



Jech, Joanna Judith

A00111927

Last, First Middle

Student ID

**Former Name(s):** Jech, Joanna Judith; Witzel, Joanna Judith;**DEGREES CONFERRED:**

Bachelor of Arts

Awarded 19 Mar 2021

**TRANSFER CREDIT:**

Start	End	Credits	Title
04/2003	06/2007	45	Birthingway College Midwifery

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2001	12/2001	16	<b>The Politics of Sin and Punishment</b> 4 - <i>History of Poverty and Criminality in the United States</i> 4 - <i>Politics of Visual Practices</i> 4 - <i>Culture and Social Identity</i> 2 - <i>Prolific Writing</i> 2 - <i>Research Writing</i>
01/2002	03/2002	16	<b>Eastern Psychology in Western Lives</b> 4 - <i>Eastern Psychology</i> 4 - <i>Eastern Religion</i> 4 - <i>Holistic Healing</i> 4 - <i>Expressive Arts Therapies</i>
04/2002	06/2002	12	<b>Experiments in Performance, Music, Puppet Theatre</b> 3 - <i>Music Composition</i> 3 - <i>Puppet Workshops</i> 3 - <i>Readings in Aesthetics and the Social Context of Art</i> 3 - <i>Group Performance Projects</i>
04/2002	06/2002	2	<b>Approaches to Healing</b> 2 - <i>Approaches to Healing</i>
09/2002	03/2003	32	<b>Health and Human Development</b> 2 - <i>Concepts in Development</i> 4 - <i>Writing on Biology and Social Science Topics</i> 6 - <i>Health</i> 8 - <i>Human Biology</i> 2 - <i>Public Policy</i> 8 - <i>Independent Project</i> 2 - <i>Cardiac Physiology</i>
01/2020	03/2020	12	<b>Personality and Social Psychology: Who Do You Think You Are?</b> 4 - <i>Personality Theory</i> 4 - <i>Social Psychology</i> 4 - <i>Theories of Counseling</i>



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**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
03/2020	06/2020	12	<b>Positive Psychology and Well-Being Theory</b> 4 - <i>Positive Psychology and Well-Being Theory</i> 4 - <i>Human Development</i> 4 - <i>The Therapeutic Benefits of Psychedelics</i>
06/2020	09/2020	12	<b>Becoming Whole: Stories of Contamination and Redemption</b> 4 - <i>Cultural Psychology</i> 4 - <i>Clinical Application of Social Psychology</i> 4 - <i>Narrative Psychology (Theory and Therapy)</i>
09/2020	12/2020	12	<b>Basic and Applied Psychology: From The Lab to Life</b> 4 - <i>Biopsychosocial Psychology</i> 4 - <i>Psychological Science in Application</i> 4 - <i>Consciousness Studies</i>
01/2021	03/2021	8	<b>Autobiography</b> 4 - <i>Twentieth-Century and Contemporary Literature: Autobiography</i> 4 - <i>Creative Writing: Autobiography</i>
01/2021	03/2021	4	<b>EastWest Psychology: Transforming Destructive Cognition/Emotion</b> 4 - <i>East-West Psychology: Transforming Destructive Thought/emotion</i>

**Cumulative**

183 Total Undergraduate Credits Earned



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I began my higher education when I was twenty-three years old as a single mother. After my first two years at The Evergreen State College, I shifted gears to pursue a midwifery career in Portland, Oregon. After eight years of practicing Midwifery, I came full circle to complete my Evergreen degree at age forty-two with a new purpose to pursue a psychology career.

The first two years I attended Evergreen in 2002 had a lasting effect on not only my own life but the people whose lives I have touched along my path. At that time, I took a class called "The Politics of Sin & Punishment" and applied the knowledge gained in the course to my strong interest in women's rights in childbirth. I created a non-profit organization called "The Birth Attendants," which served incarcerated pregnant women in Gig Harbor, WA. First, I started a pregnancy support group within the prison walls. I then established a doula program in which we attended and supported these women during their hospital births. These laboring mothers were often mistreated. You can watch a short animation film about "The Birth Attendants" project here: [https://www.youtube.com/watch?v=P1Ngtl\\_x0go](https://www.youtube.com/watch?v=P1Ngtl_x0go) ). I left The Evergreen State College while The Birth Attendants was still young to follow my interest in birth. The program is still serving incarcerated pregnant women today.

After four more years of education at Birthingway College of Midwifery and completing an internship, I earned my Bachelor of Science in Midwifery and became a licensed midwife. I traveled to a remote town in the mountains near Cuernavaca, Mexico, and studied with a traditional medicine woman and midwife there. After that, I worked for six years at a birth center in Portland, Oregon.

In 2011, I gave birth to another beautiful baby boy. He was born at home in water. Shortly after, I opened my private practice attending only home births and holding prenatal appointments in my home office. In total, I have attended around four hundred natural births, most of which were water births. The laboring mothers and their babies have been as much a part of my educational path as academics. As such, I came back to my education at The Evergreen State College with a vast knowledge base in this specialized field. After supporting close to four hundred families as they moved through pregnancy, birth, and the postpartum period I returned to finish my second bachelor's degree in order to pursue the field of psychology.

The first class I took upon my return, taught by Dr. Mark Hurst, was called "Personal & Social Psychology: Who Do You Think You Are?" This class challenged my confirmation bias' at every turn as my mind opened to tremendous new understandings of the self and society. I was inspired, invigorated, and one hundred percent engaged by the material. Now at age forty, I was ready to give all of myself to my education. Realizing I had the great fortune to find an incredible science-based psychology teacher, I continued to take every class I could that Dr. Hurst taught. The knowledge and wisdom I gained in his classes allowed me a great window into the non-conscious and an understanding of how to seek out science-based peer-reviewed research and apply them to my creative insights.

In my last term at Evergreen, I took an East-West Psychology class that showed me where the western science of cognitive-behavioral therapy intersects with ancient Buddhist psychology.

The denouement of my degree was a class on autobiographical writing. This course expanded my horizons as we read memoirs that contained a vast spectrum of human experience. In this sense, I found a thread of psychology running through the study of autobiography. I was reminded of social psychologist Dan McAdams's work on Life Stories Interviews and psychologist Jamie Pennebaker's writing research. It takes a lot of vulnerability to share our stories through writing. And we can understand a lot about a person by the way they tell their story.

At The Evergreen State College, I had the opportunity for profound academic and self-exploration. I am grateful beyond measure and thoroughly prepared to start the next phase of my education.



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**January 2021 - March 2021: EastWest Psychology: Transforming Destructive Cognition/Emotion**

4 Credits

**DESCRIPTION:**

Faculty: Jamyang Tsultrim, MA. Loppon Degree

This course focused on developing a foundational understanding of mind/emotion from both Eastern and Western perspectives, based on scientific dialogue between noted philosophers, psychologists, neuroscientists and the Dalai Lama of Tibet. The emphasis of the course was on Eastern (Buddhist) psychology concentrating on destructive cognition/emotion and its function as well as its antidotes. Students chose one destructive state of mind to study in-depth, and developed model five-week programs to manage these destructive states using effective East/West interventions. The main textbook was *Destructive Emotions: How Can We Overcome Them? A scientific dialogue with the Dalai Lama* narrated by Daniel Goleman. This course was taught remotely both through synchronous meetings and asynchronous activities in this quarter due to COVID-19. Student evaluation was based primarily on student achievement of class learning objectives, attendance, in-class participation, and completion of required assignments.

**EVALUATION:**

Written by: Jamyang Tsultrim, MA. Loppon Degree

Joanna Jech fulfilled all requirements of this remote teaching class. She showed particular strength in expanding her knowledge in neural basis of mental/emotional states and core concepts/skills of mindful self-compassion. She was very responsible in completing all the assignments on time and attending all the classes. She achieved a foundational understanding of the mind/emotion through completing a mid-term paper, maintaining active in-class participation during seminar discussion, writing a good quality reflection paper and turning in detailed seminar preparedness papers.

In particular, Joanna's mid-term paper showed a clear understanding of the destructive emotions as well as interventions for transforming it from Buddhist and Western (evolutionary) scholars' perspectives as well as from experiential knowledge. She responded to all essential topics and showed familiarity with the contents of the assigned textbooks. She developed effective methods to transform destructive mind/emotions through maintaining "*The Mindful Self-compassion (MSC) Workbook*" exercises focused on observing interactions between mind, emotion and behaviors. Her MSC workbook showed continuing practices and kept a detailed documentation of them emphasizing the three core concepts and skills. She also expanded her understanding of mind/emotion as well as explored the effectiveness of the mindful self-compassion through direct experience.

In addition, Joanna demonstrated an understanding of specific destructive emotions as well as the ability to develop practical methods for transformation of destructive emotion by completing a final research paper on the topic of shame. This final research paper showed a deeper insight in the concept of shame, its sources, and provided effective interventions based on the core concepts and skills of MSC. She also reviewed relevant literature and supported the effectiveness of self-compassion for dealing with the shame. Standard academic writing utilizing APA style and format was appropriately applied in the final paper.

In brief, Joanna clearly achieved a foundational understanding and developed skills in transforming destructive thought/emotions for this class. She also reiterated the achievement of the course learning objectives in her self evaluation, especially the expansion of insight in neural correlation of mental and emotional states as well as the enrichment of personal well being. Because of her development in understanding and processing human emotion, she was inspired to maintain knowledge and skills into



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her life. She has shown genuine enthusiasm and is prepared to advance to further studies in these topic areas.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 - East-West Psychology: Transforming Destructive Thought/emotion



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## **January 2021 - March 2021: Autobiography**

8 Credits

### **DESCRIPTION:**

Faculty: Steve Blakeslee

This half-time program introduced students to the challenges and possibilities of autobiographical writing. Through a combination of seminars and intensive writing workshops, students delved into the complex issues of memory, authority, persona, and truth that face every self-portraying writer. Students read a diverse selection of autobiographical works and prepared written responses to them; kept daily journals; took part in a range of workshops, including intensive "writing marathons"; contributed to an annotated bibliography; composed their own 10- to 20-page memoir-essays; and read from their work at quarter's end.

Texts: Judith Barrington, *Writing the Memoir*, 2nd ed.; Maya Angelou, *I Know Why the Caged Bird Sings*; Jean-Dominique Bauby, *The Diving-Bell and the Butterfly*; Roz Chast, *Can't We Talk About Something More Pleasant?*; Frank McCourt, *Angela's Ashes*; Trevor Noah, *Born a Crime*; Sylvia Plath, *The Bell Jar*; Marjane Satrapi, *The Complete Persepolis*; and an additional autobiographical work of the student's choice.

### **EVALUATION:**

Written by: Steve Blakeslee

Throughout the quarter Joanna, who goes by Joy, brought a noteworthy level of energy and commitment to her studies. She attended all 18 of our class meetings, submitted all of her work on time, and participated enthusiastically in workshops, small-group discussions, and critique sessions. Often Joy took the lead in seminars as well, asking good questions and introducing worthy topics. Joy's response papers showcased her abilities as both reader and writer; in particular, she understood the gains to be made through close, deliberate, and empathetic reading. Here she also worked to apply some of the lessons of her psychology studies to our shared texts. Joy frequently commented on the responses that I wrote on her papers, gleaning further lessons about writing in the process. Joy did a very good job keeping up with her journal, typically making about six entries per week and frequently writing beyond the program's requirements; she also compiled interesting reflections on her journal practice. Finally, for our program bibliography Joy wrote an appreciative summary of her individual book choice, Glennon Doyle's *Untamed*.

For her final project Joy wrote about her complex relationship with two women: her older sister and their mutual friend, Idun (pronounced Eden). Joy worked in a key point as she described the circumstances of her first encounter with Idun and its effect on her: "What I had learned in my youth from the media and school socialization was that what mattered for girls was to look good. But Idun planted a seed in me that I could own my intelligence. And intelligence might even be cool." Joy also understands the importance of giving the reader fully fleshed-out scenes with accessible dialogue, blending them with helpful summary as she approaches the climax of her story: the assisted suicide that Idun chooses in the face of terminal cancer. This was a particularly powerful scene and I'm grateful that Joy chose to share some of it with the class at our final meeting. While Joy might continue to rework some sections or passages here and there, this solid story shows how much she has learned about effective writing and editing.

I thank Joy for joining us this quarter and wish her the best with her future pursuits. She is prepared for further studies in writing and literature should she wish to pursue them.



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**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

- 4 - Twentieth-Century and Contemporary Literature: Autobiography
- 4 - Creative Writing: Autobiography



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**September 2020 - December 2020: Basic and Applied Psychology: From The Lab to Life**  
12 Credits

**DESCRIPTION:**

Faculty: Mark A. Hurst, Ph.D.

Our world has become increasingly complex and fast, regarding the big existential questions of who to be and what to do, as well as the minute-by-minute particulars of day-to-day life. Circumstances in families, workplaces, social life, and cultural contexts, require discerning awareness of nature and nurture variables regarding human motivations, thought, emotion, and action, as well as situational and environmental factors, and the means for bringing about change. Examining psychology as a hub science, students in this program, investigated peer-reviewed research, and then applied these basics of psychology to our examination of the full spectrum of human experience, limitations and potential.

This 8-credit program (which Joy expanded to a 12 credit option) provided an opportunity to build a fundamental knowledge and skill base regarding psychology theory and concepts, as well as to begin developing one's own applied "theoretical orientation" of human psychology, and to test it against the ideas of great scientists in the field of psychology. We viewed psychological science in relation to our own lives and to life in our immediate community, while also seeing the application to the larger world. During the quarter, we also spent two hours in a Zoom session with Elliot Aronson (the most decorated American psychologist in APA history), after reading his autobiography on his 60+ years of studying cognitive dissonance and self-justification processes. Students finished this program not only knowing themselves and others more accurately, but also in understanding how to "make sense" of life in more optimal ways. This program is relevant for careers in psychology, sociology, education, media, journalism, government, criminal justice, law. Credits may be awarded in Introduction to Psychology, Community Psychology, and Theories of Counseling.

Beyond reading and writing about empirical articles from current psychology journals, students also read; Aronson, E. (2010). Not by Chance Alone: My Life as a Social Psychologist; Lillienfeld, S. O. (2009). 50 Great Myths of Popular Psychology: Shattering Widespread Misconceptions about Human Behavior; Tavis, C. (2010). Psychobabble and Biobunk: Using Psychological Science to Think Critically About Popular Psychology.

**EVALUATION:**

Written by: Mark A. Hurst, Ph.D.

Joanna, who goes by Joy, has performed wonderfully in my programs over the last year and her efforts this quarter were no exception. She took a 12-credit option for this typically eight-credit program, and documented advanced work in the central part of the curriculum, as well as designing and completing a four-credit focus on basic and applied psychology in relation to equine-assisted therapy. Joy was accomplished in her writing skill and it was always interesting to read about her educational efforts, which detailed the growing knowledge and skill base she was accumulating as a psychology undergrad. This "time on task" was far more related to academic and professional success than mere "G" factor intelligence, and boded well for Joy's future goals in graduate study.

In this particular program, Joy learned to become more familiar with peer-reviewed psychological literature and data bases, as she also maintained an open-mindedness to the fact that the "hard, hub science" of psychology was always changing with new research. She was fascinated by certain areas in psychology that are expanding, from the minute particulars of neuroscience, to literally "on-the ground" efforts in the application of theory and empirical support. Her countless hours this quarter in working with one particular horse, Sky, in understanding the link between basic sentient processes (across species) and how they play out in a real world setting was nothing short of amazing. Her thoughtful documentation





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in writing accounts and a 30 minute video she produced on this work went far beyond what is typical for undergraduate expectations. From these efforts, Joy demonstrated not only the time it takes to gain mastery, but the passion and perseverance to see it through.

In reference to the main content of the program, Joy was a reliable and engaged peer in her Jigsaw Classroom seminars, as well as large group interactive lectures, and workshop activities. I have come to count on Joy to initiate seminars regarding the content of the program and be an active listener to others comments. She is especially good at connecting ideas and contributions, and keeping the discussion alive and relevant. Joy's papers she produced for these teaching and learning "Jigsaw" seminars were well written and expressed an advanced level of comprehension and analysis in documenting her learning. I admired her motivation to pull important material from each research study, as well as the ability to address strengths, challenge ideas, and view content from multiple perspectives. Joy's writing is organized and sequential, which allows the reader to easily follow her points, and understand her insights. In applying theory to practice, Joy documented her skilled writing abilities in a section of a paper on "exposure therapies related to the desensitization of fear", when she wrote:

"Horses are prey animals with an enormous amygdala. For this reason, horses live in a heightened state of fear much of the time. People with PTSD have an overactive amygdala and live in a state similar to a horse. Horses needed this fear detection superpower long ago in the wild so they could detect the presence of a predator early enough to have a chance at getting away. In the horse world, there is a common practice of desensitization. When a horse is scared of something, which could be anything from the sound a tarp or plastic bag makes to a riding lawn mower, the more exposure to the scary object, the better. It's not safe for humans to be around horses that spook at the drop of a hat because they are upwards of a thousand pounds. If they get so scared they run in a panic; the handler might get run right over. To minimize this risk, the handler will intentionally expose them to the scary object, wait for their fear response to relax ever so slightly, retreat from the "scary" object, take a short break and then go back to the "scary" object again. The repetition of this process allows the horse to make new associations with the scary object. After they have been exposed to it a hundred times and their handler was right there with them to protect them, they learn that it's not a scary object after all, and trust is built.

"There is a similar process for treating PTSD, called Classical Conditioning. In the journal article "MDMA-assisted psychotherapy for PTSD: Are memory reconsolidation and fear extinction underlying mechanisms that explain classical conditioning," the authors wrote "the process of learning through repeated exposure to the conditioned stimuli without encountering the unconditioned stimuli is known as extinction and leads to a reduction in the fear response while leaving the original fear memory intact (Ponnusamy et al., 2016). Imagine a war veteran who has just returned home from Iraq walking down the street and immediately hitting the deck when he hears the sound of a car backfiring. This behavior is a conditioned reaction related to trauma. This same veteran will need to be exposed to many sounds like this without anything around him blowing up or anyone getting shot in order to recognize he is now safe even in the presence of sudden loud noises. The article further explains," Exposure therapies used to treat PTSD aim to extinguish fear by presenting fear-triggering cues in imaginal narratives and reality-based situations while the person is in a safe setting."

Other research topics Joy learned about to share with her "jigsaw" peers included: learned vicarious fear in relation to empathic processes; intrapersonal processes related to self esteem, need satisfaction and authenticity; the learning opportunities, or costs in our failures; sensation and perception processes related to emotion, empathy, and fear; non-conscious mimicry, rapport, and human resilience in affiliation goal failure; etc. Joy followed the writing guidelines well in demonstrating the ability to: 1) focus closely on specific aspects of a study (hypotheses, methodology, etc.); 2) examine the strengths and limitations



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of outcomes with a critical eye; and/or 3) integrate ideas and concepts from other program resources and life experience. Joy produced the finest papers of the program in each of her endeavors (Jigsaw Classroom papers and her Theoretical Orientation).

For her theoretical orientation paper, Joy wrote about her "self and story" up to this early adulthood stage of life. It was filled with her own "nuclear episodes" (McAdams), both challenging and enlightening that often shape the "emerging adulthood" search for stability and continuity across life domains. Within this effort I was aware of many of the psychological concepts we had covered throughout the quarter, as well as her integration of material she has learned over the last year (how genetics and life experience shape how we experience the world and the perceptions we attach to; existential psychological principles of meaning, responsibility for life, the need to act, etc.; how emotional disturbance can develop, often leading to suffering or stagnation; the uses of adversity and the research supporting how resilient humans are generally; the well-being research that can "amplify the good in life"; some of the skills necessary to shape a generative self and story with unity and purpose, value, efficacy and worth; having the wisdom and courage to maintain perspective, tolerate ambiguity, and learn from uncertainty; and use the tools of possible selves, motivation, and self-regulation toward authorship of her life). This was an incredibly authentic account of Joy's journey to the current day, and provides a foundation for her to build on as she pursues personal, academic, and professional goals. It sets the tone for her future studies as she examines diverse material over her education and life, and makes decisions about which aspects "become" who she is both intra-personally and interpersonally.

Joy's wonderful character strengths of the head and heart (curiosity, creativity, love of learning, courage, kindness, teamwork, gratitude, humor, social intelligence, fairness, honesty, etc.) led her to become a respected and well-liked peer. She used her strong "voice" in classroom activities to ask questions and explore theory and concepts in deeper and broader directions, thus making the program material more relevant to everyday life experience. It has been a delight to have Joy in my classroom over the past year, and I know that I, and others, are better people for the experience.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12**

- 4 - Biopsychosocial Psychology
- 4 - Psychological Science in Application
- 4 - Consciousness Studies



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## **June 2020 - September 2020: Becoming Whole: Stories of Contamination and Redemption**

12 Credits

### **DESCRIPTION:**

Faculty: Mark Hurst, Ph.D. (Psychology)

This 12 credit independent learning contract, titled **Becoming Whole: Stories of Contamination and Redemption**, was created for the student to establish a more advanced knowledge and skill base in psychological science, by specifically focusing on the social, developmental, and personality processes that result in individual and group social influence and cognition, as well as inevitable life adversity and the social constructs of prejudice, discrimination, human aggression, etc., which too often result in traumatic stories and sequelae at the individual, social and cultural levels. The student worked with faculty to identify appropriate resources that reflect the contemporary empirical science (and historical and cross cultural philosophies and practices) underlying the study of personality, including: 1) the variety of theories and approaches to understanding the human condition; 2) critical lifespan development issues that affect personality; 3) personality theory, at the "trait," "personal concern and characteristic adaptation," and "story" levels; and, 4) the social psychology that examines how personality is shaped by interaction with other people, personal experience, and culture. From her previous examination of Dan P. McAdams' "Life Story Model of Identity" research last winter quarter, the student completed her work by examining the modalities that have been found to be useful in assisting with the creation of "redemptive" and "generative" personal narratives, that demonstrate coping, growth, healing, and change. Throughout the quarter the student would document learning in text notes, essays, a formal APA term paper, a creative representation of accomplishments, and discussions with faculty.

### **EVALUATION:**

Written by: Mark A. Hurst, Ph.D. (Psychology)

Joanna, who goes by Joy, was a remarkable student, whose passion for learning and "time on task" demonstrated many character strengths of the head and heart (curiosity, love of learning, perspective, open-mindedness, teamwork and leadership, kindness, appreciation of beauty and excellence, self-regulation, etc.). Over the course of summer quarter, Joy accomplished a tremendous amount of work in specific areas regarding the human condition that she wove into her growing knowledge and skill base in psychology. This independent learning contract was established for her to explore diverse and advanced psychological science (theory and practice) that resulted in the integration of contract content with previous learning from academic studies and life experience. These ILCs are often the finest opportunities for a student (especially those who are returning to school after many years or decades of experience regarding career, child-rearing, etc.) to explore their interests and become more skilled in scholarly pursuits, that can then be applied to the various life domains they influence on a daily basis. Joy worked to integrate and synthesize her interests in consciousness studies, narrative psychology, and cross cultural healing practices, especially as they are related to personal outcomes and "life stories" from inevitable adversity, as well as serious trauma. She documented her learning well through her text notes, formal papers, and expressive art, but also through faculty discussion, and her regular engagement with a fellow student who was focused on very similar goals and content.

Joy clearly met the objectives she defined in: 1) developing a more advanced understanding of the motivation, emotion, and thought-action tendencies of humans, especially in social interaction; 2) developing an understanding of how trauma manifests within individuals, as well as marginalized and oppressed communities; and 3) gaining a fundamental understanding of the cross-cultural modalities of specific healing practices, and the theoretical constructs underlying them (in both clinical settings and without professional intervention, including shared rituals, familial and communal support, connection to nature, etc.). Along with faculty, Joy identified relevant research, theory, and information about



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personality, developmental, and social psychology necessary to further her studies toward application in clinical settings, but also toward her academic and professional goals. Her final synthesis paper documented her growing command and mastery of psychological knowledge for effectively applying theory to practice. As a fine example of her integration and synthesis of ideas, Joy wrote:

"Like Plato's metaphor, Freud's concept is born of a mindset bent on control being the given method to manage these oppositional internal forces. Freud's take provides a window into the dominant foundation of the core beliefs of his era. His depiction of the ego as the only rational one sets us up to identify with this aspect alone. The basic dynamic presented paints a picture in which these "other" aspects are seen as separate from the core of who we are. In *The Social Animal*, Aronson and Aronson tell us, "Once a person differentiates between us and them, the stage is set for stereotyping, prejudice, discrimination, and the rationalizing that follows" (2018, p. 271). The "us and them" tribal thinking model that Aronson and Aronson wrote about is being played out internally in how we perceive and treat ourselves. As long as we continue to accept this as the framework for self-analysis, we will continue to pit ourselves against ourselves in a constant inner battle of wills. This old-school baseline for self-analysis is our culture's foundation for understanding our conscious self's relationship to our non-conscious self. Our work now is to re-vision those core beliefs and heal the abused horse that lives within us due to these ingrained narratives."

Before completing her final term paper, Joy produced notes and papers for each resource, video, journal article or scholarly essay, that documented her strong cognitive abilities (comprehension, critical analysis, integration, etc.) as well as her advanced writing skill (effective grammar, word usage, etc.). Joy's first efforts effectively examined her learning within psychology and lived experience, which she then integrated with Elliot Aronson's work, specifically his 12th edition of *The Social Animal*, which is considered "a masterpiece" in social psychology, with its focus on social cognition, cognitive dissonance and self-justification, social power and influence, persuasion through conformity, compliance, and obedience and mass communication, the social science underlying love, as well as prejudice, discrimination, and interpersonal aggression. This initial work documented Joy's ability to "scaffold" her learning for greater understanding of the individual, social, and cultural levels of the human experience.

With this fundamental foundation in previous studies and then social psychology, Joy followed with examining philosophical perspectives regarding healing from traditional Western beliefs, but also from shamanic traditions, tribal cultures, and the more recent focus on equine-assisted therapy (with its growing body of research on human processes such as consciousness, attentional cognitive capacities, biological bases of behavior, and emotional and social intelligence). Joy's efforts resulted in fine upper division analysis, with strong integration of modern truths with ancient wisdom, and application of the content in encountering daily life.

Joy's final term paper titled *Rewriting Our Relationship to Self* was a comprehensive overview of numerous concepts and resources she covered over the summer. Overall, it was a fine attempt to work at integration and synthesis of human consciousness, narrative psychology, the effects of trauma on the individual, and various therapeutic modalities in modifying those effects in altering one's story toward healing, growth, and well-being. Her writing skill is sound, and next steps for Joy are to continue her efforts in writing formal psychology papers, including organization of ideas, sequencing of support (abstract, literature review, discussion section, etc.), and citation of references. I strongly believe that with a good editor, Joy is capable of producing influential scholarship.

Joy's creative project demonstrated a wonderful ability to convey her learning through expressive art. She completed a video that documented much of her focus on consciousness (including limited attentional capacities, emotional self-regulation, etc.) that is reflected in equine-assisted therapy (EAT). I have sponsored more than a dozen EAT independent learning contracts, though this was the first time a



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student had produced a video conveying the underlying psychological science to this therapeutic process. Very enjoyable!

I was very impressed with Joy's overall performance, and am excited to continue mentoring her work as she completes her degree at Evergreen and prepares for the rigors of graduate school challenges. Her openness to critical self-reflection (along with constructive feedback), help her identify both successes and growth, as well as areas of current limitation, and opportunities for future study and practice. Most importantly, Joy was able to assess how these studies can assist her in thoughtfully considering personal and professional "possible selves." Joy's efforts this summer represent some of the finest work I have sponsored in independent study, and she now possesses the knowledge and skill for advanced study (and graduate school), as well as immediate integration into community settings. I will count on her as a vital resource as future students pursue similar studies.

Based on the content of her studies, the activities she engaged in, and discussions about her learning process, Joy wonderfully completed all learning objectives for full credit.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12**

- 4 - Cultural Psychology
- 4 - Clinical Application of Social Psychology
- 4 - Narrative Psychology (Theory and Therapy)



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## **March 2020 - June 2020: Positive Psychology and Well-Being Theory**

12 Credits

### **DESCRIPTION:**

Faculty: Mark Hurst, Ph.D.

Beyond psychology's early focus on pathology and the negative aspects of human experience—what's 'wrong' with us—a new science has emerged over the last 20 years to understand humans at their best. This worldwide collaborative effort has begun to empirically investigate, and experientially increase, what "makes life worth living." The objectives for this half-time eight-credit program included the development of an advanced body of knowledge (and experience) regarding the positive aspects of human existence, as well as specific strategies for achieving the self-efficacy, hope, optimism, self-regulation, and resilience that serve positive emotion, positive character, positive institutions and communities, and positive organizational scholarship. To the extent that basic psychological processes are shaped by the nuances of nature and nurture, and that living environments create the context for human expression and fulfillment, we broadly examined the science of life satisfaction, applying practical strategies that promote well-being and quality of life in social interactions, across cultures, as well as in the natural world.

Students "lived" much of the material over the quarter, devising and discovering ways to apply this new science to personal and professional development. Through the lens of love, work, play, and service to others, they engaged in activities to build more of what contemporary scholars have deemed "the good life." This program is relevant for careers in any discipline, but especially psychology, sociology, education, media, journalism, government, criminal justice, and law.

### **EVALUATION:**

Written by: Mark A. Hurst, Ph.D.

Joanna, who goes by Joy, was one of the most engaged and productive students I have taught over my nearly three decades in the classroom. She was smart, conscientious, and thoughtful, caring as much about her own education as the progress and growth of her peers and community. As a returning adult with decades of personal and professional experience, she was a delightful member of the learning community, possessing an enthusiastic, authoritative voice in the classroom, and the motivation and skill to produce meaningful and influential work. In large and small group work, I could always count on Joy to initiate seminars, offer interesting questions, insightful ideas and perspectives, and integrative conclusions, as well as listen to perspectives that were different from her own. Her critical thinking and ability to apply theory to practice helped the program examine complex issues of suffering, stagnation and flourishing at the individual, social and cultural levels. These skills, along with her ability to challenge material were vital to assisting seminars. She was prepared for every program session, and was fully able to tackle the material.

Joy also had a fine command of her writing, producing assignments that were detailed, organized, and influential in their message. Some of her finest work was integrating resources (program texts, journal articles, videos, previous learning, life experience, etc.) and demonstrating the advanced ability to assimilate and accommodate information as she built a deep and broad knowledge and skill base in psychology. As examples of this type of undergraduate scholarship, Joy wrote the following passages:

"In *The Book of Joy*, it states that "We fear compassion because we're afraid of experiencing the suffering, the vulnerability, and the helplessness that can come with having an open heart." This painful part of my human process was an essential element of discovering acceptance, compassion, and forgiveness as is discussed in the text. Pain is often the portal in which we find joy on the other side. The Dalai Lama says, "And mothers know they are going to have



Jech, Joanna Judith

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pain, the great pain of giving birth. But they accept it. And even after the most painful labor, once the baby is out, you can't measure the mother's joy." As a midwife who has witnessed hundreds of unmedicated births and as a mother of two who has experienced two natural, undisturbed childbirths of my own, I cannot think of a more significant analogy. Life's labor pains often lead to vast, unforeseeable joy and the strength to hold compassion for the suffering of the whole world even when it hurts to do so.

"Forgiveness happens as a result of humility and compassion. It shows up when we aren't looking for it. It occurs when we turn our attention toward another person's pain and let go of our self-righteousness. According to *The Book of Joy*, we all "have the potential to be instruments of incredible compassion and forgiveness." (231) It is our adversity, and the experience of another's actions that hurt us, which allow us to cultivate this quality. Baumeister in his article, "The Meanings of Life", pointed out that "Happiness seems present-focused and fleeting, whereas meaning extends into the future and the past and looks fairly stable." Like happiness, forgiveness also lives in the present moment. It is not a fixed virtue in the sense that once you have achieved it, it needs no further nurturing. When we sow forgiveness, like a seed in the ground, it requires the water and sunshine of compassion and humility to thrive. In every moment, we have the power to focus the attention of our thoughts and feelings. Naturally, there will be times when we return to painful memories, and we may find ourselves lost in the labyrinth of victimization, blame, and hatred once more. But if we have ever sown a seed of forgiveness, we can readily find it's root again and turn our attention towards it."

Some of Joy's other writing addressed ideas regarding: how humans create meaning, and pursue happiness, in an effort to "make sense" of a complex world; the social needs to control and belong; the peer-reviewed research on loss, trauma, and human resilience, as well as that of strengthening relationships; the importance of self-regulation in making lasting change; and how perception, perspective and changing one's "viewing and doing," can affect happiness and meaning on a daily basis and across sources of meaning and time. Her feedback to her peers' writing sets the mark for useful and encouraging critique. Some of the finest in the program!

In addition to documenting their learning through book notes to each text, students were asked to keep a journal to document their learning, practice some form of "self-soothing (mediation, imagery, breathing, etc.), and create an individual plan for "making a difference" for others regarding the psychological science of positive psychology and well-being theory. Joy excelled in all aspects of these assignments. Her fascination with Pennebaker's "expressive writing" work, as well as McAdams "life narrative" research helped her tie theory to practice in "doing her positive psychology homework." Joy pursued her own meditation practice, which she found in formal practice, as well as everyday attention to the world. She also documented her journaling experience well (through writing letters), which assists in "making better sense" of a complex and fast world. It was very enjoyable to read her program review regarding her learning process.

Joy's project (which represents the third pillar of positive psychology, that of positive institutions and communities) culminated in several activities that reflect the theme of "giving psychology away." Her interest in making a difference for others exudes from Joy's very essence, and exhibits many character strengths of the head and heart. In documenting some of the challenges to individual and social well-being posed by Hari in *Lost Connections*, and the importance of applying theory to practice, Joy wrote:

"Hari suggests a collectivist approach to life as an antidote to depression. And yet Alan Carr's sentiment in *Positive Psychology and You* contradicts this suggestion, "People report greater happiness in individualist (western) rather than in collectivist cultures." The truth lies somewhere in the middle of Hari and Carr's opposing concepts. In America, the quest for just the right amount of control and belonging holds the key to our happiness. Culturally it would appear that



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the scale has been tipped towards individualism and control. Our mission, therefore, is to bring forth a sense of belonging to balance that scale. (14) Carr also acknowledges the need for both control and belonging in Positive Psychology, "Pursuing intrinsically rewarding goals fulfills one or more of the basic human needs (apart from food and sex). These include the need for feeling in control, feeling good at what we do, and having good relationships." Baumeister and Leary, in their article "The Need to Belong: Desire for Interpersonal Attachments as a Fundamental Human Motivation," echo the power of this instinct. "We suggest that belongingness can be almost as compelling a need as food and that human culture is significantly conditioned by the pressure to provide belongingness." To retain or create connections in this isolated and polarized world, we find ourselves in, what we need most is tolerance. We need to find understanding and acceptance for those who are different than us."

All of these efforts to increase well-being were especially timely given that this quarter was experienced under the cloud of a global coronavirus pandemic, as well as civic unrest in the country over racial injustice.

Joy's additional four credits for this program focused on her interest in the burgeoning research on psychedelics as a form of therapy for numerous human maladies (depression, trauma, anxiety, inducing compassion, addictions, etc.). Joy attended an online conference by the leading theorists and empiricists in this area of study, and gleaned a fundamental command of the basic and applied research targeting theory, cross cultural and cross-species conclusions, as well as controlled experimentation on the therapeutic benefits (especially that of psilocybin). Joy documented her learning well in examining the promises of psychological, social and spiritual development through transformative experiences found by using these psychoactive substances.

Joy was a nothing short of fabulous in the learning community. She has studied with me over the past year, and it has been a delight to watch her grow a broader and deeper command regarding the psychological science of the human condition. Very quickly, she established herself as an unassuming leader and a likable and respected peer. She completes this program with excellent cognitive, writing, and interpersonal skill, and is well-equipped for advanced studies and personal and professional goals. I will be recommending her to the highest possible level as she prepares for graduate school. What a remarkable student!

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12**

- 4 - Positive Psychology and Well-Being Theory
- 4 - Human Development
- 4 - The Therapeutic Benefits of Psychedelics





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## **January 2020 - March 2020: Personality and Social Psychology: Who Do You Think You Are?**

12 Credits

### **DESCRIPTION:**

Faculty: Mark Hurst

At adulthood, a human has already spent decades defining and characterizing attributes, beliefs and preferences of the individual they call "ME". Where do I get the ideas I have about "who I am"? Am I more nature or nurture? Is the self malleable or fixed? The concept of self can be beneficial as an ally, or a confounding negative force—but how can we know which it is to be?

In this half-time program, students examined the psychological research over the last 60 years, that helps describe, explain, predict and modify aspects of the self. They explored topics such as theory of mind, self-concept, self-esteem, self-awareness, self-efficacy, identity, social comparison and impression management, self-deception, self-serving biases, escaping the self, self-control, and the contemporary dilemma of "self as a value base". Additionally, students read deeply and broadly about McAdams' 30 years of research on the Life Story Model of Identity. All of this work addressed implications for essential functions of the self in the domains of work, love, play, and service to others, as well as Eastern and Western perspectives on the self. Finally, students had the opportunity to ask questions of two of the greatest psychological scholars of the past half century (Aronson and McAdams), after reading their work.

Reading for the program included the following texts: McAdams, *The Redemptive Self: Stories Americans Live By*; Tavis & Aronson's *Mistakes Were Made, But Not By Me: Why We Justify Foolish Beliefs, Bad Decisions, and Hurtful Acts*; and Wilson's *Stranger to Ourselves: Discovering the Adaptive Unconscious*, as well as journal articles by Baumeister and McAdams.

Assignments included the completion of book notes, self-assessments, a creative piece of art representing a narrative of the student's life (using McAdams' Life Story Model of Identity) and completing a detailed Life Story Interview with someone they knew well.

This program is relevant for careers in psychology, sociology, education, media, journalism, government, criminal justice, law.

### **EVALUATION:**

Written by: Mark A. Hurst, Ph.D.

Joanna, who goes by Joy, was one of the most conscientious and productive students I have taught in my nearly 30 years in the classroom. She possessed positive energy and a strong, authoritative voice to share her ideas and build on seminar discussions, and the ability to be an attentive, active listener with her peers. I could count on her to offer interesting questions, insightful ideas and perspectives, and integrative conclusions, as well as listen to perspectives that were different from her own. Her critical thinking and ability to apply theory to practice helped the program examine complex issues of narrative lives, in relation to gender, race, class, and many other differences within the human experience. These skills, along with her open-mindedness and willingness to hear others' perspectives, were vital to assisting in some of the best seminars I have experienced at Evergreen. She came prepared to every program session fully able to tackle the material that was assigned. I appreciated her motivation and dedication to her education, as well as her investment in others' learning process.

Joy had a fine command of her writing, producing assignments that were detailed, organized, and influential in their message. This was most evident in her comments on the program materials as they



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relate to issues of development of a self with unity and purpose. Her Book Notes to program texts were lengthy, but not a paragraph or idea was wasted. These entries demonstrate the "time on task" that is the hallmark of self-regulation and academic success, as well as a commitment to fine scholarship.

Joy's Jigsaw Classroom contributions highlighted critical points of each of her two "expert" chapters (on types of life stories and maintaining generativity through the lifespan, the opposite of stagnation), demonstrating her ability to effectively analyze and integrate program content for the purpose of teaching and influencing others. All of her work suggested an interest in affecting lives at the individual, social, and cultural levels, for the pro-social good. Perhaps her finest efforts in the program exemplified her advanced ability to assimilate and accommodate information from diverse sources as she builds a deep and broad knowledge and skill base in psychology. Other ideas woven into her writing addressed: how humans "make sense" of people, events, and life, in general, for a deeper and broader sense of meaning and purpose; the human need for both control and belonging; factors of efficacy and eventual performance; cognitive dissonance, self-deception, and self-justification processes; gendered narratives; hope theory; progress and adaptation principles; the human benefits and costs of impression management; the uses of adversity; ego threats and bruises; illusory processes in making sense of "reality"; etc. These were highly detailed notes and documented interesting and useful insights, explanations, and conclusions.

The major assignments of the quarter were: 1) to produce a piece of art that reflected aspects of one's "self," as well as their "story," based on program content (McAdams' Life Story Model of Identity, etc.); and 2) document a Life Story Interview (based on the Foley Center model) of a person they know in written or recorded form.

Joy's artwork project culminated in the presentation of a painting that depicted her own "narrative identity" up to this point in her life, symbolically representing core values and beliefs. Her painting included symbols (her as a child, sitting on the planet earth, with connections to aspects of her "self and story") that hinted at a life journey filled with countless influences that have shaped her, and reflecting opportunity, challenge, and personal growth. It was enjoyable to look at her work, and consider the many themes and concepts in this effort. Joy engaged with a small group of her classmates in examining the "chapters" of her life so far (depicted in vivid colors and engaging symbols), as well as key scenes (high and low points, turning points, wisdom events, challenges, memories, personal ideologies, and a future script).

Joy documented her growing knowledge and skill regarding Life Story Interviewing in examining the "narrative identity" of her mother. This was audio-taped, and it was enjoyable to listen to the examination of the settings, characters, scenes, and events of her mother's existence so far, through the use of many of the standard questions developed by McAdams and his team. Joy's paper reflected her strong interviewing skill (asking questions, probing deeper or broader for meaning and connections), and her work conveyed aspects of McAdams' story components that we studied this quarter, especially related to themes of challenge, loss, adversity, growth, generativity, agency, and communion. It was an authentically effective study of "self and story" that demonstrated Joy's ability to accomplish meaningful and powerful undergraduate work.

Joy also documented her advanced learning through the examination of the effects of epigenetics and family history regarding the impact of adverse events and trauma. This sets her up for future goals of deepening and broadening her theoretical and clinical skill in helping others craft new chapters after periods of "contamination." I was impressed with her advanced abilities to assess the terrain of the psychological field, and look for theory and science that supports her ongoing endeavors.

Joy was a smart, positive and enthusiastic presence in the learning community. Over this quarter, she has established herself as an unassuming leader and a likable and respected peer. She completes this



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Student ID

program with excellent cognitive, writing, and interpersonal skill, and is well on her way to becoming an ideal candidate for graduate studies in psychology. I look forward to working with her next quarter.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12**

- 4 - Personality Theory
- 4 - Social Psychology
- 4 - Theories of Counseling

## HEALTH AND HUMAN DEVELOPMENT

Program Description  
Fall Quarter 2002

### Faculty:

Rachel Brem, Ph.D.  
Susan Finkel, Ph.D.  
George Freeman, Jr., Ph.D.  
Stu Matz, Ph.D.

The *Health and Human Development* program explored the intersection of human health and society in a thematic nature. During the Fall Quarter our studies centered on the themes of adolescence and birth. We combined lectures and workshops in psychology and biology with seminar readings and guest speakers to provide students with a well-balanced account of developmental and health issues faced during these life spans.

In our unit on adolescence, we examined the biological and psychological development that occurs during adolescence while drawing attention to the influences of family and society. We began with an introduction to the human body followed by several presentations on how various hormones are involved in adolescent development. Our seminar texts, *Coming of Age in Samoa* by Margaret Mead and *Reviving Ophelia* by Mary Pipher, raised issues of female adolescents ranging from eating disorders, depression, sexual activity, substance abuse and general teenage angst. We also examined issues of male adolescence through reading *Ain't No Making It* by Jay MacLeod. This book investigated two groups of low-income teenage boys living in a housing project and examined the realities of inequalities in the United States. Our readings on adolescence ending with Herman Hesse's *Siddhartha*, a fictional account of a young man's spiritual journey. In addition to these readings, students were presented with the developmental theories of Freud, Erickson, Piaget and Vygotsky. We also covered biology of DNA, RNA and protein production. Public policy issues were addressed by bringing in guest speakers to discuss "drug and alcohol counseling" and "sex education in public schools and the community". Lastly, students were asked to think about their own adolescent development by writing a "coming of age" autobiographical narrative and constructing a mask reflecting some aspect of their adolescence.

Our unit on birth examined biological, psychosocial and policy issues that shape our understanding of how we understand birth. Our seminar text, *Women: An Intimate Geography* by Natalie Angier, along with several biology lectures elucidated the complex anatomy and physiology of the female body as it prepares for and undergoes the birthing process. *Past Due* by Ann Finger exposed us to issues surrounding disability and pregnancy. We also discussed the genetics of birth and embryonic development from a biological perspective. We discussed public policy and health issues surrounding women's reproductive choices, midwifery and breast feeding with visiting health practitioners who provided real world perspectives on these topics.

In addition to these two units of human development, all students participated in independent research. This research varied as some student concentrated on the biological aspects of adolescent development whereas other students concentrated on psychology or public policy. Students developed and presented these projects as group presentations, although the research portion was worked on individually. Some students worked in internships in place of the research projects. Lastly, all student were expected to attend weekly lectures, participate actively in seminar discussion, write responses to the weekly seminar readings and complete several formal papers which integrated their learning.

## HEALTH AND HUMAN DEVELOPMENT

### Winter 2003 Program Description

#### Faculty:

Rachel Brem, Ph.D.

Susan Finkel, Ph.D.

George Freeman, Jr. Ph.D.

Stu Matz, Ph.D.

**Health and Human Development** is a thematically based program exploring the intersection of human health and society. Winter quarter's overall themes dealt with young adulthood, middle age, and death and dying. Within these areas, we examined in biology: the nervous system, cancer and immunology, muscles, and diseases of the aged. In social sciences we covered: group theory, legislation policy, generativity, psychology of young adulthood and middle age and death and dying as part of the cycle of life. In our health component we examined alternative healings, and health issues that included diet, exercise, nutrition, rolfing, and hospice care. Students were asked in their two synthesis papers to integrate the disciplines we studied in overall themes. During this quarter, students engaged more fully in individual and group projects and self-directed work. Students began internships winter quarter and these may continue through spring. Faculty used a wide range of readings, films, and guest speakers to support this work. There was an overnight retreat during the fourth week of the program using Challenge and Experiential education to examine group development, teamwork, and leadership. Group and individual activities included: cultural death rites worldwide and a personal art project, a Death Triptych. This quarter we provided areas of specialization, allowing students the opportunity to study one of our discipline areas in more depth. These program components included Biology, Personality theory, and Current Issues in Education. A number of our students continued to participate in working with Green Hill, a youth incarceration facility.

The readings for winter quarter in Human Development included continued readings in *Childhood and Society* by Erikson; *Seasons of Life* by Kotre & Hall and *In over our heads* by Robert Keegan; in Health: *Medical Anthropology in Ecological Perspective* by McElroy & Townsend; in Biology: *Human Biology* by Benjamin, Garman, & Funston, and *Why we Get Sick* by Nesse and Williams. Seminar texts were: *Totem and Taboo* by Freud; *Becoming a Man* by Monette; *Red Azalea* by Min; *The Future of the Race* by Gates and West; *Refuge* by Williams; *Patrimony* by Roth; *Bel Canto* by Anne Pachett; *On Death and Dying* by Kubler-Ross; *A Year to Live: How to live this year as if it were your last* by Stephen Levine.



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

JECH	Joanna	J.	A00111927
Student's Last Name	First	Middle	ID Number
10066-20069	Health and Human Development		
Program or Contract No.	Title		
	10/02	3/03	32
	Date began	Date ended	Qtr. Credit Hrs.

Joanna is an insightful, talented student with an interest in social justice, especially as it bears on birth and midwifery. She writes with passion and has a remarkable innate knack for scientific thinking.

During fall quarter, Joanna was a vocal and opinionated seminar member who was always ready to engage with the text at hand. She participated reliably in class lectures and activities and finished the quarter with a reasonable working knowledge of psychological theories and basic biology. Partway into winter quarter, Joanna's attendance became more sporadic. She also had trouble with deadlines; when asked about it, Joanna said she was "forced to make the choice" between quality of work and its timeliness. By the quarter's end, Joanna was making the effort to rejoin the program mentally and physically.

In terms of writing assignments, Joanna's papers were fanciful, original, and astute from day one. She takes personal ownership of her writing work to a remarkable degree. In fall quarter she wrote with vigor; one early success described the need for critical thinking in elementary education and childhood, and another paper treated the effects that incarceration has on pregnant and laboring women.

During winter quarter, the ideas behind her written work were of the same high caliber. She wrote one paper applying Cornel West's ideas about "hedonistic and nihilistic young people" to passers-by in an Olympia street scene, and another using the parasite life cycle as a symbol for modern sociology. But in terms of the writing challenges she has faced throughout the year--writing mechanics, professional voice, discipline and structure--winter quarter did not mark a time of significant progress for Joanna.

Joanna's interest in biology went through the roof in winter quarter. During lectures and workshops about scientific data Joanna's hand was often in the air, and when called on she would usually start her comment with, "I have a hypothesis..." A few study sessions could have improved the accuracy of her biology work in the large class. But she filled her worksheets and assessment sheets with ideas and was fully engaged.

Joanna's shining moment was in winter's disciplinary focus module within the program. Here Joanna did independent research on the physiology of the heart, from which she gave presentations in a weekly biology seminar. According to Joanna, she came into the quarter both intimidated and bored by biology; but she did excellent work in this module, pacing herself with freshman/sophomore-level biology reading. Her strength is in reflecting on her reading and asking questions. If she gave herself the opportunity to do more advanced science work, I know Joanna would excel there too.

Faculty Signature(s)

Rachel Brem

Faculty Name

April 8, 2003 APR 11 2003

Date




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

JECH	Joanna	J.	A00111927
Student's Last Name	First	Middle	ID Number
10066-20069	Health and Human Development		
Program or Contract No.	Title		
	10/02	3/03	
	Date began	Date ended	Qtr. Credit Hrs.

Joanna was involved in a two-quarter independent project at the Washington Correction Center for Women in Gig Harbor, Washington. With a team of women she helped initiate a labor support center at this facility. In fall quarter the doulas met weekly to formulate a solid base and code of ethics for their program, and Joanna went through a doula training program to bolster her knowledge of birth practices. By winter the group had started a pregnancy and labor discussion group with inmates. From her experience negotiating the rules and personalities at the prison, Joanna has learned a lot about corrections; in coming to terms with hostility among the inmates, she has begun to reflect on the subject-object relationship in social service work. She also has advanced in her understanding of the process of founding and running an organization.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours):** Total: 32

2 - Concepts in Development: Adolescence  
4 - Writing on Biology and Social Science Topics  
6 - Health  
8 - Human Biology  
2 - Public Policy  
8 - Independent Project  
2 - Cardiac Physiology

  
\_\_\_\_\_  
Faculty Signature(s)  
Rachel Brem  
\_\_\_\_\_  
Faculty Name

\_\_\_\_\_  
April 8, 2003  
\_\_\_\_\_  
Date



The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

Jech	Joanna	J	A00111927
Student's Last Name	First	Middle	ID Number
Health and Human Development		1-06-03	3-21-03
Title		Date Began	Date ended

A big part of learning is facing challenges and obstacles and then gathering the tools that are needed to overcome them. This process requires an internal awareness. It requires scaling the wall of perceived limitations and entering the territory of the unknown.

I have discovered a love for science that was an intimidation just a few months ago. In the Biology module I focused on heart rate. I studied the anatomy and basic functions of the cardiovascular system as well as its functions on a cellular level. Each week I came to class prepared to give an in depth ten minute presentation on my disciplinary focus. I have gained a sophisticated knowledge of the cardiovascular system. More importantly I have gained confidence in my ability to mentally maneuver in the realm of science and have discovered a love for and fascination with biology.

I have gained a more in depth perspective of my own writing. By focusing on structure and grammar, I was able to refine my writing skills tremendously. I most enjoyed writing a synthesis paper I called, "Micro and Macro Systems" that related science with social science by comparing microorganisms to social systems.

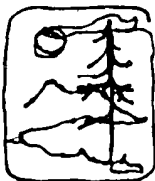
I have continued to work diligently on the Birth Attendants program, which I spearheaded last quarter at the Washington Correction Center for Women. The organization was created for the purpose of providing ongoing support to pregnant inmates as well as providing them with labor support while they are giving birth. The group meets weekly at the prison and has developed relationships with pregnant inmates and is thereby establishing trust and a reputation at the facility. I have worked with these women through an art therapy model to facilitate their self-empowerment. The Birth Attendants group, which has previously consisted of three Birth Attendants, is now expanding. I have conducted interviews and given orientations to doulas who are interested in joining. I have set the group up to operate through consensus. This has created fertile soil for exploring group dynamics in depth.

This quarter I have learned to push myself beyond my comfort zone. Through doing this I have developed my writing skills, I have discovered my love for science and have created a flourishing and serving organization. By recognizing and moving through my own inner obstacles to learning and growth, I now have developed a greater capacity with which to relate and empathize with others who have yet to walk this path.

Joanna Jech  
Student's signature  
3-10-03  
Date

Rachel Brem  
Faculty signature: Rachel Brem  
3-10-03 4/8/03  
Date





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

WITZEL	Joanna	J.	A00111927
Student's Last Name	First	Middle	ID Number
30578	Approaches to Healing		
Program or Contract No.	Title		
	4/02	6/02	2
	Date began	Date ended	Qtr. Credit Hrs.

**Description:** As individuals and as a society, we are faced with many challenging choices in the area of health care. Molecular biology has revolutionized our understanding of cancer and genetic disorders and we have made major progress with heart disease and severe trauma. At the same time, AIDS, hepatitis C, antibiotic-resistant bacteria, chronic fatigue syndrome and widespread environmental sensitivities offer major new challenges, and we deal very poorly with the final stages of life. Much that was once considered folk medicine or possible quackery has become broadly integrated. The National Institutes of Health now has an Office of Complementary Medicine, established to explore the efficacy of a broad range of treatment approaches; Naturopathic medicine has achieved acceptance as one of the three primary health care approaches in this state. At the same time, we are facing unprecedented choices and challenges related to financing the medical care system while many have little access to health-care resources.

This program helped us look at our own priorities, our concepts of "health", our expectations and range of options, the information we use to make our choices and the distinctions between "healing" and "curing". Some speakers had been major players in the recent transitions, such as Joe Pizzorno, founder of Bastyr University of Natural Health Sciences and member of the White House Commission on Complementary Medicine; Satya Ambrose, founder of the Oregon College of Oriental Medicine; and Jeff Bland, nutrition researcher and educator for this generation of physicians. Other practitioners helped us explore Thai healing arts, massage, immunology, medicinal plants, bacteriophage therapy, acutonics, pediatrics, yoga, Laban movement analysis, dream reflection, chiropractic, and energetic approaches like Reiki, reflexology and kinesiology. All of these approaches integrate body, mind and spirit, combine diagnosis with treatment of root causes and involve a high degree of personal responsibility. Students were expected to spend at least 4 hours a week exploring and implementing various approaches to healing and documenting those explorations. The 4-credit students also attended a two-hour weekly seminar and presented a final project.

**Evaluation:** Joanna attended class regularly and has been very interested in exploring a variety of healing approaches. Yoga, dance, meditation, running, and shiatsu study and experimentation were among her outside healing activities. She also did a 21 day detoxification program with a healing dance and chanting at the end, received a massage, went bike riding, had a colonic, and attended a meditation retreat at Cloud, MT retreat center.

**SUGESTED COURSE EQUIVALENCIES (in quarter hours):** Total: 2

2 – Approaches to Healing

*Dr. Elizabeth M. Kutter*

Faculty Signature(s)

Elizabeth M. Kutter, Ph.D.

Faculty Name

July 2, 2002

Date

## **EXPERIMENTS IN PERFORMANCE, MUSIC AND PUPPET THEATER:**

**Music—(not yet)--Theater**  
Fall, Winter, Spring –2001-02

### **Program Description**

**Faculty: Arun Chandra and Ariel Goldberger**

#### *Movement workshops*

The Movement and Performance workshops were structured as a laboratory for studying the processes of developing short performances for the human body and object theater. The workshop endeavored to help students gain an awareness of experimental techniques available to them and to introduce them to "workshop" style processes. Students were trained in Anne Bogart's Viewpoints and basic non-traditional dance techniques. During the winter, workshops alternated between a focus on performance with objects and a focus on the body. Sessions would typically begin with a short relaxation exercise, continue with physical warm-ups, and then work with Viewpoints. After the technique exercises, participants would continue with the development of collaborative group performances in class. Students engaged in these processes through Compositions and by developing experimental techniques.

The Movement and Performance workshops focused on the use of unusual imagery, Object and Puppet Theater, and non-traditional use of the body to generate performances in short amounts of time. During the winter, workshops alternated between performance with objects and with the body. A short critique session titled "Scene Doctor" allowed students to suggest directorial changes to the pieces. These changes were applied on the spot to make results evident. Free-writing exercises followed some of the sessions. A master class by U.M.O. ensemble member Bradley McDevitt introduced contact improvisation and other techniques in the fall.

Students developed strong collaborative skills and the ability to remain creative and imaginative under pressure. They also developed critical thinking skills and ways to incorporate and discuss aesthetic and theoretical ideas related to their artistic work. The workshop series culminated on a series of sessions dedicated to the creation of a workable Manifesto for performance and Theater. For these last few sessions, students would bring a Manifesto to be performed and later discussed. Faculty encouraged students to use work in the movement workshops to influence and inspire work in other projects.

#### *Puppetry and Object workshops*

The Puppet and Object theater workshops were centered on the exploration of the boundaries of contemporary Puppet Theater and Theatre d'Objects, and the creation of short experimental performances using puppets and Objects. Video presentations of contemporary master puppeteers, book readings in seminars, and group discussions, provided a frame of reference from which to cull ideas to generate the collaborative projects. A series of faculty-led puppetry construction technique demonstrations provided a foundation for tackling the unusual technical challenges presented by experimental puppets and objects used in the performances. Students were presented with shadow-puppetry techniques, glove-puppets and several rod-puppet techniques. Different sculpting and finishing techniques were reviewed. participants were also presented with techniques to create "mock" puppets in order to create quick puppets for use in rehearsals. Students presented weekly work-in-progress versions of their performances and critiqued each other's work in class. The critiques focused on questioning and discussing the innovative and experimental character of the works-in-progress. The sessions had a heavy

emphasis on developing an awareness of the need for rehearsal and re-iteration in the artistic process. Students that were ready presented their works to the public at the end of each quarter.

Because of the nature of the projects, students developed strong collaborative skills and the ability to remain creative and imaginative under pressure. They also developed critical thinking skills and ways to incorporate and discuss aesthetic and theoretical ideas related to the avant-garde, contemporary Puppetry and Theatre d'Objects into their artistic work. Students were encouraged to combine and use puppets and objects into their work in the program's other projects.

### *Music Composition workshops*

During the fall quarter, these workshops presented students with experiments in music composition, focusing on the last 50 years. The emphasis was to broaden the range of what students described as "music": as such, chamber music, performance art, satire, tape music from the 60s, was presented, along with lectures presenting the social context in which the pieces were written. The composer Ben Boretz came and spoke about his work to the class. He presented a new work for computer-generated sounds and video, along with his orchestra piece "Un(-)".

During winter quarter, the composition workshops were a combination of presentations of a number of works (Webern: Six pieces for orchestra, Mahler: Songs of a Wayfarer, Puccini: Madama Butterfly, Gaburo: Antiphony IV, Messiaen: Quartet for the End of Time), as well as compositional exercises that presented the students with structural possibilities to implement in performance. With the compositions that were presented, the class listened to the entire work, and attended a live performance of it as well. The listening session was preceded by a lecture, in which the musical-historical context of the work was presented, as well as those aspects of the work that were new when it was made. The composition exercises presented the students with problems of sequence, time, and speed. The students were to take up those ideas, and then implement them in small groups of 4-6 people. The students also attended a number of concerts of music:

- Puccini: Madama Butterfly (Seattle Opera)
- Anton Webern: Six pieces for orchestra (Olympia Symphony Orchestra)
- Gustav Mahler: Songs of a Wayfarer (Olympia Symphony Orchestra)
- Concert of music for the "Theremin" (Seattle Chamber Players)
- Kenneth Gaburo: Antiphony IV: Poised (Olympia Chamber Orchestra)
- Olivier Messiaen: Quartet for the End of Time (Seattle Chamber Players)
- Steve Reich: Vermont Counterpoint (Seattle Chamber Players)

During the spring quarter, the composer/playwright Susan Parenti visited the class, after the students had spent two weeks reading and analyzing her plays. The saxophonist Taimur Sullivan also visited the class, and gave a presentation in which he presented a number of experimental works for solo saxophone. During each workshop, the students were presented with compositional algorithms that they would implement and perform in small groups. These algorithms dealt with: sequence, simultaneity, transformation, and other aspects of mutable structure. The students attended a performance of "Salome" by Richard Strauss at the Seattle Opera, "Texts for Nothing" by Samuel Beckett (performed by Bill Irwin), and "LonDons" for saxophone and orchestra, performed by Taimur Sullivan and the Olympia Chamber Orchestra.

### *Performance workshops*

On a weekly basis, students (mostly working in groups, but with occasional solo performances) presented to the class the current state of the performance project they were working on. These presentations were followed by a critique session, in which the students (along with the faculty)

responded to the work they saw. These critique sessions were, in many ways, the heart of the class. Over the course of a year the ability of students to notice details of performance and articulate them without using clichéd thought and language grew. As their critical sense for each others' work grew, so did their self-criticisms, and over the year, the level of care, work, and detail that students put into their work increased. As part of the group composition process, Lori Blewett (a teacher of conflict resolution and communication) was twice invited to discuss with the students strategies for anticipating and overcoming problems with working in groups. At the end of each quarter, the students organized and produced a final public performance of their work.

During these performances, traces of the readings (listed below) dealing with aesthetic concerns, the history of puppet theater, and the contemporary social function of art, would occasionally occur, as well as traces of the assignments given in the music, puppetry, and movement workshops.

Books:

Roland Barthes: *A Lover's Discourse*

Plato: *Symposium*

Tadeuz Kantor: *A Journey Through Other Spaces*

Mark Fortier: *Theater/Theory: An Introduction*

Augusto Boal: *Legislative Theater*

Oscar Wilde: *Salome*

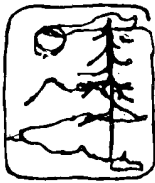
Susan Parenti: *The Politics of the Adjective "Political" and other plays*

Walter Benjamin: *The Work of Art in the Age of Mechanical Reproduction*

Theodor Adorno: *The Culture Industry: Enlightenment as Mass Deception*

Samuel Beckett: *Stories and Texts for Nothing*

Antonin Artaud: *The Theater and its Double*



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

WITZEL	JOANNA	J.	A00111927
Student's Last Name	First	Middle	ID Number
/30537	Experiments in Performance, Music and Puppet Theater		
Program or Contract No.	Title		
	04/01/02	06/14/02	12
	Date began	Date ended	Qtr. Credit Hrs.

Joanna entered the class during its third quarter. She gave a number of strong performances throughout the quarter. Her first was a dance duet she performed with a woman in the class, and here she showed her affection for metaphor and images from Americana, particularly the "Wizard of Oz". The piece did not develop, and so her second project this quarter was a solo for voice.

This second piece was about the resistance of a young woman to rules and people that are trying to control her. It began with the performance of meditation, then there were diatribes against the arguments that were bothering her, resulting in a scream, which then led to a quiet song with a repeated refrain of resistance.

This piece was well-performed, and well received by the audience. She received numerous comments on her work, and presented the work again.

Then, for the final performance, she transformed her five-minute work into a 20-minute work, with six silent actors on stage creating the scene of a meditation, and a keyboard player accompanying her. This final version of her work was far weaker than the original, as it added a number of episodes that were absent in the first, and added a second screaming part which detracted from the original single scream.

Nonetheless, the changes that Joanna made to her work showed her willingness to try things out, and to radically change a work she had started, and this is an excellent thing for any artist to have.

I look forward to hearing and seeing more of her work.

*Notes by Ariel Goldberger:*

Joanna's final piece that went by the work title of "Back to the Breath" was the result of a very engaged and passionate process on her part. Joanna effectively made use of her performance to bring the attention of the audience to her experience, thus bridging the political with the personal. She addressed important issues such as parenting and emotionality in open and more cryptic ways.

The initial version of this piece was much shorter than the final version, thus showing a degree of constraint and measure. It was very potent because of its developmental and incremental use of emotional outbursts and physicality as well as the juxtaposition of quietness and more active segments. The final version was much longer and the length weakened some aspects of the performance while it supported others. The weaker parts

Faculty Signature(s)  
Arun Chandra  
Faculty Name

July 17, 2002

Date R 9-6-02 KA

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

<u>WITZEL</u>	<u>JOANNA</u>	<u>J.</u>	<u>A00111927</u>
Student's Last Name	First	Middle	ID Number
<u>'30537</u>	<u>Experiments in Performance, Music and Puppet Theater</u>		
Program or Contract No.	Title		
	<u>04/01/02</u>	<u>06/14/02</u>	
	Date began	Date ended	Qtr. Credit Hrs.

were its length, and the addition of more emotionally charged moments. The improvements of the final piece were that it incorporated a better awareness of the audience, which it engaged though direct address, and that it allowed Joanna to be certain she had exhausted the vehicle of the piece and allowed her to make it a viable mode of expression.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 3--Music composition workshops
- 3--Puppet workshops
- 3--Readings in aesthetics and the social context of art
- 3--Group performance projects

*Arun Chandra/ps*

Faculty Signature(s)

Arun Chandra

Faculty Name

July 17, 2002

Date



The Evergreen State College - Olympia, Washington 98505

## INDIVIDUAL LEARNING CONTRACT

A 00111 927			Witzel		Joanna		J		Qtr Credit Hrs	
Student ID Number			Last Name		First		Initial		Fall	
20711			Leslie Johnson						Wtr	16
Sponsor no.			Sponsor						Spr	
Eastern Psychology in Western Lives			01-07-2002		6-14-2002				Smr	
Short Title			Beginning Date		Expected Completion				Total	16
Jules Unsel, Evergreen Professor and Facilitator for the Gateways Project									Class Standing	
Subcontractor(s) and Titles									Freshman	
Learning Objectives: To study the psychology of insight meditation, yoga and dance. To Apply Insight Meditation to the prison system as a rehabilitation method, through participation. Learning eastern methods of working with physical and mental hindrances. To Understand the application of meditation to micro and macro systems.										

Related academic preparation and work experience:

- Completion of the fall quarter of the Politics of Sin and Punishment
- Fall quarters involvement in the Gateways Project, working with incarcerated youth
- The attendance of a six day silent Vipassana Meditation Retreat with Robert Beatty at Cloud Mountain
- Twenty five hours of dance practice rooted in the five rhythms, developed by Gabriel Roth

Activities under this contract:

Weekly classroom component?

☒ Yes

☐ No

At least four Insight Meditation, Yoga or Dance retreats of three to six day durations. Regular correspondence with a currently incarcerated student of the Dharma. Daily dance or yoga practice. Completion of Insight Meditation correspondence course with Joseph Goldstein and Sharon Salzberg. Four volunteer hours per week at the Shoreline Correctional Facility in Seattle, working with the Vipassana Prison Project, founded by Allan Marlatt. Four volunteer hours per week at Maple Lane Correctional Facility, with the Gateways Project, a cultural program working with incarcerated youth, founded by Carol Minugh. Daily journaling, expressing and displaying all avenues of learning. Documenting my path of integrating new knowledge.

Academic reading: What the Buddha Taught by Walpola Rahula

The Heart of Buddhist Meditation by Nyanaponkila Thera

The Beginners Guide to Insight Meditation by Arianna Weisman and Jean Smith

A Gradual Awakening by Steven Levine

A Path with Heart by Jack Kornfield

Sweat your Prayers by Gabrielle Roth

Support by the Sponsor and Subcontractor(s):

Sponsor: Bi-weekly meetings discussing my academic progress. Contact by e-mail and phone.

Subcontractor: Will facilitate my participation in the Gateways project. I will meet with her once a week at Maple lane.

Procedures for evaluating completed contract:

My sponsor, Leslie Johnson will look over my journal entries, activities and correspondence workbook. We will be evaluating my progress throughout the contract. Jules Unsel my subcontractor will be evaluating my involvement in the Gateways Project and will write an evaluation letter of my work with her.

☐ Yes ☒ No 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 Does this contract involve foreign travel? (If yes, attach liability waiver.)

<u>Joanna Witzel</u>	<u>01-9-02</u>	<u>Leslie Johnson, MSW</u>	<u>1-9-02</u>
Student signature	Date	Sponsor signature	Date
<u>Jules Unsel</u>	<u>01-09-02</u>		
Signature(s) of Subcontractor			
<u>[Signature]</u>			
Dean of Group signature			

Please turn in original contract plus 3 more copies to Registration and Records.

Date 1-14-02 PC97(6/98)



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

<u>WITZEL</u>	<u>Joanna</u>	<u>J.</u>	<u>A00111927</u>
Student's Last Name	First	Middle	ID Number
<u>20711</u>	<u>EASTERN PSYCHOLOGY IN WESTERN LIVES</u>		
Program or Contract No.	Title		
	<u>1/7/02</u>	<u>3/22/02</u>	<u>16</u>
	Date began	Date ended	Qtr. Credit Hrs.

In the winter quarter I sponsored Ms. Witzel in a 16-credit contract entitled, "Eastern Psychology in Western Lives". It was Ms. Witzel's intent to study the psychology of meditation, yoga and dance. In addition she hoped to apply insight meditation as it applies to prisoner rehabilitation in the prison system. She accomplished this by attending four Insight Meditation retreats each for 3-6 days. Ms. Witzel applied this learning through volunteering with The Vipassana Prison Project founded by Allan Marlatt.

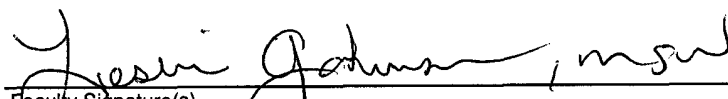
She also volunteered 4 hours a week at The Maple Lane Correctional Facility in The Gateways Project. The Gateways Project is a cultural program, which works with incarcerated youth. She found these experiences to be very enlightening and powerful, both for her as an individual and in her involvement in both these projects.

Ms. Witzel completed the following readings: *What the Buddha Taught* by Walpola Rahula, *the Heart of Buddhist Meditation* by Nyanaponkila Thera, *The Beginners Guide to Insight Meditation* by Arianna Weismanand and Jean Smith, *A Gradual Awakening* by Steven Levine, *A Path with Heart* by Jack Cornfield and *Sweat your Prayers* by Gabrielle Roth. In addition to this Ms. Witzel completed a Meditation correspondence course with Joseph Goldstein and Sharon Salzberg. She completed a twenty five-hour practice of dance rooted in the five rhythms, developed by Gabriel Roth. She documented this learning by keeping a journal and writing a booklet of meditation poetry.

I met with Ms. Witzel BI-weekly to discuss new learning and readings. She completed a very ambitious contract and seemed to benefit academically and personally from her dedication to the goals she had set forth in this contract. Ms. Witzel is a very dedicated and disciplined student and it was a pleasure to sponsor her in this contract.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

- 4 - Eastern Psychology
- 4 - Eastern Religion
- 4 - Holistic Healing
- 4 - Expressive Arts Therapies

  
\_\_\_\_\_  
Faculty Signature(s)  
Leslie Johnson, MSW  
\_\_\_\_\_  
Faculty Name

April 12, 2002  
\_\_\_\_\_  
Date



## Politics of Sin and Punishment - Fall 2001

### Program Description

Faculty: Mario Caro, Carol Minugh, Julianne Unsel

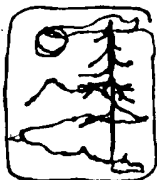
This program combined instruction in American history, visual studies, and college writing to offer a coordinated approach to learning the history and contemporary character of criminal justice and law enforcement in the US. The primary learning goal of the Fall quarter was to develop the foundation in a broader, year-long examination of how American economic, social, and political institutions frame and enforce the limits of deviance and conformity for individuals within contemporary society.

To this end, lectures in visual studies and 20th century US history paired each week with a Prolific Writing class, two small group reading and discussion seminars, and a weekly afternoon film screening. Students read one book per week for discussion in seminar, plus two textbooks that anchored the lecture series. Students prepared two written responses to the readings each week. Students also chose to participate in one of three modules: Media Studies, Introductory Black and White Photography, and Evergreen's Gateways prison outreach program. Modules required additional readings and/or assignments. The midterm examination was made in the form of a public arts show which required students to express their interpretation of program themes in creative form.

Seminar books included: Joseph T. Hallinan, *Going Up the River: travels in a prison nation* (2001); Stephanie Guillod, ed., *Through the Eyes of the Judged* (2001); Leonard Peltier, *Prison Writings: my life is my sundance* (1999); Fox Butterfield, *All God's Children: the Bosket family and the American tradition of violence* (1996); bell hooks, *All About Love* (2000); James S. Hirsch, *Hurricane: the miraculous journey of Rubin Carter* (2000); William Finnegan, *Cold New World: growing up in a harder country* (1999); *Women's Writings from the Washington Correctional Center for Women* (2000). Textbooks included: James T. Patterson, *America's Struggle against Poverty in the 20th Century* (2000); Lisa Cartwright and Markita Sturken, *Practices of Looking* (2001). Module readings included: *Gateways*, Lawrence Boldt, *Zen and the Art of Making a Living* (2000); Media Studies, photocopied reading packet that included authors bell hooks, Judith Butler, and others.

The American history component of the program traced the institutional growth of policing and prison systems in the 20th century, from nationwide prison reforms at the turn of the century to current prison growth and industry privatization. The visual studies component of the program traced the politics and structure of how conformity, criminality, and deviance are represented in mass media and popular culture. The Prolific Writing class was based on students writing instead of talking about it. Students were required to complete a 10 minute free write each day during the quarter, write stories, essays and observations on each other's writing. Students were required to turn in two stories and three essays that culminated in a 10 page research paper.

*Photography Module:* Students learned the basic techniques of black and white photography, including how to use an SLR 35 mm camera, how to develop film, and how to make prints. Students also received instruction in the photographic arts of framing and perspective, shot composition, and conceptual expression through shot composition and developing techniques. Quality of photos was assessed in terms of tonal range, contrast, lighting, and composition. Students produced a portfolio of assignments related to program themes. *Gateways Project Module:* Students in this module read *Zen and the Art of Making A Living*, By Lawrence Boldt, completed all of the exercises included in the book and maintained a free write journal for the quarter. Students in this module attended class at the Maple Lane School for incarcerated youth. A major emphasis of this program is the support of others learning and developing a community of learners rather than individual learners. *Media Studies Module:* The media module focused on analyzing a wide spectrum of contemporary visual media and explored not only how representation works but also the power dynamics involved in the process of giving it meaning. Students were asked to prepare oral presentations that required them to do supplementary research.



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

<u>WITZEL</u>	<u>JOANNA</u>	<u>J</u>	<u>A 00111927</u>
Student's Last Name	First	Middle	ID Number
<u>10101</u>	<u>POLITICS OF SIN AND PUNISHMENT</u>		
Program or Contract No.	Title		
	<u>09/24/01</u>	<u>12/14/01</u>	<u>16</u>
	Date began	Date ended	Qtr. Credit Hrs.

During the Fall quarter 2001 Joanna attended class regularly and was prepared to discuss the assigned materials most of the time. She participates actively in the seminars, challenging and confronting ideas and information. She has a strong desire to understand and pursues information. Her ideas of prisons and prisoners were broadened as she wrestled with the history of poverty and the way people are trained to look at people. Joanna challenges herself and her fellow students.

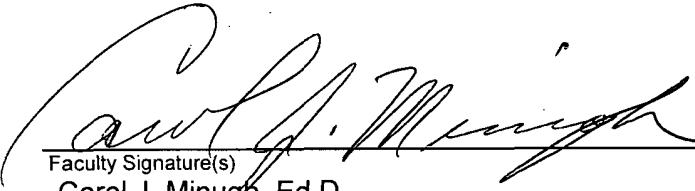
Joanna's participation in the Gateway program has been dependable, supportive and a distinct learning experience for her. She came to class prepared having completed the assignments she was ready to discuss the issues and ideas of the text. She found the text most helpful in formulating her own educational and career goals. She was supportive of the young men's desire to learn of their culture and brought research and books to support them. This experience provided her an opportunity to examine her life in the mirror of the incarcerated youth. In the prolific writing class she completed all of the assignments. She needs to work on her writing and watch for typo's and grammatical errors. Her research paper reveals more careful work.

Joanna's art project was a collage on racism and violence built upon stereotypes of both criminals and the police.

Joanna's research paper entitled "The Prison of the Mind" argues that people are able to be free regardless of their circumstances if they allow their mind to be free. She discussed the Buddhist practice of meditation and how when used in prisons the prisoners are able to make major changes in their lives. She discussed five hindrances to freeing the mind. The detail she provides for each hindrance reveals a deep understanding of human bondage and how to overcome that bondage. Her conclusion "Anyone can obtain liberation of the mind . . . This decision can be made on either side of the razor wire." The paper was well developed, her structure, punctuation and content were excellent. Joanna earned 16 credits.

Suggested Course Equivalencies (in quarter hours): Total - 16

- 4 - History of Poverty and Criminality in the United States
- 4 - Politics of Visual Practices
- 4 - Culture and Social Identity
- 2 - Prolific writing
- 2 - Research Writing

  
\_\_\_\_\_  
Faculty Signature(s)  
Carol J. Minugh, Ed.D.  
\_\_\_\_\_  
Faculty Name

\_\_\_\_\_  
January 11, 2002  
\_\_\_\_\_  
Date



The Evergreen State College • Olympia, WA 98505 • [www.evergreen.edu](http://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](http://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.