



Lamfers, Daniel

A00445326

Last, First Middle

Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
09/2017	06/2022	53	South Puget Sound Community College
07/2020	06/2021	13	Community College Of The Air Force
09/2022	06/2023	29	Washington State University

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2023	03/2024	32	America to 2025: Expressive Culture, History, and Identity
			8 - US History 1820-present
			8 - American Studies 1820-present
			8 - Expressive Culture
			8 - Popular Culture Studies

Cumulative

127 Total Undergraduate Credits Earned



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September 2023 - March 2024: America to 2025: Expressive Culture, History, and Identity
32 Credits

DESCRIPTION:

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

This two-quarter program in American history and popular culture explored significant developments between the 1820s and the 1920s in its first quarter. The program began with a focus on the many ways scholars approach the study of history and culture. That was followed by an examination of settler colonialism and nation-building in the early 19th century. The middle section of the term emphasized the importance of the American Civil War, Reconstruction, and its aftermath. Fall quarter ended with the early twentieth century and the Jazz Age as analyzed through the lens of gender and sexuality. Throughout the quarter students learned about such diverse subjects as utopianism, queer theory, the frontier, modernity, liminality, immigration, and 19th century entertainment. Readings included Kruse and Zelizer's *Myth America*, Eric Avila's *American Cultural History*, and multiple scholarly articles. Films included *Modern Times*, *The General*, *The Man Who Shot Liberty Valance*, *Daughters of the Dust*, and *Singing in the Rain*.

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

Student activities in both quarters included seminars, faculty lectures, workshops, and expository writing. Members of the program participated in field trips to the Washington State History Museum in Tacoma, and to the archives of the State of Washington and the Evergreen State College. Students wrote several assignments analyzing 19th-century newspapers and 21st-century scholarly articles about the past. They also compared two recordings of the same song by two different artists, wrote and sang an advertising "jingle," and explored downtown Olympia in search of specific material and sonic objects in winter quarter. For the culminating project of each quarter, students had the option to write an analytical essay or to produce a creative "unessay" project applying the analytical tools of the program to a topic in American history or culture between 1820 and 1920 in fall, and between 1920 and 2020 in winter. Each student presented their work in front of the class in the final week of each term; in winter quarter the presentations took the form of an academic conference.

EVALUATION:

Written by: Sean Williams, Ph.D.

It has been a pleasure to have Daniel Lamfers be part of the **America to 2025** program. He has been smart and attentive to each step of our collective work in the program, and comes to the class with significant long-term interests. As someone who enjoys many aspects of history and culture, Daniel has had a long process of engagement with classes that have sparked his interest, and he continued to do so in this program. Daniel's attendance and daily participation have been good, and he has been a part of the overall cohesion of the learning community.

Each student was invited to explore two sets of historical newspaper accounts, and two contemporary articles about events and issues of the 19th century in fall quarter. Daniel selected newspaper articles



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that discussed the poet Phyllis Wheatley; a pair of speeches by Horace Greeley and Henry Clay about women in medicine; and an endorsement of women's suffrage by Senator Robert Turnbull. Later in the quarter, Daniel focused on newspaper articles featuring a poem about abolitionist John Brown; an 1861 piece suggesting that the Civil War was altering the United States' ideas about expansionism; and a near-satirical article about using the term "Manifest Destiny" to justify any number of behaviors. For the first supplemental journal article, Daniel examined an article about the USS Massachusetts and the concept of Manifest Destiny. For the second, Daniel summarized an article about Manifest Destiny and the environment. In both cases, his choices clearly guided his selection of a topic for his final project.

In winter quarter, as part of the historical newspaper assignment, Daniel examined a piece in celebration of Duke Ellington; an article on the New Deal; and the results of a poll about the New Deal. The second set of newspaper articles—from the Evergreen State College newspaper over several decades—included articles about Elvis Costello; the escalation of the war in Vietnam; and sexual harassment. He wrote an excellent comparative piece about two recordings of "Hallelujah" by different artists, and composed and sang a brief commercial "jingle" on electric vehicles. For the short piece on isolating audio and material objects in downtown Olympia, Daniel did excellent work. His summary and analysis of a contemporary article focused on the connection between politics and hippies. In each case, Daniel has already done the important homework of learning how to write effectively, which allows the reader to focus on the content of the piece.

In fall quarter Daniel chose to explore the context and unfolding of Manifest Destiny in his final project. He created an essay that featured westward expansion, economic and environmental issues, and the determined efforts to exterminate the Native population. This very successful essay was simultaneously rigorous and detailed because of its contextual background. Daniel's presentation, which he read from a written piece, included the connections between Manifest Destiny, Christianity, and violence.

In winter quarter, Daniel selected the topic of hippies during the 1960s as the subject for his final project. He used the opportunity to explore anti-war protests, the drug use and sexual freedom believed to be the norm among hippies, and the many ways in which they expressed their allegiance to a perceived counterculture. By including references to art, music, environmentalism, and someone he interviewed, Daniel captured a full picture of the era and the movement. The projects, the presentations, and Daniel's overall participation in the program in both fall and winter quarters have revealed just how capable he is at exploring and discussing important events.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 8 - US History 1820-present
- 8 - American Studies 1820-present
- 8 - Expressive Culture
- 8 - Popular Culture Studies



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.