeche was a treatise on Artificial Life.

**EVALUATION:**

Written by: David McAvity, Ph.D.

Rachelle was not able to attend classes and so completed what she could from home. She found it quite a challenge to keep on top of the material in discrete mathematical biology without the benefit of being on campus to get help from various resources. Despite working through much of the assigned work she was only able to reach a rudimentary understanding of the basic methods we covered. For her seminar papers she wrote a lengthy essay comparing and contrasting the different themes in the readings. She made valuable references to the text and wrote persuasively about the different ideas that arose. She touched on a number of themes including the computational nature of life and the selfish gene. It is a shame that Rachelle missed the seminars as she had an interesting perspective that would have enriched our discussions. For her project essay Rachelle chose to complete a detailed study of what has been learned from the Burgess Shale fossil site. She was obviously fascinated by this subject and her writing covered a range of issues. However, the topic fell outside of the scope of the assignment -- which was to pursue a mathematical topic in biology.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5**

- 2 - Seminar: Mathematical Origins of Life
- 2 - Survey of Mathematical Methods in Biology
- 1 - Student Project: Burgess Shale

June 18, 2014

Date



# Internship Learning Contract

The Evergreen State College  
Olympia, Washington 98505

Academic Quarter & Year: Winter 2005

Student ID Number A00075151	Last Name Martin	First Rachelle	Initial S	Telephone 360-754-9327
Faculty Sponsor Lucia Harrison	Faculty Telephone 360-867-6486	Internship Organization Safeplace		
Contract/Program No. 20337	Contract or Program Title Understanding Safeplace	Title of Internship Position Volunteer		
Field Supervisors/Subcontractors: Names and Titles Maria Pena Volunteer Coordinator		Field Supervisor/Subcontractor Address and Phone 314 Legion Way SE Olympia, WA 98507 360-754-8754		Beginning Date: 1-3-2005 Expected Completion: 3-18-2005 Prior Internship Credit Earned: 18 Class Standing: Senior

## Related Academic Preparation and Work Experience:

During Fall quarter of 2004, I interned at Safeplace's confidential shelter. While I worked there I learned that advocacy system that is utilized. Through both personal and professional interactions with clients I gained an understanding of what they feel their needs are and how they feel the best way is to serve them.

## Learning Objectives for Contract:

My primary objective is to understand how Safeplace runs as a total organization. I want to learn how both financial and personal resources are gained from the community and how the resources are distributed for client services.

**Internship Activities:** **Internship Credit Hours:** 12 **Internship Hours Per Week:** 30 **Rate of Pay Per Month:** 0  
Early in my internship I will be interviewing all staff members, at the business office of Safeplace, in order to understand what each individual does everyday. The information that I gain will be used in my research paper describing of Safeplace. I will be available for in-person advocacy at the business office, which includes crisis intervention, advocacy, resources, referrals and other requested information. I will keep abreast of agency guidelines and procedures. I will provide assistance to donors, service vendors, volunteers and members of the public. I will be working with my supervisor in the volunteer program. I will facilitate all the volunteer training sessions that she is not able to attend. I will speak to the community, as needed, about Safeplace and their needs.

**Academic Activities:** **Academic Credit Hours:** 4 **Total Quarter Credit Hours:** 18

I will write a research paper on the agency that answers the questions: What is each individual jobs purpose? How does each department work? How are they connected? and Is there a better way to serve clients? I will also talk to a representative of the Emergency Support Shelter in Kelso, WA, which is a domestic violence and sexual assault shelter, as a comparison to Safeplace.

## Responsibilities of Sponsor, Field Supervisor and Other Subcontractors:

My field supervisor will monitor my progress on a daily basis. My supervisor and I will meet every week for a formal debriefing. I will contact my faculty sponsor weekly for guidance and support.

## Procedures for Evaluation of Completed Contract:

My field supervisor will submit an evaluation of my progress to my sponsor no later that March 7, 2005. I will submit my final paper no later than March 7, 2005. I will write a self-evaluation. Based on my paper and my field supervisor's evaluation my sponsor will write my final evaluation. I will meet with my faculty sponsor during evaluation week.

Does this contract require the use of special resources, facilities and equipment or carry special legal implications including compliance with the policy on "Human Subjects Review"? If yes, attach clearances.  
(Terms of this contract are on file in APEL.) ☒ Yes ☐ No

This agreement may be terminated by the intern or the employer organization upon receipt of two weeks written notice by either party.

Student Signature 12/16/04  
Date  
Field Supervisor/Subcontractor 12/28/04  
Date  
Dean of Group Signature 1/6/05  
Date

Sponsor Signature 12/17/04  
Date  
Academic Planning Staff 12/28/04  
Date



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

MARTIN	Rachelle	S.	A 00075151
Student's Last Name	First	Middle	ID Number
20337	Understanding SafePlace		
Program or Contract No.	Title		
	1/3/05	3/18/05	16
	Date began	Date ended	Qtr. Credit Hrs.

Rachelle completed her internship at SafePlace, a domestic violence shelter and advocacy program in Olympia, Washington. Last quarter she interned as an advocate in the shelter. This quarter, she worked in the Business Office. She also completed a comprehensive study of SafePlace as an organization. As a result of these experiences, Rachelle now has an excellent grasp of the philosophy, organization, and management of this non-profit organization. She has learned many important skills that she can apply in social service work in the future.

From Rachelle's self-evaluation and journal, it is clear that she had the opportunity to work with many aspects of the Business Office. These included volunteer recruitment, volunteer training, the volunteer appreciation luncheon, legal advocacy, and fundraising. She gained confidence in her ability to understand the complexities of the organization.

Rachelle received an excellent evaluation from SafePlace. Maria Pena, Rachelle's field supervisor, evaluated her work in the attached letter.

In Rachelle's study of SafePlace, she interviewed employees of the Business Office and gathered information about the philosophy and organization of SafePlace. She wrote an 18-page report, titled "Understanding SafePlace" that clearly described the advocacy system, the problem with underserved populations, the differences between the Business Office and the Shelter, the hierarchy of SafePlace, Volunteer involvement, and Safe place services. She made important recommendations for improving communication between the Business Office and the Shelter. Her study had numerous appendices including job descriptions, volunteer communication, organization charts and training plans.

Rachelle is clearly prepared for more advanced work in human services.

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

16 – Internship: SafePlace Business Office

Lucia Harrison  
Faculty Signature(s)  
Lucia Harrison  
Faculty Name

April 13, 2005  
Date



Ms. Lucia Harrison:

I write this letter in regard to Rachelle Martin's performance as an intern with the Volunteer Program at SafePlace. Rachelle has been an incredible asset to this program and to SafePlace in general. During her time with me, she not only accomplished all of her learning goals, but went above and beyond expectations. Some of the major ways she has contributed are:

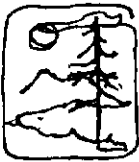
- Rachelle assisted with coordinating on-going trainings for staff at SafePlace. This includes contacting trainers, clarifying SafePlace's need for training and coordinating training dates with location availability.
- Rachelle assisted with the volunteer training coordination for the spring 2005 class. This includes attending trainings, making sure that trainer's needs are met and checking in with volunteers.
- Rachelle has been instrumental in organizing the Volunteer Appreciation Luncheon. She wrote and sent out letters to community members asking for donations, she designed and sent out invitations to the event for staff and volunteers, and she has had many new and exciting ideas with regard to the event.
- Rachelle also spent some time in direct services, meeting with walk-in clients in need of advocacy. She was able to do this because of her work at the shelter in direct services.

Rachelle helped in many other administrative ways. She fielded phone calls about the volunteer program and was always friendly and personable on the phone with potential volunteers and those interested in donating for the event. I am very impressed with her professionalism and I think she is extremely capable of working in any area of our agency.

Rachelle is a fast learner. This is something I learned the hard way because she was quickly finishing any tasks that I gave her initially. I know that it took me a while to get used to her quick working style. I enjoyed working with her because she is reliable and dependable. I never doubted that I could count on her to get a job done. Again, I enjoyed working with Rachelle, and if I had the budget to hire a second person into the volunteer program, I would hire Rachelle in a heartbeat. I have no doubt she will excel in anything she chooses to do.

Maria Peña  
SafePlace Volunteer/Training Coordinator  
360-786-8754 x111  
[mariap@safeplaceolympia.org](mailto:mariap@safeplaceolympia.org)





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

Martin	Rachelle	S	A00075151
Student's Last Name	First	Middle	ID Number
Understanding SafePlace		01-04-05	03-11-05
Title		Date Began	Date ended

I was very anxious to start this component of my internship with SafePlace. During fall quarter, I worked as an advocate at their confidential Shelter. My experience of working as an advocate was amazing. It was while I worked at the shelter that I discovered my potential for social work, not only a natural aptitude, but also a love. It was the gradual unveiling of my talents at the Shelter that lead to a curiosity about the other side of social work.


The business side of social work is commonly overlooked while working at the Shelter, but it is a key component for success as an advocate. While working at the SafePlace Business Office I found that a solid support structure is key for success while working with clients. My experience working at both locations of this organization is unusual. A person typically works at either the Shelter or the Business Office. I chose to work at both to help provide myself with a whole picture of this organization. The people, their individual jobs and how those jobs impact each other and the advocates and residents at the Shelter was my initial goal in working at both locations.

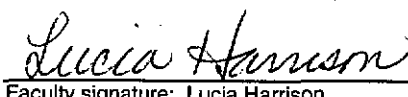
My work at the B.O. was concentrated on the Volunteer/Training program. I worked closely with the Coordinator of this program and consistently performed well. During the ten weeks of my internship I performed a myriad of tasks. The largest project I worked on was the Annual SafePlace Volunteer Appreciation Luncheon. I wrote and distributed over one hundred and fifty letters to potential donors, secured a space for the event, and designed and distributed an original invitation for all staff and volunteers. I also organized the ongoing training calendar for the shelter advocates that will be in use for the next six months, which includes trainers, locations, dates and times. I also recruited volunteers for the SafePlace New Member Training. This training is offered bi-annually and it is a requirement to work at SafePlace in either in a volunteer or paid capacity. The recruitment processes lead me to post fliers at all three local colleges, cold calling R.S.V.P. members, responding to all requests for information and publishing press releases.

While I worked extensively with the Volunteer/Training program I also, worked with the Community Services Coordinator and tabled two events for SafePlace where we reached over two hundred people.

Additionally, I worked with the Legal Advocate on updating the Legal Resource Notebook. This book is a source of information on the legal system that an advocate or client may access. I attended two court sessions with the Advocate after which I wrote a comprehensive guide to navigating the legal system. This guide will be in use at the Shelter and Business Office by April 2005.

It was through my work at SafePlace that I discovered my true potential as an advocate and social worker. I hope to continue my discovery process as I begin my upcoming job with SafePlace Development Team.

  
Student's signature  
3/14/05  
Date

  
Faculty signature: Lucia Harrison  
3/14/05  
Date



# Internship Learning Contract

The Evergreen State College  
Olympia, Washington 98505

Academic Quarter & Year: Fall 2004

Student ID Number A00075151	Last Name Martin	First Rachelle	Initial S	Telephone 360-754-9327
Faculty Sponsor Lucia Harrison	Faculty Telephone (360) 867-6485	Internship Organization SafePlace		
Contract/Program No. 10428	Contract or Program Title Advocacy in a Transitional Period		Title of Internship Position volunteer	
Field Supervisors/Subcontractors: Names and Titles E. Ellington, Direct Services Supervisor		Field Supervisor/Subcontractor Address and Phone 314 Legion Way SE Olympia, WA 98501 360-786-8754		Beginning Date: 9-27-2004 Expected Completion: 12-17-2004 Prior Internship Credit Earned: 0 Class Standing: Senior

## Related Academic Preparation and Work Experience:

During my sophomore year while enrolled in the program "Political Economy and Social Movements" the importance of social change within a community was a primary focus. Also, during my junior year I worked at Reeves Middle School, this experience will help me at SafePlace because I learned the importance of establishing boundaries within a group setting.

## Learning Objectives for Contract:

My goal is to learn direct advocacy skills for individuals who are in a domestic violence or sexual assault situation. I will also learn how to provide services for clients, through safety planning, research and emotional support. I will gain an understanding of shelter and agency guidelines and procedures.

**Internship Activities:** I will provide direct services to shelter residents during intakes and in-person advocacy, which includes crisis intervention counseling, advocacy, resources, referrals, and other requested information. I will also assist clients on crisis lines. I will keep abreast of shelter and agency guidelines and procedures. I will participate in direct service meeting and case conferencing twice a month. I will attend all mandatory trainings.

**Internship Credit Hours:** 16

**Internship Hours Per Week:** 40

**Rate of Pay Per Month:** 0

I will keep a journal of my activities and experiences. I will write a final paper on the advocacy system that SafePlace utilizes. I will also write a cumulative reflection paper on my learning.

**Academic Activities:**

**Academic Credit Hours:** 0

**Total Quarter Credit Hours:** 16

## Responsibilities of Sponsor, Field Supervisor and Other Subcontractors:



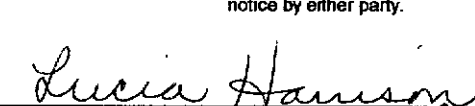
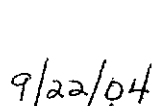
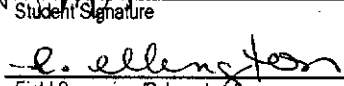
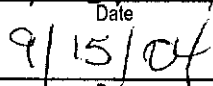
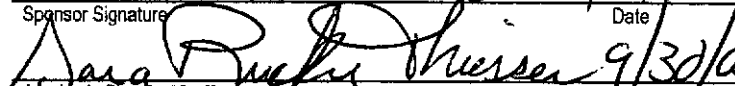
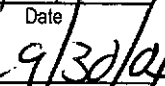
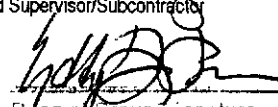
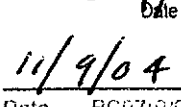
My trainers will monitor my efforts on a daily basis. My field supervisor and I will meet bi-monthly to discuss my progress. I will contact my faculty sponsor weekly for guidance and support.

## Procedures for Evaluation of Completed Contract:

My field supervisor will submit an evaluation of my progress to my sponsor no later than December 6, 2004. I will submit my final paper, reflection and journal to my sponsor no later than December 6, 2004. I will write a self-evaluation. Based on my field supervisor's evaluation, my journal and final papers my sponsor will write my final evaluation. I will meet with my sponsor during evaluation week.

Does this contract require the use of special resources, facilities and equipment or carry special legal implications including compliance with the policy on "Human Subjects Review"? If yes, attach clearances.  
(Terms of this contract are on file in APEL.) ☐ Yes ☒ No

This agreement may be terminated by the intern or the employer organization upon receipt of two weeks written notice by either party.

 Student Signature	 Date	 Sponsor Signature	 Date
 Field Supervisor/Subcontractor	 Date	 Academic Planning Staff	 Date
 Dean of Group Signature	Please turn in original contract plus 3 more copies to registration and records.		 Date PC97(9/9/)



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

MARTIN	Rachelle	S.	A 00075151
Student's Last Name	First	Middle	ID Number
10428	Advocacy in a Transitional Period		
Program or Contract No.	Title	9/27/04	12/17/04
		Date began	Date ended
			16
			Qtr. Credit Hrs.

Rachelle completed the first quarter of an internship at SafePlace, a woman's domestic violence advocacy organization. Rachelle has an interest in social work and she hoped the internship would assist her in this career exploration. Specifically her goals were to 1) learn direct advocacy skills for individuals who are in a domestic violence or sexual assault situation, 2) to learn how to work as a team member in a high stress environment, 3) to gain an understanding of SafePlace guidelines and procedures and 4) to become knowledgeable about community resources.

Rachelle completed a 35-hour training program to learn advocacy techniques, team processes, community resources and SafePlace guidelines and procedures. She learned about community organizations that provide clothing, food, court resources, furniture, housing and legal resources. She then worked 40 hours per week as an intern providing direct service at the shelter. Her duties included 1) staffing the crisis intervention hotline, 2) finding resources and making referrals, 3) screening women for the confidential shelter, and 4) working with clients to establish and meet short and long term goals. She also participated in direct service meetings and case conferencing.

Her field supervisor, E. Ellington, was very pleased with Rachelle's work and evaluated it in the attached letter.

In addition to all of the advocacy skills Rochelle acquired, she learned a great deal about managing an organization that includes lots of volunteers. She learned that developing a strong team takes time, that volunteers in a high stress environment need time for debriefing, and that it is important for a supervisor to maintain an open-door policy. She learned that she enjoys direct service with clients. Next quarter she will have the opportunity to work in the business office to handle walk-in clients, donors, vendors, volunteers and members of the public. This experience will give her a broader view of the organization.

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

16 - Internship: Domestic Violence Advocacy

*Lucia Harrison*

Faculty Signature(s)

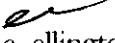
Lucia Harrison

Faculty Name

December 29, 2004

Date



TO: Lucia Harrison  
FROM:  e. ellington, Residential Services Coordinator  
DATE: December 6, 2004  
SUBJECT: Evaluation for Rachelle Martin

Since completing SafePlace's intensive 35 hour training in August 2004, Rachelle has provided services to both residents and callers, in addition to attending additional specialized trainings through the Dispute Resolution Center and Crisis Clinic.

Rachelle successfully obtained her learning objectives, while exceeding in many areas. She is a quick learner, very reliable, and able to work effectively as a part of SafePlaces' team. She demonstrated an ability to work independently - both one-on-one with our shelter residents as well as on the crisis lines. She confirmed a deep understanding of the effects that both domestic and sexual violence has on survivors, as well as resources that are available to help empower them. Rachelle conducted advocacy appointments, intakes, and exits, along with crisis intervention and emotional support. She became quickly acquainted and proficient in working with our system of paperwork and over the course of her internship she learned the importance of objective documentation. Rachelle was never afraid to ask questions to clarify her tasks and responsibilities to ensure that she was making sound decisions when working with clients. She regularly attended direct service meetings and provided valuable input and perspective during case conferencing. All of these tasks and skills are equally important in providing the best services, while empowering those we serve.

However, when working at shelter, which we call "the emergency room of crisis," personal growth is of extreme importance for one can not give what one does not possess. When Rachelle arrived she moved through the world in a mechanical manner, requesting to work 40 hours/week, while others maximum hours were 32-35; learning and grasping all information with a feverish pace. During the course of her internship I witnessed her shift to thinking about her own reserve in order to continue to provide the best services to those she came into contact.

Here at the end of the internship, I see Rachelle working with others with an incredible amount of dedication, heart, and soul for the work, the clients and residents, co-workers, and herself

Rachelle was an invaluable resource to SafePlace, as well as to those with whom she worked. Through working with Rachelle, I can see that she will be a powerful influence toward social justice in whatever career she chooses.



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

Martin	Rachelle	S.	A00075151
Student's Last Name	First	Middle	ID Number
Advocacy in a Transitional Period		9-29-2004	12-10-2004
Title		Date Began	Date ended

At the beginning of this academic year I was very excited to use this internship as an opportunity to explore social work as a career. I also wanted to use this experience as a capstone to my degree. I have known of Safeplace and their work since 2000 and I had previously considered volunteering with that organization in the past. I saw this as an opportunity to serve the community in a way I had always wanted. Also, I recently began considering the social work field as one of considerable interest to my potential career and I view this internship as allowing me to gain considerable experience in this field before I embark on my future career.

The experience that I have gained through this internship is invaluable to my future studies both at Evergreen and in graduate school. Through the initial training that I went through before I started working at shelter, I learned several important advocacy techniques including separating personal feelings and emotions from the repeated crisis that are presented; also I learned about the importance of not making value judgments about the feelings or problems of any person. I have found that the techniques I learned at the training I use repeatedly throughout the day while working at shelter, whether I am answering crisis line phone calls or doing in-person advocacy with the women that are staying at shelter.

While the training was excellent, nothing can prepare a person for working at the shelter. An average day is comprised of answering the crisis line as it rings, trying to help the callers as much as possible, screening for shelter as necessary, placing phone calls for either the women at the shelter and the callers as necessary, educating people with information about domestic violence and sexual assault both in-person and on the phone, meeting with residents of the shelter about their goals and trying to complete as much as you can in any day. Everyday was incredibly challenging, but this experience was more fulfilling than I ever thought anything could be.

I was very lucky to work with incredibly supportive people at shelter. I was able to voice any feeling I was having and any problems without feeling that I would be judged by my supervisor or co-workers. Also, I kept a weekly journal of my experiences at shelter and that proved to be valuable to me personally, as it allowed me to speak about my feelings unabashedly. It was also valuable to my personal growth; I was able to identify any patterns of feelings I was having trouble dealing with.

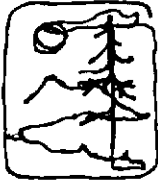
This part of my internship has been great. I have loved every minute of it and I am very excited to resume work during winter quarter.

Student's signature

Date

Faculty signature: Lucia Harrison

Date



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

<u>MARTIN</u>	<u>Rachelle</u>	<u>S</u>	<u>A 00075151</u>
Student's Last Name	First	Middle	ID Number
<u>30705</u>	<u>Approaches to Healing</u>		
Program or Contract No.	Title		
	<u>3/29/04</u>	<u>6/11/04</u>	<u>2</u>
	Date began	Date ended	Qtr. Credit Hrs.

**Description:** Approaches to Healing is a guest lecture series designed to help students explore the theory and practice of the many types of healing arts that our regional wealth of outstanding practitioners provides. Throughout the course, students were asked to look at broad health care questions and policy. The different disciplines that were represented this quarter included: acupuncture and oriental medicine, herbal medicine, Thai massage, nutrition, Laban movement analysis, conflict resolution techniques, naturopathic medicine, chiropractic medicine, Rolfing, midwifery, hospice, Pilates and yoga. The major assignment for the quarter was to spend at least 4 hours each week outside of class exploring new activities that could contribute to their own health, keeping a log of what they were doing and reporting in on the activities and their effects.

**Evaluation:** Rachelle Martin successfully completed Approaches to Healing, paying close attention to all speakers and gaining a good deal of information. She found the topics to be enlightening, noting that the acupuncture, Thai massage and nutrition were her favorites. Rachelle struggled with health issues this quarter, and dedicated time to exercise, music, meditation, yoga and reading. She read Why Zebras Don't Get Ulcers and Women's Health Care: An Alternative Approach. Rachelle has made good progress in establishing daily health habits, and hopefully will continue with this trend.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours):** Total: 2

2 – Approaches to Healing

Cindy Beck ND  
Faculty Signature(s)  
Cindy Beck, ND  
Faculty Name

July 16, 2004  
Date

PROGRAM DESCRIPTION  
CONSTRUCTING THE NORTH AMERICAN STATE, 1700 – 1800  
SPRING 2004

Faculty: Jeanne Hahn, Political Economy and History

This upper-division program examined the movement of the North American colonies in their separation from Britain to the emergence of the United States and through the election of 1800. Students investigated the ideology (Republicanism and emerging Classical Liberalism), conflict, social, race, and class divisions and distinctly different visions of the proper social, economic, and political system that should predominate in the new nation. Students studied the Articles of Confederation and the framing of the Constitution, as well as the federalist/anti-federalist debate surrounding the new framework, its ratification, and the political-economic relations accompanying the move from one governing structure to the other. A major focus was the crisis of the 1780s and the subsequent struggles and restructuring under the Washington and Adams administrations. This crisis and resulting struggles raised grave questions regarding the relationship among republicanism, a growing democratic impulse, and capitalism as well as the viability of a society that claimed to promote these competing visions and material realities.

The program was conducted primarily through a seminar format. Each student engaged the period and program materials through three additional activities. Each wrote an integrative analytical essay drawing from the range of assigned readings, in response to a collaboratively developed “question.” Students participated in a collaborative historical reconstruction of a pre-ratification “People’s Convention” in which a wider range of citizens were represented than was the case at the 1789 Convention. Their roles and participation at the Convention were defined through their research and position papers on various aspects of the proposed Constitution. An accompanying annotated bibliography discussed the strengths and weaknesses of their sources. Finally, each student read three linked books on the period and wrote a Critical Review Essay analyzing their arguments and placing them in the larger historical context. Their understanding of these books was also expressed orally through a “conference” held at quarter’s end.

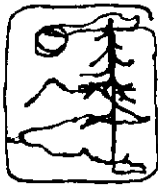
The following materials were read, closely discussed in a seminar format, and used as the basis for the interpretative essay:

Books:

John Ferling, *A Leap in the Dark: The Struggle to Create the American Republic*.  
Eric Foner, *Tom Paine and Revolutionary America*.  
Terence Ball (ed.), *Alexander Hamilton, James Madison, and John Jay, The Federalist with Letters of “Brutus”*.  
Paul Finkelman, *Slavery and the Founders: Race and Liberty in the Age of Jefferson*, 2<sup>nd</sup> ed.  
James Roger Sharp, *American Politics in the Early American Republic: The New Nation in Crisis*.

Primary Sources and Journal articles:

In addition, students read and discussed a range of journal articles/book chapters (by authors such as John Locke, Karen Ordahl Kupperman, Collin Calloway, Alfred Young, Alan Kulikoff, Saul Cornell, Cathy Matson, and Stephen Skowronek) and the following primary documents: Declaration of Independence, Articles of Confederation, US Constitution, Pennsylvania Constitution of 1776, Dissent of the Pennsylvania Minority, the Northwest Ordinance, Alien and Sedition Acts, Virginia and Kentucky Resolutions, Marbury v. Madison, and McCulloch v. Maryland.



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

MARTIN	RACHELLE	S	A 00075151
Student's Last Name	First	Middle	ID Number
30136	CONSTRUCTING THE NORTH AMERICAN STATE, 1700 – 1800		
Program or Contract No.	Title		
	03/29/04	06/11/04	16
	Date began	Date ended	Qtr. Credit Hrs.

Rachelle enrolled in this upper-division program with a foundation in political economy but little U.S. history. She has worked over the ten weeks to develop a demonstrated understanding and ability to work with the broad concepts, theories, and arguments introduced in the readings and seminar discussions. Toward quarter's end her work appeared to become more centered on the material, and she seemed more engaged with the issues under consideration. At the same time, Rachelle can benefit from more carefully focusing her work and challenging herself to reach for greater depth and understanding. I urge the reader to consult Rachelle's attached self evaluation for her assessment of the ten weeks.

This was a seminar-based program; and while Rachelle did not frequently join in the ongoing discussions, she generally raised thoughtful questions as we established the agenda for each new reading. Most often, she appeared as an interested observer, occasionally offering comments but rarely joining into the give and take of the seminar. Rachelle seemed particularly interested in the primary documents and her best seminar work was done with these materials. In particular, her contributions were instrumental in furthering the group's understanding of the 1776 Pennsylvania Constitution and the subsequent 1789 Dissent of the Pennsylvania minority. Rachelle's synthetic essay presented a comparison of the Articles of Confederation and the Constitution. It did not address those differences or the issues involved in the move from one state structure to the other with the expected degree of depth or sophistication or through careful work with the sources in analysis, argument, or explanation.

Rachelle had more success in her second paper. Her critical review essay considered three books: Laura Jensen, *Patriots, Settlers and the Origin of American Social Policy*; John Larson, *Internal Improvement: National Public Works and the Promise of Popular Government in the Early United States*; and Peter McNamara, *Political Economy and Statesmanship: Smith, Hamilton, and the Foundation of the Commercial Republic*. Her essay, "The Consolidation of Politics: America's Historic Struggle towards Unification," more strongly written than her synthetic essay, demonstrated a solid comprehension of the primary argument of each book and drew several significant differences among them. In particular, her introduction set up a good basis for comparison and critique – the struggle over national unification as well as the pull toward state-directed

Faculty Signature(s)  
Jeanne Hahn  
Faculty Name

June 29, 2004  
Date





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

MARTIN	RACHELLE	S	A 00075151
Student's Last Name	First	Middle	ID Number
30136	CONSTRUCTING THE NORTH AMERICAN STATE, 1700 – 1800		
Program or Contract No.	Title		
	03/29/04	06/11/04	
	Date began	Date ended	Qtr. Credit Hrs.

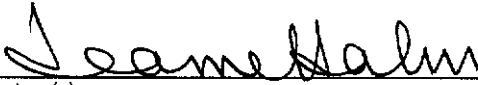
development and policy making -- but the subsequent paper didn't carry this out in a careful and consistent fashion. A clear and substantive comparative critique, perhaps at the expense of a bit of the descriptive narrative, could have significantly strengthened the paper.

In collaboration with another student, Rachelle took the role of a Philadelphia artisan at "The People's Convention." Their presentation to the Convention, while quite brief, raised several issues pertinent to the artisans, particularly regarding trade and tariffs. At the same time, it was not sufficiently developed to provide the logic and rationale behind the artisans' claim and proposed amendments broadening representation and setting Congressional term limits. Their annotated bibliography suggested that they consulted a fairly wide range of materials in their research.

In sum, Rachelle has undoubtedly gained a working understanding of the broad subject matter introduced over the quarter; at the same time, her work did not suggest that she focused sufficiently closely or carefully on the material to develop some of its more subtle and complex arguments. She has, however, established a foundation upon which to build as she pushes herself to more sophisticated and careful academic work.

Suggested Course Equivalencies (in quarter hours): Total - 16  
(\* - indicates upper division credits)

- \*4 - U.S. History: The U.S. Founding
- \*4 - Political Science: State Formation: The Early U.S.
- \*4 - Political Theory: Early American Political and Economic Thought
- \*4 - Political Economy: Revolutionary/Post-Revolutionary U.S., 1776-1800

  
\_\_\_\_\_  
Faculty Signature(s)  
Jeanne Hahn  
\_\_\_\_\_  
Faculty Name

\_\_\_\_\_  
June 29, 2004  
\_\_\_\_\_  
Date



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


Martin	Rachelle	S.	A00075151
Student's Last Name	First	Middle	ID Number
Constructing the North American State, 1700-1800		3-30-2004	6-11-2004
Title		Date Began	Date ended

This program was very difficult and I struggled throughout the quarter. The demands placed on me by Professor Hahn were immense, but ultimately I came out of this program with more developed writing, speech and synthesis skills. Throughout my struggle my academic skills matured and now I know I am a stronger student. During the program I was challenged in many ways, not the least of which were, a series of oral presentations.

The program centered around three large projects: a Constitutional People's Congress, this project had each student design a Constitutional amendment which historical groups would have added to the Constitution, a synthetic essay which was designed to make the students write a paper drawing from all of the readings that were assigned, and finally, a critical review essay. Two of these projects culminated in an oral presentation. My experience with oral presentations has not been positive. During this class I finally understood my failure with these kinds of projects. My main concern was of making a presentation so bland, boring and factual that no one could challenge my conclusions. I now understand that I should not run away from an intellectual confrontation, I should instead prepare so extensively that I understand my subject matter so intently that I can handle a discussion and not feel overwhelmed or attacked. It is unfortunate that I did not understand this until after my final presentation.

Oral presentation is not the only field in which I improved this quarter. My writing skills have developed very quickly after my revision of the synthesis paper. Prof. Hahn's input on my writing helped me understand my writing's flaws. After my revision I could appreciate the value of extensive rewrites as well as the importance of a strong grammatical structure. I also improved my synthesis skills immensely. Before this class I could analyze one book's content and seminar on its value. Now I cannot only analyze one book content, I can also detail how different books interrelate. I am so pleased at this breakthrough in my learning style. I am also very pleased at this programs use of original documents and the analyzation process that occurred in class.

My academic skills have improved immensely throughout this quarter. I am more comfortable giving oral presentations. My writing has developed from listing facts or giving ridiculous arguments to being able to draw multiple sources together into a cohesive package with an independent argument that is rooted in fact or popular theory. This class has helped me develop my academic potential into actual skill.

  
Student's Signature  
6/11/04  
Date

Faculty signature: Jeanne Hahn

Date

## INTRODUCTION TO NATURAL SCIENCE

### Program Description

### Winter 2004

This program focused on answering the following questions: What is science? How is it done? How is it communicated? What is its relationship to society? How can mathematics be used to aid in our interpretation of our work? Students were expected to learn how to define scientific questions, design experiments, critically evaluate data, and make interpretations. In this process students were introduced to general chemistry, biology, physics and college algebra and its applications. The program also emphasized the use of the laboratory as a tool and asked students to read and write material in a variety of styles.

**Biology:** In the winter topics included the cell cycle and cell division, genetics, and basic ideas in molecular biology. In the laboratory students were instructed in sterile technique and common molecular biology methods. Laboratory evaluation was based on their notebook and formal lab report. The classroom portion was assessed based on two examinations and student work in problem solving small group workshops. The text used was Biological Science by Scott Freeman.

**Chemistry:** The Chemistry component covered aqueous chemical reactions, gases, solid state structures, Lewis structures, VESPR theory, colligative properties and equilibrium chemistry. In the laboratory students experimented with colligative properties, superconductors, Dumas method, VSEPR models, and solid-state models. Laboratory evaluation was based on participation, the lab notebook and a formal lab report. The classroom portion was assessed based on homework assignments and both in class and take-home exams. The text used was Chemistry: Matter and its Changes by Brady, Russell & Holum.

**Physics:** By the end of the quarter students were expected to answer conceptual and computational questions about position, velocity, acceleration, and Newton's laws of motion. The text did not emphasize vectors but in workshops and exams students had to add vectors graphically and with components. The laws of sines and cosines were not used. Equations of motion, mass, weight, gravitation, planetary motion and models, energy, momentum, and conservation laws were all emphasized. Evaluation was based on homework, exams, and workshop participation. Lab work followed lectures closely and reinforced predictive aspects of physics. Lab credit was awarded based on notebook and reports.

**Seminar:** The Seminar component focused on developing writing skills and speaking skills through a multitude of assignments in response to selected readings, movies, plays or laboratory experiences. Topics included scientific ethics, science and society and biotechnology. Evaluation was based on participation in seminar discussion as well as quality and improvement in the writing and speaking assignments. The texts used were Radar, Hula Hoops and Playful Pigs by Joe Schwarcz, Oxygen by Djerassi and Hoffmann, The Metamorphosis by Franz Kafka and Nine Crazy Ideas in Science by Robert Ehrlich. The film "GATTACA" was also incorporated.



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

MARTIN	Rachelle	S.	A A00075151
Student's Last Name	First	Middle	ID Number
20071	Introduction to Natural Science		
Program or Contract No.	Title		
	1/5/04	3/19/04	10
	Date began	Date ended	Qtr. Credit Hrs.

Rachelle Martin was a student in Introduction to Natural Science (INS) for winter quarter 2004. Jumping into the second quarter of the program was a challenge for Rachelle but she did achieve a greater comprehension of many subject areas.

She contributed thoughtful seminar papers that indicated a clear interest and focus on the assigned reading. She was a participant in both small and large group settings. She is often reluctant to verbally contribute to the group but when she does her ideas are well received and appreciated.

Rachelle learned some basic physics this quarter. Based on her midterm and homework she understood velocity, acceleration, and force well. She needs to work some on vectors and multi-step problems with equations. Momentum, impulse, and energy were challenges for Rachelle. In her lab notebook, Rachelle collected and reported data well and made necessary calculations accurately. She needs to work on organization and conclusions.

Rachelle made some progress in biology. She has a general understanding of the basic models used in biology and knows some details of cell structure. However, her understanding of events at a molecular level is minimal. This is true for the material on molecular biology presented in the winter quarter. She can recognize mitotic stages and can propose reasonable models for the control of cell growth. She still needs to improve her use of details and the clarity of her written responses.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours):** Total: 10

- 1 - Seminar: Scientific Communication
- 4 - Introductory Biology
- 5 - Physics with Lab

*Rebecca Sunderman*

Faculty Signature(s)  
Rebecca Sunderman, Ph.D.

Faculty Name

September 8, 2004

Date



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

---

MARTIN	Rachelle	S.	A00075151
Student's Last Name	First	Middle	ID Number
10620	MATHEMATICS IN THE HISTORY OF SCIENCE		
Program or Contract No.	Title		
	9/29/03	12/19/03	16
	Date began	Date ended	Qtr. Credit Hrs.

---

**Description:** Mathematics in the History of Science covered 16 quarter credits of college mathematics and the history of science organized around the central theme of mathematical modeling. The program was intended to help students gain a fundamental understanding of mathematics before leaving college or continuing studies in the sciences. The emphasis was on development of fluency in modern mathematical thinking and expression together with an examination of the historical development of science, mathematics, and quantitative reasoning in western society. The development of the modeling theme included modern iterative modeling techniques as well as traditional modeling with functions. Students were encouraged to expand their conceptual understanding as well as develop their mathematical skills in the context of realistic modeling problems. Problems and readings were taken from three primary texts. The text Elementary Mathematical Modeling by Dan Kalman included topics in college algebra and some pre-calculus with emphasis on linear, quadratic, exponential and logistic growth models. Mathematical skills in the context of the history of science were developed using material from Mathematics for the Non-Mathematical by Morris Kline. Students studied how mathematics was used to express and reason about the laws of nature and motion from the early Greeks to the age of Galileo, Kepler, and Newton. The text The Measure of Reality: Quantification and Western Society by Alfred W. Crosby provided the basis for weekly discussions about effects of mathematics and science on the evolution and character of western society.

Classes were organized around six lecture hours and six seminar/workshop hours per week. All students were expected to submit solutions for two problem sets each week and weekly typed essays on quantitative reasoning and mathematical ideas in the readings. There were two midterm examinations, a final examination, and a final paper during the quarter to assess student achievement. Students were evaluated on their exam performance, the completeness and accuracy of their weekly problems, the insights and comprehension shown in their weekly essays and final paper, and the understanding they exhibited in seminar and workshop discussions.

**Evaluation:** Ms. Martin worked hard throughout the quarter to improve her mathematical skills, her problem solving, and her conceptual understanding of mathematical modeling. Ms. Martin began the quarter with an acknowledgement of her weaknesses in mathematics and a strong desire to improve. During the quarter she conscientiously completed all assigned problems and reworked problems as needed until she understood the solution. Although her performance on exams was weak and she continued to have difficulty understanding how to approach mathematical problems, by the end of the quarter she was able to do more problems correctly on her own and correctly complete all problems with a little guidance. Ms. Martin's improvement was noticeable. Ms. Martin's consistently attended seminar discussions and contributed her understanding of ideas in the texts. In her weekly essays and final paper Ms. Martin had some trouble drawing out or connecting with important ideas from the reading, but she was consistent about submitting papers, showed some creative insights about topics in the readings, and generally showed familiarity with the development of western science. Ms. Martin showed improvement in the organization of her papers throughout the quarter, particularly in her final paper.

---

Faculty Signature(s)  
Neal N. Nelson, Ph.D.  
Faculty Name

---

January 13, 2004  
Date



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

---

MARTIN	Rachelle	S.	A00075151
Student's Last Name	First	Middle	ID Number
10620	MATHEMATICS IN THE HISTORY OF SCIENCE		
Program or Contract No.	Title		
	9/29/03	12/19/03	
	Date began	Date ended	Qtr. Credit Hrs.

---

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

- 4 - History of Science and Mathematics
- 4 - Introduction to Logic and Mathematical Reasoning
- 4 - College Algebra
- 4 - Elementary Mathematical Models

*Neal Nelson*

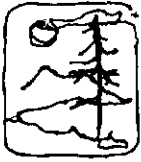
---

Faculty Signature(s)  
Neal N. Nelson, Ph.D.

Faculty Name

---

January 13, 2004  
Date



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

Martin	Rachelle	S.	A00075151
Student's Last Name	First	Middle	ID Number
Mathematics in the History of Science		09-30-2003	12-15-2003
Title		Date Began	Date ended


This class has been extraordinarily difficult for me. I have always enjoyed math, both the theory and the applications, but I discovered in high school that I was not particularly gifted with a mind for mathematics. While I was apprehensive at the beginning of the quarter by the end of the quarter I discovered that I enjoyed this class.

This class was very balanced between the three texts and all of the assignments. At the beginning of the quarter the seminar papers were frustrating for me because I have always taken classes from professors with English backgrounds and they were never interested in hearing nebulous concepts and theories, they always wanted a synthesis paper or some kind of paper with tons of citations. I really enjoyed stepping away from the mechanics of writing and to rediscover why I liked to write when I was younger. The feedback on my papers helped my confidence so much that I could even start to see a difference in my math assignments.

While I enjoyed the writing portion of the class, I dreaded the tests. The tests were very difficult for me on many of the questions I did not understand the questions and therefore I would give convoluted answers that I thought were exactly what was being asked.

The weekly math assignments were excellent. I thoroughly enjoyed all the texts that were used throughout the quarter. This is the only class I have ever taken at Evergreen that did not assign one text a week. I enjoyed completely investing my time into all of the books and thoroughly understanding what was happening.

I enjoyed my time in this class and I learned so much, not only about math and its applications, but about the world and how and why people think like they do. I know in my future I will find this class an invaluable experience.

  
\_\_\_\_\_  
Student's signature  
12/18/03  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty signature: Prof. Neal Nelson

\_\_\_\_\_  
Date



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

MARTIN	Rachelle	S.	A 00075151
Student's Last Name	First	Middle	ID Number
10188	Suburban Nation: Culture, Class and Environment		
Program or Contract No.	Title		
	09/25/02	12/20/02	8
	Date began	Date ended	Qtr. Credit Hrs.

**Description:** Students in "Suburban Nation" looked at the past, present and possible futures of the American suburb through the lenses of history, environmental studies, sociology and urban design/planning. They examined which elements are unique about the United States' pattern of suburban development and how historical, economic, social and environmental factors played their roles in this pattern. Field trips to local developments and cities allowed students to apply analytical skills to look critically at places, and small groups applied historical research, census data analysis, and policy development skills to a project focused on a specific community. Students read and analyzed one literary work and compared it to other suburban fiction and literature. Students also participated in seminar, doing background research on an author, time period, and other contextual information once during the quarter. Seminars, workshops, presentations, and papers provided students an opportunity to synthesize the ideas offered by authors and guest speakers and develop critical thinking and citizenship skills. Books included *Crabgrass Frontier*, by Jackson, *Daughters of Suburbia*, by Kenny, *Rooted in the Land*, by Vitek and Jackson, *Suburban Nation*, by Duany, Plater-Zyberk & Speck, *Black Wealth, White Wealth*, by Oliver & Shapiro, and one novel.

**Faculty and Student Co-authored Evaluation:** The student contributed most of the information in this evaluation. Each evaluation went through a peer review process. This reflects the student's style and, to some degree, emphasis on topic coverage. The faculty read, edited, verified, and added information as necessary. Faculty assumes responsibility for the veracity of the document, based on evaluation criteria in the covenant and consistent observation of the student's work in class, group processes, and in written work.

**Evaluation:** This is Rachelle Martin's third year at Evergreen. During her studies she has concentrated on social and economic theory. While in this class, she interned at Reeves Middle School and her internship gave her a useful context to consider many of the concepts she studied in the class, particularly the those having to do with suburban environments and children's identity and quality of life.

Rachelle showed good critical reading skills in her written work, which generally addressed the authors' central arguments, and she applied their ideas to the suburban and urban environments around her. Rachelle's comprehension of the materials improved substantially over the quarter, as have her organizational and academic writing skills. She made progress in tightening the organization of her papers and in developing an authoritative voice, which was illustrated particularly well by her paper on *The Buddha of Suburbia*. There, she highlighted the characters' complexity, humanity and search for alternatives and contrasted this to the disdain that she saw in some other authors' views of city and suburban residents.

Her participation in seminar has been very useful and she plans to work towards keeping the focus on textual evidence. She has also been developing confidence in questioning the author's motivations and intentions.

Her group project on Ballard was interesting but not without problems. The group had some deep communication problems. Rachelle struggled with the group's focus and chose to do her section of the project alone, but resolved to choose groups more carefully in the future, to improve communication and to

Faculty Signature(s)

Sarah Ryan

Faculty Name

01/29/03

Date

JAN 30 2003





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

<u>MARTIN</u>	<u>Rachelle</u>	<u>S.</u>	<u>A 00075151</u>
Student's Last Name	First	Middle	ID Number
<u>10188</u>	<u>Suburban Nation: Culture, Class and Environment</u>		
Program or Contract No.	Title		
	<u>09/25/02</u>	<u>12/20/02</u>	
	Date began	Date ended	Qtr. Credit Hrs.

create covenants. Her presentation of her work was informative and showed her good research skill in arguing policy alternatives that create a more livable community.

Rachelle is a good student who is just beginning to see her education take form. She is articulate in her beliefs and will develop advanced skills with more attention to organizing her challenging workload.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - 20<sup>th</sup>-Century U.S. History  
4 - Urban and Regional Studies

Faculty Signature(s)

Sarah Ryan

Faculty Name

01/29/03

Date

**Political Economy and Social Movements: Race, Class and Gender**  
**Fall 2001, Winter 2002**

**Faculty, Fall 2001: Peter Bohmer, Dan Leahy, Simona Sharoni**  
**Faculty, Winter 2002: Peter Bohmer, Dan Leahy**

This two-quarter program, for students with sophomore level standing and above, focuses on the historical construction and current realities of the U.S. and global political economies and on their interaction with social movements. We examine how the U.S. and global capitalism have been organized and reorganized over time. In particular, we pay attention to the ways in which capitalism has both caused and furthered differences along the axes of class, race and gender resulting in structured inequalities of power, income and wealth. We highlight both historical and contemporary struggles such as the civil rights movement, the women's movement, struggles of workers and labor unions, the student movement and the anti-globalization movement. We learn in detail about the visions and strategies utilized by these various movements to challenge capitalism and to introduce alternatives designed to foster equality and justice for all.

During fall quarter we began by looking at the dominant ideology's explanation of race, gender and economic relations, and critical explanations of them. We focused primarily on the construction of U.S. capitalism, its effects and the struggles against it, with a particular emphasis on its relation to race and racism, class relations, and gender and sexism. In this context we learned about various ideologies such as Marxism, anarchism, feminism and anti-racism that have competed for popular acceptance and inspired popular struggles. In addition, we gained an understanding of current economic restructuring efforts and the reorganization of the state. Finally, students gained a working knowledge of economics theory from classical to Marxist to neoclassical economics.

Students were evaluated in the fall on the basis of: (1) the development of their critical thinking and political economic analysis, (2) their writing which included weekly response papers to the assigned readings, a movie review, a reflective essay and a five to seven page paper that synthesized many of the readings in this program, and (3) participation in seminar.

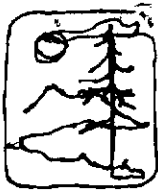
During winter quarter, we examined the nature of globalization, and the structure and effects of neoliberalism. We studied challenges to and critiques of the neoliberal agenda, resistance to its implementation and the role of the anti-globalization movement. We examined the Palestinian-Israeli conflict and the current war in Afghanistan with a focus on the U.S. role in both. The program concluded with an examination of how the United States is being restructured in response to globalization and resistance to it. We analyzed current globalization and restructuring in the context of the United States government response, internationally and domestically, to the attacks of September 11, 2001.

Students were evaluated in the winter quarter on the basis of: (1) the development of their critical thinking and political economic analysis, (2) participation in seminar, (3) their writing which included two papers of five to seven pages that synthesized many of the readings in this program, and (4) a research paper or internship.

There was an option to take winter quarter for 12 credits, rather than 16, and not do the research paper or internship.

## REQUIRED TEXTS:

- Paulo Freire, *Pedagogy of the Oppressed*
- Barbara Ehrenreich, *Nickel and Dimed*
- Margaret Andersen and Patricia Hill Collins, *Race, Class and Gender: An Anthology* (4<sup>th</sup> edition)
- Randy Albelda, Robert Drago and Steve Shulman, *Unlevel Playing Fields: Understanding Wage Inequality and Discrimination*
- bell hooks, *Feminism is for Everybody: Passionate Politics*
- Joe Feagin, *Racist America: Roots, Current Realities and Future Reparations*
- Robert Heilbroner, *Marxism, For and Against*
- Robert Tucker ed., *The Marx-Engels Reader* (2<sup>nd</sup> edition)—selections
- Phillip Green, *Equality and Democracy*
- Howard Zinn, *A People's History of the United States, 1492-Present*
- Meredith Tax, *The Rising of the Women: Feminist Solidarity*
- Christine Kelly, *Tangled Up in Red, White and Blue, New Social Movements in America*
- Ursula LeGuin, *The Dispossessed: An Ambiguous Utopia*
- Naomi Klein, *No Logo*
- Thomas Friedman, *The Lexus and the Olive Tree*
- William Tabb, *The Amoral Elephant*
- Cynthia Enloe, *Maneuvers: The International Politics of Militarizing Women's Lives*
- Michael Klare, *Resource Wars*
- Stephanie Guilloud, ed., *Voices from the WTO*
- Miriam Ching Yoon Louie, *Sweatshop Warriors*



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

<u>MARTIN</u>	<u>RACHELLE</u>	<u>S.</u>	<u>A 00075151</u>
Student's Last Name	First	Middle	ID Number
<u>10088, 20088</u>	<u>POLITICAL ECONOMY AND SOCIAL MOVEMENTS</u>		
Program or Contract No.	Title		
	<u>09/24/01</u>	<u>03/22/02</u>	<u>28</u>
	Date began	Date ended	Qtr. Credit Hrs.

**FALL QUARTER (BY DAN LEAHY)** This program was a demanding one. Students read over eleven texts and selections from two readers. In preparation for seminar discussions, they wrote nine response papers to these texts. Additional writing assignments included a report on a conference workshop, a reflective essay at midterm, a film review, a synthesis paper at the quarter's end and a statement and restatement of their learning goals. They listened to over 16 lectures, five panels of guest speakers and seven, hour-long videos. In addition, they organized themselves into panels and within a two day time period, made videotaped presentations of their proposals to remedy the racist heritage of the United States.

Rachelle Martin successfully completed all the requirements of this program in Political Economy and Social Movements. She entered this program with the hopes of learning about organizing, expanding her participation in the feminist movement and expanding her world view beyond that of her small home town.

Rachelle maintained program and seminar attendance throughout the quarter, completed her writing assignments and successfully participated in the videotaped panel presentation.

Rachelle is a confident speaker with a strong voice. She played an active role in our seminar both as a participant and as a facilitator. She also helped organize the listening panel for our videotaped presentation in for TV. Her leadership here was critical to the success of the project and to the evaluation of the proposals.

Rachelle has improved her understanding of U.S. economic history, of the social inequalities that are a part of this history. Rachelle has also improved her understanding of the various social movements based on race, class and gender that have struggled to remedy these inequalities and of various Western ideologies, such as Marxism, Socialism and Anarchism, which critique Capitalism.

Rachelle's written work needs to develop more focus, rigor and structure. She has many creative ideas and approaches, but she needs to "slow down" her thinking, define her terms, ground her discussion in the course material and learn to properly cite her sources. When she does this, her strong and confident voice, as well as her critical mind, will find written expression.

I greatly enjoyed having Rachelle in my seminar group and I'm glad to see that she has already organized a winter independent project working on the boycott of World Bank Bonds. I look forward to working with her next quarter.

**WINTER QUARTER (BY PETER BOHMER)** Rachelle Martin was a student in the Political Economy and Social Movements program. She entered this class with a limited background in political economy and the themes of this program. Rachelle demonstrated a lot of interest in better understanding social and economic problems, nationally and globally, and in learning how to solve them. She needs to work on developing her critical thinking and political economic analysis and her reading comprehension in these areas. This should help her writing where there needs to be a lot of improvement.

Rachelle missed many seminars, often because of health problems. She participated actively in the seminars she attended, occasionally dominating the discussions. She showed a lot of interest in much of the

Faculty Signature(s)  
PETER G. BOHMER  
Faculty Name

April 16, 2002  
Date



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

<u>MARTIN</u>	<u>RACHELLE</u>	<u>S.</u>	<u>A 00075151</u>
Student's Last Name	First	Middle	ID Number
<u>10088, 20088</u>	<u>POLITICAL ECONOMY AND SOCIAL MOVEMENTS</u>		
Program or Contract No.	Title		
	<u>09/24/01</u>	<u>03/22/02</u>	
	Date began	Date ended	Qtr. Credit Hrs.

subject matter discussed and in discussions on how to further social justice and equality. Rachelle also contributed positively by her comments on popular culture and on popular consciousness with regards to militarism and globalization.

I suggest that Rachelle go to the Learning Resource Center to improve her writing. As demonstrated by her two synthesis papers, she needs to substantially improve her ability to develop arguments and to provide evidence to support her claims, to not overly generalize from her particular experiences, and to more fully engage and cite the readings. In her first paper, she asserted that globalization denies national borders and promotes capitalism. Rachelle lacked organization in this paper. The organization and clarity of her writing improved in her second paper. Her organizing theme was that the attacks of September 11<sup>th</sup>, have led to an increased popular awareness of U.S. foreign and military policy and of the strong criticisms made by other countries and governments. She did not deal directly with the assigned topic, which was the relation between militarism and globalization, nor use the assigned readings.

As part of this program, Rachelle did an independent project with the Center for Economic Justice, the organization based in D.C. that is promoting a boycott of World Bank bonds. She gave a presentation on her independent project to our entire program. In it, Rachelle showed knowledge of the functioning of the different parts of the World Bank and presented in a lively fashion some of the major criticisms of World Bank policies and projects, e.g., displacement of people as a result of the dams they finance. As part of the independent project, Rachelle gave a talk on the campaign to boycott World Bank bonds to a junior high school and discussed a possible campaign with many student groups on campus. She mentioned the difficulty of being located in Washington State and working with a group located in Washington, D.C. Rachelle did not submit the required paper, analyzing her independent project. She hopes to keep working on the World Bank bond boycott.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 28**

- 4 - Political Economy
- 3 - U.S. History
- 3 - Social Movement Theory
- 3 - History of Economic Thought
- 3 - Race, Class and Gender
- 5 - International Political Economy
- 4 - U.S. Foreign Policy
- 3 - Independent Project: Center for Economic Justice

*Peter G. Bohmer*

Faculty Signature(s)  
PETER G. BOHMER  
Faculty Name

April 16, 2002  
Date

**Individuals vs. Societies:**  
**Studies of American and Japanese History, Literature, and Cinema**  
Fall 2000  
Program Description  
Faculty: Harumi Moruzzi, Michael Pfeifer

In the United States, the conception of individuals as autonomous free agents with an inalienable right to pursue happiness seems to have been accepted as a truism and self-evident throughout much of its history. Meanwhile, in Japan, the importance of group cohesion and harmony rather than the individual right of happiness has been stressed throughout much of its past. In fact, Japanese often seemed to consider themselves as the embodiment of concepts such as nationality, gender or family rather than individuals. Certainly, the reality is not as simple or clear-cut as these stereotypical representations of two societies indicate; nevertheless this dichotomized comparative frame presents an interesting context through which we explored the concepts of individual and community/society and the dynamic relationship between these two concepts. We did this through the critical examination of American and Japanese history, literature, cinema as well as popular media.

Specific topics studied included overviews of Japanese history and American history from 1607 to 1877; the Modernization of Japan; American Sectionalism and Nationhood; Representations of African Americans; The Japanese Outcasts and Women: Socially Constructed Inferiority; Gender in America; The Heian Period: Women on Top?; American Social Identities on the eve of the Twentieth Century; and the Cosmopolitan or the Everywhere/Nowhere Man.

Required books were Edwin O. Reischauer, *Japan: The Story of a Nation*; John H. Cary, et al., *The Social Fabric*; Soseki Natsume, *Kokoro: A Novel*; Harriet Beecher Stowe, *Uncle Tom's Cabin*; Herman Melville, "Benito Cereno"; Shimazaki Toson, *The Broken Commandment*; Kate Chopin, *The Awakening*; Sei Shonagan, *The Pillow Book of Sei Shonagan*; W.E.B. DuBois, *The Souls of Black Folk*; Lafcadio Hearn, *Kokoro: Hints and Echoes of Japanese Inner Life*; and the *Harbrace College Handbook* (Revised Brief Thirteenth Edition).

Films were *Kwaidan* (1964); *Last of the Mohicans* (1992); *Golden Demon* (1953); *The Birth of a Nation* (1915); *Princess Mononoke* (1997); *A Doll's House* (1973); *Sansho the Bailiff* (1954); and *Daughters of the Dust* (1992).

Students attended approximately 2½ hours of lecture a week; participated in 4 hours of book seminar, and in ninety minutes of film seminar. Students wrote two drafts of seven short expository essays (two pages minimum), and attended weekly writing tutorials with a writing tutor over first drafts. Students met individually two times with their faculty in tutorials over second drafts. Students also wrote a weekly academic journal entry commenting on quotations from the week's readings; and composed a journal entry responding to each film.

Workshops introduced students to the college's library and its computing facilities. A field trip involved a visit to the Seattle Art Museum and to a traditional Japanese Garden in south Seattle.

**Individuals vs. Societies:**  
**Studies of American and Japanese History, Literature, and Cinema**  
Winter 2001  
Program Description

Faculty: Harumi Moruzzi, Michael Pfeifer

Continuing our inquiry into concepts of individual and community/society and their dynamic relationship in Japanese and American cultures which had commenced in the fall quarter, we critically examined American and Japanese history, literature, cinema as well as popular media from 1900 to 1970.

Specific topics studied included American popular music in the early twentieth century; Freud, Jung, Zen, and the Japanese dual psychic structure; American social identities through the 1920s; the representation of Japanese rural and urban communities; conformists and rebels; Japanese cinema: Akira Kurosawa and Yasujiro Ozu; reconciling European 'Art' with the American 'Folk' in the American classical music tradition; Yukio Mishima: his life, art, and philosophy; the Great Depression and American society; and individuals and war: World War II.

Required books were Edwin O. Reischauer, *Japan: The Story of a Nation*; George Chauncey, *Gay New York*; Takeo Doi, *The Anatomy of Dependence*; Theodore Dreiser, *Sister Carrie*; Ronald P. Dore, *Shinohata: A Portrait of a Japanese Village*; Sinclair Lewis, *Babbitt*; Yukio Mishima, *The Temple of the Golden Pavilion*; Studs Terkel, *The Good War: An Oral History of World War II*; Masuji Ibuse, *Black Rain*; and Kenzaburo Oe, *A Personal Matter*.

Films were "She Done Him Wrong" directed by Lowell Sherman (1933); "Late Spring" directed by Yasujiro Ozu (1949); "A Place in the Sun" directed by George Stevens (1951); "Ikiru" directed by Akira Kurosawa (1952); "Our Town" directed by Sam Wood (1940); "Mishima" directed by Paul Schrader (1985); "The Road to Disaster" directed by Smokey Forester; "Tora, Tora, Tora" directed by Laura Verklan; "The Thin Red Line" directed by Terrence Malick (1998); and "Cruel Story of Youth" directed by Nagisa Oshima (1960).

Students attended approximately 2 hours of lecture a week, participated in 4 hours of book seminar, and in ninety minutes of film seminar. Students wrote two drafts of four short expository essays (three pages minimum), and a synthesis paper (two pages minimum) and attended writing tutorials with a writing tutor over first drafts. Students met once individually with their faculty in tutorials over second drafts. Students also wrote a weekly academic journal entry commenting on quotations from the week's readings; and composed a journal entry responding to each film. Finally, students created video productions in small groups. Video productions were fiction and non-fiction (documentary), manifested the program theme of the relationship between individual(s) and society, and were to be contained within 20 minutes. Groups screened their productions the last week of classes, preceding the screening with an introduction and following it with a question and answer session.

Workshops introduced students to video production with a camcorder and VHS editing. A field trip involved a visit to the Seattle Asian Art Museum and the Wing Luke Asian Museum in Seattle's International District.

**Individuals vs. Societies:**  
**Studies of American and Japanese History, Literature, and Cinema**  
Spring 2001  
Program Description  
Faculty: Harumi Moruzzi, Michael Pfeifer

We completed our yearlong comparative study of the complex relationship of individuals with societal forces in Japan and the United States, focusing on the period from 1970 through the present day and beyond. As in previous quarters, social dynamics in the two cultures were analyzed through the mediums of historical and sociological studies, fiction, and film.

Specific topics addressed in lectures were Whither the Metropolis: fragmentation, the suburb, and the edge city in recent American urban history; the changing concept of womanhood in the West and Japan: A historical perspective; "Serialism", the post-war avant-garde, and "Minimalism": the recent history of classical music; androgyny in Japan; Nixon, Reagan and Clinton: the recent history of American politics and society; and modernity and postmodernity.

Required books were Mike Davis, *City of Quartz: Excavating the Future in Los Angeles*; Sumiko Iwao, *The Japanese Woman: Traditional Image and Changing Reality*; Mitchell Duneier and Ovie Carter, *Sidewalk*; Banana Yoshimoto, *Kitchen*; Don DeLillo, *White Noise*; Haruki Murakami, *A Wild Sheep Chase*.

Films were Chinatown directed by Roman Polanski (1974); Angel Dust directed by Ishii Sogo (1994); The Fisher King directed by Terry Gilliam (1991); Summer Vacation directed by Shusuke Kaneko (1989); The Ice Storm directed by Ang Lee (1997); and Tampopo directed by Juzo Itami (1987).

During the first six weeks of the quarter, students attended approximately 2½ hours of lecture and a two-hour film screening, and participated in 5½ hours of seminar. Students also met a single time with their faculty to discuss their writing. For the next three weeks, students worked independently on individual or group projects and met with faculty and with groups of peers to review their work. In the last week of classes students presented their projects to the program and then discussed each project in seminar. In the fourth week, the program traveled to the Experience Music Project in Seattle as part of our study of contemporary American popular culture.

Students wrote two drafts of three short expository essays on program themes as seen through particular readings or films. Students wrote a weekly academic journal entry commenting on quotations from the week's readings; and composed a journal entry responding to each film. Students also undertook a major project involving some aspect of the program's concepts and topics. This took many forms, including literary, psychological, and historical research and analysis; original prose fiction; original films; and the translation and interpretive performance of Japanese literature.





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

MARTIN	Rachelle	S.	
Student's Last Name	First	Middle	ID Number
0078P	INDIVIDUALS VERSUS SOCIETIES		
Program or Contract No.	Title		
	10/00	6/01	46
	Date began	Date ended	Qtr. Credit Hrs.

Rachell is a passionate and outspoken student who thrives on argumentation. Because of this she often cut an impressive figure at the seminars. Should she learn how to cultivate intellectual discipline and to think through issues more patiently she will become an even more effective seminar participant. The following are quarter by quarter evaluations of her academic work.

**Fall Quarter:**

Rachelle attended the lectures and the book seminars regularly. She participated in seminar discussions very actively; it was evident that she enjoyed voicing her opinions and impressions. Although at times she had a tendency to digress she contributed to the seminar by presenting her observations and insights. For instance, during the seminar on Du Bois' The Souls of Black Folk she observed that Du Bois stereotyped the Jewish people even when he was not exposed to them. Rachelle participated in workshops actively. She kept a weekly academic journal regarding the assigned books and films. The academic journal entries she submitted exhibited her emotional and intellectual engagement. For instance, she writes, responding to a passage from The Pillow Book of Sei Shonagon: "This is an excellent example of the attitudes that Sei Shonagon held to other people. She did not choose to take people's advice or acknowledge there might be something about her that was abrasive. She simply chose to think everyone was insane."

Rachelle attended the film-viewing and film seminar sessions regularly. She participated in film discussions very actively. For instance, during the seminar on Julie Dash's Daughters of the Dust she observed that the slow motion in the film suggested the timelessness.

Rachelle submitted all seven required papers. Some of her papers exhibited a capacity to support her major statements with textual evidence; most of her papers had valid theses. For instance, she writes in her paper on Soseki Natsume's Kokoro: "Sensei treated K and Ojisan in such a poor manner because he never had a trusting, long term, or healthy relationship. His inexperience with friendships and his transference of his feelings of betrayal onto others cause serious damage to all of his relationships." Should she learn how to organize her ideas better while spelling out her points more fully her paper will become more convincing.

**Winter Quarter:** Rachelle Martin's performance in winter quarter was assessed by Michael Pfeifer as follows:

Rachelle Martin's strongest work in the winter quarter of Individuals vs. Societies came in our seminar discussions. Martin spoke often and well. She listened carefully to her colleagues and consistently prodded them to a fuller engagement with the material at hand. Unlike many verbose students, she manages to think while she is speaking (not after). On a few occasions, she was perhaps overly headstrong, but much more typically she was a considerate, thoughtful, and vocal participant. She also collaborated effectively in a group video production that consisted of a series of short, individually conceived films that reflected on the negotiation of individuals with their societies by satirizing, among other things, consumerism, gender relations, and campus culture. These shorts were probably the most distinctive and comic of the films produced by students in the program this quarter.

Faculty Signature(s)  
Harumi O. Moruzzi  
Faculty Name

June 19, 2001  
Date

JUN 21 2001



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

<b>MARTIN</b>	<b>Rachelle</b>	<b>S.</b>	
Student's Last Name	First	Middle	ID Number
<b>0078P</b>	<b>INDIVIDUALS VERSUS SOCIETIES</b>		
Program or Contract No.	Title		
	<b>10/00</b>	<b>6/01</b>	
	Date began	Date ended	Qtr. Credit Hrs.

Martin's writing displayed a more uneven quality. Three short expository essays and a synthesis paper on themes in Japanese and American culture and society in the first seven decades of the twentieth century were sometimes rough in conception, organization, and expression. They did improve markedly over the course of the quarter. All of the papers contained interesting and original ideas; latter papers had stronger theses and structures and involved more refined expression. Academic journal entries that critiqued the Japanese and American films that we viewed weekly, and which commented on key quotations from the readings, were scater and rawer than they should have been. But a number of them did make interesting points.

Martin has a dexterous mind. In her future academic endeavors, she ought to work on further disciplining her approach to her studies and intensifying her obvious but still somewhat preliminary commitment to analytical rigor. I expect that as she does so, there will be exciting things from her.

**Spring Quarter:**

Rachelle attended the lectures and the book seminars fairly regularly. When she came to the seminars she participated in discussions very actively, contributing to the seminar by presenting her observations and opinions. For instance, during the seminar on Mike Davis' City of Quartz she observed that the white-collar criminals in LA went to posh prisons comparable to a Holiday Inn.

Rachelle submitted three academic journal entries regarding three reading assignments. One of these journal entries exhibited her intellectual and emotional engagement well. She writes, responding to Banana Yoshimoto's Kitchen: "One part of this book that was bothersome was the insistence on calling Eriko a man. Mikage often said off-handed remarks about Yuichi's [transsexual] mother being a man. This disregard of Eriko's decision to be a woman showed how mainstream modern societies everywhere can not understand how a person can feel like one can choose one's own gender."

Rachelle attended the film-viewing and film seminar sessions fairly regularly. She participated in film discussions actively and contributed to the seminar by voicing her observations and opinions. For instance, during the seminar on The Fisher King she commented that there was no homeless woman in the film when there were actually many homeless women trying to support their families.

Rachelle submitted all three required papers. Her papers exhibited her assertiveness well. Should she learn how to support her points with evidence her papers will become more effective.

For her group/individual project/research component of the spring quarter academic curriculum of this program, Rachelle and two other students, with some help from other students, created a ten-minute impressionistic video work entitled "Killit Kunster." The group created this piece which represented a woman as a con-artist after the manner of the French new wave director, Jean-Luc Godard. Rachelle played the eponymous character in this piece. Her classmates very much appreciated her group's video work.

Faculty Signature(s)  
**Harumi O. Moruzzi**  
Faculty Name

**June 19, 2001**  
Date



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

<b>MARTIN</b>	<b>Rachelle</b>	<b>S.</b>	
Student's Last Name	First	Middle	ID Number
<b>0078P</b>	<b>INDIVIDUALS VERSUS SOCIETIES</b>		
Program or Contract No.	Title		
	<b>10/00</b>	<b>6/01</b>	
	Date began	Date ended	Qtr. Credit Hrs.

Rachelle also wrote a six-page research paper on the Japanese new wave filmmaker, Nagisa Oshima. In this paper she argued how American occupation of Japan after WWII helped produce new kind of films such as Oshima's. Had she elaborated on many points she made in this paper her discussion would have been more effective.

In addition to creating a video work and writing a research paper, Rachelle read several theoretical essays from Mast, Cohen, and Braudy's Film Theory and Criticism in order to become familiar with a number of important film theoretical concepts. Rachelle attended one seminar to discuss selected essays with other students, who were also engaged in creating video works.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 46**

- 6 - Japanese Literature
- 6 - American Literature
- 4 - Film Studies
- 5 - Japanese History
- 6 - American History
- 7 - Expository Writing
- 2 - Psychology
- 3 - Sociology
- 3 - Creative Video Production
- 2 - Film History
- 2 - Film Theory

*Harumi O. Moruzzi*  
\_\_\_\_\_  
Faculty Signature(s)  
**Harumi O. Moruzzi**  
\_\_\_\_\_  
Faculty Name

**June 19, 2001**  
\_\_\_\_\_  
Date



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

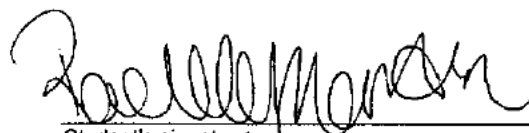
Martin	Rachelle	S.	
Student's Last Name	First	Middle	ID Number
Individuals vs. Societies		9-25-00	6-13-01
Title		Date Began	Date ended

My progression in this class was incredible. When I came to school at Evergreen I wasn't confident in my abilities as a student. As the year went on I became impressed with my drive to put out quality work. I feel as if everything has changed about my writing style as well as many other skills. Through the feedback of many on-campus recourses I have seen my writing take on a new dimension. My ability to write a quality expository paper has increased greatly over the year. Many of my skills like, note taking, expository writing, semiarng skills, have all evolved during my duration in this program.

My evolution as a student has been an interesting journey. My skills as a student have all changed and progressed to a new level. The progression of my seminarng skills has been of the most interest to me. My use of the materials during seminar as well as my new found ability to stay on the subject has been the most interesting skill I have progressed in.

The assignments of the program helped me learn a great deal about my drive to put out a quality product. During the year I with the help of a group made several short films. During the production of these short films I found myself constantly telling my groupmates that we could not simply make a movie for class that had nothing to do with the assignment, but we must make a film that responded to the assignment. Through making these films I found that I prefer a different role in production then I had previously thought. I found that I was able to relinquish control of the final product over to someone else. I had previously kept control over every aspect of production. This program taught me a lot about working with a team of leaders. It taught me that I don't always have to be in control as long as I trust my groupmates.

My duration in this program taught me a considerable amount about myself, my learning style and what I want to achieve in the future.

  
Student's signature  
6-13-01  
Date

Faculty signature: Harumi Moruzzi

Date



The Evergreen State College • Olympia, WA 98505 • [www.evergreen.edu](http://www.evergreen.edu)

## EVERGREEN TRANSCRIPT GUIDE

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

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

### **Educational Philosophy:**

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

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

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

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

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

### **Academic Program**

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

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

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

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

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

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

Credit is recorded by:

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

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

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

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

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

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

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

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

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

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