



Gyamfi, Philip Oforisuo

A00357467

Last, First Middle

Student ID

Former Name(s): Gyamfi, Philip Oforisuo;

DEGREES CONFERRED:

Bachelor of Arts

Awarded 14 Jun 2019

TRANSFER CREDIT:

Start	End	Credits	Title
09/2013	06/2014	5	Central Washington University
04/2018	06/2018	10	Consortium - University of Washington, Jackson School of International Studies
01/2019	06/2019	24	Consortium - S I T

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2014	12/2014	16	Business for Good <i>4 - Introduction to Economics</i> <i>4 - Introductory Business Statistics</i> <i>4 - Business Principles</i> <i>4 - Introduction to Philosophy</i>
01/2015	03/2015	15	Forensics and Criminal Behavior <i>5 - Applied Criminology: Criminal Profiling</i> <i>3 - Forensic Science with Laboratory: DNA Analysis</i> <i>4 - Forensic Science with Laboratory: Patterns Evidence</i> <i>2 - Applied Forensic Science and Criminal Profiling: Collaborative Crime Scene Investigation</i> <i>1 - Quantitative Reasoning</i>
03/2015	06/2015	15	Current Economic and Social Issues: Explanations, Actions and Solutions <i>6 - Current Economic and Social Problems</i> <i>6 - Introduction to Political Economy</i> <i>3 - Sociology: Social Movements</i>
09/2015	06/2016	43	A New Middle East?: Diagrams, Diagnosis, and Power <i>12 - History of Islam</i> <i>11 - Visual Culture</i> <i>10 - History and Politics of the Contemporary Middle East</i> <i>10 - Critical and Creative Reading and Writing</i>
09/2016	03/2017	8	Political Economy and Social Movements <i>3 - Sociology: Race, Immigration, and Social Justice</i> <i>2 - Themes in Macroeconomics</i> <i>3 - Social Movement History</i>



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
04/2017	06/2017	15	Catastrophe: Community Resilience in the Face of Disaster 3 - <i>Political Ecology of Disasters</i> 4 - <i>Critical Disaster Management Studies</i> 4 - <i>Cultural Studies: Indigenous Resilience</i> 4 - <i>Independent Research Project: Earthquakes and Tsunamis</i>
04/2017	06/2017	2	Writing Well: Making Your Statement 2 - <i>Composition</i>
09/2017	03/2018	32	Inventing the Citizen: The History of Political Action and its Limits 6 - <i>Ancient Greek History</i> 6 - <i>Ancient Rome History</i> 6 - <i>United States History before 1865</i> 6 - <i>United States History after 1865</i> 8 - <i>Civics</i>
09/2017	12/2017	2	Teaching Conflict Resolution through Peacemaker Club 2 - <i>Internship in Youth Conflict Resolution</i>
09/2018	12/2018	15	Africa is not a Country 4 - <i>African Studies</i> 4 - <i>Religious Studies</i> 4 - <i>History of the African Diaspora</i> 1 - <i>Media Analysis</i> 2 - <i>Geography</i>

Cumulative

202 Total Undergraduate Credits Earned



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Final Academic Statement

Evergreen Academic Statement.

Philip O. Gyamfi

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Ninety Nine percent of young athletes have dreams of becoming a professional athlete. For me, it was to become a professional soccer player. Until recently, I didn't really have a concrete plan for the future, apart from that. In high school the short term goal was to make it to college and be a college athlete playing soccer and see how things went from there. Now, I am finishing college, I am very excited and eager to take on what lies ahead. So, what is coming next? At a very early stage of college, as I found joy in learning about the world and its people the dream of becoming a pro-athlete died.

One of the things I was told by my academic advisor was to explore, so I did. Like many other lost undergraduate students I took a business program to begin my career at TESC; it was called Business For Good (and was) basically about business ethics. It focused on a foundation of skills essential for success in business and social entrepreneurship. In this class I had the opportunity to share my experiences with people I found really helpful. I have always had a desire to make a difference and this desire has gradually become a true reality for me here at The Evergreen State College. My entire educational experience at Evergreen has been built on that desire and given me skills to make a difference in other's lives.

I arrived at Evergreen as a College Bound Scholar and got connected with the TRIO. Being part of TRIO I got a chance to work with the Upward Bound program by serving as a student success coach for 3 years (and counting) where I worked with low income and first generation high school students. I created and led a civic engagement Pericles project that I used to teach middle school students about engaging in their communities to help contribute rather than just being satisfied as takers. I also did an internship for the Thurston County Dispute Resolution Center to help teach both students and teachers about conflict resolution within middle and high schools.

I spent my last quarter with the School for International Training in East Africa learning about Post-Conflict Reconstruction and Peacebuilding (do these need to be capped?) in both Rwanda and Uganda. I learned how colonization projects and decolonization struggles shaped genocidal tendencies in Rwanda and intra-state conflict in Uganda and the ways in which processes of genocide and intrastate conflict are influenced by a complex interaction of local and international dynamics. I also outlined social and political processes that influence the pursuit of sustainable peace and suggested measures for preventing the occurrence and recurrence of conflict. In doing this, I got an opportunity to expand on my coursework at Evergreen related to social science as well as other disciplines.

I am receiving a Bachelor of Arts degree Spring 2019, with an emphasis on political science and political economy. I have loved every minute of this journey and hope that I can further my education going forward. At a young age I learned of the struggles of my village in Ghana: living among the trash we create, limited clean water and the struggles of accessing restrooms from one day to the next. Many children living in Ghana have dreams of making a difference someday in the future but it always seemed to be left as just dreams because more often than not circumstances keep people from achieving better lives for themselves and the village communities. I would like a career in a field where I can utilize the many experiences and the knowledge I have acquired these years as an Evergreen student.

**ACADEMIC STATEMENT**

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

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Ultimately, my dream, goal and vision is to be able to serve underprivileged and underdeveloped communities. I have acquired and want to continue learning relevant knowledge and skills that guide in identifying and analyzing social and political issues that hinder the growth of communities and the families within those communities.



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September 2018 - December 2018: Africa is not a Country

15 Credits

DESCRIPTION:

Faculty: Sarah Eltantawi, Ph.D., Bradley Proctor, Ph.D.

"Africa Is Not a Country" was an interdisciplinary program exploring Africa and the African diaspora through the study of history, culture, and religion. The program's major themes explored the diversity of African peoples, histories, cultures, and countries. Specific topics included the ways Africa is considered in both popular media and academic research; the ways ancient Egypt is included or excluded from the story of the rest of the continent; the development, course, and long-standing consequences of the Trans-Atlantic Slave Trade; the rise and spread of Islam and Islamic law; Afro-centric intellectual history and the development of Pan-African political ideologies across the African Diaspora in the Americas; the impacts of European colonialism; and resistance to colonialism and African independence movements.

The program included a field trip to Seattle, which included visits to the Northwest African American Museum, where students observed permanent and temporary exhibits about the life and culture of African-descended people in the Pacific Northwest; the Islamic School of Seattle where students observed a prayer ceremony and met with local Muslim community leaders, many of whom had immigrated from Africa; and ate at an Ethiopian restaurant. The program also participated in a visit to the Evergreen State College archives and a workshop with the college archivist and research librarian about how Africa has been studied in previous academic programs at the college.

The program was reading intensive, with one book and supplementary articles each week. Readings including primary sources from *Africa and the West: A Documentary History*, by William H. Worger, Nancy L. Clark, and Edward A. Alpers; John Thornton's *Africa and Africans in the Making of the Atlantic World*; Wole Soyinka's play *Death and the King's Horseman*; *The Autobiography of Malcolm X*, by Malcolm X and Alex Haley; and Sarah Eltantawi's *Shari'ah on Trial*. Students participated in eight weekly seminars about these readings. For each weekly seminar, they completed "SINWAS": Seminar In-Class Writing Assignments that required summarizing and assessing that week's readings. Films included *The Battle of Algiers*, *Timbuktu*, *Congo: White King, Red Rubber, Black Death*, *Concerning Violence*, and *Black Panther*.

Students wrote three substantial papers: two argumentative synthesis essays that engaged with the major themes of the program, and one comparative book review that assessed academic work about African history. For each paper, students completed "post-mortem" assignment where they reflected upon their writing process.

Students were also asked to be experts in the contemporary geography and media coverage of Africa. Students were required to correctly identify every African country in a map quiz. Each week students completed a "Media Watch" assignment, analyzing three stories from various media sources about an African country they had been assigned. At the end of the quarter, students submitted a two-page paper analyzing the way their country has been covered in national and international media. They worked in groups, organized regionally between African nations, to develop a group presentation sharing the themes from their media watch work, and also each gave a 10-minute presentation.

At the end of the quarter, students were required to turn in a complete portfolio of all written work completed for the program.

EVALUATION:

Written by: Sarah Eltantawi, Ph.D.



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Philip was a very good student in this one quarter program *Africa Is Not a Country*.

This program was reading intensive, with one to two academic books, supplemented by articles, assigned weekly. Students completed in class writing assignments on each book to test their comprehension of the material and to invite them to further reflect and analyze. Philip completed these assignments at an excellent level.

Students were given three short paper assignments over the course of the quarter. These papers, assigned at regular intervals in the quarter, tested students on class materials and themes at that point in the quarter. In the first paper, students were asked to synthesize the concepts of Afrocentrism, Ancient Egypt, and modernity using texts and lectures from class. Philip did a good job on this paper.

The second synthesis paper assignment asked students to compare two books on Africa currently on the stacks at the Evergreen library. Students were asked to analyze the scholarly frames of these books, note their strengths and weaknesses, note how scholarship on Africa has changed or not changed over time in the western academy, and, finally, put the two books in conversation with one another. This second paper was a large improvement over Philip's first. His largest problem is a simple one to correct, which is simple editing errors.

The third synthesis paper assignment asked students to choose themes from among two lists: column "A" asked students to think about two of the following themes: slavery within Africa, Islam in Africa, Colonialism and African Independence. Students were then to put those themes in conversation with one of the following three theoretical frames: violence, Pan-Africanism/Black Internationalism, or Postcolonial theory. Philip's third paper, entitled, "Doomed Africa", was his strongest this quarter in terms of content. In it, he persuasively argues that the African continent is behind with regard to development because the nation states that make up the continent were created for the benefit of outsiders, rather than the African people. Philip continues to have an area of opportunity to work on minor but persistent writing issues such as capitalizing proper nouns and citing materials correctly.

At the beginning of the quarter, students were assigned a country in Africa, that they were to complete a media watch assignment about once per week. In these assignments, students read and analyzed three articles about their country each week, analyzing both the positive knowledge content in these articles and the way the media frames their country. Philip did a very good job with these assignments.

At the end of the quarter, students delivered a ten-minute oral presentation of their media watch findings to their peers. The also completed a group presentation of their countries.

Philip's media watch final project was on the nation of Rwanda. He used very nice visuals in his presentation. He had excellent oral recitation; he recited mostly from memory and did not need to read his notes. Philip gave a good recounting of the history that lead up to the Rwandan genocide perpetrated by the Hutus against the Tutsis. Very good presentation on Paul Kagame, the current president of Rwanda who has been president for nineteen years. Philip's lighthearted explanation of Rwanda's political cartoons conveyed his deep learning of his country this quarter. He did excellent work on this media watch assignment. In addition, Philip generously prepared absolutely outstanding Ghanaian food for our program's potluck.

Students were also asked to take a map quiz, where they were to correctly fill in all African countries on a map. Philip got 100% on this quiz on the first try.

Philip was late very frequently and urgently needs to work on this problem.



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Finally, Philip was a valuable member of our community in seminar. All students were asked to be a "fearless leader" once per quarter in seminar, where they ran the seminar, provided snacks, and developed activities and curriculum for their peers. Philip rose to the occasion at an excellent level.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 15

- 4 - African Studies
- 4 - Religious Studies
- 4 - History of the African Diaspora
- 1 - Media Analysis
- 2 - Geography



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September 2017 - December 2017: Teaching Conflict Resolution through Peacemaker Club

2 Credits

DESCRIPTION:

Faculty: Kristina Ackley, Ph.D.

Teaching Conflict Resolution through Peacemaker Club was an internship with the Conflict Dispute Resolution Center (CDRC) at Ridgeline Middle School in Yelm, WA. Philip worked with the middle school Peacemaker Club one morning per week for fall quarter. This Peacemaker Club had two co-facilitators from DRC Youth Empowerment Services team, which works with kids who are most vulnerable to suspension. Philip worked to co-lead the club to help provide youth with restorative practices to help them better communicate with teachers, friends and family, and take back agency in their lives. Philip built better conflict resolution practices through this hands-on experience.

EVALUATION:

Written by: Kristina Ackley, Ph.D.

In the fall quarter, Philip designed an internship to strengthen his conflict resolution skills by working with middle school students. Many of the youth Philip worked with live in challenging circumstances, which included homelessness, violence, and economic stress. This was the first experience that Philip had working with this age group on these skills. He was paired with Jessica Babcock from the Thurston County Dispute Resolution Center, who supervised his work and provided the following evaluation:

"Philip has consistently been active for an average of 3 hours a week which includes travel time to Yelm from DRC office in downtown, Olympia, student-contact time of 1 hour and a half hour of prep, as well as an hour weekly debrief with YES! Team facilitators. Phillip has been very prompt when meeting when pick up/carpool to travel to Ridgeline. His attendance has meet expectations although he has missed a few debrief sessions on Wednesday afternoons and only attended 3 thus far. Phillip clearly grasps the educational components of conflict resolution skills and can verbalize concepts to the kids. Areas of improvement could include gaining a bit more confidence in delivering the material and interacting with the students a bit more. Phillip has had great suggestions of how to encourage buy in from students including showing a video on social media that students were able to relate to on a personal level. Overall, Phillip has done a good job of sticking with some difficult situations and being flexible with the students. Phillip has already shown improvements over the last eight weeks and is more assertive with students who are disruptive or bored."

Philip gained valuable skills in interpersonal communication and social advocacy. He met all expectations, including maintaining check-ins with the faculty, and writing a self-evaluation. Philip earned full credit.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2- Internship in Youth Conflict Resolution



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September 2017 - March 2018: Inventing the Citizen: The History of Political Action and its Limits

32 Credits

DESCRIPTION:

Faculty: Brad Proctor, Ph.D., and Ulrike Krotscheck, Ph.D.

The two-quarter program Inventing the Citizen offered comprehensive and thorough historical analysis of American and ancient Mediterranean history through the lens of citizenship and its limits. A primary aim was to use what we can learn from the past to inform current and future civic action.

Historical questions addressed in this program included how people learn to think of themselves as political actors and how they learn their rights as citizens, as well as the limits of their impact on the state and society. Further, we examined how citizens and non-citizens alike have utilized, circumvented, and resisted existing social and political structures to become engaged agents of change in their communities and beyond.

The first quarter focused on history and political theory of ancient Greece and Rome and 18th-20th century America. Through readings, workshops, and lectures, students were expected to gain a basic understanding of the relevant historical contexts, and learn how to interpret primary sources with scholarly rigor. Readings included secondary sources such as Akhil Reed Amar's *America's Constitution: A Biography* and Margot Canaday's *The Straight State*, as well as peer reviewed articles and chapters from ancient history textbooks. We also asked students to read and analyze a variety of primary source documents, including ancient sources such as selections from Plato, Aristotle, Cicero, Appian, Tacitus, and many more, and primary documents from American history, including the Constitution and the Declaration of Independence, historic newspaper articles, selections from the Federalist papers, treatises and pamphlets, Frederick Douglass' Fourth of July Speech, as well as slave interviews and narratives from the Federal Writers' Project. Lectures and readings compared the ways in which the citizens of these societies envisioned the ideal democratic community, but also how different states have worked both to instill a sense of civic responsibility and to limit the potential for individual and collective political action. Students learned how arguments about the history of democracy shaped who belonged and who was excluded as notions about U.S. citizenship changed. Furthermore, they discovered how marginalized groups, such as women, enslaved people, immigrants and itinerants, fought to find a place for themselves in these political frameworks.

Learning goals for both quarters included all of the above topics and themes, and were assessed through fifteen weekly written responses, of which thirteen were focused essays based on specific prompts, regular participation in class and in seminar discussions, summative group work, and one individual research paper in the fall, which was a focused primary source research paper on the history of slavery. Students were asked to do dedicated, intensive research in selected primary sources on slavery in either the ancient world or the antebellum United States. Students were to transform their research into a specific historical argument about slavery in the past.

In the Winter Quarter, students turned this background and theory into practice. In addition to seminar papers, common readings, lectures, and workshops, students either wrote an independent, primary-source based research paper on a topic related to historical citizenship and/or civic engagement, or completed a self-designed group project intended to serve the community. This required an advanced level of organization and academic accountability. At the end of the program, student researchers and project groups presented their work to the entire group.

EVALUATION:

Written by: Brad Proctor, Ph.D., and Ulrike Krotscheck, Ph.D.



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Attendance and participation:

Philip Gyamfi had strong attendance in our program activities, which included lectures, workshops, and seminars. Philip was a frequent participant in large group settings and a very engaged participant in smaller group settings. His comments were universally thoughtful, and showed not only that he had completed the assigned readings but had thought about them critically. Philip's thoughtfulness and willingness to speak directly about difficult issues made him an invaluable contributor to the program.

Written Work:

Philip came to the program with weak formal academic writing skills, but he worked and improved over the course of both quarters. He submitted all of his seminar papers, though is encouraged to make sure all of them are on time. Philip struggles with formal sentence structures, as English is not his first language, and sometimes he writes more conversationally than is appropriate for college-level work. Philip's papers were universally direct, thoughtful, and engaged with program material. Philip grappled with the paper prompts and wrote directly at the heart of the intellectual questions of the readings in ways that were remarkable. Despite the troubles he acknowledges with his writing, his thoughtfulness and engagement uniquely stood out in his written assignments. Philip was receptive to faculty feedback, shown by the steady improvement of his formal writing skills.

The major project of the fall quarter was a guided primary source research paper about slavery. Philip's paper was based on thorough research and demonstrated deep thinking on the most important aspects of antebellum slavery. The paper was structured around three central ideas: the lives of children in slavery, negative stereotypes of black men as fathers, and the importance of family to enslaved people. The resulting paper had some formal writing flaws, but was notable incisive around some of the most difficult and important issues in the study of gender and family in antebellum U.S. slavery.

Winter Quarter Group Work: As part of their academic work, students had the option of participating in civic engagement work sponsored by a grant from the Pericles Project. This grant encourages incorporating civic engagement and social responsibility into the curriculum, and empowering students to be effective advocates and leaders. The only requirement for this work was that it fit with the mission of Project Pericles; the choice of project was left entirely up to student groups. These groups formed at the end of the first quarter and completed their work independently in weeks 5-8. Grant money was split between the three groups that chose this option.

Philip's group's project choice, which he was the lead for, was to organize four weeks of workshops at a local high school in civic engagement, voting, the constitutional amendments and what they meant for citizen rights, and the college application process; specifically, how to apply for federal and state financial aid for college. They also brought in their coaches (soccer) as guest speakers to one of the workshops. The workshops were geared towards students who were at risk of not graduating. Philip organized this group, and five other students participated. One remarkable aspect of this work was the responsiveness that this team showed to each situation: for example, noticing that many of the students were Spanish-speaking, they divided the next workshop into one Spanish and one English group. In addition to weekly workshops held after school at the school, this group invited the students to our college campus twice; once to help at a basketball game and the second time to tour the campus, provide opportunities for the students to ask general and specific questions about college attendance, have lunch, and to play basketball and soccer with the college students. For this event, students organized a detailed schedule for the day, introducing the high school students to college life. Philip consistently took a lead role in this project, using connections that he had from previous internships, organizing meetings, and planning the curriculum.



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At the end of the quarter, this group presented the sum of all of their work to the entire class. The presentation was divided evenly between all group members, who took turns, using slides and notes, describing not only their work with the high school students, but also their own learning and experience of this process. They concluded their presentation with a pop quiz for the class on the material that they had presented to the high school students, including the amendments and information needed to apply for college financial aid in Washington state. Philip also took a leading role in this presentation, introducing the project and giving an overview. It was clear that he participated in the design and organization of the presentation.

This group was particularly effective at reaching a group of students and helping them find the tools to succeed in high school and beyond, meeting the goal of the Pericles Project grant to empower leaders and engage actively with the community.

Summary:

At the end of each quarter, Philip turned in portfolios that contained all of his work, including detailed notes. This portfolio showed good organization and clear dedication to the program materials, a typical characteristic of his work. Philip's work has demonstrated his genuine curiosity and strong capability for learning in the humanities and social sciences, as well as a commitment to civic engagement.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 6- Ancient Greek History
- 6- Ancient Rome History
- 6- U.S. History before 1865
- 6- U.S. History after 1865
- 8- Civics



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April 2017 - June 2017: Writing Well: Making Your Statement

2 Credits

DESCRIPTION:

Faculty: Sara Huntington, M.A., M.L.S.

The aim of the program was to help students become independent writers capable of both reading and revising their own work. We began with a review of sentence grammar that focused on clauses and phrases and continued by learning a common language and technical background for addressing issues of clarity, concision, and coherence in writing. Students approached writing and editing as an activity that is guided by the idea of audience, by the view of writing as a persuasive act, and by an understanding of style as the range of choices available in different rhetorical contexts. In the context of mastering clarity, students practiced editing techniques for identifying nominalizations and overly abstract prose. Working with samples of professional writing, students learned how to use agent-action analysis, how to begin and end sentences and paragraphs, and how to coordinate and balance the parts of longer sentences. Students also participated in regular critique sessions where they presented a wide variety of work, including capstone projects, grant proposals, senior theses, independent research, response papers, internships, Academic Statements, and culminating assignments, all with the goal of polishing the final product for portfolios and transcripts.

Text: *Style: Ten Lessons in Clarity & Grace* by Joseph Williams

EVALUATION:

Written by: Sara Huntington

Philip has an outstanding desire to improve his writing by grasping the technical aspects of composition. To this end, he revised passages of his academic writing and wrote an application letter, each of which presented him with opportunities to work on correctness and clarity. As Philip improves his writing, he will no doubt continue to benefit from collaborative and tutorial approaches to the work. Philip is engaged, enthusiastic, and ready to participate.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Composition



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April 2017 - June 2017: Catastrophe: Community Resilience in the Face of Disaster

15 Credits

DESCRIPTION:

Faculty: Kristina Ackley, Ph.D., Zoltán Grossman, Ph.D., Shangrila Joshi Wynn, Ph.D.

This program explored the role of natural and human-made disasters—including earthquakes, tsunamis, hurricanes, floods, droughts, wildfires, attacks, uprisings, and radioactive and toxic leaks—in revealing unequal and exploitative social structures, as well as qualities that make communities resilient in the face of adversity, whether long-term or episodic. A key theme examined was the potential for moments of crisis to serve as opportunities for challenging an unequal status quo. In light of the fact that weather-related events such as hurricanes, floods, droughts, and their associated social upheavals are becoming more common or intense in a warming world, the program also focused on how communities can plan, respond, and adapt under new conditions in a changing climate, applying lessons from elsewhere in the world to locally in the Pacific Northwest.

Students were introduced to political economy perspectives to understand how state power is often mobilized to strengthen neoliberal interests at the expense of the commons through the appropriation of natural resources, as well as increasingly through the exploitation of disaster events. They were introduced to postcolonial and decolonizing perspectives to understand how colonialism in historical and contemporary contexts intersects with neoliberal capitalism to create resource disparities and power differentials at local and international contexts, that in turn differentially shape national, community, and individual capabilities in responding to disaster events. Further, they were introduced to insights from cultural studies to understand the importance of gendered, place-based narratives in building community resilience in the face of settler colonialism and other contemporary forms of dispossession and disenfranchisement.

Theoretical insights from these areas were applied to the specific contexts of a wide range of post-disaster recovery case studies, ranging from those that enabled us to critically examine how "disaster capitalism" operates to those that served as likely models of "disaster cooperativism." Other specific themes that were critically explored included international humanitarian aid, risk communication, disaster/dystopian narratives in the media and fictional works, environmental injustice, and elite panic. Our inquiry drew insights from communities that have survived disasters and are recovering from historical trauma, including Indigenous and other colonized peoples, as well as from individuals with expertise in disaster or risk management. These insights were explored through texts, lectures, field trips, films, art, and literature. Required book-length texts were *The Shock Doctrine: The Rise of Disaster Capitalism* (Klein 2007), *A Paradise Built in Hell: The Extraordinary Communities That Arise in Disaster* (Solnit 2009), *Parable of the Sower* (Butler 1993), *Contextualizing Disaster* (Button and Schuller 2016), and *Written as I Remember It: Teachings (?əms ta?aw) from the Life of a Sliammon Elder* (Paul and Raibmon 2014).

Students were required to attend weekly lectures by faculty and guest speakers, workshops, seminars, a three-day Indigenous Climate Justice Symposium, and a three-day field trip to the Quinault and Quileute nations in the Olympic Peninsula. Students had multiple opportunities during these various events to volunteer and demonstrate their leadership skills. Required written assignments included weekly synthesis papers demonstrating reflective and analytical writing skills; participation in an online peer-learning community where students read and responded to one another's written work; a final research paper culminating in a public presentation at a conference-like setting; and a self-evaluation. Students submitted various pieces of written work leading up to the final research paper, and engaged in intensive peer review of their work at different stages. For the research presentations, students developed public speaking skills through a 10-minute PowerPoint presentation as part of thematically organized panel sessions facilitated by session chairs. Each panel met several times during the term to plan their session.



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so as to present a coherent set of papers informed by program themes and insights. Each student provided extensive feedback for the presentations of their peers by filling out a detailed audience feedback form requiring them to listen attentively and to offer well-thought-out questions for the panelists.

EVALUATION:

Written by: Shangrila Joshi Wynn, Ph.D.

Philip Gyamfi completed work of good quality in our spring-quarter study of disasters and community resilience. He had an excellent attendance record in required program activities, made substantive contributions in weekly seminars, and contributed to the program's online discussion forum. When opportunities to demonstrate leadership arose, he enthusiastically stepped up to take on volunteer responsibilities.

Philip kept good notes of lectures and other program material. He had near-perfect attendance in the required scheduled activities in the program, including the Indigenous Climate Justice Symposium and the field trip. He also volunteered to help with the set-up of Naomi Klein's guest lecture on campus, which entailed a 7-hour time commitment outside scheduled class time, and which was not a required activity in the program. During the weekly seminars, Philip started off as one of the quieter students, but a few weeks into the program, as he delved deeper into the subjects under study, he truly blossomed as an effective seminar participant, both in small group or full class settings. He made substantive contributions in class discussions, sharing critical insights and observations, as well as thought-provoking questions. He did not shy away from disagreeing with members of the seminar group, and he was able to engage in debate and discussion respectfully. He was also an active participant in the program's community online forum where he shared his weekly synthesis papers for comment, and occasionally provided helpful feedback on his peers' synthesis paper postings.

Philip completed the bulk of the required written assignments for the program satisfactorily and in a timely manner. He completed six out of nine required weekly synthesis papers. This work demonstrated overall an active engagement with the assigned texts, films, lectures, symposium events, and field trip. His writing reflected his ability to synthesize key insights from the text, and draw connections between readings, lectures, films, or other program activity. His overall body of work in the synthesis papers showed a keen interest in understanding how disaster capitalism operates, and how this is exacerbated in a neocolonial or settler colonial context. His synthesis papers included interesting, sometimes compelling insights on the material reviewed. One way he could improve this body of work is by drawing more extensively from all required readings for each week. He often seemed drawn to write about material that he found most interesting, or write in broad generalities rather than ground the synthesis specifically on readings assigned – to also demonstrate comprehension with the material at large is important. Further, the quality of his writing could be improved with careful proofreading and proper citations.

For his research paper assignment, Philip examined the 1985 Mexico City earthquake, focusing on the geophysical and social factors that led to the catastrophic event. His paper was interesting and informative. It discussed the ways in which this 'natural' disaster was actually human-created due to the history of how the city – then called Tenochtitlan – was built by the Aztec over a lake, the Lago de Texcoco. Due to the fact that sand was poured on a lagoon in the absence of bedrock, the area is vulnerable to earthquakes. In light of this fact, Philip's paper reviewed measures that can be taken to minimize damage from a similar event in the future. Pointing out that most of the available mitigation options were focused on infrastructural design recommendations, Philip argued that more attention needs to be paid to the social and political determinants of vulnerability and resilience. The concluding paragraph in the paper reads thus, "In their destruction, earthquakes expose more than the physical foundations of the city. They also expose its social and political foundations. In the case of Mexico City, the 1985 earthquake revealed the government's disregard for the plight of the urban poor. Thirty years



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later, though, that plight remains. To learn from the Mexico City earthquake of 1985, then, will require more than reconstruction or regulation. To address displacement, poverty and inequality, the city must first discard its zero-tolerance approach to work proactively with its low-income communities to develop infrastructure, services and homes that are safe for residents in the long term. And it must protect its residents from the rising property prices that displace them from the Capital and give rise to vulnerable settlements in the first place.” The paper included compelling insights, but could benefit from further development of some sections in the paper. Drawing on additional published research is also recommended, as is proofreading more extensively and following citation protocols more closely. Philip shared this work with his peers and faculty with a dynamic and interesting presentation, as part of a panel on earthquakes and tsunamis. He did a good job of responding to questions from the audience. He also provided helpful written feedback on other students’ research presentations.

Philip compiled a well-organized portfolio of his completed work in the quarter. In addition to demonstrating a good work ethic in academics and completing most of the assigned work in a timely manner to receive 15 credits, Philip was a cordial member of our learning community. He was respectful at all times towards faculty and his peers. He was also a responsible member of the community during the field trip, performing assigned tasks reliably and in a timely manner. It was a pleasure to have him in the program and in my seminar group.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 15

- 3 - Political Ecology of Disasters
- 4 - Critical Disaster Management Studies
- 4 - Cultural Studies: Indigenous Resilience
- 4 - Independent Research Project: Earthquakes and Tsunamis



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September 2016 - March 2017: Political Economy and Social Movements

8 Credits

DESCRIPTION:

Faculty: Peter Dorman, Ph.D. and Lori Blewett, Ph.D.

In this interdisciplinary program students were introduced to selected concepts, theoretical frameworks, and information in political economy, sociology, macroeconomics, microeconomics, communication, U.S. history, and social movement studies. We gave special attention to inequality in its different forms, especially hierarchies of class, race, gender, and nationality. Students wrote short reading response papers, completed economic data labs, took quizzes, participated in seminars and field trips, and collaborated on group research projects and oral presentations. Activities were designed to expand students' capacity to analyze and engage in civic debate on political, social, and economic issues including skills in reading, reasoning, researching, collaborating, writing, and speaking. Readings included: *Dog Whistle Politics* (López), *Evicted* (Desmond), *Macroeconomics* and *Microeconomics* (Dorman), *The Art of Protest* (Reed), *The Chicken Trail* (Schwartzman), *The Story of American Freedom* (Foner), *Intersectionality* (Collins & Bilge), *Invisible Hands* (Phillips-Fine), *How Change Happens* (Green), *Fighting for Air* (Klineneberg), *Expulsions* (Sassen), *Gender, Work, and Economy* (Gottfried), and *Capitalism* (Coates).

Our shared work included foundational studies in economics and communication for everyone, but one morning each week students divided into separate "specialty groups" focused on either economics or media production. Students in the economics specialty group studied additional chapters of *Macroeconomics* and *Microeconomics* with related problem sets and final exams. Students in the media specialty group prepared and recorded three short TV studio projects including one 15-minute group production, and three audio projects including a four-minute economics lesson and a ten-minute audio documentary to be aired on KAOS Community Radio Station. Students collaborated across specialty groups to generate content for the audio programs.

Final projects in each quarter allowed students to concentrate on issues of particular interest to them and were conducted on a group basis. Each student was responsible for contributing to a substantial final written report and making an oral presentation based on their findings.

EVALUATION:

Written by: Peter Dorman, Ph.D.

Philip entered PESM with a limited background in politics, history and other relevant fields, as well as substantial gaps in his writing and quantitative skill sets. He was clearly frustrated by the quantity and demands of the program work, but where he did focus his efforts he made contributions to his own learning and to the rest of the class.

Being rather cautious and quiet, Philip did not play an active role in seminar or other class discussions. On the occasions he did speak out he had useful observations to make with a distinctive point of view behind them. In the future, it's important for him to get involved more fully in the give-and-take of student conversation.

The most serious problems he faced pertained to academic reading and writing. English is not Philip's first language, and he needs much more support in firming up this aspect of his skills. He absorbed aspects of the readings but often missed the overall arguments, and his papers demonstrated that he would benefit from sustained work in the drafting, editing, and organizing processes. It would not be doing Philip a service at all for these issues to be overlooked in his future academic pursuits.



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For his final project in winter quarter, Philip teamed with a group of students analyzing the local response to police bias in the use of force. His research tracked the involvement of the Olympia City Council in this issue, and his writing, while troubled in the manner described above, was adequately documented. He participated in the final oral presentation of the group's findings.

On the other hand, Philip appeared to be stymied in the economics portion of the program. He chose to specialize in economics both quarters but submitted few of the workshops and performed poorly on the exams. Perhaps his highest point was his fall quarter submission on the macroeconomic situation in Ghana, where he produced acceptable Excel charts of the relevant data but struggled with the analysis.

My view is that Philip has pressing academic needs and PESM did not address them. His future as a student depends on finding programs matched to his skill-building priorities.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 3- Sociology: Race, Immigration, and Social Justice
- 2- Themes in Macroeconomics
- 3- Social Movement History



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September 2015 - June 2016: A New Middle East?: Diagrams, Diagnosis, and Power

43 Credits

DESCRIPTION:

Faculty: Sarah Eltantawi, Ph.D, Amjad Faur, M.F.A., Eirik Steinhoff, Ph.D

The fall quarter of this program has focused on some of the most intractable and convoluted crises engulfing the Middle East and North Africa in order to better understand their root causes on behalf of identifying potential solutions. Among a myriad of ideas and problems, students addressed revolution, counter-revolution, civil war, theocracy, dictatorship, corruption, torture, iconoclasm, imperialism, dispossession, terrorism, sanctions, invasions, occupations, insurgencies, counter-insurgencies, clash of civilizations, clash of ignorance, and many more of the central terms used in the news to describe the recent present in the region. What do these words mean? What caused the actions and events they refer to? Who are the major players, the agents of stability and change -- for better or worse? How are we to determine what is better or worse? What material or conceptual structures (from countries to theories) do we need to comprehend before we attempt to answer these questions? The program worked to develop a nuanced analytical language that allowed students to describe these complex crises and their causes over and against the myths and slogans they are so frequently reduced to.

Students engaged in a dynamic mix of lecture, seminar, and workshop anchored in a constellation of intensive reading, responsive writing, and active looking. The program offered oscillating relationships between theorizing, doing things with words, and making things visible as the engines of our transdisciplinary inquiry.

Our interdisciplinary inquiry has been anchored in the methods of diagramming and diagnosis. Students began, for instance, plotting on a massive sheet of paper, the myriad interrelationships between sectarian, religious and ethnic populations of the region, tracking, in particular, the evolution of their alliances and conflicts. Students will maintain and update this diagram throughout the winter and fall quarters, and reflect on the labyrinthine web that constitutes the region in all its complexity. This diagram will continuously act as a template from which students will look for the connective tissues that may help to resolve the current climate of conflict. Students spent the fall quarter meticulously diagnosing these conflicts and their major players not only through the analytical frameworks of geography, history, comparative religion, and political science, but also in light of aesthetic practices, such as poetry and fiction, on the one hand, and image-making (and image-breaking) of all shapes and sizes, on the other.

Students were responsible for three major research papers as well as a host of research practices including commonplace entries, abstracts, annotated bibliographies and peer reviews. Assigned readings for the Fall quarter included texts by Annemarie Schimmel, Hassan Hassan & Michael Weiss, Lina Khatib, Thomas Kuhn, Derek Gregory, Peter Mansfield, Edward Said, Linda Nochlin, Lawrence Wright, Sayeed Qutb, Boris Groys, Susan Sontag, Tom Junod, Ibn Khaldun, Jean-Pierre Filiu, Lila Abu Lughod, Patrick Cockburn, Meredith Tax, Abdullah Ocalan, Naomi Klein, Mark Danner, Malcolm X, Peggy Phelan and others.

Winter quarter, the program also examined the dramatic sequence of uprisings most often referred to as "The Arab Spring" that shifted the dynamics of power and resistance across the region and that led to some of the most visible and volatile events unfolding in the area today (such as the Syrian civil war, the emergence of ISIS, Kurdish autonomy, and so on). Students studied this sequence in relation to the ongoing geopolitical processes (such as imperialism, self-determination, and resource extraction) that led to the founding of the countries in the region in the first place.



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Assigned readings for the Winter quarter included texts by Ghassan Kanafani, Hannah Arendt, Edward Said, Robert Fisk, Munir Fasheh, Ivan Illich, Augustus Richard Norton, Neve Gordon, Gil Hochberg, Mahmoud Darwish, S. Yizhar, Rumi, and selections from the *Princeton Readings on Islamist Thought*.

During the final quarter of the program, students were responsible for major independent research projects. Students were divided into working groups, and each student within that working group produced a 40-60 page research paper that offered a policy proposal for the theme of their group. Working groups included gender and sexuality, ISIS, Israel/Palestine, the Syrian Civil War and Islamophobia. During this quarter, students were also responsible for creating podcasts of interviews with experts in the fields of their working groups, as well as completing the massive diagram of interconnected parties and events that was started at the very beginning of the program in the fall. Finally, students were also responsible for organizing a major symposium designed to relay their research and proposals to the public. This symposium was held in the lobby of one of the school's primary buildings and included tabled discussions, public presentations, the display of their diagram, and music and images from their time in the program. This event was a culmination of the work the students had put into the program and their own research for the entire year.

EVALUATION:

Written by: Amjad Faur, M.F.A. and Sarah Eltantawi, Ph.D.

Fall Quarter. Written by: Amjad Faur, M.F.A.

Philip proved himself to be a thoughtful and engaging student throughout the course of this program. Philip showed a capacity for careful reading (evidenced in his analysis during seminar and class discussions) and informed responsiveness to extremely subtle and sophisticated ideas. While Philip was typically very quiet during class discussions and seminars, his contributions still managed to demonstrate learning across a quite vast field of inquiry throughout the quarter. The program demanded a serious, if not solemn approach to its central subject matter. Philip navigated these themes effortlessly and was quick to question assumptions and rationales that privileged over-simplification.

Philip's first major paper concerned the development of ISIS in Iraq and Syria. Philip provided a wealth of sources and citations for his paper but struggled with some of the broader religious questions regarding the group. However, Philip negotiated an enormous amount of 20th century regional strife and warfare in order to address the origins of this group.

Philip's second paper addressed the development of extremism within Wahabism and Salafist circles. Philip showed a great deal of ambition in his writing but sometimes struggled with the more granular terminology that helps organize such a vast field of inquiry. With that said, Philip's writing was deeply informed and clearly resourced. Philip even traced some of the definitions of terrorism back to ancient Rome, which revealed some insightful and helpful context for our modern lexicon.

Philip's final paper explored the religious background and infrastructure of ISIS. Philip did an excellent job in tracing the genealogy of ISIS from early Islamic figures such as Ibn Taymiyyah to the foundation of Wahaabism in the 17th century. Philip then shows the rise of Wahaabism in what will become Saudi Arabia and the problems of the US financially supporting this form of extreme ideology for the sake of natural resources. Philip takes the rest of the paper to make the case for the total deforming of mainstream Islamic practice into the horrific spectacle of hyper-violence demonstrated by ISIS. While I would strongly disagree with some of Philip's conclusions, mostly because they seem more reactionary and made in haste, I am still impressed with the level of detail he allowed for his exploration of this group.

It has been a pleasure having Philip in this program and I look forward to his contributions next quarter.



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Winter Quarter. Written by: Sarah Eltantawi, Ph.D.

Philip continued his significant learning in the winter quarter. Philip had good attendance and completed weekly synthesis papers of the week's material regularly and at a good level. Phillip's cumulative quiz at the beginning of the quarter demonstrated significant new learning. Philip had some problems with proper citation that we discussed. I urged him to go to the writing center to hammer out these issues, and there was significant improvement in this regard on his final paper, though Philip still has some way to go toward further tightening this practice. Philip's final paper was the best work he did this quarter -- he wrote a position paper problematizing the concept and politicization of "terrorism." This paper was very thoughtful and evinced much synthetic learning from the quiz. Philip also completed very good annotations of source material for this final project. He also participated in a group curatorial final project showcasing his skill in visual analysis through a grouping of images that examined the concept of imbalance in space. His team grouped their images from the least intimate (landscapes) to the most intimate -- violent images which in themselves are a kind of intimacy. I was very pleased that Philip made his voice heard increasingly throughout our seminar. He has a very unique perspective that I know was very much appreciated by both myself and his peers. I urge him to not shy away from speaking up as he continues his college career. I look forward to Philip's continued learning in the spring quarter.

Spring Quarter. Written by: Sarah Eltantawi, Ph.D.

In the final, spring quarter of this year long program, students shifted from accumulating knowledge to being asked to put it to use in a series of challenging assignments designed to inform policy makers and the American public about the intricacies of the challenges facing the Middle East. Students were asked to complete six pages of writing a week for eight weeks toward a final program thesis. I am very proud of the work Philip did this quarter. He produced a final thesis paper that problematizes conventional definitions of terrorism and applies the definition to states and entities that are normally not characterized as partaking in "terrorism." Philip's final paper was thirty-four pages in length, a significant achievement for any undergraduate. In Philip's particular case, taking into account where he started with various struggles with writing and research, Philip's final paper is a profound achievement about which he should be very proud. Philip's tenacity this quarter, and his determination to never give up, has proven to him and to me that when he puts his mind to something, he can achieve it. I encourage him to take this newfound confidence in his abilities to the rest of his undergraduate career, and I challenge him to hold himself to the standards he set this quarter, a challenge I have every confidence that he can meet.

Students were divided into working groups to create policy proposals for policy makers and the interested public to guide our nation's policies toward informed solutions to some of the regions' most intractable problems and were asked to create a podcast with an outside expert. Philip participated in the ISIS working group, and helped them produce a podcast with Pulitzer-prize winning journalist Joby Warrik. Students participated in creating a 9 foot by 50 foot diagram detailing the complex interrelationships that make up the modern Middle East. In a testament to just how difficult the subject matter was these students immersed themselves in this quarter, it was called "An Abbreviated and Incomplete Diagram of the Modern Middle East." Philip contributed helpfully to this project. Finally, students presented their work orally in a "Middle East Symposium" at the end of the program for members of our college and local community. Philip came prepared for this symposium, and orally presented his work very well. Once again, I am very pleased with Philip's work this quarter and feel that he has grown tremendously as a writer and researcher this quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 43

12 - History of Islam

11 - Visual Culture

10 - History and Politics of the Contemporary Middle East



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10 - Critical and Creative Reading and Writing



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March 2015 - June 2015: Current Economic and Social Issues: Explanations, Actions and Solutions

15 Credits

DESCRIPTION:

Faculty: Peter Bohmer, Ph.D.

In this one-quarter full-time program for first and second year students, we developed the political economic analysis and tools needed to analyze the recent financial melt-down, the current global economic slump, and related economic and social problems in the United States and globally. We used this political economic framework in examining the systemic causes, economic, and social impact and possible solutions to 1) poverty and income inequality in the United States; 2) the criminal justice system, racism and mass incarceration in the U.S.; 3) immigration to the United States; 4) the decline in the labor movement with a focus on public school teachers, and 5) climate change, nationally and globally.

We studied opposition to these economic and social injustices by looking at social movements that have challenged them as well as analyzing reform solutions as well as societal transformation. We examined alternatives to the current economic system in the United States and how a socialist society would address key economic and social problems.

Students were evaluated on their understanding of program themes and concepts as evidenced by their engagement with and participation in weekly seminars, workshops, presentations, films, and other program activities including an all day field trip to Tacoma and Seattle; short papers on each of the readings; an eight-page paper and an oral presentation on their study of an important economic and social problem; and oral presentations on an economic and social problem we analyzed or on a relevant current event.

Books, we read included: Chris Hedges and Joe Sacco, *Days of Destruction, Days of Revolt*; David McNally, *Global Slump: The Economics and Politics of Crisis and Resistance*; Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Color Blindness* (forward by Cornel West); Aviva Chomsky, *Undocumented: How Immigration Became Illegal*; Micah Uetricht, *Strike for America, Chicago Teachers Against Austerity*; Frances Goldin, Debby Smith, and Michael Steven Smith editors, *Imagine: Living in a Socialist U.S.A.*; and Christian Parenti, *Tropic of Chaos: Climate Change and the New Geography of Violence*.

EVALUATION:

Written by: Peter Bohmer, Ph.D.

Phillip Gyamfi successfully completed the spring quarter, 2015, academic program, Current Economic and Social Issues: Explanations, Actions and Solutions. He did good work in it. Phillip is an intellectually curious student with very good analytical and critical thinking skills who is open to new ideas and perspectives. He entered the program with interest in the economic and social issues we examined, and through his study, deepened his knowledge of them. He also demonstrated good ability to analyze the underlying causes of these economic and social problems and to examine various reforms that address them. Phillip showed the ability to be an excellent student of political economy. I suggest he continue study in this area.

Phillips missed some classes. On the whole, he listened carefully to others and participated actively in the discussions. Phillip contributed to everyone's learning by his putting forward for discussion diverse perspectives and policies on the economic problems we examined. He also contributed by his articulate comments and questions on economic mobility, the economic structure of the United States, the global economy, immigration, climate change, labor unions, and education.



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Phillip writes clearly and demonstrated his strong analytical abilities in the papers he submitted. In his response papers to the books we read, Phillip consistently summarized the main ideas of each book and selected and examined key themes from them. In these response papers, he showed very good reading comprehension. Perhaps his best short paper was an optional one where Phillip wrote in an engaging and insightful manner, a review of Naomi Klein's, *This Changes Everything*. A few of these papers were late.

Phillip wrote a good final paper, "Global Warming" and made a presentation on it to the entire program. In this well-written paper, Phillip briefly summarized key contributing factors to climate change and then clearly explained its likely impact, focusing on the United States. Phillip showed good knowledge of his topic.

Phillip also wrote a brief and thoughtful reflection based on his participation in our program's May Day field trip to Tacoma and Seattle, where the focus was immigration rights.

I enjoyed having Phillip in this program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 15

6- Current Economic and Social Problems

6- Introduction to Political Economy

3- Sociology: Social Movements



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January 2015 - March 2015: Forensics and Criminal Behavior

15 Credits

DESCRIPTION:

Faculty: Andrew D. Brabban, Ph.D. (Biology); Toska Olson, Ph.D. (Sociology); Rebecca Sunderman, Ph.D. (Chemistry)

This year-long program integrated perspectives from forensic science, criminal profiling, evidence collection and analysis, and criminology to investigate crime scenes, reconstruct crimes, and explain criminal behavior. Additional program goals included deepening critical thinking, learning to support conclusions with textual and experimental evidence, and working successfully both independently and collaboratively. Throughout the year students participated in a variety of lectures, workshops, seminar discussions, instrumentation workshops, and laboratory experiments. Guest speakers in the winter included a fingerprint expert, a profiler, and a retired deputy coroner.

Specific forensics studies focused on materials evidence (glass, hair, fiber), patterns evidence (fingerprints, blood spatter, glass fractures), serology, organic and inorganic analytical methods, DNA, time of death, forensic pathology, and toxicology. Weekly forensic labs enabled students to apply textbook topics in a hands-on experience, allowing them to connect theory to practice.

In criminology, students examined several theories of criminal behavior and applied these theories to real-world cases. In our exploration of applied criminology, students studied inductive and deductive criminal profiling. We focused on the deductive method of Behavioral Evidence Analysis, and students worked individually and collaboratively to analyze an actual homicide case and to complete a criminal profile of this offense.

Students demonstrated their knowledge through a variety of assignments including exams, essays, lab reports, quantitative reasoning homework, and workshop reports. Satisfactory and timely completion of work was required for credit.

EVALUATION:

Written by: Toska Olson, Ph.D. (Sociology); Andrew D. Brabban, Ph.D. (Biology); Rebecca Sunderman, Ph.D. (Chemistry)

Philip was a welcome addition to the "Forensics & Criminal Behavior" program in winter quarter. Winter quarter focused on Behavioral Evidence Analysis (BEA), DNA evidence, patterns evidence (fingerprints, glass fractures, blood spatter, tool markings, impressions), ballistics, forensic pathology, and crime scene investigation techniques.

Philip had excellent attendance during the quarter and was an important member of our learning community, though he did struggle to meet some of our program's academic expectations. He did some of his best work in collaborative settings, and clearly met his commitment to working effectively in peer groups. Philip is beginning to develop the skills of a good self-directed learner.

The science portion of the program proved difficult for Philip, but he challenged himself and did achieve some success. Homework, exams, lab write-ups, and interactions with faculty revealed marginal comprehension of patterns evidence, DNA evidence, forensic pathology, and crime scene investigation techniques. Missing and poor quality assignments were problematic and hindered Philip's success at learning the lecture and lab material. He was making progress with the application of mathematics to solve scientific problems. Throughout the quarter Philip appeared to be gaining confidence in both his lab technique and comfort being in the lab space. It was good to see him successful in using feedback from one lab submission to make the next one higher quality. Lab write-ups will continue to improve with



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focused attention on documentation, answering all postlab questions, and supporting conclusions with specific evidentiary examples.

In seminar, Philip was an active and valued participant in our discussions in both small and large groups. He appeared to be engaged in many aspects of our inquiry. Philip's seminar papers revealed an acceptable grasp of the texts. His paper on the legal implications of behavioral genetics research revealed that he was thinking critically about the relative influences of genetics and environment on criminal behavior. We encourage Philip to consider how he might demonstrate a deeper and more comprehensive understanding of the readings through his written work. In addition, Philip's writing will continue to improve with greater attention to proofreading for errors in spelling, capitalization, punctuation, and grammar.

Philip had difficulty succeeding at the independent work associated with the criminal profiling component of our program. His reading quiz scores were generally well below the mean, though he was somewhat better able to communicate his understanding of the topic orally. Through this work, Philip demonstrated a burgeoning knowledge of Behavioral Evidence Analysis techniques. Philip also worked with five peers to conduct a Behavioral Evidence Analysis of a 1998 homicide. The group collaborated well together, and their work demonstrated a very good knowledge of the case materials. Their final report revealed very good, but inconsistently applied, evidence-based argumentation and critical thinking skills. They implicated specific suspects in their report, which is a fundamental error in criminal profiling. In all, their argumentation and deductive reasoning skills would have been much stronger with the consistent use of case citations to support their inferences, with a more thorough inclusion of both supporting and contradictory evidence in their analyses, and with a more comprehensive analysis of competing hypotheses. Nevertheless, the group's final investigative document did make some well-founded inferences about the case. Philip's team positively evaluated his open-mindedness, unbiased perspective, encouraging attitude, knowledge of the case, active listening, and solid collaboration skills.

Over a one week period, Philip was part of a student team carrying out a forensic investigation of a staged homicide crime scene. During the investigation he was engaged and worked effectively with his team members in the assessment of information, creation of evidence and suspect lists, crime classification, crime scene plan, and a reconstruction of the events based on their interpretation of the evidence. This documentation was complete and demonstrated their ability to organize the many components of the crime scene, but they did miss some very pertinent details during their investigation. Their documentation was complete and organized. To conclude the project the group put together a short PowerPoint presentation that was a clear and organized summary of their findings.

Philip concluded the quarter by submitting all of his work in a well-organized portfolio, a good demonstration of the dedication he has to his education. We congratulate Philip on his successes and wish him well in his future studies.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 15

- 5- Applied Criminology: Criminal Profiling
- 3- Forensic Science with Laboratory: DNA Analysis
- 4- Forensic Science with Laboratory: Patterns Evidence
- 2- Applied Forensic Science and Criminal Profiling: Collaborative Crime Scene Investigation
- 1- Quantitative Reasoning



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September 2014 - December 2014: Business for Good

16 Credits

DESCRIPTION:

Faculty: Joe Tougas, Ph.D.; Russell Lidman, Ph.D.

This program provided perspective on and a foundation in skills essential for success in business and social entrepreneurship. The content of this program included economics and business statistics, as well as the study of ethics and values as they apply to leadership and decision-making. The program included lectures, seminars, workshops, guest lectures and field work. Our guest lecturers came from successful local businesses and nonprofits. The field work involved visiting a nearby community and working in teams to produce a detailed analysis of its economic well-being.

Reading for this program included texts in economics, business statistics, and practical ethics, along with short stories and novels that illustrate the challenges of making business decisions that are both ethically and economically sound. Those readings included: *Understanding Business Statistics*, by Ned Freed, et al.; *Essentials of Economics*, by Paul Krugman, et al.; *Good Work*, Gardner et al.; *How are We to Live: Ethics in an Age of Self-Interest*, by Peter Singer; *Justice is Conflict*, by Stuart Hampshire; *Ragged Dick*, by Horatio Alger; *Never Let Me Go*, by Kazuo Ishiguro. Students also read selections from: *Leadership Without Easy Answers*, by Ronald Heifetz; *Changing the Bully Who Rules the World*, by Carol Bly; *Difficult Conversations: How to Discuss What Matters Most*, by Stone, et al.; *Why We Do What We Do: Understanding Self-Motivation*, Deci; *The Good Society*, by Robert Bellah, et al.

Students also developed practical skills working with the spreadsheet software Excel. They wrote weekly essays in response to the assigned readings, and contributed to the field research report.

Students acquired an understanding of the economy and its impact on firms, industries, communities, and households. They were exposed to descriptive and inferential business statistics—necessary background for any subsequent work in marketing, finance, auditing and accounting. Students were challenged with ethical problems that required careful, analytical thought. In connection with the readings on ethical values, students were encouraged to think through how their own sense of what makes life worthwhile would influence their decisions as a businessperson. They participated in team-building tasks which provided perspective on working as part of a team, as well as independently.

EVALUATION:

Written by: Joe Tougas, Ph.D.

Philip completed most of the assigned work of the program, demonstrating gradually developing knowledge of the material covered. His interest in the content of the program grew noticeably as he became more and more engaged with the assigned readings. The novels and stories seemed to be especially influential in giving him a sense of confidence in his ability to understand and respond to the ideas being presented. At the mid-point of the quarter he bravely volunteered to co-facilitate a seminar session. He proposed a change of format for both the preparation assignment and for the structure of the discussion. He introduced a writing assignment that focused attention on the claims, supporting evidence and explanation that each participant thought would best stimulate discussion. The structure he proposed was a fish-bowl style with two concentric circles. These innovations were quite successful in getting the other students to pay attention to the form of their writing and the dynamics of the seminar. It also gave Philip a chance to practice leadership. He has challenged himself to speak up more in class, and made good progress in that direction.

In the economics portion of the program Philip completed the greater part of the weekly assignments. There were two examinations. The midterm examination emphasized microeconomics concepts. The



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final emphasized the application of microeconomic concepts and tools to challenging real-world problems. He did consistent, solid work on both exams, showing some small improvement between the midterm and the final.

In the statistics portion of the program Philip did more than half of the assigned problems. He completed none of the Excel tasks from the text. He has some understanding of descriptive statistics.

Philip put sustained effort into improving his writing skills. He fell behind in the early part of the quarter, but by the end of the quarter he had submitted all the writing assignments. He made noticeable progress in sentence structure, word choice and usage. He will benefit from the resources available at the college for improving academic writing. As he does this work, his desire to share his good ideas and life experiences should provide the motivation to succeed in this task.

Philip participated in the field research team project as a member of the team that studied the economic impact of ethnicities in the small town being studied.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Introduction to Economics
- 4 - Introductory Business Statistics
- 4 - Business Principles
- 4 - Introduction to Philosophy



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EVERGREEN TRANSCRIPT GUIDE

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

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

Educational Philosophy:

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

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

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

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

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

Academic Program

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

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

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

Evaluation and Credit Award:

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

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

Credit is recorded by:

Quarter Credit Hours: Fall 1979 to present

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

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

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

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

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

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

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

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

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