



Nicholson, Anthony Joseph

A00438576

Last, First Middle

Student ID

CREDENTIALS CONFERRED:

Bachelor of Arts

Awarded 06 Sep 2024

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>
09/2023	12/2023	14	Heaven and Earth: Myth, Religion, and Archaeology in Ancient Greece 8 - <i>Ancient Myth in Literature</i> 4 - <i>Greek Myth in Art and Archaeology</i> 2 - <i>History of Ancient Greece</i>
01/2024	03/2024	16	America to 2025: Expressive Culture, History, and Identity 4 - <i>US History 1920-present</i> 4 - <i>American Studies 1920-present</i> 4 - <i>Expressive Culture</i> 4 - <i>Popular Culture Studies</i>
04/2024	06/2024	12	Master in Teaching: Spring 2024 2 - <i>Learning Theory</i> 2 - <i>Social Foundations of Learning</i> 2 - <i>Assessment Practices for K-12</i> 1 - <i>Classroom Management</i> 2 - <i>Differentiated Instruction</i> 3 - <i>Professional Practices</i>
06/2024	09/2024	4	Latin: An Intensive Introduction 4 - <i>Latin Beginning Level I</i>



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Cumulative
180 Total Undergraduate Credits Earned



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I have long worked towards my one, singular goal for a career, becoming a teacher of history. In my life, I have searched long and hard for what kind of career would not only be fulfilling, but also good for the people around me, and I am certain not only that this is the career path I wish for, but that Evergreen was the right choice to get me there.

With Junior year being my first at Evergreen, I was fairly inexperienced with how this institution works. I had high hopes for what I could achieve here in hopes of meeting my goal of becoming a history teacher and taking the MiT graduate program here at Evergreen. Already at this school, I have taken a deep dive into the political economy of Fascist states, as well as their tendencies, and learned methods of resistance and recognition when looking for fascist politics. This included reading the works of many great authors and avid class discussion about the personal experiences of others resisting fascist politics in the U.S. I have also Been learning the history of gender and sexuality, including the evolution of gender roles over time, the expectations placed on the sexes, transgender development and history, as well as the evolution of what straightness meant over the last 200 years in order to paint one clear picture of how gender and sexuality has shaped history, and inversely how history has shaped gender and sexuality. I explored the depths of archaeological findings in the Eastern Mediterranean along with the myths from the region in order to paint a picture of how ancient people lived, worshiped, and evolved over time into the present. In that same summer I learned with a small group of interested peers about the history and politics of the Israel/Palestine region in order to separate fact from fiction concerning the delicate issues of the ever-present conflict by looking through works created by authors and historians from both sides. I took a deep dive into American cultural history in a class designed to tell the stories of American cultures often left behind in more standard institutions, which opened my eyes to issues I had not even heard of before enrolling here by allowing the works of underrepresented groups to speak for themselves through the class materials that we used to expand our knowledge of American history.

The classes here are nothing like those I experienced at other institutions, they focus on specific subjects that evolve depending on the students needs, with professors that are not afraid to deviate from the beaten path to indulge both student curiosity, and better paths for a specific classroom. The classes here are given the time they need to focus whole heartedly on what they need to teach, and that only adds to my confidence that I can meet my goal here. I will continue To work at Evergreen into the graduate programs, and I hope the classes in graduate work are just as enlightening as my work in undergrad.

I hope to continue on this pathway of of learning, involving history, social science, and education even after my career is in full swing and college is in the past so that I may provide better instructions to students than I would be able to without having attended this college.



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June 2024 - September 2024: Latin: An Intensive Introduction

4 Credits

DESCRIPTION:

Faculty: Andrew Reece, Ph.D.

This course was the first of two summer sessions offering an intensive study of the Latin language. Students worked through the first ten chapters of Susan C. Shelmerdine's *Introduction to Latin*, learning the basic vocabulary, morphology, and syntax of Classical Latin. The instructor supported students with supplementary readings, video resources, lectures, and guidance on exercises and translations. Students were assessed on the basis of class participation, written homework, weekly quizzes, and a final exam.

EVALUATION:

Written by: Andrew Reece, Ph.D.

Anthony did very good work in all the components of the course. Anthony attended every class and participated thoroughly. His completion of written work was consistently strong, often excellent, and his performances on quizzes and the final exam were also excellent. Having taken full advantage of this opportunity to begin learning Latin, Anthony is well poised to continue their study at the next level.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Latin Beginning Level I



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April 2024 - June 2024: Master in Teaching: Spring 2024

12 Credits

DESCRIPTION:

Faculty: Catherine Peterson, MAT, Daelyn Bailey, Ph.D., Sarah Grant, Ma-EdL

Teacher candidates were evaluated using the following standards:

InTASC Standards

Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Teacher candidates engaged in the following strands. Evidence used for their evaluation is described within each strand.

Learning About Learning:

This strand focused on InTASC Standard 1. This course of study introduced students to major learning theories of the 20th century and explored learning theories emerging in the 21st Century grounded in



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equity and cultural sustaining understandings of learning and growth. Learner progress was supported and documented through in-depth readings of contemporary research and historical texts, in class and online reflections and discussions, student research and presentations, and a final summative project researching and presenting the practical applications and philosophical basis and use of learning theory in contemporary PK-12 educational practices.

Equitable Assessment Practices:

This strand focused on InTASC Standard 6 and introduced students to pre-assessment, formative assessment, summative assessment, and equitable grading practices. Through reading, discussion, co-planning, and practice, students learned to design lessons and assessments that align with content standards to improve learning. They read texts on grading and assessment and then used weekly learning logs to summarize new knowledge and connect it to prior learning and experiences. Additionally, students demonstrated their understanding of assessment alignment with state or national standards through a mid-quarter Learning Targets Project and a final Teaching Triad performance assessment.

Inclusive and Differentiated Instruction:

This strand focuses on InTASC Standard 2; learner differences. Teacher candidates develop beliefs and instructional practices that honors all students' inherent value and assets and takes a strength based approach to differentiating for all learners. Teacher candidates explore brain science and group work research that demonstrates different strategies and ways of organizing instruction to support all learners. Teacher candidates also explore the laws and practices around IEPs and 504s.

Contexts of Learning:

This strand focused on InTASC Standards 9 and 10. This course of study engaged students in an in-depth exploration of the philosophical, historical, political and social context of schooling in the U.S. These topics were explored in-depth through class lectures and framing, readings, class discussions, online reflection and postings, and summative graduate level research and writing. Teacher candidates were encouraged to reflect on and understand their positionality, point of view, and ethical stance and responsibility as members of educational organizations and communities.

Culturally Responsive Classroom Environments:

This strand focused on InTASC Standard 3 and CCDEI standard 1. Students were introduced to K-12 classroom management and culturally responsive practices. Our learning was focused on understanding how to listen, lead, and teach for equity in the face of implicit bias. Teacher candidates examined their socio-cultural identities, exploring implicit biases and their impact on interactions. Students read and reflected on building, developing, and maintaining relationships and classroom community through student voice and restorative practices. Assessments included reflections and readings on socio-cultural identity, classroom community, routines, equity, and restorative practices. Their core assignment was an I am poem exploring and communicating their identities.

Professional Practice: Seminar, Professional Development, & Mediated Field Experience

Teacher candidates participated in three different strands focused on InTASC Standards 9 & 10 that helped them develop strengths in our five dispositions and explore different ways of knowing. Through self-reflection, seminar discussions, and K-12 classroom observations, teacher candidates developed skills that helped them see all of the learning from spring quarter in action. Using evidence from the other course work and their self-reflections, students shared their Professional Portfolio as their final assessment defending their strengths and areas of growth around the dispositions. Students also demonstrated that they had the tools, philosophy and strong plan to enter student teaching in the fall.



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EVALUATION:

Written by: Catherine Peterson, MAT, Daelyn Bailey, Ph.D., Sarah Grant, Ma-EdL

Standard 1: Learner Development

Anthony actively engaged with the course materials, concepts and ideas. Anthony engaged in discussion and dialogue and developed greater capacities across the quarter to consider multiple points of view and the impacts of these points of view on learning and growth in themselves, their peers and in school learning contexts. The depth of Anthony's investigation and critical thinking grew over the quarter, as did their skills and capacity for presenting ideas verbally and in writing. Anthony contributed meaningfully to in class and online discussions, sharing insights and thoughtful responses to their peers' ideas and points of view. Anthony showed a sincere interest and joy in their work for this course and shared those dispositions with the class weekly. Finally, Anthony's research, presentations and final project were carefully crafted, clear and accessible to all who read and heard them.

Standard 2: Learning Differences

Anthony demonstrated growth and adequate learning towards this standard as evidenced by their engagement in reading logs and reflections, the "Inclusive and Differentiated Toolkit", the groupwork readings and through classroom activities and discussions. Anthony recognized that all learners bring their own cultural assets to the table and that when starting with students' strengths and building upon prior knowledge, all students can meet rigorous outcomes. Through development of the "Inclusive and Differentiated Toolkit" Anthony developed a repertoire of evidenced based strategies pulled from readings and teacher demonstrations to draw upon in student teaching. Through accurate reading reflections and discussions, Anthony also explored structures and systems for multi-tiered systems of support, special education and students with 504s.

Anthony demonstrated developing work in the Groupwork section of this strand. The chapter summaries that were completed represented a good understanding of the main ideas of the text and the reflections identified some key insights and important questions.

Standard 3: Learning Environments

Anthony exhibited some growth and a commitment to self-reflection on implicit biases, contributing to the establishment of classrooms where diverse perspectives are valued. Their attempt to create a sociocultural identity profile concerning CCDEI 1, understanding self and others, could have been more successful if they were able to acknowledge their own privilege and the impact it has on their identity and how others perceive them. Their organizational skills, time management, and work ethic have positively contributed to their learning experience. Anthony needs to continue growing as an educator, incorporating these skills in the future classroom and to positively impact the learning environment.

Standard 6: Assessment

Anthony showed growth by the end of the quarter in the assessment strand; ultimately exhibiting a good understanding of assessment practices including pre-assessment, formative assessment, summative assessment, and grading practices. Over the quarter Anthony engaged in authentic reflection of new learning and made meaningful connections to other strands and prior experiences in their learning logs. Anthony showed a good understanding of the texts through the summary in their learning logs. Anthony engaged in workshop activities and discussions to develop the knowledge and skills associated with designing, selecting, interpreting, and using high-quality assessments to improve student learning. Anthony demonstrated a good grasp of backward design in planning for assessment through their mid-quarter learning targets project and in their co-planning for instruction for their end-of-quarter teaching triad. Overall, Anthony has met the standards for the assessment strand.



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Standard 7 & 8: Planning for Instruction & Instructional Strategies

Through the Standards Overview Project and the Mediated Field Experience Reflection, Anthony demonstrated growth towards these inTasc standards. In the Standards Overview Project, Anthony analyzed the Common Core State Standards for History grades 6-12 and demonstrated a strong understanding of how the standards progress in complexity and connect with each other to develop deep critical thinking and higher order thinking skills. In the Mediated Field Experience Reflection, Anthony connected the Danielson Teaching Framework with the observations they made in the classroom at two different school sites to reflect upon the impact of teaching practices and develop a mental model for strong instruction through student teaching in the fall.

Through the Teaching Triad, a summative assessment of multiple strands, Anthony and two peers co-planned a middle school social studies lesson using Backward Design. The triad then taught their 20-minute lesson to their peers. Their lesson plan clearly addressed all criteria and demonstrated a comprehensive understanding of culturally relevant classroom practices, inclusive and differentiated teaching strategies, and effective assessment practices. The lesson was planned to intentionally engage learners in a variety of learning experiences and included multiple effective strategies to support participation and engagement such as a launching activity to active prior knowledge, an exploration and/or discussion task to make meaning of the content and an assessment to gauge students' learning towards the learning targets.

Standard 9 & 10: Professional Learning & Ethical Practice, Leadership & Collaboration

Professionalism Portfolio & Dispositions, September Entry Plan, Contexts of Learning (10i)

Anthony grew over the quarter in this strand by letting themselves be challenged and open to new frames and points of view. Anthony demonstrated a sincere engagement with the core ideas explored in this strand through in small and large group discussion, small group activities, weekly reading reflections, reflective and critical thinking exercises, and the final research project. Anthony demonstrates a high level of mastery of research, critical thinking and graduate level writing skills. Anthony will have the chance to continue developing their own stance regarding ethical practice and the role of leadership and collaboration in professional contexts.

Anthony demonstrated reflective insights of their strengths and areas of growth towards the 5 dispositions while sharing the Professionalism Portfolio & Dispositions during the evaluation conference. A strength Anthony highlighted was skillful engagement and reflective practices and area of growth highlighted were critical consciousness and improving their understanding of other perspectives and lived experiences different from theirs.

Through demonstration of the September Entry Plan, teaching philosophy statement, and resume, Anthony equipped to enter student teaching and apply all of their learning from this quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 2 - Learning Theory
- 2 - Social Foundations of Learning
- 2 - Assessment Practices for K-12
- 1 - Classroom Management



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2 - Differentiated Instruction

3 - Professional Practices



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Student Self Evaluation for Master in Teaching: Spring 2024
04/2024 - 06/2024

Throughout the Spring quarter of Mit, I showed growth and a commitment to self-reflection on internal biases, contributing to the establishment of classrooms where diverse perspectives are valued, and began building understandings of the school system in Washington State. Since entering this program, my organizational skills, time management, and work ethic have vastly improved to meet the needs of the class; This program has not only encouraged growth as an academic, but as a professional as well.

I demonstrated growth through the quarter as shown by the depth of my reading logs and reflections of the assigned material for the class; These materials focused on everything and anything from child development neuroscience, pedagogy, theories of behavior, and much more. Through large scale projects like the "Inclusive and Differentiated Toolkit", the group-work readings and through classroom activities and discussions, I was able to better prepare myself to have the tools required to take on the career I am training for. Through the study of subjects like the ZPD, IEP requirements, and cultural wealth, I recognized that all learners bring their own cultural assets to the table and that when starting with students' strengths and building upon prior knowledge, all students can meet rigorous outcomes. Through development of the "Inclusive and Differentiated Toolkit" I developed a repertoire of evidenced based strategies pulled from readings and teacher demonstrations to draw upon in student teaching. I will surely use all I have learned in this program for the betterment of the students in my classrooms, and the betterment of myself as a professional educator.



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January 2024 - March 2024: America to 2025: Expressive Culture, History, and Identity

16 Credits

DESCRIPTION:

Faculty: Bradley Proctor, Ph.D. and Sean Williams, Ph.D.

This two-quarter program in American history and popular culture explored significant developments between the 1920s and the 2020s in its second quarter. In winter quarter—following a review of the previous quarter's work—we examined program topics chronologically through the Depression, World War II, The Swing Era, the Civil Rights Movement, the Cold War, the Vietnam Era, the development of science fiction, and the many subdivisions of popular musical styles at the end of the 20th century. Readings for winter quarter included the books we had used in fall quarter together with multiple scholarly articles about identity, nostalgia, the nation as home, advertising, several musical genres, religion, civil rights, and more. Films included *Some Like it Hot*, *The Cradle Will Rock*, *On the Waterfront*, *Fences*, *Freedom on My Mind*, *Star Wars*, *Back to the Future*, an episode of *Star Trek: The Next Generation* ("A Matter of Time"), and *Barbie*.

Student activities in winter quarter included seminars, faculty lectures, workshops, and expository writing. Members of the program participated in field trips to the archives of the State of Washington and the Evergreen State College. Students wrote several assignments analyzing 19th-century newspapers and a 21st-century scholarly article about the past. They also compared two recordings of the same song by two different artists, wrote and sang an advertising "jingle," and explored downtown Olympia in search of specific material and sonic objects in winter quarter. For the culminating project of the quarter, students had the option to write an analytical essay or to produce a creative "unessay" project applying the analytical tools of the program to a topic in American history or culture between 1920 and 2020. Each student presented their work in front of the class in the form of an academic conference presentation.

EVALUATION:

Written by: Sean Williams, Ph.D.

It has been a pleasure to work with Anthony Nicholson in **America to 2025**. He attended classes regularly, completed his work quite well, and was an attentive member of the class. He asked questions that furthered class discussions and made relevant comments; Anthony was fully present for every aspect of the program. One of Anthony's great strengths is his ability to notice a confusing point and to call it out. By choosing to speak, Anthony's contributions have helped to create a ripple effect in the class that encourages other—more reticent—students to be equally brave.

Each student was invited to explore two sets of historical newspaper accounts, and two contemporary articles about events and issues of the 20th century in winter quarter. Anthony selected newspaper articles that discussed the leadership of Mussolini; Shirley Temple in her new film; and the victory of a hotel's union. Later in the quarter, Anthony's second set of articles (all from the Evergreen State College newspaper over several decades) focused on the use of illegal funds for a field trip, vandals on campus, and the Y2K issue. For his sonic and material object search, he wrote a very good analysis of the experience and the objects themselves; he also composed and sang a brief commercial "jingle." In a comparative piece about a song and its cover version, Anthony's analysis was particularly good. For the supplemental journal article, Anthony examined an article about the use of music by women working in factories during World War II. In each case, his writing is strong and effective.

For his final essay, Anthony presented his ideas on the USO, and the ways in which it supported a larger intention on the part of the United States government to keep American soldiers longing for home through deliberate infusions of musical nostalgia. He discussed the entertainment shows themselves and the inclusion of attractive women, then shifted the discussion to issues of racism and the necessity to



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bring soldiers home after the war. Anthony's presentation outlined some of his primary discoveries, which he discussed without the use of written notes. He spoke with confidence and excellent eye contact, responding well to questions. The project, the presentation, and Anthony's overall participation in the program have all been excellent.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - US History 1920-present
- 4 - American Studies 1920-present
- 4 - Expressive Culture
- 4 - Popular Culture Studies



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September 2023 - December 2023: Heaven and Earth: Myth, Religion, and Archaeology in Ancient Greece

14 Credits

DESCRIPTION:

Faculty: Andrew Reece, Ph.D., and Ulrike Krotscheck, Ph.D.

This program investigated ancient Greek myth and archaeology in search of answers to a set of guiding questions: What belongs to the human world, and what to another? Where are the boundaries between the world of the gods, that of humans, and the underworld, and what happens when they are transgressed?

Tales about humans' intersections and interactions with these realms and beings abound in ancient Greek literature. These narratives and ideas were not formulated in a vacuum but were influenced by traditions from other cultures nearby, particularly from the Near East. In this program, we sought to understand these myths and the cultural ideals, anxieties, values, and beliefs that they reveal through the study of primary texts, ranging from epic poetry to drama to religious scripture; of scholarship on ancient religion; and of the archaeological remains that give us insight into the myths and rituals of both the literate and pre-literate ancient Mediterranean.

The program began with Homer's *Odyssey*. Then, we traced the origins of these tales from the ancient Near East with the Gilgamesh Epic and the *Enuma Elish*. Excerpts from Genesis, Hesiod's *Theogony* and *Works and Days*, and Ovid's *Metamorphoses* helped illustrate early visions of the creation of the world and of human beings and the uneasy relationship between gods and humans. Through the study of Greek tragedy and poetry, specifically the *Oresteia* by Aeschylus and the Homeric *Hymn to Demeter*, we sought to deepen our understanding of the anthropomorphic Greek gods and their place in nature and culture, in life and death.

Parallel to studying these texts, we engaged in an archaeological survey of the ancient Greek world, with particular attention to sacred sites and locations from the Bronze Age to the Hellenistic period, including their architecture, sculpture, ceramics, and painting. In doing so, we discovered connections between the imagined worlds and the physical practices in which myth and cult were expressed and enacted.

Heaven and Earth was a reading and writing-intensive program suited for any student interested in history, myth, religion, or more broadly, the humanities and the ancient world. Class sessions were devoted to faculty lectures, collaborative seminars, writing workshops, films, and discussions. Students were expected to attend and participate actively in all class sessions, to work together in small groups, and to contribute substantively to discussions. Other student work included, but was not limited, to: a midterm and final examination on the art historical and archaeological material; twice weekly reading quizzes, and the completion of four out of five analytic essays on the readings listed above.

EVALUATION:

Written by: Andrew Reece, Ph.D.

Anthony's performance in the program was very good in all respects and excellent in many. His attendance and participation were consistent, and his contributions to discussion were insightful and important. His in-class writings revealed thorough preparation for our seminars. Several of his classmates commended him for his collaboration. Anthony completed all assignments when due.

On the midterm and final exams, Anthony demonstrated a high degree of mastery of the identification, context, and significance of the artifacts that we studied in our art history and archaeology component. The exams indicated both attentiveness to our lectures and readings and a successful approach to study.



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Anthony wrote four interpretive essays, on the *Odyssey*, *Gilgamesh*, the *Enuma Elish*, Genesis, *Theogony*, and the Homeric *Hymn to Demeter*. The arguments in all these papers were grounded in an evident familiarity with the texts and detailed analysis. Anthony was alert both to the ways in which the narratives expressed their unique versions of shared motifs and themes and to the implications of the myths for our understanding of the cultural traditions from which the tales, and the texts, emerged. He did especially strong work in comparative readings; his arguments about the creation myths and the roles of female divinities in our sources, for example, were compelling because of the specificity of their points of comparison and contrast. Anthony's composition is very strong, with clear, precise phrasing; appropriate organization; thorough description; and scrupulous citation. Some work remains to be done in the mechanics of quotation and the occasional formal blemish, but with practice and care, Anthony will be capable of outstanding, advanced interpretive writing.

Clearly, Anthony developed a substantial knowledge of ancient myth, literature, and art, while strengthening his skills in close reading, writing, and collaborative learning.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 14

- 8 - Ancient Myth in Literature
- 4 - Greek Myth in Art and Archaeology
- 2 - History of Ancient Greece



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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



Nicholson, Anthony Joseph

A00438576

Last, First Middle

Student ID

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.