



Shaffer, Cassandra V

A00358905

Last, First Middle

Student ID

Former Name(s): Shaffer, Cassandra ;**CREDENTIALS CONFERRED:**

Bachelor of Arts

Awarded 07 Sep 2018

TRANSFER CREDIT:

Start	End	Credits	Title
01/2007	08/2014	70	Portland Community College
01/2007	08/2014	15	Portland Community College
07/2018	07/2018	5	CLEP: Spanish Language II

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2014	12/2014	16	Models of Motion 6 - <i>Calculus I with Lab</i> 6 - <i>Conceptual Physics I with Lab</i> 4 - <i>Seminar on Cultural History of Physics</i>
01/2017	06/2017	31	Paris Muse: Evoking Place in Literature, Art, Music, and Myth 6 - <i>French Arts and Aesthetic Theory of Mid to Late 19th Century</i> 3 - <i>Literature</i> 3 - <i>Book Arts</i> 4 - <i>French Language: First Year French, I</i> 5 - <i>French Language and Culture Abroad</i> 6 - <i>Field Studies in Paris: French Arts and Culture</i> 4 - <i>Independent Study Abroad Project: Sociology and Community Organizing</i>
09/2017	12/2017	16	Refugee and Forced Migrations Studies 8 - <i>Refugee and Forced Migrations Studies</i> 4 - <i>French Language 1A</i> 4 - <i>International Relations and Political Theory</i>
01/2018	03/2018	16	Refugee and Forced Migrations Studies 8 - <i>Environmental Studies: Bioremediation, Climate Change, and Pollution</i> 4 - <i>International Environmental Policy</i> 2 - <i>Refugee and Forced Migrations Studies</i> 2 - <i>French Language: Level 1 Intensive</i>
04/2018	06/2018	13	Development as Freedom 2 - <i>Health Psychology</i> 3 - <i>Integrated Health Applications</i> 4 - <i>Environment and Development</i> 4 - <i>Climate Justice and Resilience</i>

Cumulative

182 Total Undergraduate Credits Earned



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BA Regenerative Systems Theory:

During my studies at Evergreen I designed a BA degree in Regenerative Systems Theory. I focused on interdisciplinary challenges involving biological and societal systems. My research synthesized quantitative statistics and qualitative data of ecological dilemmas and economic organizational models. Emphasizing this study with particular attention to honoring cultural contexts, I sought to find mutual harmonious opportunities. These opportunities integrate the needs of diverse human societies while respecting the integrity of nature and ecosystems in order to shift the anthropocentric lens to a more ecological whole systems paradigm. I explored community organizations, favorable international policies, and indigenous wisdom to inform a transdisciplinary approach to the complex global issues that all life collectively faces. I continue to make efforts towards communicating the transition from sustainable to regenerative systems in an understandable, beautiful, and widely accessible manner through writing, workshops, and community based organizing.

Key words:

Sustainable Studies, Regenerative Systems, Environmental Design, Political Ecology, Urban Planning, Land Restoration, Bioremediation, Alternative Economics, Community-Based Movements, International Relations

The classes I have taken for Regenerative Systems Theory:

1. Development as Freedom: International Studies, Political Economy, Sustainability Studies
 1. Utilized Sen and Nussbaums capabilities theory and ecological justice beyond Rawlsian distribution.
 2. Engaged in mock UN negotiations in preparation for the 2018 COP 24 in Katowice.
 3. My final research paper was: Historical Survey of the Climate Crises and the Imperative of Reorganization Strategies through Degrowth and Buen Vivir. My research was informed primarily from global South perspectives with a critical view of the limits created by a Eurocentric and Hellenocentric historical accounting. I was inspired by the works of Dussel, Fanon, Gramsci, Escobar, and Said.
 4. Collaborative Bioremediation art project with Palestinian Artists Activist Hamza Abu Ayyash, Oaxaqueno woman's education artist and organizer Sun-ee, Chinese antidisciplinary posthuman designer Charlotte Yin, and folkloric artist and scientific illustrator Veta Bakhtina.
2. Individual Learning Contract (2): Refugee and Forced Migration Studies & International Climate Change Policy: Refugee Studies, Bioremediation, Alternative Economies
 1. Term 1: Montreal: Oxford Handbook of Refugee and Forced Migration studies.
 1. Sols Vivants Conference participant
 2. U-Lab: MIT mooc with Otto Scharmer
 3. Published Emerging Societal Organization Structures: Blockchain:
 4. Term 2: Paris: Bioremediation Research
 1. Satellite support for Calais Warehouse Volunteers



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2. Mondragon, Spain: continuing my work with organizing alternative economic models such as the ones I hosted on the west coast in Los Angeles, San Francisco, Portland and Seattle in 2009: the Really Free Market
2. Paris Study Abroad: Philosophy, literature, language
 1. Critiqued the translation of Western philosophy and literature from Eastern thought in a paper on Beckett and Taoism.
 2. Started researching a Refugee Children's learning Garden for Calais, France
3. Models of Motion: Physics and Calculus
 1. Integrated the study of calculus, physics, and the history of science through lab, lecture, and Simonyi Cultural History of Physics
2. Oaxaca, Mx. Study Abroad: Land Restoration, Community Organizing
 1. Spanish Language & working with migrant children teaching english
 2. Lake restoration work near Lago de Atitlan, Guatemala
 3. Natural Building and Fair Trade ecological coffee business in San Marcos, Guatemala
 4. Fermentation and Compost workshop teacher
 5. Mural Artist and collaboration with women's rights artist activist Amelie Ray
6. Coursework in chemistry, biology, anatomy, botany, French and Spanish.

My education in the classroom has been supported by my work outside of the classroom:

1. Bioswales and Ecological Restoration with Sound Native Plants and the City of Portland
2. Village Building Convergence and City Repair: Grassroots and City of Portland: Organizing educational events celebrating placemaking, natural building, and permaculture. My organizational focus was on Indigenous rights, decolonizing education, and climate activists
3. Forest Survey work with BH Forestry in the greater Pacific Northwest identifying endangered species and plants throughout the Olympic and Cascadian mountain ranges.

I feel confident that my education has provided me with the foundation I need to continue learning and contributing to the collective effort towards building bridges over borders, decarbonization for decolonization, and collaborating through individual and governmental efforts. I have learned to trust my work ethic and ambition to lead me towards innovative research trends. I have basic language skills in Spanish and French and plan to continue developing my language skills in: Portuguese, Japanese and Arabic. Some of my strongest skills are; writing, organizing community events and educational outreach, planning sustainable systems designs, youth programing in regeneration and sustainability, nurturing curiosity, and cross-cultural inclusivity.

I am interested in continuing my education in chemistry, policy writing, environmental restoration work, cultural inclusivity, and dissemination of knowledge through art and journalism. I am grateful for the opportunities granted to pursue my education. May my education be for the benefit of all of life.

For a detailed CV, please send a request to : kiki8ami@gmail.com



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April 2018 - June 2018: Development as Freedom

13 Credits

DESCRIPTION:

Faculty: Shangrila Joshi, Ph.D. and Mukti Khanna, Ph.D.

This interdisciplinary program drew on the fields of health psychology, critical development studies, and environmental justice to focus on wellbeing from multiple disciplinary perspectives. Students read writings from the work of Amartya Sen, Brendan Kelly, David Schlosberg, Jeffrey Kiehl, J.K. Gibson-Graham, Jenny Cameron, and Stephen Healy, Leslie Davenport, and Leslie Frazier among others. Learning from these areas were applied to exploring wellbeing, justice, and resilience in the face of a changing climate.

The program studied applications of sociocultural, psychosocial, somatic, and behavioral knowledge relevant to health and wellness from diverse cultural perspectives. We critically examined mainstream and alternative approaches to pursuing socio-economic development within the structural constraints of economic globalization. We explored the social and environmental justice implications of various approaches in an international context, and examined various theories of environmental justice. A common thread across these three substantive areas of scholarship was to move beyond reductionist ways to measure health, development, and justice to develop a more holistic and structural analysis towards understanding how individuals and communities can flourish to the best of their capabilities.

Students expressed their learning through multiple writing assignments, weekly health logs, expressive art projects, weekly workshops and seminars. Student learning in the program was assessed on the basis of this work as well as two in-class theoretical assessments and participation in structured activities, including a day-long field trip to attend the annual meeting of the Western Psychology Association in Portland, Oregon. The climate crisis and the international process to address it through the Kyoto Protocol and the Paris Agreement served as a program-wide case study against which to apply theoretical learning from the three disciplinary areas. This engagement was facilitated by program texts, lectures and discussion, independent research paper and presentation, and a mock UN climate negotiation exercise where students represented countries assigned to them.

EVALUATION:

Written by: Shangrila Joshi, Ph.D. and Mukti Khanna, Ph.D.

Cassandra Shaffer fulfilled most of the requirements of this program. She acquired a foundational understanding of critical development studies, environmental justice, resilience, and health psychology. She maintained active participation during most of the scheduled lectures, workshops, and seminar discussion, contributed to creating group mind maps, and participated in mock United Nations climate dialogues. In this work, she showed particular strengths in artistic representation of concepts, critical thinking ability, and leadership skills.

Cassandra demonstrated excellent understanding of health psychology, critical development studies, and environmental justice through two theoretical assessments. She demonstrated limited engagement with the program's online curriculum on health psychology. She was consistent in documenting applied health practices through partially completed weekly logs. Her integrative papers were also partially completed and in draft form, but the completed work demonstrated her ability to synthesize concepts from multiple disciplinary areas within and beyond the program with beginning competency in APA citation style. She created and presented an illuminated manuscript that was successful in applying her learning of resilience in relation to program themes.



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Cassandra completed a partial set of required written assignments in preparation for two mock United Nations climate meetings connected to the principle of common but differentiated responsibilities and respective capabilities and the position of Bolivia on this issue. These assignments included team and independent research and writing, and culminated in an interdisciplinary scholarly research paper and presentation. Cassandra worked effectively with a peer to complete the team work portion of these assignments. She demonstrated a solid understanding of the complicated nature of North-South politics and of Bolivia's engagement in these dynamics through participation in the mock negotiations exercise. Her final paper and presentation focused on alternatives to the development discourse prevalent in UN climate discourses. While she did not articulate a clear research question with a corresponding well defined argument, or use APA citation practices to document her research, her paper - presented as a draft excerpt of a larger piece of writing - did demonstrate the ability to broaden the conception of development, wellbeing, and justice in more expansive ways beyond financial capabilities by incorporating critical perspectives from the degrowth, postdevelopment, and decolonial literatures.

Overall, Cassandra achieved a foundational understanding of health psychology, critical development studies, and environmental justice, and demonstrated an ability to apply theory to practice in integrative health applications and international climate policy debates and discourses. Cassandra has good preparation to advance to further studies in these areas.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 13

- 2 - Health Psychology
- 3 - Integrated Health Applications
- 4 - Environment and Development
- 4 - Climate Justice and Resilience



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January 2018 - March 2018: Refugee and Forced Migrations Studies

16 Credits

DESCRIPTION:

Faculty: Therese Saliba, Ph.D.

In winter quarter 2018, the student continued this independent contract in **Refugee and Forced Migrations Studies** with the aim of linking international refugee policy with environmentalism, and developing a plan for engaging refugees in bioremediation. She traveled to Paris, France, where she immersed herself in French language and culture, and engaged with environmental groups working with refugee populations. The three main goals of this quarter's independent study were: 1) Participating in refugee-led organizations and NGOs; 2) French language studies; and 3) Developing policy work on a "Bioremediation Economic Initiative" for refugees, including material that is accessible to children. The literature subjects spanned green infrastructure and bioremediation, emerging technologies, international policy development, and grassroots projects in the global south and with migrant communities. The student engaged in French language studies at the *Alliance Francaise*, conducted extensive research, wrote several papers/articles, produced a final capstone essay, and began work on a coloring book for children. She also joined me in bi-weekly online discussions about the progress of her work.

EVALUATION:

Written by: Therese Saliba, Ph.D.

Cassandra continued to produce excellent work this quarter, focusing on how environmentalism can be applied to the refugee situation. Although health and weather setbacks forced her to revise her initial plans to create bioremediation projects in refugee camps in France, she showed resourcefulness and ingenuity in devising alternative plans of study. She completed extensive research on bioremediation processes and applications, and wrote a very informative "Introduction to Bioremediation and Environmental Toxins" which went through careful revision and could be publishable, with minor revisions. It successfully makes difficult scientific topics accessible to a broad audience. Cassandra also wrote and received funding for an Evergreen Student Foundation Activity Grant to conduct a bioremediation workshop; although she was unable to carry out her plan, she did develop strong materials for later implementation. She also read extensively, immersing herself in advanced-level research, and completed an impressive capstone essay synthesizing her work over the past two quarters.

Cassandra's senior thesis, entitled "Decarbonizing through Global Partnerships with Displaced Communities" was an impressive 38 pages with over 40 sources. This eloquently written essay makes a powerful case for the refugee crisis and climate change as intertwined global challenges, and argues for applying multi-disciplinary, preventative approaches and green innovation to remediate landscapes and empower forced migrants. Cassandra begins by placing refugees at the forefront of climate change impacts and unpacks the concept of "climate apartheid" to expose its disproportionate violence on the global South, with human rights concerns from food insecurity, armed conflict, and dwindling resources and habitable spaces. She highlights inspiring programs from environmental activists in the global South that counter the impacts of climate change, as well as innovative partnerships in "greening refugee camps" and empowering refugees. Considering a variety of policy stakeholders, from international governments, to NGOs and migrant peoples, she examines positive solutions through collaborative work remediating landscapes to provide "biodiversity, sustainable livelihoods and economic stimulus." Cassandra then provides an informative overview of international environmental policy focusing on the Kyoto Protocol and Paris Agreements, with incisive critique of carbon trading schemes, arguing for the need to act in "universal solidarity" and with environmentally sound structural changes for the preservation of the planet. She provides statistical data on CO2 levels, degrees of change, crop yield and



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projections of mass extinction; but she also asserts how communities can be empowered through indigenous wisdom and carbon sequestration practices that may restructure our individual and collective value system around the continuation of life on the planet. Her last section maps the scientific processes and regenerative potentials of bioremediation technologies and how these common, cost-effective practices can be applied world-wide as a regenerative solution that offers a better quality of life for all. Cassandra concludes with insights that link biodiversity, human diversity, and the globalizing impacts of climate change with an understanding of colonial legacies, arguing that this lethal global threat, as a great equalizer, should lead us towards collective action in preservation of the planet. Overall, the essay is well researched, deeply informative, and eloquently written, synthesizing human right, ecological, and policy perspectives with environmental activism to provide a sophisticated analysis and action plan for our global future, if we are willing to act.

Cassandra also immersed herself in French culture of Paris for three months, and engaged in two intensive weeks of Level 1 French language studies at the Alliance Francaise. Upon her return, her former French faculty, Judith Gabrielle, evaluated her language work as follows:

Cassandra's overall language skills show progress, as compared to one year ago. Currently she has a stronger level of listening comprehension, reading recognition and basic functions in speaking, as noted in class activities and conversations. Her verbal expression is limited to short answers, and at times they are difficult to understand as a result of limited vocabulary and weak grammatical competency. She has a basic level of proficiency for describing familiar situations and people in the present tense. Her accent reflects acquisition of more correct articulation and is comprehensible when she is reading aloud, although in spontaneous conversations her French is less comprehensible, still showing influence from her Spanish accent. Her skills would benefit from focus on grammatical proficiency, particularly stronger construction of verbs, structures and tenses. In the current second year class she is taking, she can continue to practice and concentrate her attention on precision with her pronunciation, plus conversational and grammatical development through class discussions of film and reading a novel.

In addition, Cassandra began work on a coloring book for her project on "Refugee Children's Learning Garden," and produced some striking artwork in collaboration with Palestinian art activist Hamza Abu Ayyash. Her watercolored drawings of delicate faces with plants growing from their heads, and encircled by Arabic calligraphy (explaining bioremediation, phytoremediation, and mycoremediation) are a beautiful visual interpretation of the empowering and regenerative work made possible by these gardens.

With impressive dedication to her studies and a multi-disciplinary, systems approach, Cassandra has demonstrated that she will excel in graduate-level work at the intersections of Forced Migration Studies, Environmentalism, and Climate Change. She has laid the groundwork for a graduate thesis in what she terms "Decarbonization as Decolonization," and has cutting-edge, creative insights to offer this understudied, but emergent field in International Studies. As she moves toward graduation, Cassandra has demonstrated exceptional accomplishments in all six expectations of Evergreen graduates, including impressive writing and communication skills, and application of qualitative, quantitative, and creative modes of inquiry to the urgent issues of refugeeism and climate change. Moreover, she shows much promise as a researcher, writer, ecologist, and community educator who acts with integrity, awareness, and compassion in the world. It's been a pleasure working with her and learning from her.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 8 - Environmental Studies: Bioremediation, Climate Change, and Pollution
- 4 - International Environmental Policy



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2- Refugee and Forced Migrations Studies

2- French Language: Level 1 Intensive



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September 2017 - December 2017: Refugee and Forced Migrations Studies

16 Credits

DESCRIPTION:

Faculty: Therese Saliba, Ph.D.

In fall quarter 2017, the student designed this independent contract in **"Refugee and Forced Migrations Studies"** to prepare her for participatory work with refugee and displaced populations in temporary refugee settlements with the aim of developing a project proposal in partnership with an IO/NGO. She traveled to Montreal, Canada, where she immersed herself in French language studies and culture, and engaged with related lectures and community events. The three main goals of this independent study were: 1) review of the literature in Refugee and Forced Migration studies, 2) French language immersion, and 3) International Policy and program development. The literature subjects spanned green infrastructure and bioremediation, emerging technologies, policy development, and the foundational texts on the field of Refugee studies, particularly the *Oxford Handbook of Refugee and Forced Migration* (700 pages), as well as numerous books and articles. The student aimed to build a foundation to critically engage international refugee policy, the humanitarian regime, and the impacts of policy development and international relations on refugees and displaced persons. She engaged in French language studies with a tutor, wrote several response papers on the readings, produced two final essays on related topics, and joined me in bi-weekly online discussions about the progress of her work.

EVALUATION:

Written by: Therese Saliba, Ph.D.

A highly self-motivated learner, Cassandra took full initiative in planning and executing her course of study. This very ambitious, well-designed contract demonstrates Cassandra's ability to integrate the theory and practice of Refugee and Forced Migration studies with French language studies while immersed in Montreal culture and intellectual life, including attending relevant lectures at McGill and Concordia Universities. Cassandra effectively combined her engagement with related community events with a rigorous course of language and political studies, and creative development of a plan for working with refugees in winter quarter on bioremediation projects in the camps. Her final portfolio was excellent and conveyed her depth of personal and intellectual engagement with her studies and achievement of her learning objectives.

Cassandra's well written reading response papers on the *Oxford Handbook of Refugee and Forced Migration* effectively demonstrated her increasing understanding of the history, political theory, and ethical debates that have defined the field, and underscore the imperative to connect academic knowledge with ethical action. Highlighting the 65.6 million displaced persons in 2017, Cassandra lays out a clear analysis of methodological approaches and interpretive frameworks, distinctions between refugees and migrants, and questions of agency, as well as how oral history provides an important understanding of "humanity's story," particularly when "1 in every 113 people is a refugee or forced migrant." Her second response included perceptive critique of the normative approach to migrants, examining the implications of statelessness and non-belonging, as well as how much of the responsibilities of host states falls on the global south.

Cassandra's excellent, thoroughly researched final essay (12 pages with 43 sources) further examined the problematics of the nation-state and the theoretical underpinnings of the "refugee and forced migration complex." She begins with the important question of what it would mean to create a system of government that protects and includes everyone, then puts forth refugees as the "vanguard of history" (Arendt) and "representative of the theories we have built or society upon." With theoretical sophistication, Cassandra integrates a broad range of philosophical writings (Arendt, Descartes,



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Nietzsche, Foucault, Agamben, etc.) to examine the production of the refugee as non-citizen, and how the nation-state system has led to the commodification of rights and the decrease of individual choices in the face of state authority and the delusion of state protection. She convincingly asserts that this is a political issue, rooted in the construction of borders, citizenship and refugees as commodities within the nation-state, capitalist system. Cassandra also critiques the scapegoating of refugees as an imagined threat to national security, as well as the savior mentality of Western states that casts this as a humanitarian rather than political issue. She persuasively argues for solutions that imagine community beyond the nation-state framework, avoid the division of assistance and protection, and move away from welfare to livelihood choices for displaced peoples. Although Cassandra would have liked to develop this essay further, it is quite eloquently written with sophisticated analysis, demonstrating an impressive depth of research and graduate-level skills in political theoretical critique.

In her French language studies, Cassandra immersed herself in a French-speaking household in Montreal, attended numerous community lectures, and conducted independent study with a French tutor, who evaluated her work as proficient at the 1A level:

The student possesses good comprehension of the French language and a measure of understanding of simple written and oral documents. She has acquired a basic vocabulary and is capable of expressing herself orally in a number of limited situations about everyday topics and in predictable contexts. I suggest that she pursue an intensive immersion program in order to build on this foundation and to improve her pronunciation and conversational fluidity.

In addition, Cassandra wrote an excellent essay on Blockchain, "a distributed, decentralized ledger of transactions" stored on participating computers globally. Based on research and her attendance at a conference, this essay catalogs the multiple uses of blockchain in emerging horizontal societal structures: cryptocurrency like Bitcoin used to promote women's autonomy, Estonia's E-residency program, transparency in global carbon credit systems, and Biometric Management Identity Systems. This well crafted, informative essay was revised and published in Olympia's independent paper, *Works in Progress*. Cassandra also wrote an excellent, thoughtfully designed proposal for her winter project, "Refugee Children's Learning Garden," combining her current research on refugees with her interests in climate change and bioremediation skills and technologies to empower residents in refugee camps.

With dedication to her studies and a systems approach, Cassandra has developed impressive knowledge in Refugee and Forced Migration Studies and produced some exceptional written work, as she further developed skills in French language. I enjoyed learning from her and I look forward to our continued work together next quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 8 - Refugee and Forced Migrations Studies
- 4 - French Language 1A
- 4 - International Relations & Political Theory



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Student Self Evaluation for Refugee and Forced Migrations Studies
09/2017 - 12/2017

Course Description:

This program prepares the student for participatory work with refugee and displaced populations in temporary refugee settlements with the aim of developing a project proposal in partnership with an IO/ NGO. The three main course goals are: 1.) Review of the literature in Refugee and Forced Migration studies. 2.) Language immersion, and 3.) International Policy and program development. The literature subjects span green infrastructure and bioremediation, emerging technologies, policy development, and the foundational texts on the field of Refugee studies. By the end of the course, the student should have a foundation to critically engage international refugee policy, the humanitarian regime, refugees and displaced persons, and the basics of policy development. We will be analyzing not only what is being done, but by who, why, and, its effect on international relationships. The ILC contract Outline

Summary of what I learned:

This course introduced me to the basic literature of Refugee and Forced Migration Studies. I read and recorded an audiobook version of The Oxford Handbook of Refugee and Forced Migration Studies, attended courses and workshops at McGill and Concordia, on topics ranging from Refugee Courses to emerging blockchain technologies to carbon sequestration. I immersed myself in studying abroad in Montreal, Quebec and lived in a French speaking home. I focused on expanding my exposure to French culture, Refugee Academia, and social and environmental justice organizers. I participated in French literary events, and networked with other organizers in refugee camps in SE Asia, France and urban resettlement programs in Montreal. I learned more about the theories and philosophies behind our international political structure, namely focusing on the works of Aristotle, Arendt, Grotius, and Foucault.

Overall I felt this term was successful in expanding my knowledge base in Refugee and Forced Migration Studies, International Policies relating to citizenship, Political Theory frameworks, emerging technologies, course design and implementation, and French language. A more detailed account of my learning experience is available upon request, or can be found online at: <https://docs.google.com/document/d/1oeTKNAos9pMpUyvvR8iND45J31smXtJfUWKvdmGk-A0/edit?usp=sharing>



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January 2017 - June 2017: Paris Muse: Evoking Place in Literature, Art, Music, and Myth

31 Credits

DESCRIPTION:

Faculty: Marianne Wichmann Bailey, Ph.D., French and German Literature; Robert Haft, M.F.A., Visual Arts and Photography; Andrew Buchman, D.M.A., Music; Steven Hendricks, M.F.A., Literature and Book Arts; Judith Gabriele, M.A., French Language; Amadou Ba, M.P.A., French Language.

In the interdisciplinary program of study Paris Muse students worked with the Painting, Music, Poetry, Literature, and Aesthetic Philosophy which moved French arts and thought beyond the Romanticism of the early 19th Century and gave rise to new artistic languages in the late 19th and early 20th Centuries. Students did intensive weekly work in one of four seminar groups: Photography, Music, Book Arts and Mallarmé, or French Literature and Theory. All students participated as well in weekly student "Salons," and most studied French language at one of four possible levels.

In the second quarter, we studied the art and culture of 20th century France with emphasis on the period from WWI into the aftermath of WWII. We became acquainted with the thought and expressive languages of movements including Primitivism and the importance of ritualized art forms of traditional cultures, Dada, Surrealism, and Existentialism as well as the unique absurdist visions of Samuel Beckett and of Albert Camus; we learned about jazz and the social impact that performers like Josephine Baker and Django Reinhardt had on French society; we glimpsed into the world of 20th century photographers working in France, such as Jacques-Henri Lartigue, Man Ray and Brassai; and we peered into the poetic realms through which André Breton and Jean Cocteau wandered. Students in this program were encouraged to develop their skills in academic work while also embracing and cultivating their creative side.

During spring quarter, the program divided into two groups, one of which stayed on campus and the other which went to France for a study-abroad experience. Those who stayed on campus met for weekly seminars on two books, Sarah Bakewell's *At the Existentialist Café* and Albert Camus' *The Plague*. In addition, all students worked independently on a research project of their own choosing. Courses continued in beginning French for those who wished to continue their language studies from fall and winter quarters. Those students who participated in the study-abroad component spent their first three weeks attending classes at a language school in Rennes, France; following that, they went to Paris for the next four weeks where they were expected to follow a rigorous itinerary of museum visits and weekly classroom meetings and to keep an academic journal, following instructions on writing art analyses for each of their on-site visits. At the end of the seventh week, students participated in a "vagabondage" segment where they worked independently on projects which may or may not have included travel to other parts of France outside of Paris.

FRENCH LANGUAGE STUDY

"The 'First Year French' section used the textbook and workbook, Contacts, ninth edition, (Valette/Valette, Houghton Mifflin Co. 2013). Course objectives focused on oral and written competency through proficiency in dialogues, grammatical structures (past tense, prepositional usage, adjectives, negatives, interrogatives), and cultural discussions. Students were required to participate in a weekly, directed conversational group in which they practiced selected travel situations, spontaneity, comprehensibility and vocabulary in preparation for the spring quarter study abroad section. Other requirements included acquisition of vocabulary and expressions related to the six lessons in the textbook and completion of the workbook writing and listening sections, along with weekly Language Laboratory attendance. In class, they performed in situational role-play scenes, performed weekly in role-play travel scenes, as well as creating a specific dialogue, highlighting cultural differences that they wrote collaboratively. An additional



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required collaborative project concentrated on research and presentation of a visual-oral project explaining cultural features of a specific region of France.

The language school in Rennes, France sent this description of their curriculum:

Group 3 Students who attended the intensive three week immersion course in Rennes, Brittany, at "Langue et Communication" in the third quarter beginning French section, concentrated their studies on everyday phrases for use in normal French interactions, as well as on listening comprehension, at varied levels of difficulty: they experienced a communicative, active approach to grammar, which included study of prepositions and adjective agreement, pronominal verbs, future and passé compose tenses, and asking questions. They were called upon to communicate in word and in writing in common situations and tasks, such as introductions, speaking of oneself, habits, home and family, health and appearance as well as future projects. They gained significantly in understanding spoken French and in pronunciation and oral expression in French. The International proficiency rating of the course materials for this group was A1.

EVALUATION:

Written by: Steven Hendricks, M.F.A. & Judith Gabriele, M.A.

Cassandra completed some excellent work this quarter in Paris Muse; having entered the program mid-stream, she was able to integrate her own background and working style into the learning community and worked diligently to get the most out of the program, eventually deciding to stay through the spring in order to participate in the study abroad in France (see below for study abroad evaluation).

Cassandra was productive and ambitious in the book arts studio, playing enthusiastically with new materials, pushing her way into interesting work with materials to craft interesting and idiosyncratic bindings. Where the patience of craft was missing, Cassandra substituted ingenuity and creative problem solving. The final pieces are evocative and suggest a coherent aesthetic for the mystical and sacred lore of books.

Cassandra completed excellent work for seminar this winter, dealing insightfully with the difficult readings and drawing together the different program disciplines to build a thematic sense of the historical and cultural trends in turn of the century France. Cassandra's portfolio contained her copious and engaged notes—a fruitful combination of inquiry, quotations and responsive writing, and poetry, her notes show a productive and curious mind at work on a range of intellectual trajectories. Her final essay on Beckett's Trilogy, in particular its literary legacy and associations with Schopenhauer, philosophy, and Buddhist thought, was a direct growth from her avid note-taking and the collector mentality that defines her eclectic artistic practice; an essay formed of pastiche, digression, and quotation, it also reflected some rigorous engagement with the overarching problems of Beckett's novel, his aesthetic and literary convictions, and the relationship between philosophy and literature.

On the final "exam" Cassandra had rich conversations with peers and made a good account of the range of program concepts and significant personages.

Cassandra's French language faculty, Judith Gabriele, writes the following description and evaluation of her work in the winter quarter section of First Year French II:

Cassandra entered this language section in the middle of the year with no prior study of French or experience. She came with the express goal of attaining a working grasp of the language in order to have survival skills for study abroad spring quarter. She attended fairly regularly, participated willingly in classes and conversation groups, and basically designed her own



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independent course of study, using the language laboratory tutor and Internet resources to assist her. Her background in Spanish study assisted her in deciphering general constructions. She completed a few of the required grammatical lessons, however she focused on producing a small compilation of "survival phrases" and their translations for herself. Her work showed careful attention to structures and creativity in her writing and organization. Although absences interfered with her direct acquisition of class material and practices, she participated in several of the travel role-play scenes and collaborated positively with a peer on the regional project. For this, she presented, in English, an excellent report on aspects of the Basque Culture, language, history and mythology. With her partner they produced an informative power point with well-chosen images. She also prepared an interesting handout for her peers on Basque Coops and the economy of the region, which gave the class insight and knowledge. Cassandra's work suggests solid potential to become more proficient with practice and focused attention on some of the fundamental linguistic elements, such as accent, flow, verbs, tenses and syntax. She succeeded in her effort to attain vocabulary, have an overview acquaintance of the language, some and gain basic conversational skills. Her persistent curiosity and motivation to learn were appreciable. With her upcoming study abroad quarter in France, she will have a golden opportunity to practice and progress in her proficiency."

SPRING QUARTER STUDY ABROAD IN FRANCE

Cassandra participated in the full quarter of study abroad in France, beginning with a homestay and language study in Rennes. The Rennes instructors noted that Cassandra showed willingness to make "progress in oral expression and pronunciation, and gained mastery of some structures of the language." However, Cassandra missed 7 out of 12 cultural outings.

After language study in Rennes, students worked with faculty for four weeks in Paris. Cassandra participated in all of the program activities in Paris. Eager to study and learn at each Paris site and engage with peers at program functions, Cassandra also found her own ways to access French cultural experiences and structures by attending events and investigating current social welfare institutions.

Cassandra made her Paris journal a real work of art as she created a handmade book and filled it with nice sketches, collages, and some good writing. Her responses to the sites she visited varied from collages constructed from images pertinent to the place in question (such as a portrait of Dali made after our visit to his museum) to straightforward pen-and-ink sketches (such as the one she made at the Rodin Museum). She accompanied her artwork with musings which varied from her take on the meaning of the "mon seul desir" tapestry at the Musée Cluny to a two-page entry all in French on the underground treasures of Paris. She only made two entries in French, but each of these was much longer and more in-depth than was required. She made a good attempt to say something meaningful with most of her entries and to answer the writing prompts that were given for each site. Her strongest entries—such as her response to the art she saw at the Centre Pompidou—show that she has a good analytical mind and strong creative skills.

Cassandra's individual project in France had important links to her prior studies, continuing an interest in discourse around sustainability and social change; in France, she wanted to observe directly the discourse around social issues and investigate the problems of cross-cultural dialogue about global and international issues. Much of this panned out nicely, while simultaneously becoming more focused as she found specific community needs, projects, and organizations through which she could develop her interests for real. For her final project, Casandra developed plans to develop a program for youths living in refugee settlements. The plan was well-researched and showed her thorough engagement with the issues and people involved.



Shaffer, Cassandra V

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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 31

- 6- French Arts and Aesthetic Theory of Mid to Late 19th Century
- 3- Literature
- 3- Book Arts
- 4- French Language: First Year French, I
- 5- French Language and Culture Abroad
- 6- Field Studies in Paris: French Arts and Culture
- 4- Independent Study Abroad Project: Sociology and Community Organizing



Shaffer, Cassandra V

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September 2014 - December 2014: Models of Motion

16 Credits

DESCRIPTION:

Faculty: Rachel Hastings, Ph.D., Krishna Chowdary, Ph.D.

The fall quarter of *Models of Motion* integrated the study of calculus, physics, and the history of science. In this all-level program, we covered introductory topics in these subjects through lectures, workshops, seminars, and labs. Students used mathematical and scientific reasoning to improve their problem-solving abilities in calculus and physics. Students studied the cultural context and history of physics and math through reading, writing, and discussion in seminar. Student evaluations were based on quizzes, exams, homework, papers, a portfolio of collected work, and engagement in lectures, problem-solving workshops, laboratories, and seminars.

A unifying theme in the program involved attention to the relationship between physics and math, and the trajectory of thought that led to our modern view of these subjects. Other program objectives for students included: improving ability to articulate and assume responsibility for their own work; improving oral and written communication skills; learning differential calculus and some of its applications, particularly to physics; utilizing mathematical models that describe and explain motion in the natural world; using the main ideas of classical mechanics to solve fundamental and applied problems.

Mathematics with Laboratory: First-quarter (differential) calculus was covered, using Strang's *Calculus*. We worked through chapters 1-4 in that textbook, including the concepts of limit and derivative in connection with motion; the definition of derivative; techniques of integration; trigonometric functions and their derivatives; applications of differentiation; implicit differentiation. Students participated in weekly computer labs to support their conceptual understanding through data-oriented examples. In lab we made considerable use of the Desmos mathematics platform.

Physics with Laboratory: Fall quarter focused on classical mechanics. Students learned to understand concepts about and solve problems involving: kinematics (translational and rotational), dynamics (force and torque), conservation principles (momentum, energy, and angular momentum), and gravity. These were reinforced by frequent hands-on activities and lab exercises. Students worked through chapters 1 – 13 in Mazur's *Principles and Practice of Physics* and submitted homework via the online system MasteringPhysics.

Seminar in the History of Physics: Students participated in two discussion sessions per week based on Chapters 1-4 of Simonyi's *Cultural History of Physics*. The first session was a small group pre-seminar discussion together with peer review of writing assignments. The second session consisted of a larger group seminar discussion of the text and student-generated questions about the reading. Students wrote three 2-page papers in which they expanded on or filled in background for a particular passage or concept from the text. The essays were posted in our on-line forum, and students responded to peers' papers both electronically and in in-class peer review groups. The papers were revised based on this feedback before being submitted to faculty.

EVALUATION:

Written by: Rachel Hastings, Ph.D., Krishna Chowdary, Ph.D.

This was Cassandra Shaffer's first quarter at Evergreen, after time in community college. She chose Models of Motion with several goals in mind, including developing academic discipline and associated work habits, but primarily to develop her mathematical reasoning and problem-solving abilities. She made good progress towards these goals, and given the significant gaps in her foundational knowledge, that progress was noteworthy. She worked incredibly hard, and her productive perseverance paid off



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especially in calculus. Should Cassandra choose to return to the study of calculus and physics, she would be well served to revisit this material at the introductory level to solidify her understanding.

Cassandra found our seminar text interesting. She was present at all seminar meetings and most pre-seminar sessions. She participated more at the beginning of the quarter though less so as the quarter progressed. She completed nearly all of the required work for seminar, including submitting 3 peer reviewed papers for faculty review; these papers were interesting to read, clever, and creative, but generally only tangentially connected to the parameters of the assignment.

Cassandra worked hard in calculus, and showed particular interest in how mathematical ideas connect with other domains of thought. She submitted most of the homework assignments, and most or all of the problems on each assignment. While she struggled with the problems, she did well with the clear presentation of her ideas. She took an active approach to her own learning, working well with other students and bringing questions to office hours. She did satisfactory work on the midterm exam. Her quiz performances tended to be weak, and she did not pass the final exam. However, she did submit an organized exam revision in which she reworked many of the problems she had struggled with on the test. Overall, although she struggled with the material, she was successful in her primary goal of increasing her facility with mathematical thinking.

Cassandra was enthusiastic and engaged with physics, but struggled to meet minimum expectations. Cassandra submitted 5 of 8 reading responses. She submitted just 3 of 9 physics problem sets via MasteringPhysics; one was good and the other excellent. Her problem set notebook documented some of the missing work. Cassandra took 7 of 9 quizzes and struggled with most of them. Her midterm and final exam were both poor; her exam revisions showed somewhat better understanding. Cassandra was acceptably engaged in lab (more so for physics labs). She was present for 7 of 8 math labs and all 8 physics labs. Her lab notebook was just cursory. Given the gaps in her foundational knowledge, she did have some successes and was able to move forward with her goal to improve as a mathematical thinker.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 6- Calculus I with Lab
- 6- Conceptual Physics I with Lab
- 4- Seminar on Cultural History of Physics



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EVERGREEN TRANSCRIPT GUIDE

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

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

Educational Philosophy:

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

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

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

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

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

Academic Program

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

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

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

Evaluation and Credit Award:

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

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

Credit is recorded by:

Quarter Credit Hours: Fall 1979 to present

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

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

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

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

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

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

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

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

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