



Purswell, Benjamin Samuel

A00053122

Last, First Middle

Student ID

Former Name(s): Purswell, Ben Sam; Purswell, Jennyfer Samantha;

DEGREES CONFERRED:

Bachelor of Arts

Awarded 17 Mar 1990

TRANSFER CREDIT:

Start	End	Credits	Title
09/1983	05/1984	26	Western Washington University
09/1984	03/1986	67	Shoreline Community College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/1986	03/1987	29	Dialogue with Diversity 7 - <i>Contemporary American Literature</i> 7 - <i>Creative Writing</i> 3 - <i>Native American Studies</i> 4 - <i>Advanced Composition</i> 4 - <i>Composition</i> 4 - <i>Cross-Cultural Studies</i>
03/1987	06/1987	16	Children's Literature and Psychology 6 - <i>Children's Literature</i> 4 - <i>Developmental Psychology</i> 3 - <i>Creative Writing and Storytelling</i> 3 - <i>History and Anthropology of Childhood</i>
06/1988	09/1988	16	History of Childhood 4 - <i>Intellectual History</i> 4 - <i>Comparative Drama</i> 4 - <i>Expository Writing</i> 4 - <i>Human Development</i>
09/1989	12/1989	15	Psychological Counseling 4 - <i>Introduction to Counseling</i> 2 - <i>Personality Development</i> 3 - <i>Abnormal Psychology</i> 3 - <i>Multicultural Counseling</i> 3 - <i>Family Systems and Relationships</i>
01/1990	03/1990	16	The Sexually Abused Male Child 2 - <i>Abnormal Psychology</i> 2 - <i>Expository Writing</i> 2 - <i>Child Psychology</i> 4 - <i>Theories of Counseling and Psychotherapy</i> 2 - <i>History of Childhood</i> 2 - <i>Psychology: The Dynamics of Sexual Abuse</i> 2 - <i>Sociology of Child Sexual Abuse</i>



Purswell, Benjamin Samuel		A00053122
Last, First Middle		Student ID

Cumulative
185 Total Undergraduate Credits Earned



The Evergreen State College · Olympia, Washington 98505

INDIVIDUAL LEARNING CONTRACT

Qtr. Credit Hrs.

Student ID Number A00053122 Last Name Purswell First Ben Initial S
 Sponsor No. 96390 Sponsor Diana Cushing
 Short Title The Sexually Abused Male Child Beginning Date 1/90 Expected completion 3/90

Subcontractor(s) and Title(s)

Objectives:

To come to a better understanding of the effects of sexual abuse of male children and to find the resources available for the abused male child.

Related academic preparation and work experience:

Background in psychology and sociology
 Children's Literature And Psychology(Spring 1987)
 History Of Childhood(Summer 1988)

Activities under this contract:

Weekly classroom component

X Yes

 No

- 1.) Library research on the affects of sexual abuse of children such as pornography and prostitution
- 2.) Conduct interviews with people of organizations that offer support to sexually victims and victims themselves
- 3.) To keep a journal on my research.
- 4) To complete one intensive paper on my findings.

Support by the Sponsor and Subcontractor(s):

Weekly conferences with sponsor on readings and research.

Procedures for evaluating completed contract:

- 1.) Student evaluation due by last day of the quarter
 Student will do faculty evaluation by end of evaluation week

Does this contract require the use of special resources, facilities and equipment, or carry special legal implications including compliance with the policy on "Human Subjects Review"? (If yes, attach clearances.) Yes ☐ No ☒

Ben Purswell
 Student signature

12/15
 Date

Diana C. Cushing
 Sponsor signature

12/14/89
 Date

Signature(s) of Subcontractor(s)

[Signature]
 Dean of Group signature

1-10-90
 Date



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

PURSWELL	Ben	S.	A00053122
Student's Last Name	First	Middle	ID Number
9639C	THE SEXUALLY ABUSED MALE CHILD		
Program or Contract No.	Title		
	1/90	3/90	16
	Date began	Date ended	Qtr. Credit Hrs.

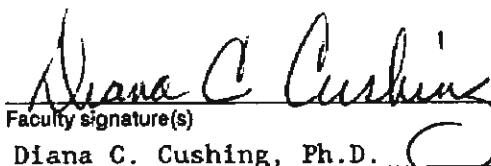
Ben has completed all the requirements of his individual learning contract and will receive full credit. We met weekly to discuss his reading and other learning. Ben was particularly open to my suggestions on reading material. He also responded well to my feedback on his analyses of the material he had read. It is clear that Ben has worked extremely hard this quarter, and has gained a broad and comprehensive understanding of the issues raised by the sexual abuse of children, and of male children in particular.

Ben's final paper is an ambitious discussion of his topic. He presents an historical perspective of the reasons for sexual abuse of children, and his hypothesis on why the sexual abuse of male children has been so little studied. Though the argument has some weak spots, it does provide insight into this puzzling phenomenon. Ben's paper also discusses, at considerable length, the current thinking on the treatment of sexually abused children and offers some suggestions for methods likely to be especially effective. Ben's writing skills need further work to be effective in communicating his often excellent ideas. The paper is repetitious and wordy, and would be significantly improved by thorough editing and polishing. It also needs work on organization; subheadings would be a help as would use of an outline. Ben has done a very good job of footnoting his quoted references, and of using his many sources to support his arguments. Overall, the paper does a creditable job of presenting his extensive learning for the quarter.

I have much enjoyed working with Ben. He is a bright and highly motivated student whose work this quarter was both personally and professionally meaningful. I am sure he will make some important contributions in a vitally important field--the treatment of sexual abuse victims.

Total Equivalencies: 16

- 2 - Abnormal Psychology
- 2 - Expository Writing
- 2 - Child Psychology
- 4 - Theories of Counseling and Psychotherapy
- 2 - History of Childhood
- 2 - Psychology: The Dynamics of Sexual Abuse
- 2 - Sociology of Child Sexual Abuse


Faculty signature(s)
Diana C. Cushing, Ph.D.
Faculty Name

May 31, 1990
Date

PROGRAM DESCRIPTION: Psychological Counseling, Fall, 1989

GROUP CONTRACT: Psychological Counseling

DURATION: Fall, Winter, Spring, 1989-90

FACULTY: Ryo Imamura, Ed.D.; Kirk Thompson, Ph.D.

PREREQUISITES: Background in psychology; senior standing

DESCRIPTION: This was planned as a year-long, senior-level program. The Fall quarter focused on intensive academic work in upper-division clinical and counseling psychology. These studies were designed as preparation for two more quarters of half-time academic work and half-time internship experience, during Winter and Spring quarters. Students who left the program at the end of the Fall quarter had the opportunity to earn 16 credits for classroom study. They did not become involved in internships.

GOAL: The purpose of the program was to allow students to enter upon and test a commitment to work in the counseling field. Sub-goals included: (1) studying counseling psychology and clinical psychology concepts and methods, in preparation for work and graduate study; (2) obtaining experience to make a career choice and to improve one's chances for an entry-level job in the helping professions; and (3) 'graduating oneself' by engaging in student-initiated study, and becoming a teacher as well as a student. A substantial part of the first goal was achieved during Fall quarter.

THEMES: The theme for Fall quarter was academic preparation for an internship. Readings, seminars, and workshops centered on five sub-themes: (1) the counselor-therapist as a person - from the standpoint that self-awareness is prior to any particular techniques or skills; (2) personality theory, emphasizing a constructivist-developmental model; (3) families and relationships; (4) abnormal psychology (taught with case materials, and the DSM III-R); and (5) cross-cultural counseling.

ACTIVITIES: All students were expected to participate in two lectures, two seminars, a counselor training workshop, a peer-counseling session, a group dynamics training workshop, and a case studies workshop, each week. They were required to write weekly papers in response to the readings, and a term paper on the topic of their own family-of-origin as an environment for psychological development.

READINGS: Benjamin, THE HELPING INTERVIEW; Guggenbuhl, POWER IN THE HELPING PROFESSIONS; Kegan, THE EVOLVING SELF; Minuchin, FAMILIES AND FAMILY THERAPY; McGoldrick et al., ETHNICITY AND FAMILY THERAPY; Sanford, INVISIBLE PARTNERS; Reynolds, THE QUIET THERAPIES; Belkin, INTRODUCTION TO COUNSELING; Egan, YOU AND ME; American Psychiatric Association, DSM III-R.



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

<u>PURSWELL</u>	<u>Ben</u>	<u>Sam</u>	<u>A00053122</u>
Student's Last Name	First	Middle	ID Number
<u>9069G</u>	<u>Psychological Counseling</u>		
Program or Contract No.	Title		
	<u>10/89</u>	<u>12/89</u>	<u>15</u>
	Date began	Date ended	Qtr. Credit Hrs.

Ben Purswell is leaving the "Psychological Counseling" program at the end of the Fall quarter, and has earned 15 quarter hours of credit. Ben is leaving the program because the next quarter involves an internship, and he decided, wisely and maturely, that he needs to face some issues of personal development before he is prepared to take on counseling clients. The faculty conferred and decided that it is possible to grant credit for all of the work completed, though I am obliged to explain that much of it was at the level traditionally described as "barely passing." The very positive side of Ben's accomplishment in this program is his substantial progress in understanding and writing about the program materials. The problem is that the baseline from which he began was not a good starting-point for a senior level program. His difficulties thus arose not directly from his encounter with senior-level materials in psychology, but from lack of foundations in basic reading, writing, and reasoning skills. The faculty have agreed that Ben's procedure for leaving this program must include a conference with the Advising Office about improving these skills further before graduation.

PROGRAM ACTIVITIES: Ben described his participation in seminars as "a roller coaster ride": some weeks he was prepared, others not. The overall picture indicates improvement. He began with problems about timely attendance, and about understanding the reading materials well enough to discuss them in depth. I saw improvement in both areas.

WEEKLY PAPERS: The weekly papers, written in response to each text on the booklist, were our main way of assessing how deeply students had delved into the assigned readings. I am able to award credit for all but one paper, which was not received. It was from these papers that I first learned Ben was in serious trouble regarding reading, writing, and reasoning skills. We insisted that he work with the Learning Resources Center on these skills, and he did so. When the papers became more readable, I could see that the texts were not registering accurately and that his reasoning was not clear. I was pleased to note, however, much improvement in his last weekly response paper.

MAJOR PAPER: The assignment was to explore one's own family of origin as an environment for psychological development. We asked for more than a history, and expected a discussion informed by our studies - specifically, by a concept of psychological development, by an appreciation of family structure, and by sensitivity to ethnicity and culture. Ben wrote a brief paper which did not demonstrate much understanding of our program materials on personality development, family structure, or ethnicity. He seemed to have ignored our

KT
Faculty signature(s)
Kirk Thompson, Ph.D.
Faculty Name

December 19, 1989
Date



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

PURSWELL	Ben	Sam	A00053122
Student's Last Name	First	Middle	ID Number
9069G	Psychological Counseling		
Program or Contract No.	Title		
	10/89	12/89	
	Date began	Date ended	Qtr. Credit Hrs.

advice about research beyond self-reflection. This paper barely represented enough work to squeak by, and was barely passing.

Equivalencies (in Quarter hours): TOTAL: 15

- 4 - Psychology: Introduction to counseling
- 2 - Psychology: Personality development
- 3 - Psychology: Abnormal psychology
- 3 - Psychology: Multi-cultural counseling
- 3 - Psychology: Family systems and relationships

Kirk Thompson

Faculty signature(s)

Kirk Thompson, Ph.D.

Faculty Name

December 19, 1989

Date



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THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Purswell	Ben	S	A00053122
Student's Last Name	First	Middle	ID Number
Psychological Counseling			10/89
Title		Date began	Date ended
I'm leaving Psychological counseling at the end of fall quarter		1989	12/89

on some personal development issues. I feel that my academic work this quarter was poor though I grew a bit. I do not feel that I deserve full credit because of my reading and writing. I do feel though that I have given it my best shot and have worked hard.

I tried hard in seminar this quarter. At times it felt that my performance was on a roller coaster ride. Some weeks I felt I was prepared and other weeks I wasn't. The ride became more stable at the end of the quarter as I was better prepared.

A difficulty I had this quarter was trying to pull out the main point of the reading material. On two books: The Evolving Self and Ethnicity And Family Therapy I couldn't get the main point of the author. I felt as the quarter moved along I felt that I improved on getting the main point of the books. The two books that made the most sense to me were Power In The Helping Professions and The Invisable Partners. because they directly related to me.

The lacked of understanding showed up in my papers. my papers were quite weak in that they were shallow and were filled with grammer errors. I went to the L.R.C. to get help with my writting and the papers improved. The best paper of the quarter was the Power In The Helping Professions paper at the end of the quarter.

The One bright spot in the class through out the quarter was the peer counseling segment. I got a taste of counseling and I know now is that counseling is what I want to persue. I feel that I was able to feel where the client was coming and what she was doing.

Overall I feel that this quarter as been a bit of a climb for me. I feel that in some areas I was able to improve but I still need more work in writing and reading.

Ben Purswell
Student's signature
12/14/89

Kirk Thompson
Faculty signature
12/15/89
Date



The Evergreen State College · Olympia, Washington 98505

INDIVIDUAL LEARNING CONTRACT

Qtr. Credit Hrs.

A00053122 Purswell Ben S.
Student ID Number Last Name First Initial
87647C Dave Hitchens
Sponsor No. Sponsor
History of Childhood 6/88 9/88
Short Title Beginning Date Expected completion
Subcontractor(s) and Title(s)

Fall	
Wtr	
Spr	
Smr	16
Total	16
F S J S Circle One Class Standing	

Objectives:

To develop an understanding of the evolution of childhood.

Related academic preparation and work experience:

Evergreen course: Children's Lit and Psych (spring 87)
General History courses

Activities under this contract: Weekly classroom component ☐ Yes ☐ No

To explore the history of childhood through the use of history texts and plays. Through the four periods of Ancient Greece, Medieval, the Industrial Revolution and Renaissance, and the expansion of America (mid 1800's to early 1900's) will be explored with special emphasis placed on child abuse and the evolution against such.

Support by the Sponsor and Subcontractor(s):

Weekly discussions; suggestions for additional readings; critique of writings.

Procedures for evaluating completed contract:

A small essay paper on each period and one large research paper on childhood.
Regular end of contract narrative self evaluation and sponsor's evaluation of student.

Does this contract require the use of special resources, facilities and equipment, or carry special legal implications including compliance with the policy on "Human Subjects Review"? (If yes, attach clearances) Yes ☐ No ☐

Ben Purswell
Student signature

May 18, 1988
Date

[Signature]
Sponsor signature

18 May, 1988
Date

Signature(s) of Subcontractor(s)

Date

Dean of Group signature

Date



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

PURSWELL	BEN	S.	A00053122
Student's Last Name	First	Middle	ID Number
7647C	HISTORY OF CHILDHOOD		
Program or Contract No.	Title		
	6/88	8/88	16
	Date began	Date ended	Qtr. Credit Hrs.

As David Hitchens is on leave, I am evaluating Ben's individual contract with him called "History of Childhood," summer, 1988. Ben completed all the requirements necessary to receive full academic credit. He researched the history of childhood through the use of history texts and plays in four periods--Ancient Greece, Middle Ages, the Renaissance, and Nineteenth Century America. He demonstrated good understanding of the evolution of the idea of the child "from the non-entity of Ancient Greece to the independent child of today." His scholarship successfully combined literary materials, chiefly plays, with historical methodology. He interrelated Lloyd de Mause's The History of Childhood and Eripiides's Medea, for example, to show how in Ancient Greece "the child was a non-separate identity within the family." And he completed three major essays, each of which was interesting in approach, mostly grammatical and well organized in style, and well researched in approach. Here is a selection from his last essay, "The Modern Child: The Confused Child":

Neil Postman concluded in The Disappearance of Childhood that the most important events in the history of childhood was the invention of the printing press and the Industrial Revolution. The Industrial Revolution at first rejected the concept of childhood, but eventually hurled the child into it. The printing press was at the very beginning the foundation upon which childhood was built. The printing press allowed for the first time in history, books to be produced on a mass scale relatively cheaply. This allowed again for the first time in history for ideas of a person to be circulated to many and to be kept intact for a long period of time. These two events allowed a barrier to be built up between childhood and adulthood; though it gave the youngster new freedoms, it also chained him/her to a certain image that had many restrictions.

The paper goes on to detail these restrictions in a thorough manner. It is writing essentially discussing the nature of human development from a sophisticated, inter-disciplinary perspective. I found it intelligent and provocative.

TOTAL: 16
4 - Intellectual History
4 - Comparative Drama
4 - Expository Writing
4 - Human Development

Craig Carlson

Faculty signature(s)

Craig Carlson for David Hitchens

Faculty Name

May 16, 1989

Date

Program Description
Children's Literature and Psychology
Spring 1987
Faculty - Thad Curtz, Ph.D.
Carolyn Dobbs, Ph.D.

This full-time program combined work usually done in classes on children's literature and developmental psychology with material from culture and personality theorists and work on storytelling and creative writing for children. Each week we met for three hours of lectures and workshops on the readings, three hours of work on storytelling and writing, and six hours of seminar discussion. Students wrote two short papers interpreting stories, a set of autobiographical exercises, a story of their own and a revision of it, and a longer final essay integrating some aspect of their own childhood with treatments of that theme in some of the literature and some of the theory from the quarter. Each student also worked on learning to tell a traditional story. We made three trips to an elementary school to work with children who were writing stories, and viewed several films and slide shows on childhood in other cultures and the settings for Potter's and Ransome's work.

Our theoretical materials consisted of Schactel's "On Memory and Childhood Amnesia," half of Bettelheim's The Uses of Enchantment, Darnton's "Peasants Tell Stories," the section on Eskimos from Coles' Chicanos, Indians, and Eskimos, most of Erikson's Childhood and Society, two of Margaret Mead's movies, Piaget's "How Children Form Mathematical Concepts, Benedict's The Chrysanthemum and the Sword, Kohlberg and Turiel's "Moral Development and Moral Education", Gilligan's "In a Different Voice," and Dennison's The Lives of Children.

The literature for the program included the Opie's The Classic Fairy Tales; a selection of Andersen's stories; Cluetsi's Son of Raven, Son of Deer; Driving Hawk Sneve's When Thunders Spoke; George's Julie of the Wolves; Jarrell's The Bat Poet; Lane's The Tale of Beatrix Potter; Carroll's Alice in Wonderland; LeGuin's Wizard of Earthsea; Nakazawa's Barefoot Gen; Stevenson's Treasure Island; Burnett's The Secret Garden; Voight's Dacey's Song; Hamilton's The Planet of Junior Brown; Paterson's Bridge to Terabithia; Cleary's Dear Mr. Henshaw; Fox's Blowfish Live in the Sea; Byars' Summer of the Swans; Cormier's The Chocolate War; Ransome's Swallows and Amazons; Jones' Power of Three; and Taylor's Roll of Thunder, Hear My Cry. We also heard four professional storytellers.

Suggested Equivalencies:

- 6 - Children's Literature
- 4 - Developmental Psychology
- 3 - Creative Writing and Storytelling
- 3 - History and Anthropology of Childhood



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

PURSWELL	Ben	Sam	A00053122
Student's Last Name	First	Middle	ID Number
6011P	Children's Literature and Psychology		
Program or Contract No.	Title		
	4/87	6/87	16
	Date began	Date ended	Qtr. Credit Hrs.

Ben Purswell is a clever and energetic student, although not yet very polished in some ways. He thought ambitiously about the topics in each of his papers, and displayed plenty of ingenious ideas and suggestions. Progressively over the quarter, the percentage of these which seemed strained decreased noticeably. His final paper, on the role of exploring in his own childhood and a number of the novels, connected his own experience aptly and ambitiously with a range of the readings. Unfortunately, his prose has been full of technical faults; they ranged from uncorrected typing errors and omitted words through errors in spelling and mechanics to some long and clumsy sentences.

During the quarter, Ben worked on telling "Brenni-Brent-Brunt," an old story of his father's about a dinosaur and the origins of several things. He has clearly internalized the story and can tell it as his own, with expressive gestures. He might work on maintaining steady eye contact with his listeners, and on tying a few spots with abstract phrases such as "looked very nice" back to particular images. His written story, an ambitious sixteen page piece, cuts back and forth between two teenagers moving toward each other across social distances. It is sophisticated and pretty consistent about point of view, letting us see the world vividly through the eyes of each character in turn. Ben rewrote it thoroughly in response to feedback on the first version, strengthening the plot and developing one of the characters more strongly. It is still uneven in tone, and sometimes too literary for my taste, but it is a solid, complex piece of work.

He has attended the seminars and other program activities regularly. As one of two male students in a seminar with eighteen women, he was in a somewhat complicated position this quarter. He paid attention to his role in discussion for most of the quarter, working to find a comfortable and useful balance between withdrawing into observation and asserting his views eagerly or impatiently. Overall, he was one of the most active participants in the discussion, eager to talk about both his own experience and the readings; sometimes he leaped to some confident assertion which was clearly wrong about what happened in the stories, but most of the time his claims were to the point and well-supported.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) - Total: 16

- 6 - Children's Literature
- 4 - Developmental Psychology
- 3 - Creative Writing and Storytelling
- 3 - History and Anthropology of Childhood

Faculty signature(s)

THAD CURTZ, Ph.D.

Faculty Name

Date

December 1987

DIALOGUE WITH DIVERSITY

Program Description Fall Quarter 1986

Faculty: Craig Carlson

This was an intensive study of Native American culture, history, and literature. Our approach was textured--we combined experiences with Native Americans, and writings and art by and about them. In book seminar we discussed a rich selection of readings; we also heard lectures on appropriate subjects. Students were required to complete a major research paper, submit a portfolio of creative writing, and make a media or art presentation on an aspect of Native American culture. The highlights of our study were a seven day field trip to Neah Bay where we lived and worked with Makah people and a shorter trip to the Suquamish Nation. There was a final examination.

Select Bibliography

Bruchac, Joseph, ed. Songs From This Earth on The Turtle's Back:
Contemporary American Indian Poetry.

Espy, William. Oysterville.

Fisher, Dexter, ed. The Third Woman: Minority Women Writers of The United States.

Hebdige, Dick. Subculture: The Meaning of Style.

Silko, Leslie Marmon. Ceremony.

Welch, James. Winter in The Blood.

Zinn, Howard, A People's History of The United States.

Lectures

Lloyd Colfax, "Makah Culture and Relationships with The Bureau of Indian Affairs and The U.S. Government."

Sid White, "Multicultural Art."

Greg Colfax, "Native American Art."

Donna Wilke, "Native American Approaches to Senior Citizens."

DIALOGUE WITH DIVERSITY

PROGRAM DESCRIPTION

Winter Quarter 1987

FACULTY: CRAIG CARLSON

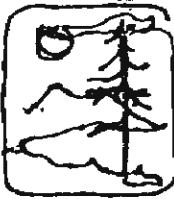
Our focus was multi-cultural history and literature from Afro-American, Chicana, and Asian-American perspectives. In book seminar we read histories and a rich diversity of literature, as well as heard lectures by scholars/artists on cross-cultural subjects. We visited art galleries and the Wing Luke Museum in Seattle. Students were required to write either an essay on Afro-American, Chicana, and Asian-American literature or a major research paper; students were also required to submit a portfolio of creative writings on themes developed in Lajos Egri's The Art of Dramatic Writing. There was a final examination, and each student made a presentation on their quarter's work.

SELECT BIBLIOGRAPHY

Zora Neal Hurston, Their Eyes Were Watching God
Joseph Bruchac, ed., Breaking Silence, An Anthology of Contemporary Asian American Poets
Shawn Wong, Homebase
Toni Cade Bambara, The Salt Eaters
Carolyn Forché, The Country Between Us
Maya Angelou, The Heart of A Woman
Howard Zinn, A People's History of The United States
Lesley Simpson, Many Mexicos
Dexter Fished, ed., The Third Woman
Lajos Egri, The Art of Dramatic Writing
Jorge Galeano, The Open Veins of Latin America

LECTURES

Pat Matheney-White, "Chicana Painters"
Ed Trujillo, "Chicano Theater"
Tomas Ybarra, "Chicano History/Culture"
J. T. Steward, "Black Women Writers"
Barbara Thomas and Linda Knudson, "Art As Cultural Expression"



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

PURSWELL	Ben	Sam	A00053122
Student's Last Name	First	Middle	IO Number
6023G	Dialogue with Diversity		
Program or Contract No.	Title		
	10/86	3/87	29
Fall Quarter	Date began	Date ended	Qtr. Credit Hrs.

Ben completed all the requirements necessary to receive full academic credit in the Dialogue with Diversity program this quarter. His effort was substantial; he completed a research paper, excelled on the final examination, completed a large quantity of creative writings, and did an impressive performance/reading of his own and Leslie Marmon Silko's writing. He was an active and valuable member of book seminar. All his work is good, and he demonstrated good understanding of Native American culture and cross-cultural difference.

In seminar Ben was well prepared, prompt, always in attendance, and active. He demonstrated both understanding of the pattern of themes, as well as used specific sections of our reading to support his arguments. Especially with Silko's Ceremony Ben articulated the relationships between traditional Native American symbology and Tayo's internal struggle for identity, and this multi-leveled approach to our readings is characteristic of him. I appreciate Ben's passion for ideas and the seriousness in which he approached our discussions. And I admire his courage in professing interpretations different from the dominant position of the group. Ben needs to listen more carefully and not to interrupt, but his contributions were insightful and caring. He deepened our understanding of every book we discussed.

His research paper, "Sex As Ceremony," is a study of cultural difference relating to sex roles and Native American ceremonies concerning sexuality. His treatment of the concept of ceremony is good, especially his explication of Tayo's search for the traditional way of Native American ceremony and its relation to sex. Silko's Ceremony, the heart of his paper, is treated with care, depth, and intelligence. Ben's writing in this effort, however, is weak. There are far too many mistakes with grammar, organization, and scholarly mechanisms--footnoting and bibliography format. His cluttered style often overwhelms meaning. The effort is commendable, but he needs more practice with research writing.

His performance on the final examination was strong. He demonstrated understanding of diverse issues concerning Native American culture, literature, political and social structure. In one essay he cleverly compared Tayo and Tseh on their ideas on spirit, tradition, and ceremony. And his description of a Makah elder is vivid, sensuous, specific.

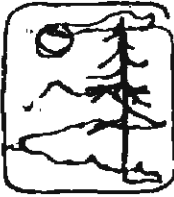
Ben completed a large quantity of creative writings--poems and a long story entitled "Old Enough," a philosophical piece on Native American thought. One aspect of his writing improved dramatically--his presentation, especially

--continued--

Faculty signature(s)
Craig Carlson

Faculty Name

Date



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

PURSWELL	Ben	Sam	A00053122
Student's Last Name	First	Middle	ID Number
6023G	Dialogue with Diversity		
Program or Contract No.	Title		
	10/86	3/87	
	Date began	Date ended	Qtr. Credit Hrs.

Page Two

spelling and typing, improved and his work consequently showed more pride. All his work is vivid and sensuous, and often he is able to snap a reader's attention by juxtaposing description with a declarative statement, as in this short selection from "The Stage": "The spirit of the fire is alive, and not just the fire in camp, but the fire in each one of us." He then goes on to extend this metaphor. To improve his creative writing Ben needs to avoid direct statements in favor of showing his reader through images, metaphors, and objective correlatives.

This was a strong quarter in every respect for Ben.

Winter Quarter

Ben completed all the requirements necessary to receive full academic credit this quarter. He demonstrated understanding of cross-cultural study and contemporary American literature in book seminar, on the final examination, and through individual conferences with me. He completed three essays on our multi-cultural readings and submitted a substantial portfolio of creative writings. And he did a dramatic reading of his fiction for his final presentation. This was an active, successful quarter for him.

In book seminar he continued to be a valuable participant. He exhibited skill in interrelating abstract ideas in our reading and supporting his argument with relevant specifics from the text. He reads carefully, living these books, rather than merely studying them. His explication of the role of the parrot in Carolyn Forché's "The Colonel," for example, was thorough and clear and related to an explanation of the poet's view of Salvador's political relationship with the United States. In short, Ben was an exemplary member of our group--prepared, always in attendance, always prompt with assignments. He organized and led our discussion of Zora Neal Hurston's Their Eyes Were Watching God. He brought piles of notes on every book and shared his insights, rather than acting inclusively. If there is such an award as seminar student of the quarter, Ben wins going away.

On the final examination he demonstrates good understanding of the nature and significance of cross-cultural study. After defining culture traditionally as "an ideal, a model of a certain way of life--customs, rituals and the beliefs of any group of people" he explains that "culture is defined by life" and immediately discusses dimensions involving ethics and difference.

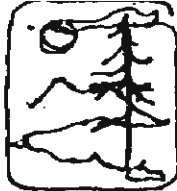
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Suggested Course Equivalencies (in quarter hours)

Faculty signature(s)
 Craig Carlson

Faculty Name

Date



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

PURSWELL	Ben	Sam	A00053122
Student's Last Name	First	Middle	ID Number
6023G	Dialogue with Diversity		
Program or Contract No.	Title		
	10/86	3/87	
	Date began	Date ended	Qtr. Credit Hrs.

Page Three

"Cross-cultural studies are important to me," he writes, "because they allow me to see myself through different eyes. Cross-cultural study allows me to see myself better--to understand myself and others better." He exhibits this orientation in his explication of Jessica Hagedorn's poem, "Motown/Smokey Robinson": "The poem is unique, to me, for it melds two cultures into one." And he exhibits it by comparing and contrasting May Miller in her poem, "Death Is Not Master" and Carolyn Forché's "The Colonel" on the theme of death. The larger comparison and contrast between Chicana and Afro-American culture is good: "On the surface level of each poem there may appear to be similarities, but those disappear quickly when considering the respective cultural values." It is a strong examination.

All his three essays are intelligent and thorough. One on Chicano theater is both a summary and a critical analysis of Rueben Sierra. Another, "Back To The Basics: A Synthesis Paper on Afro-American Literature," is an ambitious comparison and contrast between Janie's struggle in Their Eyes Were Watching God, Maya Angelou's quest in The Heart of a Woman, and Velma's transformation in The Salt Eaters. "All three characters have the similar problem in that the inner-self gets suffocated by the society in which they live," Ben writes. His third essay, my favorite, explicates Alice Walker's "The Revenge of Hannah Kemhuff" and clearly explains the man-God symbolism in this story. The smaller the theme, the better Ben does.

All his three essays are troubled by tangled grammar, misspellings, and punctuation errors. This is a pity because his flawed analytical style changes the subject to itself, rather than supports his argument and ideas. Nor are there thesis statements or conclusions. There is no problem with a little dust on a Picasso, but what about dirt?

Ben has been chased around about his grammar and he realizes what he must do to improve; he is improving, and we need to be patient because he cannot correct everything immediately.

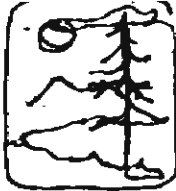
His creative writing portfolio is substantial and voluminous. Ben loves to write dramatic and prose fiction and he submitted four complete pieces and two complete

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Faculty signature(s)
 Craig Carlson

Faculty Name

Date



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FACULTY EVALUATION OF STUDENT ACHIEVEMENT

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revisions of a short story entitled "Special One." Some of this work is too explicate--telling us what to think and feel, rather than showing; some of his writing is undermined by indefinite pronouns and things out of order. And, in general, I would like more diversity of and depth in his characters. Nevertheless, these stories and plays arrest attention--they have life and originality. A long untitled four act play explores the premise that dreams are often murdered. The two characters, Bo and Jo, are real and their dialogue is real. When the writing rises above its technical difficulties, this piece is dramatic and interesting. I appreciate above all the passion of Ben's creative writing. He writes with fire and sings the paper. When he gets control, his audience will enlarge.

For his final presentation he read four of his own prose pieces. The marriage scene from his play Visions is rich in convincing dialogue. This feels like two people talking and in love. I appreciate his rhythmic repetition, especially the phrase "now and forever." Another, "A Lone Star," is effective in its use of extended metaphor. All were read with feeling, and every modulation of tone was sounded; he has dramatic talent.

Intelligent and vital, Ben was a privilege to teach for what now seems a blink of the eye.

Suggested Course Equivalencies (In Quarter Credit Hours):

- 7 - Contemporary American Literature
- 7 - Creative Writing
- 3 - Native American Studies
- 4 - Advanced Composition
- 4 - Composition
- 4 - Cross-Cultural Studies

Suggested Course Equivalencies (in quarter hours)

Craig Carlson

Faculty signature(s)
Craig Carlson

Faculty Name

March, 1987

Date



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EVERGREEN TRANSCRIPT GUIDE

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

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

Educational Philosophy:

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

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

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

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

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

Academic Program

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

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

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

Evaluation and Credit Award:

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

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

Credit is recorded by:

Quarter Credit Hours: Fall 1979 to present

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

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

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

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

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

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

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

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

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