



Glaser, Tristan D

A00413809

Last, First Middle

Student ID

DEGREES CONFERRED:

Bachelor of Arts

Awarded 16 Dec 2022

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2018	03/2019	32	Teaching Through Performance 2 - <i>Military History</i> 2 - <i>Labor History</i> 10 - <i>Readings in U.S. History: 1890-1940</i> 4 - <i>Script Writing</i> 2 - <i>Readings in Contemporary Theater</i> 12 - <i>Theatrical Performance</i>
04/2019	06/2019	16	Food Chemistry 4 - <i>Algebraic Thinking</i> 4 - <i>Concepts in Statistics</i> 6 - <i>Food Chemistry with Lab</i> 2 - <i>Topics in Food and Society</i>
09/2019	03/2020	32	Almighty God(s): Religion and Power in the Near and Middle East 6 - <i>Study of Religion/Islamic Studies</i> 6 - <i>Modern Middle Eastern History</i> 6 - <i>Ancient Near Eastern and Mediterranean Religions</i> 6 - <i>Ancient Near Eastern and Mediterranean History</i> 8 - <i>Research and Writing - Contemporary Middle Eastern Studies</i>
03/2020	06/2020	16	American Frontiers: Homelands and Borderlands 4 - <i>Native American Studies: Treaties and Tribal Sovereignty</i> 4 - <i>Latinx Studies: Chicana Identity and Immigrant Experiences</i> 4 - <i>Human Geography: Social and Territorial Boundaries</i> 4 - <i>Immigration Studies: Migration and Labor</i>
09/2020	03/2021	32	Conceptualizing Place: Pacific Northwest Native Art and Geographies 8 - <i>Native Studies: Pacific Northwest Native History and Cultures</i> 8 - <i>Art History: Pacific Northwest Indigenous Design</i> 4 - <i>Geography: Indigenous Geographies and Environmental Justice</i> 4 - <i>Geography: Collaborative Environmental Restoration</i> 4 - <i>Adobe Illustrator Map Production: Nisqually River Watershed</i> 4 - <i>Adobe InDesign Publication Production: Nisqually Estuary Restoration</i>
03/2021	06/2021	16	Macroeconomics, Money and Crisis 6 - <i>Principles of Macroeconomics</i> 4 - <i>Political Economy of Finance and Financialization</i> 4 - <i>Survey of Monetary Economics</i> 2 - <i>Financial Math: Time Value of Money</i>
09/2021	12/2021	16	Microeconomics and Markets 6 - <i>Principles of Microeconomics</i> 6 - <i>Economic Theories of Value and Financialization</i> 4 - <i>Economics of Markets, Trade and Public Policy</i>



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Last, First Middle

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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2022	03/2022	16	American Frontiers: Homelands, and Borderlands <i>4 - Cultural Studies: Indigenous and Immigrant Placemaking</i> <i>4 - ArcGIS Training: StoryMaps</i> <i>2 - Human Geography: Cultural and Political Boundaries</i> <i>6 - Olympia Digital Walking Tours Project: 5th Avenue Dam and Capitol Lake</i>
03/2022	06/2022	10	American Popular Music: A People's History <i>3 - US History since 1865</i> <i>4 - History of American Popular Music</i> <i>3 - American Cultural Politics</i>

Cumulative

186 Total Undergraduate Credits Earned



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When I began my academic career at The Evergreen State College I knew that I wanted to become a history teacher, and that this college would be the best fit for myself personally and for my academics. Coming out of high school and into Evergreen, I set a few goals for myself to prepare me for my life after college, and they were to one become a more articulate and precise public speaker, with the ability to deliver information efficiently, two, become a better critical thinker and three, work on group collaboration skills to set myself up to work with colleagues in the future.

In my first year at Evergreen I took Teaching through Performance (Fall 2018, Winter 2019) and Food Chemistry (Spring 2019). Teaching through Performance challenged me right away to become comfortable with public speaking, and in this program's case, performing, as our research projects of 20th century history were done in groups and performed to the rest of the class in a play, to show what we had learned from our research topic. The group collaboration skills I learned from that program were extremely beneficial for the rest of my time at Evergreen and beyond. Food Chemistry is a hybrid statistics/chemistry program, and while those topics aren't my strongest, my critical thinking benefited immensely from taking this program, as well as my studying habits. The time spent outside of class studying and reviewing notes for tests/quizzes kept me really honest, because I knew that if I wanted to do well in this program I would have to devote the time to the material.

My second year at Evergreen I took Almighty Gods: Religion and Power in the Near and Middle East (Fall 2019, Winter 2020) and American Frontiers: Homelands and Borderlands (Spring 2020). In Almighty Gods, the main research project that spanned the two quarters was an individual research paper. The first quarter I spent planning and laying out my research paper, writing a thesis and conclusion as well as finding 20 sources for the paper. The second quarter was spent doing all the writing of the body of the paper, refining my research and editing the paper. The paper ended up being 25 pages, and this program made me a better time manager, and I honed my skills of writing a big paper and editing it on my own. American Frontiers was my first program done entirely online due to COVID-19, and this unforeseen circumstance came with many positives. My community networking with classmates and faculty became much better, and I learned how to create an online community that was beneficial for my learning as well as my classmates.

My third year at Evergreen I took Conceptualizing Place: Pacific Northwest Native Art and Geographies (Fall 2020, Winter 2021) and Macroeconomics, Money and Crisis (Spring 2021). In Conceptualizing Place I studied Northwest Native tribes and with the rest of my class and faculty, we created a book, "Removing Barriers: Restoring Salmon Watersheds through Tribal Alliances". I made two original maps for the book and wrote some of the chapter on the Nisqually watershed. Ultimately my skills that I set out to develop in the beginning of my academic journey at Evergreen helped me to work together with my classmates and create one of my proudest accomplishments at Evergreen. In Macroeconomics, I further developed my skills in creating an online learning community by creating a class Discord channel, (with faculty approval) so we can bounce ideas off of each other for research and study purposes.

My fourth year at Evergreen I took Microeconomics and Markets (Fall 2021), American Frontiers: Homelands and Borderlands (Winter 2022) and American Popular Music: A People's History (Spring 2022). In Microeconomics, I sharpened my public speaking by doing two research project presentations in front of the class. In American Frontiers, my classmates and I created a walking tour of downtown Olympia with the Native history of Olympia. I created a historical map of Capitol Lake and wrote a section on the history of the lake and its ties with Native tribes in the area. This was my first program at Evergreen being back in person full time, and being face to face with classmates and faculty was great for my collaboration skills and public speaking once again. In American Popular Music, I studied popular music of the 20th century and researched the ties of societal behaviors with popular music of the time. This program tested my critical thinking and helped me to feel ready to teach and work with colleagues to create healthy work environments.



Glaser, Tristan D

A00413809

Last, First Middle

Student ID

March 2022 - June 2022: American Popular Music: A People's History

10 Credits

DESCRIPTION:

Faculty: Bradley Proctor, PhD

This program explored the history of popular music in the United States from the early nineteenth century to the present. Musical genres studied included blackface minstrelsy, ragtime, social dance, jazz, blues, swing, rock and roll, country music, the counterculture, disco, alternative, and hip hop. Broad themes included the dichotomy between high and low culture, racism and racial stereotypes, gender and sexuality, the abilities of marginalized people to use music as a means to resist structural oppression, and historical changes to the values expressed in popular music. The program served as a survey of the social history of modern America as well as an exploration of the cultural politics of American popular culture.

Classroom activities included lectures, film screenings, workshops, and discussions. Experiential learning activities included a guest lecture about drumming, a tour of the KAOS 89.3 FM radio station, and workshops where faculty and students brought in physical media artifacts. Students watched documentary and concert films, read selections from academic books and historical primary sources, and completed two book reports on academic books of their choosing related to program content. As a record of program engagement, students submitted a short log of academic work completed each week. Essay assignments included a guided research paper analyzing historical sheet music and an ethnography essay about a live or live-streamed concert or radio broadcasts. Students gave five-minute "lightning" presentations about book reports and essays. Students also completed essay-based, take-home midterm and final exams. For a final project, students had the option to write an analytical essay or to produce a creative "unessay" project applying the analytical tools of the program to the contemporary popular music of the twenty-first century. On the final day of the class, students presented their final projects in a gallery sharing workshop.

EVALUATION:

Written by: Bradley Proctor, PhD

Tristan Glaser did limited but successful work in this program. Tristan had poor attendance in classroom activities, but participated in the work of the program throughout the quarter despite absences. Even when not present, Tristan submitted thorough and thoughtful logs of engagement in the program outside of class meetings. This included records of readings and films, completion of major program assignments, and conversations with classmates.

Tristan's written work was very good. Tristan wrote a good paper based on research into historic sheet music about patriotic songs during World War I. This paper was clearly written and included good descriptions and analysis of the songs.

For the concert review essay, Tristan wrote about a show by Stevie Nicks at the Gorge amphitheater along the Columbia river. This essay contained good descriptions of the venue and audience and excellent analysis of how Nicks's popularity shaped both the expectations of the audience as well as the performance itself.

Tristan successfully completed both the midterm and the final exam. Both exams contained good short essays that used fairly good examples and did a strong job of connecting to the major themes of the program.



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A00413809

Last, First Middle

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For the final project of the program, Tristan wrote an engaging essay about the evolution of popular rap music in the twenty-first century, particularly through the use of autotune. The essay was thorough and reflected excellent expertise about the landscape of popular rap of the past decade. The essay would have been strengthened with a more thorough incorporation of sources to demonstrate Tristan's evident expertise.

In sum, Tristan demonstrated persistence to successfully complete the major requirements of the program. Tristan is prepared for more advanced learning in history and cultural studies.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 10

- 3 - US History since 1865
- 4 - History of American Popular Music
- 3 - American Cultural Politics



Glaser, Tristan D

A00413809

Last, First Middle

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January 2022 - March 2022: American Frontiers: Homelands, and Borderlands

16 Credits

DESCRIPTION:

Faculty: Kristina Ackley, Ph.D. and Zoltán Grossman, Ph.D.

Students explored the juxtaposed themes of Borderland and Homeland, Empire and Colony, and the Indigenous and Immigrant experience. We used historical analysis (changes in time) and geographic analysis (changes in place) to critique these themes.

We studied how place and connection are nurtured, re-imagined and interpreted, particularly in Indigenous, Latinx, Asian, and other recent immigrant communities. The colonial control of domestic homelands and imperial control of foreign homelands were both highlighted in recent patterns of recent immigration. These patterns involve many "immigrants" who are in fact indigenous to the Americas, as well as immigrants from countries once conquered by the U.S. military.

We heard the life stories of local individuals and communities to understand their narratives of relationality, assimilation, resilience, and survival. Students engaged with the material through seminars, lectures, guest speakers, films, workshops, written assignments, team projects, and presentations, and developed skills in writing, research, synthesizing information, and public speaking.

As the winter quarter project, we explored the local place-based history of Indigenous and immigrant displacement and revitalization in downtown Olympia. We focused on the Deschutes River Estuary, the site of the displacement of a Coast Salish village, Chinatowns, and a community removed for the damming of Capitol Lake. The program collaborated with the Art Forces organization in the "Olympia's Hidden Histories" project, to develop self-guided digital walking tours of downtown Olympia that tell the stories of this creation of a settler colonial landscape, and contemporary revitalization efforts. Workshops trained student teams in the use of the web-based ArcGIS StoryMaps platform to produce walking tours for mobile phones, and students submitted weekly project logs to track their individual project work.

Required winter quarter books included *Messages from Frank's Landing: A Story of Salmon, Treaties, and the Indian Way* (Charles Wilkinson); *Removing Barriers: Restoring Salmon Watersheds through Tribal Alliances* (Conceptualizing Place students); *Yakama Rising: Indigenous Cultural Revitalization, Activism, and Healing* (Michelle Jacob); *At America's Gates: Chinese Immigration during the Exclusion Era, 1882-1943* (Erika Lee); *Wisdom Sits in Places: Landscape and Language Among the Western Apache* (Keith H. Basso); and *Spirit Run: A 6,000-Mile Marathon through America's Stolen Lands* (Noé Álvarez).

EVALUATION:

Written by: Zoltán Grossman, Ph.D.

Tristan Glaser was enrolled full-time in the winter quarter of our two-quarter program *American Frontiers: Homelands and Borderlands*. Tristan did excellent work in exploring the juxtaposed themes of frontier and homeland, and the overlap of Indigenous and immigrant experiences. He attended nearly all required program activities—faculty lectures, films, workshops, and guest speakers. Tristan was engaged in the program, made thoughtful observations, and kept in communication with faculty under our hybrid learning guidelines.

Tristan participated in the weekly seminars on the readings, offering useful insights. He submitted all four required "seminar tickets" on the readings every odd week. Students also wrote synthesis papers every even week, integrating our seminar readings with other class activities. Tristan submitted all four required synthesis papers, writing interesting essays comparing our readings, but his papers would have



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Last, First Middle

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benefited by including required material from our classroom learning. He also made helpful observations on fellow students' posts about half of the time.

For weeks 3-4, Tristan submitted a solid synthesis paper, drawing from Michelle Jacob's *Yakama Rising* (on Native cultural erasure) and Erika Lee's *At America's Gates* (on Chinese exclusion). Tristan observed that the "treatment and displacement of Chinese people in the U.S. is similar to that of the Native tribes of the U.S. They were treated poorly, had their rights taken from them and were disenfranchised to the point of losing citizenship and their traditional way of life." Tristan notes that "The more we can ... educate others who may not understand the historical background to current problems we have now today, the more likely we will be able to stop these people from being attacked for their race and origin."

As their winter term project, students contributed to the "Olympia's Hidden Histories" project, exploring the local place-based history of the displacement of Indigenous and immigrant communities (as well as salmon and oysters) in the former Deschutes River Estuary. Student teams developed four digital walking tours of downtown Olympia, to tell stories of the creation of a settler colonial and white supremacist landscape, and of contemporary cultural and environmental revitalization efforts. Students were trained in the web-based ArcGIS StoryMaps platform to produce the self-guided walking tours.

Tristan was part of the Dam Team, which examined the displacement of the Little Hollywood shantytown community in the 1940s, to make way for the 1951 construction of the 5th Avenue Dam, which blocked the Deschutes Estuary and created Capitol Lake as a reflecting pool for the State Capitol. The StoryMap discussed the harmful algae blooms and invasive species in the lake ecosystem, and their effects on the salmon runs in the treaty-guaranteed tribal fishing grounds. The tour concluded with the contemporary debate over the possible removal of the dam to restore the estuary. Team research was reviewed by Jeremiah George and Charlene Krise (Squaxin Island Tribe) and Ed Echtle (Olympia Historical Society). Tristan turned in six out of the eight required weekly project logs.

Tristan's specific work on the walking tour project included researching and writing sections on the dam construction and creation of Capitol Lake, and its lasting effects on the health of the Deschutes Estuary and Budd Inlet, including the issues of water quality, sediment management, and salmon health. Tristan helped with detailed text edits, layout design, and bibliographic citations.

Tristan acquired and wrote captions for historic photos related to the 5th Avenue Dam and Capitol Lake. He produced an excellent original Adobe Illustrator map of the Little Hollywood community, and its relationship to the mudflats and railroad line. At the end of winter quarter, Tristan presented the StoryMap to the class and guests, as part of the Dam Team, and his work contributed to the success of the StoryMap.

In winter quarter 2022, Tristan Glaser grew as a thinker and writer on the history of Indigenous and immigrant homelands, the Western "frontier" and borderlands, and their legacy in present-day Olympia, the United States, and the world. He has a promising future as an engaged scholar, researcher, and educator, skilled in using technology to educate students and the public.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Cultural Studies: Indigenous and Immigrant Placemaking
- 4 - ArcGIS Training: StoryMaps
- 2 - Human Geography: Cultural and Political Boundaries
- 6 - Olympia Digital Walking Tours Project: 5th Avenue Dam and Capitol Lake



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A00413809

Last, First Middle

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September 2021 - December 2021: Microeconomics and Markets

16 Credits

DESCRIPTION:

Faculty: Thomas Womeldorff, PhD

This 16-credit program is designed to introduce foundations of microeconomics and the study of markets. A microeconomics textbook was used to introduce standard topics of principles of microeconomics such as supply and demand, elasticity, production possibilities, consumer theory, theory of the firm, market failure and the rationale for government actions. Seminar readings, discussion and writing explored themes of international trade, the production chain, market characteristics (from perfect competition to monopoly and monopsony), and the complexity of government interventions in the economy (e.g., subsidies, tariffs and quotas). Additional readings focused on financialization, competing theories of value, the evolution of economic thought, and surveys of the economics literature on race discrimination and LGBTQ realities. Finally, the topic of cryptocurrency was used as a case study of current economic debates about money, finance and the role of government.

In addition to class participation, students completed seven microeconomics take-home exams; fourteen briefs and seven abstracts/essays focused on seminar readings; and two independent mini-projects.

Readings included Krugman and Wells, *Microeconomics*; Mazzucato, *The Value of Everything*; Rivoli, *The Travels of a T-Shirt in the Global Economy*; Harford, *The Data Detective*; Lang and Spitzer, "Race Discrimination," *The Journal of Economic Perspectives*; Badgett, et al., "LGBTQ Economics," *The Journal of Economic Perspectives*; and several articles on cryptocurrencies.

EVALUATION:

Written by Thomas Womeldorff, PhD, Economics

Tristan has successfully completed *Microeconomics and Markets* and is awarded 16 credits. Overall, he gained a good grasp of themes covered in the program.

Through attendance and completion of seven take-home exams, Tristan demonstrated a good command of principles of microeconomics (e.g., elasticity, utility maximization, long run and short run conditions, market failure, optimality and the role of the government).

Tristan demonstrated a good understanding of themes explored in seminar (e.g., financialization, market structure and government regulation). He completed most pre-seminar preparatory assignments. This provided a foundation for his seminar abstracts and analyses which were good. One abstract of Mazzucato represented some of his best writing; taking the time to identify and reread key passages clearly paid off.

For his first mini-project, Tristan chose to deepen his understanding of income elasticity of demand. Drawing upon several sources, his paper described the mechanics of income elasticity of demand and how businesses will calculate it to predict changes in sales at different points in the business cycle. For his second mini-project, Tristan explored the differences between Bitcoin and Ethereum, two cryptocurrencies. The paper was well done, outlining the similarities and the differences.

This is my second time working with Tristan; he continues to be a serious and steady student. I would certainly welcome the opportunity to work with him again.



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A00413809

Last, First Middle

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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 6 - Principles of Microeconomics
- 6 - Economic Theories of Value and Financialization
- 4 - Economics of Markets, Trade and Public Policy



Glaser, Tristan D

A00413809

Last, First Middle

Student ID

March 2021 - June 2021: Macroeconomics, Money and Crisis

16 Credits

DESCRIPTION:

Faculty: Thomas Womeldorff, Ph.D.

This program focused on Principles of Macroeconomics, Financial Economics, and Monetary Theory. Standard topics of Macroeconomics were covered (e.g., the production function, the supply and demand model, the Keynesian Cross model, the Aggregate Supply and Demand model, fiscal and monetary policies, and the effectiveness of government actions). Work in the textbook was complemented by attention to the current economic crisis caused by the pandemic and government responses, (e.g., inflationary pressures, labor market dynamics, monetary policy responses, and economic stimulus checks).

In addition to neoclassical macroeconomic theory, students focused extensively on the structure of the financial sector and its relationship to crises (e.g., 2008), the real economy and government regulation; and on monetary schools of thought (from Monetarism to Modern Monetary Theory). Finally, students learned basic financial math skills (e.g., interpreting and calculating estimated future investment fund balances, amortization payments, debt balance, asset appreciation, equity, and bond prices and yield rates).

In addition to participating in class, students completed six macroeconomics take-home exams; 12 briefs and seven short abstract/essays focused on seminar readings; and two independent mini-projects.

Readings included (for example): Krugman Paul and Robin Wells, *Macroeconomics*; Kay, John, *Other People's Money: The Real Business of Finance*; Hockett, Robert and Aaron James, *Money From Nothing: Or, Why We Should Learn to Stop Worrying About Debt and Love the Federal Reserve*; and Lowrey, Annie, *Give People Money: How a Universal Basic Income Would End Poverty, Revolutionize Work, and Remake the World*.

EVALUATION:

Written by: Thomas Womeldorff, PhD, Economics

Tristan has successfully completed *Macroeconomics, Money and Crisis*, and was awarded 16 credits. Overall, he gained a good and solid grasp of themes explored in the program.

Through exams and class participation, Tristan demonstrated a good understanding of principles of macroeconomics (e.g., the Keynesian Cross, monetary schools of thought, and the expanded circular flow). In the process, Tristan developed a good ability to complete financial calculations (e.g., amortization and bond yields).

Through seminar preparation (including reading and completion of seminar briefs), discussion, and written essays, Tristan demonstrated an excellent grasp of themes of finance (e.g., financialization, securitization, speculation and crisis); monetary schools of thought (from Monetarism to Modern Monetary Theory); and alternative approaches to achieving macroeconomic and equity goals. His essays earlier in the quarter represented his best work.

For his first mini-research project, Tristan focused on the economics of the Soccer Premium League in England, including the evolution of its economic structure. The paper was well done, outlining the tensions between the desires of the fans, the desires of owners for profit and premium players, and the dramatic shift due to revenue streams from broadcasting rights. For his second mini-project, Tristan examined the economics of the United States leading up to World War II, the impacts of the war on the



Glaser, Tristan D

A00413809

Last, First Middle

Student ID

economy, and the post-war economic boom. The project was well done and provided a good brief of this period of U.S. economic history.

Tristan has been a valued member of the learning community. I have enjoyed working with him and would certainly welcome the opportunity to do so again.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 6 - Principles of Macroeconomics
- 4 - Political Economy of Finance and Financialization
- 4 - Survey of Monetary Economics
- 2 - Financial Math: Time Value of Money



Glaser, Tristan D

A00413809

Last, First Middle

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September 2020 - March 2021: Conceptualizing Place: Pacific Northwest Native Art and Geographies

32 Credits

DESCRIPTION:

Faculty: Zoltán Grossman, Ph.D. and Alexander McCarty, MiT

In this two-quarter program, we explored historical and contemporary relationships of Pacific Northwest Native peoples to place, using art and geography in a cross-cultural comparative analysis, and as "common ground" for strengthening intercultural communication. The unique status of Indigenous nations can be better understood by highlighting the centrality of territory in Native identity, and the strong Indigenous connections to place. These connections can be seen in numerous fields: art and material culture, Native national sovereignty, attachment to aboriginal and treaty-ceded lands, the focus on traditional land use and protection of sacred sites, environmental protection, climate justice, sustainable planning, Indigenous migration and symbolic mobility (through community practices such as powwows and canoe journeys), particularly in coastal Washington and British Columbia.

All of these connections have been expressed artistically and geographically through traditional Indigenous cartographies, artistic "mapping" of ideas using contemporary art practices, digital graphic design, and modern mapmaking techniques. Examination of cross-cultural and cross-disciplinary ideas about land, place, environment, and relationship to human cultures offers the opportunity to develop new conceptualizations for the meaning of place, self, and community. We examined how conceptions of land are disseminated through art and objects of material culture, informing our examination with geographic studies and investigation into the sociopolitical uses of mapping.

Students discovered differences and potential meeting points between Native and Western cultural systems, identified differences within and among diverse Tribes and First Nations, and developed an understanding of Indigenous peoples' ability to define and set their own social, cultural, and spatial boundaries and interpretations. Students developed greater awareness of Indigenous cultures, but also of aspects of culture that may be determined and protected by Native peoples themselves.

In fall quarter we introduced students to historical geographies and worldviews of Pacific Northwest Indigenous nations, basic visual literacy skills in art (particularly the northern formline style), and literacy in graphic representational systems for geographic data. Remote program activities involved faculty and guest lectures, image analysis, films and videos, workshops, readings and class discussions, short writing assignments, and presentations. Students wrote weekly papers synthesizing their reading with program activities in that same week, organized around a weekly theme.

Fall digital workshops trained students in the design and production of artwork or maps in Adobe Illustrator. Students developed digital artwork or maps to contribute to a winter-quarter publication on Pacific Northwest watersheds and the deconstruction of barriers to salmon migration. Students researched and presented on the larger context of their graphic, in a case study presentation at the end of fall quarter.

Assigned fall readings included *Messages from Frank's Landing: A Story of Salmon, Treaties, and the Indian Way* (by Charles Wilkinson), *The Inconvenient Indian: A Curious Account of Native People in North America* (by Thomas King), *As Long as Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock* (by Dina Gilio-Whitaker), *In the Spirit of the Ancestors: Contemporary Northwest Coast Art at the Burke Museum* (edited by Robin Wright & Kathryn Bunn-Marcuse), *Asserting Native Resilience: Pacific Rim Indigenous Nations Face the Climate Crisis* (edited by Zoltán Grossman & Alan Parker), excerpts from *Northwest Coast Indian Art: An Analysis of Form,*



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A00413809

Last, First Middle

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50th Anniversary Edition (by Bill Holm), excerpts from *Solitary Raven: the Selected Writings of Bill Reid* (by William Reid & Robert Bringhurst), and excerpts from *Boundaries of Home: Mapping for Local Empowerment* (by Doug Aberley).

In winter quarter, students developed specialized team projects, to assemble text, artwork, maps, photographs, and other graphics into an educational publication developed in Adobe InDesign, the focus of digital training sessions at the start of the quarter. Their publication *Removing Barriers: Restoring Salmon Runs through Tribal Alliances* focused on obstacles to salmon migration, and how tribal nations have led the effort to remove these dams, dikes, and culverts in order to restore salmon habitat in different Pacific Northwest watersheds. Students developed the text, graphics, and layout in four drafts, and presented their finished chapters to the class at the end of the quarter.

In winter quarter, students built on their understanding of historical geographies and worldviews of Pacific Northwest Indigenous nations by writing weekly papers synthesizing their reading with program activities in that same week. Students also built on their visual literacy skills in Pacific Northwest Indigenous art, with a particular focus on the Coast Salish art style.

Assigned winter readings included *Elwha: A River Reborn* (by Lynda Mapes), and *Authentic Indians: Episodes of Encounter from the Late-19th-Century Northwest Coast* (by Paige Raibmon), as well as excerpts from *Recovering the Sacred: The Power of Naming and Claiming* (by Winona LaDuke), *Trust in the Land: New Directions in Tribal Conservation* (by Beth Rose Middleton), *Contemporary Coast Salish Art* (edited by Rebecca Blanchard & Nancy Davenport), *Reservation X: The Power of Place in Aboriginal Contemporary Art* (edited by Gerald McMaster), *S'abadeb / The Gifts: Pacific Coast Salish Art & Artists* (by Barbara Brotherton), *Challenging Traditions: Contemporary First Nations Art of the Northwest Coast* (by Ian M. Thom), and *Robert Davidson: Abstract Impulse* (by the National Museum of the American Indian).

EVALUATION:

Written by: Zoltán Grossman, Ph.D.

Tristan Glaser was enrolled full-time in our two-quarter program, *Conceptualizing Place: Pacific Northwest Native Art and Geographies*. Tristan did excellent work in exploring the historical and contemporary relationships of Pacific Northwest Native peoples to place, using art and geography in a cross-cultural comparative analysis. Tristan attended all required program activities (faculty lectures, films, workshops, and guest speakers), and took very good notes

Tristan was engaged in the online program, making thoughtful observations in our class discussions. Tristan submitted a draft of an Academic Statement, and kept in communication with faculty under our remote learning guidelines. Tristan also completed three map quizzes on western Washington tribes, Coast Salish languages, and other Northwest Indigenous language areas, getting nearly perfect scores.

Tristan participated in weekly seminars on the readings, offering useful insights in class discussions that connected our class themes. Students wrote weekly synthesis papers integrating our seminar readings with other class activities, organized under weekly themes. Tristan submitted thirteen out of fourteen required synthesis papers, and they improved in their interconnective breadth and analytical depth as the program progressed.

In our week on Cross-Cultural Identities, Tristan reported on the northern formline art descriptions of Bill Reid and Bill Holm, and compared the commercialization of Northwest Native art as "curios" to the desecration of Native sacred places. He concluded that "just how Native formline art was influenced by western people wanting to buy the art...the destruction of Native land and sacred sites also fell victim to the white settlers' greed for land. Rather than mystifying and destroying Native land, and turning Native



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art styles into a souvenir trade, western settlers should have appreciated and respected the Native ways of expression for what they were, rather than buying and influencing art styles and destroying the land for their own gain."

In our week on Art and Healing, Tristan reported on Dina Gilio-Whitaker's *As Long As Grass Grows*, and asked why most Americans are not aware of Native history, and why schoolkids are not taught the true narrative of conflict and oppression. As his essay noted, the process of seeking common ground can teach a narrative of cooperation: "Native people joining forces with other tribes or people with common problems has helped save many aspects of their culture and ways of life, and this is something that should be more important to anyone who doesn't recognize the struggles they have been through."

In fall quarter, students completed trainings in Adobe Illustrator, to produce graphics for a planned winter-quarter publication on barriers to salmon migration (such as dams, dikes, and culverts). Tristan submitted a map of the Nisqually River watershed in Washington State, developed in several drafts. The excellent map described the terrain of the watershed, from Mount Rainier National Park to the Billy Frank Jr. Nisqually National Wildlife Refuge, and told a visual narrative of the historic damming of the river for electricity, and diking of the estuary for cattle pasture, and how Nisqually treaty rights has enabled the repair and recovery of much of the watershed.

Tristan submitted an abstract (or cartographer's statement) describing the map's larger context, which portrayed "how these dikes and dams along the Nisqually were destructive of the flow of the river and how it began to create a chokehold of the native salmon in the river. During the 19th century, settlers who began logging and farming along the river, started to damage the salmon run, due to soil erosion from logging, which buried spawning sites... Dams along the Nisqually, such as the LaGrande, Alder, and a diversion dam built by the Centralia Light Company all were some of the most destructive things done to the salmon of the Nisqually River, and were not properly equipped with fish ladders or other measures to help salmon continue their natural spawn routes."

At the end of fall quarter, Tristan presented the graphic and discussed the case study with the class, as part of a student panel. His 10-minute presentation was excellent and well organized. He discussed how the 1974 Boldt Decision and concurrent creation of the Nisqually National Wildlife Refuge (protecting the estuary from a planned industrial port), and the 1987 formation of the Nisqually River Council, set the stage for local, state, tribal, and national agencies to collaborate for salmon recovery in the watershed. Tristan also made helpful comments on other students' presentations.

In winter quarter, students completed a training in Adobe InDesign, to produce layouts for the class publication, titled *Removing Barriers: Restoring Salmon Runs through Tribal Alliances*. Tristan worked on a three-student Team developing the 10-page chapter on the Nisqually Watershed, titled "Nisqually: Restoration and Healing." The Nisqually Team described the chapter as "highlighting the Nisqually Estuary restoration and the benefits it caused for the local ecosystem, and the efforts made by the Nisqually Tribe and partnering agencies to put the restoration into motion," including the "tearing down of the dikes in the Nisqually Delta." Tristan was responsible for researching and writing the sections on the colonial era in the Nisqually Watershed since the 1854 Medicine Creek Treaty was signed in its estuary, through the Fish Wars and 1974 Boldt Decision, and ending with the federal-tribal collaboration to restore tidal flows in the estuary.

Tristan's section concluded, "The area that the restoration took place totaled 140 acres, and it is the biggest estuary restoration on the west coast of the United States... This particular restoration project was beneficial for salmon, as the newly restored tidelands are vital feeding grounds and resting areas for young salmon before entering marine waters....The efforts from the Nisqually Tribe, the Wildlife Refuge and other conservation groups and individuals have greatly increased the health of the estuary over the past 15 years alone."



Glaser, Tristan D

A00413809

Last, First Middle

Student ID

Tristan did more than his share of the writing work for the chapter, and developed the extensive Sources bibliography. In addition to revising and publishing his Nisqually Watershed map as part of the chapter, he placed type on an existing air photo estuary restoration, creating a unique and useful map of how the precolonial channels have opened up again. At the end of the program, Tristan presented the chapter and discussed it with the class, as part of a Team panel. His 10-minute presentation was excellent, and he provided moving reflections on the team's work.

In our program, Tristan Glaser grew as a thinker and writer on the intersections of Pacific Northwest Native histories and cultures, arts, and geographies, and earned full credit. He was a valued member of our learning community, and has done remarkable and conscientious work in our program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 8 - Native Studies: Pacific Northwest Native History and Cultures
- 8 - Art History: Pacific Northwest Indigenous Design
- 4 - Geography: Indigenous Geographies and Environmental Justice
- 4 - Geography: Collaborative Environmental Restoration
- 4 - Adobe Illustrator Map Production: Nisqually River Watershed
- 4 - Adobe InDesign Publication Production: Nisqually Estuary Restoration



Glaser, Tristan D

A00413809

Last, First Middle

Student ID

March 2020 - June 2020: American Frontiers: Homelands and Borderlands

16 Credits

DESCRIPTION:

Faculty: Zoltán Grossman, Ph.D. and María Isabel Morales, Ph.D.

The lands straddling the U.S.-Mexico border are one of the few spaces worldwide where there is direct contact between the Third World and First World. This borderland provides an illuminating arena within which we can examine the intersections of Indigenous nationhood, Latinx identities, and whiteness. This program critiqued the "Frontier Thesis" (first articulated by Frederick Jackson Turner) that the Anglo-American frontier is "the meeting point between savagery and civilization"--as a racist rationale for the settler colonization of Native American and Chicanx homelands.

The program studied how place and connection is nurtured, reimagined, and interpreted, particularly along the U.S.-Mexico "unnatural boundary," but also extending down into southern Mexico and Central America, and up into the Pacific Northwest. We connected the on-going process of "Manifest Destiny" in North America and subsequent U.S. imperial expansion into the Pacific and Latin America.

Students explored the juxtaposed themes of Frontier and Homeland, Empire and Periphery, and the Indigenous and Immigrant experience. We examined the recurring tension between the "edge" concept of borders and the "center" concept of homelands, as well as intersecting borderland and homeland identities, including among Latinx and Indigenous peoples who "didn't cross the border, the border crossed us." To explore these themes, we used historical analysis (changes in time), geographic analysis (changes in place), and cultural analysis (race, nation, class, and gender).

Lastly, we looked at the legacies of "frontier" processes in the present-day U.S. and world, and toward future change and re-imaginings (climate crisis, Indigenous nationhood, immigration, etc.). In particular, we explored the backlash to immigrant rights and Native sovereignty, and explored strategies for countering far-right movements opposing cultural diversity. As the Laguna Pueblo writer Leslie Marmon Silko asserts, "The great human migration within the Americas cannot be stopped; human beings are natural forces of the earth, just as rivers and wind are natural forces."

Required texts included *The Legacy of Conquest: The Unbroken Past of the American West* (Patricia Limerick), *Yakama Rising: Indigenous Cultural Revitalization, Activism, and Healing* (Michelle Jacob), *Borderlands / La Frontera: The New Mestiza* (Gloria Anzaldúa), *Harvest of Empire: A History of Latinos in America* (Juan Gonzalez), *Signs Preceding the End of the World* (Yuri Herrera), *Are We Not Foreigners Here?: Indigenous Nationalism in the U.S.-Mexico Borderlands* (Jeffrey Schulze), *Transborder Lives: Indigenous Oaxacans in Mexico, California, and Oregon* (Lynn Stephen), and *Yellow Woman and a Beauty of the Spirit* (Leslie Marmon Silko).

Students developed skills in writing, synthesizing information, and public speaking, viewed a range of films on Indigenous and Latinx themes, and participated in workshops. The submitted weekly synthesis papers connecting the week's reading to class activities. They completed a case study research project, documenting in three stages the imprint of historic policies on contemporary realities, and presented it in a class symposium.

The program was taught online, due to the coronavirus pandemic, which also profoundly intersected with our class themes. The class had planned to visit sites in Washington State where Indigenous, settler, and recent immigrant communities closely interact with each other in conflict and cooperation. Instead we had guest speakers from the Yakama Nation, Squaxin Island Tribe, and Latinx communities in the Yakima Valley, Tacoma, and elsewhere, and the class participated in Evergreen's annual Farmworker Justice Day.



Glaser, Tristan D

A00413809

Last, First Middle

Student ID

EVALUATION:

Written by: Zoltán Grossman, Ph.D.

Tristan Glaser was enrolled full-time in our all-level spring-quarter program *American Frontiers: Homelands and Borderlands*. Tristan did excellent work in exploring the juxtaposed themes of Frontier and Homeland, and the overlap of Indigenous and Immigrant experiences. He attended nearly all required program activities—faculty lectures, films, workshops, and guest speakers. Tristan was engaged in the online program, making thoughtful observations at times, and kept in communication with faculty under our remote learning guidelines.

Tristan participated in the twice-weekly seminars on the readings, and had a quiet presence but listened well. Students wrote weekly synthesis papers integrating our seminar readings with other class activities, organized by weekly themes. Tristan submitted all seven required synthesis papers, strongly improving in his writing clarity and depth of analysis over the course of the quarter. He made a few useful observations on fellow students' posts.

In our week on Stories and Places, Tristan reported on Leslie Marmon Silko's *Yellow Woman & A Beauty of the Spirit*, and observed, "storytelling is an integral way for Native people to teach younger generations about their culture. Not only does it pass down deep Native stories to the next group of future tribal leaders, but it also keeps the roots of their culture strong, ensuring that the next wave of children grow up to do the same with theirs. It is such an effective way of passing down lessons or knowledge through generations, that even in modern times, with things such as cell phones and computers, Natives still stick to oral storytelling to connect with their children or grandchildren. Storytelling is also seen as a community event, where more than one person can make sure that bits and pieces are not left out of the story being told."

As their research project, students submitted two short papers on the historical roots of a contemporary issue, and submitted a final combined paper that identify the origins of the present-day issue in the past. Tristan examined disease as a historic anti-immigrant trope, and made connections to the effects of the coronavirus pandemic in the U.S.-Mexico borderland. In his excellent final paper, Tristan observed, "U.S. citizens have offered a number of different reasons as to why they fear immigrants... but one of the accusations was that immigrants of all kinds bring a variety of diseases and viruses into the country....Immigrants seen as 'inferior,' such as Irish, Italians, or Chinese were tested for diseases that northern European Protestants were not excluded for. U.S. citizens have tried to blame immigrants for centuries that they are dangerous people who commit crimes, bring over deadly diseases and will try to overthrow the government." He noted, "Chinese people have been taking the brunt of many recent anti-immigrant opinions, as President Donald Trump has openly blamed them during the COVID-19 pandemic...This is nothing new to many immigrants in the U.S., as this trope that immigrants in general spread disease has been continuing for centuries. This vague targeting of minority people in the U.S. is merely a way to direct blame elsewhere, so the people in charge do not receive any skepticism."

Tristan's research was well constructed and cited, and used a solid bibliography. His final version evidenced revision and significant improvement based on faculty feedback. At the end of the program, Tristan presented to the class on his research findings, as part of a student panel on Health Care and the Pandemic. His excellent 10-minute presentation reiterated that, despite closing its borders, the U.S. "has continued to send deportation flights to small countries with fragile [health] infrastructure. These countries, such as Guatemala, El Salvador, Haiti, and Honduras had been exposed to COVID-19, but had relatively very minimal numbers. The deportation flights sent to these countries contained immigrants who had not been previously tested for COVID-19, but had shown symptoms. So the flights basically exported the virus to these countries.... In Guatemala, 19 percent of all cases of COVID-19 have come from people deported back to the country."



Glaser, Tristan D

A00413809

Last, First Middle

Student ID

In spring quarter 2020, Tristan Glaser grew as a thinker and writer on the history of Indigenous and Latinx homelands, the Western “frontier” and borderlands, and their legacy in the present-day United States and the world. It was a pleasure to have him in our program and my seminar to learn about important, timely issues during this difficult quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Native American Studies: Treaties and Tribal Sovereignty
- 4 - Latinx Studies: Chicanx Identity and Immigrant Experiences
- 4 - Human Geography: Social and Territorial Boundaries
- 4 - Immigration Studies: Migration and Labor



Glaser, Tristan D

A00413809

Last, First Middle

Student ID

September 2019 - March 2020: Almighty God(s): Religion and Power in the Near and Middle East

32 Credits

DESCRIPTION:

Faculty: Ulrike Krotscheck, Ph.D., and Sarah Eltantawi, Ph.D.

This program investigated how religion has shaped, influenced, and changed political systems, as well as how political actors have used religion to their own advantage. Using examples from the ancient Near East and Mediterranean, as well as contemporary Egypt and other parts of the Middle East, students in this program studied the complex dynamics of power that shape relations between belief systems and societal structures.

The fall quarter was dedicated to building foundational knowledge about the different sociopolitical and historical contexts under investigation. Students read selections from foundational mythological, historical, and religious texts, such as Hesiod's *Theogony*, the Old and New Testament, the Qur'an, among others. Class material included both polytheistic and monotheistic histories and societies, such as the ancient Near East and Egypt, and ancient Greece and the Roman Empire. Readings on contemporary Egypt included *Mobilizing Islam: Religion, Activism, and Political Change in Egypt, Islam and Democracy After the Arab Spring*, and several articles on political Islam and other forms of Islam in Egypt. In the winter quarter, we deepened our exploration of the intersection between the ancient Mediterranean and the modern Middle East. Readings included *Gilgamesh*, Mernissi's *Forgotten Queens of Islam*, *Antigone*, Ahmed's *Women and Gender in Islam*, excerpts from the "Book of the Dead," Safi's (ed.) *Progressive Muslims*, and other texts and films.

Students were expected to participate in a variety of modes of learning, including lectures, workshops, seminars, and group work. They were asked to complete all assigned readings and to answer weekly written questions about them, to write weekly synthesis papers in which they constructed a unifying argument for the themes of the week, to participate in source analysis workshops, to complete a midterm and map quizzes, to write a book review, and to complete a self-guided field trip to a religious community or institution in our region. They were also expected to participate actively in the learning community by participating in group discussion and by facilitating one weekly reading seminar. Building on these foundations, students were asked to develop an independent research project, to be fully realized in the second quarter, which investigates a student-generated topic related to class themes. For this proposal, students were asked to hand in a series of bibliographies and drafts of their proposals, and to engage in detailed peer review, completing enough research to be able to articulate a concise topic with a clear working thesis by the end of the fall quarter. Students presented this proposal to each other in the last week of the fall.

In the winter quarter, students continued their weekly reading quizzes and synthesis papers. The students' largest writing assignment for both quarters took the form of an intensive, independent research project on a topic related to course material. Each week, students had to submit an excerpt from their project in process for faculty review. They also were required to participate in peer editing workshops at all stages of writing. The final paper was expected to be 25-35 pages in length, and demonstrate the capacity for original academic research using a variety of primary and secondary sources. At the end of the program, they presented their work to their peers.

EVALUATION:

Written by: Ulrike Krotscheck, Ph.D. and Sarah Eltantawi, Ph.D.

Attendance and participation: Tristan had good attendance in the fall quarter, though there is room for improvement in punctuality. When he did have to miss class, he was conscientious about letting his



Glaser, Tristan D

A00413809

Last, First Middle

Student ID

faculty know. Tristan contributed his thoughts and questions in both large and small groups. In the winter quarter, Tristan had more absences, but improved with respect to punctuality.

Written Work: Tristan's writing often showed completion of, and engagement with, assigned readings and lecture materials. He showed good effort in completing assignments even when he could not get them in on time. His writing is at times very solid; there is room for improvement in following assignment guidelines and responding to faculty feedback. Most of his written work was turned in on time. Tristan co-lead a seminar in the fall quarter on the topic of stoning in the ancient and modern Near East. This was a particularly thoughtful and well-run seminar. In the winter quarter, Tristan co-lead an excellent seminar on the stoning punishment in the ancient and modern world. It was obvious that he and his co-facilitator prepared thoroughly for their leadership role.

Quizzes: Tristan completed all map quizzes, eventually attaining a perfect score in both modern and ancient maps. Tristan's performance on the midterm also showed that he prepared diligently, scoring above average.

Proposal: Over the last weeks of the quarter, Tristan developed a research proposal for a future project. He turned in all required bibliographies and drafts, and participated in peer-review workshops. His ambitious research question centers on the narrative, propagated at times by various state actors, that ISIS has been "defeated," after which the group makes a resurgence with some regularity. It proposed that gaining a better understanding of the group and its internal structures will be beneficial in its actual future eradication. He presented his proposal in the final week of class: the presentation was rehearsed and made good use of slides; he clearly articulated his research question and preliminary research. While his bibliography needs to include fewer web-based, and more peer-reviewed sources, the proposal promises to be a rich topic for an extensive research paper in the winter quarter.

In the winter quarter, Tristan brought his project on ISIS to successful completion. Just shy of the twenty-five page requirement, Tristan's paper, "ISIS: The Middle Eastern Group the West Needs to Learn More About" accomplished just that; carefully tracing the rise to power of three of the most prominent ISIS leaders. Through his textured account of what motivated these men to form and join ISIS, reaching back into their earlier years and contexts, the reader does understand how ordinary people become infamous jihadist leaders. Tristan's writing has improved significantly over these two quarters, as has his research skills. He is a student that has taken a particularly great leap forward in his writing and analytic skills. His oral presentation of his project was also very clear and well-developed, though there was room to make better use of his slides and visual aids. Nonetheless, his presentation was informative and engaging.

Summary: Tristan met most academic expectations of this program and earns full credit for this program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 6 - Study of Religion/Islamic Studies
- 6 - Modern Middle Eastern History
- 6 - Ancient Near Eastern and Mediterranean Religions
- 6 - Ancient Near Eastern and Mediterranean History
- 8 - Research and Writing - Contemporary Middle Eastern Studies



Glaser, Tristan D

A00413809

Last, First Middle

Student ID

April 2019 - June 2019: Food Chemistry

16 Credits

DESCRIPTION:

Faculty: Melissa Nivala, Ph.D. and Rebecca Sunderman, Ph.D.

This all-level program integrated algebra, statistics, and chemistry in an exploration of food science. Several topics from Introductory Chemistry were studied. These topics included chemical formulas, chemical reaction equations, balancing equations, stoichiometry, molarity, phases of matter, solubility behavior, organic functional groups, carbohydrates, lipids, and proteins. The program approached learning through a variety of modes including hands-on science labs, computer labs, lectures, workshops, and seminar discussions. In addition, student teams collaborated, researched, designed a display, and presented nutrient projects at a poster session. Each team was required to include information about nutrient chemical behavior, health concerns for nutrient deficiencies, food sources for the nutrient, and a social justice issue connected to the nutrient.

The learning in Algebraic Thinking and Introductory Statistics was supported by the textbook *Quantitative Reasoning and the Environment* by Langkamp and Hull (2006). Algebraic Thinking covered dimensional analysis, percent change, linear modeling, exponential modeling, logarithms, logarithmic scales, and fractals. Introductory Statistics covered descriptive statistics, linear and nonlinear regression, normal distributions, sampling distributions, and confidence intervals. Computer labs focused on statistical skills in Excel, including creation of tables, charts and graphs, regression analysis, and contextualization through analysis of real-world data.

EVALUATION:

Written by: Melissa Nivala, Ph.D. and Rebecca Sunderman, Ph.D.

Tristan enjoyed a successful quarter in Food Chemistry. Over the quarter, Tristan had outstanding attendance. When present, he was usually punctual and prepared for class. During class, Tristan was an active listener and participated, providing occasional comments and questions, and during workshops and labs, collaborating very well with peers.

In Algebraic Thinking, Tristan exhibited good work overall. On the creative math assignments, Tristan demonstrated a good aptitude for applying algebraic models to his personal areas of interest. Tristan's homework was well done, with much of the work completed accurately, but with a few mistakes and incomplete problems, and the work in his math notebook showcased some ability to communicate mathematics in writing. He showed strong individual mastery of a full range of problems on the proctored exams.

In Introductory Statistics, Tristan's body of work was of good quality. On proctored exams, he showed very good comprehension of descriptive statistics and lacked an understanding of normal distributions and confidence intervals. Tristan worked on the majority of homework assignments, with a moderate level of accuracy and completion. In the weekly Excel labs, Tristan's reports indicated proficient skills in statistical analysis of real-world data, and all eight of the labs were submitted.

The chemistry portion of the program has gone well for Tristan. Assignments evidenced a good understanding of Food Chemistry. Tristan's work on the first chemistry midterm exam revealed solid critical thinking skills and an impressive ability to work with conversions. Tristan has demonstrated a good ability to extract information from multiple sources and present the material in a new way, with clarity. In the lab, Tristan appeared comfortable and confident. Tristan worked well with peers and often asked questions that showed solid critical thinking skills. When Tristan designed a food experiment,



Glaser, Tristan D

A00413809

Last, First Middle

Student ID

Tristan showed a solid grasp of the scientific method and did a reasonable job supporting conclusions with experimental results.

For the group nutrient research project, Tristan and two other peers investigated magnesium. The team collaborated well in researching information for the project. During the presentation the team appeared a bit disjointed and unrehearsed. All appeared topic knowledgeable but a bit unfamiliar with information layout on the poster board. The poster itself had a nice balance of color and an appropriate font size. The team demonstrated an adequate understanding of statistics: Their chart selection added some depth and rigor to their presentation. Team members indicated a willingness to work again with Tristan on a group project. The annotations in Tristan's annotated bibliography were acceptable, but the document would have had a more professional appearance if consistent formatting was used.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Algebraic Thinking
- 4 - Concepts in Statistics
- 6 - Food Chemistry with Lab
- 2 - Topics in Food and Society



Glaser, Tristan D

A00413809

Last, First Middle

Student ID

September 2018 - March 2019: Teaching Through Performance

32 Credits

DESCRIPTION:

Faculty: Arun Chandra, Ben Kapp, Elizabeth Williamson

In this two-quarter program, students practiced linking the intellectual study of a subject to its realization as a musical/theatrical project. Through seminars and lectures, students learned about U.S. history, focusing on the period in between the two world wars, with an emphasis on popular history and social movements. In addition to scholarly articles covering key events and figures, students also read a number of fictional and theatrical works from the time period. Students practiced critical writing skills by producing essays based on the seminar materials.

At the beginning of each quarter, each student wrote a research paper in order to deepen their understanding of a topic of their choosing. After completing these papers, they collaborated in small groups to create a 10-minute performance, drawing on and forging connections between their individual research papers. The goal of these performances was to teach the audience something about this volatile and important period in U.S. history. Students prepared for these performances not just by writing their research papers, but also by developing two low stakes individual performances on their own. At the end of each quarter, they shared their final projects at an on-campus venue, as well as at several local middle and high schools.

The reading list included: excerpts from Zinn's *People's History of the United States* and *Voices of a People's History of the United States*; Addams, Balch, and Hamilton, *Women at the Hague*; Sinclair, *Flivver King*; Hughes, *Scottsboro, Ltd.*; Shaw, *Arms and the Man*; Brecht, *The Mother and Fear and Misery of the Third Reich*; Lewis, *It Can't Happen Here*; excerpts from hooks, *Teaching to Transgress*; Churchill, *Top Girls*; San Francisco Mime Troupe, *2012 the Musical*; Burkhardt, *Conversation Storm*; Baldwin, *Blues for Mr. Charlie*; DuBois, "Comet"; Sui Sin Far, "In the Land of the Free"; Sinclair, *Moneymongers*; Valdez, *Zoot Suit*; various contemporary essays by Orwell, Eisler, Brecht, Wells, Twain, Fortune, and Sui Sin Far and recent scholarly articles on feminism, fascism, civil rights, and labor rights.

EVALUATION:

Written by: Elizabeth Williamson

Tristan came to this program with an interest in teaching and the goal of becoming a more comfortable public speaker. He brought with him a good set of foundational academic skills and became an increasingly important participant in our class discussions as the program wore on. He also developed good instincts for improvisation—an important skill set for a future teacher!

In this program, students worked on enhancing their knowledge and skills by pursuing the following learning objectives:

Developing familiarity with key topics in U.S. history

Tristan did not contribute regularly to large group seminar discussions, but demonstrated the ability to recall key details from the texts and was energized by finding connections to his previous study of history. His seminar papers demonstrated strong reading comprehension and often quoted directly from the text. He also did a good job asking questions in seminar, and consciously stepping back to make room for other students to speak. In end-of-program feedback Tristan's peers noted that he made "insightful" comments in class, particularly in our seminar on *Zoot Suit*. He and a classmate built a mutually supportive system of accountability for each other within the program, and in fall quarter he helped to facilitate a student-led seminar by leading the class through a series of discussion questions.



Glaser, Tristan D

A00413809

Last, First Middle

Student ID

In fall quarter Tristan wrote a research paper that demonstrated his understanding of the battle for Iwo Jima. This paper did a good job of describing the battle, the sequence of events, and why it was a difficult event for the U.S. forces. He also clearly showed the difficulty of deciding whether the attack was worth the loss of life. His winter quarter research paper successfully weighed the costs and benefits of Taylorism, and concluded with a sound assessment of the overall impact of this practice on American manufacturing.

Honing critical writing and research skills

Tristan's writing is generally clear and readable, with some minor sentence structure and punctuation issues. In his winter quarter research paper, he contextualized and integrated evidence well and made good attempts to make his paragraphs hang together using transition sentences. His paper did not demonstrate an understanding of how to cite source materials, and I would have liked to see him move toward an even stronger articulation of his particular take on the topic.

Developing composition and collaboration skills by creating and performing pieces

In fall quarter, Tristan was a member of a group performance that presented a fictional meeting between Marc Blitzstein and Emma Goldman, centered on Blitzstein's real-life experience of confronting homophobia. The group included a narrator, who helped explain the link between the different vignettes, *and* incorporated an appropriate amount of humor directed at the policemen and medical doctor who persecute Blitzstein. Goldman accompanies Blitzstein through each scene, continually making strong condemnations of his treatment by his oppressors, and the piece ends with a final speech from Goldman in support of gay rights. This group was comprised of individuals who were new to script writing, and they struggled somewhat to create realistic dialogue. They were also, for the most part, new to acting, but by the end they gave a strong performance of an entertaining and impactful play. Tristan successfully conveyed the comedic energy of the piece as both the cop and the doctor, and did a really lovely job improvising when he accidentally dropped a line.

In winter quarter, Tristan was part of a performance group that created a piece focused on the concept of Taylorism—the attempt to make factory labor more scientifically efficient. Their detailed, carefully edited script managed to incorporate several elements of early 20th-century working class life, including lavender marriages and other alternatives to compulsory heterosexuality. They even managed to incorporate a research project on the Titanic by having conspiracy theories about the ship enter the factory and, along with the threat of labor organizing, undermine the workplace as a well-oiled machine. Their staging ideas were also creative—for example, they wanted to show how repeated motions drilled into the workers make their way into the domestic sphere. Not all group members showed up consistently for meetings but with one exception they all were off book and had a solid grasp of their blocking by the final dress rehearsal. This group gave three successful public performances—two at local high schools and one on campus. In this group, Tristan once again allowed himself to be cast as the embodiment of patriarchal authority, including delivering a stump speech about his wife's "duty to the nation." But he was perhaps most successful in his role as the factory foreman; each time his group performed, he got better and better at expressing his outrage over the chaos emerging on the line. He also continued to experiment with moments of improvisation in highly successful ways.

In short, it was a pleasure working with Tristan in this program!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

2 - Military History

2 - Labor History



Glaser, Tristan D

A00413809

Last, First Middle

Student ID

10- Readings in U.S. History: 1890-1940
4- Script Writing
2- Readings in Contemporary Theater
12- Theatrical Performance



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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.