

A00433241

Student ID

Hauser, Colin D

Last, First Middle

DEGREES CONFERRED:

Bachelor	of Arts
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Awarded 16 Jun 2023

09/2018	06/2020	90 GRADUATE	Edmonds Community College
Start	End	Credits	Title
09/2021	12/2021	16	Climate Change:Language and Science 4 - Introduction to Linguistics: Environmental Discourse Analysis 4 - Quantitative Reasoning in Environmental Studies 4 - Introduction to Climate Science 4 - Climate Communication
01/2022	03/2022	14	Climate Foundations: Political Ecology and Political Economy 5 - Climate Justice and Resilience 4 - Climate Action 3 - Qualitative Research Methods 2 - Library Research Methods
03/2022	06/2022	16	 Mammal Dreams: Introduction to Neuroscience and the Arts of Storytelling and Performance 4 - Introduction to Neuroscience 4 - Introduction to Brain Anatomy 3 - Contemporary Literature 3 - Creative Writing: Arts of Storytelling and Performance 2 - Communication
09/2022	12/2022	14	Engaging Collectively Through Art and Critical Social Psychology 4 - Interdisciplinary Visual Art and Critical Social Psychological Studies Lecture Series and Seminar 3 - 2D Visual Art Practices and Visual Studies 3 - Foundational Critical Social Psychological Studies 4 - Applied Group Project and Final Integrative Project
01/2023	03/2023	16	The Social Construction of Brains and Behavior 8 - Abnormal Psychology? 2 - Academic Research 3 - Sociology and Social Justice? 3 - Creative Writing?
04/2023	06/2023	14	 Human Migration and the Origins of Agriculture 4 - Seminar: Rethinking Human Prehistory 4 - Introduction to Human Evolution and Migration 6 - Domestication and the Origins of Agriculture
Cumulativ	/e		

180 Total Undergraduate Credits Earned

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My multiple years at Evergreen has been more than I could have ever imagined! I did what I have set out to do thus far and in many areas I have really exceeded those expectations! I have gotten the opportunity to take some amazing classes and meet some amazing peers and faculty. I have also gotten the chance to become a collegiate college athlete, but not only that. A multisport collegiate athlete that is a major producer for both programs I joined in. I am so grateful and happy to have these experiences and when adversity hits in life I will look back at the lessons I learned in the classroom and while playing sports to get me through it!

This has been an amazing year for me and my personal development. Throughout me just living the day to day life of a college student and continuing to be an adult. I have learned some pretty cool things and will take the academic statement to reflect upon that.

Academically I have been pushed by both teachers in my preferred subjects trying to get me to raise my metaphorical bar, and by having teachers that are not in my prefered subject teach me new things, and new ways of thinking entirely that I had never even thought about. I am grateful for the classes that I have taken because I feel like I went into depth with topics this year in a way that I never had before in community college or my first year of Evergreen.

For athletics I have learned about advocating for myself and sticking through adversity and injury. I joined the Evergreen Track and Field team this year. I started out the season as a long jumper where I was okay but definitely below average. After working hard all year I switched to triple jump for the last meet after begging my coach to let me try it. We did and I qualified for the conference meet, where I placed 7th in the Cascade Collegiate Conference gaining Evergreen Men's Track 2 points (our first points for men in over 4 years) this season taught me so much in so little time and I am excited to continue.

I also have gotten much closer in the community and am socially starting to make more friends and do more things which is personally exciting! I am excited for what the future will hold, and I am happy how this year set me up for it!.

I am excited to hopefully graduate and I need to finish hard and make sure I complete the necessary assignments to make this happen. I am excited to finish up my undergraduate degree at Evergreen and I am currently applying to the Masters of Environmental Studies at TESC which should be awesome and I am excited for that! Time to finish strong.



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April 2023 - June 2023: Human Migration and the Origins of Agriculture

14 Credits

DESCRIPTION:

Faculty: Donald Morisato, Ph.D. and Martha Rosemeyer, Ph.D.

When and where did humans originate and how did they disperse throughout the world? When and where did plant and animal domestication arise, leading to the development of agriculture? We investigated these questions in this program through a combination of genomic, archaeological, and anthropological approaches.

Weekly program activities included two lectures, workshop, laboratory, and seminar. Seminar books included Jonathan Silvertown, *Dinner with Darwin: Food, Drink, and Evolution*; David Graeber and David Wengrow, *Dawn of Everything: A New History of Humanity*; and Jennifer Raff, *Origin: A Genetic History of the Americas*. Students submitted weekly writing assignments responding to prompts on the seminar readings. Three field trips supported our learning: the Washington State University Bread Lab and Viva Farms, an ongoing perennial wheat domestication site and three museums—The Burke Museum of Natural History and Culture, the Washington State History Museum and the Squaxin Island Museum, Library and Research Center.

One strand of the program focused on the evolutionary history of modern humans and patterns of their population flow and mixture. Background reading included selected chapters from Scott Freeman et al., Biological Science and David Reich's Who We Are and How We Got Here: Ancient DNA and the New Science of the Human Past. In the first half of the guarter, we considered the foundational concepts of the theory of evolution and molecular biology, including the principles of population genetics, evolutionary processes, phylogenies, patterns of human lineage revealed by nuclear and mitochondrial inheritance, DNA structure and replication, gene structure and function, and comparative analysis of genomes. In the second half of the guarter, we examined how recent advances in the analysis of ancient DNA have transformed our understanding of the history of human evolution and migration, including the relationship between Homo sapiens and the archaic hominins Neanderthals and Denisovans, the history of huntergatherers and early farmers in Eurasia, and the history of migration in the Americas. In four laboratory sessions, students studied casts of modern and ancient hominin skulls, examined chromosomes using a light microscope, and gained familiarity with standard molecular biology methods, including gel electrophoresis of DNA and the PCR amplification and characterization of a molecular polymorphism. Student learning was assessed on the basis of participation in lectures and weekly problem-solving workshops, weekly pre-lecture questions, a midterm and final quiz, and the content of their laboratory notebook.

The second strand of the program focused on the domestication and the origin of agriculture. The first half of the quarter we delved into the Near Eastern Neolithic domestication of plants, animals and fruit trees using Shahel Abbo and Avi Gopher's *Plant Domestication and the Origins of Agriculture in the Ancient Near East* (2022), supplemented by other points of view incorporating new data from the recent literature, notably papers by Dorian Fuller, Robin Allaby and Amy Bogaard. We discussed the importance of genetic bottlenecks, niche construction, and human consciousness in relation to domestication, topics which are currently undergoing revision following new genetic, isotopic, starch grain and phytolithic information. The second half of the quarter examined the dispersal of the Neolithic package through Europe, as well as the origin of agriculture in the Americas with an emphasis on maize. We explored the Eastern Agricultural Complex along with both extensive and intensive agroecosystems of the Americas: slash and burn, the Chinampas, and the "Three Sisters" (corn, beans and squash). Laboratory exercises examined the seed anatomy of grasses and legumes of both the Near East "Founder Crops" and the Americas. Additionally, we made "Neanderthal Flatbread," a recipe based on carbonized food particulates (cooking accidents!) from caves, as well as nixtamalized tortillas. Student learning was



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assessed on class participation, answers to weekly study question sets based on the lectures, four lab exercises, two geography quizzes (Near East and Europe) and three lecture-based quizzes.

EVALUATION:

Written by: Donald Morisato, Ph.D.

Colin Hauser entered the program with a general interest in the natural sciences. Colin was a bright individual, who regularly shared his insights and perspectives during class, although his attention was often directed to his device. Colin could work on improving his punctuality.

In seminar, Colin attended six of the eight sessions and submitted nearly all of the assignments. Colin was a reliable participant in discussions, who often helped shape the direction of the conversation with his provocative interpretations. Colin exhibited his greatest enthusiasm when discussing nutrition. Colin's analysis, both during seminar and in his assignments, could have been strengthened by more carefully developing his arguments and by supporting each point with evidence from the text.

In the Human Evolution and Migration component of the program, Colin demonstrated a good understanding of the concepts introduced over the quarter. Colin submitted five of the eight pre-lecture assignments, where he provided brief, rudimentary answers. Colin showed limited participation in workshop sessions. In a very good to excellent midterm quiz, Colin demonstrated strong quantitative skills in applying the Hardy-Weinberg principle and an excellent ability in interpreting phylogenies. Colin exhibited good knowledge of chromosomal and mitochondrial inheritance. In a fair to good final quiz, Colin demonstrated a strong understanding of DNA structure and replication, and transcription and translation. Colin showed good knowledge of the history of migration in the Americas.

In the Domestication and Origins of Agriculture component of the program, my teaching partner Martha Rosemeyer writes: "Overall Colin's work was fair to good in quality, and increased in timeliness, depth and ability to articulate answers over the quarter. In lecture he contributed by answering questions posed by the faculty fairly accurately. He completed eight of nine study question sets based on the weekly lectures (missing Week 2). In the study questions there was a tendency toward generality, though inclusion of detail appeared to improve over the quarter. His two initial quizzes showed a good grasp of the domestication syndrome in cereals and legumes, the chronology for establishment of domestication, and current criteria for centers of origin. He still needed work on pathways of livestock domestication. His final quiz showed a very good understanding of the genetic bottleneck concept and comparison of self and cross-pollinated plants in domestication, but some definitions (e.g. niche) were not clearly articulated and the dispersal of agriculture through Europe needed serious review. His Near East geography quiz identifying countries and features was very good, but in the European geography quiz only slightly over half of the countries and features were identified.

Colin was an engaged participant in lab and submitted all four lab exercise write-ups. He showed good observation skills, labeled anatomical drawings of cereals and legumes seeds and wrote brief reflections. In his final quiz he labeled a corn caryopsis accurately. The table of crop species was completed for the cereals, but not legumes, and in the final quiz, two-thirds of crop Latin names, plant families and geographical center of domestication were correctly identified."

- 4 Seminar: Rethinking Human Prehistory
- 4 Introduction to Human Evolution and Migration
- 6 Domestication and the Origins of Agriculture



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January 2023 - March 2023: The Social Construction of Brains and Behavior 16 Credits

DESCRIPTION:

Faculty: Ada Vane, MA, and Tara Hardy, MFA

"It wasn't until school that we realized that we were abnormal." Gilberto Hernandez

How do we become who we are? Who decides what is "normal"? How do we understand rule-breaking and respond when people violate norms and laws?

In this interdisciplinary program, we examined perspectives on identity and behavior through the lens of psychology, sociology, and literature. We investigated how our brains, environment, and the people around us interact to produce a wide range of behaviors in individuals and groups; how cultural norms and social structures shape our notions of selfhood, our identities, and our bodies; and the creation and consequences of labels such as "normative" and "abnormal".

In the winter, we investigated the concepts of "normal" and "abnormal" in our studies of abnormal psychology, sociology, and literature. As we examined mental health conditions such as mood disorders, addiction, schizophrenia, and personality disorders, we asked how history, culture, and political power have affected our perspectives on abnormality. Students learned how to assess the clinical characteristics of mental disorders and thought critically about the theories, assessments, and treatments for each disorder. Students gained an understanding of the neurochemical processes involved. In addition, our curriculum introduced students to survivor and resilience narratives and explored risks of pathologizing responses to traumatic events.

Throughout the program, we practiced the techniques social scientists use to study human behavior. Students wrote in response to program content, and produced both academic essays and creative works. We applied theory to analyses of case studies.

Over the course of the quarter, students participated in a research project geared toward understanding the connection between community organizations and mental health intervention. This included researching organizations and conducting an interview with a professional in the field. It also included doing research about a particular topic, and writing a paper that synthesized findings with information gathered during the interview. Finally, at the end of the quarter, students gave a presentation on their findings.

EVALUATION:

Written by: Ada Vane, MA, and Tara Hardy, MFA

During winter quarter's The Social Construction of Brains and Behavior, Colin convincingly met expectations.

During winter quarter's abnormal psychology portion of the program, students prepared for and participated in abnormal psychology lectures, diagnosed case studies in abnormal psychology, and completed weekly terminology quizzes. Weekly quizzes evaluated students' ability to retain key terms. Colin completed all quizzes, which demonstrated good knowledge of how to compare, contrast, organize and retrieve information about terms and concepts in abnormal psychology. Colin completed all weekly case study notes, which were thorough and showed excellent analysis of principles of abnormal psychology applied to diagnosing a variety of conditions and providing relevant treatment interventions in case studies, as well as strong engagement with the learning community. Colin's understanding of



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theories around presentation, symptomology, lived-world experience, and treatment interventions in abnormal psychology increased somewhat this quarter.

During winter quarter's sociology and social justice discussions, Colin's written work and contributions demonstrated outstanding growth and strong critical thinking skills. Comments addressing the subject matter were consistently thoughtful and indicated profound engagement with program material. Colin's written work displayed profound understanding of social justice concepts, such as advocacy, systems thinking, and resilience, as well as their application to lived experiences and the world around us. Additionally, written assignments also displayed strong proficiency with the craft of creative writing. In particular, Colin's written work exceeded expectations by demonstrating strong use of details, voice, language, tension, embodiment, setting, dialogue, and scenes. Overall, Colin's work demonstrated an exceptional, ability to think critically, analyze program content, engage with community, and write creatively.

Student groups worked over the course of the quarter to interview community mental health workers and summarize and synthesize existing research plus interview material from a topic at the intersection of our disciplines. Colin's group chose "Sexual Violence Community Treatment Centers" for their topic. The paper was very well organized, demonstrated a significant understanding of their topic, and very good use of APA format. Colin made the outline for the paper. Colin's written section showed strong critical thinking about the connection between colonialism and treatment interventions. Overall, the group formed a strong thesis about sexual assault community treatment centers.

- 8 Abnormal Psychology
- 2 Academic Research
- 3 Sociology and Social Justice
- 3 Creative Writing



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September 2022 - December 2022: Engaging Collectively Through Art and Critical Social Psychology

14 Credits

DESCRIPTION:

Faculty: Arita Balaram, Ph.D. and Shaw Osha, M.F.A.

Engaging Collectively Through Art and Critical Social Psychology was an interdisciplinary visual art and critical social psychology program focused on questions of how health, care, wellness, and illness are impacting individuals and the collective and how those issues are surfacing across both disciplines. This program considered how the practices and methodologies of art and social psychology look critically at how we affect and are affected by the culture around us, and if they can inform each other as community-engaged practices. As a learning community, students engaged in art and psychology practices that explored what it means to be in conversation with the current and historical sociopolitical world around us, drawing encouragement and influence from each other. Students wrote weekly seminar essays, conducted focused research, drew from the figure, and experimented with making interpretive copies and visualizing data. The program culminated in a final collaborative art and psychology project that brought together a line of inquiry with a collective art project.

We drew on social science, visual studies, and 2D artmaking to analyze the form and content of artworks and how art represents human conditions (plural), and how formal aspects of art correspond to ways of being human. We examined the fluidity of identity as a personal and/or socially constructed representation of self in a community (ethnic, dis/abled, national, civic, etc.) with others. We looked at how art stimulates empathy on the part of the viewer and what creativity gives voice to. We used theoretical frames of psychoanalysis, aesthetics, and critical social psychology as well as art writing to help examine our themes with texts like *Health*, a White Chapel publication of collected essays on contemporary art and health; Rudolph Arnheim's Art and Visual Perception; DW Winnicott's, 'Transitional Objects and Transitional Phenomena;' selections from Maggie Nelson's, from Art Song, On Freedom; Freud's 'Creative Writer and Daydreamer;' Derek Hook's, 'The postcolonial, psychopolitical Black Consciousness and Vernacular;' Virginia Woolf, 'On Being III;' Martin-Baro (1999) 'Towards a liberation psychology;' Andrea Fraser, Connie Butler, and Ikechuku Onyewueni on 'Group Relations:' and Apfelbaum and Lubek: 'Relations of domination and movements for liberation psychology.' We went overnight to Seattle and spent time in three Seattle art museums; we attended the Art Lecture Series with talks by artist, Park MacArthur, feminist art collective, Hilma's Ghost, art writer and curator, Naragara Kudumu, and performer/writer, Elisabeth Houston. We also studied artists such as Park MacArthur, Marlene Dumas, Felix Gonzalez Torres, Kara Walker, Nathaniel Mary Quinn, and others for examples of how form works with imagery. We looked at artists such as Park MacArthur, Marlene Dumas, Felix Gonzalez Torres, Kara Walker, Nathaniel Mary Quinn, and others for examples of how form and imagery work for collective engagement.

This program was designed to support students interested in community engagement, visual art, critical social psychology, aesthetics, and perception. Students were introduced to a diverse set of theoretical and visual methodologies in the social sciences used to understand human experience and subjectivity and they developed an understanding of how access to art connects to issues of health, care, and well-being and they began to critically imagine how to situate their own projects in terms of the world around them.

EVALUATION:

Written by: Arita Balaram, Ph.D.



OFFICIAL TRANSCRIPT DOCUMENT

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Colin demonstrated an emerging understanding of how a full-time, critical psychology and art program can work together to pose current questions about health, care, the collective, and the individual. Colin improved his skills in close reading, description of formal elements, critical analysis, and interpretation of images and texts, and made works of visual and narrative art. He submitted most major and minor assignments including the seminar papers, the visual art/psychology applied projects, the synthesis quiz, and the research, writing, and visual art of the final collaborative project.

Colin had an engaged and attentive presence in our seminar. Colin co-facilitated our student-led seminar on a selection of chapters from the Health text on disability justice that generated a fruitful and lively discussion.

Colin's involvement with the material and with peers was evident in his weekly critical analysis essays on readings and lectures, which were thoughtful and thorough. Colin identified important key terms, analyzed the text, and wrote discussion questions that drew on his thematic interests. His take-home synthesis quiz showed an emerging understanding of program concepts and an ability to articulate an individual perspective through the choices of terms and concepts he chose to write about, including interdependence, stigma, racism, and patriarchy. I encourage Colin to work on distinguishing between description, analysis, and interpretation to deepen his writing skills and engagement.

In the visual art aspects of the applied projects, Colin took advantage of skills exercises and formal relational elements like value, scale and haptic elements like texture and figure/ground relationships. In the final collaborative project, 'Who Care\$' Colin was an integral member of his group, presenting a visual project and essay at the end of the quarter. Group members noted Colin's high level of emotional intelligence and growth in his willingness to share his ideas as the quarter progressed. In his contributions of the essay, Colin made emerging connections between the project and program content, engaging with the relationship between profit and power in healthcare and in the arts, the role of the audience and artist, and individualism versus collectivism in health and healing.

In sum, it was a pleasure to have Colin in our program and we wish him the best of luck in his future studies.

- 4 Interdisciplinary Visual Art and Critical Social Psychological Studies Lecture Series and Seminar
- 3 2D Visual Art Practices and Visual Studies
- 3 Foundational Critical Social Psychological Studies
- 4 Applied Group Project and Final Integrative Project



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March 2022 - June 2022: Mammal Dreams: Introduction to Neuroscience and the Arts of Storytelling and Performance

16 Credits

DESCRIPTION:

Written by: Ada Vane, MA and Miranda Mellis, MFA

In Mammal Dreams we explored meaning-making holistically, through the discipline of neuroscience and the practices of creative writing and literary analysis. Our premise was that the way we understand ourselves and others is cultural, historical, scientific, political, and aesthetic and that adding contexts and ways of knowing, looking at subjects from multiple lenses, across domains of inquiry and knowledge, greatly improves our creative capacities and our critical acumen.

Participants in Mammal Dreams explored topics in brain science using *The Mind's Machine: Foundations* of Brain and Behavior, 4th Edition. Emphasis was placed on the structure and function of the human brain. Topics include the structure and function of neurons, the nervous system, sensory and perceptual systems, control of movement, learning and memory, and diseases of the brain. This material was covered through readings, lectures, workshops and discussions. Student learning in this area was assessed through answers to weekly quizzes, as well as responses to writing prompts that allowed students to express understanding in their own words through essays or small creative writing pieces. *The Neuroanatomy Coloring Book* anchored our explorations of brain anatomy through coloring and review. The weekly sessions focused on the location, connectivity, and function of areas of the brain explored in a variety of planes and viewpoints. Students were required to memorize the names and locations of 95 areas and systems in the brain. Learning was assessed through bi-weekly coloring pages and three exams.

For the literary arts portion of this trans-disciplinary program, readings focused on prose narrative and narrativity in a range of modalities, with a focus on the dream logics of stories that depart from conventional realism to raise questions and evoke experiences of uncertainty and inquiry through allegory, metaphor, and speculative forms. For our weekly literature seminar in contemporary literature, in addition to several short articles and stories, we read Moss Witch and Other Stories, by Sara Maitland; Stories of Your Life and Others, by Ted Chiang; The Literary Conference, by César Aira; Land of the Snow Men, by George Belden/Norman Lock; Event Factory, by Renee Gladman; and Search History, by Eugene Lim. Assignments included weekly responses to each seminar text, which set agendas for discussion; literature essays; responses to the events that comprised the Spring 2022 Art Lecture Series which we attended together as a program; a workshopped and revised short story and/or several flash fictions; and summarized and synthesized write-ups/ notes from lectures and readings. The program also included an opportunity to study and problematize the political economic, cultural, psychological, and physiological effects of social media, especially as a domain of monetized performance, with special guest educator, and expert on technology and culture, Christian Nagler, who visited the program to guest teach for a week. The workshop entailed lectures and discussions, and small group work to collaboratively create performances, and dialogic presentations, that critically engaged with the topics of the workshop.

EVALUATION:

Written by: Ada Vane, MA and Miranda Mellis, MFA

Overall, Colin's work and participation showed very good growth, depth and breadth of learning in the neuroscience portion of this program.

Colin completed all work in brain science and attended a majority of the lectures and workshops. Colin completed seven of eight quizzes. The answers demonstrated a good ability to recognize and recall the



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main concepts and supporting details regarding structure and function of the brain and nervous system. Colin responded to all six writing prompts. These responses illustrated a comfortable facility with technical language and use of terminology in brain science.

Colin was reasonably engaged during the bi-weekly brain anatomy sessions, turned in all coloring pages, and the quality of the pages was generally very good. Colin's three brain anatomy quizzes illustrated a satisfactory ability to identify the areas and systems of the human brain in a variety of planes and viewpoints.

In the Literary Arts module of the program Colin's attendance in seminar, lecture, and workshops was great and their verbal participation was above average. They completed writing assignments thoughtfully and engaged well with the seminar readings. They also did well on writing assignments focused on communication skills, including an assignment designed to demonstrate learning on a topic, called 'writing-to-explain' and responses to the Art Lecture Series, which we attended as a program, and became, by their own account, unexpectedly inspired about writing in new ways. Colin's presence helped the learning community to bond as they modeled self-expression and dialogue, as well as considered ethicality and social care. They engaged wholeheartedly in the Social Media and Its Platforms workshop in week 9 of the program, collaborating well with their group to create a meaningful, engaging, well organized presentation that engaged critically with topics of the workshop. Their overall engagement was very good.

- 4 Introduction to Neuroscience
- 4 Introduction to Brain Anatomy
- 3 Contemporary Literature
- 3 Creative Writing: Arts of Storytelling and Performance
- 2 Communication



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January 2022 - March 2022: Climate Foundations: Political Ecology and Political Economy

14 Credits

DESCRIPTION:

Faculty: Krishna Chowdary, Ph.D. and Shangrila Joshi, Ph.D.

Winter quarter of Climate Foundations extended work started in fall quarter. Students who joined in winter quarter were assigned excerpts from key fall quarter texts to get a sense of the scientific basis and structural drivers of climate change (including colonialism, capitalism, and patriarchy), as well as how they are being challenged and resisted in the United States and beyond. In winter, the program structure shifted to focus on climate justice, climate action, library research methods, and specialty work either in qualitative research methods or climate action projects.

Our program guiding questions included: What economic, historical, scientific, and socio-political processes have led us to the climate crisis? What are the complexities surrounding the climate crisis in the current moment? How might we transform our systems to emerge as a more resilient and equitable global society?

Program activities and assignments supported students in: understanding the root causes of the climate crisis from multiple disciplinary lenses; developing a sophisticated understanding of the complexities and the multi-faceted nature of the social dimensions of climate change, and particularly the emerging discourse of climate justice; developing critical thinking skills to evaluate the effectiveness of various mitigation and adaptation solutions proposed to combat climate change and climate inequities in local and global contexts; synthesizing and integrating classroom learning with lived experience and other learning in the 'real world'; developing skills and capabilities in collaborative learning and learning across significant differences; and developing public speaking and leadership skills through participation in seminar discussion and presentations.

Weekly activities typically consisted of two lecture/discussions, a library research methods workshop, a workshop associated with climate action readings, a seminar on climate justice readings, and posting to discussion forums. Students attended a guest lecture by Pasang Sherpa (University of British Columbia). Students also chose a specialty track, either in qualitative research methods or working on climate action projects, and met weekly for associated work.

Students were evaluated: on general learning and participation in program activities, particularly in weekly workshop and seminar; nine seminar tickets; nine weekly writing assignments; nine online discussion forum contributions based on recorded lectures or films; two sets of synthesis and argumentative essays; and a major research paper and associated presentation. Students in the qualitative research methods specialty track were evaluated on nine assignments that involved coding and analysis of various forms of qualitative data that were provided or gathered by the student for their research paper, based on learning from Qualitative Research Methods in Human Geography (selections, ed. Hay, Ch. 6, 14, 3rd ed.). Students in the climate action project specialty track were evaluated on weekly written and oral progress reports, a final summary essay of work, and completion of the self-paced online Mastering En-ROADS training course from Climate Interactive.

Students read: A Field Guide to Climate Anxiety: How To Keep Your Cool on a Warming Planet (Ray); All We Can Save: Truth, Courage, and Solutions for the Climate Crisis (ed. Johnson, Wilkinson); Regeneration: Ending the Climate Crisis in One Generation (Hawken); The Drawdown Review: Climate Solutions for a New Decade (Project Drawdown); Environmental Justice (Mohai, et al 2009); Environmental Justice: Concepts, Evidence and Politics(Walker, Ch. 1, 3); The political ecology playbook for ecosystem restoration: Principles for effective, equitable, and transformative landscapes (Osborne et



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al 2021); Who speaks for the future of Earth? How critical social science can extend the conversation on the Anthropocene (Lovbrand et al 2015); "How can experience of local residents be "knowledge"?' Challenges in interdisciplinary climate change research" (Yeh 2015); "A plural climate studies framework for the Himalayas" (Chakraborty et al 2021).

Students watched: Climate Justice and Resilience Speaker/Event Series (Joshi-Climate Justice in Global Context; panel-Sami Perspectives on Green Colonialism: Response to Climate Change; Whyte-Making Kin with Climate Change and Grossman; Mendez-Climate Change from the Streets; Leguizamon-Environmental Injustice and Genetically Modified Soybeans in Argentina); Climate Justice post-COP26 (Albert); Beyond the Green New Deal (Atkins); Building a Climate Resilient Food System - SFC Food Justice Encuentro (panel); Gather (dir. Rawal); Living Landscape videos; Washington Climate Assembly Learning Session 7.

EVALUATION:

Written by: Krishna Chowdary, Ph.D. and Shangrila Joshi, Ph.D.

Colin Hauser joined the winter quarter of *Climate Foundations* out of interest in program themes and with particular interest in environmental justice. Colin was enthusiastic about the material and engaged in the learning community. Colin frequently described the amount of effort devoted to what Colin characterized as challenging work. That enthusiasm and effort translated into uneven success in the program, as described below. With attention to process skills encountered in this program, Colin can be prepared for further introductory work in interdisciplinary studies.

Through two sets of synthesis and argumentative essays, Colin showed beginning understanding of the multifaceted discourse of climate justice by learning to distinguish between different theoretical, conceptual, and epistemological frameworks; and a superficial understanding of foundational ideas in environmental justice. Colin's preparation for weekly seminars was inconsistent: at times thoughtful and at other times disconnected from or demonstrating only a cursory engagement with the seminar texts (though this did not affect Colin's enthusiastic participation in discussions). Colin took the initiative to facilitate one of the climate justice seminars. Although this discussion did not delve into the seminar texts, it engaged fellow students in a productive discussion on the themes reflected in the texts. Through engagement in an asynchronous discussion board forum, Colin completed overall good work integrating learning across different components of the program to convey a reasonable understanding of foundational concepts in climate resilience.

Through participation in workshop activities and on writing assignments, Colin demonstrated some beginning understanding of the topics covered in the climate action part of the program. Colin was an active Zoom participant during in-person workshops. Colin submitted all nine weekly writing assignments, with slightly more than half on time. These responses showed enthusiasm and some connection to program themes, but often were only obliquely responsive to prompts or showed surface understanding of program texts. The last two writing assignments showed improvement in the quality of responses.

Colin completed a research paper titled 'A Review of Commonly Held Notions of Human Nature Within Western Society' which synthesized peer-reviewed literature to produce a coherent analysis and a clear thesis addressing a self-identified research question, although clear connections were not made to the themes of this program. Colin completed most of the assignments in preparation for the final paper including an annotated bibliography and draft paper, but several of these latter assignments were completed too late to benefit from peer and faculty feedback. Colin demonstrated rudimentary skills in using qualitative research methods. Efforts to apply these skills in the research paper assignment to complement the literature review were not very successful. Colin is advised to take advantage of program support structures designed to facilitate student learning of college level writing skills.



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- 5 Climate Justice and Resilience
- 4 Climate Action
- 3 Qualitative Research Methods
- 2 Library Research Methods



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Student Self Evaluation for Climate Foundations: Political Ecology and Political Economy 01/2022 - 03/2022

This term/program was one I will not forget in a long time.

Let's start the eval with where I should have been better. It starts with my concussion in week 4. After I recovered from that which took longer than it should have because it was my third concussion in 2 months. However after my recovery I should have contacted faculty earlier. Got on a plan to complete my work and got caught up by week 7 at the latest. Instead I just let myself get more and more anxious and it was bad for me personally. I also think I should have showed up every week in person on friday, but just chose not to some weeks, and I participated those days, don't get me wrong, but I could have found more enjoyment that way.

Now with what I did well. I completed all of the assignments to my knowledge with no missings. I participated in class, but not too much as to drown others voices out, and contributed to seminars through the course of the whole program. I did my first research paper, which my friends and family can attest took a TON out of me personally over the course of the last 3 months, often times spending an entire day to write 1 or 2 pages. This program was the hardest class/program I have ever taken in my life, and the research paper was the hardest academic assignment I have ever done. So to do my research paper and do it that well and that thoroughly. My writing center tutor said that she was "surprised it was my first research paper", and on my PSAT in high school I got 6th percentile for grammar out of everyone is the USA. So to hear that it was a good paper from her that looked like a research paper, and to get all assignments, despite having a very severe concussion right in the middle of the term. As well as not drop any areas or credits of the program. I am immensely proud of myself and honestly would be shocked if full credit is not received, due to the level of effort and work I did this program.

To conclude I do think there are areas I need to improve, such as when a couple of missing assignments happen to stop the bleeding asap. Turning in assignments on time and other personal areas of growth. As well as counseling so I can approach my work with a clearer mind, and deal with some of the difficulties in my personal life. However, over the course of this program I both got pushed and grew academically more than I ever have in my life. So I am very proud of myself for that and look forward to the rest of my academic journey at Evergreen and possibly beyond.

Colin Hauser



A00433241

Student ID

September 2021 - December 2021: Climate Change:Language and Science

16 Credits

DESCRIPTION:

Faculty: Robin Bond, Ph.D. & Rachel Hastings, Ph.D.

This one-quarter full-time program combined work in the areas of climate science, linguistics, quantitative reasoning, and climate change communication. Students studied the basics of climate and atmospheric science and used tools from linguistics and mathematics to analyze examples of climate communication in a range of texts from scientific literature to news media. Class activities took place in a mix of in-person and online meetings, and included seminar discussions, small group workshops, lecture, and field-based data collection. Assignments included weekly linguistic and quantitative analysis problems, weekly science assignments, local fieldwork and data analysis activities, and a final project on climate communication.

In Climate Science, students worked through Chapters 1-7 of *Introduction to Climate Science* by Schmittner. Topics included atmospheric and oceanic mixing processes, earth's energy balance, the carbon cycle, and climate modeling. Students completed weekly homework assignments.

In Quantitative Reasoning, we worked through Chapters 1-3, 11 and 12 of *Quantitative Reasoning and the Environment* by Langcamp and Hull. Topics included dimensions, units, ratios, percentages, charts, graphs, and introductory statistics. Students completed weekly homework problems from the book, and participated in collaborative problem-solving workshops. We also studied data representations through Bergstrom and West's *Calling Bullshit*, and quantitative natural science and social science research papers.

In Linguistics, weekly lectures, workshops, and homework covered areas of discourse analysis, pragmatics, and language structure. Topics included framing, audience, metaphor, metadiscourse markers, implicatures, and speech acts. Weekly homework assignment involved applying these modes of analysis to climate change communications across a variety of media and audiences.

Our studies of climate change communication included both examples of climate-related texts and also academic studies of environmental communication strategies. Our weekly seminar discussions focused on an array of texts including scientific research studies, science journalism, the Thurston Climate Mitigation Plan, and other book chapters and articles on climate science and communication.

All students gave an in-class presentation on a current topic relating to our class material, chosen by the student. In addition, sophomore to senior students completed a project consisting of a climate communication (the format, audience, and mode were chosen by the student) together with a class presentation providing a reflection and analysis of the language, data, and other design elements that the student chose for the communicative piece. For this project, these students completed an 8-item annotated bibliography describing their background research, as well as outline and draft phases of the project accompanied by in-class peer reviews.

EVALUATION:

Written by: Robin Bond, Ph.D. & Rachel Hastings, Ph.D.

Colin completed the Climate Change: Language and Science program with work that demonstrated interest and perseverance, and particular success with the science portion of the program. Colin contributed to all areas of our program, and was an active participant in many of our class discussions. Colin was challenged by timeliness, both in terms of assignments and class sessions. However, though most assignments came in late Colin's dedication was evident through the completion of almost all



OFFICIAL TRANSCRIPT DOCUMENT

Hauser, Colin D

Last, First Middle

A00433241 Student ID

assignments by the end of the quarter. As a new student to Evergreen, Colin adapted well to our learning community model of engagement and was supportive of other students and serious about participation in the work and learning new concepts and material.

In our weekly seminar discussion activities, Colin submitted most of the writing assignments and participated well in our class discussions, offering ideas and responding thoughtfully to the insights of others. Colin also produced a very good presentation on nuclear energy, providing a balanced perspective on risks vs. benefits, and providing personal perspectives along with a strong grounding in research.

Colin's work in the Science portion of our program was generally excellent. Colin submitted all of the reading questions. On the homework, Colin demonstrated a strong understanding of basic scientific principles relevant to climate, atmospheric circulation, and radiative forcing, and a moderate understanding of energy budgets. Colin needs to strengthen understanding of isotope dating, heat transfer, and the carbon cycle. Colin participated in several field excursions designed to teach principles of sampling and data analysis.

Colin's work in Quantitative Reasoning was for the most part quite successful. Colin turned in almost all of the assignments, though they were consistently completed late. Colin seems comfortable with most of the quantitative topics we covered, especially in the chapter on visual representations of data and also the introductory statistics material. In some of the assignments Colin could have done more to represent the work and thinking that led to the answers provided in the homework. For the final homework, Colin worked with two other students on a satisfactory final project on glacier melt; the group could perhaps have benefited from further collaboration to cross-check ideas.

Colin completed most of the Linguistics work, and while the early assignments came in on time, the later assignments were consistently late. Colin had fairly good success applying our analytical methods to texts; additional attention to classifying discourse markers and taking a structural as well as content-based approach would take this work to the next level of proficiency. Colin is a good communicator with an active and involved approach to providing insights into our texts.

Colin's final climate communication project was on climate justice; the presentation made a strong case for the ways in which race, geography, and social and economic considerations impact individual and community vulnerability to climate change. Colin was absent for almost all of the collaborative classwork that led up to the presentation, so in particular did not participate in peer review with class members, and did not submit the project plan, outline, and annotated bibliography. Nonetheless, Colin's commitment to the topic and his significant background research were evident in his presentation.

- 4 Introduction to Linguistics: Environmental Discourse Analysis
- 4 Quantitative Reasoning in Environmental Studies
- 4 Introduction to Climate Science
- 4 Climate Communication

EVER GREEN

The Evergreen State College • Olympia, WA 98505 • www.evergreen.edu

EVERGREEN TRANSCRIPT GUIDE

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

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

Educational Philosophy:

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

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

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

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

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

Academic Program

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

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

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

Evaluation and Credit Award:

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

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

Credit is recorded by:

Quarter Credit Hours:	Fall 1979 to present
Evergreen Units:	1 Evergreen Unit (1971 through Summer 1973) equals 5 quarter credit hours
	1 Evergreen Unit (Fall 1973 through Summer 1979) equals 4 guarter credit hou

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.

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- 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.