



Brotherton, Gregory Aaron

A00074970

Last, First Middle

Student ID

DEGREES CONFERRED:

Bachelor of Arts

Awarded 12 Jun 1993

TRANSFER CREDIT:

Start	End	Credits	Title
05/1989	06/1989	8	Ap:english Language/comp
05/1990	06/1990	8	Ap:english Lit/comp
06/1991	08/1991	18	Green River Community College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/1990	06/1991	48	Problems Without Solutions? 8 - Expository Writing 4 - Social and Political History of Ireland 4 - Seminar: Political Issues in Northern Ireland 4 - Sociology of Race and Racism 4 - Social, Political and Economic History of Israel 4 - Seminar: The Palestinian/Israeli Conflict 4 - Introduction to International Economics 2 - Creative Writing 2 - Technical Writing: Research and Data 4 - Social, Economic and Political History of South Africa 4 - Seminar: The Making and Breaking of Apartheid 4 - Introduction to Quantitative Methods
09/1991	12/1991	16	Writer's Workshop 8 - Beginning Creative Writing: Fiction 8 - American Literature: Contemporary American Authors
01/1992	03/1992	16	Hometowns 4 - Intermediate Creative Writing: Fiction 4 - 20th Century Anglo-American Literature 4 - Humanities and Aesthetics 4 - Individual Project: Creative Writing - Fiction
03/1992	06/1992	16	Hannah Arendt: A Celebration 8 - Political Philosophy 4 - Research in Social Sciences 2 - Advanced Creative Writing: Fiction 2 - Post-Modern Literature
06/1992	08/1992	16	Understanding Literature 6 - English Literature 1500-1930 5 - Survey of American Literature 5 - Creative Writing



Brotherton, Gregory Aaron	A00074970
Last, First Middle	Student ID

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/1992	06/1993	48	American Studies III: 1900-1960 <i>*4 - American Political and Economic History, 1900-1920</i> <i>*4 - American Social and Intellectual History, 1900-1920</i> <i>*8 - American Literature and Philosophy, 1900-1920</i> <i>*4 - American Political and Economic History, 1920-1940</i> <i>*4 - American Social and Intellectual History, 1920-1940</i> <i>*8 - American Literature and Philosophy, 1920-1940</i> <i>*4 - American Social and Intellectual History, 1940-1960</i> <i>*4 - Literature of American Minorities: African-American Literary Experience</i> <i>4 - Chemistry I</i> <i>4 - General Chemistry</i>

Cumulative

194 Total Undergraduate Credits Earned

AMERICAN STUDIES III: 1900 - 1960

Fall/Winter/Spring Quarters, 1992-1993
Group Contract

PROGRAM DESCRIPTION

Faculty: Dr. David L. Hitchens and Dr. David L. Powell

American Studies III was an advanced group contract for students in the Humanities who wished to achieve deeper understandings of the direction and impact of their culture in contemporary times. In many ways, the promised "perfect society" of the 19th Century never materialized in the 20th Century. Progressivism, World War I, prosperity, economic depression, World War II, and Cold War-generated angst have played central roles in preventing full participation in the American Dream by large segments of our population. The "melting pot" did not work and students worked hard to learn why it did not succeed---and sought answers to other challenging questions.

Class weeks looked like the following: Wednesday: 10:00 a.m. to 1:00 p.m., Book Seminar; Thursday: 11:00 a.m. to 2:30 p.m., Lectures; Friday: 10:00 a.m. to 1:00 p.m., Book Seminar. Fall Quarter, students were expected to spend up to twelve hours each week pursuing additional readings, examining professional journal articles, and writing reflective essays on that corollary work. Winter Quarter, students responded to essay questions assigned by program faculty. Spring Quarter, a major research paper reflecting original and primary research work was due. Finally, each term students were required to meet in a small group, pre-seminar without a faculty presence for at least two hours each week.

Reading was intense, extensive, and demanding. Fall Quarter required reading: Adams, The Education of Henry Adams; Anderson, Winesburg, Ohio; Chopin, The Awakening and Selected Stories of Kate Chopin; Dreiser, Sister Carrie, DuBois, The Souls of Black Folk; Gilman, Herland; Wm. James, The Varieties of Religious Experience; London, Call of the Wild and The Sea Wolf; Susman, Culture As History; Norris, McTeague; Veblen, The Theory of the Leisure Class; Wharton, The House of Mirth; Washington, Up From Slavery.

Winter Quarter required reading: Cather, One of Ours, My Antonia; J. H. Clarke (ed.), Marcus Garvey and the Vision of Africa; Dewey, Lewis, Mainstreet, Babbitt; Faulkner, Light in August, Sanctuary; Hurston, Their Eyes Were Watching God; E. O'Neill, Mourning Becomes Electra, The Hairy Ape; William Carlos Williams, In the American Grain.

Spring Quarter required reading: R. Ellison, Shadow and Act, Invisible Man; G. Smith, To Save a Nation; S. Terkel, Hard Times; P. Fussell, Wartime; I.F. Stone, The Truman Era: 1945 - 1952; F. O'Connor, Wise Blood; Richard Wright, Uncle Tom's Children, Native Son.



The Evergreen State College · Olympia, Washington 98505

INDIVIDUAL LEARNING CONTRACT

Qtr. Credit Hrs.

Student ID Number 2683C Last Name Brotherton First Gregory Initial A
 Sponsor No. 2683C Sponsor Dave Hitchens
 Introduction to Theoretical Chemistry 4/93 6/93
 Short Title Beginning Date Expected completion
Larry Starr
 Subcontractor(s) and Title(s)

Fall	
Wtr	
Spr	4
Smr	
Total	4
F S J <u>S</u> Circle One Class Standing	

Objectives: To achieve a fundamental understanding of basic chemistry; to catch up with the the Chemistry I class.

Related academic preparation and work experience:

None.

Activities under this contract:

Weekly classroom component

X Yes

 No

1. Progression through the Chemistry text, Chemistry: The Central Science, studying important chapters and concepts.
2. Working computational exercises in the text.
3. Discussion of concepts with faculty.
4. Tests on concepts to determine comprehension of those concepts.

Support by the Sponsor and Subcontractor(s):

Guidance in the direction of study: pointing out areas of importance and areas which the student neglects. The guidance would take place at weekly meetings.

Procedures for evaluating completed contract:

Completion of weekly work to be decide on by student and faculty; performance on weekly work and tests; weekly meetings.

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 ☒

Student signature

Date

Sponsor signature

Date

Signature(s) of Subcontractor(s)

Date

Dean of Group signature

Date



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

Brotherton	Gregory	Aaron	
Student's Last Name	First	Middle	ID Number
2006G	American Studies III: 1900-1960		
Program or Contract No.	Title		
	10/92	6/93	48
	Date began	Date ended	Qtr. Credit Hrs.

This final evaluation covers the full academic year, 1992-93, of American Studies III 1900-1960; this was an intense, demanding, and successful upper division level program in the traditional disciplines of American studies: History, Literature, Philosophy, and Culture History. Please note as well, that this was a fully participatory academic package which made heavy demands on each student to work productively in various settings: alone, with both large and small groups and seminars, in traditional lectures, on individual research projects. In a program that often had 700 to 900 pages of primary texts as required reading in Fall/Winter, there were no slackers who survived; Greg Brotherton is a quality student who combined hard work, discipline, intellectual excitement, and commitment to a group effort, with personal skills, insights, and talents.

The initial building block of the program was the small study group of four to five students who had the first seminar on the books of the week; in this study group, Mr. Brotherton was an outstanding participant whose role was that of both a peer and a leader. In addition, he could also be described as a person who put a lot into the study group for the full year. Because of this, both he and the group he was in were always excellent contributors to the full seminar.

The second central element in the program structure was a very demanding reading list; not only did the readings include a large number of challenging texts (see program description), it also covered a wide range of types of documents. Greg did all of the required reading, and he was therefore extremely well prepared for the seminars; furthermore, the solidity of his grasp of the complexity of the material was exceptional!

I must also mention a special reading interest which Mr. Brotherton took the opportunity to develop in the extra poetry seminar in the spring; he made a solid contribution and shows talent and promise.

In the full seminar (twenty five students, one faculty), Greg could best be described as a fully engaged and active participant who was always a contributor as well as a leader; furthermore, he is the kind of person who helps to make the group function better by really listening to others and then helping the flow of the discussion by bringing his and others' ideas together into a commonly accepted statement.

The formal written assignments during the year, which included an essay type final exam, show tangible evidence of the very high level of Mr. Brotherton's reading comprehension, insights, and thinking. He ties his writing together with

Faculty signature(s)

David L. Powell

Faculty Name

July 22, 1993

Date



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

Brotherton	Gregory	Aaron	
Student's Last Name	First	Middle	ID Number
2006G	American Studies III: 1900-1960		
Program or Contract No.	Title		
	10/92	6/93	
	Date began	Date ended	Qtr. Credit Hrs.

his own organizing ideas and concepts, and he presents these to the reader with directness and clarity. Here are my comments on one of his essays:

Excellent. The fact is, Greg, I leave your essays till last because it always means I have something to look ahead to with pleasure. You read carefully, dig out the facts, and then you argue in most unusual and interesting ways--you see shades of grey (many) where others see black or white.

In addition, I want to quote from a written paper earlier in the year to illustrate Greg's writing and thinking. This is the introductory paragraph of the essay:

In discussing the world of America from 1890 to 1920, isolation seems the key word: isolation from a god, from an ideal, between the sexes. Turn of the century America was truly a ship in an vast ocean, a Ghost, with graduations of men ranging from the eighteenth century humps, to the twentieth century wolves. And like London's Ghost, America was no place for a woman. The isolation between men served to introduce loneliness, but the isolation between sexes, and the disenfranchisement of the females, served to isolate women even further. It is, perhaps, because America had no place for a woman that so much literature was devoted to women in the society. They were outside the pale of scientific or socioeconomic determinism, and their successes were evaluated relative to their man. But, the literature of this period deals with women on their own terms, and it shows that the only way a women can succeed in this America is to reject the patriarchal moral system, while accepting her interdependence (as opposed to dependence) with the self-same patriarch.

Overall, this paper is clearly of graduate school quality and, in itself, it is evidence of the high level of Mr. Brotherton's commitment, discipline, and (perhaps most importantly) ability to do independent work and to deliver tangible evidence of that work. Any student who can produce work of the quality of this paper is a top candidate for graduate school or for employment.

Mr. Brotherton did full time work (with the exception of a research project). He also completed work with Professor Larry Starr on a contract sponsored by Professor David Hitchens, and a chemistry class also taught by Professor Starr. Following are their evaluative comments.

Faculty signature(s)

David L. Powell

Faculty Name

July 22, 1993

Date



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

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2006G	American Studies III: 1900-1960		
Program or Contract No.	Title		
	10/92	6/93	
	Date began	Date ended	Qtr. Credit Hrs.

(By Professor David Hitchens):

In Spring Quarter, I served as sponsor for an Individual Learning Contract on which Greg worked with subcontractor Professor Larry Starr, whose evaluation of Greg's work follows:

Greg Brotherton has completed an independent study contract which covers the material given in the 1992-1993 fall and winter quarters of general chemistry. The material covered was contained in the first seventeen chapters of the presently used text: Chemistry, The Central Science, Theodore L. Brown, H. Eugene LeMay, and Bruce E. Bursten, 5th edition. The chapters studied were: 1) Basic Concepts; 2) Atoms, Molecules, and Ions; 3) Stoichiometry; 4) Aqueous Reactions and Solution Stoichiometry; 5) Energy Relationships in Chemistry: Thermochemistry; 6) Electronic Structures of Atoms; 7) Periodic Properties of Elements; 8) Basic Concepts of Chemical Bonding; 9) Molecular Geometry and Bonding Theories; 10) Gases; 11) Intermolecular Forces, Liquids and Solids; 12) Properties of Solutions; 13) Chemical Kinetics; 14) Chemical Equilibrium; 15) Acid-Base Equilibria; and 16) Additional Aspects of Aqueous Equilibria.

Greg was given written examinations covering the material studied. He successfully completed the examinations and based on these examinations, I recommend that he be given four hours credit for his work.

The following evaluation of Greg's work in CHEMISTRY I is also provided by Professor Larry Starr:

Description: The third and final quarter of General Chemistry began with a study of thermodynamics and electrochemistry. Extra time was provided for these two important topics because of their complexity and importance to living systems. The study of environmental and nuclear chemistry was followed by two field trips which were related to these two areas. The first was to the Manchester Laboratory (EPA) at Port Orchard, WA., and the second to the Satsop nuclear facility. The field trips provided students with a working knowledge of how these two important areas operate in actual practice. Since the Satsop facility has never been fueled, all areas of the plant could be visited, including the reactor core.

Other areas of study included the chemistry of hydrogen, oxygen, nitrogen and carbon (important to all life forms); coordination compounds; organic and biochemistry. The latter two subjects were heavily augmented by material from sources other than the textbook.

Faculty signature(s)

David L. Powell

Faculty Name

July 22, 1993

Date



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

Brotherton	Gregory	Aaron	
Student's Last Name	First	Middle	ID Number
2006G	American Studies III: 1900-1960		
Program or Contract No.	Title		
	10/92	6/93	
	Date began	Date ended	Qtr. Credit Hrs.

Again, major emphasis was placed on problem solving and practical application in both environmental and industrial situations. Laboratory sessions were not necessarily coordinated with lectures, but were designed to give students practical knowledge in the proper and accurate use of laboratory equipment in analytical work.

The text used was: Chemistry, The Central Science, Theodore L. Brown, H. Eugene LeMay, and Bruce E. Bursten, 5th edition. Problem assignments were made for each of the chapters covered.

Evaluations were based on examination grades, problem assignments, and class attendance.

Evaluation: Greg did satisfactory work during the 1993 spring quarter of general chemistry. Class attendance and responsibility for turning in homework assignments was excellent. Grades for the three examinations given during the quarter averaged near 80%. This indicated a satisfactory working knowledge of basic concepts and their application. Greg started the third quarter with the goal of obtaining the necessary background and credit needed for the final quarter through an individual study contract over the earlier two quarters of general chemistry. This required a sizeable catch-up which Greg performed satisfactorily. Documentation of laboratory experimental work was entirely satisfactory. Greg is well prepared to proceed to further work based on this quarter of general chemistry.

In summary, Greg Brotherton had an exceptional, an outstanding year in which studied and worked very hard by any academic standards known to me; the consequences were superior!.

SUGGESTED COURSE EQUIVALENCIES IN QUARTER HOURS - TOTAL: 48

Fall

- *4 - American Political and Economic History, 1900 - 1920
- *4 - American Social and Intellectual History, 1900 - 1920
- *8 - American Literature and Philosophy, 1900 - 1920

Winter

- *4 - American Political and Economic History, 1920 - 1940
- *4 - American Social and Intellectual History, 1920 - 1940
- *8 - American Literature and Philosophy, 1920 - 1940

Spring

- *4 - American Social and Intellectual History, 1940 - 1960
- *4 - Literature of American Minorities: African-American Literary Experience
- 4 - Chemistry I
- 4 - General Chemistry

(*Denotes Upper Division Credit)

David L. Powell
Faculty signature(s)

David L. Powell
Faculty Name

July 22, 1993
Date



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

Brotherton Gregory A
Student's Last Name First Middle ID Number
American Studies III 9/92 6/93
Title Date began Date ended

As my undergraduate education completes its denouement, I am surprised and excited at how completely my studies have gelled, both in my academic performance and in subject matter focus and flexibility. As an active member in the yearlong program American Studies III, I have found the perfect balance between literature and history. In the spring quarter, I also arranged with my faculty to stay full time in American Studies III while working on a half-time program in chemistry. American Studies III progressed chronologically, throughout the year, from the late nineteenth century through the middle of the twentieth. I have developed a real understanding about the identity of the United States and not only learned the facts of my history, but begun to understand the causal progression of the United States in the last century, as found in its literature, history, and philosophy. We studied, in all its forms, the development of the American Condition. And the most valuable lessons I have learned are the lessons which apply to me -- in understanding my antecedents I have found tools with which I can understand myself, and the communities which I am part of, to a greater extent.

I have also built on those antecedents this year. Before beginning this investigation, I had an idea about who the seminal American authors were. And we did study the works of many of these writers (William Faulkner or Sinclair Lewis, for example), but I was also introduced to authors of vital importance who have been omitted from the master narrative (such as William James or W.E.B. DuBois). In developing my own historical narrative, I proceeded in the same manner of study as another misplaced author, William Carlos Williams, who wrote in In the American Grain, that "I have sought to re-name the things seen, now lost in chaos of borrowed titles, many of them inappropriate, under which the true character lies hid." And I have not limited myself to re-naming only those things I learned this year, but have begun a continuous process of re-naming everything that I have learned and will continue to learn. I have learned methods, in American Studies, for engaging both the breadth and the depth of the subject matter, emancipating me from a one-dimensional mode of analysis which I have been struggling against for all of my undergraduate career. I have progressed from a nomothetical method of analysis, determining the broad from a study of a specific, to an investigative method wherein I have discovered that there is no one narrowness which defines the broad. I need to study each specific in its context and apply it to my context to truly understand myself, my past, and my literature.

Student's signature

Date

6/15/93

Faculty signature

Date



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

Brotherton Gregory A
Student's Last Name First Middle ID Number
American Studies III 9/92 6/93
Title Date began Date ended

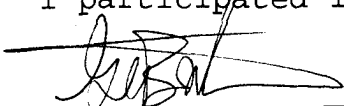
Seminar is another area where I can measure my own progress with satisfaction. At the program's outset, I was very tentative in seminar, listening but not contributing. But as I developed confidence in first my writing, then my ideas, I took a more active role in seminar. As a group, we grew into a unit, consisting of a multiplicity, which was stronger for its variety. And as the seminar developed, we went deeper into the texts until, by the end of the year, we were operating at a high level of academic investigation. I matured as the group matured. Not only did I develop as an individual, but also as a cooperative participant. I learned about group leadership, and how everyone has something to say; I learned that it is important to not only listen to others, but to hear them. I learned, in this atmosphere of trust and sharing, how to contribute more to a group dynamic, and how to get more back out of a group.

Quite a bit of my improvement in seminar can be traced back to the small group seminars. The size of the groups (from four to five people) forced each of us to take on a leadership role. It was valuable to be in a smaller, more comfortable group which facilitated collaboration. In effect, the small groups helped me in making a transition from interacting with an individual comfortably, to interacting with a group comfortably.

Another small group activity, the poetry workshop of the spring quarter, taught me how to read poetry. Again, the group rolled up its sleeves and dove into the heart of the text, dragging a meaning slowly forth. After a quarter of group analysis I can read and understand poetry much more proficiently; I also understand, however, that a group can always dive into a poem from more angles than an individual.

In addition to my group work, I developed in my individual work. My writing developed in its revision. The essays which I wrote throughout the year were of, I sincerely believe, a superior quality. I have had the ideas and writing ability for some time now, but it is only this year that I have developed a real faculty for care. I wrote revision after revision until I eliminated not only the grammatical errors, but any tangential ideas as well. My growth as a writer has not completed however, for even with my extensive revisions, I did not eliminate all of the superfluousness, nor did I state my ideas as clearly as possible all the time. I have made great strides in the quality of my writing, but intend to work on its accessibility to the reader.

As well as developing some skills which I already had, I worked in the spring quarter in an area completely alien to me: chemistry. I participated in the General Chemistry course, attending nearly all


Student's signature

6/15/93
Date

Faculty signature

Date



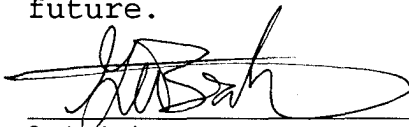
The Evergreen State College - Olympia, Washington 98505
THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Brotherton Gregory A
Student's Last Name First Middle ID Number
American Studies III 9/92 6/93
Title Date began Date ended

the classes, completing all the homework and most of the labs. I took all of the tests for General Chemistry, spring quarter, and all the tests for the first two third of the textbook, which General Chemistry covered in the first two quarters of the year. I took the additional tests to pigeonhole my comprehension of basic chemistry, which I was studying in an individual contract simultaneously. The overall result was a mixture of wonder and confusion. I was amazed at the realities chemistry opened up (such as entropy), and how these concepts actually apply to my life; I was confused by many of the concepts as well (such as crystal-field theory) which I could not find reference for in my life and which consequently seemed rather esoteric. I dealt with a phenomenal amount of information in a very short time and had to glean over much of the material. But I am satisfied that I not only stuck with science, but completed a rather extensive and valuable study of general chemistry. I learned that I can study outside of my field of interest, and learn as well.

The division of my last quarter into my exact field of interest, literature, and into a subject which I would normally never study, chemistry, illustrates the level of analysis I am operating at very clearly. I have discovered, in literature and history, the areas that I want to focus on. And in studying literature and history in many different ways, both separately and together, I have found the method with which I work best. I have learned to avoid the preconceptions and assumptions I have and analyze the information objectively, then incorporate the conclusions I make into my self. And it is with this epistemology that I studied chemistry. I immersed myself in the concepts and then applied these concepts to my body, my life. I established chemistry as one reference point, and myself as the other, and the synthesis which resulted from this dialectic, this new me, will be exposed to more information and synthesis later. When I learned, chemically, how CFC's eat away at the ozone layer, it re-drew the picture in my head, based before on assumptions about what the reaction was like. Information reorganizes my perception and conception of the world.

This is what I learned to do in American Studies III, to learn upon learn upon learn. And my history and literature -- all history and literature -- is uniquely contributive to this sort of analysis. If I am going to set any goals for the Great Wide Open, they are to share this method of learning, to teach the next generation how to learn, how to teach. To teach of the value of literature and history as a tool for understanding the past, the present, and guiding the future.


Student's signature

6/15/93
Date

Faculty signature

Date

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INDIVIDUAL LEARNING CONTRACT

Qtr. Credit Hrs.

Student ID Number		Brotherton	Gregory	A
Last Name		First	Initial	
1607C		Susan Aurand		
Sponsor No.	Sponsor			
Understanding Literature		June 22, 1992	Aug, 1992	
Short Title		Beginning Date	Expected completion	

Subcontractor(s) and Title(s)

Objectives: To develop a more thorough understanding of longitudinal trends in literature, and to develop and apply that knowledge both in expository essays and in my own creative writing.

Fall	
Wtr	
Spr	
Smr	16
Total	16
F S <u>1</u> S Circle One Class Standing	

Related academic preparation and work experience:

General courses in Humanities with an emphasis in analytical writing. Specific course include, in the last year, Writers' Workshop and Hometowns.

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

1. Readings - I will read prose, poetry, biography and criticism from the major periods of European and American literature from the English Renaissance in 1500, to the end of the Modern period in the 1930's. My readings will include works ranging from Tottel's Miscellany, to Boswell's biography of Samuel Johnson, to Milton's Paradise Lost, to Irving's The Sketch Book, to the writings of Mathew Arnold, to Hawthornes Twice Told Tales, to Whitman's Leaves of Grass, to Thoreau's Walden, to Howel's The Rise of Silas Lapham, to Conrad's The Nigger and the "Narcissus," to Joyce's A Portrait of the Artist as a Young Man.

I will write one paper on each period and each significant movement plus one paper in which I will attempt to "distill" what I've learned about literature.

2. Creative Writing - I will write a minimum of 30 pages of prose over the quarter.

Support by the Sponsor and Subcontractor(s):

Weekly meetings with sponsor to discuss the texts, expository essays, and creative writing.

Procedures for evaluating completed contract:

I will complete all work specified above, submit a typed self-evaluation, a faculty evaluation, and attend a final evaluation conference.

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 ☒

Student signature

6/3/92 
Date Sponsor signature

6-3-92
Date

Signature(s) of Subcontractor(s)

Dean of Group signature

Date
7-7-92



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

BROTHERTON	Gregory	A.	
Student's Last Name	First	Middle	ID Number
1607C	Understanding Literature		
Program or Contract No.	Title		
	6/92	8/92	16
	Date began	Date ended	Qtr. Credit Hrs.

Greg did very good work overall this quarter under his Individual Learning Contract. He worked conscientiously, showing real dedication to his project. I am pleased to award him full credit.

First, Greg read selected works of English and American literature and literary criticism from 1500 to 1930. He planned a very ambitious reading schedule and adhered to it well. His readings included works by Tottle, Sidney, Spenser, Donne, Milton, Pope, Boswell, Blake, Irving, Wordsworth, Abrams, Mary Shelly, Arnold, Hawthorne, Melville, Thoreau, Emerson, Whitman, Hardy, Conrad, Twain, Howells, Mansfield, Joyce, Woolf, and Eliot. Greg came well prepared to our conferences and showed good comprehension of his readings. Initially, he attempted to read the works having little knowledge of their historical context. Later he read enough background information on each period to grasp the major historical and philosophical trends of the time. He was then better able to understand major themes and shifts in style. Though Greg did not have time this quarter to analyze the works he read in great depth, he clearly accomplished his goal of gaining a solid knowledge of the literary movements from the Renaissance to the Modern Period, establishing an excellent foundation for his future literary studies.

Greg completed five expository response essays. His essays were the weakest aspect of his work. Each contained sound basic ideas, and occasionally inventive ones. But Greg had difficulty expressing his ideas directly, and sometimes strayed from his thesis to pursue interesting, but tangential topics. As he is aware, Greg needs to strive for greater clarity and focus in his essays.

In contrast, Greg did excellent work on his creative writing. He completed a 17 page short story and eleven other shorter stories and vignettes - an impressive output. His short pieces were his best. Well-controlled in tone, they focus on small, commonplace events which gain symbolic power through Greg's careful use of detail. Two were particularly impressive: "Craftsman Companion," in which the reader moves backward and forward through time to arrive at the "moment of connection" of all the images; and "Morning," in which a girl's routine act of cleaning reveals the tragedy of her life. Greg's longer story, though full of careful detail and strong dialogue, doesn't yet cohere successfully. Here again, Greg needs to work on developing a single central theme, to which other ideas and images are subordinate. Greg is a talented writer who takes his craft seriously. He made good progress this quarter and accomplished a great deal. It was a pleasure to work with him.

Faculty signature(s)

Susan Aurand

Faculty Name

September 18, 1992

Date



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

BROTHERTON Gregory A.
Student's Last Name First Middle ID Number
1607C Understanding Literature
Program or Contract No. Title
6/92 8/92
Date began Date ended Qtr. Credit Hrs.

EQUIVALENCIES (in quarter hours): Total: 16

- 6 - English Literature 1500-1930
- 5 - Survey of American Literature
- 5 - Creative Writing

Susan Aurand
Faculty signature(s)

Susan Aurand
Faculty Name

September 18, 1992
Date



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

Brotherton Gregory A
Student's Last Name First Middle ID Number
Understanding Literature 6/92 8/92
Title Date began Date ended

My goals for this quarter were clear: I wanted to develop a sense of the traditions in literature as both an origin and point of departure in my studies and writing. And in this I have been successful, to a point. I have a fairly complete understanding about English and American literature from the 16th century on through the 20th. But in my rush through the seminal works of literature from the last five hundred years, I have neglected the history which was happening simultaneously. To deal with the Romantic Period without understanding the influence of the French Revolution, as I tried to do, seems irresponsible. If I were reading unconnected readings, a history connecting them would not be as important. But since I was attempting to understand the causes and developments of English and American literature, I needed more background.

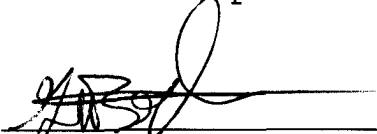
Occasionally, I attempted to incorporate history into the essays I wrote, with disappointing results. My essays were the weakest aspect of this quarter. I attempted too much, or too little. And while the ideas were valid and well supported, I complicated my writing to the point where those valid ideas were obscured. I need to work much more on clarity and organization in my short essays.


I had no such problem with my creative writing which, on the whole, I feel very positive about. I attempted more experiments this quarter and am starting to feel that some of my more unorthodox pieces have a validity other than as experiments. A validity of their own. My revisions have been working very well. Not only have I greatly improved projects from previous quarters, but the revisions of this quarter's work were very satisfactory.

The weekly meetings with my faculty went well. I felt that not only did I have a chance to present what I had learned, but that our discussions brought out more that I had missed or, as mentioned, hadn't researched enough.

But again, the literature was the crux of this quarter. And my progress this quarter has been excellent. But now that I have a basic framework of understanding, I need to flesh it out. My goals for the future include both a branching out in my study of literature, to intensive studies of Italian and Russian literature, and a more extensive study of the political, economic, and social histories that validate and explain the literature which is my focus.

So, was my first significant contract a success? Partly. I accomplished a lot, created a lot, but it was both too ambitious in scope and too narrow in resources. And if I design a program again, I will attempt to adjust it accordingly.


Student's signature
9/3/92
Date


Faculty signature
9/3/92
Date



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

<u>Brotherton</u>	<u>Gregory</u>	<u>A</u>	
Student's Last Name	First	Middle	ID Number
<u>Understanding Literature</u>		<u>6/92</u>	<u>8/92</u>
Title		Date began	Date ended

Readings included:

Tottel's Miscellany.
Sidney, The Defense of Poesie.
Milton, Paradise Lost.
Boswell, The Life of Samuel Johnson.
Irving, The Sketch Book.
Abrams, The Mirror and the Lamp.
Shelly, Frankenstein.
Hawthorne, Twice Told Tales.
Melville, Billy Budd.
Thoreau, Walden.
Whitman, Leaves of Grass.
Hardy, Jude the Obscure.
Conrad, The Nigger of the "Narcissus."
Twain, Mysterious Stranger.
Howells, The Rise of Silas Lapham.
James, Daisy Miller.
Crane, Maggie.
London, The Call of the Wild.
Wharton, Ethan Frome.
Joyce, A Portrait of the Artist as a Young Man.

Critical essays by:

Pope, Keats, Arnold, Wordsworth, Coleridge, Poe, and Eliot.

Additional essays by:

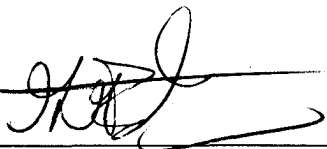
Emerson, and Thoreau.

Selected short stories by:

Lawrence, Twain, and Woolf.

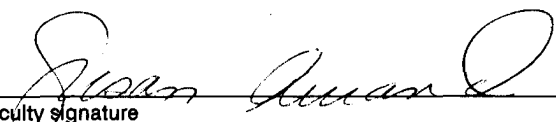
Additional poetry by:

Spenser, Sidney, Donne, Milton, Blake, Wordsworth, Coleridge,
Byron, Shelley, Keats, Yeats, Frost, and Eliot.



Student's signature
9/3/92

Date



Faculty signature

Date

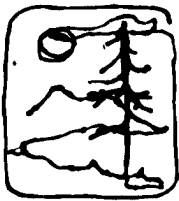
HANNAH ARENDT: A TRIBUTE AND CELEBRATION
Spring, 1992

Program Description

This program served as a tribute to Beryl Crowe, a retiring Evergreen professor, who has spent the last twenty years studying the political philosophy of Hannah Arendt. Consequently, the core of the program was a series of ten lectures given by Professor Crowe on Arendt's concerns with the disappearance of a realm where citizens can act publicly, and where action and deed are united. One of Arendt's characteristics as a philosopher is the way she defines terms and the importance of the distinctions she makes between them. Professor Crowe discussed the difference between public and private, between labor and work, and between authority and tradition. Using these terms as a framework, Crowe discussed the current political situation, as did other guest speakers.

We concentrated on three of her works: Between Past and Future; The Human Condition; and The Crisis of the Republic. All three argued that politics are not a separate activity, but involve philosophical and moral dimensions. In addition, Arendt does not just talk about political issues, but traces the history of ideas about the nature of the political act from Plato to modern times. She also traces historical development of the rise and decline of the notion of "worldliness." What makes Arendt so pertinent to contemporary issues is her argument that when authority breaks down, violence emerges, and she recommends that in such times thoughtful people must rise above action and reflect upon what is happening.

Students were engaged in two workshops. One involved research and helped students with their final project in which they took an idea used by Arendt and compared and contrasted it to the theories of another person. The second looked at editorials and explored what skills the political writer must have. The class discussed and wrote about issues of racism, both on campus and nationally.



The Evergreen State College · Olympia, Washington 98505

INDIVIDUAL LEARNING CONTRACT

Qtr. Credit Hrs.

Fall	
Wtr	
Spr	4
Smr	
Total	4
F <input checked="" type="radio"/> S <input type="radio"/> J <input type="radio"/> S <input type="radio"/>	
Circle One	
Class Standing	

Student ID Number _____ Brotherton _____ Gregory _____ A _____
Last Name First Initial

1641C _____ Argentina Daley _____
Sponsor No. Sponsor

Formal Properties and Processes of Fiction 4/92 6/92
Short Title Beginning Date Expected completion

Subcontractor(s) and Title(s)

Objectives:

An exploration of the formal properties and processes of writing fiction

Related academic preparation and work experience:

General liberal arts credit, specifically in the last two quarters: Writers' Workshop, and Hometowns

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

1. Readings:

The Art of Fiction, John Gardner; Big Bad Love, Larry Brown; Living by Fiction, Annie Dillard; Rock Springs, Richard Ford; and two others to be determined by faculty

2. One expository essay based on readings

3. minimum of 15 pages of fiction, of which 5 to 7 pages may be revision

4. Participation in weekly fiction workshops

Support by the Sponsor and Subcontractor(s):

Written critique on essay and fiction, plus conferences to discuss readings and work

Procedures for evaluating completed contract:

Completion of Written work; readings; regular attendance at conferences and workshops

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 ☐

Student signature _____ Date 4/1/92 Sponsor signature Argentina Daley Date 3/31/92

Signature(s) of Subcontractor(s)

U.S. Wong

Dean of Group signature

Date

4-7-92

Date



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

Brotherton	Gregory	Aaron	
Student's Last Name	First	Middle	ID Number
1051P	HANNAH ARENDT:	A CELEBRATION	
Program or Contract No.	Title		
	4/92	6/92	16
	Date began	Date ended	Qtr. Credit Hrs.

Greg Brotherton enrolled in the Spring Quarter 1992 interdisciplinary program, "Hannah Arendt: A Celebration," on political philosophy and the political economy of current events. The study was organized on the major works of Hannah Arendt including The Human Condition, Crises of the Republic, and Between Past and Future; Elisabeth Young-Bruehl, Hannah Arendt: For Love of the World; and a lecture series by faculty Beryl Crowe on Arendt's concepts of private vs. public, plurality and the human condition, natality and the next generation, responsibility and freedom, work and labor, action and the public realm, modern evils, forgiveness and punishment, and posterity and stature of humankind.

Greg examined these issues through his active participation in the lectures, seminar and research. He led the discussion, for example, on Arendt's treatment of civil disobedience by focusing on its major components as "an intentional non-violent public act by an organized minority--willing to accept the consequences in breaking the law--with the wish to change the social/political structure by appealing to a higher principle,"; on explaining rage as a rational response in "On Violence"; and the relationship of power and authority.

Greg completed an extensive research on contemporary literature. In an outstanding essay, "Arendt and Art: Post-Modern Literature," he draws on Arendt's treatment of permanence (art as immortal work) and consumption (art as entertainment) to show the ambivalent status of contemporary writers. Greg argues convincingly that pure objective literature can hardly emerge from a subjective language; deconstructionist findings in response to constructive works are clearly historically based, hence impermanent; but that insofar as such form and content are results of thought (for the sake of thinking) not cognition (in order to achieve functions), then post-modernism--Is It Art?--gets the nod.

Greg also studied with faculty Argentina Daley in an independent contract on "Formal Properties and Processes of Fiction" with the following assessment.

Greg Brotherton successfully completed the requirements of an Individual Learning Contract to earn four credits. Greg attended nine of the ten fiction workshops and all of his tutorial sessions. Greg's goal was to further explore the formal properties and processes of writing fiction. He contracted to complete a minimum of 15 pages of fiction; write one expository essay based on his reading; attend the weekly fiction workshop; and read the following titles: The Art of Fiction, John Gardner; Big Bad Love, Larry Brown; Living By Fiction, Annie Dillard;

Faculty signature(s)

York Wong

Faculty Name

September 2, 1992

Date



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

Brotherton	Gregory	Aaron	
Student's Last Name	First	Middle	ID Number
1051P	HANNAH ARENDT:	A CELEBRATION	
Program or Contract No.	Title		
	4/92	6/92	
	Date began	Date ended	Qtr. Credit Hrs.

Rock Springs, Richard Ford; Hopscotch, Julio Cortazár; Theory of Literature, Rene Welleck & Austin Warren.

Greg completed all the reading in a timely fashion and was consistently prepared for each of our tutorial sessions. It was a joy to conduct these discussions with Greg, as he was most forthcoming in his analyses of the texts he had read. In a one-to-one setting, he is highly verbal and engages ideas willingly and easily. Although sometimes baffled by the distinctions made between modernism and post-modernism by numerous critics, Greg applied himself to learn as much as he could about both artistic/culture movements, and by the end of the quarter had sorted out a good deal of his confusion.

He improved in his mastery of the lexicon and in distinguishing between personal bias and objective assessment of a text. Greg is also acquiring a true sense of placement as a writer within this literary context. A notation I made during our last tutorial session sums up Greg's abilities: "a quick and subtle intellect."

To satisfy the expository writing component of his contract, Greg wrote an essay asking the question: Is postmodern literature art? Greg's project was an ambitious one. He first set the context of the argument by describing the salient features of the deconstructed text. He next established his definition of art, which may be defined as a functionless cultural object that endures. Based upon these premises, he argued that postmodern literature was not art in the classic sense.

The results of this argument were mixed. While the argument was carefully constructed and well-organized, the premises upon which it was based were not completely convincing. Furthermore, at times it seemed as though the speaker did not have full control of the ideas at hand, complex as they were. The issues of defining cultural constructs, functionalism, and the distinctions between verisimilitude and reality all demanded more space and time than the present essay allowed. Nonetheless, given the taxing nature of the argument, and the highly intellectual approach brought to bear on difficult issues, Greg's essay, though flawed, was most impressive.

Greg participated regularly in the fiction workshop, submitting work for critique and contributing positively to workshop discussion. He wrote two short stories and completed substantial revisions of both for a total

Faculty signature(s)

York Wong

Faculty Name

September 2, 1992

Date



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

Brotherton	Gregory	Aaron	
Student's Last Name	First	Middle	ID Number
1051P	HANNAH ARENDT:	A CELEBRATION	
Program or Contract No.	Title		
	4/92	6/92	
	Date began	Date ended	Qtr. Credit Hrs.

of 54 pages, well exceeding the minimum requirements. Both stories had great potential. Greg's particular gifts in writing fiction is to create believable, very human characters, and develop a lively dialogue that flows naturally. In both stories, he grappled with some problems in plot development, exploring a number of options as he revised them.

Greg's power as a writer has increased tremendously over the year. His sense of craftsmanship has improved, and he is becoming particularly skilled at creating pieces that have the authority of personal experience, but belong firmly in the realm of fiction. Greg can truly claim, like Ken Kesey's character, Chief Bromden, "This is the truth, even if it didn't happen."

It has been a pleasure to work with Greg this quarter, and indeed, throughout the year. His intellectual and creative growth has been impressive, and I have no doubt he will continue to challenge himself to learn even more about the magical labyrinth of literature.

Overall, Greg was a valuable member of the program and a self-motivated learner.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 8 - Political Philosophy
- 4 - Research in Social Sciences
- 2 - Advanced Creative Writing: Fiction
- 2 - Post-Modern Literature


Faculty signature(s)

York Wong
Faculty Name

September 2, 1992
Date



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

Brotherton Gregory A.
Student's Last Name First Middle ID Number
Hannah Arendt with Formal Properties of Fiction 4/92 6/92
Title Date began Date ended

Originally, this quarter was going to be an eclectic mix of foci. Twelve credits worth of study into the political philosophy of Hannah Arendt and four in Literature and creative writing. Two entirely separate programs; almost like classes, I thought.

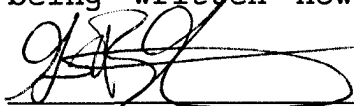
I was wrong. By the end of the quarter, the two programs were inextricably linked. I was continually using what I understood about Arendt's philosophy in application to not only my Literature program, but my life. Not that I wholly endorse Arendt's views (in fact, I disagree with most of them), but it was an interesting, and unavoidable, intellectual exercise to apply an Arendtian paradigm to ideas, actions, and, of course, literature. The clearest example of this fascination with Arendt's philosophy, lies in the essay I completed for the Hannah Arendt program, "Arendt and Art: Post-Modern Literature," in which I evaluated the legitimacy of Post-Modern literature as art via the criterion Arendt establishes in her writings. In an earlier essay for my Literature program, I also dealt with the artistic validity of Post-Modern literature, but with my own criterion. This paper suffered from schizophrenia, both in tone and in its intent. I wavered, in my analysis, between my own beliefs and those of Arendt. But that earlier paper, with its errors of motivation, was most important as a springboard into the later and larger essay, which was codified by Arendt's paradigm.

Seminar, in contradistinction to my individual research, was not very productive. A dynamic developed which was not conducive to a group understanding of Hannah Arendt, and resultingly I usually kept my comments to myself. The last few seminars, however, were exceptions; the seminars were grounded heavily in the text and I learned a lot, both through passive listening, and participation.

The writers' workshop, which I attended as part of my Literature contract, was a positive experience. It was a constructive environment where I both felt comfortable receiving criticism and giving it.

I believe that I've achieved a new plateau in my own creative writing. I'm more comfortable with character in that not so many of my pieces are grounded in autobiography, and each of my works this past quarter has more integrity: they don't depend on another story for their validity. But a major problem that I've had this quarter is in revision. I can't seem to achieve an objective perspective in looking back at a story, and it's difficult to correct anything more than spelling without ripping the story apart and starting anew.

Another problem which I've had this quarter is a lack of familiarity in primary sources. It is harder to understand what is being written now, both in Literature and in philosophy, without


Student's signature

7/6/92
Date

Faculty signature


Date



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

Brotherton Gregory A.
Student's Last Name First Middle ID Number
Hannah Arendt with Formal Properties of Fiction 4/92 6/92
Title Date began Date ended

understanding the context and the framework upon which it is built. Or the framework it is trying to disassemble. And it is precisely this sort of epistemological paradigm which I need to develop for myself. Not the adoption of one ideological dogma, but rather a foundation upon which I can build.



Student's signature
7/6/92

Date

Faculty signature

Date

HOMETOWNS
Program Description
Winter Quarter 1992

Faculty: Susan Aurand
Argentina Daley, Coordinator

Program Description

This course was offered as an upper-division coordinated studies program. It was designed to explore the mystique and reality of hometowns through creative writing, visual art and literature. Specifically, the course addressed the theme of hometowns, real and imaginary. It afforded students the opportunity to explore their relationship with their hometowns through a variety of perspectives: psychological, sociological, economic, and artistic.

Program activities included lectures, guest speakers, films, slide and audio presentations based upon both the course theme and specific seminar readings. It also included specific skills development workshops in poetry, fiction, drawing and photography. Additionally, all students participated in weekly intensive journal writing exercises, based on the Ira Progoff model, as well as program-wide group critiques of the student work being generated.

Specific Requirements for Credit

- 1) attend all program functions (seminars, lectures, workshops, journal writing sessions, group critiques);
- 2) produce for the writing workshop component a minimum of 15 pages of fiction or 200 lines of poetry; and for the drawing workshop completion of all in-class exercises;
- 3) produce artistic responses to group assignments;
- 4) create and develop an individual quarter-long project based on course theme;
- 5) participate actively in seminar, workshop and critique settings.

Course Reading List

*Various articles, poems and stories regarding the theme of hometowns

*WINESBURG, OHIO, Sherwood Anderson

*THE HOUSE ON MANGO STREET, Sandra Cisneros

*SPOON RIVER ANTHOLOGY, Edgar Lee Masters

*LEAVING HOME, Garrison Keillor

*HOMEBASE, Shawn Wong

*AMERICAN CHILDHOOD, Annie Dillard

*DUBLINERS, James Joyce

*STONES FOR IBARRA, Harriet Doerr



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

BROTHERTON	Gregory	A.	
Student's Last Name	First	Middle	ID Number
1055G	HOMETOWNS		
Program or Contract No.	Title		
	1/92	3/92	16
	Date began	Date ended	Qtr. Credit Hrs.

Greg was enrolled as a full-time student in a one quarter program entitled "Hometowns." Greg successfully completed all requirements for the course and thus receives the full 16 credits for the quarter's work. Greg attended the majority of program functions, which included lectures, seminars, guest speakers, films, writing workshops, program critiques and intensive journal writing workshops.

Susan Aurand, Greg's seminar leader, says this about Greg's seminar participation: Greg attended seven of the nine seminars this quarter. He often participated as an active listener, and occasionally made comments that helped clarify a point under discussion or provided an example to support it. He seemed to have read the texts well and to be able both to think about them critically and to make connections between them and with his own experience. I encourage Greg to be more vocal in future seminars, since he clearly has good insights to offer about literature.

Greg also made good use of the weekly intensive journal sessions conducted by Susan Aurand. The structured writing exercises were aimed at helping students gain new vantage points on their life experiences as a potential source for creative work.

Greg also participated in the fiction workshop. In critiquing other students' work, Greg offered constructive suggestions for improvement and was supportive of the work being presented. Through the quarter Greg produced a prodigious amount of work. He worked very hard at generating new pieces and assiduously revising those pieces. The result is an impressive body of work. Greg has shown great improvement over last quarter in developing his own unique style and voice. He is not afraid to experiment with different forms, ranging from an ambitious stream-of-consciousness piece to a story that employs radically different narrative techniques from one section to the next. I encourage Greg to continue experimenting; only by this process will he learn what his true voice is.

For the most part, Greg concentrated on creating vignettes, "slices of life," that have a resonant impact. He refined his narrative technique in controlling this impact, paying great attention to his craft and the importance of every word, every comma. For the future, I suggest Greg work on developing longer pieces, concentrating on sustaining character and plot development within one piece. I look forward to his continued progress as a writer.

Additionally, Greg successfully completed the three initial group project exercises involving both visual and written responses to tasks assigned in

Faculty signature(s)

Argentina Daley

Faculty Name

April 28, 1992

Date



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

<u>BROTHERTON</u>	<u>Gregory</u>	<u>A.</u>	
Student's Last Name	First	Middle	ID Number
<u>1055G</u>	<u>HOMETOWNS</u>		
Program or Contract No.	Title		
	<u>1/92</u>	<u>3/92</u>	
	Date began	Date ended	Qtr. Credit Hrs.

preparation for his final individual project.

As a final project, Greg presented a series of vignettes which chronicled the youth and adolescence of one character, Zack. Throughout the series, discrete moments of experience and memory revealed the development of one character quite well. Greg shared his drafts throughout the quarter, allowing the program to observe the process of creation in detail. Faculty agree that his pieces were quite finished, nearly "little short stories" rather than just vignettes. They connected well and revealed the leveling or balancing element of humor. All members of the program enjoyed watching "Zack" grow up.

It has been a pleasure to work with Greg this quarter. Given his tremendous capacity for hard work, self-discipline and considerable writing talent, I have no doubt that Greg will continue to succeed in his academic career.

Suggested Course Credit Equivalencies (in quarter hours): 16

- 4 - Intermediate Creative Writing: Fiction
- 4 - 20th Century Anglo-American Literature
- 4 - Humanities and Aesthetics
- 4 - Individual Project: Creative Writing - Fiction

Argentina Daley
Faculty signature(s)
Argentina Daley
Faculty Name

April 28, 1992
Date



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

Brotherton Gregory A
Student's Last Name First Middle ID Number
Hometowns 1/92 3/92
Title Date began Date ended

Concise. Being concise has always been a problem for me. Never content to just say what needs to be said and leave it at that, I embellish. But I have made significant strides, this quarter, in paring down my writing.

In seminar, for example, I chose my contributions with care, usually. I offered my opinions and thoughts when no one else had, and refrained from repeating a comment already made. On the other hand, in the group critique session, I was somewhat close-mouthed for a different reason. I experienced the same recalcitrance that I had last quarter when confronted with something new. I often withheld my observations and appreciations about a peers' art out of a self-consciousness arising from ignorance.

Another disappointment was the journal writing workshop, which I did not take full advantage of. I was so wrapped up in the focus of my current work that I was resistant to focusing attention elsewhere, even for the two hour journal workshop.

Conversely, the writers' workshop was very helpful. I benefitted greatly from the comments of students and faculty. And I believe that my comments helped other students to improve on their own work.

But even more than last quarter, my focus has been on the writing itself. This quarter, in conjunction with the theme of the class, most of my writing fit together into a series following the development of one character from birth to adulthood and an exploration of his sense of place, or lack of. The form of the stories ranged with the awareness of the protagonist from a buried point of view, to second person, to third person, to epistolary, to first person, to an experiment with memory which meshed different images together out of temporal order. I read some of the series for the final presentation, and it felt good to share my work with a receptive audience; I enjoyed reading my stories.

It was a quarter of experimentation, but a productive quarter as well. I wrote over sixty pages of fiction, and learned a lot about myself in the process. And it feels very good to have a series finished. But at the same time, it leaves me with an uneasy feeling. It's a conclusion, and one that is very satisfactory, but I don't know where to go now.

The only focus that I have now is to keep my eyes open and continue to write. There is a strong fear that I have nothing more to write, that I really am finished. But the improvement in my writing over only a quarter is heartening and prompts me to continue.

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Student's signature
3/17/92
Date

Faculty signature

Date

WRITERS' WORKSHOP
Program Description
Fall Quarter 1991

Faculty: Argentina Daley

Program Description

This course was a one quarter, full-time group contract. It was designed to help the student refine his or her creative writing skills within a workshop setting. The primary emphasis of the course was on the practical side of writing, critiquing and revising. Students shared their work in a round-robin fashion during scheduled workshops, rewriting and revising manuscripts per suggestions received in the workshop and from the instructor.

In addition to the writing practicum, the class read and discussed in a seminar setting the fiction and poetry of contemporary Northwest writers. Guest speakers also shared their work with the class. Additionally, students read and discussed essays and interviews in which writers discussed their craft as a means to understanding how skill, technique and experience shape our own written expression.

Becoming familiar with the formal properties of fiction and poetry was also stressed during workshop and seminar discussions. Specifically covered were voice, tone, diction (all of which relate to style); narrative point of view; the creation of personas; genre and audience; use of dialogue and dramatic monologue; development of extended metaphors and clusters of images and use of refrains.

Specific Requirements for Credit

- 1) attend all program functions (seminars, lectures, tutorials, and workshops);
- 2) read all texts assigned;
- 3) produce a minimum of 25 pages of original fiction or 350 lines of verse;
- 4) write an essay on an author of student's choice and present a tutorial on that author to the class;
- 5) participate actively in seminar and workshop settings.

Course Reading List

Homebase, Shawn Wong

Facing the Music, Larry Brown

Driving Under the Cardboard Pines, Colleen McElroy

The House on Mango Street, Sandra Cisneros

Calendar of Dust, Benjamin Alire Sáenz

Light Can Be Both Particle and Wave, Ellen Gilchrist

House Made of Dawn, N. Scott Momaday

Stones for Ibarra, Harriet Doerr

A Happy Childhood, William Matthews

Middle Passage, Charles Johnson

Bone Flames, Colleen McElroy

Fires: Essays, Poems, Stories, Raymond Carver

Writers at Work. Second Series, ed. George Plimpton

For poetry workshop participants: Poetry Handbook: A Dictionary of Terms, 4th ed., Babette Deutsch.

The book list was supplemented with numerous articles and interviews given as handouts.

An asterisk placed beside course credit indicates upper division credit.



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

<u>BROTHERTON</u>	<u>Gregory</u>	<u>A.</u>	
Student's Last Name	First	Middle	ID Number
<u>1151G</u>	<u>WRITER'S WORKSHOP</u>		
Program or Contract No.	Title		
	<u>10/91</u>	<u>12/91</u>	<u>16</u>
	Date began	Date ended	Qtr. Credit Hrs.

Gregory Brotherton was enrolled as a full-time student in a one quarter group contract entitled "Writers' Workshop." Greg successfully completed all requirements for the course and thus receives the full 16 credits for the quarter's work. Greg attended virtually all of the program activities, which included writing workshops, seminars, tutorials and lectures.

Greg tended to be quiet during seminar discussions. When he did contribute to the discussion, his remarks were intelligent observations, grounded in the text being discussed. On occasion, he would challenge the prevailing view or ask a question that added a deeper dimension to the discussion. Greg appeared to be an attentive listener, although at times it was difficult to ascertain if he had always completed the required reading in a timely manner. For the future, I challenge Greg to participate more actively in seminar discussions.

With respect to critiquing fellow students' work in the fiction workshop, Greg was more forthcoming. He offered constructive suggestions for help in revising on occasion, and was graceful in accepting criticism of his own work. Again, I would urge Greg to be even more active in participation during the workshop sessions than he has in the past.

For his tutorial, Greg wrote an essay discussing the life and work of Jack Kerouac. The paper reflected a good deal of research and was a serious treatment of the subject matter, especially in its analysis of the major features of Kerouac's writing. It could have been refined more with respect to organization, sentence expression and mechanics. For the oral portion of his tutorial, Greg expanded on the details covered in his paper and read selections from Kerouac's work as well as played a tape of Kerouac reciting his own verse to jazz. His was a well-organized presentation.

Greg contributed written work regularly to the fiction workshop. As the quarter progressed, he acquired more confidence in experimenting with different forms and voices in his fiction. He is best when writing from the third person point of view, avoiding a certain kind of indulgence that is a characteristic pitfall of first person narrative. Particularly noteworthy were his stories about childhood, creating memorable characters, and effectively creating a fiction that is true "even if it didn't happen." For the future I would suggest that Greg work on discovering and developing his true voice. His experiments reflected an uncertainty as to which voice was his own, a necessary confusion he must resolve as he becomes more sophisticated in his writing.

Faculty signature(s)

Argentina Daley

Faculty Name

January 28, 1992

Date



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

<u>BROTHERTON</u>	<u>Gregory</u>	<u>A.</u>	
Student's Last Name	First	Middle	ID Number
<u>1151G</u>	<u>WRITER'S WORKSHOP</u>		
Program or Contract No.	Title		
	<u>10/91</u>	<u>12/91</u>	
	Date began	Date ended	Qtr. Credit Hrs.

Greg improved greatly over the quarter in his writing. Given his intelligence and dedication to hard work, I have little doubt that he will succeed in his future studies at Evergreen.

Suggested Course Credit Equivalencies (in quarter hours): 16

- 8 - Beginning Creative Writing: Fiction
- 8 - American Literature: Contemporary American Authors

Argentina Daley
Faculty signature(s)
Argentina Daley
Faculty Name

January 28, 1992
Date
January 28, 1992



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

Brotherton Gregory A.
Student's Last Name First Middle ID Number
Writers' Workshop 9/91 12/91
Title Date began Date ended

This quarter has been herald to numerous departures; the most major being in focus of study. My experience in political and societal analysis has led to a frustration with these subjects, and led to my pursuit of studies antithetical to these in fall quarter's Writers' Workshop. In essence I have moved from interpreting the social and political environments as expressed in the writing of others, to expressing my perception of the societal fabric for others to interpret; I have made a step from synthesis to creation.

And in the move to creative writing my focus has narrowed. The information I have received is much more personal and is used more as a lens for my own experiences rather than as an end itself. An example lies in punctuation, about which, through our readings, seminars, and my own writings, I have come to a new understanding. The permutations and implications one sentence can take with simple changes in punctuation is astounding. So while I have learned less this quarter than in quarters before, the knowledge and experience I have gained are more accessible to my own life, wherever it may lead.

The seminar experience has been somewhat successful. While I attended to all the readings with diligence, I felt somewhat insecure in dealing with contemporary literature in the manner dealt with this quarter. My previous experience has been entirely focused on literary criticism: the appreciation of a work as an audience. In Writers' Workshop the purpose was to look at the readings in order to analyze the craft of writing: to help the students improve as writers. Dealing with this change disorientated me and, as a result, I often refrained from voicing my intuitions and took a more receptive role, bouncing off the intuitions of others.

I wrote a tutorial on Jack Kerouac the alleged "voice of the Beat Generation," to acquaint the program with an author of my choice. I read prodigious amounts of literature both by Kerouac and about him in preparation, and I believe that both my written report and oral presentation reflected that diligence and research.

The workshop atmosphere was very helpful. I felt comfortable both sharing my stories, and sharing my comments on the stories of others. A definite rapport emerged and the mutual support and criticism of my peers helped my writing as I hope my comments helped theirs'

My own writing, which was the essence of this quarter, improved greatly. Having no established voice at the outset of the quarter I experimented with many different voices in my stories this quarter. These voices have run the gamut from first person to second person to third person; from absurdist stream of consciousness to minimalist. I enjoyed them all, though some were more successful than others, and


Student's signature

12/11/91
Date

Faculty signature

Date



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

Brotherton Gregory A. _____
Student's Last Name First Middle ID Number
Writers' Workshop 9/91 12/91
Title Date began Date ended

then, of course, there were those which didn't work at all. But I have found, in a somewhat removed minimalist narrator, a voice which I am truly comfortable with. I not only feel comfortable in this voice, but I am not so entranced by it that I have stopped experimenting. My dialogue is something else which I have been working on. In the beginning of the quarter I had enormous difficulties with dialogue; whenever I tried to have someone talk it seemed remarkably contrived. Consequently in my first three stories there were, combined, a total of one line of dialogue. But I did work on it and have become much more comfortable with dialogue; it is still spare, but I will not weaken any more stories by having an absence of conversation.

When all is said and done, I've enjoyed this quarter immensely. My desire to write had been fanned even more by the encouragement of my peers, the faculty, and my own increasing ability and confidence. My goals definitely include more writing, and more writing. Moreover, I plan to use creative writing, as I progress, to get more in touch with my own identity and place.

Student's signature

12/11/91

Date

Faculty signature

Date

PROBLEMS WITHOUT SOLUTIONS???

Program Description

Fall Quarter 1990

Faculty: Ursula Barry
Fred Dube
Duke Kuehn
Chuck Nisbet (Coordinator)

Over the academic year 1990-91 this core program studied the historical roots of the current conflicts in three problem areas: Northern Ireland, Israel/Palestine and South Africa. Fall quarter looked at the unrelenting and mystifying "Troubles" in Northern Ireland between protestants and catholics by first surveying the history of Ireland from the 17th century to the present, detailing the English connections in the past 800 years. Through novels, economic history, journalistic reporting and academic texts students learned of the beliefs and traditions, prejudices and tolerances of the men, women and children caught up in one of the most tragic conflicts of the 20th century.

Each week students attended a film, two program lectures, two book seminars, a racism workshop, a word perfect/writing workshop, and a critical reasoning workshop. Over the quarter each student wrote sixteen two page essays on the seminar readings as preparation for our seminar discussions. At the end of the quarter students wrote a research paper on the definitions, origins and operation of race, prejudice and racism.

program literature

Beckett, Mary, Give Them Stones, London, Penguin Books, 1988

Belfrage, Sally, Living with War: A Belfast Year, New York, Penguin, 1987

Bell, Geoffrey, The Protestants of Ulster, London, Pluto Press, 1987

Berresford-Ellis, Peter, A History of the Irish Working Class, London, Gill and MacMillan, 1989

Bishop, Patrick and Mallie, Eamonn, The Provisional IRA, London, Corgi Books, 1988

de Paor, Liam, "The Rebel Mind: Republican and Loyalist" from The Irish Mind, Kearnty, Richard (ed.), Gill and MacMillan, Dublin 1989

Dube, Fred, "Racism and Its Meaning" (unpublished paper, 1990)

Farrell, Michael, Northern Ireland - The Orange State, London, Pluto Press, 1980

Foster, R.F., Modern Ireland - 1600-1972, London, Penguin, 1989

Goldberg, Davie Theo (ed.), Anatomy of Racism, Minneapolis, University of Minnesota Press, 1990

Jackson, T.A., Ireland Her Own, Laurence and Wishart, London, 1976

Kennedy, Kieran and McHugh, Deirdre, The Economics of Twentieth Century Ireland, Dublin and London, Gill and MacMillan, 1988

Miles, Robert, Racism, London and New York, Routledge, 1989

Moore, Brian, Lies of Silence, London, Bloomsbury, 1990

Radical History Review, History From South Africa, New York, Marho, 1990

Ward, Margaret, Unmanageable Revolutionaries, London, Brandon and Pluto, 1983

program films

"Little Ireland"

"My Left Foot"

"Cal"

"Death of a Terrorist"

"Off Our Knees"

"Children of Apartheid"

"Mother Ireland"

"Man from Aran"

"Voices From Northern Ireland"

"A Prayer for the Dying"

PROBLEMS WITHOUT SOLUTION???

Program Description
Winter Quarter, 1991

Faculty: Basma Abu-Sharar
Fred Dube
Duke Kuehn
Chuck Nisbet, Coordinator

Over the academic year 1990-91 this core program studied the historical roots of the current conflicts in three problem areas: Northern Ireland, Israel/Palestine and South Africa. Winter quarter focused on the complicated and often violent relations between the state of Israel and neighboring Arab states. Special reference was given to the circumstances surrounding the relationship between Palestinians and Israelis in the occupied territories on the west bank of the Jordan River, in the Golan Heights and at the Gaza strip. The study began with an intensive review of the religions (Islam and Judaism) and historical events, from Mesopotamian civilization through the rise of the Ottoman empire that lay the foundation for current events. Focus shifted to the crucial period following World War I, through the Balfour Agreement and into the creation of a Jewish state. The final segment of our review concentrated on the causes and consequences of the Palestinian intifada. Through novels, poetry, and texts covering economic history and social anthropology students learned of the beliefs and traditions, prejudices and tolerances of the men, women and children caught in one of the most intractable and tragic conflicts of the 20th century. The occurrence of the war against Iraq coincided with this program and added an urgency to the inquiry.

Each week students attended a film, three program lectures, two book seminars, an international economics module and workshops in writing and library research. Over the quarter students wrote sixteen two page essays in preparation for discussion of the material read for seminar. Students were also required to complete an examination in international economics as well as a research paper detailing the political biography of one key figure in the last 20 years of Arab-Israeli relations.

program literature

Said K. Aburish, Children of Bethany: the Story of a Palestinian Family, Bloomington, Indiana University Press, 1988.

Yehuda Amichai, selections of poetry.

Milton Friedman, Capitalism and Freedom, Chicago, University of Chicago Press, 1982.

David Theo Goldberg (ed.), Anatomy of Racism, Minneapolis, University of Minnesota Press, 1990.

David Grossman (translated from Hebrew by Betsy Rosenberg), See Under: Love, New York, Washington Square Press, 1989.

Daniel A. Offiong, Imperialism and Dependency: Obstacles to African Development, Washington, Howard University Press, 1982.

Don Peretz, Intifada: the Palestinian Uprising, Boulder, Westview Press, 1990.

Don Peretz, Intifada: the Palestinian Uprising, Boulder, Westview Press, 1990.

John Charles Pool and Stephan C. Stamos, International Economics: Theory, Policy and Practice, Lexington, MA, Lexington Books, 1990,

David K. Shipler, Arab and Jew: Wounded Spirits in a Promised Land, New York, Penguin, 1986.

Charles D. Smith, Palestine and the Arab-Israeli Conflict, New York, St. Martin's Press, 1988.

Kitty Warnock, Land before Honour: Palestinian Women in the Occupied Territories, New York, Monthly Review Press, 1990.

Michael Wolffsohn, Israel, Polity, Society and Economy, 1882-1986: an Introductory Handbook, Atlantic Heights, N.J., Humanities Press, 1987.

"Fourteen Centuries of Islam," in The Middle East, (7th edition), Washington, Congressional Quarterly.

program films

"A Wall in Jerusalem"

"Arab and Jew: Wounded Spirits in a Promised Land"

"Enemies of my Wife"

"Life Under the Occupation"

"Voices from Gaza"

"Illiteracy by Force"

"Children of Fire"

"Six Days and 20 Years"

UNRWA Films

Interviews with Israeli President Shamir

KING-TV documentary on El Salvador

PROBLEMS WITHOUT SOLUTIONS???

Program Description

Spring Quarter, 1991

Faculty: S'bongile Bhengu-Nene
Fred Dube
Duke Kuehn
Chuck Nisbet (Coordinator)

Over the academic year 1990-91 this core program studied the historical roots of current conflicts in three problem areas: Northern Ireland, Israel/Palestine, and South Africa. The spring quarter focused on the historical development of the South African conflict between first, the indigenous African and the Dutch settlers; second, the Dutch and the British on the other hand; and third, the development of racism which became formalized later as "apartheid" and the rise of the liberation movement which began as a non-violent movement, but as the apartheid violence increased, the liberation movement changed its strategy from non-violence to violence struggle, with the formation of UMKHONTO WESIZWE (spear of the nation) by the African National Congress, and POQO by the Pan-Africanist Congress.

The study began with the history of the Dutch East India Company's settlement in the land later called the Cape. As the settlers expanded their settlement, this led to a conflict between them and the indigenous Khot (Hottentots) and later, the San (Bushman) who were both defeated in the wars that followed and had their lands taken over by the settlers (1652-1798). Later the British colonialist came to settle permanently in 1806, leading to the wars with indigenous Africans (Xhosa, Sothos, and Zulus) which finally ended with the defeat of the Zulus in 1879. The formation of the Union of South Africa in 1910 changed everything, from the Africans waging arms struggle, to waging political struggle non-violently. When the doors to non-violent struggle got slammed in 1960, the African strategy reverted back, a degree, to arms struggle, and other forms of non-violent struggles; for instance, the student's riots of 1976, the rise of liberation theology, and the rise of militant trade unionism (1979-).

Each week students attended a viewing of documentary films or videos, two program lectures, two book seminars, a quantitative methods workshop working with data, and one guest lecture. Each week each student wrote a paper per week and over the quarter each student did an independent project which rounded up the quarter. This allowed the students to be creative in planning their own topics to do research on, and present their final product to the class.

Program Readings:

Davenport, South Africa: A Modern History

Minter, King Solomon's Mines Revisited

Paton, Cry The Beloved Country

Coetzee, Waiting for the Barbarians

Mandela, Struggle Is My Life

Crapanzano, The Waiting

Kuzwayo, Call Me Women

Barnett, A Vision of Order

Chikane, No Life of My Own

Tomaselli, Cinema Apartheid

Films and Documentaries:

Shaka Zulu, A Whites Version of Zulu History

Gods Must Be Crazy

A Journey to Apartheid

Race Reclassification

Witness to Apartheid/Children of Apartheid

White Dry Season

Stephen Biko/Spear of the Nation



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

BROTHERTON	GREGORY	A.	
Student's Last Name	First	Middle	ID Number
0108P	PROBLEMS WITHOUT SOLUTIONS?		
Program or Contract No.	Title		
	10/90	6/91	48
	Date began	Date ended	Qtr. Credit Hrs.

FALL QUARTER - Lowell L. Kuehn, Ph.D.

Greg successfully completed the first quarter of a year long interdisciplinary study aimed at introducing students to the concepts, theories and methods of social scientific analysis. This quarter the focus was on the sectarian and political conflict found in Northern Ireland.

Greg's work is quite distinctive. He has an interesting way of approaching the material and drawing out a different conclusion than most would see. This results in analysis that is sometimes inspired, at other times quirky. What I like is Greg's effort to come to some personal meaning about what he is reading. He has a sense that this knowledge is his and he, for better or worse, is going to have to take the responsibility for making sense of it.

His papers are generally well written. He makes his points clearly and defends them well. His last paper was one of the few that made references across materials and timeframes. Some papers don't seem to have been prepared with the care that others had. Often I felt a rewrite would have produced a stronger product, better organized and more fully detailed. He needs to work on consistency.

In seminar he is variably active. Students know he has interesting things to say about what he reads, so he can be drawn out. But he needs to initiate more discussions and help others find their interpretations of the assignments. When he contributes he does so in a way that is refreshingly unassuming. He likes to play with ideas and doesn't get too personally enamored with any. I like this approach that treats analysis as an exercise.

Greg also studied race and racism with Fred Dube who evaluated his work thusly:

Greg's paper entitled "Sexism and Racism" discussed the two forms of prejudices; a prejudice emanating from physiological sex differences and on the other hand, a prejudice emanating from the supposed genetic difference. He pointed out that, whereas these two are evils and that they at times do share some similarities, they are still different forms of prejudices. First among these differences which cut across "races" is the reality of physiological difference; females can conceive, males cannot. On the other hand, "race" differences are a social creation and not based on reality. The second point he makes, is that of belonging; "white" females are treated by "white" males as members of their own group, hence during slavery they were not considered as commodities that

Faculty signature(s)

S'bongile Bhengu-Nene

Faculty Name

August 7, 1991

Date



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

BROTHERTON	GREGORY	A.	
Student's Last Name	First	Middle	ID Number
0108P	PROBLEMS WITHOUT SOLUTIONS?		
Program or Contract No.	Title		
	10/90	6/91	
	Date began	Date ended	Qtr. Credit Hrs.

can be bought and sold in a market place. On the other hand, "black" females, together with their male folk, were, as outsiders, just commodities that can be bought and sold. The third strong point he made, was that there has never been an assumption on the basis of "race" that women belong to a phenomenon called a female "race," they have always however, been seen as members of the same "race" as their male folk.

In general, it was a well argued paper which did not argue that sexism is a good thing. This paper merely pointed at the often overlooked important distinctions between the two. Greg did however, raise one debatable point and that is, the origin of sexism being related to body strength. This argument if taken to its logical conclusion, it might mean it is correct to oppress the weak, a point I do not think he intended to make, but which could be read that way.

In sum, Greg is a most able student who should be able to set some goals for next quarter to turn the focus of his studies in a direction that shoots off from the foundation we set.

WINTER QUARTER - Charles T. Nisbet

Greg attended all but one of our twice weekly book seminars. He was comfortable in this model of learning and adopted the role of an active participant from the very first seminar. He was willing to start our deliberation off by raising a question or offering an interpretation. Also, Greg willingly read several of his papers in seminar which helped focus our discussions. It was always clear from his contributions that he had read and understood the assigned readings. He is a poised presenter who expresses himself with ease. Greg can not only state a position but defend it with skill and sensitivity. I believe he gained a sharper understanding of how to think critically about the social, political and economic history of Israel. Thanks to his preparation and interpersonal skills, we had productive and enjoyable sessions. One particularly memorable moment was while discussing Yehuda Amichai's poetry, Greg pulls out a dictionary of symbolism that he had checked out of the library. He read to us various interpretations of key words like "stones" that enable many to glean more out of the poetry.

Over the quarter Greg wrote fifteen short seminar papers and a biography on T. E. Lawrence. Typically, Greg produced well written, clearly organized papers that were packed full of supportive examples from the readings. That is, they offered another example of his command of the program literature. Two papers, one on Intifada and the other on Children of Bethany were not up to this standard. One

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The Evergreen State College - Olympia, Washington 98505
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BROTHERTON	GREGORY	A.	
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0108P	PROBLEMS WITHOUT SOLUTIONS?		
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	10/90	6/91	
	Date began	Date ended	Qtr. Credit Hrs.

had problems in organization and the line of argumentation wasn't crisp and clear. The other paper lacked sufficient specifics for a persuasive argument. Greg possesses all the necessary writing skills to produce quality work as his end of the quarter self-evaluation verifies.

Greg also attended my module Introduction to International Economics.

My evaluation of Greg Brotherton is based upon a two hour written examination. Overall, on this exam he demonstrated a very good command of the theory and practice of international economics. The strengths of this exam were answers to questions on technique, balance of payments analysis, the Israeli economy, third world debt, protectionism, and international finance. He had a few problems with questions on trade theory, political/economic philosophy, macroeconomic effects of trade, the war in the gulf, and exchange rates.

In summary, this has been a very good quarter for Greg in the program. I have enjoyed working with him. He is a bright and articulate young man who is eager to learn and self-disciplined to come prepared day in and day out. He participated fully in all facets of the program and deserves each of the 16 credits earned this quarter.

SPRING QUARTER - S'bongile Bhengu-Nene

Greg has completed his third quarter in the program Problems Without Solutions? He has fully benefitted from the program in so far as his regular class attendance at lectures and seminars, undertaking class assignments, critical writing reading, participation in seminar discussions and ability to question ideas for purposes of clarification are concerned. He would benefit more by taking the risk of holding a different opinion well researched, if necessary, and not fear to hurt or disappoint colleagues, as his input can be beneficial to group process.

Greg shows analytical ability when handling readings on the crisis of oppression, racism and fear. His reactive essays have shown a consistently growing ability at delineating the complex facets of the problem of apartheid, the internal and external dialectic at play.

His end-of-year presentation displayed Greg's deep grasp of the psychological, emotional and rational conflict facing the liberal--the powerlessness, the fear and guilt.

Faculty signature(s)

S'bongile Bhengu-Nene

Faculty Name

August 7, 1991

Date



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

BROTHERTON	GREGORY	A.	
Student's Last Name	First	Middle	ID Number
0108P	PROBLEMS WITHOUT SOLUTIONS?		
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	10/90	6/91	
	Date began	Date ended	Qtr. Credit Hrs.

I think this was Greg's highest point in his analytical critique of situations of conflict and oppression--the individual against the societal, justice against immediate self interest.

Greg worked jointly with a colleague, Jerry Kearney, on the Effect of Oppression on Fertility in Northern Ireland and the Republic of Ireland, whose fertility is used as a dependent variable and our country used as a control group. By utilizing other sources on the subject of fertility and oppression, Greg and his colleague were able to draw comparative data. This material covered 1966-81; 1966-78.

The result of this paper reveals a thorough search for data, an ability to treat statistical material logically and to handle limitations in their research. The paper was well done and the style of presentation neat.

It is my observation that Greg benefitted fully from the program and is now ready to progress to the next level in his career.

Greg also attended Dr. Lowell Kuehn's module in quantitative methods and received the following evaluation.

Through his work on the two exams and the weekly exercises I found Greg's understanding of the logic and application of statistics to be very good. His performance on the final was particularly strong and that (and a data paper he completed in collaboration with another student) showed a good ability to handle low order correlation analysis. He did a fine job in this part of the program.

Additional work with comments by Dr. Lowell L. Kuehn:

Greg participated as part of a team representing the Evergreen State College at the Northwest Model League of Arab States. Evergreen sent two delegations, one for Kuwait and one for the United Arab Emirates, to this annual conference that tests students' skills in negotiation and foreign policy analysis. Greg was asked to draft resolutions, present the country's positions in committee and general sessions and respond to conference "crises" as they occurred. Greg was a strong team member representing Kuwait. He served the role of team leader effectively and showed real skill in parliamentary debate.

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S'bongile Bhengu-Nene

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

BROTHERTON	GREGORY	A.	
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0108P	PROBLEMS WITHOUT SOLUTIONS?		
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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 48

- 8 - Expository Writing
- 4 - Social and Political History of Ireland
- 4 - Seminar: Political Issues in Northern Ireland
- 4 - Sociology of Race and Racism
- 4 - Social, Political and Economic History of Israel
- 4 - Seminar: The Palestinian/Israeli Conflict
- 4 - Introduction to International Economics
- 2 - Creative Writing
- 2 - Technical Writing: Research and Data
- 4 - Social, Economic and Political History of South Africa
- 4 - Seminar: The Making and Breaking of Apartheid
- 4 - Introduction to Quantitative Methods (applicable to a Bachelor of Science degree)

Faculty signature(s)

S'bongile Bhengu-Nene

Faculty Name

August 7, 1991

Date



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

<u>Brotherton</u>	<u>Gregory</u>	<u>A.</u>	
Student's Last Name	First	Middle	ID Number
<u>Problems Without Solutions???</u>		<u>9/24/90</u>	<u>10/16/90</u>
Title		Date began	Date ended

This is a new world. As my first quarter at Evergreen comes to a close, I feel as if I have developed in thought and motivation. In my high school and pre-high school experiences I fought against the concept of comparative grading, but in my first weeks at Evergreen I found myself missing that which I condemned. I wanted to know how good my paper was compared to him? How well I Seminar in comparison with her. But as the quarter went on I found myself evolving from that traditional mindset. Now as I write my evaluation, instead of hiding behind comparisons to others, I can honestly evaluate myself using my aspirations, my failures, my insights and my successes.

The interdisciplinary learning style is one of the most valuable things I've experienced this quarter. In conjunction with many of the concepts learned in our Critical Reasoning module, it has made me more aware of the multiplicity of things. No longer do I see the world in black and white. This change in philosophy is also due in part to the Seminar experience. In my past group experience I have competed with my ideas, thrown my ideas out and holding on to them regardless of their validity. But slowly my perception of the purpose of discussions has changed. I now offer ideas for other people, and while willing to defend them, I am also ready to accept, almost revel when they are disproven. But my strongest change is that I listen now as well as speak. My only regret is that I never really listened to anyone in the first eighteen years of my life.

To continue on the Seminar experience, at the onset of the program, I contributed as much as I could as often as I could. But after discovering that I was speaking to myself and not to the group, I quieted down and discovered ideas which others presented that I never would have noticed if I was always thinking about my own ideas. I could then contribute my ideas, when they were unique, with the motivation of giving my ideas to the group instead of competing. Seminar has helped me become much more selfless and contributory in regards to group relations.

My goals when beginning this quarter were simple. I wanted everything, to understand everything and to know everything. More realistically I wanted a comprehensive understanding of Northern Ireland, its problems and its solutions, and through this, nomethetically, a sociological understanding of the nature of problems and solutions. In the former I feel I have succeeded. So while I don't know the exact date William of Orange pursued King James II into Ireland, I have put together my own understanding of the event through the assimilation of the various applicable lectures and readings. It is this type of understanding, understanding that William of Orange,

Student's signature

12/11/90

Date

Faculty signature

Date



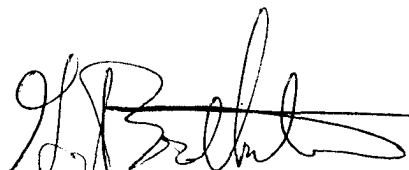
The Evergreen State College - Olympia, Washington 98505
THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

<u>Brotherton</u>	<u>Gregory</u>	<u>A.</u>	
Student's Last Name	First	Middle	ID Number
<u>Problems Without Solutions???</u>		<u>9/24/90</u>	<u>10/16/90</u>
Title		Date began	Date ended

the Protestant hero, was supported by the Pope, that gives us an advantage in understanding the problem more completely than even those who live there. This understanding extends from the first wave of English colonization in the Eleventh century to the compromise of Partition in 1922, to the present unrest in Northern Ireland. I also have confidence that the information I now have on the causes of problems in Northern Ireland aids in my understanding the realities and causes of broad societal problems everywhere. But my total failure to find a solution for Northern Ireland leaves me with only despair in regards to other societal problems. I have regrets that I only read the assigned material. I was exposed to very little extra material, and as a result was open only to the ideas which the faculty wanted to deal with. The best way that was available to show comprehension of concepts were in the sixteen short essays we did, where by the concepts we discussed in Seminars could be narrowed down and presented in detail. Procrastination was a problem in that I often found myself at two o'clock in the morning writing my paper for the next day, though I knew that the result was inevitably comparatively inferior. In spite of this problem I turned all assignments in promptly, and I believe that most of them showed not only comprehension of the material, but also presented some strong ideas of my own.

The Racism module was an area of disappointment. Although I was very diligent at the beginning, I began to get discouraged by the repetitiveness of material. I found myself skimming much of the readings. My racism paper is the largest failure of this quarter. While I still believe whole heartedly that my thesis, that sexism and racism are distinct phenomenon and should be treated as such, is fundamentally correct, my paper sorely lacked support for this contention.

As I finish my self evaluation I am forced to consider my goals for next quarter. On the process level, I need to be more diligent. Mere discouragement is not a sufficient reason for not giving a reading my full attention, or not putting my full effort into a paper. In addition I want to use many more extra sources to supplement my learning. On a higher level I hope to completely understand the problems in the middle East, always an area of confusion to me, and using that information in conjunction with the knowledge already acquired about Northern Ireland to understand the causes and results of Societal strife.



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

Brotherton Gregory A
Student's Last Name First Middle ID Number
Problems Without Solutions??? 1/7/91 3/23/91
Title Date began Date ended

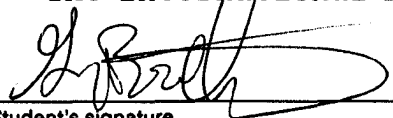
I sit at the computer terminal, flush with excitement, my seminar group just had a definitive seminar and I'm feeling the aftershocks. Adrenalin is coursing through my body, I feel like I wish I felt after each and every seminar: filled with more questions than when I entered, but content in the fact that we engaged both the subject and the text.

Fitting that this seminar was the final of the quarter, it represented a quarters worth of struggling, and often failing, to find a niche in the seminar group: how much to say, when to say it, when to keep quiet and listen. And if this last seminar was any indication I, in conjunction with my seminar group, have become increasingly proficient with both the process level of group discussions, organization and the like, and on the discussion level itself. In fact, the most valuable personal progress made in seminar involves my ability to now understand differing views through the context of my own opinions. In other words, my views are no longer black and white, right or wrong. Instead of either being convinced or simply disagreeing with other peoples ideas I can now utilize other points of view in the constant developing of my own ideas. My seminar experiences were spotty throughout the quarter, but they improved slowly in both quality and quantity of ideas. It seems that first quarter consisted of understanding what seminar was about, and second quarter was learning how to seminar and how to put the most in and get the most out. So while much of this quarter was not fulfilling, I hope that with this tool now learned and understood I can go on using it throughout my educational career and through my life.

My attitude towards the twice weekly papers which we wrote has changed. Instead of, like last quarter, treating every paper like a life or death situation, I used papers as more of a tool. And curiously enough, in exiting the mindset that the papers were an end, as opposed to a means, my papers improved in quality. They became more fluid and natural. Also, since I was no longer intimidated by the papers, I didn't procrastinate as much. There was no reason to be afraid of the papers and consequently no reason to wait until the last minute. The papers were just a sounding board and spring board for my ideas.

The Biographical research module was a joke. I learned nothing, the one saving grace was that I had the opportunity to study a historical figure who is both famous and infamous, and who is one of the few historical "pop" figures. In my paper I discussed T.E. Lawrence's childhood, and applied that information to analyze the causes of his later actions.

The International Economics module was a pleasant surprise. I found


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Date




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Brotherton	Gregory	A	
Student's Last Name	First	Middle	ID Number
Problems Without Solutions???		1/7/91	3/23/91
Title		Date began	Date ended

that, contrary to all my preconceptions, I really enjoy the subtleties of International Economics. The personal appeal was reflected through my performance on the Economics exam, upon which I did "very good" to quote the evaluative text used.

I feel that my knowledge about the Middle East has increased a hundred fold. This quarter went by very quickly, but it has created an indelible mark on me, and leaves me, like a good seminar, with a thirst for more and more information. I feel that while still missing some details, I have a cohesive holistic understanding of the Middle East and its conflicts, ranging from their roots to the present.

While I accomplished most of my goals for this quarter I failed to read much outside of the assigned text on the Middle East, and again I would like to change that next quarter and entirely immerse myself in the problems in both South Africa and the surrounding nations. I also need to continue to seminar at a higher level, and I want to really get into the heads of the Afrikaners and understand their perception of both the blacks and themselves. My biggest failure is lies in the failure to create a broad societal understanding based on the nomethetical study of the two conflicts studied so far: the Palestinian dilemma, and the situation in Northern Ireland. The differences in cultures has so far prohibited me from coming to any sort of sociological truth encompassing all the groups studied. To attempt a consensus of cultures is merely to compromise the characteristics of one culture or the other. It looks to me so far that to truly understand any conflict you must understand the various cultural and political contexts' through which we can understand each conflict as it comes along. I personally can't see a universal context through which we can understand all conflicts through studying a few. It is my fevered hope that by the end of next quarter I will understand the sociology of culture well enough that I can form some universal hypothesis.


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3/19/91
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The Evergreen State College - Olympia, Washington 98505
THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

<u>Brotherton</u>	<u>Gregory</u>	<u>A</u>	
Student's Last Name	First	Middle	ID Number
<u>Problems Without Solutions???</u>		<u>4/1/91</u>	<u>6/13/91</u>
Title		Date began	Date ended

I feel drained. The year is over, only this summation remains. My final paper is completed and presented. In it, three other students and I individually prepared monologues and then as a group, presented them. Mine involved the failed catharsis of an allegorically anonymous young man, loosely based on the liberal Afrikaner archetype.

I feel that this endeavor was a total success, on both the performance level, and in its writing. I truly felt moved as I presented it and I believe it had a similar effect on many of those who listened. It was actually a cathartic event for me personally, as it allowed me an arena in which to air some of my own hypocrisies.

That is one thing this quarter has helped me with is understanding some of my own hypocrisies, and their permutations. It was not necessarily South Africa as a subject of study per se, which prompted this realization, but rather the constant bludgeoning of oppression which I've met this year has had a gradually increasing effect on me. All through the year I have understood and come to grips with more and more. But only in this final quarter have I taken that last step in applying these lessons to my own life and belief structure. It has been a very revealing quarter if not universally pleasant.

This more personal slant towards the information has often been revealed in the fourteen position papers I wrote this quarter. One of my more private papers, while having no obvious connection to South Africa, revealed that part of myself which I found in the reading. On the whole I believe my papers this quarter to be of superior quality, with the exception of my final position paper which suffered for lack of diligence and preparation.

My data paper, studying whether oppression has an effect on fertility rates, conversely occupied many long hours during its creation. This time produced a streamlined paper which stated both study and result concisely and comprehensively.

I also was satisfied with my performance in the Quantitative Methods module, for which I received upper division credit. It awakened in me a long dormant love for math, founded on the applications to reality inherent in Statistics. Its direct practicality appealed to me, and a goal for the future is to take my studies in Statistics to a higher level.

I spent several days involved with a Model League of Arab Nations this quarter, in which I was part of a delegation representing Kuwait. As chief delegate for Kuwait, I not only developed my leadership and public speaking skills, but I became fluent in parliamentary procedure.

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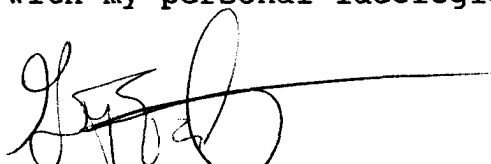
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THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

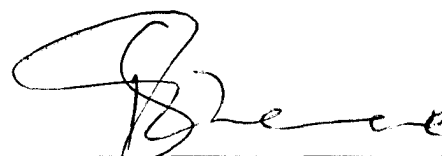
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Student's Last Name	First	Middle	ID Number
Problems Without Solutions???			4/1/91
Title		Date began	Date ended
			6/13/91

Our seminar changed its structure this quarter. With the introduction of a new faculty advisor who was intimately and directly involved with South Africa, we acquired an invaluable resource on the cultures and practices in South Africa. As a result our seminar became much more focused on a single member, our faculty advisor. The end product was a generally inferior seminar regarding discussion, but everyone came out with more information, to digest on their own, instead of in seminar. It was a mixed blessing, seminar became an invaluable source of information, but at the sacrifice of quite a bit of discussion and synthesis of information. Leaving everyone to synthesize the information garnered, on their own, leaving only one interpretation to that information which we received in seminar. Resultingly my own contributions to seminar have been less this quarter, and though I gathered more raw data, I had only my views to assimilate it through.

I have fulfilled my major goal this quarter in that I have developed a basic understanding for the theories and realities of societal conflict and resolution. I still could put more effort into my reading, both assigned text, and independent reading on the subjects studied. I did however spend a good deal of time and effort on creative writing, and this, as the quarter runs its course has become my focus.

Next quarter I hope to improve my writing skills in both analytical writing, and in creative discourse. I also have long range plans to study the theory and action for the resolution of problems at a much lower level, the grass roots level. So as the year ends, I have a good understanding of the current problems in three geo-political areas, Northern Ireland, Israel/Palestine, and South Africa, as well as their histories. More importantly, perhaps, is my understanding of the theories of conflict and resolution. This nomethetical understanding of societies has given me insights into situations around the world, and I believe is a very valuable tool. I have also obtained a thorough basic understanding of: Race Theory, Critical Thinking, International Economics, and writing and interpreting Data and Statistics. The year has been full of growth, and though I have decided that more Political Science is not in my future, due to the necessity for cynicism and selective sight, I have enjoyed this glimpse of the world, and it has left an indelible need to not only stay informed on my community, country, and world, but stay active, and fight for a world concurrent with my personal ideologies.


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The Evergreen State College • Olympia, WA 98505 • www.evergreen.edu

EVERGREEN TRANSCRIPT GUIDE

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

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

Educational Philosophy:

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

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

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

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

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

Academic Program

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

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

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

Evaluation and Credit Award:

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

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

Credit is recorded by:

Quarter Credit Hours: Fall 1979 to present

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

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

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

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

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

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

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

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

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