



Bartels, Robin Henry

A00249047

Last, First Middle

Student ID

DEGREES CONFERRED:

Bachelor of Arts

Awarded 23 Mar 2018

TRANSFER CREDIT:

Start	End	Credits	Title
06/2010	12/2010	14	Westchester Community College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
03/2011	06/2011	8	Law and Literature: Revolution to Reconstruction 3 - <i>Legal History: The Supreme Court and the Constitution</i> 3 - <i>19th Century United States Literature</i> 2 - <i>Expository Writing</i>
09/2011	12/2011	3	Algebraic Thinking 2 - <i>Algebraic Thinking</i> 1 - <i>Mathematical Reasoning</i>
01/2012	03/2012	13	Ships of Wisdom: Ancient Trade Routes and the Diffusion of Ideas 3 - <i>World History</i> 3 - <i>Archaeology</i> 4 - <i>Maritime Studies</i> 3 - <i>Interdisciplinary Methodologies</i>
04/2013	06/2013	12	Alternatives to Capitalism 6 - <i>Alternative Economic Systems</i> 6 - <i>Anticapitalist Political and Social Movements</i>
06/2013	09/2013	11	Buddhist Psychotherapy 4 - <i>Buddhism</i> 4 - <i>Asian Psychology</i> 3 - <i>Buddhist Meditation</i>
09/2013	03/2014	24	Computer Science Foundations 5 - <i>Introduction to Programming in Python</i> 4 - <i>Digital Logic and Computer Organization</i> 4 - <i>Discrete Mathematics I</i> 5 - <i>Introduction to Programming in Java</i> 2 - <i>Computer Architecture I</i> 4 - <i>Seminar in Computer Ethics</i>
03/2014	06/2014	14	Current Economic and Social Issues: Explanations, Actions and Solutions 6 - <i>Current Economic and Social Problems</i> 5 - <i>Introduction to Political Economy</i> 3 - <i>Social Movements</i>
06/2014	09/2014	6	Poetry on Serendipity Farm 6 - <i>Poetry Writing</i>



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
06/2014	09/2014	4	Tomorrow Today: Political Economy and Culture of the Future 4 - <i>Future Studies</i>
09/2014	03/2015	25	Political Economy and Social Movements: Race, Class and Gender 4 - <i>Political Economy</i> 3 - <i>International Political Economy</i> 3 - <i>Political Economy of Gender</i> 3 - <i>Introduction to Microeconomics</i> 3 - <i>Introduction to Macroeconomics</i> 3 - <i>United States History</i> 3 - <i>Sociology: Social Movements</i> 3 - <i>Politics of Race, Class, and Gender</i>
03/2015	06/2015	4	Spanish, Beginning I 4 - <i>Beginning-level Spanish Language</i>
06/2015	09/2015	5	Creating Community and Health Through Gardens 3 - <i>Introduction to Garden-based Community Studies</i> 2 - <i>Plants as Food and Medicine</i>
09/2015	12/2015	7	Queer Narratives 3 - <i>Creative Writing</i> 2 - <i>Narrative Studies</i> 1 - <i>Queer Studies</i> 1 - <i>Critical Theory</i>
01/2016	03/2016	12	Reinterpreting Liberation: Third World Movements and Migrations 3 - <i>Latin American Studies: History, Politics, Culture</i> 3 - <i>Middle East/South Asian Studies: History, Politics, Culture</i> 3 - <i>Postcolonial and Feminist Theory</i> 3 - <i>Political Economy</i>
03/2016	06/2016	4	Inscribing the Body: Embodiment and the Performance of Identity in Creative Writing 2 - <i>Text Arts</i> 2 - <i>Poetics and Critical Theory</i>
03/2016	06/2016	2	Core Ballet 2 - <i>Basic Ballet</i>
06/2016	09/2016	5	Creating Community and Health Through Gardens 3 - <i>Introduction to Garden-based Community Studies</i> 2 - <i>Plants as Food and Medicine</i>
06/2016	09/2016	3	Ethnobotany Grows in the Garden 3 - <i>Introduction to Pacific Northwest Ethnobotany</i>
06/2016	09/2016	2	Gender, Power, and Relationships 2 - <i>Gender-based Violence</i>
01/2018	03/2018	4	Spanish - First Year II 4 - <i>Beginning Spanish 2</i>



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Cumulative
182 Total Undergraduate Credits Earned



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January 2018 - March 2018: Spanish - First Year II

4 Credits

DESCRIPTION:

Faculty: Arleen Sandifer, J.D.

In Winter Quarter, 2018, Beginning Spanish 2 students acquired the skills to understand written and oral language and to express themselves in written and oral language about the following: asking for and giving opinions including expressing tastes and preferences; making purchases and asking for information about products and rentals, including price; identifying and describing family members, people and events with them that occurred in the past; describing free time activities including travel; and requesting information and services on the phone and by letter.

To understand information communicated to them and to communicate their responses about these concepts in written and spoken form, students acquired the following grammatical structures: additional present-tense stem-changing verbs such as *dar*, *tener*, *tocar*, *preferir*; use of direct and indirect object pronouns, especially with the verb *gustar*; conjugation of regular and irregular verbs (*ser*, *ir*, *estar*) in the preterite tense; use of *ir + a* to communicate future activities and intentions; use of the present perfect tense including irregular past participles. Students also continued to build upon previously-introduced skills such as noun/adjective agreement, subject/verb agreement, and various idiomatic expressions related to the topics studied. In addition to the text and supporting workbook, *Protagonistas: A Communicative Approach, 2nd ed.* Cuadrado Charo, Melero, Pilar, Sacristán, Enrique. Vista Higher Learning: Boston, MA, 2018, students were required to use the on-line web-based reinforcement and extension activities.

In addition to writing, reading comprehension, oral and aural communication skills in the target language, students investigated various aspects of Spanish-speaking culture through various culture-focused activities. Among the activities was a film that tangibly and movingly demonstrated the challenges faced by migrants living and working in the U.S. without legal work authorization. Students also were exposed to the art of the Mexican muralists, especially Diego Rivera and their respective contributions to United States' culture and political ideas. A documentary on the life of Frida Kahlo provided students with in-depth knowledge of the struggles faced by a Latina artist in both her native Mexican culture and in the culture of the United States to gain recognition of her talent and unique, artistic perspective.

EVALUATION:

Written by: Arleen Sandifer, J.D.

Robin entered Beginning Spanish 2 with some previous exposure to learning the language and the desire to deeply engage with this experience. Robin actively and enthusiastically participated in small group and whole-class learning activities. He completed numerous online learning activities and most workbook-based reinforcement activities. Robin's commitment to his own learning resulted in a strong level of mastery of the aural and written components of the material presented in this class. Robin is focused on increasing his mastery level of oral language production with any future study of the language.

Robin has a strong foundation on which to build in Beginning Spanish 3.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Beginning Spanish 2



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Student Self Evaluation for Spanish - First Year II
01/2018 - 03/2018

This quarter I took Spanish II, with Arleen Sandifer. In this class, I studied and practised conversing in Spanish. I also worked at learning and expanding, my knowledge of indirect and direct object pronouns. This coupled with learning the preterite imperfect tense, or a past tense in Spanish, all contributed to an increase in my theoretical and practical understanding of Spanish. We studied cultural knowledge of Spain, examined Frida Kahlo, and Mexican art culture. We made use of dance in combination with verbally reciting Spanish tenses. This helped reinforce our studies by using physical movement to strength mental learning. Areas where I felt challenged included the different tenses, vocabulary and sentence structuring. This was the first quarter of Evergreen I had experienced, where I was also working. I found it challenging to muster up the needed energy to fully participate after coming from work to class. All together my comfort with hearing and reading, my overall Spanish language comfort has noticeably increased. I now feel I have the tools of how to improve my Spanish, as well as a understanding of what I would need to do to progress. I feel I have a solid foundation to further my studies of Spanish.



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June 2016 - September 2016: Gender, Power, and Relationships

2 Credits

DESCRIPTION:

Faculty: Simona Sharoni

Students explored the characteristics and dynamics of both healthy and unhealthy relationships with special attention focused on college life. Students examines critically gender-based violence with special attention to rape and sexual assault in higher education. Through the use of film, social media, small-group discussions, and interactive activities, students gained awareness of systemic oppression and their impact on personal and social relationships. Additionally, students acquired confidence and practical skills to contribute to violence prevention and intervention in personal and professional settings, including on campus and in the community.

EVALUATION:

Written by: Simona Sharoni

Robin's performance in the course was exemplary. He participated enthusiastically in all class activities, demonstrating a remarkable ability to interact with and to critically engage his peers. Robin's written assignments underscore a serious interest in and understanding of the subject matters explored and a superb ability to apply what he learned in the class to his own life as well as to projects on campus and in the community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2- Gender-based Violence



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June 2016 - September 2016: Ethnobotany Grows in the Garden

3 Credits

DESCRIPTION:

Faculty: Marja Eloheimo, Ph.D.

In Ethnobotany Grows in the Garden, Evergreen's Longhouse Ethnobotanical Garden—with its multiple habitat and theme areas—served as our primary teacher. Each day of the weeklong intensive course, students explored the garden through different lenses including food, medicine, pollinators, and art. Students identified plants in late summer and expanded their relationships with them through tending the garden, maintaining a nature journal, reading, and hands-on workshops including medicinal tincture-making and painting with fresh plant pigments. Lectures provided foundational information in such topics as the history of ethnobiology, flower morphology, community herbalism, and Coast Salish basket weaving. The final project involved a 15-minute PowerPoint presentation on a selected topic that included a relevant plant profile. This course supported students interested in environmental education, health studies, plant studies, sustainability, ethnobotany, herbalism, and horticulture.

EVALUATION:

Written by: Marja Eloheimo, Ph.D.

Robin attended all class sessions and showed strong interest in the range of topics considered. Robin completed a few assignments and he engaged in nature journal work; I encourage Robin to incorporate color into his journaling. For his final PowerPoint presentation, Robin and a partner chose to explore how plants can be used to aid in the treatment of arthritis. As part of their presentation, they included plant profiles on mountain arnica (*Arnica montana*) and stinging nettle (*Urtica dioica*). Through his participation in this course, Robin has further expanded his understanding of ethnobotany as an academic interdisciplinary, strengthened his plant identification skills, and gained greater awareness of the means and values of actively interacting with native and non-native plants alike. It was a pleasure to again have Robin as part of our learning community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 3

3- Introduction to Pacific Northwest Ethnobotany



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June 2016 - September 2016: Creating Community and Health Through Gardens

5 Credits

DESCRIPTION:

Faculty: Marja Eloheimo, Ph.D.

In this summer program, students explored ways in which gardens can contribute to community and health. Each week students visited various types of community gardens—a total of ten—and interviewed gardeners, identified plants, developed nature drawing and journaling skills, and considered themes related to sustainability and justice. Students expanded upon these themes through reading *Harvesting Justice: Transforming the Global Food Supply—Food Sovereignty* (Field and Bell), written assignments, discussions, a medicine-making workshop, and plant studies. Additionally, students participated in garden care in various community gardens, and presented a hands-on workshop that taught a plant-related skill. This program supported student interests in environmental education, community development, health studies, plant studies, sustainability, sovereignty, ethnobotany, herbalism, and horticulture.

EVALUATION:

Written by: Marja Eloheimo, Ph.D.

Robin's attendance was very good, and he showed strong interest in the subject matter. Robin prepared and presented an interesting plant profile on echinacea (*Echinacea purpurea*); gave an inspired PowerPoint presentation about Fire Rose Farm in McCleary, Washington; and wrote a brief final synthesis paper that reflected on the key concepts of the program: gardens, health, and community.

Additionally, Robin worked with partners to present an interesting workshop in which students were able to use plant-based paints with a brush constructed from common horsetail (*Equisetum arvense*). As a result of Robin's overall participation and work in this program, he has continued to strengthen his knowledge of plant species useful for food, medicine, and art as well as his plant identification skills.

Robin has also gained greater awareness of the range of possible types of community gardens and the potential benefits they can offer to environmental, social, and individual health as well as to food, medical, and Indigenous sovereignty. As Robin stated, "There is occurring a reclamation, a reconnection to place, cultural identity and food and medicine. These, as discussed in *Harvesting Justice*, are examples of food and Indigenous sovereignty. Creating community and health through gardens is not a singular outcome but a process...." It was a pleasure to have Robin as part of our learning community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

3- Introduction to Garden-based Community Studies

2- Plants as Food and Medicine



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March 2016 - June 2016: Core Ballet

2 Credits

DESCRIPTION:

Faculty: Jehrin Alexandria

In this course, students will learn fundamentals of ballet and gain greater physical flexibility and coordination. In addition, we will practice developmental movement therapy, Beamish BodyMind Balancing Floorbarre and visualization exercises. We will use them to achieve heightened awareness of self through movement both in and outside class.

EVALUATION:

Written by: Jehrin Alexandria

Robin fully participated in class. He was able to demonstrate a basic understanding of the vocabulary and positions of ballet by the end of the quarter. As we progressed in class he improved in his confidence at executing movements that were new and challenging. In addition, he gained greater flexibility. Robin was an attentive student and pushed beyond his normal boundaries in trying new steps.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2- Basic Ballet



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March 2016 - June 2016: Inscribing the Body: Embodiment and the Performance of Identity in Creative Writing

4 Credits

DESCRIPTION:

Faculty: david wolach

This class took up "the body" as a site of radical cultural production as expansively as possible, considering some of the forms in which bodies are othered through language, including through discourses of disability, gender performance, and other zones of often-felt difference and social dislocation. Though this was primarily a creative writing class, assignments encouraged students to push beyond familiar modes of expression. Class meetings alternated between lecture/seminar and writing workshop. Final projects were drafted and radically revised with the help of peer feedback. The students also learned from guest poets Rob Halpern and CA Conrad.

The readings included texts by: Jasbir K. Puar and Amit S. Rai; Rob Halpern and Taylor Brady; José Muñoz; Susan Stryker; kari Edwards; Claudia Rankine; Fred Moten; M. NourbeSe Philip; Audre Lorde; Raúl Zurita; Eleni Stecopoulos; Lorenzo Thomas; Antonin Artaud; Hannah Weiner.

EVALUATION:

Written by: david wolach

Robin was a thoughtful and generous participant in our shared learning this quarter. All assignments were submitted complete and on time.

Robin produced some evocative work in response to an early assignment that asked students to write about powerful sounds without naming the sounds themselves. I was particularly struck by the line "Grey ocean waves crashing in a faded halfhearted performance" and encouraged Robin to think more about how to explode words like "vacant" into longer, more complicated descriptions. What does it sound like for something to be vacant, hollow? What happens when there is nothing for the sound waves to hit?

Robin's final project was a cycle of visceral and provocative poems dealing with intimacy and erotics. As Robin writes in his self-evaluation, this project is part of his ongoing efforts to "understand and deconstruct what maleness, masculinity, gender, and so on mean to me in the hetero-normative patriarchal culture we reside in." The cycle opens with a kind of poetic statement, and then moves swiftly into raw vulnerability.

"A hungry - ghost // insatiable desire

If I can get 'some-other circumstances'

Get it.

I will be fine.

Hierarchies - Difference.

-Celebrating / gratitude for the

Difference. || Requires knowing the other.

The difference."



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Here and elsewhere in the cycle Robin moves from weighty conceptual discourse to more and more focused language describing power differentials and the ideology of romantic narratives. One message of Robin's analysis seems to be that such ideologies make it challenging to achieve that longed-for ideal of "self-love and completeness." Robin's poetry is at its most evocative, however, when it simply refuses to play the game any longer, when it registers the exhaustion of pushing against received social norms, as in: "my mental and emotional capabilities aren't enough to comprehend what the fuck is going on as the filaments of my bruised oatmeal brain decompose."

I thank Robin for these poems and for all his good work this quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Text Arts

2 - Poetics and Critical Theory



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January 2016 - March 2016: Reinterpreting Liberation: Third World Movements and Migrations

12 Credits

DESCRIPTION:

Faculty: Savvina Chowdhury, Ph.D. (feminist economics, political economy), Alice A. Nelson, Ph.D. (Latin American Studies, gender studies), and Therese Saliba, Ph.D. (Third World feminist studies, Middle East Studies)

Through the disciplinary lenses of history, literature, political economy, and postcolonial and feminist theory, this program explored how various ideas of liberation have emerged and changed over time, in the contexts of Latin America, the Middle East and the Indian subcontinent. We explored religious, national, gender, ethnic and cultural identities that shape narratives of liberation and examined the ways in which various authors revisit histories of European and U.S. colonialism and imperialism, question the dominant narrative, and seek to tell another story. In winter quarter, we framed our cases within the rise of neoliberalism, and examined: Iran and Nicaragua in 1979 and afterwards, the Israeli/Palestinian conflict, the Zapatista movement in Chiapas, opposition to the U.S.-led war in Iraq, the Bolivarian Revolution in Venezuela, and the 2011 Arab Spring and its aftermath. We looked at feminist involvement in each of these contexts, as well as the role of U.S. foreign and economic policy in the regions. A typical week included 2.5 hours of lecture, 3 hours of film viewing and analysis, 4 hours of seminar discussion, and 3 hours of workshop (writing, economics).

Readings: Naomi Klein, *The Shock Doctrine: The Rise of Disaster Capitalism*; Negar Mottahedeh, *#Iranelection: Hashtag Solidarity and the Transformation of Online Life*; Sandy Tolan, *The Lemon Tree: An Arab, a Jew, and the Heart of the Middle East*; Gloria Muñoz Ramírez, *The Fire and the Word: A History of the Zapatista Movement*; Riverbend, *Baghdad Burning II: More Girl Blog From Iraq*; David McNally, *Global Slump: The Economics and Politics of Crisis and Resistance*; Marta Harnecker, *A World to Build: New Paths Toward 21st Century Socialism*; Adhaf Soueif, *Cairo: Memoir of a City Transformed*; and articles by Bashman Baktiari, Roger Lancaster, Dora María Téllez, Joseph Massad, Rachel Corrie, Hisham Aida, and others.

Films: *Life and Debt* (Dir. Stephanie Black); *In Women's Hands* (Dir. Rachel Field and Juan Mandelbaum); *Persepolis* (Dir. Marjane Satrapi & Vincent Paronnaud); *Israel vs. Israel* (Dir. Terje Carlsson); *Slingshot Hip Hop* (Dir. Jackie Salloum); *The Zapatistas and the Rainforest of Chiapas* (Dir. Native Forest Network); *Noah's Ark* (Dir. Caitlin Manning and Chris Carlson); *Caracoles: New Paths of Resistance* (Dir. Chiapas Media Project, excerpts); *Control Room* (Dir. Jehane Noujaim); *A Little Bit of So Much Truth* (Dir. Jill Friedberg); *The Revolution Will Not Be Televised* (Dir. Kim Bartley and Donnacha O'Briain); and *The Square* (Dir. Jehane Noujaim).

Writing/Research: weekly seminar questions; a 2-3-page creative writing piece; and two major thematic synthesis essays (5-6 pages each).

EVALUATION:

Written by: Savvina Chowdhury, Ph.D., Alice A. Nelson, Ph.D., and Therese Saliba, Ph.D.

A deep-thinking student, Robin came to the program with a background in gender studies and political economy. He applied his skills to some new learning in the history of anti-colonial liberation struggles of the Global South, and continued to develop and build on his understanding of patriarchy, heteronormativity and masculinity.



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Robin's weekly written responses to assigned texts showcased his strong reading comprehension, writing and analytical skills. His papers were clearly written, and reflected his thoughtful engagement across a range of texts in literature, history and political economic theory.

One highlight of Robin's written work this quarter is his 17-page paper on "The male body and penetration" - an arrestingly written, self-reflective, meditative essay exploring gender, sexuality and hetero-normative male privilege. Drawing on eight sources including Men Beatriz Preciado's *Sex, Drugs and Biopolitics in the Pharmacopornographic Era* and bell hooks' *The Will to Change: Men, Masculinity and Love*, Robin draws on queer theory as an analytical framework to offer keenly felt insights into what it means to come to terms with a masculine identity in our culture today. Deeply introspective, creatively written and replete with numerous insights on patriarchal conditioning, Robin's essay is palpably emotional and showcases original thought. I hope he continues to develop this line of inquiry as I feel that he has a penchant for gender analysis.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 3 - Latin American Studies: History, Politics, Culture
- 3 - Middle East/South Asian Studies: History, Politics, Culture
- 3 - Postcolonial and Feminist Theory
- 3 - Political Economy



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September 2015 - December 2015: Queer Narratives

7 Credits

DESCRIPTION:

Faculty: Anne de Marcken, MFA, Alejandro de Acosta, Ph.D.

Using practice- and theory-based modes of inquiry, students in this program both interrogated and generated narratives: personal, cultural, and political narratives that define and redefine concepts and theories of the queer; and literary and cinematic narratives that disrupt—i.e. *queer*—conventions of genre, form, representation, and authorship.

Participating in weekly seminars and in regular thematically-linked workshops and lectures designed to expand on and make connections between ideas expressed in texts and taken up in their own work, students built a foundation in theoretical modes of reading, writing, and discussion as well as developing critical and technical skills in creative writing.

Students engaged with a variety of critical, literary, lyrical, and cinematic texts that push and problematize conventions of narrative and stable definitions of the queer. Our reading list included foundational texts of queer theory as well as its contemporary articulations, addressing themes of sex and gender, queer and trans subjectivities, race and culture, drugs and technology, visibility and opacity, and many possible political articulations of queer. An idiosyncratic selection of literary and cinematic texts emphasized formal hybridity, linguistic experimentation, and deliberate disruptions of the relationships between author, subject, text, and audience.

Students maintained a practice of critically annotating all required readings—an extensive bibliography that included *History of Sexuality* by Michel Foucault; *Testo Junkie* by Beatriz Preciado; *In a QuAre Time and Place* by Tim Stüttgen; *The Pleasure of the Text* by Roland Barthes; *Tender Buttons* by Gertrude Stein; *Les Guérillères* by Monique Wittig; and *Bluets* by Maggie Nelson, the films *Tongues Untied* by Marlon Riggs; *Blue* by Derek Jarman; and *Sun Ra: Space is the Place* by John Coney, and a significant array of short works, articles, and excerpts from texts by such authors as James Bliss, José Esteban Muñoz, Judith Butler, Lee Edelman, Jamaica Kincaid, Sherman Alexie, Valerie Solanas, Sarah Dowling, Fernando Pessoa, Hannah Weiner, Achille Mbembe, and Gloria Anzaldúa.

Students responded to a series of iterative creative writing assignments built around the fundamental ambiguity of language and the constructedness of narrative. They studied and experimented with concrete and abstract representation, with ideas about authorship, polyvocality and persona, with temporal, spatial and personal perspective, with literal and figurative representation, and with the relationships of form, content, and context. Their work involved in-class and independent experimentation, ongoing peer and faculty critique, and collaboration. As a culmination of this work, students crafted a presentation of artifacts representative of their inquiry in this critical/creative mode, reflecting on their endeavor in a succinct Process Statement addressing the thematic and formal concerns of their work.

Further, students produced a series of three short critical essays in response to prompts concerning themes and concepts introduced by required readings. Each essay was preceded by a separate planning assignment in which students selected topics, located key passages in texts, and began writing. These assignments provided students with opportunities to demonstrate and further develop their understanding of the concepts, arguments, and logics underlying course readings and discussions, and to pursue and develop new lines of thought through synthesis and focused inquiry in the exegetical mode. Their final project in this area was a substantial rewrite of one of the three essays, in which they refined, deepened and/or expanded the earlier draft as a demonstration of thorough and thoughtful engagement with program themes.



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EVALUATION:

Written by: Anne de Marcken, MFA and Alejandro de Acosta, Ph.D.

Robin Bartels' participation in *Queer Narratives* demonstrated a capacity for but uneven commitment to critical and creative work in a context of interdisciplinary learning.

Robin's consistent presence in the classroom showed a commitment to the learning community and to the benefits of shared inquiry. My sense is that this was a mindful means of engaging with program themes that constituted a meaningful, if not strictly academic, learning experience. During weekly seminars, he consistently opted to listen without commenting, a valid choice when undertaken mindfully, however there was no evidence suggesting that Robin had read most assigned texts, which limited his ability to participate, even silently, in productive interrogation of content and form. His submission of critical and creative writing assignments decidedly imbalanced. The few written responses to assigned readings that he turned in demonstrated limited engagement with texts.

Regarding Robin's work with critical theory and queer studies, Alejandro de Acosta, Ph.D., writes:

"Robin turned in zero of four essay assignments. I had no contact with him as to any extenuating circumstances affecting his writing. I therefore do not feel I have anything to evaluate."

Robin engaged more fully in aspects of the program related to creative inquiry, participating in peer critique sessions and showing a moderate level of attention during writing workshops and lectures on narrative discourse. He responded productively to formal constraints and made use of faculty and peer critique to produce work that demonstrated an ability to experiment with concepts and processes introduced in class. So far as I know, Robin elected to leave unread various assigned literary and cinematic texts, thereby limiting his access to a variety of formal and conceptual approaches that might otherwise have interestingly influenced his thinking and writing. For his final presentation, Robin chose to share a short, untitled, essayistic prose piece that he describes as "an attempt at playfully engaging with shame." He pays nice attention to the sounds and rhythms of words in this piece, making good use of repetition. There is restraint in his deployment of mildly shocking imagery ... a clarity and directness of language that serves the tonal consistency of the piece and successfully lends it the intended humor. Here and in creative writing produced throughout the quarter, Robin has demonstrated an understanding of the relationships between form and content, and the ways creative writing can be used for critical and personally-meaningful inquiry.

Overall this was a modestly productive quarter for Robin. Our insights into the choices he made about how to engage with the program are limited, but he was a valued and valuable member of our learning community. We encourage him to commit to a course of study that aligns with his values and interests and to seek out whatever resources he needs in order to succeed.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 7

- 3- Creative Writing
- 2- Narrative Studies
- 1- Queer Studies
- 1- Critical Theory



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June 2015 - September 2015: Creating Community and Health Through Gardens

5 Credits

DESCRIPTION:

Faculty: Marja Eloheimo, Ph.D.

In this summer program, students explored ways in which gardens can contribute to community and health. Each week students visited various types of community gardens—a total of nine—and interviewed gardeners, identified plants, developed nature drawing and journaling skills, and considered themes related to sustainability. Students expanded upon these themes through reading *Greening Cities, Growing Communities* (Hou, Johnson, and Lawson), written assignments, seminar discussions, a medicine-making workshop, and plant studies. Additionally, students participated in three sessions of garden care at a community garden of their choice as well as a small, horticultural research project. This program supported student interests in environmental education, community development, health studies, plant studies, sustainability, ethnobotany, herbalism, and horticulture.

EVALUATION:

Written by: Marja Eloheimo, Ph.D.

Robin's attendance in the program was very good. While he opted to not submit assignments, he participated in seminar discussions and facilitated a group sharing about lavender (*Lavandula* spp.) Additionally, Robin worked with a partner to present an interesting garden design workshop and he contributed significant community garden care to the Bigelow Food and Medicine Garden over the course of three weeks. As a result of Robin's overall participation in this program, he has expanded his knowledge of edible and medicinal plant species and his awareness of the range of possible types of community gardens and the potential benefits they can offer to environmental, social, and individual health. It was a pleasure to have Robin as part of our learning community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

3- Introduction to Garden-based Community Studies

2- Plants as Food and Medicine



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March 2015 - June 2015: Spanish, Beginning I

4 Credits

DESCRIPTION:

Faculty: David R. Phillips, M.E.S.

Students in Beginning Spanish I worked to acquire introductory skills in the language, including listening, speaking, reading and writing. The course was taught mostly in Spanish. Students acquired a range of practical vocabulary, including in-context topics such as school, family, pastimes, home, food, weather, time and Spanish-speaking cultures. Students practiced conversation and shared readings in small collaborative groups. Weekly assignments included written exercises in sentence composition and creative writing, and applied grammar practice, including verbs in present tense. The textbook *Plazas* was used as the main reference. Students were evaluated based on their attendance, class participation, vocabulary acquisition, written assignments, and beginning efforts to develop verbal skills.

EVALUATION:

Written by David R. Phillips, M.E.S.

Robin gained key Spanish skills in his introduction to study of the language. He acquired a good set of basic vocabulary and began to develop listening comprehension. He practiced conversation, though showing some tentativeness that is normal for beginners. Robin's written work showed progress with learning verbs and grammatical forms. Using creativity, he wrote some very nice original poetry in Spanish. He'll benefit from daily conversation, reading out-loud and more writing. His attendance was good, but with some absences. Robin has acquired a foundation in beginning Spanish and is ready to learn more.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Beginning-level Spanish Language



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September 2014 - March 2015: Political Economy and Social Movements: Race, Class and Gender

25 Credits

DESCRIPTION:

Faculty: Peter Bohmer, Ph.D, Savvina Chowdhury, Ph.D, Martha Schmidt LL.M & JD

This program examined the nature, development and concrete workings of modern capitalism and the interrelationship of race, class and gender in historical and contemporary contexts. In fall quarter, we focused on the historical emergence and evolution of capitalism as a global economic system. What has been the historical trajectory of capitalism and how is it different from other economic systems? Through our study of history, political economy and gender studies we explored the colonization of the U.S., and the material and ideological foundations of political economy from the 15th century to the present. Specific topics included the enclosure of the commons in Europe, the establishment of the trans-Atlantic slave trade, the colonization of the Americas and the western push to "American Empire." Recurring themes included the study of marginalized and oppressed groups of people who were exploited during the course of capitalist development, such as women, colonized nations and enslaved people, as well as their resistance to the emerging capitalist order through peasant rebellions, maroon communities, general strikes, work-stoppages and society-wide disruptions.

In winter quarter we examined the interrelationship between the U.S. political economy and the changing global system. We studied causes and consequences of the globalization of capital and its effects on our daily lives, the limits to capitalist growth and the climate crisis, alternatives to neoliberal capitalism including socialism, participatory economies and community-based economies, and strategies for social change. Our program analyzed the rise of the finance sector in the neoliberal period, the role played by multilateral institutions such as the World Bank and the International Monetary Fund, and the impact of free trade agreements. At the same time, we explored the opposition of communities and social movements, such as global justice, indigenous, labor, feminist, anti-war, environmental, and youth, to the global order imposed by neoliberal policies. Our case studies included Venezuela, Cuba, Nicaragua, El Salvador and Chiapas, Mexico.

A central emphasis of our work was the study of social movements as we examined the collective efforts of marginalized communities to contest their exploitation and exclusion and assert their right to sovereignty and a more democratic and just future. Some of the liberation struggles we looked at include indigenous struggles, anti-slavery movements, as well as the feminist, labor and Civil Rights movements, the environmental movement in the U.S., the Zapatista movement in Chiapas, guerrilla movements in Cuba, Nicaragua and El Salvador, as well as grassroots participatory movements in Venezuela. Through our study of these various movements, we examined how social change has occurred in the past, present trends and alternatives for the future.

The theoretical frameworks we examined included liberalism, Marxism, feminism, anarchism, political economy and neoclassical economics, and their explanations of the current U.S. political economy. In our fall quarter economics workshops, we studied microeconomics principles from neoclassical, feminist economics and political economy perspectives. Within microeconomics, we studied topics such as how markets work, race and gender disparities in the U.S. workforce, the labor theory of value, calculations of necessary and surplus labor, the rate of exploitation, as well as trends and the measurement of poverty and inequality in the U.S.. In our economics workshops in winter quarter we continued our study of microeconomics and focused on macroeconomics, primarily from a Keynesian framework. We studied the components of aggregate demand, the relation between unemployment and aggregate demand, and the role and effectiveness of fiscal and monetary policy. We studied the causes of the "great recession", austerity and critiques of it, causes and solutions to the high rates of unemployment, underemployment,



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economic instability and crisis. We compared and contrasted the U.S. economy in the period from the end of World War II to 1973 to the period from 1980 to the present.

Fall quarter assignments included about 300 pages of reading every week, weekly 2-page summary-response papers, and in-class midterm and final examinations. Winter quarter assignments included 300 pages of reading every week, weekly 2-page summary-response papers, and a take-home exam. Two additional writing assignments during winter quarter were an oral history and a 5-6 page synthetic essay. For the oral history assignment students were asked to conduct and record an interview with a member of their family or community, exploring their historical experience of immigration, diaspora, war, displacement and resettlement, and their involvement in social movements, labor unions, political parties, etc. The synthetic essay required students to integrate ideas across readings, presentations, films and workshops, identifying contradictions, tensions, and complexities in our study of political economy and social movements. During winter quarter, students had the option of volunteering 5 hours/week with a community-based group and writing a 4-page paper reflecting on the internship or engaging in independent study and writing a 10-page paper on a topic connected to program themes. At the end of the quarter students gave class presentations on key aspects of their independent study or internship.

Fall texts were: Bowles, Edwards & Roosevelt, *Understanding Capitalism: Competition, Command & Change* (2005); Hedges and Sacco, *Days of Destruction, Days of Revolt* (2014); Zinn, *A People's History of the United States: 1492-Present* (2003); Federici, *Caliban and the Witch: Women, The Body and Primitive Accumulation* (2004); *The Marx-Engels Reader*; McAlevey, *Raising Expectations (and Raising Hell): My Decade Fighting for the Labor Movement* (2014); Dixon, *Another Politics: Talking across Today's Transformative Movements* (2014) and Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (2012).

Winter texts were: Naomi Klein, *This Changes Everything* (2014); Cynthia Kaufman, *Getting Past Capitalism* (2012); Robin Hahnel, *Of the People, by the People* (2012); David Harvey, *The Enigma of Capital and the Crises of Capitalism* (2010); bell hooks, *The Will to Change: Men, Masculinity and Love* (2004); Marta Harnecker, *A World to Build: New Paths Towards Socialism in the 21st Century* (2015); Karen Kampwirth, *Women and Guerrilla Movements* (2003); and continuing with Bowles, Edwards & Roosevelt, *Understanding Capitalism: Competition, Command & Change*.

EVALUATION:

Written by: Peter Bohmer, Ph.D., Savvina Chowdhury, Ph.D.

A bright and thoughtful student, Robin Bartels came to the *Political Economy and Social Movements: Race, Class, and Gender* program with a background in political economy and immersed himself in deepening his knowledge of the subject. In fall quarter, Robin diligently turned in his work on time and maintained perfect attendance. He produced consistently strong to excellent essays that demonstrated advanced skills in reading, writing and analytical thinking. In addition, he demonstrated a penchant for theory and analysis. Robin has very successfully met all the program requirements in fall quarter, and has earned full credit. In winter quarter, Robin continued to show growth in his political economic analysis, particularly of the functioning of global capitalism and of the political economy of gender. Robin demonstrated interest and insight in his study of social movements and of alternatives to capitalism. He continued to attend class regularly but did not complete all of the program assignments. In fall quarter, Robin demonstrated his potential to be an excellent student in political economy and related subjects. I expect him to do so again in the future.

In addition to weekly papers, 2 major assignments in this program in fall quarter were the midterm and final examinations. Robin's exams demonstrated an excellent grasp of the terms, concepts and theoretical frameworks we studied this quarter. In his short-answer questions Robin demonstrated his easy grasp of terms such as Howard Zinn's notion of objectivity in history, as well as providing a nuanced



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comprehension of the distinction between labor and labor power, productive and reproductive labor. In his essay questions, Robin applied concepts such as commodification and primitive accumulation to contemporary issues such as the struggle over water rights in Bolivia. Robin clearly has a penchant for complex theoretical frameworks as was evident from his particularly well-developed exposition of Marx's theory of dialectical materialism. With careful attention to the definition of terms such as base, superstructure, relations of production and the means of production, Robin discussed the evolving dynamics of class struggle under neoliberalism as more and more of the world's population are drawn into the current phase of capitalist development. Overall, I have been truly impressed with Robin's well written, cogent answers that offered numerous insights and careful application of political economic frameworks to contemporary issues in the global economy.

Robin Bartels and the two other students he worked with demonstrated good knowledge and comprehension of political economy and macroeconomics in their in-depth answers to the winter quarter take-home exam. They gave good answers to questions on the meaning of neoliberalism and the role that financialization played in the 2008 financial crisis. They should have connected more the financial crisis to the "great recession". They did very good political economic analysis in their thoughtful essay advocating for a participatory economic model for a hypothetical small country that had fought for and won its independence from colonial rule. In their answer to this question, they made good use of program readings, especially Hahnel's, *Of the People, by the People*. This three (four) person group demonstrated good understanding of macroeconomic principles in their answers to the 11 part question on Keynesianism. They demonstrated good knowledge of the components of aggregate demand and of the determinants of consumption spending, of the differences between investment and savings, why balancing the government budget should not be a policy objective in a recessionary period, of the multiplier, and of fiscal policy. They made some errors in their answers to the questions on monetary policy.

Robin began but did not complete his winter quarter synthesis paper. In his first draft, he made a good start of connecting Marxism to his analysis of patriarchy. He showed good understanding of program readings. I suggest that he continue to work on this paper.

To reflect on program texts and to prepare for seminar discussion students wrote summary-response papers prior to each seminar in fall quarter. These papers helped students prepare for seminar discussion by focusing in on key concepts, arguments or passages, thereby helping them to develop their thoughts on the text before they arrived in class. Robin writes clearly and cogently, and his papers offer numerous excellent, well-articulated insights. The work in his best pieces offered clear exposition of complex concepts such as dialectics and accumulation by dispossession while synthesizing ideas across program texts, lectures and films. In winter quarter, Robin wrote thoughtful reflections on the books by Klein, hooks and Kaufman. I hope to see Robin continue his work on political economic analysis and would venture to say that with time, he will likely formulate his own independent line of inquiry.

In seminar both fall and winter quarter, Robin listened attentively, and showed a willingness to learn from the ideas and questions of his classmates. Often quiet and reflective, Robin seemed to be consciously making space for the voices of others to be heard in seminar. He is very conscious about seminar process. When he did contribute to seminar discussion, Robin's comments often proved informative to his peers and helped to build the overall dialogue often by introducing a level of depth and complexity that showed the maturity of a student who takes his work seriously. For the most part, Robin was quiet in winter quarter seminar and workshops. He spoke up thoughtfully about gender and masculinity. I suggest he speak up more frequently in the future.

Overall, Robin has been an integral member of our learning community, sharing his knowledge while learning from his classmates, the seminar texts, the lectures, and films. He demonstrated a commendable ability to work collaboratively with others and I appreciated his thoughtfulness,

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consideration and supportive demeanor in all aspects of our program work. A sharp critical thinker, Robin's written work showcased his strong aptitude for political economy as well as critical analysis. He has continued to build on an already solid foundation in the study of social movements.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 25

- 4 - Political Economy
- 3 - International Political Economy
- 3 - Political Economy of Gender
- 3 - Introduction to Microeconomics
- 3 - Introduction to Macroeconomics
- 3 - U.S. History
- 3 - Sociology: Social Movements
- 3 - Politics of Race, Class, and Gender



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June 2014 - September 2014: Tomorrow Today: Political Economy and Culture of the Future

4 Credits

DESCRIPTION:

Faculty: Anthony Zaragoza, Ph.D.

In the four-credit class, *Tomorrow Today: Political Economy and Culture of the Future*, students used recent historical developments, trends, and "futurecasting" to offer informed assessments of life and the economy in 50-100 years. Futuristic movies allowed us to examine concerns about the future as a window into present-day culture. Final projects offered projections of the future through making a short movie, PowerPoint, or short story. Students thought together about what the future may bring to their lives, communities, and world.

EVALUATION:

Written by: Anthony Zaragoza, Ph.D.

For *Tomorrow Today: Political Economy and Culture of the Future*, Robin consistently reached the level of studiousness required of college work. He had good attendance, missing two class meetings. To reflect on program readings and videos, students discussed them together in class. Robin did a good job sharing his thoughts and questions with his classmates in large group discussions.

The key project of the class was a film about the future. Robin did an excellent job developing an impressive first impressive draft and then made significant improvements for the final film. In the movie, Robin focused on a future without human beings. He did an excellent job showing scenes in which spaces were reclaimed by nature. Robin edited the film well, giving it perfect pacing and mood. Robin has a good eye and he framed the various scenes well. All of Robin's work demonstrated his ability to do thoughtful college work, and I wish him good luck as he moves forward with his education.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Future Studies



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June 2014 - September 2014: Poetry on Serendipity Farm

6 Credits

DESCRIPTION:

Faculty: Kate Crowe

Students who attended the Poets on Serendipity Farm program were awarded six credits if they completed a portfolio of ten poems and participated in all group events. Students presented on a poet of their choice and suggested a writing exercise for fellow students to try. Students were given three or more poetry writing assignments a day and worked with several poetic forms. They worked collaboratively and independently on Pantoums, Haiku, Renga, Ghazals, free verse, and found poems. Students were required to attend class and participate fully in all aspects of this intensive week on Serendipity Farm including performing their work on a daily basis around the campfire.

EVALUATION:

Written by: Kate Crowe

Robin completed a wonderful portfolio of poems from his week's writing work on the farm. He did his presentation on W.B. Yeats and talked about his attraction to Yeats' poetry. Robin wrote several successful poems considering his status as a beginner. His poems titled "Tree," "Goddess", and "Beach," reveal a thoughtful and heartfelt poetic voice. He was clearly influenced by Yeats. He took feedback on his work seriously and he can be proud of the work he produced.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

6 - Poetry Writing



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March 2014 - June 2014: Current Economic and Social Issues: Explanations, Actions and Solutions

14 Credits

DESCRIPTION:

Faculty: Peter Bohmer, Ph. D.

In this one-quarter full-time program for first and second year students, we developed the political economic analysis and tools needed to analyze the recent financial melt-down, the current global economic slump and related economic, and social problems in the United States and globally. We used this political economic framework in examining the systemic causes, economic and social impact, and possible solutions to 1) poverty and income inequality in the United States; 2) the criminal justice system, racism, and mass incarceration in the U.S.; 3) immigration to the United States; 4) work and low-wage labor in the United States; and 5) climate change, nationally and globally.

We studied opposition to these economic and social injustices by looking at social movements that have challenged them as well as analyzing reform solutions as well as societal transformation. We examined alternatives to the current economic system in the United States and how a socialist society would address key economic and social problems.

Students were evaluated on their understanding of program themes and concepts as evidenced by their engagement with and participation in weekly seminars, workshops, presentations, films and other program activities including an all day field trip to Tacoma and Seattle; short papers on each of the readings; an eight-page paper and an oral presentation on their study of an important economic and social problem; and oral presentations, individually or in small groups, on an economic and social problem we analyzed or on a relevant current event.

Books we read included: Chris Hedges and Joe Sacco, *Days of Destruction, Days of Revolt*; David McNally, *Global Slump: The Economics and Politics of Crisis and Resistance*; Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Color Blindness* (new forward by Cornel West); David Bacon, *Illegal People: How Globalization Creates Migration and Criminalizes People*; Frances Goldin, Debby Smith, and Michael Steven Smith editors, *Imagine: Living in a Socialist U.S.A*; Barbara

Ehrenreich, *Nickel and Dimed: On (Not) Getting by in America*, 10th anniversary edition, 2011; and Christian Parenti, *Tropic of Chaos: Climate Change and the New Geography of Violence*.

EVALUATION:

Written by: Peter Bohmer, Ph. D.

Robin Bartels successfully completed the spring quarter, 2014, academic program, Current Economic and Social Issues: Explanations, Actions and Solutions. He is a thoughtful, self-motivated, cooperative, and intellectually engaged student with good analytical and critical thinking abilities. Robin demonstrated interest in and good knowledge of the economic and social issues we studied and their causes. He also showed a lot of interest in examining alternate economic systems to U.S. capitalism and learning more about social movements and organizing for social change. I suggest that Robin continue to deepen his developing political economic analysis. I enjoyed having Robin in the program and look forward to working more with him in the future.

Robin attended class regularly. Although generally quiet, he was attentive and listened carefully. When he spoke up, he contributed to everyone's learning. I suggest Robin speak up more in future academic



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programs. With another student, Robin made an articulate and informative presentation on the 2014, National Climate Assessment report, that detailed the impact of climate change in different parts of the United States and globally, and its increasingly negative social and economic impact in the future. He showed good knowledge of his subject matter.

In his response papers to the books we read, Robin demonstrated good comprehension of the readings, the ability to identify and examine key themes and quotes, and for the most part, clear writing. In the six papers Robin wrote, he consistently and skillfully analyzed the systemic causes of the economic and social problems that were the subjects of the books we read.

Robin had some difficulty in selecting a research topic. He examined many possible and relevant topics before picking one. Robin made a presentation to the entire program on how those in power rule primarily, not by force but rather by promoting and establishing a dominant narrative that causes popular acceptance of the status quo. Robin made a good start but should have developed his ideas more and addressed more how the dominant narrative changes over time, why it is accepted by the majority of people and resistance to it. He did not submit the accompanying paper.

Robin also wrote up a thoughtful reflection about our class, May Day field trip to Tacoma and Seattle, where immigration was the focus. He showed his cooperative nature in his participation in this all day field trip with many activities.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 14

- 6- Current Economic and Social Problems
- 5- Introduction to Political Economy
- 3- Social Movements



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September 2013 - March 2014: Computer Science Foundations

24 Credits

DESCRIPTION:

Faculty: Neal Nelson, Ph.D., Sherri Shulman, Ph.D., Richard Weiss, Ph.D., and Paul Pham, Ph.D.

Computer Science Foundations students engaged in intensive study of introductory/intermediate undergraduate computer science. Students were evaluated on the basis of attendance, participation in program activities, written work (including computer programs and executable logic models), and performance on examinations. Students completed some or all of the various parts of the program described below.

In ***Programming as a Way of Life I***, the students were presented with programming as a fundamental way of thinking and expressing values using the Python programming language. In addition, "data programming" was taught using real-world datasets such as election poll results and social network connections. Texts included *Think Python* by Allen Downey and *Introduction to Computation and Programming Using Python* by John Guttag. Topics included Python syntax and execution, loops and if-else branching, lists and data structures, an introduction to classes and object, social coding with git, graphing with matplotlib and networkx, and programming in the news. There were weekly lectures and labs, along with weekly homework assignments or a personal project of the student's choice. Students were expected to complete and submit their assignments using GitHub. Students were evaluated on their performance on homework submissions and class participation.

In ***Programming as a Way of Life II***, students learned the basics of programming in the Java language, and its subset called Processing which is used in Arduino electronics. The main text was *Head First Java*, 2nd edition, by Kathy Sierra and Burt Bates. These languages were used by students to continue expressing their values through independent projects or developing skills through the assigned homework. Topics included Java source files, Java class files, the Java bytecode compiler; Java syntax, expressions, values, variables, type; Java class anatomy, data members (variables), function members (methods); if-else conditional branching; Java classes and objects, constructors, instantiation; arrays, one-dimensional and two-dimensional, base type, length; iteration, while loops, for loops; the ArrayList class, using the Java API docs, generics; the Eclipse integrated development environment, with autocomplete and debugger; drawing simple graphics (lines, circles, boxes, and text); using Github to submit and share source code; unit tests with JUnit; and learning about programming culture via the maker movement.

In ***Digital Logic and Computer Organization***, the students studied the organization and logic of simple central processing units from the digital logic level to the instruction set architecture level. Topics included representation of data in binary and hex, combinational logic, sequential logic, register transfer level data path architecture, and the instruction set level architecture. Students attended weekly lectures on fundamental concepts and structures and studied from the preliminary textbook *Digital Logic and Computer Organization*, by Neal Nelson, to complete problem assignments and workshops. Students consolidated their understanding of computer organization in weekly labs by building and simulating a graduated series of logic modeling projects using a logic-modeling program (Logisim). The lab work concluded with a complete logic model and simulation of a very simple Von Neumann style computer. Students were evaluated on their attendance and participation in classroom learning activities, their weekly homework assignments, weekly labs, two examinations, and the final Computer Modeling Project.

In ***Computer Architecture I***, students extended their study of machine organization from the register-transfer level architecture to the instruction set architecture and assembly language level of abstraction using the Java Virtual Machine (JVM) with the Jasmin JVM assembler. Students were first assigned simple assembly language programs with loops and decisions using a very simple 8-instruction



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accumulator-based Turing-complete machine. Studies then shifted to the architecture and assembly language programming of the Java Virtual Machine language, covering Chapters 1 to 5 and 10 of the textbook, *Computer Organization and Assembly Language*, by Patrick Juola. Topics included JVM implementations of Java arrays, records, classes, objects and method calls as well as the usual low-level assembly programming. There were two examinations, weekly textbook assignments and 8 hands-on JVM assembly language programming laboratory assignments.

In **Discrete Mathematics I**, students learned some of the standard topics in Discrete Mathematics, including propositional logic, predicate logic, methods of proof, elementary set theory, functions, summations, finite state automata, induction, and number theory. The text used was Kenneth H. Rosen's *Discrete Mathematics and Its Applications*, sixth edition, from which the bulk of chapters 1, 2, 3, and 4 were covered. Students submitted weekly problem sets, 3 quizzes, a midterm and final exam.

In the winter, students continued in the same textbook, covering chapters 5 through 10. The topics covered included induction and recursion, discrete probability, recurrence relations, generating functions, relations, graphs, and trees. Students submitted weekly problem sets, participated in weekly workshops, and completed a midterm and final exam.

The **Puzzle-Solving Workshop and Seminar** was a hands-on workshop-style weekly session in which students learned how to approach, think about, and solve problems using discrete mathematical techniques. Students were evaluated on the basis of participation and submission of work.

In **Seminar on Ethics, Technology, and Society**, students studied the ethical concerns surrounding technology and its effect on society. Students met for one and a half hours each week to understand complex issues through open-ended discussion, a debate format, and commenting on each other's writings via a WordPress blog. The seminar develops qualitative reasoning skills and frames technology within a wider context in its effect on human psychology, philosophical questions about intelligence, gender, education, and economics. Topics include the definition of cyber-ethics, cultural relativism, artificial intelligence, electronic medical records, and Bitcoin. Students learned how to summarize the arguments of others and revise their own writing.

EVALUATION:

Written by: Neal Nelson, Ph.D., Sherri Shulman, Ph.D., Richard Weiss, Ph.D., and Paul Pham, Ph.D.

Programming as a Way of Life I: Robin showed very quick and impressive growth at programming in a dynamic, imperative language like Python, starting only with Scratch and HTML experience. He also displayed creativity and initiative in choosing his own project to substitute for the assigned homework. Even more impressive, he chose a project which displayed great taste and required substantial technical skill: generating tweets and hashtags in a cryptic, human-like way. His coding style is very compact and minimalist. For example, in Homework 2, he counted DNA sequence content with only one loop, and in Lab 3, he computed arithmetic sums likewise in only a few short lines. To do so, he strays into somewhat risky territory of using multiple assignments on one line, which is not one of my favorite features of Python. However, he uses them correctly, and his programs work. He also made mature use of classes and object-oriented programming in his project, which were otherwise never tested in any homework. He even used the yield keyword and exceptions, which were never taught in class. Finally, Robin was a good communicator and initiated useful conversations about his work in the class. Robin was a great pleasure to teach, and I hope he will continue to apply his skills to generating interesting art and other results in the future.

Programming as a Way of Life II: In the winter 2014 quarter, Robin demonstrated an understanding of the basics of computer programming in the Java language. He attended 19 out of 20 lectures, completed 8 out of 10 labs, and completed 1 out of 5 homework. He demonstrated understanding of Java syntax,



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mathematical expressions, variable assignment and reference, loops, and producing simple graphics. He has yet to demonstrate understanding of writing unit tests or using Java arrays. He is proficient in using the Eclipse integrated development environment and using GitHub for submitting and sharing source code. He did well on the programming portion of the mid-term, but he could use a review of the syntax of a Java class.

Robin's performance in **Digital Logic and Computer Organization** was satisfactory. He achieved satisfactory results on the first exam and weak results on the second exam. He completed nearly all assignments, attended all of the 9 lab sessions, and submitted 8 lab reports. He successfully completed the final comprehensive Computer Modeling Project that integrated all of the lab work for the quarter. Robin demonstrated a fairly good understanding of the organization of a Von Neumann processor architecture at the digital logic level.

For **Computer Architecture I**, Robin submitted one out of six homework assignments and four out of nine lab assignments. The work on these was satisfactory. His midterm was good and his final was weak.

Robin's work in **Discrete Mathematics I** was very weak. He had reasonable attendance overall. Although he turned in a number of assignment files, many of the submissions were incomplete. Both his midterm and final exams were weak. He showed an understanding of many concepts, but was very weak on proofs, recursive definitions, and algorithms.

Robin did well in **Seminar on Ethics, Technology, and Society**. He participated actively in small group discussions, and was generally quiet in large group discussions. He wrote nine out of the ten blogs, and they were generally very good. His investigations of each topic showed depth.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 24

- 5- Introduction to Programming in Python
- 4- Digital Logic and Computer Organization
- 4- Discrete Mathematics I
- 5- Introduction to Programming in Java
- 2- Computer Architecture I
- 4- Seminar in Computer Ethics



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June 2013 - September 2013: Buddhist Psychotherapy

11 Credits

DESCRIPTION:

Faculty: Ryo M. Imamura, Ed.D.

During the five week program titled Buddhist Psychotherapy, the students studied the basic teachings and practices of Buddhism in furthering their understanding of the human condition and psyche. The intensive exploration utilized lectures, book seminars, films, meditation, guest speakers, and field trips to Buddhist temples. The lectures covered basic Buddhist principles from a psychological perspective and Japanese Buddhist-based therapies. They viewed and discussed films on the psychological benefits of Theravadin, Zen, Pure Land and Tibetan Buddhism. They wrote preseminar papers on and discussed THE FEELING BUDDHA (Brazier), AN OPEN HEART (Dalai Lama), and ANSWERS FROM THE HEART (Thich Nhat Hanh. They visited and listened to teachers at a Thai Theravadin temple, Tibetan Vajrayana monastery, Chinese Mahayana nunnery, and Japanese Pure Land temple. At the end of the program, they took an open-notes examination that tested their comprehension of the materials addressed in the lectures. Lastly, they worked in small groups researching topics related to Buddhist psychotherapy, submitted group research papers and gave 30 minute oral presentations based on their findings.

At the end of the five-week period of study, the students participated in an intensive four-day meditation retreat led by a Zen Buddhist meditation teacher and the faculty member. They studied the theory and practice of Buddhist meditation as potential pathways to mental and spiritual well-being. They kept a detailed journal of their meditation experiences. And they wrote a research paper on the practice of Zen meditation and their own meditative experiences during the retreat.

EVALUATION:

Written by: Ryo M. Imamura, Ed.D.

Attendance was taken unannounced once on each of the 14 meeting days, and Robin was present at 11 of the 14 roll calls. Through his active and enthusiastic participation in all aspects of the program, he was able to improve his understanding and appreciation of Buddhist thought and tradition and the therapeutic benefits they provide. Robin's participation in the seminar discussions was fairly active, and evidenced satisfactory preparation for and commitment to each seminar session. His preseminar papers were of variable quality but showed improvement during the program. On the final examination, he scored 78 points out of a possible 100, which indicated a solid comprehension of the class materials. He also kindly volunteered to drive a college van for our weekly field trips to Buddhist temples.

Robin joined three other students in conducting a group research project on the topic "The Benefits of Vipassana Meditation" and presenting their findings to their classmates. They clearly and concisely described the definition and historical development of Vipassana meditation, its teaching and rationale, the growing use of Vipassana meditation in prisons, connections to brain science and its psychological benefits, and the promising future use of Vipassana in psychotherapy. The only drawback to their research was the lack of attention to the possible limitations and contraindications of the use of Vipassana meditation in psychotherapy.

Their oral research presentation was quite solid in its contents and delivery. Their material was presented at an understandable technical level and was clearly and logically organized as one cohesive whole. The speaking technique was satisfactory although more consistent pacing was recommended. Their bibliography of 13 relevant books and journal articles was quite impressive.

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Robin also participated in the meditation retreat held at the conclusion of the program. He participated fully in the lectures and discussions during the four days, and diligently practiced the Buddhist meditation exercises. His meditation journal reflected the considerable learning he accomplished about Buddhist meditation and into his own true nature in an outstanding manner.

In closing, it was a pleasure to have Robin as one of my students in this program. He worked diligently to improve his student skills and to gain more knowledge about Buddhism from a psychological perspective and to realize greater self-understanding. He has every reason to be happy with his considerable accomplishments in Buddhist Psychotherapy.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 11

- 4 - Buddhism
- 4 - Asian Psychology
- 3 - Buddhist Meditation



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April 2013 - June 2013: Alternatives to Capitalism

12 Credits

DESCRIPTION:

Faculty: Peter Dorman

Alternatives to Capitalism was a one-quarter program which critically examined proposed and actual alternative economic arrangements at a variety of scales—individual enterprises, communities and regions, and entire systems. The emphasis was on the economic aspects of these alternatives, although cultural, political and historical perspectives were also considered. The program began with a historical overview of the socialist tradition, with readings on millenarian/utopian predecessors (*Pursuit of the Millennium* by Cohn), and selections from Marx and Kropotkin. After a review of the Soviet experience (*An Economic History of the USSR* by Nove) and the experiments of the Spanish anarchists of the 1930s, considerable emphasis was placed on the “socialist calculation debate,” using both original and secondary sources. Modern responses to this debate by market socialists and proponents of economic planning followed. Further attention was given to Soviet economic reform (*Red Plenty* by Spufford) and anarchist visions of economic transformation (*The Dispossessed* by LeGuin and *Of the People, By the People* by Hahnel). We also considered Stafford Beer’s partly-implemented cybernetic model of economic planning in Chile (*Cybernetic Revolutionaries* by Medina). After this the program shifted to more localized scales, such as intentional communities, worker cooperatives, social and solidarity economic sectors, and other alternative enterprise models. Main activities included twice-weekly seminars, lectures, films, guest presentations (including several by authors we were reading), workshops and student presentations. Student work consisted of weekly seminar papers, oral presentations, a final research paper, and seminar facilitation. Students also took part in governance separate from faculty and planned an overnight field trip to study worker cooperatives in Oregon. The first weeks of the program also provided an overview of relevant topics in introductory economics; students passing an exam covering this material receive upper-level elective equivalencies in that discipline.

EVALUATION:

Written by: Peter Dorman

Robin entered this program with a limited background in politics and economics, and this inhibited him from expressing his ideas verbally and in writing. He attended regularly but participated only infrequently in class discussion. His seminar papers often had little to say about the authors under consideration; they also demonstrated that his writing remains a work-in-progress with regard to mechanics. Similarly, his presentations on *Pursuit of the Millennium* and recovered factories in Argentina were dutiful but did not communicate his response to the topics. Overall, the value of this program was primarily in the knowledge that Robin acquired over the course of the quarter and the motivation to learn more about economic and political change in the future. Alternatives to Capitalism has at least opened the door.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

6 - Alternative Economic Systems

6 - Anticapitalist Political and Social Movements



Bartels, Robin Henry

A00249047

Last, First Middle

Student ID

Student Self Evaluation for Alternatives to Capitalism

04/2013 - 06/2013

I came into Alternatives to Capitalism with no experience in political economy. This was also my first full time class at Evergreen. I was at times overwhelmed by the course work/material, and was not satisfied with the quality of my work, and feel that as I become more comfortable with the material in future classes I will not need to put in extra effort because of my limited background just to keep up/not regress. It may have seemed like I wasn't a active participant in Seminars, but I very honestly felt that I did not have anything significant to contribute at this point in my education, and found my time better spent learning/listening from my more experienced classmates. Over the quarter I was exposed to basic/ general economic principles and theories also other conceptualisations of Alternatives to Capitalism in Marxist theory, Anarchism, Socialism, and Communism. These are ideas that I knew very little of before coming into Alternatives to Capitalism, but now feel as though I have at the very least a basic working knowledge of these concepts. This class has made me more concious of historical, and current socio-economic and political issues. This has motivated me to become more of a active participant in changing the prevalant Capitalist system. I think this course has helped to create a foundation for me, from which to persue politcal economy further at Evergreen.



Bartels, Robin Henry

A00249047

Last, First Middle

Student ID

January 2012 - March 2012: Ships of Wisdom: Ancient Trade Routes and the Diffusion of Ideas

13 Credits

DESCRIPTION:

Faculty: Joe Tougas, Ph.D., and Ulrike Krotscheck, Ph.D.

Winter quarter was the second half of this full-time, lower division program, but was structured to provide a coherent academic experience for the students who joined at the midpoint. The program was centered on an investigation of how and why humans, throughout history, have taken to the sea to explore the limits of their known world. We focused on some specific case studies, including the whaling industry during the age of sail, and the Atlantic slave trade and the associated triangular trade route. We learned about some theories of economic and cultural exchange over long distances. Some of the questions we addressed included: How did humans figure out the navigational and boatbuilding technologies needed for overseas exploration? What were the prime motivators for overseas exploration? What new kinds of knowledge were gained through this travel, and what is the relationship between the material goods and the ideas and ideologies that were traded? How did sea travel influence the development of colonial empires and the development of global economic systems? How do modern archaeologists and historians go about piecing together answers to questions like these? Our investigation considered the religious, philosophical, and scientific practices that grew out of far-flung maritime connections—practices that are the common heritage of coast-dwelling peoples around the globe.

We read texts on archaeology, history, philosophy, anthropology, and marine studies. Our readings in winter quarter included: Melville's *Moby Dick*; Johnson's *Middle Passage*; Mauss' *The Gift*; Marchant's *Decoding the Heavens*; and Murray's *Tales of the New World*. We also read selections from: Malinowski's *The Argonauts of the Western Pacific*; Helms' *Ulysses' Sail*; Smith's *Decolonizing Methodologies*; and Diamond's *Collapse*. We also read selected texts by Geertz, Kuhn, Wittgenstein, Locke, Foucault, Bateson, Descartes, and Plato.

Students attended lectures, participated in seminar discussions and workshop activities, and kept notes documenting their learning. They wrote weekly essays on the assigned texts in preparation for seminar. Students were asked to keep detailed night-sky observation journals when the weather allowed, and learned to track the movement of the moon and the planets across the sky. We also worked on developing reading, writing, and critical thinking skills to facilitate their transition to advanced college-level work. Much of the students' time in the winter quarter was devoted to the completion of a major research project on a topic of their own choosing but directly related to the themes of the program. This project culminated in a substantial research paper developed through a series of drafts and revisions. We closed the quarter with a three-day field trip to the Squaxin Museum, the Makah Museum, and the Northwest Maritime Center, and with a week of presentations by the students on their research projects.

EVALUATION:

Written by: Joe Tougas, Ph.D.

Robin completed most of the assigned work for this program, demonstrating good understanding of the material covered. He participated attentively in the hands-on activities in the classroom and on the field trip, gradually beginning to overcome his natural shyness in order to take a more active role in discussions. Although he missed a number of the class meetings, he made a successful effort to get caught up on the class material he had missed. By the end of the quarter he was able demonstrate a full commitment to taking an active role in the work of a learning community, and this commitment should serve him well in future Evergreen programs.



Bartels, Robin Henry

A00249047

Last, First Middle

Student ID

Robin came to the program with fairly good academic writing skills, displayed in his weekly essays on the assigned readings. He was able to describe and summarize the contents of a reading, and increasingly as the quarter went on, to find insightful connections among the readings and original perspectives on them. He is now in a good position to build on these writing skills by focusing on critical analysis of texts, looking for links to larger issues that he feels strongly about.

For his final research assignment Robin chose to investigate some ancient artifacts discovered in Central America—the Costa Rican “petrospheres.” In conducting this research he collected information about the artifacts themselves, but more importantly about the archaeological practices that have been used to study them, and the anthropological mysteries about the cultural contexts of their creation. For the oral presentation of this project Robin made excellent use of visual images to convey the physical properties of the petrospheres and also the natural environment in which they were created and are now displayed as curiosities for tourists. He was able to draw some connections between this research and other themes of the program, for example, the way that colonization often cuts off the stream of cultural knowledge in a society, making it difficult or impossible for later generations to understand the meaning of objects created by their ancestors. This fact is one of the greatest obstacles that archaeology, and the historical sciences in general, seeks to overcome, as we have seen in many of the program readings. Robin’s research for this project was confined to a small number of web pages, so a beneficial next step in developing his research skills might be to gain practice with searching academic databases and peer-reviewed scholarly journal.

Robin’s new dedication to full participation in the collaborative work of the learning community was nicely illustrated by his stepping into a crucial role on the end-of-the-quarter three-day field trip: he took on the chore of sweeping and vacuuming the large house where all the students had stayed. Together with his final burst of academic activity, this participation confirms his decision to take full advantage of the opportunities for and engaged education available at Evergreen.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 13

- 3 - World History
- 3 - Archaeology
- 4 - Maritime Studies
- 3 - Interdisciplinary Methodologies



Bartels, Robin Henry

A00249047

Last, First Middle

Student ID

September 2011 - December 2011: Algebraic Thinking

3 Credits

DESCRIPTION:

Faculty: Miranda Elliott Rader

Algebraic Thinking was an in-depth study of linear, exponential, and quadratic functions. Each was studied symbolically, graphically, numerically, and verbally. Constant emphasis was placed on the concept of a function, on linking the different types of problem solving techniques, and on using critical reasoning to interpret and evaluate solutions in the context of the problem. The course involved data analysis techniques, and the students used graphing calculators for some of these procedures. Students also engaged in problem solving with right-triangle trigonometry and similar triangles. In addition to faculty assessment of student work, each student self-assessed their performance on homework and exams. Students were expected to use correct mathematical notation and procedures and to communicate their mathematics clearly.

EVALUATION:

Written by: Miranda Elliott Rader

Robin had perfect attendance, was almost always prepared for class, and participated actively in in-class group activities and homework review. Robin came into Algebraic Thinking with only minimal prerequisites, and his mathematical abilities have grown over the course of the quarter. For instance, Robin's ability to interpret and solve for linear functions improved, as did his ability to determine a function from a graph, table, or word problem. His quizzes and exams showed that he has a fairly good understanding of functions, and that he can use mathematical notation correctly for the topics covered. I recommend that Robin complete additional coursework in algebra in preparation for precalculus. Robin was a pleasure to have in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 3

2 - Algebraic Thinking

1 - Mathematical Reasoning



Bartels, Robin Henry

A00249047

Last, First Middle

Student ID

March 2011 - June 2011: Law and Literature: Revolution to Reconstruction

8 Credits

DESCRIPTION:

Faculty: Greg Mullins, Ph.D. and José Gómez, J.D.

In this ten-week program designed for first-year and sophomore students, we studied U.S. constitutional history and U.S. literature, concentrating on the 19th century. Our studies focused on how the law defines, and how cultural forms such as literature represent, national belonging and exclusion. The work progressed through units on the origins and framing of the Constitution, American Indian sovereignty, slavery, the Civil War, and Reconstruction. Central themes included the political factors the Supreme Court considers in making its decisions, competition between sectors of society in wielding effective political citizenship, the gradual expansion of formal citizenship and voting rights over the course of the nation's history, and the representation of these issues in literature. The literary works were centrally concerned with ethical questions of power, responsibility, and equality; moral questions of right and wrong action; political questions of gender, sexuality, race, class, and ethnicity; and literary questions of voice, narration, interpretation, and irony.

A typical week's work included two lectures, case analysis or workshop, a seminar, an expository essay, an online discussion forum designed to synthesize the week's work, and a short piece of reflective and integrative writing. Writing instruction was a prominent feature of the work, and included weekly formal presentation, critique, and discussion of student essays. Throughout the quarter, students also viewed and discussed an historical drama and ten documentaries related to the program material.

Assignments: Students wrote one personal essay, and four expository essays that underwent a process of drafting, revision, presentation, and critique. Each student also read and critiqued twenty peer essays over the course of the quarter. The reading included seven Supreme Court decisions, and students wrote case briefs of these. In addition, each student posted to an online discussion forum a summative critique of an aspect of the week's work, and responded to the posts of other students. In lieu of a weekly exam, students wrote an iterative self-evaluation that demonstrated and integrated their learning across the weeks.

Readings: The Declaration of Independence; the Constitution of the United States; Thomas Paine, "Thoughts of the Present State of American Affairs"; three petitions for freedom from slavery; John Locke, *Two Treatises of Government*, Book II, Chaps 1-4; Patricia Williams, "The Pain of Word Bondage"; Peter Irons, *A People's History of the Supreme Court*; Mary Wollstonecraft Shelley, *Frankenstein: Or, the Modern Prometheus*; James Fenimore Cooper, *The Last of the Mohicans*; George Lakoff, "Metaphor and War"; Herman Melville, "Benito Cereno"; Harriet Jacobs, *Incidents in the Life of A Slave Girl*; Frederick Douglass, "What to the Slave is the Fourth of July?"; Henry David Thoreau, "Civil Disobedience"; Abraham Lincoln, "The Gettysburg Address"; and Charles W. Chesnutt, *The Marrow of Tradition*. Supreme Court decisions included *Marbury v. Madison*; *Cherokee Nation v. Georgia*; *Worcester v. Georgia*; *Prigg v. Pennsylvania*; *Dred Scott v. Sandford*; *Cruikshank v. U.S.*; and *Plessy v. Ferguson*.

Films: *Amistad*, Dir. Steven Spielberg; *Africans in America: Revolution*, Dir. Orlando Bagwell; *The Supreme Court: One Nation Under Law*, Dir. Thomas Lennon; *We Shall Remain: Tecumseh's Vision*, Dir. Ric Burns and Chris Eyre; *We Shall Remain: Trail of Tears*, Dir. Ric Burns; *Slavery and the Making of America: The Downward Spiral*, Dir. Danté J. James; *Slavery and the Making of America: Liberty in the Air*, Dir. Gail Pellett; *Slavery and the Making of America: Seeds of Destruction*, Dir. Chana Gazil; *Slavery and the Making of America: The Challenge of Freedom*, Dir. Leslie D. Farrell; *Roots of Resistance: The*



Bartels, Robin Henry

A00249047

Last, First Middle

Student ID

Story of the Underground Railroad, Dir. Orlando Bagwell, and *The Rise and Fall of Jim Crow: Promises Betrayed*, Dir. Bill Jersey.

EVALUATION:

Written by: Greg Mullins, Ph.D.

Robin Bartels completed a portion of the required work and earned credit reflecting this completed work in the program Law and Literature: Revolution to Reconstruction. Robin attended nearly every program activity. Overall, his work was characterized by talent and promise but also some reticence.

Robin wrote two expository essays and one personal narrative. In one of these essays, he argued that the Declaration of Independence was more a political than a moral document, insofar as it argued in favor of liberty for those colonists who had the power to stand up to England, but did not abolish slavery or advocate liberty for slaves. In another essay, he considered the relation between Justice Marshall's decisions related to the Cherokee Nation and Cooper's novel *The Last of the Mohicans*, but didn't offer a specific argument about this relationship.

Robin's essays demonstrated a solid understanding of the material as well as his competence as a writer. His ideas were clearly stated, and his prose was smoothly written. The essays were on the short side, and would have benefited from expansion and further development, but Robin demonstrated the skills necessary to succeed in college writing.

By way of developing habits of reflective learning and synthesis, Robin wrote a self-evaluation at the end of some weeks. These documents demonstrated that he struggled with some aspects of the work, including meeting deadlines.

Robin participated in a weekly online discussion forum. He demonstrated in these forum posts and replies to other students that he read the assignments carefully and was well prepared to explore their significance. He posed questions that tracked central political and moral themes, and he replied to other students thoughtfully and respectfully.

Robin was a participant in seminars, primarily as a careful listener rather than as an active speaker. Given that his written work demonstrated his solid understanding of reading assignments, Robin was urged to contribute more actively in seminar settings.

Overall, Robin demonstrated a good understanding of key ideas and themes, and a good capacity to write, talk, and think critically and creatively about U.S. constitutional history, U.S. literature, American Indian sovereignty, slavery and its aftermath, and multiple dimensions of equality and inequality in American society.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 3- Legal History: The Supreme Court and the Constitution
- 3- 19th Century U.S. Literature
- 2- Expository Writing



Bartels, Robin Henry

A00249047

Last, First Middle

Student ID

Student Self Evaluation for Law and Literature: Revolution to Reconstruction
03/2011 - 06/2011

This course was my first class at Evergreen. I was not able to concentrate as fully as I wanted to on my academics, in part because I had trouble adjusting to college life. My emotional and social development took precedence over this class.

Angst aside, I have learned from this course. Greg mentioned in one of our writing seminars "So what?" I found this to be a great articulation of how I *want* to think! He meant that while you can say anything, you should consider if it has any meaning or point. In my writing I often have sentences, which seem to serve no purpose other than to look pretty. I have worked on having less space filler, and more purpose driven writing.

The Supreme Court, the Declaration of Independence, and the Constitution were very much imperfect when they were created. They were presented to me from an early age, as one-dimensional absolutes with no faults. These works were imperfect, messy, and greatly affected by individual flaws, for better and worse. The same applies to the creators of those documents who were hypocritical, idealistic, and at times selfish and self-serving. I believe it is important to take all of that into consideration when discussing our current government and laws. Too often I take government and law at face value, without delving into the often complex and confusing reasons that are behind many decisions. I have gained an appreciation for the holistic and comprehensive way this class has helped me to more fully understand the Supreme Court and their decisions.

I had never considered, as one movie we watched detailed, that freed slaves might go on to purchase their own slaves. I think that makes a poignant point that we as humans are all the same. I believe our environment, society, and cultures are a significant force in shaping our identities. Most of the time, I try to be against blaming individuals for their actions. I believe if there needs to be blame placed somewhere, it should be placed on the system or environment the individual was living under.



The Evergreen State College • Olympia, WA 98505 • 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) 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.