

**RECORD OF ACADEMIC ACHIEVEMENT**

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

Nicholson, Anthony Joseph

A00438576

Last, First Middle

Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
01/2020	12/2022	90	South Puget Sound Community College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2023	03/2023	16	Political Economy of Fascist Politics: Consequences and Resistance 3 - <i>Political Economy of Proto-Fascist and Fascist Politics</i> 3 - <i>Historical Fascism: Theory and Practice</i> 3 - <i>Far Right Extremism: Theory and Practice</i> 3 - <i>Anti-Fascism: Theory and Practice</i> 4 - <i>Research Project: Academic Paper and Presentation</i>
04/2023	06/2023	16	Gender and Sexuality History: 1800-Today 4 - <i>Gender and Sexuality Studies</i> 4 - <i>History: Society and Culture in Europe and the U. S., 1800 to 2020</i> 4 - <i>History: Gender and Sexuality, U.S. and Europe, 1800 to 2020</i> 4 - <i>History Methodology: Primary Source Analysis</i>
06/2023	09/2023	8	Adventures in Archaeology 8 - <i>Archaeology</i>
06/2023	09/2023	4	Many Israels 4 - <i>Israel Studies</i>

Cumulative

134 Total Undergraduate Credits Earned



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June 2023 - September 2023: Many Israels

4 Credits

DESCRIPTION:

Faculty: Nancy Koppelman, Ph.D.

Many Israels examined ideas about Israel that predate 1948 and have developed since its independence. Works in history, journalism, film, and primary sources illustrated diverse experiences and claims, particularly since the early 19th century. The aim was to understand contemporary Israel in historical context, and to appreciate the many ways that Israel matters and to whom, including critics, supporters, and everyday people. The approach was both chronological and thematic. Each new theme built on the last one and was the basis for a weekly essay: Religion, Immigration, the State, Land, and Contemporary Onlookers and Visionaries. Students read about these topics and viewed a number of films from the Ma'aleh Film School archive in Jerusalem, among other sources. While the course did not examine all the Israels in which people have been invested, the premise of the course was that a signal feature of Israel is its many meanings to different people in different contexts.

EVALUATION:

Written by: Nancy Koppelman, Ph.D.

Anthony Nicholson did very good work in this course, and some of his work was excellent. He attended all classes and wrote all papers, and some of those with distinction. He showed that he read and digested all lectures, texts, and films, and came to every class session ready to discuss the issues under study. Anthony developed a nuanced and highly informed understanding of the histories, cultures, and peoples that have intersected with the long history that shaped Israel, and he has a good grasp of some of the country's main internal dynamics. In one of his best papers, Anthony imagined himself as a Knesset member arguing for the linkage between settlement and environment, and showed that threats to the latter are in part a function of the former. He wrote with clean, clear prose and a sense of momentum that illustrated both his potential as a writer and his ability to put his curiosity to work. By the end of the course, Anthony showed that he gained a critical perspective of relying solely on contemporary media for information about Israel; he is able to learn about Israel as a nation with problems and accomplishments like any other. Anthony is fully capable of doing more advanced work in this field of study in the future.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Israel Studies



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June 2023 - September 2023: Adventures in Archaeology

8 Credits

DESCRIPTION:

Faculty: Ulrike Krotscheck, Ph.D.

This program introduced students to the science, methods, and theories of archaeology, both globally and locally. For the global component, we examined the material remains of past civilizations, including architecture, artifacts, mortuary remains, and written sources. We explored how the remains of past civilizations provide archaeologists and historians with clues that unlock the secrets of ancient societies. Students gained a broad understanding of global prehistory and history, the rise and fall of civilizations, and human impact on the environment throughout history. We also considered the history of the discipline and the ethics of archaeological inquiry.

The local component of this offering included work with local archaeologists, archaeological sites, and museums, including a behind-the-scenes trip to the Burke Museum and the Squaxin Museum. Guest speakers included archaeologists who work for universities, museums, state agencies, and independently. Through this, students were introduced to the variety of careers archaeologists occupy.

Academic expectations included regular presence and participation, the timely completion of readings and assignments, including Muckle and Camp's *Introducing Archaeology* and other readings, two field trip notebook assignments, three in-class group workshops, and a midterm and final exam based on the textbook. Students were also expected to hand in a project proposal, a final research summary, and presentation slides for a research presentation tailored to students' specific interests at the end of the class.

EVALUATION:

Written by: Ulrike Krotscheck, Ph.D.

Anthony completed very strong work in this program, with near perfect attendance, and fulfilling or exceeding all academic expectations. Anthony participated occasionally in class discussions large and small. These contributions demonstrated solid engagement with course material, including assigned readings, discussion topics, and workshops, and always enhanced the quality of our conversation.

Anthony completed all work on time, including two field trip notebook entries, a fake archaeology workshop, a dendrochronology lab, and an archaeological notebook recording exercise. Anthony showed great skill at working in groups on projects that required collaboration. Anthony's performance on the midterm and final exam, with perfect scores, showed excellent comprehension of the concepts, topics, and methods covered in our textbook.

For the final project, Anthony chose to give the class an introduction to the site of Dholavira of the Harappan Civilization. All associated assignments were turned in on time, including a proposal, a final report, and presentation slides. Anthony's paper was well written and thorough, considering the short page limit allowed for this assignment. This paper began with the context for this site, then described its general layout, focusing on its massive walls (built to withstand hurricanes and storm surges), as well as its elaborate hydraulic water management system. A summary at the end of the paper recapped the main findings and highlighted this city as the most advanced of its time. Anthony's paper used sound academic sources and was well organized, researched, and written. Anthony's final presentation was also thorough, well-illustrated, and extremely clear. The presentation slides included information on geography, layout, reservoirs, the three different sections of the city, as well as a variety of artifacts found at the site. The presentation clearly demonstrated the importance of this site, and in the Q&A period, Anthony ably answered questions beyond what a ten-minute presentation could cover.



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Anthony has met or exceeded all expectations of this program and has turned in excellent work, and is well-equipped to continue intermediate and advanced college level studies in the humanities and social sciences.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

8 - Archaeology



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April 2023 - June 2023: Gender and Sexuality History: 1800-Today

16 Credits

DESCRIPTION:

Faculty: Stacey Davis, PhD, and Bradley Proctor, PhD

This program covered the history of gender and sexuality in Western Europe and the United States from the 19th century to the present. Emphasis was on understanding shifting gender roles and changes in sexual identities in light of larger socio-cultural, political, economic, legal and religious histories. Common women and men, such as factory workers, domestic servants, soldiers, and immigrants were the focus of our study, and their daily experiences were analyzed in light of 19th-century theories of the "separate spheres"; first-, second-, and third-wave feminist movements; 20th-century battles for gay and trans rights; the history of science and medicine as it shaped understandings of sex, gender, and sexuality; and shifting portrayals of gender and sexuality in literature and art. Special areas of attention include the gendered and embodied realities of African Americans from Reconstruction to the present; experiences of gender and sexuality in war; and gendered and sexed aspects of political movements, including communism in the Soviet Union and fascism in Germany.

Program readings and writing assignments were extensive; students practiced primary source text analysis, seminar skills, and academic essay writing. As a cumulation of learning, students completed a five-hour, in-class, essay-based final exam. For their final project, each student compiled a gallery of annotated primary sources, complete with analytic footnotes and a contextual introductory essay.

Key texts included Simone de Beauvoir, *The Second Sex*; Tera Hunter, *Bound in Wedlock: Slave and Free Black Marriage in the Nineteenth Century*; Ann-Louise Shapiro, *Breaking the Codes: Female Criminality in Fin-de-Siècle Paris*; Modris Eksteins, *The Rites of Spring: The Great War and the Birth of the Modern Age*; Margot Canday, *The Straight State: Sexuality and Citizenship in Twentieth-Century America*, and Zoë Playdon, *The Hidden Case of Ewan Forbes: And the Unwritten History of the Trans Experience*.

EVALUATION:

Written by: Stacey Davis, PhD

During this spring quarter intensive study of the history of gender and sexuality, Anthony acquired strong knowledge of the shifting dynamics of individual gendered identity, communal sociability, and state power structures in the United States and Western Europe from the beginning of the 19th century to the dawning of the 21st. Always a boon to seminar, Anthony's contributions to these discussions highlighted his skills in the analysis and synthesis of ideas across complex texts. His detailed workshop responses similarly proved Anthony's strengths at uncovering and dissecting the key arguments in the historical monographs he read. His well-crafted and convincing short essays on women's roles in 19th-century Britain and on an impressionist painting of Haussmannized Paris highlighted his expanded talents for the analysis of primary texts and images in light of larger historical contexts.

For his successful project, Anthony compiled a very good exhibit of five annotated primary historical sources chronicling the history of women's sports clothing from the late 19th century to the early 21st. He found strong sources, including an intriguingly positive 1934 American review of Soviet women's athleticism, and explained the details in each of his sources well, especially when he researched the particularities of late-19th century Cockney slang in a cartoon of bicycling women from the 1890s. All in all, Anthony developed a good thesis about shifting attitudes concerning women's athletic attire but could have embedded his annotations more firmly in the larger context of shifting women's roles and rights



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during the span of the 20th century. Nevertheless, this project highlighted Anthony's growing skills in historical research and his good ability to craft convincing historical arguments based on that research.

Anthony's excellent final exam demonstrated the depth of his learning this quarter: here he marshalled an extensive set of examples from both readings and lectures to chronicle with nuance the impact of changing gender and social class dynamics on individual lives from the early 19th century to the late 20th. Anthony's persuasive discussions of film stills and an article from an American newspaper similarly demonstrated his strong ability to deepen his primary source analysis with apt historical contextualization.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Gender and Sexuality Studies
- 4 - History: Society and Culture in Europe and the U. S., 1800 to 2020
- 4 - History: Gender and Sexuality, U.S. and Europe, 1800 to 2020
- 4 - History Methodology: Primary Source Analysis



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Student Self Evaluation for Gender and Sexuality History: 1800-Today
04/2023 - 06/2023

My second class at Evergreen, this class has taught me the sheer amount of queer history, especially trans history, that is actually recorded and available to the public, but is not being taught in the public school system. I have learned about Jewish trans scientists running and hiding from the wrath and terror of Nazis, and the modern trans person who has to run away from...Nazis. I was simply unaware of how much untold history there was out there, and have begun to think about how to do my future students justice when I become a teacher so that I do not let their minds be devoid of this kind of knowledge.

Other than learning how and what to teach though, I have gained knowledge valuable in the discussion of modern world issues, such as arguments about the identities of queer folks, the roles or lack thereof for genders and sexes, as well as the debates of old based around these subjects and how they relate to the debates of the modern day. I have gained the skills necessary to do better at holding my own when standing up for the rights of others, and the historical background to make my arguments more impactful. Especially useful is the knowledge of how many issues were just 'swept under the rug' by the dominant group as they hoped that identity would fade in silence, and how that history shows that just does not work, and only makes things worse for both the oppressor and the oppressed in the end.

Overall, I would say that this class will add much needed proverbial weapons to my arsenal when teaching about, and standing up for, the rights of people today.



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January 2023 - March 2023: Political Economy of Fascist Politics: Consequences and Resistance

16 Credits

DESCRIPTION:

Faculty: Michael Vavrus, Ph.D.

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

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

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

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

Students produced more than 20 structured writing assignments in preparation for text-based seminars and workshops. Students collaborated in small "news groups" to present contemporary new related to the themes of their program. As a cumulative project, each student wrote an academic research paper on a topic of their choosing related to program themes and presented findings of their individual papers using presentation software.

In preparation for seminars and workshops students read the following books: Bray's (2017) *Antifa: The Anti-Fascist Handbook*; *The Antifa Comic Book: 100 Years of Fascism and Antifa Movements*; Miller-Idriss's (2021) *Hate in the Homeland: The New Global Far Right*; Moore and Tracy's (2020) *No Fascist USA! The John Brown Anti-Klan Committee and Lessons for Today's Movements*; Patterson's (1951/2020) *We Charge Genocide: The Crime of the Government Against the Negro People* (3rd edition); Prichard's (2022) *Anarchism: A Very Short Introduction*, and Vavrus's (2022) *Teaching Anti-Fascism: A Critical Multicultural Pedagogy for Civic Engagement*.

Students also read the following articles: Patnaik's. (2020) "Neoliberalism and Fascism" (in *Agrarian South: Journal of Political Economy*); Kakel's (2019) "Patterns and Crimes of Empire: Comparative Perspective on Fascist and Non-Fascist Extermination" (in *The Journal of Holocaust Research*); Abramsky's (2022) "The Town that QAnon Nearly Swallowed" (in *The Nation*), and the following chapters from Burley, S. (2022) (Ed.) *No Pasarán! Antifascist Dispatches from a World in Crisis*; Hope's "The



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Black Antifascist Tradition: A Primer"; Novick's "Lessons from a Lifetime of Antifascist and Antifascist Struggle"; and Renton's "Perspectives for Antifascists."

Students viewed and discussed the following documentaries and interviews: "Mussolini to Antifa: The History of Anti-Fascism" (2020); "Growing Threat Of Right Wing Extremism Inside Local School Boards"(2021); "The Silencing of Black and Queer Voices: George M. Johnson on 15-State Ban of 'All Boys Aren't Blue'"(2022); "Erasing History: Holocaust Graphic Novelist Art Spiegelman on 'Maus' and Wave of Book Bans Sweeping U.S." (2022); "'Gangsters of Capitalism': Jonathan Katz on the Parallels Between Jan. 6 and 1934 Anti-FDR Coup Plot" (2022); "Undercover in the Alt Right" (2018); "Antifa Members Talk Protest Tactics: 'We Don't Depend On Cops'" (2019); Mark Bray book talk (2017); "How Property Law Is Used to Appropriate Black Land" (2021); "Fairy Creek: Indigenous-Led Blockade of Old-Growth Logging Is Now Canada's Largest Civil Disobedience" (2021); "Red Scare and HUAC" (n.d.); "How to Spot a Communist" (n.d.); "Trump blasts 'left-wing cultural revolution' at Mount Rushmore" (2020); "President Trump's Plan to Save American Education and Give Power Back to Parents" via "Trump War Room" (2023); "Keeanga-Yamahtta Taylor, Khalil Gibran Muhammad & E. Patrick Johnson on the Fight over Black History" (2023); "Kimberlé Crenshaw on Critical Race Theory, Intersectionality & the Right-Wing War on Public Education" (2023); "Use of nuclear weapons is 'utterly unacceptable' in Russia-Ukraine war, UN chief warns" (2023); "As Putin Suspends New START Treaty, Is There Still Hope for Nuclear Disarmament?" (2023); and "Atom Café" (1982); "Islamophobia in America 20 years after 9/11" (2021); and "Pro-Palestine activist Rachel Corrie awarded 'Freedom Star' posthumously" (2023).

EVALUATION:

Written by: Michael Vavrus, Ph.D.

Anthony Nicholson successfully met program expectations. Overall, Anthony's work was very good and, taken holistically, evidenced significant academic analyses and critical reflections on program material and his own learning.

Anthony's seminar and workshop preparation papers generally demonstrated a positive degree of engagement with assigned texts. His seminar and workshop participation generally made a positive contribution to interpretations of assigned texts.

Anthony's 3,300-word academic research paper was titled "The Earliest Fascistic Empire." His thesis was that "the Roman Empire of ancient Italy might have been the earliest example of an empire that could be considered proto-fascist, based on their policies, ways of life, and actions towards other peoples." His paper was structured well for reader accessibility and provided documented evidence that both supported and appropriately limited his claim. Overall, his paper was good in meeting program expectations for an academic paper. Anthony's projected presentation of his research was very effective in meeting expectations in highlighting key points along with supportive graphics.

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

In summary, Anthony demonstrated the necessary knowledge, disposition, and academic skills to engage in further studies in the social sciences and humanities.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

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



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EVERGREEN TRANSCRIPT GUIDE

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

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

Educational Philosophy:

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

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

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

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

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

Academic Program

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

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

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

Evaluation and Credit Award:

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

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

Credit is recorded by:

Quarter Credit Hours: Fall 1979 to present

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

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

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

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

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

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

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

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

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