

Application Related Information

Application: Application Not Verified
Grad Program Applying To: MPA

Iteration Name: 202510_GR_G
Program Name: MPA

Recommendation Information

Recommended By: George Bridges
Recommenders Institution: Evergreen State College
Waive Access to Recommendation Ltrs: I do not waive my right to review this recommendation.
Recommendation Form Submitted: ✓

Recommenders Title: Professor/ Faculty
Contact Name: Brianna Perry
Recommendation Waiver Choice: I do not waive my right to review this recommendation.
Recommendation Status: Received

Received Date: 06/06/2024 02:06 PM

Recommender Assessment: I recommend this applicant without reservation.

Recommendation Type: General

Recommender Form: MPA Letter of Recommendation/Form

Recommendation Entity ID: 1024000118898562

Recommendation Owner: Josephine Bernier

Recommender Form Questions

How long have you known applicant:	2 years	Applicant ability as self-directed learner:	Excellent. She worked effectively in my classes as an independent learner
Time since last contact with applicant:	1 year	Applicant as productive member of group:	She also worked in collaborative relationships with other students
Relationship with Applicant:	Student in my classes	Applicant most significant strengths:	Bri is dedicated to working on programs and policies the better the lives of others.
Ability to complete rigorous grad program:	Very Good	Responsibility/reliability:	Excellent
Communication Skills - Oral:	Excellent	Communication skills - written:	Very Good
Service Orientation-sensitivity/empathy:	Outstanding	Ability to work independently:	Outstanding
Ability to handle stress:	Outstanding	Ability to think critically:	Excellent
Ability to analyze/problem solve:	Excellent	Ability to think creatively:	Unable to Judge
Openness to feedback:	Outstanding	Potential for leadership:	Excellent
Ability to work in a team:	Outstanding	Personal/professional reflection:	Outstanding

Description Information

Description:

Form URL: <https://evergreenstatecollege.radius>

Other Information

Created Time: 06/05/2024 08:50 PM

Created By: Josephine Bernier

Modified Time: 06/06/2024 02:06 PM

Modified By: Josephine Bernier

June 6, 2024

Masters Program in Public Administration
Admissions

To Whom This May Concern:

Brianna Perry (prefers Bri) has applied to Evergreen's MPA program. This letter is written in support of her application. Bri enrolled in and completed two of my Evergreen classes. As a returning student, Bri was successful in both. She participated actively in our seminars, completed the required writing assignments (typically argumentative essays), and by virtue of participating in our in-class discussions contributed significantly to the learning of the other students.

In the most recent of my classes she completed, we studied the origins and evolution of three total institutions in American history: prisons, mental asylums, and residential boarding schools for Native American children. The class focused on deepening students' understanding of the roles these institutions played in managing and controlling people defined by government officials as social problems. Students learned how the institutions evolved over time and the profound impact they have had on those detained, their families, and their communities.

At many points in our seminars, Bri raised important questions and clarifying points about the topics we were covering. Typically, her comments and questions enabled other students to better understand the impact of prisons, psychiatric asylums, and Native American boarding schools on those detained within them. For example, many students in the class knew little about these institutions and were shocked to learn about their many abuses. Bri's vulnerability in sharing with others how emotionally difficult it was to learn about the abuses – particularly, those to children in the boarding schools – freed other students to discuss their own (and similar) reactions. In sharing, Bri's comments enabled our class to discuss the impact of the institutions on residents' lives openly and fully.

The quality and depth of Bri's written work was consistently strong. Her essays were written with clarity, well-reasoned, and incorporated evidence in support of her arguments. An example of her written work (from her final exam) about the assimilationist policies of Native American boarding schools illustrates this:

"This politically fueled idea began "as part of its grand civilizing plan to transform Native American people" (Lomawaima, p.xi), with the Dawes Act of 1887. The acculturation into the dominant white society began for the Native Americans, simply because [of] the land they possessed. Lomawaima explains (pg. 3) that the plan was "vigorously campaigned for" by assimilationist General Richard H. Pratt, who stated the "best way to civilize the Indian was to "immerse him in civilization and keep him there until well soaked" (p.4). ... The [boarding schools] were a direct reflection of federal policies to "kill the Indian." However, they were portrayed and accepted with the intent to educate the Native children. Essentially, saving them from the hell that their "savage" elders are facing, when it actually introduced them to a new type of "hell." The film *We Were Children* gives evidence of this with the stories that Lyna and Glen provide describing their time at the schools. Glen gives a heartbreaking account at 34:00, of the unprovoked abuse he suffered, where he recounts being tricked into believing he was going to home to visit family but was locked in a cage, while having to listen to the physical abuse of a young lady in the enclosure next to him."

This sample of Bri's writing demonstrates that way she effectively organizes her ideas and arguments with supporting evidence. It also reveals Bri's capacity for analyzing and interpreting literature and film about social institutions.

I encouraged Bri to pursue post-graduate study. I strongly support her application to our MPA program. She will contribute significantly to her classes and other students' learning.

Sincerely,

A handwritten signature in dark ink, appearing to read 'G S Bridges', with a stylized, cursive script.

George S. Bridges, PhD