



Perry, Brianna M

A00423109

Last, First Middle

Student ID

**CREDENTIALS CONFERRED:**

Bachelor of Arts

Awarded 24 Mar 2023

**TRANSFER CREDIT:**

Start	End	Credits	Title
04/2015	08/2020	83	<b>South Puget Sound Community College</b>
04/2015	08/2020	7	<b>South Puget Sound Community College</b>

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2020	12/2020	8	<b>Playing Politics: Psychology, Performance, Strategy and the Elections in Real Time</b> 2 - Media Studies 2 - Performance Studies 4 - Political Science
09/2020	12/2020	4	<b>Cornerstone: Foundations for Success</b> 2 - Creative Writing 2 - Research Methods
01/2021	06/2021	16	<b>The Age of Irony</b> 8 - American History 4 - American Literature 4 - Cultural Studies
01/2021	03/2021	4	<b>Criminology Goes to the Movies</b> 4 - Introduction to Criminology
03/2021	06/2021	4	<b>Abnormal Psychology</b> 4 - Psychology
09/2021	12/2021	3	<b>Painting</b> 3 - Painting
01/2022	03/2022	8	<b>Social Deviance: the Sociology of Rules, Violations, and Sanctioning</b> 8 - Sociology
01/2022	03/2022	4	<b>Theories of Personality (B)</b> 4 - Psychology
03/2022	06/2022	8	<b>Positive Psychology and Well-Being Theory</b> 4 - Positive Psychology 4 - Social Psychology
03/2022	06/2022	3	<b>Health vs. Wealth</b> 3 - Public Health
09/2022	12/2022	8	<b>Asylums: Institutions of Social Control in American History</b> 6 - Sociology 2 - American History



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**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2022	12/2022	4	<b>History and Systems in Psychology</b> <i>4 - Psychology</i>
09/2022	12/2022	2	<b>Figure (Oil) Painting Weekend Intensive</b> <i>2 - Oil Painting</i>
01/2023	03/2023	8	<b>Personality and Social Psychology: Who Do You Think You Are?</b> <i>4 - Personality Theory</i> <i>4 - Social Psychology</i>
01/2023	03/2023	4	<b>About the Law and the Politics of Criminal Justice: Why Progressive Reforms Fail</b> <i>4 - Sociology and Law</i>
01/2023	03/2023	2	<b>Cuban Salsa</b> <i>2 - Performing Arts</i>

**Cumulative**

180 Total Undergraduate Credits Earned



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Closing out my Senior year I am leaving feeling full of gratitude and appreciation to have had the opportunity to invest in my education at Evergreen. Even though there were some learning curves transferring from the community college my Junior year, it was genuinely the best decision of my life. Looking back, I never attended college for two reasons: 1) college campuses terrified me and 2) my parents were unwilling to financially support college, but when I found myself laid off in 2013, the fear of not being able to provide for my children overshadowed all others. However, as my luck would have it, the first week I was enrolled in community college, I accepted a full-time position with the State and have since been working and attending school full-time, while raising three children. While my initial goal for attending college was for career advancement, I can say Evergreen gave me some much more invaluable lesson- a different perspective on life.

The staff here at Evergreen have created a mutually respectful environment that has cultivated a safe learning experience wherein I have felt vulnerable to share experiences and failures with others. Being able to have honest conversations about differences of opinions has added immense value to my learning. Professor Mark Hurst has done an amazing job in establishing trust with his classroom cohorts, and being invested in each student's individual well-being, above all else. His *Positive Psychology* program was a pivotal moment for me in my own self-healing journey and for which I am eternally grateful. I had an equally emotional response to Professor George Bridges' program, *Asylums*, where I had an unexpected reaction to learning about the Native American Boarding Schools. Feeling overwhelmed with the material I reached out to Professor Bridges, who showed empathy and was able to offer a few resources available through the school. Professor Toska Olson has changed the ways I view and analyze movies with her *Criminology Goes to the Movies* course, Professor Saunders brought me out of my comfort zone in his *Cuban Salsa* class, and lastly Professor Lauren Boilini created this appreciation with art I had never felt before. All of these programs have contributed greatly to my overall success here at Evergreen.

Reflecting back on my initial goal of enrolling at Evergreen and seeing how it changed and progressed over each quarter was empowering. With the completion of each quarter I was able to see the substantial personal and educational growth within myself. I leave being more open-minded leaving my biases and previous prejudicial thinking behind me. Now that it is time for graduation, I not only am saying good-bye with a deeper sense of pride in my accomplishment, but more importantly, saying hello to a truer sense of self.



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**January 2023 - March 2023: Cuban Salsa**

2 Credits

**DESCRIPTION:**

Faculty: Scott Saunders

Cuban Salsa, also called Casino in Cuba, is a social partner dance performed to modern Cuban Salsa music, also known as Timba in Cuba. In this course students learned the basic rhythms, steps, and body movements of Cuban Salsa. Emphasis was placed on understanding the basic rhythmic structure of Salsa music through listening, counting, stepping and connecting movements. Students practiced basic moves/steps for both lead and follow roles in this social partner dance. Students also learned about the history of Cuban Salsa and its varied roots in Cuban folkloric music, dance and culture. Students practiced coordinated body movements, combining steps, torso, hips, shoulder and arm movements as well as Rueda de Casino, dancing with a partner in a circle (Rueda) which includes moves with frequent changing of partners.

**EVALUATION:**

Written by: Scott Saunders

Brianna participated in weekly Cuban Salsa dance classes this quarter. They studied and performed warm up steps, independence of body parts movements as well as step and partner combinations. They practiced Rueda de Casino salsa dancing coordinated with partners. Some of the moves learned included Sacala, Tarro, Enchufla, Dame, Deja Una, and by the end of quarter they advanced to intermediate steps such as Setenta and Sombrero. It was a pleasure to have Brianna in class.

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

2- Performing Arts



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**January 2023 - March 2023: About the Law and the Politics of Criminal Justice: Why Progressive Reforms Fail**

4 Credits

**DESCRIPTION:**

Faculty: George S. Bridges, PhD

This class examined the development and evolution of major laws and policy initiatives on criminal justice. We focused on legal reforms enacted from the 1960s through the 1990s and, specifically, the federal Sentencing Reform Act of 1984 (SRA). The SRA was formulated in the Carter administration as a progressive reform intended to reduce disparities in criminal sentencing. But as part of President Reagan's War on Crime, the reform became one of the instruments of crime control that catalyzed the mass incarceration of racial and ethnic minorities. Learning goals for the students included development of skills in reading and interpreting original social science research, analyzing the elements of public policies, and advancing their understanding of the social and political forces influencing the enactment of reforms in criminal justice in the U.S.

Students studied and analyzed the following source material:

Published Books, Articles and Government Reports:

American Friends Service Committee, 1971, *Struggle for Justice*, NY: Hill and Wang.

Beckett, Katherine, 2022, *Ending Mass Incarceration*, Oxford University Press.

Boerner, David and Roxanne Leib, 2001, "Sentencing Reform in the Other Washington," *Crime and Justice*.

Clear, Todd and Natasha A. Frost, 2014, *The Punishment Imperative*, New York University Press, New York, NY.

Di Iulio, John, 1995, "The Coming of the Super-Predators," *Washington Examiner*.

Forman, James Jr., 2017, *Locking Up Our Own: Crime and Punishment in Black America*.

Forman, James Jr. and Kayla Vinson, 2022, "The Superpredator Myth Did a Lot of Damage: Courts Are Beginning to See the Light"; *New York Times*.

Frankel, Marvin E., 1974, *Criminal Sentences: Law Without Order*, NY: Hill and Wang.

Kennedy, Edward M., "Introduction", *Hofstra Law Review* 7, no. 1 (Fall 1978): pp. 1-10.

Kingdon, John W., 2011, *Agendas, Alternatives, and Public Policies*, Glenview, Ill: Longman.

Martinson, Robert, 1974, "What works? - Questions and Answers About Prison Reform", *The Public Interest*, Spring, pp. 1-33

Ilene H. Nagel, 1989, Presentation, *American Criminal Law Review*, 26, pg. 1815.

National Research Council (NRC Report), *The Growth of Incarceration in the United States: Exploring Causes and Consequences*, 2014, The National Academies Press, Washington, D.C.



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Rashawn Ray and William Gaston, 2020, "Did the 1994 Crime Bill Cause Mass Incarceration?" Washington, D.C.: Brookings Institution.

van den Haag, Ernest, "Punitive Sentences", *Hofstra Law Review* 7, no. 1 (Fall 1978): pp. 123-138.

U.S. Sentencing Commission, 1987, *Sentencing Guidelines*.

U.S. Sentencing, Commission, 2014, *Introduction to Federal Sentencing Guidelines*

*Presidential Speeches and Press Conferences*.

Clinton, William J., 1992, "Speech on Crime and Violence to Peace Officers."

Nixon, Richard M, 1971, "Richard Nixon Press Conference Remarks on the War on Drugs."

Ronald Reagan, 1981, "Remarks to the International Association of Chiefs of Police."

Ronald Reagan, 1986, "Press Conference on Fighting the War on Drugs."

#### Enacted Laws and Policies:

H.R.3355 - 103rd Congress (1993-1994): Violent Crime Control and Law Enforcement Act of 1994, Congress.gov, Library of Congress.

H.R. 5210 - 100th Congress (1987-1988): Anti-Drug Abuse Act of 1988 | Congress.gov | Library of Congress.

S.1762 - 98th Congress (1983-1984): "Comprehensive Crime Control Act of 1984" | Congress.gov | Library of Congress.

#### Video Documentaries:

PBS, Frontline, "Stickup Kid."

In addition to submitting weekly short essays summarizing what they were learning, students prepared mid-term and final expository essays on legal policies contributing to mass incarceration.

#### **EVALUATION:**

Written by: George S. Bridges, PhD

Brianna (prefers Bri) has participated in three of my classes. Bri is a very successful returning student who participated actively in our seminars, completed the required writing assignments successfully, and contributed to the learning of the other students.

Bri developed and demonstrated a firm understanding of the origins and evolution of legal reforms and policies related to criminal justice in the U.S. and the methods social scientists use in explaining public policy. She demonstrated capable skills in reading and interpreting the legal reforms we studied (between 1970 and the early 2000s) and describing the social forces shaping reforms in the state and federal courts.

The quality and depth of Bri's written work was strong throughout the term and improved over her written work in my previous classes. Her essays this term were well reasoned and incorporated supportive evidence effectively. An example of her written work illustrates this in the paragraph below, taken from



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her final essay on the impact of President Clinton's 1994 Violent Crime Control and Law Enforcement Act:

"Although implementation of [the Act's] policies was not the primary cause of mass-incarceration, its enhanced sentencing structure exacerbated the issue. For example, states adopting truth-in sentencing laws ... helped contribute to prison over-population due to inmates being required to serve at least 85% of their sentence behind bars, thus increasing the overall length of stay. The National Research Council's Report supports this, concluding that 'mandatory minimums, truth-in sentencing and three-strike laws have had little to no effect on crime rates, rather they shift sentencing power' (2014). Another, long-term effect [of the Act] on the criminal justice system was the perpetuation of the super-predator myth. The pressure for harsher punishment on youth who were frequent offenders came from a miscalculation by Professor John Di Iulio Jr., a sociologist who predicted a new generation of violent teenagers would emerge in the 1990s into the 2000s (Foreman & Vinson, 2022). This analysis was later discredited but not until Clinton's administration had used the data to strengthen their call to action. This myth combined with harsher penalties and adult sentences for juveniles help add to racially disproportionate prison populations."

This sample of Bri's writing demonstrates her capacity for analyzing legal policies and utilizing literature written about them. Bri learned much from the issues we reviewed and discussed in seminar and from the writing assignments she completed. She was a significant contributor to this class. I enjoyed having her as a student and an active part of the learning communities we created.

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

4 - Sociology and Law



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## **January 2023 - March 2023: Personality and Social Psychology: Who Do You Think You Are?**

8 Credits

### **DESCRIPTION:**

Faculty: Mark A. Hurst, Ph.D.

At adulthood, a human has already spent decades defining and characterizing attributes, beliefs and preferences of the individual they call "ME." Where do I get the ideas I have about "who I am?" Am I more nature or nurture? Is the self malleable or fixed? The concept of self can be beneficial as an ally, or a confounding negative force—but how can we know which it is to be?

All students in this half-time program examined the psychological research over the last 60 years, that helps describe, explain, predict and modify aspects of the self. They explored topics such as theory of mind, self-concept, self-esteem, self-awareness, self-efficacy, identity, social comparison and impression management, self-deception, self-serving biases, escaping the self, self-control, and the contemporary dilemma of "self as a value base," as well as the evolutionary, genetic, neural, trait, belief/attitude, learning, social, and cultural influences that affect the makeup of each individual and the complex and evolving "story" that every human crafts over the lifespan. Additionally, students read deeply and broadly about McAdams' 30 years of research on the Life Story Model of Identity. All of this work addressed implications for essential functions of the self in the domains of work, love, play, and service to others, as well as Eastern and Western perspectives on the self. Finally, students had the opportunity to ask questions in Zoom sessions with two of the greatest psychological scholars of the past half century (Aronson and McAdams), after reading their work.

Reading for the program included the following texts: McAdams, *The Redemptive Self: Stories Americans Live By*; Tavis & Aronson's *Mistakes Were Made, But Not By Me: Why We Justify Foolish Beliefs, Bad Decisions, and Hurtful Acts*; Wilson's *Stranger to Ourselves: Discovering the Adaptive Unconscious*; and Eberhardt's *Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do*; as well as journal articles and essays by Roy Baumeister, Dan P. McAdams, and William James.

Assignments included the completion of book notes, self-assessments, Jigsaw Classroom learning and teaching in Expert and Home groups, a creative piece of art representing a narrative of the student's life (using McAdams' Life Story Model of Identity) and completing a detailed Life Story Interview with someone they knew well.

Students enrolled in the 12-credit section of the program were also required to identify a specific topic area within social or personality psychology, and to work with faculty in identifying relevant psychological science to examine, and then complete a term paper and presentation to the entire program on their independent learning.

This program is relevant for careers in psychology, sociology, education, media, journalism, government, criminal justice, law.

### **EVALUATION:**

Written by: Mark A. Hurst, Ph.D.

Brianna performed well in this program, earning full credit. In her critical thinking, writing, and active class participation, Brianna demonstrated that she is an intelligent, engaging, and conscientious student, who was a steady and reliable presence in each week of our online learning. Brianna's ability to examine program content (comprehension, analysis, integration, synthesis) was well documented in fine writing,



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producing assignments that were detailed, organized, and influential in their message. This was most evident in Brianna's comments on the program materials as they relate to development of a self with unity and purpose, especially in a culture that has become more complex, faster, and somewhat fractured.

As an example of Brianna's strong cognitive abilities and close reading of seminar articles, she wrote the following about McAdams' groundbreaking research on life narratives, and how it relates to religion, as well as race in American culture. These were two critical "expert" points, that Brianna contributed to her group effort in "Jigsaw Classroom" teaching and learning:

#### Chapter 6: God Bless America

The two main themes in Chapter 6 focused on religion and generativity. American has been built on a religious foundation, making some believe that "religion is the only true basis for morality" (p.126). Shockingly the only group Americans stated the only group that was disqualified for the position of Presidency is "those who refuse to believe in God" (p.127). The chapter discusses the positive effects of religions and how that translates into generativity, people's concern with future generations.

#### Chapter 7:

The theme of generativity carried into this chapter showing importance between both white and black parents however, the form in which parent's take is dependent on their social environment. White parents may have the opportunity to allow more individuality and autonomy with their generativity as opposed to black parents who may need to focus their energies on protecting their children to ensure they survive to adulthood. Additionally, Blacks engage in more religious behavior and rate religious values higher than Whites and view themselves more as a role model and sources of wisdom for their children (p.157). Lastly, there were a few slave narratives in this chapter that carried an overarching theme of redemption.

The major assignments of the quarter were: 1) to produce a piece of art that reflected aspects of one's "self," as well as their "story," based on program content (McAdams' Life Story Model of Identity, etc.); and 2) document a Life Story Interview (based on the Foley Center model) of a person they know in written or recorded form.

Brianna's creative project culminated in the submission of several pieces of "golden joinery," a Japanese art form, that consists of broken pottery, joined back together with a lacquer mixed with powdered gold. This unique and beautiful effort, represented Brianna's ability to transform powerful ideas of early adversity, followed by growth and generativity, into tangible, and emotionally moving sculpture. It was very enjoyable to look at this work, and consider the description, which clearly demonstrated some of the key psychology concepts we covered this quarter. Brianna then had the opportunity on the last day of class, to engage with several classmates in examining the "chapters" of their life so far, as well as key scenes (high and low points, turning points, wisdom events, challenges, memories, personal ideologies, and the future).

Brianna documented wonderful growth in her knowledge and skill regarding Life Story Interviewing in examining the "narrative identity" of an older sister. Brianna utilized many of the standard questions developed by McAdams and his team, and documented the settings (both geographical and ideological), key and influential characters and events, and transitions and turning points that have shaped this largely redemptive, agentic, and generative narrative. Brianna's assessment of how this interview went, was enjoyable to read, as her documentation conveyed many aspects of McAdams' story components that we studied this quarter, especially related to themes of challenge and adversity, courage and perseverance, personal discovery, adaptation, growth, and the wisdom within the reciprocity principle. It



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was an authentically effective study of “self and story” that demonstrated Brianna’s ability to accomplish meaningful and powerful undergraduate work.

Brianna is a bright and positive presence in the learning community. Over the last ten weeks, she established herself as a dedicated and competent student, and a likable and respected peer. Brianna completes this program with strong cognitive, writing, and interpersonal skill, and is well on the way to becoming an ideal candidate for graduate studies.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

4 - Personality Theory

4 - Social Psychology



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**September 2022 - December 2022: Figure (Oil) Painting Weekend Intensive**

2 Credits

**DESCRIPTION:**

Faculty: Lauren Boilini, MFA

This weekend intensive workshop served as an introduction to oil painting through an investigation of the figure. Emphasis was placed on developing technical skills through observational painting, while focusing on color theory. Paintings were done from a live model in the studio on campus. We met for 20 hours over the course of a single weekend. This workshop was designed for students who have a strong work ethic and self-discipline and who were willing to work long hours in the studio on campus in company with their fellow students. We completed four paintings: one standing figure, one seated and two foreshortening poses. No prerequisite was required.

**EVALUATION:**

Written by: Lauren Boilini, MFA

This fall of 2022 I had the pleasure of having Brianna Perry as a student in my oil painting weekend intensive workshop. Brianna established interest in this class as someone with previous experience painting, looking to build skills. Brianna successfully achieved all of the learning objectives for this course with great improvement, constant communication and perfect attendance, completing the required four paintings: one standing figure, one seated figure and two foreshortening poses.

Brianna was particularly open to feedback, always willing to hear constructive criticism from both peers and myself, and contributing frequently to our ongoing discussion during class.

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

2 - Oil Painting



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## **September 2022 - December 2022: History and Systems in Psychology**

4 Credits

### **DESCRIPTION:**

Faculty: Susan J. Cummings, PhD

The purpose of this course was to provide an overall view of the emergence of Psychology as a field, its historical roots; its evolution within a broader sociocultural context, and philosophical currents running throughout this evolution. Attention was given to the interaction of theory development and the social milieu, the cultural biases within theory and the effect of personal history on theoretical claims.

Learning goals were as follows:

- To investigate the emergence and the development of Psychology as a unique and contributing discipline.
- To explore the various time periods in the history of Psychology through the lives and works of major figures.
- To gain insight to the formation and thinking of the various schools in Psychology.
- To consider current and recurrent crucial issues in Psychology within a historical and sociocultural as well as a multidisciplinary framework.
- To provide a solid theoretical foundation for further study in Psychology.

### **EVALUATION:**

Written by: Susan J. Cummings, PhD

Bri's (AKA Brianna's) reflection papers demonstrate her intellectual honesty, curiosity and engagement in the material and new connections and realizations Bri was achieving. She has a very good grasp of how the field of Psychology emerged and evolved, its many nuances and challenges and the various cultural and historical forces shaping it. Bri is a dedicated and motivated student and reached all objectives and fulfilled all requirements for this course.

Bri researched Jean Piaget for her individual theorist presentation. She described a precocious child, writing a scientific paper at 10, obtaining a PhD at 22. Bri explained how he observed his own child's behavior and deduced information in that manner and developed his theory of cognitive development and subsequently had a great impact on Developmental Psychology and education. Bri's presentation was informative and engaging.

Bri's team paper and presentation was on consciousness. Bri provided a good, succinct introduction and also examined consciousness perspectives per the Structuralists on the one hand, and the Functionalists on the other. Bri's writing is excellent and she cited her sources per APA format. Bri and her team demonstrated excellent team collaboration. The reference page was extensive.

It was a pleasure having Bri in class.

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

4 - Psychology



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## **September 2022 - December 2022: Asylums: Institutions of Social Control in American History**

8 Credits

### **DESCRIPTION:**

Faculty: George S. Bridges, PhD

### Course Description

Since the early 1800s, communities in America have relied on total institutions, organizations that detain and manage populations of people of like circumstances, to regulate, supervise, and control those who may have committed crimes, were indigent or vagrant, who had violated social mores, who manifested inexplicable behavior, or who represented social or cultural threats. Our course 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 have played in managing and controlling people defined by government officials as social problems. The large majority of people detained in these institutions have been (and continue to be) racial and ethnic minorities. Students learned how the institutions have evolved over time and the profound impact they have had on those detained, their families, and their communities.

### Texts:

David Wallace Adams, 2020, *Education for Extinction: American Indians and the Board School Experience, 1875-1928*, University Press of Kansas.

Douglas Blackmon, 2009, *Slavery By Another Name: The Re-Enslavement of Black Americans from the Civil War to World War II*, Anchor Books.

David Garland, 1991, "Sociological Perspectives on Punishment" in *Crime and Justice*, University of Chicago Press.

Erving Goffman, 1967, *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates*, Anchor Press.

Ethan Hoffman, 1981, *Concrete Mama: Prison Profiles from Walla Walla*, University of Missouri Press.

Mona Lynch, 2010, *Sunbelt Justice: Arizona and the Transformation of American Punishment*, Stanford University Press

David J. Rothman, 1971, *Discovery of Asylum: Social Order and Disorder in the New Republic*, Little, Brown and Company.

Mab Segrest, 2020, *Administrations of Lunacy: Racism and the Haunting of American Psychiatry at Milledgeville Asylum*, New Press.

K. Tsianina Lomawaima, 1995, *They Called it Prairie Light: The Story of Chilocco, Indian School*, Kansas University Press.

### Documentaries and Films:



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*Birth of Prisons: Eastern State Penitentiary.*

*Slavery by Another Name.*

*Shawshank Redemption, 1994.*

*Prison State (Frontline).*

*Since I Been Down, 2019.*

*One Flew Over the Cuckoo's Nest, 1975.*

*Girl Interrupted, 1999.*

*Awakenings, 1990.*

*Titicut Follies, 1967.*

*Nightline Report, 1989.*

*WCVB Report, 2017.*

*Bedlam, 2019.*

*Unspoken: America's Native American Boarding Schools, 2017, PBS.*

*The Residential School Experience : A Century of Genocide in the Americas.*

*We Were Children, 2012.*

*Indian Horse, 2019.*

#### **EVALUATION:**

Written by: George S. Bridges, PhD

I've now enjoyed having Brianna (prefers Bri) in two of my classes. As a successful returning student, Bri participated actively in our seminars, successfully completed the required writing (4 essays and a final essay exam), and by virtue of participating in our in-class discussions contributed significantly to the learning of the other students.

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 strong throughout the term. Her essays were written with clarity, well-reasoned, and incorporated evidence in support of her arguments. An example of her written



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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 in reality, it 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 demonstrates that way Bri effectively organized ideas and arguments with supporting evidence. It also reveals Bri’s capacity for analyzing and interpreting literature and film about institutions.

Bri is a highly capable student. I welcome having her in any future class I teach.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

6 - Sociology

2 - American History



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## **March 2022 - June 2022: Health vs. Wealth**

3 Credits

### **DESCRIPTION:**

Faculty: Mary Dean, Ph.D.

This course explored the intersection where valued health care meets paid health care. In the American health care arena good intent is plagued by paradox and often yields under funding and a miss-match with initial intent. Paradoxes of high costs, prevention, access, research, treatment and unintended consequences were reviewed. The books *Redefining Health Care: Creating Value-Based Competition for Results*, by Michael Porter and Elizabeth Teisburg and the *2019 Annual Health Reform Update* by Sara Wilensky were used to turn student attention toward solutions for the broken system. Expert medical and administrative community leaders supported the discussions with guest presentations based on their expertise.

To achieve adequate analysis of the problems within the health care system, students completed weekly reading assignments and provided written response to each assignment. The PBS sponsored films: "Sick Around The World," "Sick Around America," and "The Health Care Divide" were used to further illustrate the performance of the health care system and inform group discussion. Students conducted individual research and produced a paper identifying leading issues in the paradoxes of prevention, access and cost, research and treatment or unintended consequences in attaining quality outcomes. The personal aspects of public health policy were addressed as students were required to engage in one self-care activity each day, focused on stress management, and report to the class weekly.

### **EVALUATION:**

Written By: Mary Dean, Ph.D.

Brianna met most of the course expectations and participated actively in the development of a learning community. All required weekly reading summaries displaying adequate comprehension of the author's intent were submitted. Brianna was faithful in maintaining a self-care regimen of exercise and verbally reported the activity weekly during class.

I appreciated sharing class with Brianna.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 3**

3- Public Health



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## **March 2022 - June 2022: Positive Psychology and Well-Being Theory**

8 Credits

### **DESCRIPTION:**

Faculty: Mark Hurst, Ph.D.

Beyond psychology's early focus on pathology and the negative aspects of human experience—what's 'wrong' with us—a new science has emerged over the last 25 years to understand humans at their best. This worldwide collaborative effort has begun to empirically investigate, and experientially increase, what "makes life worth living." The objectives for this half-time 8 credit program included the development of an advanced body of knowledge (and experience) regarding the positive aspects of human existence, as well as specific strategies for achieving the self-efficacy, hope, optimism, self-regulation, and resilience that serve positive emotion, positive character, positive institutions and communities, and positive organizational scholarship. To the extent that basic psychological processes are shaped by the nuances of nature and nurture, and that living environments create the context for human expression and fulfillment, we broadly examined the science of life satisfaction, applying practical strategies that promote well-being and quality of life in self and narrative, social interactions, in the too often dysfunctional or broken systems we live and work in, across cultures, as well as in the natural world.

Students "lived" much of the material over the quarter (positive psychology activities, daily journaling, developing well-being curriculum), devising and discovering ways to apply this new science to personal and professional development. Through the lens of love, work, play, and service to others, they engaged in activities to build more of what contemporary scholars have deemed "the good life."

Resources included: Haidt's *The happiness hypothesis: Finding modern truth in ancient wisdom*; Hari's *Stolen focus: Why you can't pay attention--and how to think deeply again*; Pennebaker's *Opening up by writing it down: How expressive writing improves health and eases emotional pain*; Gilbert's *Stumbling on happiness*; Bonanno's *The end of trauma: How the new science of resilience is changing how we think about PTSD*. Hari's *Lost connections: Why you're depressed and how to find hope*; and Suzuki's *Zen mind, beginner's mind: Informal talks on zen meditation and practice*.

### **EVALUATION:**

Written by: Mark A. Hurst, Ph.D.

Brianna (who goes by Bri) completed all learning objectives for this advanced psychology program. In seminar contributions, Bri demonstrated the energy, skill, and maturity to effectively perform as an unassuming leader and a valuable and likable peer. Bri balanced her unfolding cognitive skill (comprehension, analysis, integration and synthesis of theory, concepts, and practice) with a deep humanity, as she conscientiously invested in meaningful academic work, as well as a care for others well-being (family, friends, peers, strangers). Her efforts helped the program examine complex issues of suffering, stagnation, and flourishing.

Bri is also quite capable of documenting her learning in written essays, Jigsaw Classroom points, and journaling summaries. As the main assignment of the quarter, students were asked to journal every day for eight weeks and provide a precise weekly 250 word summary of their experiences in living much of the content from the readings. Bri found this assignment to be challenging at times due to the competing demands of quotidian routine, and other life domains (relationships, work, etc.). Despite this, she persevered and produced noteworthy journal summaries that reflected a growing mastery of using psychological science in crafting a coherent and relevant sense of self, as well as a more flourishing narrative. These were very enjoyable for me to read and reflect on. I learned as well. As an example of Bri's fine efforts, she wrote the following after a particularly fruitful application of theory to practice:



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*This week's reflective journaling was enlightening. After the week six discussion about manifesting different character strengths, I had written about how I wish I could've cultivated forgiveness earlier. I had a few family relationships that had ended due to lack of forgiveness and understanding, and I used last week to reflect on how those may have been different if I could've manifested forgiveness sooner. However, I concluded that while it could have been different, I didn't want to go back and resolve these particular issues. But then after the class discussions, two individuals reached out to me separately last week after four years, which understandably left me with a lot of emotions.*

*While it could seem coincidental, I would like to believe it has to do more with the laws of attraction. My journaling this week reflected on how I was feeling about reconciling these relationships. It felt like more of a sign from the universe to put the tools I have gained to use. Setting and keeping boundaries, speaking your truth but having better perspective, cultivating understanding without compromising your feelings. I also was able to take the time to reflect on what was being said before responding with defensiveness. Being able to journal each night and put my feelings on paper helped in understanding my own thoughts. The past two weeks I have benefited greatly from this exercise and am appreciative for it.*

Overall, Bri is a personable and impressive student. I admired her purposeful efforts at generative growth, and her warm, approachable nature. Her efforts this quarter documented many of the character strengths we examined in the program, including hope, courage, curiosity, love of learning, perspective and perseverance, gratitude, teamwork, social intelligence, humility, compassion, and self-regulation. She completes this program with very strong cognitive, writing, and interpersonal skill, and is fully capable of advanced work and graduate level studies.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

4 - Positive Psychology

4 - Social Psychology



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## **January 2022 - March 2022: Theories of Personality (B)**

4 Credits

### **DESCRIPTION:**

Faculty: Susan J. Cummings, PhD

The major personality theorists were presented sequentially within their cultural and historical contexts. This provided the students with a broader understanding of the evolution of ideas concerning human nature. Exploration of theories were limited to those that apply specifically to the practice of counseling. Attention was given to the interaction of the individual with the social milieu, the cultural biases within theory and the effect to personal history on theoretical claims.

### **Learning Goals:**

- To expose students to the broad spectrum of personality theory utilized in psychotherapy so that students can both discover an area of personal interest for future exploration and appreciate and understand orientations that differ from their own.
- To give students an overview of the development of counseling psychology through the development of personality theory.
- To help students articulate their own theoretical and pragmatic questions and assumptions that underlie their personal orientation to the process of change in therapy.

### **EVALUATION:**

Written by: Susan J. Cummings, PhD

Brianna's, who goes by Bri, reflection papers covered both the reading material and the supplemental videos. She demonstrated a fluency in the various theories reviewed and a solid grasp of the constructs and their real life applicability. Bri integrated all the material very well.

Bri's personality theory project was a thoughtful examination of different aspects covered in the course and indicated she does not have a concrete theory at this time but believed there are predispositions and cites William James' "Healthy Minded and Sick Soul." Although Bri believes childhood events have an impact on personality, she also thinks that people have the power to change over time.

Bri's team paper on personality traits of cult leaders and followers demonstrated excellent team collaboration. Bri focused on the definition of the word "cult" and the controversy surrounding it when applied to religion. Bri provided examples of cults with a mixture of biblical doctrine and narcissistic leaders as well as the organizational structure and hierarchy of cults. It was fascinating and well written.

It was a pleasure having Bri in class.

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

4 - Psychology



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## **January 2022 - March 2022: Social Deviance: the Sociology of Rules, Violations, and Sanctioning**

8 Credits

### **DESCRIPTION:**

Faculty: George S. Bridges, PhD

This class examines the sociology of deviant behavior and its control. Students read scholarly work on the causes of deviant behavior and society's reactions to it. They learn:

- How norms govern our behavior and our status in groups,
- Whose interests are protected and preserved by social norms,
- How norms are internalized through socialization and become habits,
- What are explanations of how and why people violate social norms,
- What are the conditions in which norms are broken and sanctions imposed, and
- What are the impacts of being sanctioned for violating social norms.

Students also learn to read, interpret, and critically evaluate research on norms and norm violations. Finally, they develop skills in applying knowledge about social deviance and its control to how we engage major social problems in our communities and the larger society.

The class met in two formats: in-person sessions on Sundays and Zoom session on Tuesday and Thursday evenings. Concerns about the pandemic prevented some students from attending in-person sessions.

### **EVALUATION:**

Written by: George S. Bridges, PhD

Brianna (prefers Bri and how I refer to her in this evaluation) entered the program interested in the reasons why people violate social norms. Her work over the course of the term reflected this interest and improved as the quarter progressed. She attended most classes, successfully completed the writing assignments, and periodically participated in and raised important points in our seminars. Further, her contributions to the seminars were valuable to the program's collective work and other students' learning.

Her written responses to the required writing assignments developed and demonstrated an understanding of sociological theories and skills in reading, analyzing, and interpreting explanations of deviant behavior and society's reactions. Early in the quarter, her essays lacked important analytical detail and use (via reference) of the social science research and data we studied. By the end of the quarter, her writing had greater focus, more structure, and logical flow. I've encouraged her to continue strengthening her writing by incorporating more detail in her written arguments and including more references to research and data supporting the arguments.

As instructor, I appreciated the time and effort Bri contributed to the program and to her own learning. She listened attentively to other students' views on the issues we discussed in seminar and respectfully acknowledged their views while periodically disagreeing with them. Her participation in our program added value to her own learning and to the learning experience of other students. I firmly believe Bri is prepared and quite capable of successfully undertaking advanced work in the social sciences and, if she is inclined, pursuing post graduate study.



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**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

8 - Sociology



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## **September 2021 - December 2021: Painting**

3 Credits

### **DESCRIPTION:**

Faculty: Lauren Boilini, MFA

This course was an introduction to painting through an investigation of landscape, the figure and still-life. It provided a foundation for painting with gouache on paper through mostly synchronous Zoom sessions, with a strong focus on color theory. Emphasis was placed on developing technical skills through observational painting, while researching art historically significant works to develop a personal vision. Students completed four color charts, three still-life, three landscape, one portrait, one figure and two master copies. We started every class in small breakout groups, sharing homework challenges and successes, tips and tricks, formulating questions to bring back to the learning community. I introduced a new challenge every week through an on-camera demonstration, which every student followed along with, preparing them for a related at-home assignment.

The quarter's work culminated in an independent final project, a self-portrait done in the style of a contemporary painter of their own choosing. During our final group critique, each student had to introduce their work and what they learned by adapting the style of another artist. Our work was conducted remotely using both Canvas and Zoom. We met for 3-4 hours over Zoom and spent roughly 4-5 hours on asynchronous coursework/independent work time per week.

### **EVALUATION:**

Written by: Lauren Boilini, MFA

This fall of 2021 I had the pleasure of having Brianna, who goes by Bri, Perry as a student in my Painting course. Bri established interest in this class as someone with previous experience painting, looking to build skills. Bri began the quarter with a strong start, submitting all but the final and two of our assigned projects, including three color charts, three still-life, three landscape, one portrait and two master copies, growing the start of an impressive portfolio.

Bri has a sensitivity to subtle color shifts, along with a strong ability to break the form into planes, and a rapidly growing degree of control over the medium with a recognizable way of handling the paint. Bri was able to dedicate a good deal of time to this class for most of the quarter, turning in an array of engaging works. Bri was particularly open to feedback, always willing to hear constructive criticism from both peers and myself.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 3**

3 - Painting



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## **March 2021 - June 2021: Abnormal Psychology**

4 Credits

### **DESCRIPTION:**

Faculty: Susan J. Cummings, PhD

This course was designed to help students examine abnormal and normal behavior and experience along several dimensions. These dimensions included the historical and cultural influences in Western Psychology, current views on abnormality and psychological health, cultural differences in the approach and treatment of psychopathology, and the role of healthy habitat in healthy mind. Traditional classification of psychopathology was studied, including theories around etiology and treatment strategies. Non-traditional approaches were examined as well and the role of Ecopsychology in Abnormal Psychology were studied.

### **SPECIFIC GOALS:**

1. To allow students to gain an understanding of historical and cultural influences on the development of Psychology, including an increased awareness of the biases and strengths of traditional Euro-American approaches to Psychology and the Mental Health System in the United States.
2. To acquaint the student with the current classification system of the various psychopathologies.
3. To introduce the students to the various theories and approaches to etiology, pathology and treatment.
4. To introduce the student to the current Mental Health system in the United States.
5. To examine the role and relevance of Ecopsychology in psychological health.

### **EVALUATION:**

Written by: Susan J. Cummings, PhD

Brianna, who goes by Bri, was an active and constant participant in class and demonstrated her enthusiasm and commitment to the learning process and academic work. Bri's reflection papers demonstrated her engagement and integration of the material from the textbook and are very well written.

Bri's work demonstrated her sophisticated understanding of Abnormal Psychology, the complexities as well as the societal and cultural forces shaping it.

Bri chose "Henry Evans" of The Good Son for her fictional character diagnosis. She provided a succinct description of him and diagnosed him with "psychopathy" (though the correct term would be Antisocial Personality Disorder as psychopathy is not a clinical term). She did indicate he met the criteria for ASPD though he was not yet 18. It was clear, thorough and well written.

Bri's research team focused on Evolutionary Psychology. Bri focused in particular on the evolutionary origins of phobias. Bri examined the research, including different parts of the brain activating in reaction to stimuli presented. Bri also pointed out how anxiety is a malfunctioning natural fight or flight response. The paper was seamless, and demonstrated excellent team collaboration.

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

4 - Psychology



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## **January 2021 - March 2021: Criminology Goes to the Movies**

4 Credits

### **DESCRIPTION:**

Faculty: Toska Olson, Ph.D.

This course in cinematic criminology was conducted remotely during the COVID-19 pandemic. Our studies were centered on theories of crime and criminal behavior as they are depicted through the narrative and aesthetic elements of feature films. Lectures and readings explored biological, psychological, and sociological theories in criminology and the foundations of film studies, and an education re-entry navigator spoke on mass incarceration. Through class discussions and writing, students applied the criminological perspectives to five narrative films, criminal case studies, and their own lives. Students demonstrated their knowledge through a variety of assignments including weekly quizzes, norm violation and environmental criminology fieldwork, and individual and collaborative film analyses. In addition to a collection of sociological and film studies articles, students read Rafter, N. and M. Brown (2011) *Criminology Goes to the Movies: Crime Theory and Popular Culture*.

### **EVALUATION:**

Written by: Toska Olson, Ph.D. (Sociology)

Brianna made good progress toward our learning objectives this quarter. She completed almost all of her assignments, attended most class sessions, and was an informed participant who made connections to class readings and important contributions to film group analyses. Brianna's fieldwork showed a clear grasp of the ways that social controls and environmental design influence conformity and criminal behavior across different settings. Her quiz scores revealed a good grasp of course content. Brianna's film analyses were intelligent explorations of biological, psychological, sociological, and cultural explanations for crime and criminal behavior as depicted in feature films. Her analyses of conflict theory and symbolic interactionism were perceptive, as was her analysis of primary and secondary psychopathy in *The Silence of the Lambs* (1991). Brianna revealed a very good understanding of narrative structure and film form, with particularly strong observations of mise-en-scene and cinematography. She interpreted their criminological significance with insight. In general, Brianna's thoughtful writing will continue to improve with explicit references to and deeper discussions of assigned readings. Her film group's analyses were typically very good and revealed a growing understanding of cinematic criminology.

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

4- Introduction to Criminology



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## **January 2021 - June 2021: The Age of Irony**

16 Credits

### **DESCRIPTION:**

Faculty: Stephen H. Buxbaum, MPA, Marla Beth Elliott, MFA

This program explored the deep divisions among Americans about wars, social policy, and culture in the time from the late nineteenth century through the mid-nineteen-seventies. Our studies included an examination of immigration, rapid industrialization, the domestic impacts of World Wars I and II, the Great Migration of African Americans moving from the south to the urban north, the mid-century Civil Rights Movement, and the student protest movement against the Vietnam War. We considered how these events and divisions can inform our understanding of the current historical moment.

We met twice weekly for online sessions that included presentations by faculty, small group discussions, and opportunities for students to share their written responses to weekly study questions. Students considered what it means to think historically as they practiced historical research and analysis. In both quarters, each student was required to complete an individual research project on a topic of their choice which included the development of a thesis, the collection and annotation of multiple sources, and a final short, summation of their work. Students were required to complete weekly written reflections to demonstrate and track improvement of their historical knowledge, research skills, and (multi)cultural literacy.

In winter, our primary texts were Rampolla's *A Pocket Guide to Writing in History*, Toomer's *Cane*, Shyre and Dos Passos' *U.S.A. A Dramatic Revue*, selected chapters from Lepore's *These Truths*, and excerpts from Riis' *How the Other Half Lives* and Dos Passos' *U.S.A.* In spring, we continued using Rampolla and Lepore. Other texts included Baldwin's *The Fire Next Time*, Joseph's *The Sword and the Shield*, and excerpts from the Students for a Democratic Society's Port Huron Statement and Charles Reich's *The Greening of America*. Films particularly supported our learning in spring, including the 1970 film of *Catch-22*, the 2020 feature film *The Trial of the Chicago Seven*, and documentaries on James Baldwin and the song *We Shall Overcome*. Our readings throughout both quarters also included primary source material from magazines, newspapers, and, in spring, television journalism.

### **EVALUATION:**

Written by: Stephen H. Buxbaum, MPA and Marla Beth Elliott, MFA

Brianna Perry, who goes by Bri, is an excellent student who has earned full credit. She had a very good attendance record and was conscientious about making up for missed class time. Some of her writing assignments in winter quarter were posted late; but all were thoughtful and showed good comprehension of the material. During our online classes she often contributed helpful clarifying questions and regularly added points to our discussions that helped us to address issues more deeply.

For her winter quarter research project, Brianna researched the life and accomplishments of Claude Lightfoot, a social reformer and political activist. She carefully pursued primary and secondary sources to trace Lightfoot's political development. She investigated his early life as his family moved from rural Arkansas to Chicago as part of the Great Migration of African Americans leaving the Jim Crow south. She also explored his foray into politics running for Assemblyman in Chicago in 1932. She did an excellent job of drawing from a variety of sources to accumulate a picture of the issues and events that most influenced Lightfoot's career.

In spring quarter, Bri chose to research women's professional baseball in the nineteen forties and fifties. Bri explored the tensions between athleticism and femininity expressed by such primary sources as the baseball league's "charm school". She used primarily popular, rather than scholarly, secondary sources



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and a limited number of primary sources. However, Bri wrote clear and succinct annotations. She did a good job of using her research to focus and narrow her thesis.

Brianna fully invested in the program's theme of gaining a broad understanding of twentieth century America. In winter quarter, she struggled at times with some of the more complex and abstract readings, such as Toomer's *Cane*, however, she clearly benefited from her studies, asking good questions, and engaging productively with her classmates. She made good use of applying the broad themes that were addressed in our primary history text to individual works such as Shyre and Dos Passos' *U.S.A a Dramatic Revue*. In spring quarter, she more easily analyzed our more conventional historical readings. Bri expressed a new appreciation of the depth and breadth of the American struggle for racial justice, born of our study of the Civil Rights Movement.

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

- 8 - American History
- 4 - American Literature
- 4 - Cultural Studies



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## **September 2020 - December 2020: Cornerstone: Foundations for Success**

4 Credits

### **DESCRIPTION:**

Faculty: Rafael A. Lozano, MPA (USAF Ret.)

Why are you going to college? What is the value of a liberal arts education? How do you make the best of your time at Evergreen? These are but a few of the topics this four-credit class will focus on answering. The course is designed to help beginning and returning students make sense of their education, to develop skills and confidence to succeed in their college education as well as charting a course toward career goals and lifelong learning. Students will identify areas of academic interest, personal learning styles and align those with the unique Evergreen pedagogy. Class work will focus on speaking, quantitative reasoning and critical thinking skills in relation to Evergreen's Five Foci (Interdisciplinary Study, Collaborative Learning, Learning Across Significant Differences, Personal Engagement, and Linking Theory with Practical Applications). To bring everything together, students are going to research and write on a topic that is important to their education. This course is focused on developing the skills, knowledge, and abilities that make students successful in higher education. Emphasis will be placed on improving reading, critical thinking, research methods, and expository writing skills. The course will also focus on helping veterans make the transition to the non-traditional style of education at Evergreen. In support of these goals, the primary readings will be *Nature's Silent Message*, by Scott Stillman, *The Four Agreements*, by Don Miguel Ruiz and the *Miniature Guide of Critical Thinking Concepts and Tools*, by Linda Elder and Richard Paul. The course will feature Seminar Discussions, Workshops, and Writing Assignments related to these texts and other topics discussed throughout the course. The weekly in-class activities will include seminar discussions about the reading assignments, and workshops designed to help students make the transition to doing college-level research and college-level writing. The class members will be challenged to read with perception and discernment, to write with clarity and precision, and to become agile critical thinkers. There will be research and inquiry which will utilize some or all of the following inputs: classroom discussions, films, non-fiction, literature, augmented by tutorials in academic writing, reading, and research. Students will be required to write a three- to five-page short story on a significant event of their life, or on a memorable character. Students will be forming teams on the first day of class and will be conducting a research project. The students are expected to produce a six- to eight-page academic paper from the Tim O'Brien and Don Miguel Ruiz readings. The students will decide which topic to research from a selection of topics provided by the instructor. Out of this research, the team will be required to produce a 15-20 double-spaced page critical analysis which must include a title page, abstract/thesis, and bibliography.

### **EVALUATION:**

Written by: Rafael A. Lozano, USAF Ret. MPA

Brianna Perry consistently attended all class sessions, and completed all required assignments in a timely manner. Brianna's positive attitude, commitment to the learning process and critical thinking perspective, was evident from day one. I found her to be energetic and well versed in scholarly matters, but most importantly in real world life experiences. She was a major source of energy, an energy that our class benefited from during this evening virtual meetings. She was always prepared and ready to contribute to the day's objectives and was fully engaged in all aspects of the learning process. As the term evolved, and with her feedback, I was able to gain more insight on her learning expectations and learning needs, this in turn, led to a collaborative and engaging teaching and learning process.

Brianna demonstrated a deep engagement with all readings. Her papers were always of high quality and her participation in seminar sessions was well noticed. She also demonstrated ample capacity for sophisticated analytical thinking, and it was clear to me that she learned a lot from the assigned



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readings. Her essay on a memorable and influential character of her early years of her life, delivered an insightful and revealing message on what life brings to us when we least expected. Brianna surprised the reader by revealing how she met her biological father at age 14. Her story telling format was well thought out, and helped the reader visualize, with very little effort, the story she presented of having a feeling that something was not quite right during her early years, and later on discovering the reason behind those feelings. Her work on Scott Stillman and Don Miguel Ruiz, was insightful, and captured the author's main idea, purpose, agenda and intended message to the readers. Her argument-driven research paper on the effects of COVID-19 included an in-depth critical analysis of the pandemic, and a good summary of her findings. Additionally, Brianna demonstrated good collaboration skills, commitment to the research team by prompt task follow up, and dependability by contributing to the team's objectives. The results of the research took us to reach a better understanding of the effect of this pandemic on a global, national and local levels. Overall, Brianna developed, and enhanced a very good foundation in research techniques and methods, and showed increasing skill in both academic, and creative writing. Her work consistently showed a good potential for her to advance academically in Higher Education. I have no doubt that she will be successful in achieving her undergraduate degree and, if she chooses to continue with her education, a graduate degree.

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

2- Creative Writing

2- Research Methods



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## **September 2020 - December 2020: Playing Politics: Psychology, Performance, Strategy and the Elections in Real Time**

8 Credits

### **DESCRIPTION:**

Faculty: Stephen H. Buxbaum, MPA, Mark Harrison, PhD

With the United States presidential election and the COVID-19 pandemic as backdrop, this program explored the use and construction of political power—how it leverages cultural trends and reflects the geography of the electorate. We examined how methods of performance are employed to create images that have purchase on the political stage; including an exploration of the use of satire, rhetoric, “spin,” appeals to values, the invocation of class struggle, portrayals of the Constitution, bi-partisanship, race relations, and gender rights. We explored what the role of a citizen is and should be as we observed how campaigns attempt to shape public opinion. We critiqued action and events as they unfolded in real time through political ads, talking points, debates, and damage control. We explored how plays, narrative and documentary films, and other forms of media and entertainment have historically mirrored, shaped, and helped to inform political action and thought. After the election, we continued to investigate how the victors and defeated interpreted and acted on the results.

Students engaged in independent research on the elections, studied political rhetoric and events, analyzed polls and election results, and worked to gain a strong sense of the present state of affairs at the local, state, and national levels. Students also analyzed Washington State elections, including state-wide executive, legislative and congressional races. Each student learned and practiced how to access current and past data about election outcomes and candidate fund raising. Throughout the quarter, students engaged in weekly on-line breakout groups as they shared their written responses to questions about the assigned reading and viewing. Students benefited from in-person (via Zoom) guest lectures from renowned psychologist and social research theorist Dr. Elliott Aronson, and Evergreen faculty Dr. Mark Hurst, behavioral psychologist.

Our reading included a mix of political and social cognition theory, commentary, and theater. We carefully examined how readings and screenings of Shakespeare’s *Titus Andronicus*, Tony Kushner’s *Angels in America*, and *Good Night, and Good Luck* (screenplay and film) could help to inform the current state of political engagement and culture in the U.S. To gain a better understanding of the dynamics of persuasion in elections and public debates, students read excerpts from *Persuasion in Society* (Jones and Simons, Third Edition) and select articles about political strategy and tactics by George Lakoff and Frank Luntz. We used short articles by Elliott Aronson on cognitive dissonance and confirmation bias to help us consider how people make consequential political choices and as a means of understanding and exploring political polarization. Our goal was to end the program as better-informed citizens, ready to exercise our rights from a position of increased knowledge and experience.

### **EVALUATION:**

Written by: Mark Harrison, PhD

Brianna’s work in the program has provided her with a deeper understanding of the complex workings of American politics in this historic election season. Her class preparation was generally good and she proved to be a thoughtful participant in seminar and other program activities, eager to share her observations on the assigned texts and discussion points. Her weekly writing about diverse election topics could be insightful as she fact-checked and identified logical fallacies in political speech, reported on opinion polls and other topics as they unfolded. Her written responses to study questions about the political plays and films we studied evinced a growing understanding of the relationship between politics and the arts.



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Brianna completed all four of this quarter's election research assignments. Each research assignment covered a single week of events that took place either immediately before or in the week following the 2020 General Election. Her work included fact checking of candidate statements, the use of polling, identifying fake news such as claims about forged ballots, and political humor. She learned how to critique political advertisements and analyze the tactics employed by different candidates in debates and on the stump. She also demonstrated that she could use basic persuasion theory concepts such as framing and priming to analyze campaign tactics and events. Brianna's writing was thorough and demonstrated a good use of media and news sources.

As her comments on the instability of the Roman political environment in *Titus Andronicus* illustrated, Brianna's insights in response to other questions about *Good Night, and Good Luck* and *Angels in America* were evidence that she has advanced her capacity to critically analyze works of theater and literature and apply them apply to current events. Her responses to this quarter's assignments represent strong upper division undergraduate work. Brianna is a good communicator and was a respectful and engaged member of our learning community. I very much appreciated her positive engagement in our program this quarter.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

2 - Media Studies

2 - Performance Studies

4 - Political Science



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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.