



Holmes, Brett Montgomery

A00239845

Last, First Middle

Student ID

**DEGREES CONFERRED:**

Bachelor of Arts

Awarded 12 Jun 2009

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2004	06/2005	46	<b>Cultural Landscapes: Peoples, Places and Power</b> 10 - Research, Reflective and Expository Writing 10 - Cultural Geography and Environmental Change 4 - Community-Based Learning 4 - Political Economy of Globalization 4 - Cultural and Ethnic Studies 4 - Political Economy of Racism 4 - History of Conquest: Western United States and the Middle East 3 - Middle East Studies 3 - Latin American Studies
09/2005	12/2005	16	<b>Movement and Resistance</b> 2 - Economic and Political History of the US, 1900-1940 2 - Social and Intellectual History of the US, 1900-1940 1 - Economic Thought: Understanding Capitalism 4 - Symposium Project: The Great Depression in Photographs
01/2006	03/2006	13	<b>Advanced Floristic Research</b> 4 - Floristic Research 5 - Herbarium Curation 4 - Seminar in Plant Taxonomy
04/2006	06/2006	11	<b>Borders of Identity: Forging a Critical Practice of Solidarity</b> 2 - Israel/Palestine Studies 2 - African American Studies 2 - Cultural Anthropology 2 - International Human Rights 3 - Community Project: Photographing Community, Struggles for Identity
09/2006	03/2007	24	<b>India: Politics of Dance; Dance of Politics</b> 3 - History of India Since Independence 3 - Political Economy of India 3 - Contemporary Indian Issues 3 - Research and Research Writing 2 - Conversational Hindi 6 - Dance Theater and Art for Social Change 4 - Study Abroad: India
06/2007	09/2007	8	<b>Color Photography</b> 8 - Color Photography
06/2007	09/2007	3	<b>Introduction to Digital Photography</b> 3 - Introduction to Digital Photography



Holmes, Brett Montgomery

A00239845

Last, First Middle

Student ID

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
03/2008	06/2008	13	<b>Nature: Image and Object</b> 4 - <i>Beginning Drawing</i> 4 - <i>Art and Nature</i> 3 - <i>Book Arts</i> 2 - <i>Visual Literacy</i>
06/2008	09/2008	4	<b>Body and Earth</b> 2 - <i>Somatic Study</i> 2 - <i>Environmental Lab</i>
06/2008	09/2008	2	<b>Advanced Photojournalism</b> 2 - <i>Advanced Photojournalism</i>
06/2008	09/2008	2	<b>Introduction to Photojournalism</b> 2 - <i>Introduction to Photojournalism</i>
09/2008	06/2009	48	<b>Persistence: A Study of Inspired Work</b> 4 - <i>Botanical Identification</i> 4 - <i>Wilderness Self-sufficiency</i> 4 - <i>Tolkienology</i> 4 - <i>Mythopoeia</i> 4 - <i>Introduction to Sustainable Building</i> 4 - <i>Sustainable Building Practices</i> 4 - <i>Sustainable Materials and Construction Methods</i> 4 - <i>Sustainable Architecture</i> 4 - <i>Sustainable Design History</i> 4 - <i>Sustainable Site and Building Studies</i> 4 - <i>Sustainable Home Design</i> 4 - <i>Sustainable Architecture</i>

**Cumulative**

190 Total Undergraduate Credits Earned



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Holmes	Brett	M	A00239845
Student's Last Name	First	Middle	ID Number
10017, 20014, 30011	Persistence: A Study of Inspired Work		
Program or Contract No.	Title		
	29-SEP-2008	12-JUN-2009	48
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Rutledge, David; Nakasone, Raul; Peterson, Yvonne

This program is part of the Native American and World Indigenous Studies area. While the program was not a study specifically of Native Americans, we explored Native American Historical Perspectives and looked at issues that are particularly relevant to Native Americans. We concentrated our work in cultural studies, human resource development, and cross-cultural communication. The program examined what it means to live in a pluralistic society at the beginning of the 21st century. We looked at a variety of cultural and historical perspectives and used them to help us address the program theme. We paid special attention to the value of human relationships to the land, to work, to others, and to the unknown.

We asked students to take a very personal stake in their educational development throughout their stay. Within the program's themes and subjects student paid special attention to how they planned to learn, what individual and group work they planned on doing, and what difference the work will make in their lives and within their communities. Students were encouraged to assume responsibility for their choices. The faculty and students worked to develop habits of worthwhile community interaction in the context of education process and liberation.

Tools introduced for student use included Bloom's Taxonomy; the Theory of Multiple Intelligences; the relationship between Curriculum, Assessment, and Instruction; Quantitative Reasoning; self and group motivation communication; use of e-mail; finding resources on the web; Web Crossing; skills in interactive web pages; and independent research development.

Books assigned included: Howard Zinn: A People's History of the United States; Paulo Freire: Pedagogy of the Oppressed; Howard Gardner: Intelligence Reframed

**EVALUATION:**

Written by: Raul H. Nakasone

Thus it was, that in the autumn of 2008, Mr. Brett Holmes entered the program Persistence beginning a transformation that would intrinsically lay the basis for his learning science fiction/fantasy literature, wilderness survival and sustainable building methods. At the culmination of winter break, after dabbling in the skills of Survivalism during fall quarter, Mr. Holmes realized his sustainable calling, and set out to pursue it. Over the course of the winter and spring quarters Mr. Holmes managed to read 12 alternative building literary sources and three anthropological books, solidifying for him the relevancy of sustainable housing on a global scale. He additionally studied 15 science fiction/fantasy novels, as one of Mr. Holmes' ambitions is composing a fantasy novel after completing construction on his sustainable home and two plant identification field guides. During the closing weeks of his senior year, he built a cob oven.

Over the course of the fall quarter Mr. Holmes delved in the ideology of Survivalism as a means of finding his work topic, believing that by stretching his visceral senses in the wild, he could have a more explicit view of what he exceedingly valued as crucially significant. In a deleted post on the Persistence blog he wrote, "this is done because in such a setting one's instinct of survival creates a hierarchy of importance in an attempt to maximize energy conservation and create a highly efficient decision making process, thus adapting to one's

July 2, 2009

Date



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**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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10017, 20014, 30011	Persistence: A Study of Inspired Work		
Program or Contract No.	Title		
	29-SEP-2008	12-JUN-2009	48
	Date began	Date ended	Qtr. Credit Hrs.

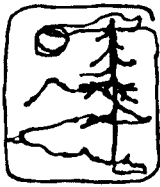
surroundings with lethal accuracy ensuring ones largest survivability and thought process rate." Hunting and gathering, Mr. Holmes believed, would ignite his primal instincts, fundamentals of human nature, and using them conclude with what he found captivating in the current age. Consequently Mr. Holmes found himself deep within the rugged Cascade Mountains at his family's cabin. There he studied the edible and medicinal properties of Pacific Northwest endemic flora, eating everything from Devil's Club (*Oplopanax horridum*) to Morel mushrooms (*Morchella esculenta*). Identification field guides included: Plants of the Pacific Northwest Coast by Pojar and Mackinnon and Medicinal Plants of the Pacific Northwest by Michael Moore. As a result of a diet entirely dependent upon the forest Mr. Holmes rapidly learned the duality of nature. He found that the wild could be both destructive and creative, but at its heart was self-perpetuating in one form or another. While staying at the cabin Mr. Holmes also read The Hobbit and The Lord of the Rings trilogy as J.R.R. Tolkien motivates him to study well during the academic year. His stays at the cabin dwindled as winter approached rapidly, limiting his observations, experimentation and cuisine of plant life drastically. This onslaught of the new weather gave him a sense of urgency concerning the search for a work topic in which he would conduct during the following months. In October Mr. Holmes decided to join his annual family hunt in Montana, despite a seriously conflicting moral standpoint, to learn the skills of tracking, killing and dressing game, ergo furthering his survival aptitude. It was only after nearly being accidentally shot that he discovered his need to seek solutions within himself, as opposed to looking externally.

As the cold of December began to settle in, Mr. Holmes sought tirelessly to find what it was he was going to study for the remaining quarters. In the twilight hours of a frigid night, illuminated only by candlelight, Mr. Holmes meditated and by reflecting within, found the answers he desperately needed. It was then that the dawn of his deeper learning began, for upon awakening from his contemplation, he discovered the nucleus of his academic concentration and would henceforth study sustainable building methods. After achieving this milestone in his life, Mr. Holmes felt a new focus, a determination he had never known and following the end of winter break, Mr. Holmes outlined his syllabus and dove head first into alternative building practices. The winter quarter readings acted as tips of the iceberg, so to speak, as they stimulated Mr. Holmes' thirst for more information. Those works included: The Hand-Sculpted House by Ianto Evans, Michael G. Smith, and Linda Smiley; The Cob Builders Handbook by Becky Bee; Building With Cob by Adam Weismann and Kate Bryce; You call this a Democracy? By Paul Kivel; A Peoples History of the Untied States by Howard Zinn; Letters from Young Activists edited by Dan Berger; The Original Shannara Trilogy and The Genesis of Shannara Trilogy by Terry Brooks.

Following the completion of these works Mr. Holmes outlined yet another syllabus prior to the spring quarter, emphasizing authors with proficient mastery over alternative home construction. The following are texts he studied during the spring quarter: Art of Natural Building edited by Joseph F. Kennedy; Sticks Stones Mud Homes by Nigel Noyes; Designing Your Natural Home by David Pearson; Building Without Borders by Joseph F. Kennedy; Green Building and Remodeling for DUMMIES by Eric C. Freed; Green from the Ground Up by David Johnston and Scott Gibson; Building Green by Clarke Snell and Tim Callahan; The Self-sufficient Life and How to Live It by John Seymour; Build Your Own Earth Oven by Kiko Denzer with Hannah Field and 5 of the Harry Potter series by J.K. Rowling. Mr. Holmes valued these various works, describing them as wells of knowledge from which he drew small amounts of sustainable architectural intellect. From the readings in winter and spring quarters Mr. Holmes became somewhat proficient in the theory of the following alternative building methods: Earth Plaster, Straw Bale, Cordwood, Cob, Living Roofs, Modified Stick-Frame, Rammed Earth, Earth Bag, Bamboo, Earthship, Green Condos, Straw-clay,

July 2, 2009

Date



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10017, 20014, 30011	Persistence: A Study of Inspired Work		
Program or Contract No.	Title		
	29-SEP-2008	12-JUN-2009	48
	Date began	Date ended	Qtr. Credit Hrs.

Sustainable Wood, Adobe, Pneumatically Impacted Stabilized Earth, Timber Frame and Ceramic Earth. In an addition to the lengthy reading list, Brett began development on surveying and examining existing sustainable and alternative buildings. Furthermore he initiated the formulation and organization of completing a self built sustainable structure. Upon great consideration Brett concluded that a cob oven would effectively demonstrate his accumulated literary erudition, as Kiko Denzer states in Build Your Own Earth Oven, "an oven is still just a hole in the ground; and a house is merely a bigger hole with a smaller fire. Build one, and you can build the other." Thus Brett commenced gathering finances, materials, help and locations for the fabrication of a cob oven. As the spring quarter continued Brett furthered his understanding of alternative building theory, a philosophy that stresses consciousness methodology amid the creation of a sustainable home.

Over the course of the spring quarter Mr. Holmes relied upon his grandparents to provide the 60 acre family farm as a location for the cob oven and after being denied this access, was at an utter dead end. By the grace of the Earth spirit, Mr. Holmes' friend Meryon offered her home to be the creation site and resting home of his cob oven, and in late May Mr. Holmes was finally able to begin construction. He quickly dug and leveled an area of her backyard for the foundation of the oven and then, with the help of a friend, laid the 5'x5' concrete footing. Mr. Holmes chose the very unsustainable, but very quick material concrete for the foundation because he thought that if he could build the infrastructure speedily he would have additional time to complete the more challenging cob. After the concrete had cured Mr. Holmes started the concrete block laying that would provide a retaining wall helping raise the oven to a convenient and recommended cooking height of 40".

Mr. Holmes' adaptation over the course of the year has been profound. His senses of potential, place and purpose have become more pronounced than ever before. He is now armed with ambition, a powerful weapon in a time ruled in the grip of fear. Surviving on plants, roots and berries in the fall quarter Mr. Holmes learned valuable lessons concerning time management, energy efficiency and decision making. Winter quarter he utilized meditation as a means of cognition, arriving at the sustainable conclusion through due process. Enraptured with alternative building information, Mr. Holmes articulated his self taught academic independence during the spring quarter by reading 9 alternative building books and initiating the construction of a sustainable structure. He also demonstrated an aptitude for science fiction/fantasy literature reading 15 books and beginning the early formations of a novel. From reaching for his primal human roots as a hunter-gatherer survivalist and evolving into a sustainable building consultant, Mr. Holmes' psychological, corporeal and mystical growth over the year has been exponential. His aspiration for the methods of sustainable building is to one day provide lower income communities and countries with extremely affordable, energy and material efficient, minimal impact homes. Mr. Holmes will be the first family member on both his mother's and father's side of the family to graduate from college. Leading by example Mr. Holmes has learned he can create change by being the change and living it daily.

This evaluation is based on Mr. Holmes' academic essay, his final presentation and our exchanges. Details about the reading materials are in Mr. Holmes' self-evaluation.

July 2, 2009  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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<u>Holmes</u>	<u>Brett</u>	<u>M</u>	<u>A00239845</u>
Student's Last Name	First	Middle	ID Number
<u>10017, 20014, 30011</u>	<u>Persistence: A Study of Inspired Work</u>		
Program or Contract No.	Title		
	<u>29-SEP-2008</u>	<u>12-JUN-2009</u>	<u>48</u>
	Date began	Date ended	Qtr. Credit Hrs.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 48**

Fall

- 4 - Botanical Identification
- 4 - Wilderness Self-sufficiency
- 4 - Tolkienology
- 4 - Mythopoeia

Winter

- 4 - Introduction to Sustainable Building
- 4 - Sustainable Building Practices
- 4 - Sustainable Materials and Construction Methods
- 4 - Sustainable Architecture

Spring

- 4 - Sustainable Design History
- 4 - Sustainable Site and Building Studies
- 4 - Sustainable Home Design
- 4 - Sustainable Architecture

July 2, 2009  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

<u>Holmes</u>	<u>Brett</u>	<u>M</u>	<u>A00239845</u>
Student's Last Name	First	Middle	ID Number
<u>40053</u>	<u>Photojournalism, Introduction to</u>		
Program or Contract No.	Title		
	<u>23-JUN-2008</u>	<u>05-SEP-2008</u>	<u>2</u>
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Carlos Javier Sanchez

This course is an introductory five-week course in photojournalism. A digital or film SLR and an off-camera flash are required. A Digital SLR was strongly recommended. This introductory class includes photographic technique, ethics, design, style development, and how to write captions. Students will learn digital darkroom techniques using film scanners and Photoshop. There will be no traditional wet darkroom work. A working knowledge of the student's own camera gear is strongly recommended. Students will be required to update their work each week with assigned work using the class website for photo editing by instructor and class.

**EVALUATION:**

Written by: Carlos Javier Sanchez

Brett attended class regularly and was engaged in class on a regular basis discussing student work during the photo editing critiques or questions regarding the weekly assignments. He began this course with enthusiasm and commitment to improving his digital photography skills. He turned in all class assignments and satisfied all requirements for completing the class.

Brett's attention in class was evident as his weekly assignments yielded quite a few frames for publication. His work also continued to improve making educated photo editing choices that told a story in this work, taking into consideration what was covered during lecture such as point of entry in a photograph and good composition.

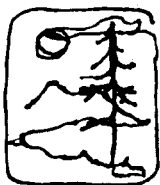
Brett mastered all the software applications introduced in class such as Photo Mechanic and navigating via media starch. He also learned how to write succinct photo captions, improving greatly at the end of the class. It has been a pleasure having him in class and I am happy to have him during the advance portion of this class.

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

2 – Introduction to Photojournalism

November 19, 2008

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Holmes	Brett	M	A00239845
Student's Last Name	First	Middle	ID Number
40006	Photojournalism, Advanced		
Program or Contract No.	Title		
	23-JUN-2008	05-SEP-2008	2
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Carlos Javier Sanchez

This course is an advanced five-week course in multimedia creation. It concentrates on photojournalism techniques, focusing on news, sports and features. Students will be learning advanced on-camera and camera strobe techniques. Students will learn photo editing for newspaper and magazine, selecting images for content, design value and quality. Students will produce a two-minute multimedia slideshow on a project of their choosing pertaining to social media that will include interviews with their subjects.

**EVALUATION:**

Written by: Carlos Javier Sanchez

Brett continued to attend class regularly and was engaged in class on a regular basis discussing student work during the photo editing critiques or questions regarding the weekly progress assignments.

Brett continued advance his skills as a photojournalist. This was evident during the photo editing process; he listen attentively on how he could improve upon session long photo essay. Brett chose to photograph and interview members of Wolf Heaven, a non-profit wolf rescue operation in Tenino, Washington for his multimedia slideshow. Brett did quite a bit of research and was in constant contact with the organization to obtain permission to photograph the wolfs in their natural habitat. Brett's commitment to this project was evident as he rented specific photographic equipment needed to successfully photograph animals in the wild without disturbing them.

Brett also showed lots of progress while utilizing Audacity, sound editing software and Sound Slides, a multimedia editing software. His progress in class looked very good until one of his media cards was damaged and most of his best images were lost. Some were recovered but not enough to salvage the multimedia presentation due to the lack of time in class. Brett was not penalized regarding the media card as it happens in real life. He learned that in the future one must save the date in multiple places for safe keeping. Brett also learned other procedures to avoid having corrupted media cards.

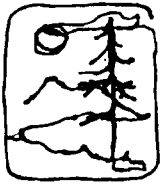
Brett was a hard worker and it was a pleasure having him in class.

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

2 - Advanced Photojournalism

November 19, 2008  
Date





The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Holmes	Brett	M	A00239845
Student's Last Name	First	Middle	ID Number
40013	Body and Earth		
Program or Contract No.	Title		
	23-JUN-2008	05-SEP-2008	4
	Date began	Date ended	Qtr. Credit Hrs.

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**DESCRIPTION:**

Faculty: Karen Kirsch

The course Body and Earth had a three-fold focus: to increase body awareness through sensation, movement and attention; to increase awareness of nature through the awakening of sensory experience; and to make correlations between experience of and attitudes toward nature and one's own body. Class time emphasized experiential learning using movement and sensory exploration, with attention on sensory processing and learning styles. Weekly themes of water, breath/air, muscles/animals, bone/mineral, and digestion/plants explored the correlations between body physiology and the environment. Students did a daily nature activity or practice; kept a journal for each class; and participated in course discussions responding to each other's writing, the readings, and explorations. There was a choice of three different texts and required weekly written response. Students wrote a final paper that addressed the concept of the interrelationships of physiology and the natural world.

**EVALUATION:**

Written by: Karen Kirsch

Brett's work in Body and Earth oscillated between utilizing the group learning environment and working internally. He increased his awareness of sensory and internal experience and self-reflection in learning. He conscientiously completed all requirements of the course. He also explored the themes of interrelationship of humans and plants and the influence of sensory attention on spirituality.

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

2 - Somatic Study  
2 - Environmental Lab

September 15, 2008  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

<u>Holmes</u>	<u>Brett</u>	<u>M</u>	<u>A00239845</u>
Student's Last Name	First	Middle	ID Number
<u>30041</u>	<u>Nature: Image and Object</u>		
Program or Contract No.	Title		
	<u>31-MAR-2008</u>	<u>13-JUN-2008</u>	<u>13</u>
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Lucia Harrison, PhD

Nature: Image and Object was a full-time studio-intensive visual arts program designed for beginning students who wanted to explore nature as a theme in visual art. The program included weekly lectures and book seminars as well as field trips to regional art museums and a wildlife refuge. Students participated in two drawing workshops and a book arts workshop each week. They completed weekly writing and nature journal drawing assignments.

To explore the theme of art in nature, students read and discussed Aldona Jonaitis' Art of the Northwest Coast, Hannah Hinchmann's A Trail Through Leaves, Katharine Harmon's You Are Here, selections from Richard Verdi's Klee and Nature, Basia Irland's, Water Library, and Gary Braasch's Earth Under Fire: How Global Warming is Changing the World. They listened to lectures on art and nature, mythology and art, artist maps, abstraction and nature, artist/scientist collaborations, and environmental art. They attended artist lectures by June Grant, Lucia Harrison, Patti Warashina, Jim Croft, Randi Parkhurst, James Luna, MalPina Chan and Michael McGrath. They wrote weekly responses to their seminar readings and reflections on the artist lectures.

The drawing workshops focused on gesture and contour drawing, proportion, shading, composition, forms in space, perspective and color. Students learned to use charcoal, pencil, chalk pastel, and watercolor. Subjects included plants, birds, landscapes, and the figure, microscopic views of plants and insects, and still life. Students selected a site to visit each week and produced 5-10 pages per week of drawings to reinforce concepts learned in the workshops. Student completed more expressive drawing assignments about their personal relationship with nature, maps of the campus experience, and views of nature through the compound and dissecting microscopes. Some students completed an independent drawing or painting project.

The book arts portion of the program included an introductory lecture and reading of the Penland Book of Handmade Books. Weekly workshops included paper making, paper embellishments, carving small objects in wood and bone, image transfer methods such as stenciling and Xerox transfer and an introduction to one-sheet, accordion, pamphlet stitch, and multiple signature binding techniques. Students had workshops with visiting artists, Jim Croft, Randi Parkhurst, and MalPina Chan. Students made sample books, produced an atlas of Evergreen maps, and many completed a final independent book project.

To reinforce the visual vocabulary learned in lectures, seminars and workshops, students participated in four peer critiques and wrote two visual analysis papers. One analyzed how the components of an artist book create meaning. The other was a formal visual analysis essay of a work from the Tacoma Art Museum or the Museum of Glass. In addition they wrote reflections on the major concepts, themes and processes discussed in the guest artist lectures.

June 27, 2008

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Holmes	Brett	M	A00239845
Student's Last Name	First	Middle	ID Number
30041	Nature: Image and Object		
Program or Contract No.	Title		
	31-MAR-2008	13-JUN-2008	13
	Date began	Date ended	Qtr. Credit Hrs.

**EVALUATION:**

Written by: Lucia Harrison, PhD

Brett enrolled in Nature: Image and Object because of his love of and desire to work in the wilderness. I appreciated his willingness to try to learn to draw and make books as a beginner. His classmates appreciated the fact that he volunteered to drive the college van on field trips. Brett had difficulty overcoming his anxiety and frustration learning studio arts in a group situation. But by the end he learned that through focused attention and effort he could achieve successful results. He earned 13 credits.

Brett demonstrated an adequate understanding of how artists have explored the theme of nature to receive credit. Brett attended 8 of 10 seminars. He participated in the small group discussions and needed to put more effort into his preparation. Brett co-facilitated a lively discussion of Braasch's Earth Under Fire. His contribution was to ask students to reflect on how climate change was affecting their lives. Brett wrote 7 of 8 required seminar papers. Most were too general and he needed to spend more time developing evidence from the text to support his claims.

Brett attended 9 book arts sessions. His participation was uneven. He completed some of the assigned work but missed important concepts regarding book structure. To his credit, he made some improvement at the end of the quarter. His final portfolio includes two artist books, handmade paper, some image transfers, a carved stick and some embellished paper. He has a better appreciation of how to make artist books.

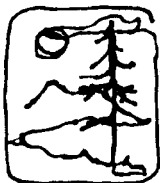
A beginner at drawing, Brett struggled with learning to see. To his credit he preserved and made some progress. His nature journal shows that he had difficulty applying what he learned in the workshops. He needs to continue working on drawing from observation and find way of trusting his basic hand-eye coordination.

Brett's expressive work allowed him to apply skills we learned in the workshop to his interest in trees and forests. Brett's first project was a three-part charcoal drawing that combined text and symbolic images in a narrative. It demonstrated a nice command of charcoal. His second project focused on Western Red Cedar. His paper and oral presentation did a good job of explaining the ethnobotany of the tree. However his research was based upon a field guide and he needed more in depth scientific sources. He needed more emphasis on the biology and conservation issues associated with cedar. His costume for the Procession of the Species featured cedar bark duct-taped to his clothing. Brett's third project featured a map of the campus with detailed small gesture drawings of his experiences in different sections of the campus. His final project also focused on tree ethnobotany. It was an artist book made from his own handmade paper that included elements from four different tree species. The nice thing about the book was that the number of forest elements in the paper increased so that the final page represented all of the trees. To this paper Brett attached photos of the tree species and scratchy notes about their ethno botany.

Brett needs more experience developing a visual vocabulary to analyze works of art. His analysis of Mandala by Jose and Miriam Argulles needed more emphasis on the major components of an artist book and how they work together to create meaning. His formal visual analysis of Philip by Chuck Close and Bob Holman, while descriptive and poetic, needed to include a more thorough analysis of the formal visual elements and context for the work. He attended all of the artist lectures and was attentive. Brett

June 27, 2008

Date



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**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Student's Last Name	First	Middle	ID Number
30041	Nature: Image and Object		
Program or Contract No.	Title		
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	Date began	Date ended	Qtr. Credit Hrs.

participated in all of the peer critique sessions and provided his classmates with useful feedback on their work.

In all, Brett developed a healthy understanding work contemporary artists are doing on the theme of nature. He has a rich appreciation of the skills required to make artwork inspired by nature.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 13**

- 4 - Beginning Drawing
- 4 - Art and Nature
- 3 - Book Arts
- 2 - Visual Literacy

June 27, 2008  
Date



Holmes, Brett Montgomery

A00239845

Last, First Middle

Student ID

Student Self Evaluation for Nature: Image and Object  
03/2008 - 06/2008

Brett Holmes

Nature Image and Object

Final Evaluation

Lucia Harrison

Spring Evaluation (Rewrite)

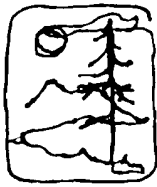
The program Nature Image and Object was at its core, a course in perspective. In the beginning of the quarter Brett struggled to find relatable material. Feeling somewhat dismayed from the obstacles facing his artistic ability he set out to find a medium that was closer to artistic expression. The story of his search throughout the quarter, the discovery of his muse and the clarity found at the ending of the program is the purpose of this evaluation.

Without having a prior art class at the Evergreen State College, or High School for that matter, Brett faced seemingly overwhelming odds at the beginning of the program. This feeling was reinforced when the class seemed to have pre established social 'cliques' prior to the first day of class, this caused Brett felt somewhat alienated in the classroom. This feeling was compounded when the faculty repeatedly ostracized Brett during reviews, harshly criticizing in the beginning and later, completely ignoring him. These social settings, while difficult to ignore, helped Brett to forge the path of independence that led him to finding his artistic inspiration.

While walking the meandering trails of the Evergreen forest on a routine sketching assignment Brett found himself amid the coniferous trees endemic to the wooded coastline of the Pacific Northwest. His entire life Brett had been near to, and beneath, the Western Red Cedars while walking the roads of his family's cabin in the Cascade mountains and hiking the trails of the Olympic National forest. Perhaps it was the assignment of sketching something he had seen thousands of times, perhaps it was the magic of the present moment, but in one instant Brett understood the perspective of the Cedar tree and also, understood something about his own perspective. Thus it was that Brett discovered his passion for, and relationship with, the Western Red Cedar tree.

After this the Cedar became the muse and topic of all of Brett's subsequent work during the course Nature Image and Object. His essay *Thuja Plicata: the Tree of Life*, was a testament to his new found fascination with the Cedar, "Serving as the backbone to the Northwestern communities, the Western Red Cedar became the driving creative influence on the distinctive art that comes from this region." During the Procession of the Species in downtown Olympia, Brett also demonstrated his connection with the Cedar by making a costume from (dead) tree bark for his body & legs and (downed) boughs & branches for his arms and head.

Nature Image and Object was certainly not the easiest program for Brett, but it gave him a great opportunity to grow as an artist and a student independent of soft and comfortable social norms. This unique setting was in fact the only way Brett could have connected with the Cedar and gleaned from it the unique perspective it shares. In the future Brett plans on maintaining a close relationship with the Western Red Cedar and displaying the art made in this class in his home as a memory of this unique time at the Evergreen State College.



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Holmes	Brett	M	A00239845
Student's Last Name	First	Middle	ID Number
40124	Photography, Digital - Introduction		
Program or Contract No.	Title		
	25-JUN-2007	01-SEP-2007	3
	Date began	Date ended	Qtr. Credit Hrs.

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**DESCRIPTION:**

Faculty: Steve Davis

Through this eight-credit course, students learned how to apply digital imaging techniques as a means for creating photographic imagery. Areas covered included advanced digital camera techniques, and input via scanners. Digital adjustment and manipulation, inkjet printing, and basic web page design were also covered. There were several assignments and in-class exercises. These included panoramic images, using a scanner as a creative art making device, creating an online web portfolio, digital portraiture, and a written paper in response to recent photography exhibition of the student's choice. Workshops were presented in traditional black and white printing, digital camera use, studio lighting, and print mounting/mounting. Students who successfully completed this course developed the skills needed to create basic digital imagery, and present it in both print and online formats.

**EVALUATION:**

Written by: Steve Davis

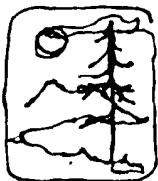
Brett did not complete this class, nor submit an online portfolio of assignments, as required. This makes a written evaluation difficult. However, he completed some of the assignments and initially attended classes.

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

3 – Introduction to Digital Photography

October 2, 2007

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Holmes	Brett	M	A00239845
Student's Last Name	First	Middle	ID Number
40123	Photography, Color		
Program or Contract No.	Title		
	25-JUN-2007	01-SEP-2007	8
	Date began	Date ended	Qtr. Credit Hrs.

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**DESCRIPTION:**

Faculty: Hugh Lentz, M.F.A.

This course was an introduction to the color photography process of printing from color negatives. Along with readings from a color photography textbook, students had workshops and introductions to flash and incident light meters, the color spectrum of natural and artificial light, color theory, using an on-camera electronic flash, studio lighting and the mechanics of the color darkroom. After one in-class assignment, students were encouraged to develop their technical and conceptual skills. By way of weekly critiques of their work, students learned to articulate the visual mechanics of a photograph, scrutinizing images in order to understand of what's at work in a picture. Students received the encouragement and feedback to hone their abilities and to develop and pursue their own project. Throughout the session we looked at the work of many artists using photography, attempting to understand the nature and motivation of extended thematic work. One class was spent on a field trip to Seattle, visiting several galleries and art spaces exhibiting both contemporary and historical photographs. For the final critique, each student led the class critique and discussion of another student's final project.

**EVALUATION:**

Written by: Hugh Lentz, M.F.A.

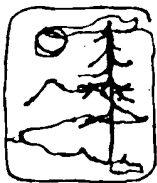
Brett did excellent work in this class, making the most of all the information and ideas that the class had to offer. Brett came into this class with no darkroom experience and through persistence and a lot of hard work he's become a solid darkroom printer. With each week I saw him make better use of color, composition and framing, using all of these camera skills to enhance the initial impact of his photos. His eye for the subtleties of color and value, while in its early stages, has generally improved along with his sense of how light falls on the subject. By the end of the quarter, he'd become prolific with his camera, shooting lots of film and learning from the experience. Brett's final project documented, in a very short amount of time, an outdoor festival jammed with people, costumes and colorful events. In creating this series of photos, Brett took advantage of his basic camera tools to help guide the viewer to his subject. He made solid use of framing and composition, and each of his pictures took advantage of interesting natural light and powerful colors. Overall, it's a well-crafted series that reflects Brett's hard work and effort. At the beginning the quarter, he was largely quiet during critiques and discussion. However, as the quarter progressed, Brett put more effort into participating in discussions. Brett made substantial progress in this class.

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

8 - Color Photography

October 8, 2007

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Holmes	Brett	M	A00239845
Student's Last Name	First	Middle	ID Number
10121, 20093	India: Politics of Dance; Dance of Politics		
Program or Contract No.	Title		
	25-SEP-2006	23-MAR-2007	24
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Jeanne Hahn and Ratna Roy

This was a two-quarter interdisciplinary program with travel to India as the focal point of the winter. Much of the fall was devoted to gaining an understanding of contemporary (post-Independence) India, its history and political economy, as well as its rapid and contested social change. In particular, students studied the "liberalization process" beginning in 1991 up to the present shape at the end of 2006. They considered India's changing position in the global political economy, the rise of the politics of Hindu nationalism, and the economics of liberalization which have resulted in lopsided growth, enriching a few and leaving others in deeper poverty. Students developed an understanding of the multiple and interrelated issues surrounding caste, class, gender, ethnicity, and religion as they shape contemporary Indian culture and politics.

A number of tools and a range of academic disciplines were used to arrive at the knowledge and understanding necessary for a successful quarter in India. Students worked on developing rudimentary knowledge of conversational Hindi, studying basic grammar, word order, and pronunciation. They created dialogues spoken in class for sentence structure and pronunciation. They engaged in quarter-long workshops in Beginning Classical Odissi dance and Educational Theater. In the dance workshop, students studied the history of classical dance and worked on the basic *chauka* and *tribhangi* exercises, learning to coordinate footwork with hand gestures, chin, neck, and eye movements. The Educational Theater workshop introduced students to Boal's "theater of the oppressed." They interrogated their textual readings through a kinesthetic process and created theatrical pieces to explicate dominance, hegemony, colonialism, gender, and class imbalance.

In addition, students watched films on various aspects of Indian life, culture, and politics, read a series of texts, followed current Indian issues through the on-line newsmagazine *Frontline*, and engaged in group research projects focusing on the regions to which we will travel--Gujarat, Orissa, and West Bengal. These projects were carried out over the quarter and involved an initial prospectus, a rough draft, and final written version accompanied by an oral presentation to the class.

Students read, discussed, and wrote short essays on the following books: *The Ramayana*; Amartya Sen, *The Argumentative Indian: Writings on Indian History, Culture and Identity*; Bapsi Sidhwa, *Cracking India*; Sunil Khilani, *The Idea of India*; Ela Bhatt, *We Are Poor But So Many: The Story of Self-Employed Women in India*; Stuart Corbridge and John Harriss, *Reinventing India: Liberalization, Hindu Nationalism, and Popular Democracy*; Aijaz Ahmad, *On Communalism and Globalization: Offensives on the Far Right*; and Githa Hariharan, *In Times of Siege*. At mid-quarter each student wrote an essay of synthesis and analysis that worked with the readings to that point.

The following films were screened: "Gandhi," "Earth," "Lifting the Veil," "Salaam Bombay," "Made in India," "Bombay: Our City," "War and Peace," "Final Solution," "Dadi's Family," and "Nalini by Day, Nancy by Night."

In the first week of winter quarter, students traveled to India. The week in New Delhi consisted of orientation and a lecture on the founding and work of *Manushi* as well as liberalization by Dr. Madhu Kishwar. That was followed by a two-week intensive study program at Darpana Institute for Performance, Arts and Cultural Studies in Ahmedabad, Gujarat, directed by Dr. Mallika Sarabhai. At Darpana, students concentrated on yoga,

September 11, 2007

Date





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**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Holmes	Brett	M	A00239845
Student's Last Name	First	Middle	ID Number
10121, 20093	India: Politics of Dance; Dance of Politics		
Program or Contract No.	Title		
	25-SEP-2006	23-MAR-2007	24
	Date began	Date ended	Qtr. Credit Hrs.

developmental television, and art for social change. They viewed films and documentaries, wrote critiques, and attended multimedia presentations and performances of arts for social change. They also attended lectures and presentations by filmmakers, as well as puppetry, movement, and martial arts workshops. Theory and practice were integrated as the students gained hands-on experience with Adobe Premiere 2.0 on PCs and created a short piece with given material, and then proceeded to create scripts for their own original, developmental television presentation. They worked in groups in order to create, script, film, edit, and present their final work. For the second component of their work at Darpana, arts for social change, they were required to do a performative piece with an art form that they were not familiar with and then continue on with a group performative piece. They also took a field trip to Heritage Ahmedabad and the kite-flying ceremonies.

During their four-day stay at Kolkata, West Bengal, the students went to two lectures, by Professor P. Lal on "The Contemporary Relevance of *The Mahabharata*" and Dr. Pradip Bhattacharya, IAS and Additional Chief Secretary, Development and Planning Department, West Bengal, on "Development Projects in West Bengal." They also took a field trip to the Victoria Memorial Hall.

Their next two weeks were spent in Bhubaneswar, Orissa, engaged in intensive studies in traditional arts: Odissi dance at Rudrakshya, under the direction of Guru Bichitrnanda Swain, Odissi music under the tutelage of Pandit Guru Ghana Shyam Panda, and Odissi mardala (drumming) under Pandit Guru Banamali Moharana. The students were required to do basic/preliminary ethnographic work as part of their dance studies and studies in ethno-choreology. The students also took field trips to the 2<sup>nd</sup> century B.C. Khandagiri and Udaygiri Caves; the 8<sup>th</sup>-11<sup>th</sup> century A.D. Parasurameswar, Mukteswar, and Brahmeswar Temples, as well as the artists' village Raghurajpur, Puri; and the 13<sup>th</sup> century A.D. Konark Sun Temple.

Finally, in Delhi they visited a plastics factory and attended a lecture on globalization and liberalization by Dr. Pranab Banerjee, Indian Institute of Public Administration. During their stay in India, students read *The Mahabharata* and continued to read and seminar on *Frontline* as well as the daily newspapers.

Upon their return to the U.S., students spent three weeks completing their writing assignments--a paper in political economy, an intellectual journal, and seminar responses to the readings: Kiran Desai, *Inheritance of Loss*; Amartya Sen, *The Argumentative Indian: Writings on Indian History, Culture and Identity*; and a rereading of Stuart Corbridge and John Harriss, *Reinventing India: Liberalization, Hindu Nationalism, and Popular Democracy*. Finally, as their cumulating project, the students collaborated on a production, open to the general public, synthesizing their studies in the U.S. and India, as well as their experiences in India.

#### **EVALUATION:**

Written by: Ratna Roy

#### Fall Quarter:

Seminar participation: Brett was erratic in his seminar participation.

Seminar response papers and synthesis paper: The first paper on the *Ramayana* was perfunctory. The paper on *Cracking India* was analyzed as a character study of Lenny Baby: one-dimensional, privileged, one who betrayed Ayah. The analysis was intriguing and unique. The response to *The Idea of India* needed development. The paper lacked cohesiveness. For the Ela Bhatt text also, Brett needed to anchor his analysis

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Date



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Holmes	Brett	M	A00239845
Student's Last Name	First	Middle	ID Number
10121, 20093	India: Politics of Dance; Dance of Politics		
Program or Contract No.	Title		
	25-SEP-2006	23-MAR-2007	24
	Date began	Date ended	Qtr. Credit Hrs.

to specifics in the text, quotes and references. His response to Amartya Sen's text again showed good critical thinking, but lacked structure. He analyzed "An Issue in Identity." The response to *In Times of Siege* was perfunctory and incomplete.

Hindi language studies: Brett did not complete the first assignment. However, he did a good job in his first Hindi dialogue. He subsequently reworked it and presented it to the class on time. In the second conversation, Brett collaborated with two peers in an exciting scenario. The final turned-in conversation was excellent.

Dance theater: In dance theater, Brett did very good work. He was able to delve into any scenario and play the part assigned him well. In the Odissi exercises his knees kept giving him trouble. He would continue the dance for a short period of time, and then take time out. However, in the final presentation from the *Ramayana*, he played the role of Ravana well.

Research project: Jeanne Hahn writes of Brett:

The Gujarat paper was titled "Gujarat and Ahmedabad: The History and Political Economy of the BJP-Run, Liberalized, Industrialized Modern State in Northwest India and Its Relationships Between Political Power, Industry, and Community." It was the collaborative effort of ten students. Between the draft and the final version they were able to provide some overall shape to their paper, including a useful and well-done introduction to frame the paper and provide an orientation for the reader. However, the introduction's promise was not always carried through in the subsequent text, and the various sections were not well articulated nor was there a progression of the topics outlined in the introduction. Another careful reworking and the development of a clear and consistent analysis with strong linkages among the various sections might have made a significant difference in the paper's overall coherence. Despite these difficulties, the students have clearly learned a great deal about the nature of academic research and the requirements of fruitful collaborative research and writing. For several, this was their first attempt at serious academic work of this nature. The lessons learned from this process should stand each of the students in good stead in his or her next research undertaking. Their class presentation was highly media driven; some of it worked to good effect but much was unconnected to the paper's structure and/or presented without discussion or comment.

Brett collaborated with another student to investigate Gujarat's post-independence development. While their section touches on a range of developments between independence and the introduction of the 1991 liberalization program, its underlying theme seems to be a continuing violence culminating in Ahmedabad's anti-reservation riots in the 1980s. The section shows a modest improvement from the draft but is still plagued by lack of clarity, reliance on too few sources for each subtopic, broad generalizations and claims without the necessary evidence, argument, or qualifications to give them credibility. It could be strengthened by some additional and focused research, a careful reorganization, and a clear analysis that ties its subtopics together.

Winter Quarter:

Seminar response papers: Brett was enthusiastic in his participation in seminars in India. He even led one of the seminars. However, he did not attend any of the seminars after his return from India. His response paper on

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**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Holmes	Brett	M	A00239845
Student's Last Name	First	Middle	ID Number
10121, 20093	India: Politics of Dance; Dance of Politics		
Program or Contract No.	Title		
	25-SEP-2006	23-MAR-2007	24
	Date began	Date ended	Qtr. Credit Hrs.

*The Inheritance of Loss* attempted to grapple with the process of Westernization and the identity of Indians. It could have used more development and a final edit.

India: art for social change, development television, dance and music in Orissa, ethnographic entries: Brett was an engaged participant in his studies in art for social change and developmental television in Ahmedabad. For his final project in art for social change he performed a poem he had written on Earth as a home. The group performance involving five dancers was based on the juxtaposition of times past with the destruction of natural habitat and the mechanical grind of work for the human slave in the present. Brett also did an impromptu performance to help a peer voice her concerns. For the final project in developmental television, Brett worked with four peers on "Sole," a collage of feet interspersed with shots on the face. The collage included people from two faiths, of both genders, and of all ages. The piece was well edited and it concluded with animation. While the group obviously gained technical expertise in both editing and animation, the montage could have been better grounded in literature, such as the Vedas and in a questioning of the significance of feet in Indian society.

In Bhubaneswar, Brett had problems focusing on his studies of traditional dance, music, and drumming. He chose to work on his own on the theme of cultural understanding. However, since he did not turn in his intellectual journal on the scope and extent of his studies, it is not possible to make any comments on it.

Intellectual journal: Brett did not turn in his intellectual journal.

Political economy paper: Brett did not complete his political economy assignment.

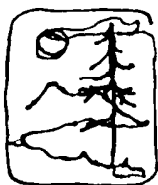
Final production--a synthesis: On his return to the States, Brett did not come to class for the first week, which made it difficult for him to participate in the production. So, he did not participate in the production except as an audience member on the final performance night.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 24**

- 3 – History of India Since Independence
- 3 – Political Economy of India
- 3 – Contemporary Indian Issues
- 3 – Research and Research Writing
- 2 – Conversational Hindi
- 6 – Dance Theater and Art for Social Change
- 4 – Study Abroad: India

September 11, 2007

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Holmes	Brett	M	A00239845
Student's Last Name	First	Middle	ID Number
30009	Borders of Identity: Forging a Critical Practice of Solidarity		
Program or Contract No.	Title		
	03-APR-2006	16-JUN-2006	11
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Therese Saliba, Ph.D. and Angela Gilliam, Ph.D.

The tragic events of September 11th challenged the US to rethink our global role and reconfigure our policies. Instead, the "war on terror" drew new borders between "civilization" and "barbarism," "us" and "them" to justify empire abroad and the suppression of civil liberties at home. Borders of Identity, a 3-quarter program, interrogated this process and sought models—drawn from local and international communities—to enable connection and solidarity rather than polarization and conquest.

The program's central theme was the investigation of geographical and cultural borders, the conflicts they produce, and the opportunities they offer for collaboration and solidarity. Focusing on themes of nationalism and identity, representation and humanization, and domination vs. community-building, we explored how activists, scholars, and writers create models of solidarity, both historically and today. Our texts were drawn from social and political theory, history, autobiography, cultural anthropology and film. Our modes of analysis were taken from cultural studies, discourse analysis and media theory. Modes of learning included lectures by the faculty, presentations by guest speakers and panels, and films; as well as workshops on critical and ethnographic writing.

In spring quarter, we furthered our investigations of the historical experiences of Blacks, Jews, and Arabs, and their interrelationships, both in the U.S. as well as in the Middle East and Africa. Students attended the Peace Works Conference, which brought Israeli and Palestinian journalists and political analysts to the Northwest region to analyze the current crisis and to suggest solutions geared towards fostering solidarity. We also examined the impact of Islam as a longstanding counter-narrative, from the Nation of Islam to the post-9/11 phenomenon of an Islamic internationalism. We also examined the effects of the Cold War on the relationship between the Civil Rights Movement and global efforts for decolonization, as well as on the rise of certain forms of political Islam. In addition, we studied the contemporary rise in prison populations in the U.S., policies of surveillance and military detentions, and their implications for egalitarian democracy.

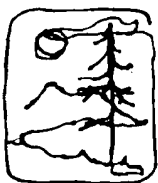
Students completed a seminar paper, a proposal for a community-based project, a mid-quarter synthesis paper, an auto-ethnography, and finished the quarter with a community project summary and presentation.

Spring quarter texts included Jane Lazarre, *Beyond the Whiteness of Whiteness: Memoir of a White Mother of Black Sons*; Michel Warschawski, *On the Border*; Angela Y. Davis, *Abolition Democracy: Beyond Prisons, Torture, and Empire*; and Mahmood Mamdani, *Good Muslim, Bad Muslim: America, the Cold War, and the Roots of Terror*. Selected articles included Ella Shohat, "Zionism from the Standpoint of its Jewish Victims"; Edward Said, "Zionism from the Standpoint of its Victims"; Mary Dudziack, "Losing Control in Camelot" from *Cold War Civil Rights*; Angela Gilliam, "Globalization, Identity and Assaults on Equality in the US: An Initial Perspective for Brazil"; Michael Gomez, "Malcolm" and "Epilogue" from *Black Crescent*; and Hisham Aidi, "Let Us Be Moors: Islam, Race, and 'Connected Histories.'"

Films included Alan Snitow and Deborah Kaufman, *Blacks and Jews*; selections from James Longley, *Gaza Strip*; Samir, *Forget Baghdad*; Destau Damtoui *Outcry*; Nick London and Deborah Davies, *America's Brutal Prisons*; Tavis Smiley, *State of the Black Union 2006*; Edward Zwick, *The Siege*; Haskell Wexler and

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Date



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**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Holmes	Brett	M	A00239845
Student's Last Name	First	Middle	ID Number
30009	Borders of Identity: Forging a Critical Practice of Solidarity		
Program or Contract No.	Title		
	03-APR-2006	16-JUN-2006	11
	Date began	Date ended	Qtr. Credit Hrs.

Johanna Demetrakas, *Bus Riders Union*; and three films from the *Eyes on the Prize II* series--*A Nation of Law? The Time Has Come*, and *The Promised Land*.

**EVALUATION:**

Written by: Angela Gilliam, Ph.D.

At first, Brett Holmes was tentative and unsure about how to frame his contribution to the collective learning environment, but by the end of *Borders of Identity* his work had become innovative.

Though his participation was uneven in Seminar, Brett made efforts to offer meaningful interpretations of the texts during group discussions. For example, during the deliberations of Lazzare's *Beyond the Whiteness of Whiteness*, he demonstrated intellectual leadership by both initiating Seminar and synthesizing the book well, as he pondered the issues of authentic friendship across the boundaries in the Middle East. This approach to Seminar, grounded in knowing the texts well, also occurred during the shared consideration of the papers from the Peaceworks Conference. However, after this initial effort at leadership, Brett was primarily an active observer in Seminar.

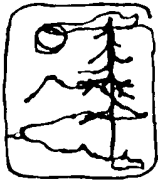
Brett's synthesis paper intersected Lazzare and Cornel West to frame his ideas about the role of suffering in establishing identity. With more diligence, this essay could have been more provocative.

In his autoethnography, Brett was more purposeful about the concepts he wanted to craft. He engaged the question of transformation and social class and their relationship to the development of personal identity. "This was the first moment of my transformation into the person I am becoming today [and] that I knew I had to defy everything that I had come to know...This was an original and complicated interpretation of the issues of "insider" versus "outsider" status in society.

For the first part of the quarter, Brett was unsure as to how his community research project would take shape. Near mid-quarter, he shared an interest with his Workshop group about an interest in "displaying public art of acts of war, genocide and other conflict." He juxtaposed this idea with his long term interest in suffering across the world as a form of identity, and ultimately decided to craft a record of himself in several challenging situations as he photographed suffering and conflict locally. Brett's oral presentation was an excellent synthesis of this complex conjunction. He used the camera to capture what he deemed to be "invisible bridges." He wanted to document "clashes of identity," and elected to chronicle a demonstration. One particularly compelling photo was of a demonstrator at the protest, on the ground staring determinedly at the policeman above him. In his report to the group, he expressed intent to have the camera speak through him as a metaphor of the nation in crisis. Brett's reflection paper described his learning process for the project. Instead of displaying the photographs, he elected "to use his peers in class as a test. By "allowing everyone to see photographs of borders [he] had documented" Brett maintained that the process aided him to find his own "position in a place where views and values were being thrown across lines of conflict and difference." However exciting as the explication of his project was, Brett's efforts would have been even more meaningful had he worked with a local community group to display publicly his efforts. Moreover, reflection and other papers all manifested the need to continue working on English language skills development.

August 15, 2006

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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<u>Holmes</u>	<u>Brett</u>	<u>M</u>	<u>A00239845</u>
Student's Last Name	First	Middle	ID Number
<u>30009</u>	<u>Borders of Identity: Forging a Critical Practice of Solidarity</u>		
Program or Contract No.	Title		
	<u>03-APR-2006</u>	<u>16-JUN-2006</u>	<u>11</u>
	Date began	Date ended	Qtr. Credit Hrs.

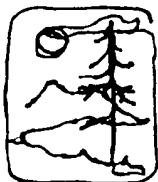
By the end of the quarter Brett had developed new skills and knowledge about different regions of the world, but also about transmitting his ideas through a lens as a way of recording and making culture.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 11**

- 2 - Israel/Palestine Studies
- 2 - African American Studies
- 2 - Cultural Anthropology
- 2 - International Human Rights
- 3 - Community Project: Photographing Community, Struggles for Identity

August 15, 2006

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Holmes	Brett	M	A00239845
Student's Last Name	First	Middle	ID Number
20091	Advanced Floristic Research		
Program or Contract No.	Title		
	09-JAN-2006	24-MAR-2006	13
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Frederica Bowcutt, Ph.D.

Floristics is a branch of plant taxonomy that involves cataloguing the plant species present in a particular area or vegetation. As a discipline, floristics arguably reached its peak in the 18<sup>th</sup> and 19<sup>th</sup> centuries. Today, most alpha taxonomy researchers study tropical floras. As a learning community we pondered the following questions: Historically what has motivated collectors to gather plant materials for herbaria? How has the information generated from such endeavors been used? How might floristic research be conducted more ethically in light of critiques of this work being an extension of imperialism? What value do plant collections serve today? Is there value in doing this kind of alpha taxonomy in temperate regions where most plants are known, named, and classified? If it's still important work to do, who can do it given decreased funding and support for it? We explored these questions through theory and practice.

Through lectures and seminars students studied the history of floristic research and discussed what value it still holds. In support of this work, they read twenty scientific journal articles from *Taxon*, *BioScience*, *Annals of the Missouri Botanical Garden*, *Systematic Botany*, among others. They also read chapters 1, 2 and 5 out of Schiebinger, *Plants and Empire*. Special attention was paid to floristic research on endemism and rare plants. To support this work, students read Raven and Axelrod, *Origin and relationships of the California Flora* in addition to related journal articles on conservation. Through the scientific literature, they became familiarized with the current debates regarding plant nomenclature, specifically the PhyloCode. Students were required to read seven chapters out Simpson, *Plant Systematic* to support the work of the program. Through workshops students learned how to curate a herbarium using information technology. They used database software called Specify to catalog roughly a hundred specimens each in The Evergreen State College herbarium. Through workshops and take home assignments, students learned how to use online herbaria to conduct floristic research. Through workshops, students learned how to collect plants in the field and make pressed plant specimens. They visited local herbaria in the region. Students demonstrated their comprehension of the material through their take home exam, essays on seminar readings and their intellectual journal including entries on seminar texts. Students also conducted independent research and generated a term paper. To support this work, students attended research and writing workshops weekly.

**EVALUATION:**

Written by: Frederica Bowcutt, Ph.D.

Based on the content of his seminar papers and his participation in seminar discussions, Brett developed a beginner's understanding of the material covered. If he decides to pursue further studies in this subject, he is encouraged to expand his background in introductory plant biology and systematics including evolution. Based on his take home exam, Brett developed adequate skills in using virtual herbaria and other high quality online resources to gather data on rare plants and vegetation. To advance as a student, he will need to refine his ability to make more informed judgments about what constitutes useful data.

For his final ten-page research paper, Brett explored the use of indigenous botanical remedies for healing. Over the quarter, he improved his library research skills and his ability to cite his sources properly. In the future, Brett is encouraged to improve his skills of persuasion by anticipating the counter argument and by

April 12, 2006  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Holmes	Brett	M	A00239845
Student's Last Name	First	Middle	ID Number
20091	Advanced Floristic Research		
Program or Contract No.	Title		
	09-JAN-2006	24-MAR-2006	13
	Date began	Date ended	Qtr. Credit Hrs.

avoiding abstractions and details that don't advance his thesis. Over the quarter, Brett did work on using evidence from texts to support his points. In the future when using quotes, he is encouraged to provide more analysis of why each quote provides relevant evidence to support his thesis. He also needs to consistently use a grammar and spell check. Brett possesses an earnest interest in ethnobotany. In the future, he is encouraged to further explore the problems associated with romanticizing tribal peoples and their relations with plants. To advance his studies in this subject he might find *Decolonizing Methodologies: Research and Indigenous Peoples* by Linda Tuhiwai Smith a useful resource. Overall, Brett is learning to manage his time more effectively to complete assignments on time.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 13**

- 4 - Floristic Research
- 5 - Herbarium Curation
- 4 - Seminar in Plant Taxonomy

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April 12, 2006  
Date





The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

Holmes	Brett	M.	A00239845
Student's Last Name	First	Middle	ID Number
Advanced Floristic Research		1.9.2006	3.24.2006
Title		Date Began	Date ended

Despite entering the program Advanced Floristic Research a week late, I somehow adapted and started on a path of great personal growth this past winter. With the help of my professor and mentor Frederica Bowcutt I was able to accomplish the class material and take away from the program a large amount of scientific and systematic knowledge. The events of this class resembled those similar to one's own senses, when one is walking in the forest. It was a refreshing insight into how the living planet interacts and sustains itself around me. I did this in a reflective state of scale, on which I could evaluate the social, environmental, economical, and global settings, which my class was taking place within. Thus allowing me great clarity to participate in seminar without intentions other than those to create a learning space with applicable dialog and feedback with my peers. While assistance and support was not far away at every step, thanks to my over qualified and compassionate teacher. Frederica helped our class greatly with inspirational writing activities, computer and Internet workshops, as well as plant identification "walks" around campus.

To start the quarter we were given a very informal background in botany, nomenclature and classification, thus creating a historical context on which to lay topics of discussion. Including topics of changes taking place in existing systems both in science communities and ecosystems across the globe today.

Apart from guest lectures, several field trips to herbariums and landscapes, I personally participated in the realm of nature. Separate from an academic setting, I independently journeyed into the forest and discovered, with the company of plant books and a camera, the sacred existence within the forest. Reading about plants that were growing right next to me was very exciting. Then with my camera was able to create art from the same plant was exhilarating.

During this quarter I had the opportunity to form a research paper of my choice. I chose to write and study the topic of sacred and medicinal plants of the Native American people on the Olympic Peninsula. This chance opened several opportunities to learn not only about the flora of my favorite place, but the people who have historically lived there for countless centuries and the interactions between them. During which I discovered how Western civilization has influenced and manipulated the places of these indigenous peoples and plants. Exposing myself to this controversial topic allowed interaction to happen, thus I learned to listen and gather all possible factual data in order to form a well-supported thesis. Another large interaction that took place was my interest with ethnobotany and the healing properties of planets. The communication between plants and people fascinates me and I have a newfound passion for, like the Native Peoples of the Pacific Northwest, the indigenous plants and places they occur.

Student's signature

Date

Faculty signature: Frederica Bowcutt

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Holmes	Brett	M	A00239845
Student's Last Name	First	Middle	ID Number
10074	Movement and Resistance		
Program or Contract No.	Title		
	26-SEP-2005	16-DEC-2005	16
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Stephanie Kozick Ph.D. and Kabby Mitchell III M.F.A.

During fall quarter, in order to conceptualize and discuss the relationship between movement and resistance in various forms, students read and then dialogued in weekly seminars about the following books: Gandhi, M.K. *Non-Violent Resistance*; Horton, Myles, *The Long Haul: An Autobiography*; Hansberry, Lorraine A *Raisin in the Sun*; Mandela, Nelson, *Long Walk to Freedom: The Autobiography of Nelson Mandela*; and Angelou, Maya *The Heart of a Woman*. They viewed the following films: Gandhi; Eyes on the Prize: Awakenings, Fighting Back, and; Ain't Scared of Your Jails; Crash; Bamboozled; Amandla!; 7-Up in South Africa; and Angelou on Burns. The films were discussed in weekly seminars along with assigned essays selected from Loeb, Paul, *The Impossible Will Take a Little While*. Faculty presented lectures or workshops on: Resistance as a concept and public act; An analysis of the concept of race; Supreme Court decisions on segregation; Bayard Rustin and the Civil Rights Movement; Kohlberg's Levels of Moral Development; Minstrelsy and images of Africans and African Americans; and Dance as liberation. Guest performer, James Lowe presented a multimedia presentation on African American history and music, and guest performer, Marla Elliott offered a singing workshop on Raising Our Voices. Program members participated in daily dance studio sessions where they practiced movement fundamentals, learned dances choreographed by faculty member Kabby Mitchell III, and processed weekly program theme concepts through student designed choreography and performance. One week of studio work, directed by guest teachers Tiffany and Scot Nicolow, was devoted to learning traditional African dances. A student facilitated reflection time completed each week of study. Each student composed response papers for 7 of the weekly book readings, and visual representations for 2 books. They prepared journal entries for the films and essay readings and also completed a formal final integration paper on a self-selected concept central to the program inquiry. At the end of the quarter students were required to submit program portfolios with reflections on their progress and development in each program activity.

**EVALUATION:**

Written by: Stephanie Kozick Ph.D.

Brett entered this program with vitality and sensitivity towards the difficult work of inquiry concerning issues of race, resistance and social justice, however, as the quarter progressed his work wavered and his preparation precluded full participation in seminars and other learning activities. During more active participation: he was an inspired seminar discussant, composing and contributing fully developed statements of synthesis; he wrote insightful responses to the books; and showed leadership in co-directing a movement studio session and directing meditations in two end-of-week reflection sessions. Brett's program portfolio included much journal writing concerned with program observations (which displayed changeable reception to program activities) and some inspired writing that met the program aim of responding to the assigned essays and films. His writing also showed that he was actively inquiring about concept development—another fall program aim.

Brett's book response papers initiated deeply considered, often poetic and spiritual, deliberation about the readings. As assigned, some papers included direct identification of concepts as structure for composition, while others ruminated about a running series of quotes. Brett did identify a specific concept in his collage for *Raisin in the Sun*. This complex black and white configuration of images of the Middle East and Africa

February 1, 2006

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Holmes	Brett	M	A00239845
Student's Last Name	First	Middle	ID Number
10074	Movement and Resistance		
Program or Contract No.	Title		
	26-SEP-2005	16-DEC-2005	16
	Date began	Date ended	Qtr. Credit Hrs.

was described as "suffering," which is clearly central to the text of the play. His next visual representation for *Heart of a Woman* was a mixed media (paint, crayon, pencil, and ink) poster that featured text that established the piece's aim as a consideration of family roots. Brett's end of quarter, formal integration paper discussion included a number of topics that arose out of the quarter's readings: meaning of life, peace, non-violence, social awareness, social movements, and freedom fighters, the latter suggesting a central aim. There was clearly passion in Brett's sentiments about writing about these issues, but technically, a lack of explicit organization was needed to achieve integration of program material that supported an identifiable central theme. There was much evidence of word crafting and appreciation of authors' quotes, but connection among them was unclear.

Brett's writing on the movement studio work showed that he struggled with finding meaningful engagement in learning dances, creating choreography with other students, and processing the kinesthetic information in warm-up activities. On the contrary, Brett appeared centered and enthused by some of this work, gaining some ease in performance. He increased his precision in positioning his body in space, and in executing body isolations and turns. Brett's offer to conduct a vocal workshop within the studio and his participation in some student designed improvisation aimed at translating concepts into movement showed good group involvement.

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

- 4 - History of United States and South African Civil Rights Movements
- 4 - Fundamentals of Movement and Dance
- 3 - Theory and Conceptualization of Race and Resistance
- 4 - Writing: Essay and Integration
- 1 - Representation of Literature in Art Forms

February 1, 2006  
Date



The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

Holmes	Brett	M	A00239845
Student's Last Name	First	Middle	ID Number
Movement and Resistance		Fall '05	Winter '06
Title		Date Began	Date ended

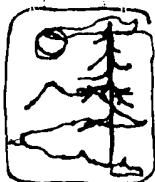
Across the world for hundreds of years there has been an oppression of human potential and perception, stemming from the concept that one person is more valuable than another. This falsity is due to the fact that greed has overcome certain human senses and emotions, thus driving some individuals insane with the obsession of power over their own fellow species. Through Movement and Resistance I was educated on how to use my body and mind as a tactical weapon to defy this injustice by raising human consciousness and hope. Through moving my body I artistically expressed the pain, creativity, and determination of the suffering peoples prey to the human rights and ecological violations articulated by the dance styles of such victimized cultures. Learning about several forms of resistance I was able to become more active in my local and global communities, by my helping the struggling I empower both harmoniously. This awareness I have found, is a cure to the virus of fear we face today in the battle between freedom and enslavement. Integrating the several books and essays we read I started to identify my ethnic relation and interaction to the entire human race and have begun to understand and respect others' importance and uniqueness, thus positively restructuring my view of the planet's society. In the very spirited seminars we had I discovered the reality of the fight for Civil Rights, which spawned from the slave trade and exists to the present day, and can now better educate others about their own basic human rights and how to defend them. After reading Gandhi's autobiography I now believe some of the most effective methods in achieving this goal are Truth (*Satya*) and Non-violence (*Ahimsa*). These two concepts would enable the masses to become more involved in decision making concerning their own well being as well as the well being of their environment. In the wise words of Mahatma Gandhi "I would like us to contemplate Truth and Non-violence, and to appreciate their invincibility. Indeed, if all of us regulated our lives by this eternal law of *Satya* and *Ahimsa* there will be no occasion for civil or other resistance." Both of my professor's approach to education was a breath of fresh air. It exposed me to possibilities and methods I never conceived or imagined before concerning public revolution. During this class I became progressive about different forms of diplomacy for creating change, using only what I was born with into this world.

Student's signature

Date

Faculty signature: Stephanie Kozick

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

<u>HOLMES</u>	<u>Brett</u>	<u>M.</u>	<u>A00239845</u>
Student's Last Name	First	Middle	ID Number
<u>10007, 20007, 30003</u>	<u>CULTURAL LANDSCAPES</u>		
Program or Contract No.	Title		
	<u>9/27/04</u>	<u>6/10/05</u>	<u>46</u>
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

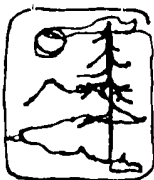
This three quarter program for first-year students provided an introduction to the foundations of cultural, political economic and environmental studies, with an emphasis on human geography, cultural practices, political economy of racism, and the history and ongoing dynamics of various struggles to preserve land and cultures in the face of colonization and globalization. Students were given field instruction in the observation and interpretation of landscapes as primary sources of information about peoples, places, and power relationships. The regional focus was primarily on both rural and urban landscapes of Washington State, the Middle East, and Latin America. Through local, national, and international case studies, we explored the connection between native peoples, migration, land, poverty, resources, geographies of separation, and struggles for self-determination. Field trips were taken to the upper and lower Nisqually River watershed, the Columbia Gorge, the Yakima Valley, the Hanford Reach National Monument and to the Olympic Peninsula, as well as to Centralia, Leavenworth, Olympia, Port Townsend, Seattle and Tacoma.

In fall quarter, "Beginning the Journey" was a 2-credit component of this program, designed to increase the likelihood of student success, wellbeing and persistence at Evergreen. Workshops focused on academic skills, support services awareness, life skills, and community connectedness.

Assignments included a variety of required readings and papers. Required books for fall quarter were *Cities of Salt* by Abdelrahman Munif; *A Basic Call To Consciousness* edited by Akwesasne Notes; *The Legacy of Conquest: The unbroken past of the American West* by Patricia Nelson Limerick; *Defending Wild Washington: A Citizen's Action Guide* edited by Edward Whitesell; *A River Lost: The Life and Death of the Columbia* by Blaine Harden; *Mexican Labor and World War II: Braceros in the Pacific Northwest, 1942-1947* by Erasmo Gamboa; *Labor and Capital in the Age of Globalization: The Labor Process and the Changing Nature of Work in the Global Economy* edited by Berch Berberoglu; *Veils and Daggers: A Hundred Years of National Geographic Representations of the Arab World* by Linda Steet; *Power, Privilege and Difference* by Allan Johnson; *Messages from Frank's Landing: A Story of Salmon, Treaties and the Indian Way* by Charles Wilkinson; *The No-Nonsense Guide to Globalization* by Wayne Ellwood; *How to Succeed at Globalization: A Primer for Roadside Vendors* by El Fisgón; and *Cultural Geography: A Critical Introduction* by Don Mitchell. These were supplemented with a selection of shorter articles and poems. Required books for winter quarter were *The Colonial Present: Afghanistan, Iraq, Palestine* by Derek Gregory; *Wild Thorns* by Sahar Khalifeh; *Middle East Report: The Iraq Impasse* (Fall 2004); *Dead Cities* by Mike Davis (selections); *Fronteras No Mas: Toward Social Justice at the U.S.-Mexico Border* by Kathleen Staudt and Irasema Coronado; *Prison Nation: The Warehousing of America's Poor*, edited by Tara Herivel and Paul Wright; *To Inherit the Earth: The Landless Movement and the Struggle for a New Brazil*, by Angus Lindsay Wright and Wendy Wolford; *Hope in the Dark: Untold Histories, Wild Possibilities*, by Rebecca Solnit; *Brazil's Indians and the Onslaught of Civilization: The Yanomami and the Kayapo*, by Linda Rabben; *Trouble in Paradise: Globalization and Environmental Crises in Latin America* by J. Timmons Roberts and Nikki Demetria Thanos; and selected articles. Required books for spring quarter were *Hearts and Hands: Creating Community in Violent Times* by Luis J. Rodriguez; *You Call This Democracy? Who Benefits, Who Pays and Who Really Decides* by Paul Kevel; *Each One Teach One: Up and Out of Poverty: Memoirs of a Street Activist* by Ron Casanova; *Savage Dreams: A Journey into the Landscape Wars of the American West* by Rebecca Solnit; *Outlaw Woman: A*

Faculty Signature(s)  
Edward A. Whitesell, Ph.D.  
Faculty Name

August 11, 2005  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

<u>HOLMES</u>	<u>Brett</u>	<u>M.</u>	<u>A00239845</u>
Student's Last Name	First	Middle	ID Number
<u>10007, 20007, 30003</u>	<u>CULTURAL LANDSCAPES</u>		
Program or Contract No.	Title		
	<u>9/27/04</u>	<u>6/10/05</u>	
	Date began	Date ended	Qtr. Credit Hrs.

*Memoir of the War Years, 1960 – 1975* by Roxanne Dunbar-Ortiz; *The Environmental Justice Reader: Politics, Poetics, & Pedagogy* by Joni Adamson, Mei Mei Evans, Rachel Stein; and *The Secret Wars of Judi Bari: A Car Bomb, the Fight for the Redwoods, and the End of Earth First!* by Kate Coleman.

Writing assignments were designed to develop college-level writing and analytical skills. Students wrote many concise summary and response papers on seminar readings. They also wrote five expository papers (approximately five pages in length) on program topics, drawing together materials (films, texts, lectures) in an original way, with a clear, focused thesis or argument and supporting examples, citing sources by using the MLA style. Each paper went through two drafts and a peer review process before being finalized. Four three-page field papers, assigned after the fieldtrips to the Columbia Gorge, Seattle, Hanford/Leavenworth, and the Olympic Peninsula required students to prepare an analytical and descriptive record of their rural and urban landscape observations. In fall, students wrote a three-page essay on their personal cultural landscapes, examining the intersections of gender, race/ethnicity, class, sexuality, nation, and religion in defining their own identity. In winter, students engaged in a collaborative research project on international or local landscape struggles. Finally, in the spring quarter students kept a journal that served as a record of activities and of lessons learned through internship activities and independent research.

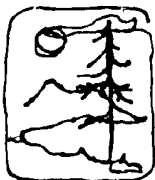
In the spring quarter most students spent the bulk of their time working in community-based internships. Students devoted at least 15 hours per week serving in the capacity of interns and beyond this internship time, additional time was spent learning about the internship organization and the network of organizations, institutions and movements of which it is a logical component. Students also engaged in group projects with other students in the program who were engaged in related internships including internship workshops to share information, to offer each other support and guidance, and to critique and raise important questions about the internship work in progress. Students had the option of substituting a research project of their choice for a community-based learning internship. A variety of research projects was undertaken to produce knowledge about cultural landscapes to be shared with the rest of the class. Students fulfilling all requirements earned 48 quarter-hours of credit.

**EVALUATION:** (written by Tony Zaragoza, Therese Saliba, and Ted Whitesell): Brett was an engaged and thoughtful learner. He was conscientious about meeting most program goals and he helped to create an active learning community outside the bounds of the classroom. As a result, he experienced an impressive amount of intellectual growth and personal transformation in the program and produced some strong creative work.

In seminar, Brett always showed great curiosity and a willingness to learn more. He did most of the reading and he was an active participant in discussions. As his seminar skills were strengthened, his comments became more spirited and helped build dialogue and critical inquiry. Brett is a strong global thinker, good at drawing connections between various forms of domination and resistance. For example, in discussion of the landless peasant movement in Brazil, he contributed insightful comments on liberation theology and the use of Paulo Freire's theories to understand how education and religious communities fuel the struggle for justice. An imaginative and creative learner, Brett used this asset to make his colleagues think and feel

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Faculty Signature(s)  
Edward A. Whitesell, Ph.D.  
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Faculty Name

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August 11, 2005  
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Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

<u>HOLMES</u>	<u>Brett</u>	<u>M.</u>	<u>A00239845</u>
Student's Last Name	First	Middle	ID Number
<u>10007, 20007, 30003</u>	<u>CULTURAL LANDSCAPES</u>		
Program or Contract No.	Title		
	<u>9/27/04</u>	<u>6/10/05</u>	
	Date began	Date ended	Qtr. Credit Hrs.

more deeply about the issues. This helped create an atmosphere in which all could engage and participate intellectually and emotionally with the material.

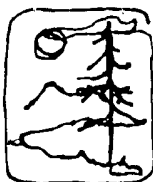
Brett is a strong creative writer, and he worked this year to improve his skills in textual analysis and academic discourse. In the fall quarter, Brett's writing improved with each reading response and essay. There were times when he could have drawn on the program texts more for his analysis and synthesis, but his writing was always interesting to read. In the winter quarter, he wrote two creative and poetic synthesis essays: the first, an address to a military friend, drawing on writings by Gregory, Khalifeh, and Tolstoy's *War and Peace* to set forth an impassioned plea against war; the second, a hopeful essay on the power of knowledge and activism to transform our world, drawing on examples from Solnit's *Hope in the Dark* and the MST movement. He also wrote a short, poetic field observation of Seattle linking the natural forces of Puget Sound's tides to the transformation of the city and the rise of "corporate consumerville." With sharp attention to details of landscape, including culture, environment, and political economy, this essay captured Brett's poetic sensibilities and astute skills in reading landscapes. In the spring quarter, he wrote a sincere, two-page field paper that consisted primarily of a reverie inspired by the landscapes of the Olympic Peninsula. Brett was advised at the end of the winter quarter to learn to vary his writing style to fit different purposes, to strive for more concrete analysis, and to continue to build skills in expository writing to lend more strength to his philosophical insights. This recommendation bears repeating at the end of the spring quarter as well because his characteristic writing style in the program's final quarter was prose and poetry that richly evoked heartfelt sentiments and emotions about peoples, places, and power. If he can combine this approach with the convincing use of evidence and critical analysis, Brett's writing will become even more powerful in the future.

For his winter quarter collaborative project, Brett initiated the "Tibet" group and was joined by five other students. Their research paper, "Tibet Under Occupation" was a well-researched and written paper in many respects. It used a wide range of source material to portray the history of the Chinese occupation and resistance to it as well as the impacts of the occupation on the landscape and peoples of the region. The report started with a jointly written introduction that clearly conveyed the central points of each section to follow. Useful photographs and maps were integrated with the text and an extensive bibliography was included at the end. Great care was obviously taken to proofread the entire report, since it was remarkably free of writing errors. Brett wrote the final section, "Tibetan Environment," which conveyed a dramatic story of environmental degradation, even though it lacked documentation and illustration. The group's oral report was accompanied by a PowerPoint presentation, which contained many excellent images although the text was often difficult to read. After a brief introduction, each student presented her or his work in turn, clearly and effectively conveying the central findings of their research. The students also went to the extra work to prepare a nice display of sculptures, prayer flags, books and other items that illustrated their topic and they also prepared and served Tibetan butter tea to the class. In all, it was an excellent presentation that demonstrated great teamwork and a good deal of preparation.

In the spring quarter, Brett served as a volunteer for the Olympic Forest Coalition (OFCO), a local, grassroots conservation organization dedicated to protection of the Olympic National Forest. Brett was enthusiastic about this work because of his strong love of old-growth forests. His activities with OFCO

Faculty Signature(s)  
Edward A. Whitesell, Ph.D.  
Faculty Name

August 11, 2005  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

<u>HOLMES</u>	<u>Brett</u>	<u>M.</u>	<u>A00239845</u>
Student's Last Name	First	Middle	ID Number
<u>10007, 20007, 30003</u>	<u>CULTURAL LANDSCAPES</u>		
Program or Contract No.	Title		
	<u>9/27/04</u>	<u>6/10/05</u>	
	Date began	Date ended	Qtr. Credit Hrs.

included participation in meetings with OFCO leaders and also with a Skokomish area collaborative management citizen group. He reported on the collaborative meeting when he met with the OFCO board. He also participated in a field trip to learn more about how citizen volunteers can become involved in forest management. Although Brett did not submit to his faculty a journal recording his activities and lessons learned, he did produce for OFCO a reading list to help grassroots activists, along with a well-written introduction to a community service handbook that OFCO will use to help citizens learn what they need to know in order to be effectively involved in the protection of the Olympic National Forest through monitoring and research of land use practices. The person with whom Brett worked most closely in his volunteer work, Richard Darnell, was greatly impressed with Brett's work on this project. Darnell wrote that, "his depiction of the issues and responsibilities of citizens shows a remarkable understanding of forest management practices and the value of environmental activism. In addition, his dedication to understanding how to motivate the public in activist work is clearly detailed." Darnell summed up Brett's volunteer work as, "a fabulous opportunity for the organization," adding that he, "would recommend him to any environmental organization interested in motivating and assembling volunteers..."

Brett summarized some of his volunteer activities for the class at the end of the spring quarter. In this presentation, he described OFCO, showed photographs that he had taken in an old-growth stand, and provided an overview of the Northwest Forest Plan, which is fundamental to much current national forest policy. He also reviewed current threats to forest ecosystems such as road construction, logging, invasive species, and fire, as well as describing on-going efforts to foster more collaboration between different public and private entities with interests in the Olympic National Forest. His presentation was interesting and informative.

In sum, Brett was thoroughly engaged in learning about cultural landscapes and contributed in significant ways to the collective learning process throughout the academic year.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 46**

- 10 – Research, Reflective and Expository Writing
- 10 – Cultural Geography and Environmental Change
- 4 – Community-Based Learning
- 4 – Political Economy of Globalization
- 4 – Cultural and Ethnic Studies
- 4 – Political Economy of Racism
- 4 – History of Conquest: Western US and the Middle East
- 3 – Middle East Studies
- 3 – Latin American Studies

Edward A. Whitesell  
Faculty Signature(s)  
Edward A. Whitesell, Ph.D.  
Faculty Name

August 11, 2005  
Date





The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

Holmes	Brett	M	A00239845
Student's Last Name	First	Middle	ID Number
Cultural Landscapes		03/31/05	06/5/05
Title		Date Began	Date ended

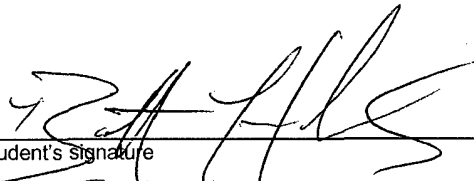
Some Things Never Change, and Some Things Do.


Learning about the diversity of people in communities around the world and changes in indigenous landscapes, I too started to witness landscape and social transformations in my life. Gazing onto several cotenants we were able to see cultures of various kinds of people, with unique struggles and forms of resistance to Globalization and Imperialism. With the assistance of several highly academically reflective novels I was able to make connections to movements in several countries and educate myself on the dynamics of society and government (such as *To Inherit the Earth* by Angus Wright and Wendy Wolford; *Privilege, Power and Difference* by Allan G. Johnson as well as his lecture; *You Call this a Democracy?* By Paul Kivel; *Hope in the Dark* by Rebecca Solnit as well as numerous poets). On trips to various environments around Washington state I was able to further my skills at analyzing and retaining information about human interactions with one another and their surroundings. The field analysis of my home town, Seattle gave me a new light on which to view the place I was born and raised, one of scale, I was able to see the importance of metropolises' and their connection to global human behavior. The collaborative group project on the tragedy of Tibet enlightened me to environmental and human rights issues around the planet unknown to several of my peers and myself. This gave me a chance to strengthen my concern and compassion for the Tibetan people and His Holiness the Dali Lama..

Three works that I take great pride in are my Citizens Guide handbook of participatory research for conservation and ecosystem monitoring of the Olympic National Forest, my essay written as a letter to a friend in the military as a plea against war, and my poetic response to the rising consciousness of hope and necessity of activism. Attending several documentaries, lectures, and meditations beyond the curriculum, I supported the international guests who came to the Northwest and gave different kinds of knowledge through several forms. In seminar I tried to contribute by emotional, intellectual and spiritual responses to the lectures, readings, and documentaries. I also listened attentively to those who had experience in and around the topics in discussion. But my interest in such topics followed long after class was out, and I tried to attend many relating workshops and meetings. Crossing previously unknown and unchecked borders of race, sex, and class my lens onto the world widened quite a bit. With updated and reliable global media links and information I could contrast it to the corporate media on television and come to my own conclusions on controversial issues.

The center point of my education has been the organization of movements by ordinary people to resist and overcome human rights violations and environmental disasters. This interest led me to choose such a organization for my spring quarter internship. The Olympic Forest Coalition gave me an insight into how much effort must be made in the process and assembling of communities to gather and support the cause.

Overall, I don't see the world as a scattered mass of water, earth and countries anymore. It is a community with the same home and same problems and beauties, walking the same path of existence to the understanding that the only essential things in life are love, freedom and peace with each other and this planet.

  
Student's Signature  
June 9, 2005  
Date

  
Faculty signature: Ted Whitsell  
6/9/05  
Date



The Evergreen State College • Olympia, WA 98505 • [www.evergreen.edu](http://www.evergreen.edu)

## EVERGREEN TRANSCRIPT GUIDE

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

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

### **Educational Philosophy:**

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

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

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

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

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

### **Academic Program**

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

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

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

### **Evaluation and Credit Award:**

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

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

Credit is recorded by:

**Quarter Credit Hours:** Fall 1979 to present

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

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

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

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

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

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

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

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

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