



Garcia, Christopher Richard

A00423624

Last, First Middle

Student ID

**Former Name(s):** Garcia, Christopher ;

**DEGREES CONFERRED:**

Bachelor of Arts

Awarded 16 Jun 2023

**TRANSFER CREDIT:**

Start	End	Credits	Title
10/2001	08/2008	5	<b>Military Training</b>
03/2004	06/2004	10	<b>Pierce College</b>

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2019	12/2019	16	<b>Business Fundamentals: Communication and Collaboration</b> 6 - <i>Organizational Behavior</i> 5 - <i>Business Communication</i> 3 - <i>Cultural Intelligence</i> 2 - <i>Cross-Functional Teamwork</i>
01/2020	03/2020	16	<b>U.S. Foreign Policy and the Roots of Terrorism</b> 6 - <i>History of Modern Middle East</i> 6 - <i>U.S. Foreign Policy</i> 4 - <i>Terrorism</i>
03/2020	06/2020	13	<b>American Frontiers: Homelands and Borderlands</b> 3 - <i>Native American Studies: Treaties and Tribal Sovereignty</i> 4 - <i>Latinx Studies: Chicanx Identity and Immigrant Experiences</i> 2 - <i>Human Geography: Social and Territorial Boundaries</i> 4 - <i>Immigration Studies: Migration and Labor</i>
06/2020	09/2020	12	<b>A Writer's Paradise</b> 6 - <i>Creative Writing</i> 6 - <i>Literature</i>
09/2020	03/2021	32	<b>Business Management in Creative Industries</b> 4 - <i>Principles of Creativity and Innovation</i> 4 - <i>Cross-Cultural Business Communication</i> 4 - <i>Management: International Organizational Behavior</i> 4 - <i>Business Research Project</i> 4 - <i>Advanced Creative Problem-Solving</i> 4 - <i>Managing Global Teams</i> 4 - <i>Music Business Management</i> 4 - <i>Business Research Project - Bill and Melinda Gates Foundation</i>
09/2021	12/2021	12	<b>Counting on the Brain</b> 6 - <i>Mathematical Reasoning</i> 5 - <i>Introduction to Neuroscience</i> 1 - <i>Science Laboratory</i>



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**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
01/2022	03/2022	10	<b>America to 2025: Modern America, History, and Adolescent Psychology</b> <i>5 - Adolescent and Emerging Adult Psychology</i> <i>5 - History: US History since 1865</i>
03/2022	06/2022	12	<b>Political Economy of Fascist Politics: Consequences and Resistance</b> <i>3 - Political Economy of Proto-Fascist and Fascist Politics</i> <i>2 - Historical Fascism: Theory &amp; Practice</i> <i>2 - Far Right Extremism: Theory &amp; Practice</i> <i>2 - Anti-Fascism: Theory &amp; Practice</i> <i>3 - Research Project: Academic Paper &amp; Presentation</i>
09/2022	06/2023	46	<b>Borders, Walls and Refugees in the Age of Climate Change</b> <i>12 - Border Studies</i> <i>12 - Refugee and Migration Studies</i> <i>10 - Immigration and Asylum Policy</i> <i>8 - International Politics</i> <i>4 - Moroccan Migration Policies</i>

**Cumulative**

184 Total Undergraduate Credits Earned



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Christopher Garcia

06/10/2023

## Final Academic Statement

Growing up, my father told me "Son, there are two ways to learn: learn by reading a book about someone else's experiences or learn by your own experiences". In my head the answer was clear, I would learn from my own experiences. This attitude led me into to a life full of dangerous and exciting experiences, and ultimately in life-or-death circumstances as an Infantry soldier.

When I got out of the military, I wanted to start my own business doing personal protection, so I began to take classes in hopes of getting a degree in business. While I was on a break from school, I was injured on the job doing construction work and I decided to use the opportunity to go to college full-time at Evergreen State. I was full of experience but was desperate for academic knowledge. It was time to embrace my father's words of learning by reading about someone else's experiences.

I started my evergreen journey with great enthusiasm for a degree in business. My first Business Fundamentals program taught me the importance of cultural intelligence, which is an essential business tool for both internal and external purposes. Internally, cultural intelligence helps employees of all levels better understand each other, and in turn, create better results together. This helped me work more effectively with my peers, and with a better understanding of the importance of collaboration, and communication.

One of the most impactful programs was *U.S Foreign Policy and the Roots of Terrorism*. I had already served overseas, and I thought I was very aware of who was behind the terrorist attacks of 9/11. After reading *The Looming Tower* by Lawrence Wright and other historical perspective books on Islamic fundamentalism, the rise of Al-Qaeda, and the intelligence failures that culminated in the attacks at the World Trade Center, I began to have an academically grounded perspective, that ultimately gave me a desire to dive deep into global politics. My Professor Steve Niva taught me the steps of fundamental research, which improved my research and writing considerably. I began to write what I had learned in an academic format.

History has always been a learning passion of mine. I chose a few histories based programs that built my empathy through studying the lives and struggles of others. This helped me appreciate cultures, ideas and traditions that are not my own, and to recognize them as meaningful products of specific times and places. The program *Political Economy of Fascist Politics* really opened my mind as to how crucial history is to global politics, so that history does not repeat itself.

The *Borders, Walls and Refugees in the Age of Climate Change* program has been the most influential. It was three-quarters of extensive reading, writing, presentations and research, all of which I improved on during this period. I chose this program in order to have a comprehensive understanding of the proliferation of border walls, border security, border policies and why we see global mass migration. I now have a clearer understanding of why global border hardening is on the rise, the policies that are created to restrict migration, and the conditions people face that cause them to voluntary or involuntary migrate to a new location, such as economic, environmental and social issues. Over the course of this program, I developed a new understanding of global politics and the global migration regime.

My study abroad to Morocco was invaluable to my academic experience. It broadens my perspective in all that we have studied in this program. Being able to see the effects of the EU border externalization in Morocco and how it plays out in migration policies, militarization of their borders and the crucial role NGOs has in providing resources for migrants, so that they may sustain themselves.

It was astounding that all my professors established strong connections and communications with their students. Encouraging us to participate in academic discourse. This gave me confidence to grow in my academic skills by

**ACADEMIC STATEMENT**

The Evergreen State College - Olympia, Washington 98505

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always asking questions when I otherwise might not have, if I didn't feel such a connection, and acceptance from the professors.

All the programs at evergreen have provided me with the tools I need for a career in civil society. Whether it is policy making or working for an NGO, it has heightened my desire to give back to the community in a way that I believe can make a difference.



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## **September 2022 - June 2023: Borders, Walls and Refugees in the Age of Climate Change** 46 Credits

### **DESCRIPTION:**

Faculty: Steve Niva, Ph.D.

Borders, Walls and Refugees in the Age of Climate Change was an upper division political science program that examined the global clash between the rise in restrictive nation-state border enforcement and the rise in increased migration and refugee crises around the world.

The first part of the program explored theories about the dramatic surge in border wall construction along over 60 nation-state borders around the world. Students explored different theories about the rise in border restrictions ranging from Reece Jones' *Violent Borders* to Wendy Brown's *Walled States, Waning Sovereignty* and were asked to write an 8-page thesis driven paper that explained the global rise of border wall building today. Students then explored the increasing externalization of border enforcement to prevent migrants and refugees from even reaching a country's borders by reading Andersson's *Illegality, Inc.*, Walia's *Border and Rule* and Miller's *Storming the Wall* and wrote short papers about concepts like "border security industrial complex" and "border imperialism." Students wrote and presented final papers on the dynamics of contemporary border externalization and created an art-based response to the material of the quarter which ranged from creative writing and visual art to song-writing and performance art.

The second part of the program examined the causes of the dramatic rise in forced displacement and refugee crises around the world, as well as the international refugee system established by the United Nations after World War II and the expected role of climate change in driving future mass displacement. Students developed case studies about the major refugee crises that have occurred in South Sudan, Eritrea, Myanmar, Venezuela, Honduras and Syria and analyzed the root causes of mass displacement, presenting their work to the class. Students then examined the 1951 international refugee system by reading Serena Parekh's *No Refugee* and Betts and Collier's *Refuge* and were asked to develop a policy paper that offered reforms to the global system adequate to the new circumstances of forced migration in the twenty-first century. Students also read and responded to the novel *Exit/West* by Mohsin Hamid about the refugee journey. Students then learned about the concept of asylum, drawing upon John Washington's text *The Dispossessed*, and examined the root causes of asylum seekers from Central America who arrive at the United States' border to seek asylum. Students concluded the program by learning about the expected mass displacement that will be caused by climate change over the next century. Drawing upon the visionary proposal by Gaia Vince in *Nomad Century*, students were asked to develop their own vision of how climate migrants could be relocated in just and humane ways as the human climate niche shrinks and shifts northwards.

Students were assessed on their mastery of concepts, theories and case-studies in the fields of Border Studies and Refugee and Migration Studies and on their writing, participation and attendance.

In the spring quarter, students undertook a study abroad program to Morocco to learn more about the clash between border hardening and forced migration from scholars, journalists, policy makers and migrants. Students prepared for three weeks on campus by learning about the history, culture and contemporary politics of Morocco as well some basic Arabic language study. They wrote several short papers on European Union border policies with North Africa and about Morocco's changing role from being a migration origin country to becoming a migration destination country. Students then traveled to Morocco where they met with various stakeholders in border policy and migration in Rabat, Fes, Ifrane, Tangier, Tetouan and Chefchaouen. They created and presented two major presentations and a short write-up on global borders and migration based on their learning before returning to campus. Students were assessed on their preparation and participation in travel activities and presentations.



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**Required Texts:**

Reece Jones, **Violent Borders: Refugees and the Right to Move**

Jason De Leon, **The Land of Open Graves: Living and Dying on the Migrant Trail**

Wendy Brown, **Walled States, Waning Sovereignty**

Rueben Andersson, **Illegality, Inc: Clandestine Migration and the Business of Bordering Europe**

Harsha Walia, **Border & Rule: Global Migration, Capitalism and the Rise of Racist Nationalism**

Todd Miller, **Storming the Wall: Climate Change, Migration and Homeland Security**

Suketu Mehta, **This Land is Our Land: An Immigrants Manifesto**

Serena Parekh, **No Refuge: Ethics and the Global Refugee Crisis**

Mohsin Hamid, **Exit West** (A Novel)

Betts and Collier, **Refuge: Rethinking Refugee Policy in a Changing World**

John Washington, **The Dispossessed: A Story of Asylum at the US-Mexico Border**

Valeria Luiselli, **Tell Me How It Ends: An Essay in 40 Questions**

Gaia Vince, **Nomad Century: How Climate Migration Will Reshape Our World**

Laila Lalami, **Hope and Other Dangerous Pursuits**

**EVALUATION:**

Written by: Steve Niva, Ph.D.

Christopher (Chris) is a mature student who grew considerably as a student of political science and as a student developing his academic skills during the program. He drew upon his previous knowledge of global affairs in both academic and professional work but then had to work hard to grasp theoretical concepts from upper division political science texts and apply them to case studies and draw conclusions to develop a thesis in his work. This was a new way of thinking but he grew over time and the result was that he made good strides in learning how to write analytical papers about the global system of borders and increasing crises of mass displacement and was able to produce some good papers that were characterized by increasingly better structure and deeper understanding. His overall attendance was not always consistent, but he made up for it by improving the quality of his work over the program.

As a result, Chris was able to demonstrate a growing mastery of the key concepts, theories and case-studies in the fields of Border Studies and Refugee and Migration Studies. In his first two papers on border walls, Chris wrote about the differences between the border walls between Greece and Turkey and between the United States and Mexico and was able to demonstrate a good grasp of Reece Jones' concept of how border walls reflect the rearticulation of state sovereignty by powerful countries as well as Wendy Brown's theory that many border walls are a symbolic performance of sovereignty by countries with waning sovereignty. He also wrote a paper on what is causing out-migration from Central America while noting the role the United States has played in creating some of the conditions that cause it. He provided some good research about Central American displacement and the paper could only have been



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improved by noting that Harsha Walia's concept of Border Imperialism could have provided the theoretical basis for this approach.

In the second quarter, Christopher showed a good ability to understand the international refugee system that was created in 1951 and analyzed and debated policy reforms about this system. He worked with a team to understand the root causes of the refugee crisis in Honduras that has resulted in mass population displacement and wrote a clear paper addressing this issue. He showed good learning in his policy paper on how to reform the global refugee regime where he emphasized the need to expand the definition of refugees to include those impacted by structural injustice and on the need for global burden sharing to provide direct support to refugees to enhance their agency. He then critically examined the "border crisis" narrative that shapes policy debates in the United States about the U.S.-Mexico border and argued that it was best understood as a refugee crisis. Christopher also showed a good ability to think about how climate change will produce a major crisis of displacement over the next century and gave a very good public presentation about what causes climate migration and what policy changes will be needed to address this coming crisis.

Chris was often a good participant in class discussion and with even more time devoted to his readings, he could easily reach another level of engagement. He has a nice way of providing personal anecdotes to enhance class discussions and can engage with fellow students who have different viewpoints. Christopher also improved his public speaking skills by presenting well-organized talks on several issues.

Chris' participation in the study abroad program to Morocco was excellent. He was fully engaged in the experiential side of exploring how to travel and engage with learning while in Morocco. His preparation for the trip was good, writing a few short papers on the changing nature of Morocco in global migratory patterns and he was able to develop this learning while in Morocco and made several very good presentations about EU border externalization and Moroccan migration policy during the trip. Chris was an excellent participant in our meetings and activities where he took good notes and often served as group photographer, showing genuine photographic skills. Most importantly, Chris showed major improvement in his ability to analyze and deliver short briefs and presentations.

In sum, Chris' significant development as a student of global politics and in his academic skills, along with his successful experiences while in Morocco, indicate that he has the capacity to go further into graduate work in this area if he chooses.

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

- 12- Border Studies
- 12- Refugee and Migration Studies
- 10- Immigration and Asylum Policy
- 8- International Politics
- 4- Moroccan Migration Policies



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Student Self Evaluation for Borders, Walls and Refugees in the Age of Climate Change  
09/2022 - 06/2023

Christopher Garcia 06/03/2023

I choose this program in order to have a comprehensive understanding of the proliferation of border walls, border security, border policies and why we see global mass migration. There has been so much rhetoric of these topics from politicians and media in America. As a second-generation migrant, I have a desire to understand why in a nation of immigrants, is there so much confusion and anger in American society about what to do in this current age of mass migration. I now have a clearer understanding of why global border hardening is on the rise, the policies that are created to restrict migration, and the conditions people face that cause them to voluntary or involuntary migrate to a new location, such as economic, environmental and social issues. Our on the ground research of Moroccan NGOs and how they play such a crucial role in helping migrants has guided me into a career path in civil society.

Over the course of this program, I developed a new understanding of global politics, and these are key issues. Capitalism has thrived through globalization, but some countries have not been so prosperous, with their people becoming economically displaced from the effects of globalization. Reece Jones argues in his book "Violent Borders" there is an exponential rise in border walls throughout the world, becoming more violent, with huge budget increases in border security and use of military technologies on these borders. Global leaders are building and hardening border walls to control the flow of migrants, in order to protect the privileges within those walls. The US has a 2023 border budget of nearly \$25 billion.

Border Externalization is a growing and trending tactic that refers to the extension of a border, and migration control that goes beyond the border of the migrant or refugee receiving nation. This is meant to stop or slow them before they get to their destination country. Border externalization consists of visa, asylum control in foreign airports and countries, offshoring asylum policy processing and enacting travel bans or restrictions. Subcontracting border control to other countries to police migration through training and funding programs and foreign aid packages for development tied to migration control.

In America, politicians like to use words like "illegal alien" to construct a frame that these migrants or refugees are somehow bad actors who only want to steal jobs away from "legal Americans". This rhetoric allows them to gain public support in creating anti-immigrant policies. The reality is that these migrants are not "illegal aliens", but human beings, seeking a better life for their families with some forcefully displaced either by war, gang violence, state persecution, lack of food or work and climate change. Colonialism, neo-colonialism and foreign interventions by the US have caused socioeconomic destabilization in many of these Global South countries that have mass displacement.

Climate change has become major push factor for mass migration. Over the next 30 years, 143 million people are likely to be uprooted by rising sea levels, droughts, searing temperatures and other climate catastrophes, according to the UN Intergovernmental Panel on Climate Change. According to former NASA scientist James Hanson, industrialization in Europe, North America, Australia, and Japan was responsible for 77% of global emissions between 1752-2006. This is evidence of our responsibility to the Global Souths climate migration displacement. We need to change the narrative about climate change and the consequences if we do not address it immediately.

The current refugee system needs reform. There needs to be an expansion of the definition of what a refugee is. A global refugee funding tax can help create long term safe havens, instead of underfunded shelters or camps. There needs to be more local integration with the right to work, travel and own things. Basic human rights to all are needed or the system will continue to fail.





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My study abroad to Morocco broaden my perspective in all that we have studied in this program. Being able to see the effects of the EU border externalization in Morocco and how it plays out in Moroccan migration policies, militarization of their borders and the role NGOs. Most NGOs are funded by the EU, which is a form of border externalization, because these NGOs provide the migrants a way to sustain themselves in Morocco, which exactly what the EU wants. The Moroccan government receives developmental and military aid to stop migration into the EU.

I improved on my writing, reading and research skills throughout the three-quarter program. I feel as if I was able to present a more organized presentation then I did in the beginning of the program. In my writing I sometimes get caught up in adding too much detail, but I believe have improved on breaking down the content so that it flows better. In my research skills I improved by starting broadly on a topic and then diving into the specifics once I understood more of what I was looking for, as well as staying organized.

I believe this program has set me up for a future career in civil society. Whether it is policy making or working for an NGO, it has heightened my desire to give back to the community in a way that I believe can make a difference.



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## **March 2022 - June 2022: Political Economy of Fascist Politics: Consequences and Resistance**

12 Credits

### **DESCRIPTION:**

Faculty: Michael Vavrus, Ph.D.

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

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

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

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

Students produced 21 structured writing assignments in preparation for text-based seminars and workshops. Students collaborated in small "news groups" to present contemporary examples of the political economy of fascist politics. As a cumulative project, each students wrote an academic research paper on a topic of their choosing related to program themes and presented findings of their individual papers using presentation software.

In preparation for seminars and workshops students read the following books: Bray's (2017) *Antifa: The Anti-Fascist Handbook*; Finchelstein's (2020) *A Brief history of Fascist Lies*; German's (2019) *Disrupt, Discredit, and Divide: How the New FBI Damages Democracy*; Hill's (2018) *The Antifa Comic Book: 100 Years of Fascism and Antifa Movements*; Miller-Idriss's (2021). *Hate in the Homeland: The New Global Far Right*; Moore and Tracy's (2020) *No Fascist USA! The John Brown Anti-Klan Committee and Lessons for Today's Movements*; Patterson's (1951/2020). *We Charge Genocide: The Crime of the Government Against the Negro People* (3<sup>rd</sup> edition); excerpts from Passmore's (2014) *Fascism: A Very Short Introduction* (2<sup>nd</sup> edition); excerpts from Stanford's (2015). *Economics for Everyone: A Short Guide to the Economics of Capitalism*; and excerpts from Vavrus's (2022) *Teaching Anti-Fascism: A Critical Multicultural Pedagogy for Civic Engagement*.



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Students also read the following articles: Patnaik's. (2020) "Neoliberalism and Fascism (in *Agrarian South: Journal of Political Economy*); Fiala's (2018) "Anarchism" (in *The Stanford Encyclopedia of Philosophy*); Horne's (2018) "The Apocalypse of Settler Colonialism" (in *Monthly Review*); Sawo and Banerjee's (2021) "The Racist Campaign Against 'Critical Race Theory' Threatens Democracy and Economic Transformation" (on-line from *Economic Policy Institute*); Kakel's (2019). "Patterns and Crimes of Empire: Comparative Perspective on Fascist and Non-Fascist Extermination" (in *The Journal of Holocaust Research*); and Abramsky's (2022) "The Town that QAnon Nearly Swallowed" (in *The Nation*).

Students viewed and discussed the following documentaries and interviews: "Mussolini to Antifa: The History of Anti-Fascism" (2020); "Growing Threat Of Right Wing Extremism Inside Local School Boards"(2021); economics professor Richard Wolff's "Economic Update: Fascism" (2022); "The Silencing of Black and Queer Voices: George M. Johnson on 15-State Ban of 'All Boys Aren't Blue'"(2022); "Erasing History: Holocaust Graphic Novelist Art Spiegelman on 'Maus' and Wave of Book Bans Sweeping U.S." (2022); "'Gangsters of Capitalism': Jonathan Katz on the Parallels Between Jan. 6 and 1934 Anti-FDR Coup Plot" (2022); "Undercover in the Alt Right" (2018); "Biden Warns of 'Dagger at the Throat of America'"; Fascism Expert Says Trump's Personality Cult Growing" (2022); "How disinformation around Jan. 6 riot has downplayed violence, divided Americans" (2022); "American Insurrection" (2022); "How the Capitol attack unfolded" (2022); "Texans Explain What Animated Their Loved Ones, Neighbors to Storm the Capitol" (2022); "Antifa Members Talk Protest Tactics: 'We Don't Depend On Cops'" (2019); Mark Bray book talk (2017); "Can Biden Undo Trump's 'Remain in Mexico' Policy That Forced Asylum Seekers into Dangerous Conditions?" (2022); "'Counter-Revolution of 1776': Was U.S. Independence War a Conservative Revolt in Favor of Slavery?" (2014); "Islamophobia in America 20 years after 9/11" (2021); "Indigenous Artist, Activist, and Author Gord Hill" (2021); "How Black Americans Were Robbed of Their Land" (2019); "How Property Law Is Used to appropriate Black Land" (2021); "Fairy Creek: Indigenous-Led Blockade of Old-Growth Logging Is Now Canada's Largest Civil Disobedience" (2021); "The Red Nation Slams Cooptation of Indigenous Peoples' Day Amid Global Colonial Resource Extraction" (2011); "Michael Brown protests in Ferguson met with rubber bullets and teargas" (August 2014); "The Roots of Ferguson Unrest" (August 2014); "Police militarization in Ferguson Missouri: MRAPs, LRADs seen at Michael Brown shooting protests" (August 2014); "'The Second': Carol Anderson on the Racist History Behind the Constitutional Right to Bear Arms" (2020); "How the 'Abolition Amendment' Would End Constitutional Loophole That Allows Forced Labor in Prisons" (2021); and "Juneteenth: A Celebration of Black Liberation and Day to Remember 'Horrific System That Was Slavery'" (2021).

**EVALUATION:**

Written by: Michael Vavrus, Ph.D.

Christopher Garcia met some program expectations. His work and participation was sometimes uneven but occasionally good and, taken holistically, generally evidenced academic analyses and critical reflections on program material and his own learning. When prepared, Chris's seminar and workshop participation and papers demonstrated engagement with assigned texts.

Chris's academic research paper was titled "Israeli Fascist Politics". His thesis was "since the establishment of the Jewish State of Israel, the Israeli government has shown many characteristics of fascism with their violent actions against the Palestinians, and their fascist land and property confiscation of Palestine." The paper was developing in meeting the expectations of an academic paper that would normally include in-text citations for claims. Chris's projected presentation was generally effective, including the incorporation of historical maps along with his talking points.

During the quarter Chris was often able to compare the discourse of 21<sup>st</sup> century fascist politics with other ideological orientations and their historical origins and practices. He often identified major patterns



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that help to explain key social, economic, historical, and political events as viewed through an anti-fascist lens.

In summary, Chris demonstrated the necessary knowledge to engage in further studies in the social sciences and humanities. In future academic courses, however, Chris will need to be more mindful of how to better management his time in relation to due dates.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12**

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



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## **January 2022 - March 2022: America to 2025: Modern America, History, and Adolescent Psychology**

10 Credits

### **DESCRIPTION:**

Faculty: Bradley D. Proctor, Ph.D., Nathalie Yuen, Ph.D.

This two-quarter program combined the disciplines of American history and developmental psychology to explore modern America and adolescence. The program led students through intermediate-to-advanced work as part of the Psychology, Health, and Community as well as the Humanities: Culture, Text, and Language in World Societies paths of study.

In winter quarter, essential themes included research methods in psychology and history and the contexts in which young people develop. This program was conducted during the on-going coronavirus pandemic; classes were mostly held in person, with occasional online meetings, after more than a year of remote learning.

Historical themes explored included historical research methods, the historical changes to adolescence, modernity, post-modernity, segregation, civil rights activism, intersectionality, the end of the Cold War, and dichotomies of optimism and pessimism at the turn of the twenty-first century. Readings included selections from numerous historical monographs. Students were to complete a comparative book review of historical monographs.

For the psychology part of this program, students examined physical, cognitive, and social development during adolescence (ages 10-18) and emerging adulthood (ages 18-25). Students also explored quantitative research methods in psychology, including research ethics, measurement, survey research, sampling, experimental research, and descriptive statistics. Readings included literature reviews and empirical studies. Students were to complete a series of assignments focused on explaining and applying psychological theories and concepts to examples from their own lives and the media.

Each week included writing activities and in-person lectures and workshops. Students engaged in student-facilitated seminar discussions on both the history and psychology readings. Students submitted weekly workshops before seminar. Students were asked to facilitate, in groups, one seminar discussion.

The major project of the program was a literature review essay due at the end of the quarter. Students were to pick a topic of their own, related to the overall themes of the program, and find scholarly sources, drawing from both empirical studies of psychology and academic scholarship about American history. They connected these sources in an analytical essay that served to assess the field of scholarship about their topic. Students were to submit a proposal, a comparative book review, and multiple drafts of this essay, as well as give a five-minute "lightning" presentation at the end of the winter quarter.

Students selected a sample of writing assignments, including the seminar workshops, history assignments, psychology assignments, and interdisciplinary assignments to be included in an academic portfolio that was submitted at the end of the quarter.

### **EVALUATION:**

Written by: Bradley D. Proctor, Ph.D. and Nathalie Yuen, Ph.D.

Christopher Garcia did promising but incomplete work in America to 2025: Modern America, History, and Adolescent Psychology. Christopher attended some program activities, which included lectures, workshops, and seminars. When present, Christopher was a constructive participant in class, especially



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in seminar discussions, and helped to foster the learning of other students. Christopher completed one of the weekly seminar workshops and demonstrated fair engagement with the seminar materials.

For the major project of the quarter, Christopher completed a literature review essay about recruiting strategies in the American military. Christopher submitted multiple drafts of the literature review, including a proposal. In the final draft, Christopher included websites and scholarly sources. This was a somewhat successful project that would have benefited from a deeper review of the scholarship in history and psychology. Christopher gave a clear and concise presentation of the project, including answering questions from classmates.

At the end of the quarter, Christopher submitted a portfolio containing a selection of the academic work completed this quarter. This portfolio included examples of notes from lectures and workshops, as well as a framing statement that connected these notes to Christopher's learning throughout the quarter. This portfolio captured Christopher's intellectual engagement throughout the quarter.

Overall, Christopher made satisfactory progress and contributed to the learning community by supporting other students. Christopher finished the program with a solid foundation for continued intermediate-level work in the humanities and social sciences. It was a pleasure having Christopher as part of our learning community.

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

5- Adolescent and Emerging Adult Psychology

5- History: US History since 1865



Garcia, Christopher Richard

A00423624

Last, First Middle

Student ID

## **September 2021 - December 2021: Counting on the Brain**

12 Credits

### **DESCRIPTION:**

Faculty: Nancy C. Murray, Ph.D. and Vauhn FosterGrahler, MS, MEd

The Counting on the Brain program was a full-time, interdisciplinary program designed to introduce neuroscience coupled with algebraic reasoning applied in the sciences. Student learning goals included development of analytical and critical thinking, quantitative reasoning, reading, and writing skills. Weekly activities included lectures, presentations, labs, workshops, and seminars. Students were required to submit weekly homework assignments, lab and workshop reports, and seminar papers and to contribute actively to the learning community.

*Introduction to Neuroscience:* Students learned about the function of the brain's cellular computers: neurons. Specifically, they learned how neurons differ from other cells, how they generate electrical signals, and how they communicate with one another via synapses. They then investigated how neurons cooperate in circuits by studying sensory systems: vision, touch, audition, and olfaction. Students also studied learning and memory and development of the vertebrate nervous system. Cellular and molecular mechanisms were emphasized alongside the physics and mathematics of neurobiology. Strong emphasis was placed on developing students' critical thinking and quantitative skills in order that they be prepared to undertake future scientific programs.

Text: *The Mind's Machine*, Watson and Breedlove (4th edition).

*Algebraic Thinking for Science:* Students were introduced students to concepts and algebra of functions, as well as linear, quadratic, exponential, and logarithmic functions and their applications. In addition, students learned scientific notation, proportional reasoning, and unit conversions. Students worked with these topics algebraically, graphically, numerically, and verbally. Context-based problem solving and collaborative learning were emphasized. Students completed weekly take-home quizzes and completed one take-home exam and two in-class exams. In addition to the content, students were assessed and self-assessed on the eight process outcomes: Use of correct mathematical notation, use of appropriate mathematical procedures, the ability to develop and/or correctly interpret mathematical models, appropriate use of technology, ability to link algebraic, graphic, verbal, and numeric representations and solutions, demonstration of an understanding of functions, use of logical and correct critical reasoning, and the ability to communicate mathematics for the clarity of the receiver.

Text: *Algebraic Thinking for Science*. Vauhn Foster-Grahler and Megan Olson-Enger. 2020.

For seminar, students read the following texts: *Anthropologist on Mars* (Oliver Sacks), *The Emperor of Scent* (Chandler Burr), *Tales from Both Sides of the Brain* (Michael Gazzaniga), *Proust and the Squid* (Maryanne Wolf), and *Blink* (Malcolm Gladwell). For each text, students were required to submit a written summary and prepare specific passages for discussion, as well as writing on a selected theme from the text.

Laboratory exercises included osmosis, olfaction, sensory reflexes, brain and eye dissection, Electromyography (EMG) and Electroencephalograms (EEG) recordings) and optics and lenses. Students were required to maintain a scientific lab notebook and analyze data. For select labs, students were required to write formal lab reports.

### **EVALUATION:**

Written by: Nancy C. Murray, Ph.D. and Vauhn FosterGrahler, MS, MEd



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Christopher, who goes by Chris, enrolled in the Counting on the Brain program with an interest in deepening his knowledge of biology and mathematics. It is clear that he has the talent to be successful however, he had several setbacks outside the classroom that impeded his ability to do so. Chris engaged readily in the material and showed enthusiasm for the material.

In the math portion of the program, Chris completed three out of five quizzes and two out of three exams. Overall, Chris's written assessments demonstrated proficient performance for each of the process outcomes including: Use of correct mathematical notation and procedures, mathematical models, understanding functions, appropriate use of technology, linking multiple representations, logical thinking, and effective communication, for scientific notation and linear functions. Unfortunately, Chris's written assessments did not demonstrate satisfactory performance for the remaining course content. Chris is encouraged to take a course or program with similar content again before attempting Precalculus I.

Introduction to Neuroscience: Chris leaves the program with a good understanding of most of the topics covered. He completed most of the quizzes and the final exam with generally good scores. In particular, Chris leaves the program with a solid understanding of neurophysiology. In the lab, he worked carefully and conscientiously to collect data. He submitted 0 of two lab write-ups and did not turn in a lab notebook.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12**

- 6 - Mathematical Reasoning
- 5 - Introduction to Neuroscience
- 1 - Science Laboratory





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## **June 2020 - September 2020: A Writer's Paradise**

12 Credits

### **DESCRIPTION:**

Faculty: Eric Severn, M.F.A.

Drawing on James Wood's claim that "Art isn't the same as life, but very close to it," A Writer's Paradise explored the complex relationship between fiction, nonfiction, and poetry, and the ways in which narrative informs meaning in our own lives. Students examined this relationship through the foundational elements of craft; point of view, narrative time, mimesis and diegesis, as well as seminars on the philosophical and literary underpinnings of the various manifestations of modernism. This gave students both a fluency in craft, as well a broader understanding of how literary forms, the tools writer's use to depict the larger world, are culturally situated and historically defined. Additionally, with an emphasis on post World War I Modernism, students explored a set of literary and philosophical concerns specific to the contemporary world, with close attention to how changing cultural narratives inform literary representations, and, in turn, how creative agency facilitates change in cultural values. Students read a variety of literary criticism, including but not limited to Susan Sontag, Zadie Smith, and Randell Jarell, as well as a broad sampling of 20<sup>th</sup> and 21<sup>st</sup> century prose and poetry. Students also read Rachel Cusk's *Outline*, James Wood's *How Fiction Works*, and Virginia Woolf's *To the Lighthouse*. The ongoing discussions on the class readings also included an introduction to various modes of reading and the main currents of literary criticism, with special attention paid to the difference between "intentional reading" and "symptomatic reading." Finally, students produced their own fiction, nonfiction, or poetry. In seminar style critique groups, they workshopped their writing as well as wrote critiques of their peers writing. The class positions students for more advanced work in Creative Writing and Literature.

### **EVALUATION:**

Written by: Eric Severn, M.F.A.

Christopher Garcia completed some aspects of A Writer's Paradise. His contributions to seminar and his reading journal entries were limited, and I would have liked to have seen a more sustained effort to engage with the texts we covered over the quarter. That being said, over the summer Christopher experienced technical difficulties with Zoom that were beyond his control. Some of these difficulties prevented Christopher from engaging in seminar, and therefore a portion of his missed work couldn't be helped. His written work, however brief, was engaging. The first piece of writing he turned in, a brief sketch about showing up late to class, captured a nice snapshot of anxiety and absurdism. Christopher had voice as a writer, and I'd encourage him to pursue that voice more seriously. His later writing showed improvement, especially his story "On My Way to War." Detailing the experience not of war itself, but the attendant emotions and anxiety leading up to war, as well as the idealism, Christopher rendered a compelling portrait of the first leg of a soldier's long journey. Again, Christopher had a natural, conversational voice when he wrote, and with work and revision, the piece has real potential. Christopher's comments on his peers' work were too minimal for comment. My hope is that in his future course work at Evergreen, Christopher is able to spend more time focusing on the material at hand, and that the technical difficulties inherent to Zoom, institutional or otherwise, are quickly resolved to make Christopher's learning experience more seamless. Nonetheless, as I state above, from what I saw of his writing, Christopher is capable of producing compelling prose, and I encourage him continue to explore his own experience through writing.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12**

6 - Creative Writing

6 - Literature



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## **March 2020 - June 2020: American Frontiers: Homelands and Borderlands**

13 Credits

### **DESCRIPTION:**

Faculty: Zoltán Grossman, Ph.D. and María Isabel Morales, Ph.D.

The lands straddling the U.S.-Mexico border are one of the few spaces worldwide where there is direct contact between the Third World and First World. This borderland provides an illuminating arena within which we can examine the intersections of Indigenous nationhood, Latinx identities, and whiteness. This program critiqued the "Frontier Thesis" (first articulated by Frederick Jackson Turner) that the Anglo-American frontier is "the meeting point between savagery and civilization"--as a racist rationale for the settler colonization of Native American and Chicanx homelands.

The program studied how place and connection is nurtured, reimagined, and interpreted, particularly along the U.S.-Mexico "unnatural boundary," but also extending down into southern Mexico and Central America, and up into the Pacific Northwest. We connected the on-going process of "Manifest Destiny" in North America and subsequent U.S. imperial expansion into the Pacific and Latin America.

Students explored the juxtaposed themes of Frontier and Homeland, Empire and Periphery, and the Indigenous and Immigrant experience. We examined the recurring tension between the "edge" concept of borders and the "center" concept of homelands, as well as intersecting borderland and homeland identities, including among Latinx and Indigenous peoples who "didn't cross the border, the border crossed us." To explore these themes, we used historical analysis (changes in time), geographic analysis (changes in place), and cultural analysis (race, nation, class, and gender).

Lastly, we looked at the legacies of "frontier" processes in the present-day U.S. and world, and toward future change and re-imaginings (climate crisis, Indigenous nationhood, immigration, etc.). In particular, we explored the backlash to immigrant rights and Native sovereignty, and explored strategies for countering far-right movements opposing cultural diversity. As the Laguna Pueblo writer Leslie Marmon Silko asserts, "The great human migration within the Americas cannot be stopped; human beings are natural forces of the earth, just as rivers and wind are natural forces."

Required texts included *The Legacy of Conquest: The Unbroken Past of the American West* (Patricia Limerick), *Yakama Rising: Indigenous Cultural Revitalization, Activism, and Healing* (Michelle Jacob), *Borderlands / La Frontera: The New Mestiza* (Gloria Anzaldúa), *Harvest of Empire: A History of Latinos in America* (Juan Gonzalez), *Signs Preceding the End of the World* (Yuri Herrera), *Are We Not Foreigners Here?: Indigenous Nationalism in the U.S.-Mexico Borderlands* (Jeffrey Schulze), *Transborder Lives: Indigenous Oaxacans in Mexico, California, and Oregon* (Lynn Stephen), and *Yellow Woman and a Beauty of the Spirit* (Leslie Marmon Silko).

Students developed skills in writing, synthesizing information, and public speaking, viewed a range of films on Indigenous and Latinx themes, and participated in workshops. The submitted weekly synthesis papers connecting the week's reading to class activities. They completed a case study research project, documenting in three stages the imprint of historic policies on contemporary realities, and presented it in a class symposium.

The program was taught online, due to the coronavirus pandemic, which also profoundly intersected with our class themes. The class had planned to visit sites in Washington State where Indigenous, settler, and recent immigrant communities closely interact with each other in conflict and cooperation. Instead we had guest speakers from the Yakama Nation, Squaxin Island Tribe, and Latinx communities in the Yakima Valley, Tacoma, and elsewhere, and the class participated in Evergreen's annual Farmworker Justice Day.



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**EVALUATION:**

Written by: Zoltán Grossman, Ph.D.

Christopher (Chris) Garcia was enrolled full-time in our all-level spring-quarter program *American Frontiers: Homelands and Borderlands*. Chris did good work in exploring the juxtaposed themes of Frontier and Homeland, and the overlap of Indigenous and Immigrant experiences. He attended nearly all required program activities—faculty lectures, films, workshops, and guest speakers. Chris was engaged in the online program, making thoughtful observations, and kept in communication with faculty under our remote learning guidelines.

Chris participated fully in the twice-weekly seminars on the readings, offering interesting insights and personal stories to enrich the discussion, and listened well. Students wrote weekly synthesis papers integrating our seminar readings with other class activities, organized under weekly themes. Chris submitted four out of seven required synthesis papers, consistently writing strong essays and made a few useful observations on fellow students' posts.

In our week examining Latinidad (Latinx identity), Chris reported on Gloria Anzaldúa's *Borderlands / La Frontera*, and related the book to his "experience that I have had growing up in America. The society puts down the Mexican people and the Mexican people put down the Natives. It's a never-ending cycle of ignorance that never allows the people to be who they were meant to be, because they are always on the defense. Living on the border, there are many different cultures and mixed languages. There is the old Texas Mexican saying that 'we didn't cross the border, the border crossed us.' For the Mexican that was in America before it was America it must have been a very sad time. To see their culture, turn into something that was less than the Americans that took over their land. It was much like the Native American experience, in that they have a wounded heart and mind that still needs to be healed."

As their research project, students submitted two short papers the historical roots of a contemporary issue, to identify the origins of the present-day issue in the past. Chris examined the connections between farmworker struggles for health care, and the effects of the coronavirus pandemic on farmworkers. In his Historical Roots paper, Chris observed, "There are many problems that today's farmworkers must endure, such as poor housing conditions, no access to clean water, or adequate food, health care or education. Farmworkers are often faced with harassment, wage theft, intimidation, and pesticide exposure. The farmworkers apply these pesticides to the crops, and they breathe and absorb these pesticides when harvesting and processing these crops, exposing them to the harmful chemicals found in the pesticides.... With half of the population of farmworkers being undocumented they are less likely to report any illnesses or seek medical attention in fear of losing their job or worse."

In his contemporary issues paper, Chris noted that these preexisting health issues and working conditions increase farmworkers' risk in the coronavirus pandemic. Farmworkers are "considered 'essential workers' because of their key contribution to our food production systems. Unfortunately, they are some of the most vulnerable groups of people that can contract COVID-19. Even though there are existing housing regulations that dictate the dwelling conditions for farmworkers, farmworkers across the nation live in overcrowded conditions which is a prime environment for the virus to spread. Many farmworkers share bathing, restroom, and cooking facilities among multiple, unrelated workers."

At the end of the program, he presented to the class on the research findings, as part of a student panel on Health Care and the Pandemic. In his excellent, compelling 10-minute presentation "Farmworkers and their Struggle for Health, Against Pesticides," Chris reviewed the growing strikes among fruit processing plant workers in the Yakima Valley of central Washington, demanding greater protection from the virus, and concluded the state government and the companies "need to step up their game on the fight against this virus amongst the farmworkers because if the government is smart enough to label them as essential



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workers, then those essential workers need to be treated with all the essential help they need.” Chris also made helpful comments on other students’ presentations.

In spring quarter 2020, Christopher Garcia grew as a thinker and writer on the history of Indigenous and Latinx homelands, the Western “frontier” and borderlands, and their legacy in the present-day United States and the world. It was a pleasure to have him in our program and my seminar to learn about important, timely issues during this difficult quarter.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 13**

- 3 - Native American Studies: Treaties and Tribal Sovereignty
- 4 - Latinx Studies: Chicanx Identity and Immigrant Experiences
- 2 - Human Geography: Social and Territorial Boundaries
- 4 - Immigration Studies: Migration and Labor



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## **January 2020 - March 2020: U.S. Foreign Policy and the Roots of Terrorism**

16 Credits

### **DESCRIPTION:**

Faculty: Steve Niva, Ph.D.

*U.S. Foreign Policy and the Roots of Terrorism* was an all-level program that examined debates over the causes of terrorism against the United States from the Middle East and how best to respond to it. The program explored different theories of terrorism, political violence and counter-terrorism offered by various scholars, military strategists and analysts. The program examined the strategies adopted in the Bush Administration's "War on Terror" and in the wars in Iraq and Afghanistan, the history of U.S. foreign policy in the Middle East, the rise of Al-Qaida and Jihadist terrorism and the changing nature of warfare in the twenty-first century. Students were evaluated on the following: class participation and attendance, evidence of a thorough understanding of the history of the United States in the Middle East; a thorough understanding of competing theories of terrorism and counter-terrorism; a thorough understanding the origins and aims of radical Islamist groups; and an ability to engage in critical thinking and develop informed opinions regarding these topics. Student's learning was assessed through the following assignments: weekly reading and discussion; analytical essays on the topics "Why did Al-Qaida attack the United States on 9/11?" and "What are the Roots of Terrorism?"; a dialogue paper on the efficacy and morality of torture; and a final paper and presentation in which students developed their own approach and strategy for U.S. foreign policy in the Middle East in regards to counter-terrorism.

### **Required Texts:**

Lawrence Wright, *The Looming Tower: Al-Qaeda and the Road to 9/11*

Robert Pape, *Dying to Win: The Strategic Logic of Suicide Terrorism*

John Mueller, *Overblown: How the Terrorism Industry Inflates National Security Threats*

Arun Kundnani, *The Muslims Are Coming! Islamophobia, Extremism and the Domestic War on Terror*

Mohamedou Ould Slahi, *Guantanamo Diary*

Karen Greenberg, *Rogue Justice: Law and Power in the War on Terror*

### **EVALUATION:**

Written by: Steve Niva, Ph.D.

Christopher, who goes by Chris, had a good quarter of new learning and academic improvement in his writing and critical analysis. He came into the program with first-hand experience in aspects of Middle Eastern society and culture and war on terrorism topics. Nevertheless, he was able to deepen his understanding of the rise of radical Islamism and political insurgencies in the Middle East, as well as the contours of U.S. counter-terrorism policies to add and deepen his existing knowledge base. He contributed to the program through his participation in learning activities and in sharing his insights with other students while also listening to their points of view. He provided good grounding for younger students who see the world in black and white at times. He gained particularly good new learning about the rise of Al-Qaida and the rise of Islamist ideologies guided by Sayyid Qutb and other radical thinkers in this tradition. He learned how to differentiate between different traditions within Islam and how Islam is not always the only motivational factor for many who become terrorists.



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His written assignments showed an ability to organize his own analysis, and he has developed in his ability to write undergraduate level papers and providing more analysis rather than just narration. He wrote a good thesis paper about how multiple factors internal and external to the Middle East have created the "roots of terrorism." His final paper and presentation developed a new U.S. foreign policy to counter-terrorism that emphasized reducing the U.S. role in exacerbating major grievances among regional peoples and cutting back on militarization and exceptional authorities. His paper showed a good grasp of the debates and approaches to the topic and was well formulated. Chris has the potential to do higher level political science learning when it comes to the Middle East. He was a pleasure to have in the class.

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

6 - History of Modern Middle East

6 - U.S. Foreign Policy

4 - Terrorism



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Student Self Evaluation for U.S. Foreign Policy and the Roots of Terrorism  
01/2020 - 03/2020

This winter quarter I took a class on U.S. Foreign Policy and the Roots of Terrorism. The class began with the teachings of the roots of radical Islam and the key players of the 9/11 attacks. Then we learned how the U.S. responded to 9/11 and how the new policies affected U.S. citizens as well as the rest of the world. Then we concluded with what has worked in the fight against terrorism and what we can change to have a more effective solution.

I thought the book *The Looming Tower* written by Lawrence Wright was the most informative book we read. It really gave a great insight on the key teachers of the Islamic movement such as a scholar named Qutb and how the Quran was twisted in order to help radical Islamist groups justify their terrorist acts. I also thought learning about U.S. Foreign policies that were created after 9/11 and how they have not worked so good was interesting. We have created more terrorists with certain policies that were meant to stop terrorists from spreading.

Professor Steve Niva did a great job providing feedback on my papers and guiding the class to stay focused, which allowed me to improve on my writing skills. He also made me feel comfortable, which allowed me to feel free to participate in class discussions.

This winter's class gave me a better understanding of U.S. foreign policies and domestic policies, that have greatly affected our way of life. I feel that I can now educate the people around me on how Terrorism is not a Muslim problem but a problem that has been partly created by foreign occupation of Muslim countries and the killing of innocent Muslims from said occupiers. As well as Terrorists using twisted interpretations of the Quran and the teachings of certain Muslim scholars to justify their attacks on their own people and the Western world. This class helped me to be more educated on this subject and I will use it in my daily life.



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Last, First Middle

Student ID

## **September 2019 - December 2019: Business Fundamentals: Communication and Collaboration**

16 Credits

### **DESCRIPTION:**

Faculty: Jon Baumunk, J.D., M.S.A.

This one-quarter program was designed for students to gain an introductory understanding of organizational behavior, business communication, and effective collaboration. Students examined various communication strategies, leadership, teamwork, and other drivers of successful business outcomes. In addition to identifying and exploring these key ingredients for business success, students acquired a better understanding of the relationship between business and society from different stakeholder perspectives, while developing skills that are necessary to effectively work in cross-functional teams and conduct business internationally.

Through seminar and fundamental business texts, videos, guest lecturers, writing assignments, and written in-class exercises, students examined the application of organizational leadership to various types of businesses from a variety of stakeholder perspectives. Fundamental business texts included "Organizational Behavior," "Business Communication for Success," and Mai Moua's "Leading with Cultural Intelligence." The seminar texts focused on enhancing students' cultural and collaborative intelligence skills and included Phil Jackson's "Sacred Hoops: Spiritual Lessons of a Hardwood Warrior," Daniel Coyle's "The Culture Code: The Secrets of Highly Successful Groups," Heidi Gardner's "Smart Collaboration: How Professionals and Their Firms Succeed by Breaking Down Silos," Jay Galbraith's "Designing Matrix Organizations that Actually Work: How IBM, Procter and Gamble and Others Design for Success," and Jacob Morgan's "The Future of Work: Attract New Talent, Build Better Leaders, and Create a Competitive Organization." Videos shown included those that addressed topics such as globalization and cultural intelligence, dealing with conflict and other stressful situations, storytelling, body language, persuasion, and conscious listening. Guest lecturers included The Evergreen State College's Director for New Student Programs (organizational leadership) and Vice President for College Relations (internal communication and branding).

Students were assigned nine seminar papers, ten quizzes, and 28 in-class assignments. These and other program activities will serve as a foundation for careers in business and government. Students worked both independently and collaboratively, focusing on improving critical reading, thinking, and analytical skills. They presented their work in both written and verbal forms. Therefore, students leaving this program should be better equipped to understand how a successful business operates and to work within various types of organizations in conducting business and public policy. In addition, they should be able to work more effectively as members of diverse cross-functional teams, a skill that is increasingly emphasized today, and therefore, be well prepared for the decision-making requirements of business and government.

### **EVALUATION:**

Written by: Jon Baumunk, J.D., M.S.A.

Christopher was a very engaged student, ready and willing to learn challenging concepts of organizational behavior and business communication, as well as cultural intelligence and cross-functional teamwork. Christopher missed only a couple class sessions, proving to be a dedicated and committed participant of the learning community. Christopher's work demonstrates insight and a rapidly growing and developing view of the importance of effective communication and collaboration in today's business world.





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Christopher showed a good command of the material, turning in all required seminar papers and 26 in-class exercises, as well as eight of the weekly quizzes. This indicates Christopher had studied the assigned texts covering various aspects of organizational behavior, business communication, cultural intelligence, and cross-functional teamwork. Christopher's written seminar papers and in-class assignments exhibited a good grasp of the core concepts we studied, and Christopher's quiz scores showed a fair understanding of the material. In summary, Christopher's class attendance and completed work demonstrates that Christopher worked to understand the topics covered and achieved good proficiency in them.

Christopher was also a frequent contributor while in seminar. Christopher's contributions were insightful and heartfelt, and Christopher seldom had trouble consolidating the material in a clear and cogent way. Christopher followed the discussions and typically would add a new perspective. This indicates a willingness to be open and grow Christopher's ideas from the contributions of others. Overall, Christopher's contributions show that Christopher understood the ideas in the texts and found relationships between the texts' concepts and Christopher's own experiences.

In summary, Christopher clearly met the expectations for this program. Through Christopher's demonstrated understanding of organizational behavior, business communication, cultural intelligence, and cross-functional teamwork, Christopher made significant progress toward accomplishing the program's learning objectives.

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

- 6- Organizational Behavior
- 5- Business Communication
- 3- Cultural Intelligence
- 2- Cross-Functional Teamwork



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## EVERGREEN TRANSCRIPT GUIDE

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

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

### **Educational Philosophy:**

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

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

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

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

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

### **Academic Program**

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

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

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

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

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

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

Credit is recorded by:

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

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

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

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

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

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

The college academic calendar consists of four-eleven week quarters. Refer to the college website ([www.evergreen.edu](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.