



Morris, Hailey E

A00358570

Last, First Middle

Student ID

Former Name(s): Martin, Hailey E;

CREDENTIALS CONFERRED:

Bachelor of Arts

Awarded 14 Jun 2024

TRANSFER CREDIT:

Start	End	Credits	Title
09/2006	06/2013	35	South Puget Sound Community College
09/2006	06/2013	15	South Puget Sound Community College
09/2013	12/2013	5	Centralia College
09/2020	06/2022	35	South Puget Sound Community College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2014	12/2014	4	Cornerstone: Foundations for Success <i>4 - Expository Writing: Liberal Arts Education in Contemporary Society</i>
09/2014	12/2014	4	Vital Signs: Public Health and Social Policy <i>4 - Public Health: Social Policy</i>
01/2015	03/2015	7	Bouncing Back: Writing Personal Resilience <i>4 - Writing: Creative Nonfiction</i> <i>3 - Creative Writer's Craft: Nonfiction</i>
09/2022	03/2023	32	Comparative Literature and World Cinema: Reading Globalectically <i>10 - Comparative Literature</i> <i>10 - World Cinema</i> <i>8 - Social Psychology</i> <i>4 - Cultural Studies</i>
04/2023	06/2023	16	So You Want to be a Psychologist <i>4 - Cognitive Psychology</i> <i>4 - Psychology: History of Psychology</i> <i>4 - Psychology: Research Ethics and Open Science</i> <i>4 - Careers in Psychology</i>
06/2023	09/2023	8	Statistics and Research Methods for Psychology and Other Social Sciences <i>4 - Introductory Statistics (Descriptive and Inferential)</i> <i>4 - Psychology: Research Methodology</i>
09/2023	12/2023	2	Undergraduate Research with N. Yuen <i>2 - Undergraduate Research: Psychology</i>
01/2024	03/2024	32	America to 2025: Expressive Culture, History, and Identity <i>8 - US History 1820-present</i> <i>8 - American Studies 1820-present</i> <i>8 - Expressive Culture</i> <i>8 - Popular Culture Studies</i>



Morris, Hailey E

A00358570

Last, First Middle

Student ID

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
04/2024	06/2024	16	Playtime, Lifetime: The Anthropology and Psychology of the Lifespan <i>8 - Developmental Lifespan Psychology</i> <i>4 - Anthropology of Play</i> <i>4 - Ethnography</i>

Cumulative

211 Total Undergraduate Credits Earned



Morris, Hailey E

A00358570

Last, First Middle

Student ID

As a returning greener I was prepared for they ways of Evergreen, but also as a returning greener I had a clear and strict vision for what I wanted to gain from my education. I want to be a Psychologist. I wanted to take all the classes with Psychology mentioned in the name and only Psychology classes. I thought that's what I had to do. Upon my return to Evergreen I spoke to an advisor. We talked about what I thought my strengths and weaknesses were and about the classes I had taken in community college.

I thought I was a decent writer, but reading copious amounts was a struggle. It was suggested I take comparative literature to help strengthen my reading and writing skills. Because I had already taken all the psychology classes during my time at community college there was really no reason for me to take them again at Evergreen. I was unhappy with the advice I had been given, It didn't align with the vision had. None the less I took the advice, and I signed up for comparative literature.

I'am grateful I was able to accept the advice. I learned, perhaps the most throughout my time here, in taking a class I didn't immediately see value in. I strengthened my writing skills as well as learned time management. I was also able to see my interests and social science in a subject I had never put any though into. I enjoyed seeing these connections, it gave me the freedom to take other classes I wouldn't normally have though to take . Seeing the interdisciplinary approach in action gave me a deeper understanding of myself and how I could best achieve my long term career and life goals. I didn't have to become a a psychologist or a counselor to help others who struggle with their mental health. I could look at all the contributing factor to ones mental health and participate in changing policy and social expectations that interfere and affect ones mental health.

If I had to pick a favorite class of my undergrad I don't think I would be able to. I would have to say there is a tie. My two favorite classes were Comparative Literature and America to 2025. I gained a better more complete understanding of colonialism nostalgia and liminality and the effects they have on our culture and way of life today.

I think the most valuable things I have learned didn't align with the vision I had. I am very glad I was able to take suggestions and take other classes. If I hadn't I wouldn't have been able to learn about myself and my abilities, as well as other areas and career choices that would create a meaningful and fulfilled life. The beauty of evergreen is that you get the chance and freedom to create your own way, you are given the chance to create a whole picture and see how your vision can fit into many different aspects of education and life.

My evergreen career as an undergrad was more than educational. I learned about myself, not only how to take suggestions and but to trust the process and be open to possibilities. I also learned what I am capable of and how to grow in areas of real, or perceived weaknesses. I feel prepared and confident in what I have learned and gained form my undergraduate studies to be successful in graduate school.



Morris, Hailey E

A00358570

Last, First Middle

Student ID

April 2024 - June 2024: Playtime, Lifetime: The Anthropology and Psychology of the Lifespan

16 Credits

DESCRIPTION:

Faculty: Eric Stein and Ada Vane

In this playful, all-levels program we explored the spaces and theories of play, as well as the psychology of human development that allows us to play.

Our studies of the anthropology of play considered the lifespan from childhood to old age historically and cross-culturally and aimed to develop “structural competency,” an awareness of how larger economic and political dynamics shape possibilities for human thriving. We delved into a range of social theorists – Johan Huizinga, Brian Sutton-Smith, Mikhail Bakhtin, Michel Foucault, Mary Flanagan and others – to explore the interrelationship between power and play. As part of the ethnographic work, students learned foundational observation and documentation techniques and strategies for analyzing and interpreting everyday objects and settings. We paid particular attention to accessibility and universal design in relation to games, toys, and playgrounds, and engaged in design projects that applied theory to practice through creations of our own.

In lifespan developmental psychology, students used Lally and Valentine-French's textbook *Lifespan Development: A Psychological Perspective* as a backbone to explore psychological theories in human development from in utero through childhood, adolescence, early to late adulthood and death. Areas of emphasis included individual physical, cognitive, social, intellectual, perceptual, personality, and emotional human development, as well as cultural and environmental context affecting these processes, and the relationships among the various threads of development in each age period. Student learning was assessed using weekly reflections in response to the material, as well as weekly quizzes. This area of the program prepared students not only for careers in psychology but also education, entrepreneurship, law enforcement and justice, medicine, nursing, parenthood, social work, teaching, etc.

Students participated in weekly seminar sessions that engaged their ability to analyze a text and engage in thoughtful discussion based on that analysis. The texts, which anchored seminar, were *Why Life Speeds Up as You Get Older: How Memory Shapes Our Past* and *This Chair Rocks: A Manifesto Against Ageism* as well as *Critical Play* and *Discipline and Punish*. Students summarized the readings and shared ideas in online and in-person discussions.

In addition, students developed a final poster project or game design that synthesized learning across the fields of developmental psychology and anthropology.

EVALUATION:

Written by: Ada Vane

Hailey took a high level of responsibility for each aspect of our studies in spring quarter, meeting all expectations for assignments, attendance, collaboration, and participation in our learning community. Hailey contributed informed comments to our class discussions and posed good questions for faculty and peers. Hailey's work demonstrated extensive learning in lifespan developmental psychology, ethnography, and the anthropology of play.

Hailey engaged with discussions of seminar texts. Hailey continued most of the seminar essays, which were proficient in ability to summarize main points, analyze texts and advanced in ability ask critical questions for seminar. In all, the essays provided an account of Hailey's solid learning in developmental



Morris, Hailey E

A00358570

Last, First Middle

Student ID

psychology and the anthropology of play. Hailey attended almost all of the seminar discussions. Hailey was an active contributor to small and large group discussions.

Hailey's ethnographic notebook was well-organized and most of the assignments complete. The analysis included some good initial details. A toy analysis of Legos was most extensive and incorporated perspectives from Roland Barthes in the critique of the fixed nature of the scene and story. A study of an obstacle course was a bit more detailed and a playground analysis provided a very good assessment of accessibility. Hailey completed five of six of the Anthropology of Play Self-Study notebook entries. These provided some good initial insights about joy and the play experience. In all, the ethnographic entries and self-study showed Hailey working toward the proficient level in ethnography. Hailey's excellent scores on quizzes showed a high degree of competency in anthropology. Hailey's combined score on both quizzes was 26 out of 28, reflecting consistent attention in the classroom, strong notetaking skills, and dedication in reviewing the course material.

Each week, students used a variety of media to reflect on and express their understanding of key terms, concepts and theories discussed in lifespan developmental psychology lectures, textbook readings and documentaries. Hailey completed all of the reflections, which took the form of hand-drawn images and text that showed competence with that week's material. Additionally, students took weekly quizzes to revisit key concepts. Hailey completed all of the weekly quizzes. Performance on these quizzes demonstrated outstanding understanding of main concepts and supporting details covered. Hailey's perspective on lifespan developmental psychology broadened and deepened significantly over the course of the quarter. Hailey is leaving this program with a solid background for further studies in the field of psychology.

To conclude the quarter, Hailey created a final poster project to summarize and synthesize content from developmental psychology and anthropology. Hailey's final synthesis presentation, "Autism Spectrum Disorder and Gender," demonstrated a good grasp of the differences in diagnosis and symptomology of ASD in childhood and teenage years. The poster presentation was well-organized and showed thinking around this topic. Hailey took this opportunity to interact with other presenters.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 8 - Developmental Lifespan Psychology
- 4 - Anthropology of Play
- 4 - Ethnography



Morris, Hailey E

A00358570

Last, First Middle

Student ID

September 2023 - March 2024: America to 2025: Expressive Culture, History, and Identity
32 Credits

DESCRIPTION:

Faculty: Bradley Proctor, Ph.D., Sean Williams, Ph.D.

This two-quarter program in American history and popular culture explored significant developments between the 1820s and the 1920s in its first quarter. The program began with a focus on the many ways scholars approach the study of history and culture. That was followed by an examination of settler colonialism and nation-building in the early 19th century. The middle section of the term emphasized the importance of the American Civil War, Reconstruction, and its aftermath. Fall quarter ended with the early twentieth century and the Jazz Age as analyzed through the lens of gender and sexuality. Throughout the quarter students learned about such diverse subjects as utopianism, queer theory, the frontier, modernity, liminality, immigration, and 19th century entertainment. Readings included Kruse and Zelizer's *Myth America*, Eric Avila's *American Cultural History*, and multiple scholarly articles. Films included *Modern Times*, *The General*, *The Man Who Shot Liberty Valance*, *Daughters of the Dust*, and *Singing in the Rain*.

In winter quarter—following a review of the previous quarter's work—we examined program topics chronologically through the Depression, World War II, The Swing Era, the Civil Rights Movement, the Cold War, the Vietnam Era, the development of science fiction, and the many subdivisions of popular musical styles at the end of the 20th century. Readings for winter quarter included the books we had used in fall quarter together with multiple scholarly articles about identity, nostalgia, the nation as home, advertising, several musical genres, religion, civil rights, and more. Films included *Some Like it Hot*, *The Cradle Will Rock*, *On the Waterfront*, *Fences*, *Freedom on My Mind*, *Star Wars*, *Back to the Future*, an episode of *Star Trek: The Next Generation* ("A Matter of Time"), and *Barbie*.

Student activities in both quarters included seminars, faculty lectures, workshops, and expository writing. Members of the program participated in field trips to the Washington State History Museum in Tacoma, and to the archives of the State of Washington and the Evergreen State College. Students wrote several assignments analyzing 19th-century newspapers and 21st-century scholarly articles about the past. They also compared two recordings of the same song by two different artists, wrote and sang an advertising "jingle," and explored downtown Olympia in search of specific material and sonic objects in winter quarter. For the culminating project of each quarter, students had the option to write an analytical essay or to produce a creative "unessay" project applying the analytical tools of the program to a topic in American history or culture between 1820 and 1920 in fall, and between 1920 and 2020 in winter. Each student presented their work in front of the class in the final week of each term; in winter quarter the presentations took the form of an academic conference.

EVALUATION:

Written by: Sean Williams, Ph.D.

It has been a pleasure to work with Hailey Morris in **America to 2025**. She attended classes regularly, completed her work quite well, and was an attentive member of the class. She asked frequent questions that furthered class discussions and made relevant comments; Hailey was clearly fully present for every aspect of the program. One of Hailey's great strengths is her ability to notice a discrepancy or a confusing point and to call it out. By choosing to speak, Hailey's contributions have helped to create a ripple effect in the class that encourages other—shyer—students to be equally brave.

Each student was invited to explore two sets of historical newspaper accounts, and two contemporary articles about events and issues of the 19th century in fall quarter. Hailey selected newspaper articles



Morris, Hailey E

A00358570

Last, First Middle

Student ID

that discussed opinions about Emancipation; the expansion of the railroad in Tennessee; and a review of a minstrelsy performance. Later in the quarter, Hailey focused on two newspaper articles including an exhortation to resist returning escaped enslaved people to their owners and a discussion of the song "John Brown's Body." For the first supplemental journal article, Hailey examined an article about gender roles in utopian communities, specifically about how women functioned within a patriarchal system. For the second, Hailey included only the bibliography for the development of her final essay. Hailey's writing needs strengthening so that it supports the quality of her ideas, and she plans to work on that in the future.

In winter quarter, as part of the historical newspaper assignment, Hailey examined negative impressions of the New Deal; an advertisement for children's clothing; and an interview with Samuel Goldwyn. She wrote a comparative piece about two recordings of the same song by different artists, and composed and sang a brief commercial "jingle" on a household chore. Her summary and analysis of a contemporary article focused on the role of television in the 1950s was very interesting and useful in preparing her for the final essay. In each case, Hailey continues to develop her writing skills.

For her final essay in fall quarter, Hailey presented her ideas on the phenomenon of Jim Crow—as a character in a minstrel show and as a set of laws that constrained Black citizens to second-class status. She discussed the minstrel show itself and the origin of the character of Jim Crow, then shifted her discussion to the backlash against Reconstruction and the creation of the "black codes." Hailey's presentation outlined some of her primary discoveries. She included an example of a 19th-century literacy test, which vividly revealed the near-impossibility of successful completion.

In winter quarter, Hailey's final project was about the romanticization of the 1950s, and the creation of the character type of the American housewife as an ideal representation of the American Dream. Drawing from articles, texts, films, and interviews, Hailey's work for this essay represents the best writing she has done all quarter. When she presented the results of her research in the final week of winter quarter, she transformed within minutes into a confident, knowledgeable presenter. She should be proud of her work.

In both fall and winter quarters, the projects, the presentations, and Hailey's overall participation in the program have all been very good.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 8 - US History 1820-present
- 8 - American Studies 1820-present
- 8 - Expressive Culture
- 8 - Popular Culture Studies



Morris, Hailey E

A00358570

Last, First Middle

Student ID

September 2023 - December 2023: Undergraduate Research with N. Yuen

2 Credits

DESCRIPTION:

Faculty: Nathalie Yuen, PhD

For the class, Undergraduate Research with N. Yuen, students gained experience in designing psychological research studies. Students learned about the process of writing and submitting an Institutional Review Board (IRB) application. Activities included reviewing research materials and attending weekly meetings.

EVALUATION:

Written by: Nathalie Yuen, PhD

Hailey Morris had a very successful quarter in Undergraduate Research with N. Yuen. Hailey completed all the work and the overall quality of the work was excellent. Hailey demonstrated a high level of independent work and collaboration.

Hailey worked with another student on a study in the initial phase writing the Institutional Review Board (IRB) application. Hailey gained a better understanding of the process of replicating a study, including reviewing the background literature and original measures. In weekly meetings, Hailey was an active contributor. Hailey is well-prepared for continued advanced-level work in psychology.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Undergraduate Research: Psychology



Morris, Hailey E

A00358570

Last, First Middle

Student ID

June 2023 - September 2023: Statistics and Research Methods for Psychology and Other Social Sciences

8 Credits

DESCRIPTION:

Faculty: Carrie M. Margolin, Ph.D.

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

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

EVALUATION:

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

Hailey Morris was enrolled in *Statistics and Research Methods for Psychology and other Social Sciences* during Summer 2023. Hailey did good work throughout and earned full credit.

Hailey was a hard worker in this program and always came to class prepared. Hailey worked well with fellow classmates. Hailey's exam performance was steady throughout the course, showing good facility with the calculations and knowledge of the concepts of statistics. Hailey's research methodology exam was also nicely done. Hailey has a good command of the material in statistics and research methodology. Overall, Hailey is prepared for advanced study in statistics and research methodology, should Hailey choose to do so.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Introductory Statistics (Descriptive and Inferential)

4 - Psychology: Research Methodology



Morris, Hailey E

A00358570

Last, First Middle

Student ID

April 2023 - June 2023: So You Want to be a Psychologist

16 Credits

DESCRIPTION:

Faculty: Nathalie Yuen, Ph.D.

This one-quarter program considered psychology as both an academic discipline and as a career. The program led students through entry work as part of the Psychology, Health, and Community path of study. The major topics of study were history and systems of psychology, social science research ethics, open science, career explorations in psychology, and a concentration in one of its subdisciplines: cognitive, developmental, or social psychology, or biopsychology.

Readings included *A History of Psychology in Ten Questions* by Michael Hyland, *The 7 Deadly Sins of Psychology* by Chris Chambers, selections from *50 Great Myths of Popular Psychology: Shattering Widespread Misconceptions about Human Behavior* by Scott O. Lilienfeld, Steven Jay Lynn, John Ruscio, and Barry L. Beverstein, and empirical studies from peer-reviewed journals. Students completed the online Collaborative Institutional Training Initiative (CITI Program) training on the ethics of human research. Weekly activities included readings, written assignments, lectures, workshops, and discussions. Each week students also wrote a reflection on and assessment of their learning.

Students joined one of four discipline groups within psychology: cognitive, developmental, or social psychology, or biopsychology. Students worked collaboratively and read a recent textbook from their discipline. In addition, they demonstrated their learning via a comprehensive final examination on their chosen discipline field or by documenting their work.

Students also shared their learning across disciplines by participating in jigsaw groups focused on a topic of interest in psychology. Jigsaw groups were composed of members from each of the four discipline groups and these members chose a topic. Students expanded their library research skills, in particular the use of PsycInfo. Students found empirical studies from peer-reviewed journals and wrote an annotated bibliography on these articles from within their disciplines.

Students investigated theories and practices of psychologists to enhance their understanding of counseling, social services, and the science of psychology. Students explored careers in psychology and the academic preparations necessary for these career choices. We learned the typical activities of psychologists who work in academia, schools, counseling/clinical settings, social work agencies, and applied research settings. Invited speakers provided career perspectives from a number of fields including: research, clinical psychology, school psychology, counseling, and social work.

Students attended the 103rd Annual Convention of the Western Psychological Association (WPA), April 26-30, 2023, Riverside, California. The WPA conference allowed students to discover the range of activities and topics that psychology offers, and to learn about cutting-edge research in all areas of psychology. The conference activities included invited lectures, papers, symposiums, and poster sessions of current research by professionals. Students who did not travel to the WPA conference did library research on the current writings and online presence of a psychologist in their chosen discipline, as well as observing the use of #PsychologyWeek on social media.

EVALUATION:

Written by: Nathalie Yuen, Ph.D.

Hailey Morris had a successful quarter in So You Want to be a Psychologist. Hailey completed all of the work and the overall quality was very good. Hailey demonstrated excellent engagement with the program



Morris, Hailey E

A00358570

Last, First Middle

Student ID

materials and finished this program with a solid foundation for intermediate-level work in the social sciences.

Hailey completed all of the written assignments. These assignments included thoughtful reflections on the readings. Hailey did very good work on the history and systems quizzes. Hailey also completed the Collaborative Institutional Training Initiative (CITI Program) Social & Behavioral Research - Basic/Refresher certification training on the ethics of human subjects research.

Hailey studied cognitive psychology, collaborating with a small group of students. This group was very dynamic and cohesive. Hailey read *Cognitive Psychology* by Meghan Andrade and Neil Walker as the textbook in this discipline area. To demonstrate learning in the discipline, Hailey completed a series of quizzes. The performance on the quizzes confirmed that Hailey had achieved a very good understanding of cognitive psychology. At the end of the quarter, Hailey created a poster on eyewitness testimony for the program's own virtual conference. The poster included a clear explanation of the misinformation effect.

Hailey also shared this learning in cognitive psychology across disciplines by participating in a jigsaw group. The group discussed mental health as its main topic and Hailey completed an annotated bibliography that focused on this topic from the perspective of cognitive psychology. Hailey submitted all drafts of the annotated bibliography, each an improvement from the previous. In the final annotated bibliography, Hailey included good summaries of and reflections on eight sources from peer-reviewed journals. Hailey demonstrated a very good understanding of American Psychological Association (APA) style formatting for references. For the jigsaw group presentation, the group members were knowledgeable, well-rehearsed, and gave an excellent talk.

Hailey attended the 103rd Western Psychological Association (WPA) annual conference in Riverside, California, gaining valuable preprofessional experience. Hailey attended many conference activities; the summary of this experience demonstrated excellent engagement at the conference. It is evident that Hailey gained much from attending the conference.

Overall, Hailey completed very good work in this program. Hailey made significant progress, especially in developing strong collaborative skills. It was a pleasure having Hailey as part of the learning community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Cognitive Psychology
- 4 - Psychology: History of Psychology
- 4 - Psychology: Research Ethics and Open Science
- 4 - Careers in Psychology



Morris, Hailey E

A00358570

Last, First Middle

Student ID

September 2022 - March 2023: Comparative Literature and World Cinema: Reading Globalectically

32 Credits

DESCRIPTION:

Faculty: Vuslat D. Katsanis, Ph.D.

This full time remote program offered an introduction to the study of world literatures and film through the decolonialist theoretical framework of Kenyan author, Ngũgĩ wa Thiong'o's "globalectics." For Ngũgĩ, reading texts globally "is to read a text with the eyes of the world; it is to see the world with the eyes of the text."

The program offered a sample of contemporary literary and film traditions from outside of the English-speaking world with the goal to teach close and contextual reading.

Literature included: *Globalectics: Theory and the Politics of Knowing* by Ngũgĩ wa Thiong'o; *Minutes of Glory: And Other Stories* by Ngũgĩ wa Thiong'o (Kenya); *Go, Went, Gone* by Jenny Erpenbeck (Germany); *Ministry of Pain* by Dubravka Ugrešić (former Yugoslavia); *Inri* by Raul Zurita (Chile); *The Hen Who Dreamed She Could Fly* by Sun-mi Hwang (South Korea); "Exiles" by Adam Stumacher (USA/Cuba); "Museum of the Party" by Sandra Meek (Suriname); excerpts from Trinh Minh-ha's "Speaking Nearby"; Albert Camus' *The Stranger* (France); Kamel Daoud's *The Mersault Investigation* (Algeria); and additional student-generated list of project-specific titles.

Films included: *The Death of Mr. Lazarescu*. Dir. Cristi Puiu, Romania (Romanian); *Still Life*, Dir. Jia Zhang-ke, China (Mandarin); *Rafiki*, Dir. Wanuri Kahiu, Kenya (English and Swahili); *Parasite*, Dir. Bong Joon Ho, South Korea (Korean); *The Lesson*, Dirs. Kristina Grozeva and Petar Valchanov, Bulgaria (Bulgarian); *A Pasi Fu Romeo*, Dir. Keoni K. Wright, Suriname (Sranan); *Fable of the Fish*. Dir. Adolfo Alix Jr., Philippines (Filipino, Tagalog); and *Cielo*. Dir. Alison McAlpine, Chile (Spanish, English, French); *Soleil O*. Dir. Med Hondo, 1970 (France); *Mustang*, Dir. Deniz Gamze Erguven, 2015 (Turkey); and additional student-generated list of project-specific titles.

Guest speakers included Evergreen professors Miranda Mellis, Steven Hendricks, and librarian Paul McMillan, filmmaker Keoni K. Wright, and painter Charles Edward Williams.

The first half of each quarter emphasized lectures, seminars, and weekly essays in which students practiced translating their close and contextual reading through synthetic writing. Winter provided additional learning in writing project proposals, conducting library databases research, annotating bibliographies, and participating in guest speaker and salon group peer-review sessions. Through active writing and class discussions, students learned critical thinking, literary and film analysis, close-reading, contextual thinking, and key arguments in decolonial theory while building their critical vocabulary.

The second half of each quarter shifted to a workshop model in which students designed and completed a writing-intensive comparative analysis project. The workshops allowed time to work with a community of peers as students gained skills in peer-review, editing, revising, general academic writing, and presentation skills from conception, execution, and final delivery of work. Winter quarter provided additional time for independent project development through weekly deliverables submitted to faculty and one-on-one conferences. The quarter ended with a mock conference organized by panels of presentations sorted according to the salon groups. Each group appointed a panel chair who introduced the panels and moderated the discussions.

This program served as an "entry" to the Culture Text and Language in World Societies (CTLWS) and the Literary Arts and Studies (LAS) paths, and "exploratory" for the Media Arts and Studies path. As



Morris, Hailey E

A00358570

Last, First Middle

Student ID

such, it introduced students to the conventions of academic inquiry within the humanities fields and prepared them for more advanced reading and writing intensive work.

EVALUATION:

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

Hailey Morris successfully completed fall quarter. She completed all of the weekly essays in film and literature as well as the longer term project with consistent engagement. Additionally, she facilitated seminar on Ngugi's short stories with a colleague. The seminar was well planned with positive responses from peers. Hailey often participated with acute observations and gave thoughtful responses to the program material.

Hailey's weekly essays demonstrated noticeable progress in terms of critical thinking and close-reading. Contrasted to her earlier essays which were more exploratory, Hailey's writing began to be grounded in textual evidence and synthesis--two learning goals the program sought to teach. A particularly impressive response was to the first-part of Ngugi's collection of short stories, in which she grappled with complex ideas through literary essays. Likewise, her attention to cinematic detail proved her strong potential to write film analyses, such as in her writing on Wanuri Kahiu's *Rafiki* or Deniz Gamze-Erguven's *Mustang*. Hailey has ample potential to become a strong writer with additional practice in academic writing.

Hailey's fall project sought to question the colonialist master narrative through a comparative reading of Ugresic's *Ministry of Pain* and Wright's *A Pasi Fu Romeo*. She argued that, whereas the former Yugoslav novel discussed exile as a physical deportation to a foreign land, the Surinamese documentary showed it as an everlasting effect of colonialism even when subjects remain put. Her final presentation was quite good, especially with regard to the connections she made between the texts and her own upbringing in a North American context. Both the final essay and the presentation effectively argued that physical movement in space and time does not eliminate memories of the violence endured. Loss, exile, and depression remains as the common denominator of lasting coloniality. Additional practice in revising prose and structuring an academic argument will strengthen her skills.

Hailey's winter project was a research essay on the opioid epidemic in the United States in conjunction with the mental health crisis in an ever-alienating advanced capitalist societal structure. Hailey's essay discussed the history of drug control and law enforcement to reveal the problematic subjugation of racial minorities, wherein drug control functioned as an extension of colonial power. Hailey then discussed social isolation, shame and stigmatization as symptoms of an advanced capitalist system, whereby those who are suffering and in-need further get pushed back into desperation. By contrast, according to Hailey, the Portuguese model allowed healthier alternatives to facilitating support for addiction and mental health patients.

Hailey was a welcome presence throughout the two quarters. She is positioned well to pursue intermediate level programs in the humanities.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 10 - Comparative Literature
- 10 - World Cinema
- 8 - Social Psychology
- 4 - Cultural Studies



Morris, Hailey E

A00358570

Last, First Middle

Student ID

January 2015 - March 2015: Bouncing Back: Writing Personal Resilience

7 Credits

DESCRIPTION:

Faculty: Joli Sandoz, M.A., M.A., M.F.A.

Bouncing Back program members focused on developing the habits of mind of a creative nonfiction writer, especially close observation, disciplined revision, and analytic and creative thinking. Instruction and prompted analysis related to the how-to, or craft, of memoiristic and personal essays was an important part of our work. Each student wrote and revised at least twice one short essay (750 words), and one longer work (minimum 1,250 words), in addition to writing six close reading papers and twelve responses to other student papers. In-person peer response to essays by program members followed Peter Elbow's four-step progression, moving from appreciate listening at the beginning of the quarter to constructive criticism delivered in workshop pairs or small groups by the end of the program. A "floating" assignment gave participants the choice of writing about their observational visit to a bookstore or library, attendance at a literary event, or play of a writing-related card or board game. Each student read aloud from their own essays to the entire program twice during the quarter.

Readings included several articles and a website on personal resilience and on expressive writing as an aid to healing, selected single essays, and these books: *Plaintext: Essays* (Nancy Mairs), *Safekeeping: Some True Stories from a Life* (Abigail Thomas), *Exile and Pride: Disability, Queerness, and Liberation* (Eli Clare), *The Art of Possibility: Transforming Professional and Personal Life* (Rosemund Stone Zander and Benjamin Zander), and most of *"The Making of a Story:" A Norton Guide to Creative Writing* (Alice LaPlante). We also drew from *You Are Here: Personal Geographies and Other Maps of the Imagination* (ed. Katharine Harmon), using maps as metaphors and learning support for various aspects of our work. Visiting speakers added content on several topics, including letterpress book art, video essays, independent bookstores, and library research to support creative writing.

Throughout the program, students were invited to rethink assumptions, respond to the ideas of others, and work collaboratively during peer response activities and small group discussions. *Bouncing Back* was deliberately designed to require participants to make choices and decisions about their work, in order to foster the self-direction required of writers when working alone.

EVALUATION:

Written by: Joli Sandoz, M.A., M.A., M.F.A.

This was Hailey's first creative writing class; during the course of our work, her work progressed very well. Two particular strengths of Hailey's creative essay were confident use of dialogue to reveal character, and a good focus on what mattered to the story.

Narrative forms of creative nonfiction rely on stories of actual events. Hailey's first essay told the story of a difficult situation; this piece was well-focused and paced. In deciding to expand and develop this short essay as her second project, Hailey gave herself the opportunity to apply her learning about craft. Her efforts to add significant and sensory details, and to balance showing with telling, were effective; the final essay was written in clear prose, interesting to read, and complete in that it included information about resilience ("bouncing back") as well as difficulty.

Our close reading papers gave program members the opportunity to analyze craft in selected creative texts; they then continued that work by expanding on the ideas in papers written by their peers. The majority of Hailey's papers dealt with what authors of selected readings meant to communicate; she examined, in other words, theme and connections she saw between the text and her own experiences, adding comments on craft when she found that relevant. Her online peer responses were respectful of



Morris, Hailey E

A00358570

Last, First Middle

Student ID

the original writers' work. Several students noted during end-of-quarter program assessment activities that Hailey's critiques of their creative work were useful to their learning this quarter.

Personal resilience and the role writing can play in its development was an important aspect of our study. Hailey's creative work and comments in class indicated good understanding of the concept and of the role resilience can play in health. For her floating assignment, Hailey played a collaborative story game about resilience with a four-year-old; her paper about the experience evidenced close observation of what a young child understood about resilience, and was well written.

Conscious formation of their writer's "practice," or habits of approach to their work, was expected of program participants, as was reflection on matters connected to learning and writing. Hailey's Collected Works portfolio was well organized, and documented useful ability to reflect on her learning.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 7

4 - Writing: Creative Nonfiction

3 - Creative Writer's Craft: Nonfiction



Morris, Hailey E

A00358570

Last, First Middle

Student ID

September 2014 - December 2014: Vital Signs: Public Health and Social Policy

4 Credits

DESCRIPTION:

Faculty: Joli Sandoz, M.A., M.A., M.F. A.

Participants in *Vital Signs: Public Health and Social Policy* focused on developing as analytical thinkers, and on working with others to apply their joint analyses to actual situations. The lens we employed was that of positive choices for communities, especially choices related to public health. Our work introduced students to the following: basic concepts related to population health, including epidemiology and the social determinants of health; functions and infrastructure of public health in the U.S.; public policy making process; and resilient communities as groups of people or systems that can respond to change without losing their own coherence over time. We also considered selected effects of income inequity on a community's health and resilience. Students had multiple opportunities to respond to others' ideas and to work collaboratively, during workshops and seminar sessions. Our texts were Farley and Cohen's book *Prescription for a Healthy Nation*, and various articles and invited speakers who addressed policy making and implementation, social inequities, and local community change efforts. Each course member was required to attend or view and then report on a local-level public meeting. Additional written assignments included: written notes on our readings, two 2- to 4-page discussion memos based in the readings; and a 6- to 8-page summative inquiry project paper on a question of the writer's choice, and a three minute class presentation accompanied the final inquiry paper. Students who simultaneously enrolled in another course taught this quarter, *Community Resilience: Introduction to Public Policy*, completed a single final project for both courses, choosing between an 8- to 10-page paper plus a three-minute presentation, and a fifteen-minute presentation.

EVALUATION:

Written by: Joli Sandoz, M.A., M.A., M.F.A.

Hailey's work documented actively-developing understanding of our primary ideas and concepts, especially as these related to her interest in the influence of social and life conditions on child development and health. As the quarter progressed, Hailey became an active member of the course community, participating fully in the collaborative learning opportunities that are part of most Evergreen classroom culture.

Hailey's best writing evidenced her curiosity and enjoyment in thinking about complex topics; I'd like to strongly encourage Hailey to continue this type of inquiry-based exploration. For her inquiry project paper, Hailey chose the topic of Adverse Childhood Experiences (ACES). This piece of expository writing showcased her good skill in explanation. Hailey provided sufficient information for readers to form a solid basic understanding of what ACES are, and a sense of their implications in the lives of children who do not have adequate adult support. Hailey structured the flow of this paper very well, and in it her prose was easy to read and communicated clearly. Next steps in this type of writing might be to work more fully with the implications of information provided, so that readers could grasp, for example, how widespread the effects of ACES are as well as more about what kind of effects they might have in adulthood. Tying ACES (or future topics) not just to individuals but also to community functioning would also help readers both understand implications and connect the topic to their own lives.

Hailey took care in her work to present people and families experiencing difficulties as human beings living within a social context that may limit their knowledge and options, an ethical approach. She noted in end-of-quarter writing that one significant learning from *Vital Signs* was about the "socio-economic gap and how it affects everyone." To that she added, "Imagine how it would help if everyone was aware."

**Morris, Hailey E****A00358570**

Last, First Middle

Student ID

I'd like to commend Hailey for persevering with her work and thought during a quarter in which she began study at a college new to her, then started a new full-time job and also moved. Her success at meeting all course requirements is a testament to her commitment to learning. Hailey received full credit, and is well prepared for her next Evergreen quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Public Health: Social Policy



Morris, Hailey E

A00358570

Last, First Middle

Student ID

Student Self Evaluation for Vital Signs: Public Health and Social Policy
09/2014 - 12/2014

This was my first quarter at Evergreen and the beginning was rough for me. I had a lot of change in my life, moving and getting a new job. Out of the two classes I took this quarter this was my favorite. This class is more directly related to "what I want to be when I grow up". It also sparked my interest in the Masters of Public Administration program here at Evergreen.

I thought I wanted to be a therapist because I want to help people, but I have been worried I wouldn't be able to handle all the sadness and horrible stories of traumatic events in peoples lives. I also cant stand it once someone knows what the problem is but wont take charge. Once I started working with the Department of Health and learned all the requirements and processing it takes to even become a Licensed Mental Health Counselor I was even more discouraged.

Through out this quarter I learned about community resilience, public policy and helping people on a larger scale. I believe the combination of the class and my new job and some self awareness were very helpful.

My only disappointments were that I didn't get to put more effort into this class as I would have liked. I learned more about myself and how capable I am with homework and what is to much for me. I decided that I can only take one class at a time so I am able to participate to my satisfaction.

I really enjoyed this class I enjoyed how it tied in with my new work and my life. My inquiry projects affects my daily life, and how I take care of my son. I enjoyed researching my project and soon the things I was checking out from the library for personal gain were helping me with my paper (ex. watching Raising Cain, I originally got that movie for myself at the beginning of the quarter from the TRL).

I am Think I have taken a lot away from this class and am glad I learned more about what is productive and what is overload in my college career. I also remember in the beginning of class I said that I wanted to work on my run on sentences. I have been very aware of that through out the quarter. I feel confident in my progress and am proud I stayed aware and worked on it the entire quarter.

I am excited to take a single, weekend class next quarter so I am able to get everything I can out of it. It will take me years complete the Masters program (if that's what I decide) at the rate of one class at a time, but at least I will get everything I want out of it.



Morris, Hailey E

A00358570

Last, First Middle

Student ID

September 2014 - December 2014: Cornerstone: Foundations for Success

4 Credits

DESCRIPTION:

Faculty: Stephen Beck, Ph.D.

This course aimed to strengthen students' reading, writing, and critical thinking skills. Students read *Why Read?* by Mark Edmundson, *Riches for the Poor* by Earl Shorris, *Crow Planet* by Lyanda Lynn Haupt, as well as selections from Henry David Thoreau's *Walden* and other articles. Students wrote regular brief seminar responses and participated in seminar discussions on these readings. Students participated in workshops and toured some central student academic support offices. Students also wrote at least four drafts of an academic inquiry paper, for which the goal was to give an account of a significant academic inquiry, and to undertake some preliminary research and outlining of that inquiry project. Evaluation and award of credit are based on meeting academic commitments and the development of reading, writing, and critical thinking skills, as demonstrated in all of the above work, culminating in the academic inquiry paper.

EVALUATION:

Written by: Stephen Beck, Ph.D.

Hailey Martin completed all course work and is awarded full credit. A transfer student, Ms. Martin entered the class to gain an introduction to Evergreen. She was a respectful participant in seminar. In her seminar responses, she demonstrated careful reading of our texts, and she showed growth in her academic reading skills. Her responses on *Riches for the Poor* reveal strong engagement with the book. Her inquiry paper focused on the question of how childhood trauma contributes to later substance abuse. The paper relies on good research, surveys the topic well, and should provide a basis for further inquiry. Ms. Martin has a good foundation of college-level writing and reading skills and is prepared for further college-level study.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Expository Writing: Liberal Arts Education in Contemporary Society



Morris, Hailey E

A00358570

Last, First Middle

Student ID

Student Self Evaluation for Cornerstone: Foundations for Success
09/2014 - 12/2014

This class was difficult for me to go to. I had a hard time with having a class in the middle of the week. I was extremely tired on Wednesdays after I had stayed at school until 10:00 PM.

The content of the class was helpful, I like learning about seminar and the expectations at Evergreen that are different from other colleges.

I believe I could have been more successful if I wouldn't have had a bad experience with seminar on the second day of class. It made it hard to come back to class and want to do good in the class. I have learned going to class isn't about other people; it is about me, and if I would have quit going to class, I would have been the only person who would have been punished or hurt by it. I am glad I finished this class despite my huge urge to quit going, with the day and time and the bad seminar. I am proud of myself for finishing this class.

I think it was a useful experience because now I know that just because Evergreen is a liberal college and there aren't "grades" it is still hard and you still have to be dedicated. I also learned there is a lot of reading involved with attending to Evergreen and I need to set more time aside for just me, to be able to read and do homework.



The Evergreen State College • Olympia, WA 98505 • 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) 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.