



Nunley, Nicholas Lee

A00422378

Last, First Middle

Student ID

DEGREES CONFERRED:

Bachelor of Arts

Awarded 24 Mar 2023

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2019	12/2019	14	Learning, Education, Schooling <i>5 - Foundations of Education</i> <i>4 - Sociology</i> <i>2 - Anthropology</i> <i>3 - Independent Study: Individualized Learning</i>
01/2020	03/2020	16	Diversity and Dissent in Education and the Media <i>4 - Educational and Multicultural Foundations II</i> <i>4 - Media Studies II</i> <i>4 - Research Project: Final Synthesis Paper</i> <i>2 - Collaborative Documentary Project</i> <i>2 - Greener Foundations</i>
03/2020	06/2020	16	Gender and Sexuality History: 1800-Today <i>4 - History: Gender and Sexuality in 19th and 20th Century Europe</i> <i>4 - History: Gender, Sexuality, and Race in 19th and 20th Century America</i> <i>4 - Gender and Sexuality Studies: Social Construction of Identity in Historical Context</i> <i>4 - History Methodology: Annotating Primary Historical Documents</i>
09/2020	12/2020	16	What Are Children For? The Psychology and History of Childhood <i>5 - History of American Childhood</i> <i>5 - Developmental Psychology</i> <i>3 - American Studies</i> <i>3 - Expository Writing</i>
01/2021	03/2021	16	Children, Curriculum, and Counting: Psychology and Education <i>4 - Developmental Psychology</i> <i>4 - Biological Basis of Childhood Behaviors</i> <i>4 - Education</i> <i>4 - Quantitative Reasoning</i>
03/2021	06/2021	12	Exploring the Literature of Empowerment: Writers Rising Above the Subaltern <i>3 - African American Literature</i> <i>3 - Latinx Literature</i> <i>3 - LGBTQIA Literature</i> <i>3 - Multicultural Literature</i>
03/2021	06/2021	8	Queer "Krip" Lit Reading and Writing Illness and Disability Experience <i>3 - Creative Writing: Poetry</i> <i>3 - Creative Writing: Nonfiction</i> <i>2 - Selected Topics in Disability Studies</i>



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Start	End	Credits	Title
09/2021	12/2021	16	America to 2025: Modern America, History, and Adolescent Psychology <i>4 - Adolescent Psychology</i> <i>4 - Quantitative Reasoning</i> <i>4 - History: US History since 1865</i> <i>4 - History: History of American Adolescence</i>
01/2022	03/2022	16	Creative Literacy: Music and Literature <i>4 - Studies in Creativity: Analysis</i> <i>4 - Studies in Creativity: Applied</i> <i>4 - Music Fundamentals</i> <i>4 - Seminar: Literature and Music in Conversation</i>
03/2022	06/2022	16	Political Economy of Fascist Politics: Consequences and Resistance <i>3 - Political Economy of Proto-Fascist and Fascist Politics</i> <i>3 - Historical Fascism: Theory and Practice</i> <i>3 - Far Right Extremism: Theory and Practice</i> <i>3 - Anti-Fascism: Theory and Practice</i> <i>4 - Research Project: Academic Paper and Presentation</i>
09/2022	03/2023	32	The Social Construction of Brains and Behavior <i>8 - Social Psychology</i> <i>4 - Academic Research</i> <i>6 - Sociology and Social Justice</i> <i>6 - Creative Writing</i> <i>8 - Abnormal Psychology</i>
01/2023	03/2023	4	Arts and the Child: Early Childhood (A) <i>4 - Early Childhood Education, Arts, and Human Development</i>

Cumulative

182 Total Undergraduate Credits Earned



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I wanted to come to Evergreen to learn more about the education system from an alternative school and find new ways to be creative in my learning, in my writing, and find new ways to create myself as a learner and as a future educator. When I came to evergreen I had some troubles paying attention to certain topics and I would fall behind and felt I should just give up but I never gave up on myself when things got hard, I worked hard, did the best I did to get to where I am today. My time at evergreen I took 12 classes each one of these classes allowed me to find new techniques about how I can take new information and creatively apply them to my everyday life.

The first year at evergreen I took the classes called Learning, Education, and Schooling, Diversity and Dissent in education and the media and gender sexuality history: 1800-today. When I came to evergreen I knew what I wanted to study, I wanted to become a teacher so I thought each one of these classes could help me learn more about the education system and what it takes to become a teacher. This first year was hard for me as it was my first year as a college student the first class I took was a lot more disorganized than I thought it was going to be, it was a lot harder than I thought it would be but I never gave up and I did what I could to complete the class to the best of my ability. During the winter quarter everything was looking up for me I took a diversity class in the hopes that I could learn more how to be more diverse in learning, writing, and the classroom and that's what I learned. The last class was a history about gender and sexuality and coming into the class I wanted to learn about the history of gender roles in education, as I was researching this topic there was so much information and I enjoyed seeing all this diverse information the sites I used for the class were full of different stories and writings.

The second year at evergreen I wanted to learn more about the child development, creative writing, and how children learn and retain information that is taught to them, so I took the classes called: What are children for? The psychology and history of childhood, children, curriculum and counting, queer krip lit, and exploring the literature of empowerment; writers writing above the subaltern. This year we had all zoom classes due to COVID, this year was my hardest. I had a lot of troubles focusing, I had troubles staying on task and I would fall behind but I pushed through this quarter and made sure all my assignments were turned in on time.

The third year I took America to 2025: Modern America, History, and Adolescent psychology, Creative literacy, music and literature, and Political Economy of fascist politics: consequences and resistance. This year I wanted to learn more about history, adolescent psychology and literature and music. This year I was all in person classes so everything went better than last year I had an easier time paying attention and connecting to the professors more since I got to see them in person teaching and they were all amazing and knew what they were teaching which helped me focus on the subject. As I was taking each of these classes I got to learn what I wanted to.

The last year I wanted to learn more about how to be creative and the construction of brains and behaviors of children so I took the classes The Social Construction of Brains and Behaviors and Arts and the child: early childhood. I took these classes in hopes it would open my mind to the endless possibilities of child development and the behaviors that will come with it and I learned it, I had to work hard this year because it was my last before I graduate and I did, while taking these classes I had a lot of fun learning about the process of diagnosing someone with a mental disorder, and it was fun learning about art and the early childhood. I made sure I took as many notes as I could to understand more about disorders. Art was one of my favorite subjects growing up so being able to relearn about art was a lot of fun.



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January 2023 - March 2023: Arts and the Child: Early Childhood (A)

4 Credits

DESCRIPTION:

Faculty: Hirsh Diamant, Ph.D.

This course introduced students to stages of development, education, and care of children. Lectures, studio arts, research, handwork, and volunteer work with children in the community were aimed at developing students' competency as artists, parents, and educators. Students also worked in various art mediums. For example, students learned about the importance of handwork in early childhood education and completed several handwork projects with yarn. Course requirements included readings, seminars, reflective writing, and weekly art projects. Learning objectives included research in progressive and alternative child development theories; understanding of the importance of festivals and stories in the education of the child; and importance of arts and culture in child's development.

Students read from *You are your Child's First Teacher*, by Rahima Baldwin, selected essays about Waldorf education and other educational initiatives, and other on-line material about art, beauty, and child development.

EVALUATION:

Written by: Hirsh Diamant, Ph.D.

Nicholas is a very good student! Nicholas completed all class assignments and had an excellent attendance record. Nicholas submitted academic work in a timely way and commented on work by other students. Nicholas also worked regularly with the art journal gaining skills with art materials, techniques, and artistic expression. I was impressed with the work Nicholas completed in this class!

Nicholas actively participated in both in-class and on-line seminars. Nicholas' comments to other students were positive and affirming. As the class progressed, Nicholas' work showed a good understanding of course's learning objectives. Nicholas consistently showed care in academic work and took lessons from our classroom into their own life and work. I believe Nicholas can be a caring and creative teacher.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Early Childhood Education, Arts, and Human Development



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September 2022 - March 2023: The Social Construction of Brains and Behavior

32 Credits

DESCRIPTION:

Faculty: Tara Hardy, M.F.A., and Ada Vane, M.A.

In the fall quarter portion of this interdisciplinary program, we examined perspectives on identity and behavior through the lens of psychology, sociology, and literature. We investigated how our brains, environment, and the people around us interact to produce a wide range of behaviors in individuals and groups; how cultural norms and social structures shape our notions of selfhood, our identities, and our bodies; and the creation and consequences of labels such as “normative” and “abnormal.” We thought critically about the nature, origins, and outcomes of human social behavior and learn how to apply this information to our daily lives. Our central questions included: How does the brain create the self? What is the self, and how do we come to know ourselves? What influences our attitudes and decision-making processes? What is the nature of conformity and obedience? Why do intimate relationships form, succeed, and fail? How are our narratives and meaning-making influenced by larger-scale patterns of social interactions and relationships, including our social, cultural, economic, political, and historical contexts?

Beyond learning the content of the course material, the objective of this program was to challenge students to think critically about the nature, origins and outcomes of human social behavior and how to apply the information learned to their daily lives.

In order to investigate this range of subjects, we listened to lectures, read University of Minnesota’s *Principles in Social Psychology*, discussed case studies from Heinzen & Goodfriend’s *Case Studies in Social Psychology: Critical Thinking and Application*, engaged in small-group work with peers, and read stories that appear in literature. As we investigated stories, we also learned about the craft of creative writing. Students interacted with weekly quizzes, and produced creative writing narratives that situated social psychology, sociology, and social justice in their lives and the world around them.

Over the course of the quarter, students participated in a research workshop geared toward understanding the process of writing a literature review. This included gauging reliability of sources, gathering data from different kinds of studies, considering strengths and limitations of those studies, choosing a topic at the intersection of our disciplines, and wrapping together nested themes around that topic. At the end of the quarter, students produced a literature review and gave a presentation on their findings.

In winter quarter of this interdisciplinary program, we continued to examine perspectives on identity and behavior through the lens of psychology, sociology, and literature. We investigated these concepts of “normal” and “abnormal” in our studies of abnormal psychology, sociology, and literature.

As we examined mental health conditions including but not limited to mood disorders, addiction, schizophrenia, and personality disorders, we asked how history, culture, and political power have affected our perspectives on abnormality. Students learned how to assess the clinical characteristics of mental disorders and thought critically about the theories, assessments, and treatments for each disorder. Students gained an understanding of the neurochemical processes involved. In addition, our curriculum introduced students to survivor and resilience narratives and explored risks of pathologizing responses to traumatic events. Throughout the program, we practiced the techniques social scientists and psychologists use to study human behavior considered to be abnormal.



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Student groups worked over the course of the quarter to interview community mental health workers and summarize and synthesize existing research plus interview material from a topic at the intersection of our disciplines.

In order to investigate this range of subjects, we listened to lectures, read Bridley & Daffin's *Fundamentals of Psychological Disorders (3rd ed.)*, discussed case studies, engaged in small-group work with peers, and read stories that appear in literature. As we investigated stories, we also learned about the craft of creative writing. Students wrote in response to program content, took weekly terminology quizzes, and produced both academic essays and creative works. We applied theory to analyses of these case studies.

EVALUATION:

Written by: Tara Hardy, M.F.A., and Ada Vane, M.A.

During fall quarter's social psychology portion of the program, students prepared for and participated in social psychology lectures, discussions of articles on topics in social psychology, and weekly terminology quizzes. Nicholas (Nick) completed all the weekly case study notes, which showed comfortable facility applying principles of social psychology to case studies, as well as strong engagement with both the case studies and with the learning community. Weekly quizzes evaluated students' ability to retain key terms. Nick completed all quizzes. Performance on these quizzes demonstrated developing knowledge of how to compare, contrast, organize and retrieve information about terms and concepts in social psychology. Nick's understanding of theories around social processes, the social brain, self-regulation and decision-making increased significantly this quarter.

During fall quarter's sociology and social justice discussion, Nick's written work and contributions demonstrated strong critical thinking skills. Comments addressing the subject matter were consistently thoughtful and reflective. Nick's written work displayed deep understanding of social psych concepts and their application to lived experiences and the world around us. Additionally, written assignments also displayed adeptness with the craft of creative writing. In particular, Nick's written work exceeded expectations by demonstrating good use of description, details, voice, and characterization. Overall, Nick's work demonstrated an exceptional ability to think critically by analyzing and evaluating program content.

Student groups worked over the course of the quarter to create a literature review to summarize and synthesize existing research from a topic at the intersection of our disciplines. Nick's group chose ADHD for their topic. The literature review was somewhat organized, demonstrated a good understanding of the process of writing a literature review, and a good use of APA format. Nick's section showed in-depth critical thinking around the effectiveness of the medication methylphenidate on adolescents with ADHD. Overall, the group formed a satisfactory thesis around dynamics and aspects of the classroom that can affect students with ADHD, including teaching methods and medication.

During winter quarter's The Social Construction of Brains and Behavior, Nick met expectations with distinction.

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



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with the learning community. Nick's understanding of theories around presentation, symptomology, lived-world experience, and treatment interventions in abnormal psychology increased significantly this quarter.

Student groups worked over the course of the quarter to interview community mental health workers and summarize and synthesize existing research plus interview material from a topic at the intersection of our disciplines. Nick's group chose LGBTQ+ youth and mental health within community for their topic. The paper was well organized overall, demonstrated very good understanding of their topic, and very good use of APA format. Nick did good work on this project, including the introduction, the conclusion, and a section on book banning in educational settings. Nick's work showed critical thinking about book banning as a social justice issue. Overall, the group formed a strong thesis about the history of pathologizing queerness, conversion therapy, queer inclusive sexual health and education, and LGBTQ+ houselessness.

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

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 8 - Social Psychology
- 4 - Academic Research
- 6 - Sociology and Social Justice
- 6 - Creative Writing
- 8 - Abnormal Psychology



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March 2022 - June 2022: Political Economy of Fascist Politics: Consequences and Resistance

16 Credits

DESCRIPTION:

Faculty: Michael Vavrus, Ph.D.

In this one-quarter program students studied and analyzed the intersection of politics and economics in their historical and contemporary contexts as applied to the ideologies of historical fascism, contemporary far-right extremism, conservatism, liberalism, and anti-fascism. The program regularly considered contemporary expressions of fascist politics, actions generally associated with mid-20th century fascist regimes in Europe.

Among the questions students explored in their collaborative learning community were: What is fascism? How does historical fascism compare to far-right extremism, conservatism, and liberalism? What are the goals of 21st century fascist politics and how do they compare to historical governing systems of fascism? How might we differentiate among conservative, far-right, and fascist politics? How have liberal democracies generally responded to fascist politics? How do fascist politics intersect with race, ethnicity, class, gender, and sexuality? What is the relationship among the U.S. legal system, foreign policy, and fascist politics? What have been anti-fascist responses and forms of resistance to fascist politics?

To better understand how various elements of fascist politics manifest, students were introduced to the discrete categories contained in the "Convention on the Prevention and Punishment of the Crime of Genocide" (1948), the first human rights treaty adopted by the General Assembly of the United Nations. The elements of the Convention on Genocide were compared to histories of racism, nativism, land and property confiscation, and the relationship among policing, imperialism, and militarism.

Students studied the historical roots of 20th and 21st century anti-fascism along with key characteristics of anarchism which informed the ideal practices of anti-fascists. As a counter-movement resistant to fascist politics, anti-fascism's rationale, internal structuring, and strategies were analyzed. This aspect of the program considered various political economy orientations in relation historical fascism, far-right extremism, and anti-fascism.

Students produced 21 structured writing assignments in preparation for text-based seminars and workshops. Students collaborated in small "news groups" to present contemporary examples of the political economy of fascist politics. As a cumulative project, each students wrote an academic research paper on a topic of their choosing related to program themes and presented findings of their individual papers using presentation software.

In preparation for seminars and workshops students read the following books: Bray's (2017) *Antifa: The Anti-Fascist Handbook*; Finchelstein's (2020) *A Brief history of Fascist Lies*; German's (2019) *Disrupt, Discredit, and Divide: How the New FBI Damages Democracy*; Hill's (2018) *The Antifa Comic Book: 100 Years of Fascism and Antifa Movements*; Miller-Idriss's (2021). *Hate in the Homeland: The New Global Far Right*; Moore and Tracy's (2020) *No Fascist USA! The John Brown Anti-Klan Committee and Lessons for Today's Movements*; Patterson's (1951/2020). *We Charge Genocide: The Crime of the Government Against the Negro People* (3rd edition); excerpts from Passmore's (2014) *Fascism: A Very Short Introduction* (2nd edition); excerpts from Stanford's (2015). *Economics for Everyone: A Short Guide to the Economics of Capitalism*; and excerpts from Vavrus's (2022) *Teaching Anti-Fascism: A Critical Multicultural Pedagogy for Civic Engagement*.



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Students also read the following articles: Patnaik's. (2020) "Neoliberalism and Fascism (in *Agrarian South: Journal of Political Economy*); Fiala's (2018) "Anarchism" (in *The Stanford Encyclopedia of Philosophy*); Horne's (2018) "The Apocalypse of Settler Colonialism" (in *Monthly Review*); Sawo and Banerjee's (2021) "The Racist Campaign Against 'Critical Race Theory' Threatens Democracy and Economic Transformation" (on-line from *Economic Policy Institute*); Kakel's (2019). "Patterns and Crimes of Empire: Comparative Perspective on Fascist and Non-Fascist Extermination" (in *The Journal of Holocaust Research*); and Abramsky's (2022) "The Town that QAnon Nearly Swallowed" (in *The Nation*).

Students viewed and discussed the following documentaries and interviews: "Mussolini to Antifa: The History of Anti-Fascism" (2020); "Growing Threat Of Right Wing Extremism Inside Local School Boards"(2021); economics professor Richard Wolff's "Economic Update: Fascism" (2022); "The Silencing of Black and Queer Voices: George M. Johnson on 15-State Ban of 'All Boys Aren't Blue'"(2022); "Erasing History: Holocaust Graphic Novelist Art Spiegelman on 'Maus' and Wave of Book Bans Sweeping U.S." (2022); "'Gangsters of Capitalism': Jonathan Katz on the Parallels Between Jan. 6 and 1934 Anti-FDR Coup Plot" (2022); "Undercover in the Alt Right" (2018); "Biden Warns of 'Dagger at the Throat of America'"; Fascism Expert Says Trump's Personality Cult Growing" (2022); "How disinformation around Jan. 6 riot has downplayed violence, divided Americans" (2022); "American Insurrection" (2022); "How the Capitol attack unfolded" (2022); "Texans Explain What Animated Their Loved Ones, Neighbors to Storm the Capitol" (2022); "Antifa Members Talk Protest Tactics: 'We Don't Depend On Cops'" (2019); Mark Bray book talk (2017); "Can Biden Undo Trump's 'Remain in Mexico' Policy That Forced Asylum Seekers into Dangerous Conditions?" (2022); "'Counter-Revolution of 1776': Was U.S. Independence War a Conservative Revolt in Favor of Slavery?" (2014); "Islamophobia in America 20 years after 9/11" (2021); "Indigenous Artist, Activist, and Author Gord Hill" (2021); "How Black Americans Were Robbed of Their Land" (2019); "How Property Law Is Used to appropriate Black Land" (2021); "Fairy Creek: Indigenous-Led Blockade of Old-Growth Logging Is Now Canada's Largest Civil Disobedience" (2021); "The Red Nation Slams Cooptation of Indigenous Peoples' Day Amid Global Colonial Resource Extraction" (2011); "Michael Brown protests in Ferguson met with rubber bullets and teargas" (August 2014); "The Roots of Ferguson Unrest" (August 2014); "Police militarization in Ferguson Missouri: MRAPs, LRADs seen at Michael Brown shooting protests" (August 2014); "'The Second': Carol Anderson on the Racist History Behind the Constitutional Right to Bear Arms" (2020); "How the 'Abolition Amendment' Would End Constitutional Loophole That Allows Forced Labor in Prisons" (2021); and "Juneteenth: A Celebration of Black Liberation and Day to Remember 'Horrific System That Was Slavery'" (2021).

EVALUATION:

Written by: Michael Vavrus, Ph.D.

Nicholas (Nick) Nunley met most program expectations. His work and participation was sometimes uneven but occasionally good and, taken holistically, generally evidenced significant academic analyses and critical reflections on program material and his own learning.

Nick's seminar and workshop preparation papers improved over the quarter to more fully engage with assigned texts. During seminars and workshops, however, Nick was often a reluctant participation in adding to interpretations of assigned texts.

Nick's academic research paper was titled "Fascist Attacks on Education." His thesis was "for decades far-right politics have attacked the education with the attacks of book burnings, book banning and critical race theory ban." The paper provided documented evidence from the Nazi era to contemporary examples regarding far-right and fascist book bans. Nick demonstrated significant improvement over an earlier draft by paraphrasing, explaining key information, and defining terms. Overall, his paper was developing in meeting program expectations. Nick's projected presentation of his research was effective



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in meeting expectations, including how he came to the topic and with displays of key findings and appropriate graphics.

During the quarter Nick was often able to compare the discourse of 21st century fascist politics with other ideological orientations and their historical origins and practices. He often identified major patterns that help to explain key social, economic, historical, and political events as viewed through an anti-fascist lens.

In summary, Nick demonstrated the knowledge, developing academic skills, and an emerging disposition to engage in further studies in the social sciences and humanities.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 3 - Political Economy of Proto-Fascist and Fascist Politics
- 3 - Historical Fascism: Theory and Practice
- 3 - Far Right Extremism: Theory and Practice
- 3 - Anti-Fascism: Theory and Practice
- 4 - Research Project: Academic Paper and Presentation



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January 2022 - March 2022: Creative Literacy: Music and Literature

16 Credits

DESCRIPTION:

Faculty: Andrea Gullickson, DMA

Can music literacy enhance our understanding of literature? Might attentiveness to the patterns of literature guide us to richer musical experiences? In this program, we investigated pattern recognition, visual and aural, and the role it plays in conversations within and across artistic mediums across time.

Studies in music literacy included pitch and rhythmic notation, major/minor scale construction, chord structure and chord progressions. Our work in all areas of music was supported with *Music Fundamentals: A Balanced Approach* by Sumy Takesue and W.A. Mathieu's *Bridge of Waves: What Music Is and How Listening to It Changes the World*.

Our work in literature began with a focus on short stories by Baldwin, Cather, Chekhov and Murakami then moved into novels by Anne Michaels (*Fugitive Pieces*) and Richard Powers (*Orfeo*). Our literary studies were further explored by bringing them into conversation with music from the 12th c. to the present. Specific connections were made to chant in a range of world traditions as well as works of Beethoven, Wagner, Monk, and Cage. Musical works examined in greater detail included: Brahms *Intermezzo*, opus 117, no.2 and opus 118, no.2, Mozart *Symphony #41*, Messiaen *Quartet for the End of Time*, Reich *Proverb*, and Shostakovich *Symphony #5*.

Students demonstrated their engagement with program materials through weekly integrative essays, exams, seminar discussions, independent creative work and research presentations, and participation in weekly lectures and workshops.

EVALUATION:

Written by: Andrea Gullickson, DMA

Nicholas Nunley, who goes by Nick, entered this program with the intention of reconnecting with previous music experiences having played the clarinet in high school. Nick's engagement with program work was demonstrated through consistency of program meeting attendance, submission of weekly seminar essays, and in-program presentations of research and creative work.

In the area of music fundamentals Nick demonstrated a good understanding of pitch notation in treble clef and interval/ diatonic triad construction. Nick's mid-quarter research and end of the quarter music composition presentations demonstrated good efforts in moving program concepts from theory into practice. Presentation of an original music composition with a fully notated score was a particularly strong demonstration of Nick's efforts in bringing music and literary studies together in its examination of themes from the novel *Orfeo* by Richard Powers.

Nick's weekly integrative essays made a good start with identifying and connecting key points from across program texts and demonstrated attention to bringing close reading and close listening exercises into practice when engaging with program texts and listening assignments.

Nicholas Nunley successfully completed all program requirements. It has been a great pleasure working with Nick.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Studies in Creativity: Analysis
- 4 - Studies in Creativity: Applied
- 4 - Music Fundamentals
- 4 - Seminar: Literature and Music in Conversation



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September 2021 - December 2021: America to 2025: Modern America, History, and Adolescent Psychology

16 Credits

DESCRIPTION:

Faculty: Bradley Proctor, PhD and Nathalie Yuen, PhD

This two-quarter program combined the disciplines of American history and developmental psychology to explore modern America and adolescence. The program led students through intermediate-to-advanced work as part of the Psychology, Health, and Community as well as the Humanities: Culture, Text, and Language in World Societies paths of study.

In fall quarter, essential themes included academic research practices, identity development, and the concepts of personal and national identity. This program was conducted during the on-going coronavirus pandemic; classes were held in person after more than a year of remote learning.

Historical themes explored included the historical changes to adolescence, modernity, the American Civil War, the development of market capitalism, utopian communities, intersectionality, femininity and masculinity at the turn of the twentieth century, racial oppression, segregation, and civil rights activism. Readings included Grace Palladino, *Teenagers: An American History*, John Lewis et. al, *March: Book One*, and selections from numerous historical monographs. Students were to complete three assignments researching in the Library of Congress database of digitized historical newspapers. They were to find three articles related to the weekly theme of the program and summarize and analyze each article.

For the psychology part of this program, students examined physical, cognitive, and social development during adolescence (ages 10-18) and emerging adulthood (ages 18-25). Students were also introduced to quantitative research methods, with a focus on surveys and descriptive statistics. Readings included Sarah-Jayne Blakemore, *Inventing Ourselves: The Secret Life of the Teenage Brain*, literature reviews, and empirical studies. Students were to complete a series of assignments focused on explaining and applying psychological theories and concepts to examples from their own lives and the media.

Each week included writing activities and in-person lectures and workshops. Students engaged in student-facilitated seminar discussions on both the history and psychology readings. Students wrote weekly reflections about the readings after these discussions. Students were asked to facilitate one seminar discussion in the fall quarter in groups. Students also kept track of program activities and assessed their learning with weekly log entries. Students selected a sample of these writing assignments, including the seminar reflections, history assignments, and psychology assignments, to be included in an academic portfolio that was submitted at the end of the fall quarter.

The major project of the fall quarter was an annotated bibliography project. Students were to pick a topic of their own, related to the overall themes of the program, and find scholarly sources, drawing from both empirical studies of psychology and academic scholarship about American history. Students included between 15 to 20 sources to summarize and analyze in annotations. Students submitted a proposal and multiple drafts. This assignment was designed to scaffold students towards a larger literature review project in the winter quarter.

EVALUATION:

Written by: Bradley Proctor, PhD and Nathalie Yuen, PhD



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Nicholas Nunley did good work during the fall quarter of this program. Nicholas had nearly perfect attendance in in-person program activities, which included lectures, workshops, and seminars. Nicholas was an engaged participant in class, particularly in small-group conversations.

In Week 5 Nicholas helped to facilitate seminar discussion with some classmates. Nicholas communicated with classmates and faculty ahead of the seminar, developing a plan for discussion that included breaking into small groups and having students report back to the main group. The resulting seminar discussion was constructive, especially because of Nicholas's preparation and facilitation.

Nicholas completed almost every writing assignment throughout the quarter. Almost every week, Nicholas submitted a written reflection on the week's seminar readings and discussions. Nicholas would focus on one or two particular readings, always including relevant quotations and highlighting interesting themes. Every week, Nicholas also submitted a log of program work that week. These weekly logs included brief but honest reflections about both the progress of the quarter, demonstrating self-reflectivity about the learning process.

Nicholas submitted three historical newspaper assignments. Each assignment included three fascinating articles relevant to the program's content that week. Nicholas did a good job summarizing these articles.

Nicholas completed all of the psychology assignments and most of the optional activities. Nicholas demonstrated a good understanding of physical, cognitive, and social development in adolescence and emerging adulthood and a minimal understanding of basic quantitative research methods. This work also showed a good application of psychological concepts across multiple contexts.

For the major project of the quarter, Nicholas completed an annotated bibliography about education, music, and identity. Nicholas had submitted a good proposal and promising preliminary drafts throughout the quarter. Nicholas's final project contained interesting sources from psychology, musicology, and history and showed improvement in annotating sources in the final draft.

At the end of the fall quarter, Nicholas submitted a portfolio containing a selection of the academic work completed this quarter. This portfolio included selections of written work as well as snippets from in-class notes and workshops. The portfolio closed with an explanation of the work examples included and a letter to winter quarter that discussed the most important lessons of the fall. Nicholas demonstrated self-reflection about the structure of the program as well as progress in written assignments. This self-reflection will be useful in future studies for Nicholas, who is well-situated to continued improving in intermediate learning in the humanities and social sciences.

It was a pleasure having Nicholas as part of our learning community this fall quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Adolescent Psychology
- 4 - Quantitative Reasoning
- 4 - History: US History since 1865
- 4 - History: History of American Adolescence



Nunley, Nicholas Lee

A00422378

Last, First Middle

Student ID

March 2021 - June 2021: Queer "Krip" Lit Reading and Writing Illness and Disability Experience

8 Credits

DESCRIPTION:

Faculty: Tara Hardy MFA, Joli Sandoz, MFA, MA, M.A

The term "Krip" is one reclaimed by the Disability Justice Movement as a moniker of pride.

Participants in *Queer "Krip" Lit* studied the experiences and writings of people whose social identities and experiences surface at intersections between queer/LGBTQ+ and disability, chronic illness, neurodiversity, Deaf culture, and/or impairment resulting from generations of colonization. We applied an intersectional lens to our work, reading a majority of writing by disabled LGBTQ+ writers who are also Black, Indigenous, Latinx, Asian and Pacific Islander, poor and working class, youth, and/or elders.

Program members wrote and posted on Canvas an original poem and a short-form creative nonfiction essay each week, and annotated selected readings online using Hypothes.is software. These assignments and participation in discussions and in-class open mics provided evidence of accomplishment related to these program learning goals:

- Demonstrate ability to engage productively with the content of published creative works, broadening familiarity with writings by Queer writers and writers with disabilities, and deepening personal understanding of the experiences of people living with illness, disability, and/or Deaf culture.
- Write original poems and nonfiction texts that demonstrate ability to shape creative writing with a reader in mind.
 - Demonstrate awareness of social positionality concepts (social and political context of identity), and awareness of the positionality of themselves and others.
 - Make use of responses to their previous program writing during creation of subsequent original poems and creative nonfiction texts, evidencing participation in collaborative creative inquiry.

Some of the writers whose work we read include: Douglas Baynton, Patty Berne, Lydia X. Z. Brown, Eli Clare, Rachel Colb, Sky Cubacub, Laura Dá, JJJJerome Ellis, Camisha Jones, Leah Lakshmi Piepzna Samarasinha, Sandra Gail Lambert, Kit Mead, Constance Merritt, Mia Mingus, Leroy F. Moore, E.T. Russian, Alice Sheppard, Ira Sukrungruang, Justin Torres, Kay Ulanday Barrett, Elissa Washuta, and the Cyborg Jillian Weise.

Human rights educator and fashion designer Sky Cubacub and Evergreen faculty member Carolyn Prouty each visited the program, helping us think about organizing and creating in LGBTQ+ spaces fully accessible for people with disabilities. *Queer Krip Lit* concluded with a final in-class reading in which students shared writing created during the quarter. In this way, we contributed to the collective act of articulating experiences of disability and chronic illness through writing.

EVALUATION:

Written by: Joli Sandoz MFA, MA, MA

Nicholas effectively took responsibility for learning, completing more than the expected number of assignments, posting all but one assignment on time, and participating in asynchronous discussions. Nicholas successfully completed all program requirements and received full credit.



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During twice-weekly asynchronous (written) seminars, Nicholas documented good understanding of the general experiences of people living with chronic illness and disability, and good applied knowledge of systemic workings of ableism and especially the effects on individual lives. These annotation assignments also provided Nicholas with the opportunity to become more familiar, through close reading, with writings by a broad selection of Queer writers and writers with disabilities.

Nicholas wrote narrative essays primarily, presenting information linearly and working to incorporate detail and image that engaged readers in imagining the story. Experimentation with form and focus on positive experiences also characterized Nicholas' work; these added to the interest of each piece. The prose Nicholas wrote was clear and easy to read. Nicholas asked useful questions for faculty response to the essays, demonstrating strong commitment to learning.

Section written by Tara Hardy, MFA:

"After discussion about how to use an object as a primary image through which larger elements are illuminated, Nicholas wrote a poem that utilized elements of a forest as objects to amplify meaning related to time. Nicholas's poems were consistently strong. Even so, over the quarter, Nicholas's skill grew, and became more adept at utilizing both language and image. Nicholas is ready for further study in poetry."

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 3 - Creative Writing: Poetry
- 3 - Creative Writing: Nonfiction
- 2 - Selected Topics in Disability Studies



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A00422378

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March 2021 - June 2021: Exploring the Literature of Empowerment: Writers Rising Above the Subaltern

12 Credits

DESCRIPTION:

Faculty: Grace Huerta, Ph.D.

In this reading intensive literature program, students were introduced to the subaltern studies, and voluntary and involuntary minority communities in the United States with an emphasis on novels, short stories, non-fiction and poetry. In order to participate in this remote synchronous and asynchronous program, students read African American, Latinx, East Asian American, Indigenous, LGBTQIA and gender diverse authors and considered how these writers identified and negotiated existing structures of power.

We examined a wide range of 20th and 21st century literature, with a particular emphasis on the history of colonialism and slavery, as well as the conditions that continue to reproduce systems of oppression. Students were asked to consider the ways in which writers cross borders and contest those systems, including autocratic structures that operate along the lines of race, gender identity, culture, language, ableism and class. This inquiry was anchored in a close reading of the texts themselves, as well as weekly lectures and discussions that provided historical and philosophical contexts from a variety of shared multiple perspectives.

Our goals were to encourage respectful collaborative learning and to enhance students' understanding of literary themes, devices and historical erasures. In addition, students took part in weekly discussions, seminars and written analysis and literary mapping of the assigned literature. Students conducted biographical research about authors whose work we studied and for whom they held an interest and passion about their writing. Students completed a final project, synthesis essays and a multi-media presentation about the historical conditions and contexts that informed the authors' literary themes, plot and character designs. These themes included, yet were not limited to, depictions of women in literature, the study of education, social justice, immigration and diaspora, intersectionality, white supremacy and the role of subaltern voices in literature.

Our readings included: James Baldwin, *The Fire Next Time* (1963); Eli Claire, *Exile and Pride: Disability, Queerness, and Liberation* (2015); Kali Fajardo-Anstine, *Sabrina and Corina: Stories* (2020); excerpts from Ibram Kendi and Keisha Blain, *400 Souls: A Community History of African America, 1619-2019* (2020); excerpts from *Trap Door: Trans Cultural Production and the Politics of Visibility--Critical Anthologies in Art and Culture* (2017); Jhumpa Lahiri, *Interpreter of the Maladies* (1999); excerpts from Aja Monet, *My Mother Was A Freedom Fighter* (2017); Toni Morrison, *The Bluest Eye* (1970); Tommy Orange, *There, There* (2019); George Orwell, *Animal Farm* (1946); Vivek Sharaya, *The Subtweet: A Novel* (2020); John Steinbeck, *The Grapes of Wrath* (1946); Luis Urrea, *The Devil's Highway* (2004); Omprakash Valmiki, *Joothan: A Dalit's Life* (2003).

EVALUATION:

Written by: Grace Huerta, Ph.D.

Nicholas (Nick) positively contributed to class discussions and seminars in ways that reflected her inquiry and analysis of 20th and 21st century African American, Latinx, LGBTQIA and East Asian-American literature. He demonstrated a strong understanding of historical contexts, major themes and conflicts through dialogue and group collaborations. Nick also interrogated approaches to analysis through the detailed discussion of our program readings and the completion of two synthesis essays. Nick also completed eight dialectical journals, an annotated reading log and four literary maps where students



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analyzed and identified the literary elements found in the weekly readings. These papers represented Nick's essential questions that emerged during his reading and reflection process.

Nick and his team led a seminar on the novel *The Subtweet* by Vivek Shraya. The program took part in both large and small break-out group discussions of plot elements, characters, the quotes and conflicts. Nick offered a variety of strategies to generate student ideas, such as the use free writes, small group discussion and the sharing and feedback. They also provided quotes from the essays for the members of the learning community to analyze, such as gender, social media, subaltern theory and racism. Nick also offered an analysis of friendship and homophobia resilience remained both fragile and vulnerable to loss.

Other themes addressed in small groups included the loss of hope, trust and competing emotions. Nick also unpacked the challenges East Asians faced while growing up in a white, sexist community in Canada. Nick provided an important analysis of the privileges some whites and how cultural alienation influenced them. The seminar was effective in that the team invited many diverse perspectives and questions from their peers' dialectical journals were incorporated within the seminar discussion.

Nick and his teaching team also conducted a final presentation about the East Indian-American writer, Jhumpa Lahiri, author of *Interpreter of Maladies* and Vivek Shraya, author of *The Subtweet*. Nick focused his discussion on racism, cultural hybridity, language and gender. The team discussed the authors' different writing styles and noted their connections to intersectionality.

Nick and his team offered their presentation on a Twitter platform. This was a creative approach actually based on the plot structure of Shraya's novel, *The Subtweet* itself. The team also shared with our learning community both authors' focus on immigration, relationships, loss and cultural preservation in a white world. Nick and his team also analyzed the characters as anti-immigrant advocates, as in Lahiri's *Interpreter of Maladies*. Nick shared important quotes for analysis that highlighted both authors' themes where feel their cultural and gender identity are accepted and not essentialized.

The team incorporated the discussion of love beyond race, racism and gender within their final presentation. Connecting the work of Lahiri and Shraya, Nick and his team shared video interviews to analyze the representation of the disempowered through time, reflection and shifts in identity. This data established how both writers strived to express their voices and refused to be marginalized and silenced. The team referred to Sharaya's *The Subtweet* and linked examples to the another of her works, such as *I'm Afraid of Men*, while the author Shraya sought healing through Hindu mythology and transformative love.

In addition, Nick and his team offered an analysis of subaltern theory and the desire for recognition and being seen (across time and in history). In sum, their final presentation included well written slides and visuals that includes photographs of the authors, their other works, well-selected quotes for analysis, video clips and APA references. The team also held a positive Q and A session with the learning community which was inviting, thoughtful and engaging.

Nick was a supportive class and seminar participant via Zoom during the COVID-19 pandemic. His literary analysis, workshop attendance and final presentation demonstrated his understanding of the diverse literature introduced in our program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 3 - African American Literature
- 3 - Latinx Literature
- 3 - LGBTQIA Literature
- 3 - Multicultural Literature



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Student ID

January 2021 - March 2021: Children, Curriculum, and Counting: Psychology and Education

16 Credits

DESCRIPTION:

Faculty: Jon Davies, Ed.D., Ada Vane, M.A., and Nathalie Yuen, Ph.D.

Using the triple lenses of Developmental Psychology, Quantitative Reasoning, and Education, students explored the way schools make decisions about curriculum related to children's learning ability. The program highlighted current issues in the field of education and their impact on development. The program also addressed how teachers and other education professionals create structures and support systems to maximize opportunities for student success. Students inquired into how children develop, how the educational system responds to their development, and how scientific, evidence-based research informs both of these contexts.

Using Jennifer Paris et al.'s *Understanding the Whole Child* as a guide, students examined key theories that educators use to understand and study the developing human from in-utero to the teenage years. They explored each stage of development from biological, cognitive, and social perspectives. Students engaged in academic discussions and created media reflections that allowed them to examine their understanding of the material. Through these processes they gained knowledge about developmental psychology and the biological basis of behavior.

Students also read selections from the *Wiley Handbook of Early Childhood Care and Education*. They engaged in guided discussions around this book, as well as relevant academic journal articles and films about the education system. Students were asked to engage in written and verbal reflections to clarify their thoughts about education and apply their knowledge to current events.

For the quantitative reasoning part of this program, students read academic journal articles, online articles, and viewed videos. They engaged in discussions and created data visualizations. Students were introduced to RStudio to further develop their skills in data visualization. Through this process they gained foundational knowledge about quantitative reasoning and developed their skills in drawing conclusions from quantitative data.

To engage in cross-disciplinary study, students engaged with Daniel Levitin's *A Field Guide to Lies*, Stanislas Dehaene's *How We Learn*, Natalie Wexler's *The Knowledge Gap*, and Sarah-Jayne Blakemore's *Inventing Ourselves*. In addition to preparing a weekly written reflection and participating in discussion of the material, each student prepared an agenda for and led one seminar discussion this quarter.

Students completed a final project and participated in a virtual conference.

This program was conducted during the coronavirus pandemic; all classes were held remotely. Students had to exercise an unusually high degree of independence in order to fulfill its requirements.

EVALUATION:

Written by: Jon Davies, Ed.D., with input from Nathalie Yuen, Ph.D. and Ada Vane, MA

Overall, Nicholas Nunley made excellent progress toward the program's learning objectives through his consistent efforts this quarter. The faculty regards attendance to all program activities, timely submission of written work, and participation in program activities as one indication of a student's commitment to learning. Nicholas had excellent attendance for synchronous program meetings and turned in almost all



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of our assignments. The quality of his work was generally good. Nicholas achieved a solid foundation for future studies in education, quantitative reasoning, and developmental psychology.

Each week, students used a variety of media to compare, contrast and express their understanding of key theories in Developmental Psychology. Nicholas completed all nine of our media reflections, which expressed a very good grasp of the concepts. Their reflections typically took the form of media recordings that unpacked and explained developmental concepts. Between these reflections and their occasional participation in workshops, Nicholas's understanding of Developmental Psychology broadened and deepened this quarter.

Students demonstrated their understanding of quantitative reasoning and their data visualization skills in a series of assignments submitted over several weeks. Nicholas submitted seven of the eight assignments. He used tables and graphs to visualize data collected from his own daily experiences. This work demonstrated a developing understanding of quantitative reasoning and good data visualization skills. He also completed the optional RStudio activities.

Each week, students wrote a one-page response paper to whole-child developmental concepts applied to educational settings. Nicholas completed all nine education responses, which expressed a very good understanding of the concepts and applications. Between these responses and their consistent participation in workshops, Nicholas's understanding of whole-child developmental concepts applied to educational settings broadened and deepened this quarter.

With two other students, Nicholas planned and led a seminar session. Nicholas's preparation showed significant thinking and allowed them to demonstrate responsibility to their learning community. Nicholas completed all eight seminar papers, which were typically thoughtful explorations of the way that they selected quotes applied to cross-disciplinary concepts.

At the end of the quarter, Nicholas created a final poster project and video to summarize and synthesize content from each of our three disciplines. To address the discussion topic: How do children learn? Nicholas's final synthesis presentation asked the question, Is it best through the use of visuals or is hands on learning best for children? Nicholas demonstrated a good understanding of the way that cognition and social factors affect a child's learning. The presentation was well organized. Nicholas integrated sources in developmental psychology, education, and quantitative reasoning to great effect. Nicholas also interacted with three other presenters in our virtual conference discussion board.

We congratulate Nicholas for his successes in our program and wish him the best in his future studies.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Developmental Psychology
- 4 - Biological Basis of Childhood Behaviors
- 4 - Education
- 4 - Quantitative Reasoning



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Student Self Evaluation for Children, Curriculum, and Counting: Psychology and Education
01/2021 - 03/2021

Nicholas Nunley

3/9/2021

Children curriculum and counting

This winter quarter I decided to take Children, Curriculum, and Counting. I decided to take this class because I wanted to learn how children learn through math although I didn't learn as much as I wanted to there was many take a ways, I will always have in my mind like learning to code through R studios even though the directions were very vague and did not make sense and was very hard to understand it but I went along with the directions and tried my hardest to work on it to the finish. In this program we had a various number of readings for psychology, education, and quantitative reasoning although half of the readings did not make sense and were very dense it was hard to stay focused on them, but the rest were extremely easy reads and had remarkably interesting topics and would have liked to read more books about them. While taking this class there were a few things I could improve on which was participating in class discussion although I participated in most discussions in break out rooms, I need to improve my participating in classroom discussions, and I would like to improve on analyzing psychology-based books and quantitative reasoning readings to get a better look at what the authors truly mean and how I can better understand what I am reading. As there were things, I need to improve on there was also a few things I improved on which was a better understanding of how children learn in school psychologically and academically, and how children live play a role in their academic life. As well as the various readings there was also a various amounts of assignments that included media reflection which I enjoyed so much doing because I learned so much about how other students created their projects but for me all I did was make a video about a part of the psychology readings that I had found interesting, I tried my hardest to get everything turned in on time and done enough were everyone could enjoy what I had made. There was also written work which was education reflections and seminar reports the education reflections were easy because all I had to do was watch and read whatever educational thing that was provided some of those videos were interesting because they gave me an insight on how other teachers teach making me think how I can do the exact same teaching style so my future students have fun and still learn, from the seminar reports some of the readings were hard and dense but they were easy to pick out quotes and analyze them and explain why I chose that quote. Overall, this class helped me learn how children learn in academics. In the future I would like to take a class like this again.



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Student ID

September 2020 - December 2020: What Are Children For? The Psychology and History of Childhood

16 Credits

DESCRIPTION:

Faculty: Nancy Koppelman, Ph.D., Nathalie Yuen, Ph.D.

Students in this program studied the physical, cognitive, and social development of children, and how children's experiences have changed over the course of U.S. history. Students examined Jean Piaget's theory of cognitive development, Erik Erikson's psychosocial theory, Urie Bronfenbrenner's ecological model, Vygotsky's sociocultural theory, Kohlberg's stages of moral development, information processing theory, and behaviorism. The program also considered what childhood was like before these theories existed, and how they both described and changed what it means to grow up. Our work also considered how heredity, environment, and social change have influenced childhood, and examined whether both human development and historical change occur gradually or in distinct stages. Paula Fass's *The End of American Childhood: A History of Parenting from the Frontier to the Managed Child* guided our historical studies; Jennifer Paris et al.'s *Understanding the Whole Child* provided grounding in human development. Students heard several guest speakers who work with and on behalf of children. Our weekly schedule included two book seminars, all-program lectures and films, and writing workshops. Students wrote 15 seminar reports, a project that introduced research methods in psychology, a brief memoir, and a creative/critical essay on an aspect of childhood of their choice. Both project and essay were produced in several phases, with final iterations due at the end of the quarter. Students also conducted a thematic analysis of memoirs by program members, wrote an essay analyzing historical changes in children's sense of self, and presented their findings to the program.

This program was conducted during the coronavirus pandemic; all classes were held remotely. Students had to exercise an unusually high degree of independence in order to fulfill its requirements.

EVALUATION:

Written by: Nancy Koppelman, Ph.D., and Nathalie Yuen, Ph.D.

Nicholas Nunley, who goes by Nick, did good work in the program. His attendance was nearly perfect but his participation in class was infrequent. Most of his work was submitted on time. Although he wrote most of the twice-weekly Seminar Reports, these reports tended to be brief and somewhat superficial. His writing showed that he has a beginner's grasp of historical perspectives on childhood and of developmental psychology. He is learning how to bring knowledge and perspectives from these academic disciplines to the challenges of understanding contemporary childhood. He participated in several optional study groups. He gave credit to his fellow students for supporting his work and was also recognized by others for his support.

Nick's psychology research project focused on social development in middle childhood. He demonstrated intermediate library research skills and novice APA Style skills. He submitted three of the five required sources for the annotated bibliography. The sources he submitted were recently published empirical studies from peer-reviewed journals. For his reflection, he submitted an unchanged previous draft of his work and did not address what he learned about the process of finding scholarly sources. He did not participate in the poster session where students shared their findings with the entire program.

Nick completed all parts of the Life Stories project. The focus of his Life Stories essay was how the self as motivated agent changed throughout American history. His essay would be improved by providing specific examples to support his analysis of this change. In the recorded panel discussion, he was professional but minimally engaged with the other panelists.



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Nick's 7-pp. creative/critical essay had some successes and had potential to be more than it was. Nick wrote the essay in five phases; each marked improvement upon the last one in terms of focus, organization, and argument. Entitled "How a tiny traumatic event can affect a person young and old," the essay asked whether there are different kinds of childhood trauma, and if and how the differences matter. This promising idea did not receive the attention it needed in order to do justice to it. The essay did not have conceptual spine, and made cursory use of textbooks. He used a few examples from students' memoirs and from our textbooks, but not enough to go into much depth. Even so, his insights are worthwhile and showed a good beginning understanding of concepts in developmental psychology.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 5- History of American Childhood
- 5- Developmental Psychology
- 3- American Studies
- 3- Expository Writing



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A00422378

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Student ID

March 2020 - June 2020: Gender and Sexuality History: 1800-Today

16 Credits

DESCRIPTION:

Faculty: Stacey R. Davis, Ph.D., History; Bradley Proctor, Ph.D., History

This program covered the history of gender and sexuality in Western Europe and the United States from the 19th century to the present. Emphasis was on understanding shifting gender roles and changes in sexual identities in light of larger socio-cultural, political, economic, legal and religious histories. Common women and men, such as factory workers, domestic servants, soldiers, and immigrants were the focus of our study, and their daily experiences were analyzed in light of 19th-century theories of the "separate spheres;" first-, second-, and third-wave feminist movements; 20th-century battles for gay and trans rights; the history of science and medicine as it shaped understandings of sex, gender, and sexuality; and shifting portrayals of gender and sexuality in literature and art. Special areas of attention include the gendered and embodied realities of African Americans from Reconstruction to the present; experiences of gender and sexuality in war; and gendered and sexed aspects of political movements, including communism in the Soviet Union and fascism in Germany. Program readings and writing assignments were extensive; students practiced primary source text analysis, seminar skills, and academic essay writing. For their final project, each student compiled an annotated primary source reader, complete with analytic footnotes and a contextual introductory essay. Key texts included Simone de Beauvoir *The Second Sex*; Tera Hunter, *Bound in Wedlock: Slave and Free Black Marriage in the Nineteenth Century*; Ann-Louise Shapiro, *Breaking the Codes: Female Criminality in Fin-de-Siècle Paris*; George Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940*; Modris Eksteins, *The Rites of Spring: The Great War and the Birth of the Modern Age*; James Baldwin, *Giovanni's Room*.

It should be noted that this program was intended to take place through face-to-face teaching, but was moved online for remote learning because of the COVID-19 pandemic. Student work thus occurred despite tremendous economic, cultural, and social disruption.

EVALUATION:

Written by: Stacey R. Davis, Ph.D., History

This quarter, Nicholas, who goes by Nick, acquired foundational knowledge of 19th and 20th-century European and American gender and sexuality history. Nick had excellent attendance this quarter, and turned in every assignment on time. Nick's dedication to the class was to be commended, considering that due to state stay-at-home orders sparked by the coronavirus pandemic, all class sessions were held remotely via zoom. As the quarter progressed, his weekly written workshops answers highlighted Nick's increased abilities to summarize key points in the program readings. In particular, he improved his skill at choosing apt quotes and details to support his main ideas.

Nick has been working on his writing style, and by the end of the quarter he had made good strides in expanding the complexity of his sentences and paragraph structures. Each of his essays, including his final exam answers, had a clear argument and used good quotes from the texts. In his final synthesis essay, he explored how regular women in the 19th century worked to expand the options available to them despite social expectations that limited their choices. Occasionally Nick mistakenly thought that statements in the texts about historical attitudes towards gender and sexuality reflected the scholar-author's own viewpoint. To avoid such mix-ups, in the future Nick should focus special attention on the introductions and conclusions of scholarly books to verify that he has a clear understanding of the author's thesis and techniques for using historical examples.



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For his independent research project, Nick chose a strong topic - education for women in the 19th century, and used an on-line newspaper archive to find five good primary sources for his annotated document reader. In this reader, he began to describe the ideas presented in each document, and he made some good links between those ideas and the historical context as explained in program texts. Although this project would have been stronger had Nick included more context from scholarly articles on the history of women's education, it did demonstrate his new skills at finding apt primary historical documents through on-line databases. This skill will serve him well in his future studies at Evergreen.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - History: Gender and Sexuality in 19th and 20th Century Europe
- 4 - History: Gender, Sexuality, and Race in 19th and 20th Century America
- 4 - Gender and Sexuality Studies: Social Construction of Identity in Historical Context
- 4 - History Methodology: Annotating Primary Historical Documents



Nunley, Nicholas Lee

A00422378

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Student ID

January 2020 - March 2020: Diversity and Dissent in Education and the Media

16 Credits

DESCRIPTION:

Faculty: Grace Huerta, Ph.D., Michael Vavrus, Ph.D.

In the program, *Diversity and Dissent in Education and the Media*, students explored the ways in which the media both challenges and perpetuates discrimination in our communities, schools and institutions. Through a foundational study of media representation, education and history, students developed a framework for critical analysis which influences our ways of knowing. We also considered the role of political ideologies present in media representations. For example, we examined how various media representations influence our understanding of culture, gender, feminism, politics, income inequality, immigration, mass incarceration, militarization and fascism.

Students examined the ways in which the media both challenges and perpetuates discrimination in our communities, schools and institutions. Through a foundational study of media representation, education and history, students developed a framework for critical analysis which influences our ways of knowing. We also considered the role of political ideologies present in media representations. For example, we examined how various media representations influence our understanding of culture, feminism, politics, income inequality, immigration, mass incarceration, militarization and fascism.

Throughout the program, we conceptualized the term “fake news” and searched for ways to distinguish between truthful information and propaganda. Through documentary film analysis and the exploration of the literature, we examined the lived experiences of diverse populations whose identities are more accurately informed by the communities in which they reside. We sought to generate a framework for learning which rejects inaccurate and false representations of human differences while, at the same time, acknowledging multiple perspectives coupled with the analysis of institutional inequalities. For example, students analyzed stereotypical representations and counter-narratives of underrepresented groups in print, film and social media outlets.

Students further developed their critical thinking and academic writing skills through participation in seminar discussions and workshops. In response to the program readings, students wrote weekly seminar, workshop, and synthesis papers. These papers culminated in the composition of a final research paper which was informed by peer-feedback writing and editing sessions. In these sessions, students learned to identify and cite academic sources for use in their analysis. Finally, the students designed, presented, and video-taped their key Power Point findings in the college’s Center for Creative Arts and Media television studio.

Students also took part in weekly “salon” sessions during the winter, where they honed their collaboration skills with peer groups by designing and presenting media watch projects. These engaging projects included student research where they analyzed news stories from international, national and state media outlets. Topics ranged from the analysis of the presidential elections, climate change and international conflicts. These presentations deepened students’ understanding of each media source’s political stance or perspective.

Lastly, in order to further break down stereotypes and assumptions, students created a collaborative, short documentary film relevant to our program themes and/or research project. The students sought to foreground their film projects by generating research questions, conducting observations and interviews and discussing their findings. Together, these culminating projects (seminar and workshop papers, final synthesis and research papers, presentations and film production) provided students a means to integrate, as well as demonstrate, their research and media production skills in ways that moved beyond dissent but to the pursuit of informed inquiry.



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Winter program readings included: *Gender, Race, and Class in Media: A Critical Reader* (Dines and Humez, 2017); *The Antifa Comic Book: 100 Years of Fascism* (Hill, 2018); *Diversity and Education: A Critical Multicultural Approach* (Vavrus, 2015). Selected chapters from our program reader addressed such themes as: *Unpacking Fake News* (Journell, 2019); *White Trash: The 400-Year Untold Story of Class in America* (Isenberg, 2016); *Miseducating for the Global Economy: How Corporate Power Damages Education and Subverts Students' Futures* (Coles, 2018); *How Fascism Works: The Politics of Us and Them* (Stanley, 2018); *Postfeminist War: Women in the Media-Military-Industrial Complex* (M.D. Vavrus, 2018); *Militainment, Inc.: War, Media, and Popular Culture* (Stahl, 2019).

Winter program film screenings included: *Representation and the Media* (Hall, 1997); *I Am Not Your Negro* (Peck, 2016); *The Life and Times of Harvey Milk* (Epstein, 1985); *13th* (DuVernay, 2016); *She's Beautiful When She's Angry* (Dore, 2014); *How Capitalism is Killing Itself* (Wolff, 2016); *Capitalism: What if Marx was Right?* (Ziv, 2014); *United States of ALEC: Follow-up* (Moyers, 2013); *Buying the War* (Moyers, 2007); *Harvest of Empire: A History of Latinos in America*, (Lopez, 2012); Rafferty, *The Atomic Café* (Rafferty, 1982).

EVALUATION:

Written by: Grace Huerta, Ph.D.

Nicholas (Nick) participated occasionally in seminars during the winter quarter as we discussed media representation and education. And yet, in his writings, he posed questions that deconstructed assumptions about sexism, racism, culture, fascism and their intersections with schooling and the media. Nick also demonstrated his understanding of the literature through the completion of 9 out of 9 seminar papers. He completed 7 out of 8 workshop papers and 7 out of 7 synthesis papers. In addition, Nick provided our learning community a means to deconstruct complex concepts by providing examples and identifying the struggles and assumptions associated when considering reliable media sources. In addition, Nick maintained excellent attendance throughout our program.

Students developed skills in collaboration through the planning a Salon where they were invited to teach the rest of the program about diversity, dissent, and alternative approaches to learning and media. Nick and his group participated in a Media Watch project, researching news sources related to program themes. He expanded his use of a variety of news sources and deepened his understanding of each source's political stance or perspective. Nick demonstrated his engagement with current events locally, nationally, and globally, through media research, weekly reports, and small group discussions with her peers. However, he needed to identify his news sources.

Nick worked with six other students to research and present information on climate change. The group's session provided interactive segments and presentations of research on various climate change issues. Nick focused on melting icecaps and the effects on the access to electricity. Nick discussed alternative energy sources such as solar panels, wind turbines. He also noted other actions on a local level, such as taking shorter showers, turning off light and computers.

Two major projects were completed by students in our program, a film and research paper. During winter quarter, Nick and a team of students created a short, collaborative documentary entitled "News Consumption" in Olympia, WA. Nick and his team's video shots were beautifully composed, well lit and visually interesting which helped move the story forward. Nick's team made significant efforts that went into writing and reading the script for the voice-overs. This group clearly took feedback from the rough cuts seriously and employed their individual skills to create a professional and visually engaging documentary video.

His team's central structuring element began with a well-written narrative highlighting media consumption through a series of community interviews. These interviews evoked a variety of perspectives the team



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interwove thoughtfully. The interviews of students highlighted the nature and extent of their uses of social media sources and how the participants were informed by them. The team's footage lingered on engaging close-ups of interviewees as they revealed their positions on candidates and social policy. His team conducted research on topics related to the documentary that clearly informed their work. Overall, Nick and his team demonstrated strong collaborative and creative skills in developing, producing, and completing this documentary project that included the use of media data.

Nick also developed his research and presentation skills this quarter. In his final paper, Nick provided an analysis of fascism in the America. Included in his discussion of nationalism, white supremacy and anti-Semitism, Nick conceptualized each term based on the literature. He also used APA formatting when citing his references. He provided a discussion of education and the media addressing representations of white supremacy and its effect on young students. Nick offered data about the increase incidence of white nationalist acts and the perpetuation of hate speech in the schools. He shared clear, concise talking points in his video-taped presentation that included a discussion of the roots of racism, the mythic past. and the ongoing, divisive political climate reported by mainstream media.

In sum, Nick's collective body of work in our program, including seminar participation (although limited), media discussions, synthesis papers, salon and his final research project and presentation demonstrated his sound understanding of media representation and education.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Educational and Multicultural Foundations II
- 4 - Media Studies II
- 4 - Research Project: Final Synthesis Paper
- 2 - Collaborative Documentary Project
- 2 - Greener Foundations



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September 2019 - December 2019: Learning, Education, Schooling

14 Credits

DESCRIPTION:

Written by: William Ray Arney, Ph.D. and Rita Pougiales, Ph.D.

Learning is one of the great gifts of life. Children learn to walk, talk, love, and become the people they are simply by, in a sense, "taking it all in," as a gift. We contrasted learning with education and schooling. Education, we said, involves handing oneself over to another, as an apprentice to a master for example, so that the master might "draw out," as the Latin root of "educate" suggests, some inner talents, skills or abilities that will help us get farther down our paths. "Schooling" is a product of schools, social institutions that discipline (and sort and grade) everyone to adapt to other social institutions—the economy, health care, law, modern transport systems, communication—that support the living, and the "making a living," that we are allotted in these times. We studied the history of schools to understand how learning, which always led to and supported an expansion of one's freedom, got corrupted into schooling, another service industry that offers another form of professionalized constraining "care" so that we can "get along," along to advanced schooling, along to our cubicles and gigs, along to the next professionalized service station. We also studied various oppositions to schooling: free schools, democratic schools, liberatory education, unschooling, Evergreen in its early years, institutions that aim for freedom to learn and learning in freedom.

Readings included John Holt, *Learning All the Time*, Ivan Illich, *Dechooling Society*, Kathryn Linn Geurts, *Culture and the Senses: Bodily Ways of Knowing in an African Community*, Sven Birkerts, *The Gutenberg Elegies: The Fate of Reading in an Electronic Age*, and John Kaag, *Hiking with Nietzsche: On Becoming Who You Are*, plus many articles such as Jonathan Lear, *The Aims of Education Lecture*, University of Chicago, 2009, Alain de Botton, "You Could Finally Leave School," Aaron Falbel, "Learning? Yes, of Course. Education? No, Thanks," Matthew B. Crawford, "Shop Class as Soulcraft," Ivan Illich, "The Educational Enterprise in the Light of the Gospel," Hannah Arendt, "The Crisis of Education," Leslie W. Lewis, "Liberatory Education," and chapters from John Gatto's *Underground History of American Education*. Students read these works and discussed them in three seminars each week. Three writing assignments invited students to reflect on our readings and write "something important that others should know." Students also wrote mid-quarter self-evaluations and end-of-quarter evaluations of the faculty and of themselves. They completed independent studies on authors or subjects of their choice and submitted papers to demonstrate their accomplishments. Students met with their peer groups, groups of three to seven colleagues, each week to help one another with the work of the program and to enjoy one another's company.

EVALUATION:

Written by: Rita Pougiales, Ph.D.

Nicholas (Nick) has met the basic expectations in the program. He has attended class regularly, occasionally contributed to the discussion, and completed required assignments. He has contributed well to the spirit of the program, by giving his attention and respect to others.

Nick changed seminar groups in mid-quarter. Thus, it makes it difficult to give a full assessment of his work. As mentioned above, his attendance was good; it was difficult, though, to assess his learning due to few comments from him. In his writing, he demonstrated a keen interest in the relationship between learning and education; he often noted the disconnect between the two that tended to diminish students' learning opportunities. Nick can sharpen his writing, and the communication of his thinking, by seeking good feedback and coaching with his writing.

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For his final project, Nick created a poster showing the advantages and disadvantages of individualized learning. He had quite ample research to support his interpretation. While he did not argue for a particular position, he laid out his findings in such a way that an observer could judge for themselves. He presented his findings in an oral presentation and spoke clearly and confidently.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 14

5- Foundations of Education

4- Sociology

2- Anthropology

3- Independent Study: Individualized Learning



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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.