



Imamura, Amy Louise

A00409709

Last, First Middle

Student ID

**CREDENTIALS CONFERRED:**

Bachelor of Arts

Awarded 16 Jun 2023

**TRANSFER CREDIT:**

Start	End	Credits	Title
09/2001	06/2004	3	Northwst Indian College
09/2001	06/2004	1	Northwst Indian College
04/2018	12/2019	15	South Puget Sound Community College
04/2018	12/2019	5	South Puget Sound Community College

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
03/2020	06/2020	8	<b>Creative Writing: "Savage Conversations"</b> 4 - <i>Creative Writing</i> 4 - <i>Native American Literature</i>
03/2020	06/2020	4	<b>Critical Indigenous Studies: Case Based Learning</b> 2 - <i>Indigenous Studies</i> 2 - <i>Writing and Research</i>
09/2020	06/2021	24	<b>Culture, Community, and Cosmos</b> 2 - <i>Greener Foundations</i> 2 - <i>Oral and Written Communication</i> 2 - <i>History</i> 2 - <i>Critical Indigenous Studies</i> 4 - <i>Writing and Research</i> 4 - <i>Native American and Indigenous Studies</i> 2 - <i>Writing and Research</i> 2 - <i>Service Learning</i> 2 - <i>Native American and Indigenous Studies</i> 2 - <i>Environmental Humanities</i>
09/2020	12/2020	4	<b>Critical Indigenous Studies: Writing Foundations</b> 2 - <i>Writing and Rhetoric</i> 2 - <i>Critical Indigenous Studies</i>
01/2021	03/2021	4	<b>Critical Indigenous Studies: Research Methodologies and Methods</b> 2 - <i>Writing</i> 2 - <i>Critical Indigenous Studies</i>
03/2021	06/2021	4	<b>Critical Indigenous Studies: Research Methodologies and Methods</b> 2 - <i>Writing and Rhetoric</i> 2 - <i>American Indian and Indigenous Studies</i>
06/2021	09/2021	12	<b>How Did We Get Here?: Telling Political Economy Stories</b> 8 - <i>Political Economy</i> 4 - <i>Research and Composition</i>
06/2021	09/2021	2	<b>Tai Ji (Tai Chi) Philosophy and Practice</b> 2 - <i>Taiji, Health, and Self Cultivation</i>



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**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2021	12/2021	12	<b>Native Pathways Program: Tribalography</b> 4 - Native American and Indigenous Studies 4 - History 2 - Indigenous Literature and Storytelling 2 - Research and Writing
09/2021	12/2021	4	<b>World of Writing</b> 2 - Writing and Rhetoric 2 - Critical Indigenous Studies
01/2022	03/2022	12	<b>Native Pathways Program: Native North America: Global Influence and Belonging (Olympia)</b> 4 - Native American and Indigenous Studies 4 - Global Studies 2 - Indigenous Literature and Storytelling 2 - Research and Writing
01/2022	03/2022	4	<b>World of Writing: Methodologies, Methods, and Imagination</b> 2 - Writing and Rhetoric 2 - Critical Indigenous Studies
01/2022	03/2022	2	<b>Introduction to Professional Skills</b> 2 - Professional Interpersonal Skills
03/2022	06/2022	10	<b>Native Pathways Program: From Time Immemorial: Grounding in Places of Power (Olympia)</b> 3 - Native American and Indigenous Studies 3 - Cultural Anthropology 2 - Decolonial Studies 2 - Research Methods and Writing
03/2022	06/2022	4	<b>Leading Organizations: Inspiring Change and Creativity</b> 4 - Organizational Leadership (Certificate Sequence)
03/2022	06/2022	4	<b>World of Writing: Thinking it Through - Intersectional Public Voice and Writing for Survivance</b> 2 - Writing and Rhetoric 2 - American Indian and Indigenous Studies
09/2022	12/2022	6	<b>Native Pathways Program: Legacies of Resistance: Indigenous Environmental Advocacy</b> 2 - Native American and Indigenous Studies 4 - Environmental Humanities
09/2022	12/2022	4	<b>Leading Self: Purpose-Driven Leadership</b> 4 - Organizational Leadership
09/2022	12/2022	2	<b>Cultural Arts and Identity</b> 2 - Cultural Arts and Identity



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**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
01/2023	03/2023	12	<b>Native Pathways Program: Indigenous Knowledge Keepers, Educators, and Scholars</b> <i>4 - Native American and Indigenous Studies</i> <i>3 - Research and Writing</i> <i>5 - Social Work</i>
01/2023	03/2023	2	<b>Techno Vibes: Introduction to Creative Computer Technologies for Academic Success</b> <i>2 - Computer Science</i>
04/2023	06/2023	14	<b>Native Pathways Program: Indigenous Landscapes (Olympia)</b> <i>6 - Native American and Indigenous Studies</i> <i>4 - Literature, Visual Arts, and Media: Native American</i> <i>4 - Community Studies</i>
04/2023	06/2023	4	<b>Modern Discourse: Dispelling Myths about American Indians</b> <i>4 - Native American and Indigenous Studies</i>

**Cumulative**

182 Total Undergraduate Credits Earned



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***“Everything an Indian does is in a circle, and that’s because the power of the world always works in circle, and everything tries to round.” - Paulette Steeves***

I began my educational journey at Evergreen State College in the Spring of 2019 when the coronavirus pandemic struck. This pandemic experience was life changing. I was anticipating entering college as a new student with in-person classes, but we were quickly adjusted to all virtual. I wanted to give up because I was thinking college may not be for me, and due to the pandemic, I became hopeless, lonely, and depressed. My faculty encouraged me to stick with it. My fellow classmates were in the same boat as I was. Naturally, I adapted and realized that the community was all I had at the time, and they became my family. I pushed myself and made it through the storm. I realized that my NPP community was a supportive family. In that cycle that is ongoing, whether we were virtual or in-person, being a part of that family is AMAZING!

My name is Amy Imamura and I graduated from the Native Pathways Program at Evergreen State College. I graduate in the Spring of 2023 and served as the President of the student governance alliance. Throughout my whole life, I never thought I would be going to college, drafting papers, and becoming a leader of the NPP community. I have overcome many obstacles in the four years here at Evergreen and my biggest accomplishments are:

1. I never gave up and I am not a quitter
2. I realized who I am, what I am made of, and of what I am capable. I have strength and fight within my spirit.
3. Trusting the process and Trusting people.
4. I overcame my dislike of writing.
5. Public speaking, speeches, leading student governance meetings, and presentations.
6. Accepting the love and togetherness of a community. This was a new experience for me.
7. Belonging and having an active and involved role that made an impactful difference.
8. Being present makes all the difference. My attendance and input mattered as I was a leader to my fellow students.
9. Confidence while doing my part. I grew in my leadership role and my confidence shifted in a positive manner.
10. Most importantly Leadership.

NPP Instilled a forever tool that will afford me the ability to keep the cycle going for future generations. One thing I will always remember is the web that we have woven as a community in the program is the importance of building relationships and decolonizing our ways of thinking. I am now reclaiming my identity that I thought I had lost. Thank you, Native Pathways Program, for the best 4 years of my life.

Amy Imamura



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**April 2023 - June 2023: Modern Discourse: Dispelling Myths about American Indians**  
4 Credits

**DESCRIPTION:**

Faculty: Kyle Pittman, MPA

In the remote course *Modern Discourse: Dispelling Myths about American Indians*, students were familiarized with current sociopolitical discourse about American Indians and Indigenous communities in the United States and how these are surrounded by myths and false narratives. Students learned about the historical roots of these narratives that gave rise to anti-Indigenous rhetoric and the contemporary forms that these narratives take today. This includes the political status of American Indians and Tribes, debates over iconography and mascots, denialism regarding episodes of genocide, the concept of biological race and blood quantum, and the contributions Indigenous Peoples have made to modern thought and inventions. The course provided insight on how these narratives operate and embed themselves into the American identity and why it is important to investigate the elements of this rhetoric and reexamine the validity of these narratives.

**EVALUATION:**

Written by: Kyle Pittman, MPA

Amy Imamura fulfilled some of the learning objectives and outcomes for this course and was a capable student throughout, having been present for most class days and attentive during learning sessions. Amy participated with the learning community by offering insightful contributions during the weekly seminar discussions, making inquiries after lecture presentations to expand on the topic at hand, and engaging in class activities focused on the application of course content. Amy was successful in completing half of the course assignments, particularly succeeding at providing personal life experiences to exemplify how the issues being considered in class have real world impacts.

Amy completed several reflection papers throughout the quarter, providing insight and commentary on various aspects of myths and narratives about American Indians and how misleading depictions affect our perceptions of Indigenous communities. For the midterm reflection, Amy discussed the ancient Indigenous city known as Cahokia that was built by the Middle Mississippian culture and how this civilization demonstrates the advanced nature of Indigenous cultures in a way that dispels the common myths that assume Native Americans were strictly primitive peoples who did not leverage technology for their own needs. For the final, Amy completed an essay that compared the concepts of cooperation and appropriation as they were concerned with the use of Native American mascots. Amy also participated in several workshops that focused on developing rhetorical skills such as critical thinking, historical thinking, recognizing logical fallacies, and identifying stereotypes. These skills were then applied to a series of case studies that showcased different myths and stereotypes about American Indians. Amy showed a strong aptitude for fostering and implementing skills for these activities.

Overall, Amy performed well through this course, demonstrating a strong learning spirit and easily making connections between the themes and lived experiences of American Indians, who face challenges arising from these stereotypes and myths.

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

4 - Native American and Indigenous Studies



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**April 2023 - June 2023: Native Pathways Program: Indigenous Landscapes (Olympia)**  
14 Credits

**DESCRIPTION:**

Faculty: Kyle Pittman, MPA and Dawn Barron, MFA

In *Native Pathways Program: Indigenous Landscapes, (Olympia), Native Communities and Representation in Urban Centers*, students examined and articulated fundamental aspects of belonging and the formation of communities against the backdrop of urbanism. By reviewing the historical development of urban centers and how Native communities came to be in their midst, students observed how changing physical landscapes impacted the development and integrity of Native communities both past and present. Students studied how the rhetoric of “civilization” and acts of land dispossession furthered colonial agendas to the detriment of Native communities, resulting in forced relocations from reservations and the attempted assimilation of Indigenous persons into modernity marked by urban scenery. In turn, students actualized the agency of these communities by analyzing their contributions to the metropolises of North America, highlighting both Indigenous manifestations of urbanism and the representations of Native persons and communities thriving amid the urban sprawl of colonial forces.

For many Indigenous Peoples, the concept of “community” sits at the core of what it means to be Indigenous. Students investigated elements of community to determine how changing landscapes altered our understanding of being “place-based” and what exactly defines a community. Students explored urban development from both an Indigenous and Western perspective to see distinct characteristics and how these were reflections of cultural values. And students saw how Native communities enacted survivance in the face of colonial violence to carve out urban spaces for both preservation and reclamation. This included looking at the presence of Native persons and cultures at the hearts of empires, observing the role of Native communities in activist movements, and capturing the impact of Tribal Nations and organizations on urban centers today.

**EVALUATION:**

Written by: Kyle Pittman, MPA

In the Native Pathways Program – Olympia site spring program **Native Communities and Representation in Urban Centers**, Amy Imamura examined historical and contemporary Native communities exploring elements of continuity and change over time and how Indigenous Peoples have maintained connections and navigated disruptions associated with land dispossession and relocation. Throughout the quarter, Amy also used the concept of a “hub” to investigate how Native residents created belonging and vibrant social networks in North American cities. As part of the program’s hybrid format, students participated in bi-weekly video conferences that included lectures, discussions, media presentations, and student-led seminars. Amy contributed to discussions and led several seminars. Amy also attended two weekend gatherings at the Evergreen State College Longhouse with all NPP cohorts to collaborate in coursework, listen to speakers, and participate in discussions related to our quarterly theme.

Throughout the term, students constructed sketchbooks that contained writings and diagrams pertaining to program content, including reading reflections, class notes, glossary terms, and weekly writing prompts. Amy submitted a submitted a creative and engaging portfolio that contained all of the required components.

Students completed two major assignments throughout the quarter. First, they had the option to either submit a speculative fiction story that related to our course theme of “Native Communities and Representation in Urban Centers” or a research-based paper examining a specific Indigenous urban hub, exploring the extensive intersections that connect the network. Amy wrote an essay in the form of a



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memoir detailing family history, traditional knowledge passed down, and the loss of a close family member. This paper was heartfelt and demonstrated a strong comprehension of Indigenous kinship values as conveyed in the program.

Overall, Amy has successfully completed all program requirements. Amy has demonstrated immense personal and academic growth in this program, particularly excelling at written and oral communication.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 14**

6 - Native American and Indigenous Studies

4 - Literature, Visual Arts, and Media: Native American

4 - Community Studies



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## **January 2023 - March 2023: Techno Vibes: Introduction to Creative Computer Technologies for Academic Success**

2 Credits

### **DESCRIPTION:**

Faculty: Jenine M. Hillaire, MA

*Techno Vibes* was an introduction and refresher to computer programs and technologies used in online learning and visual presentation. The course built proficiency in navigating Canvas sites, participating in Zoom meetings, and generating Word documents in Microsoft Word and Google Docs. Additionally, it introduced how to use presentation and graphics programs in a way that enhanced original ideas and provided tools for each student to realize and effectively visually communicate using PowerPoint, Prezi, and Adobe Suite programs such as Illustrator and Photoshop. The class was 100% online to give students the optimum environment to practice and learn all in the same class venue.

### **EVALUATION:**

Written by: Jenine M. Hillaire, MA

Amy Imamura actively participated in weekly class meetings (in Zoom), team processes, Canvas activities, and completed course assignments with academic integrity. Amy exceeded the introductory level of proficiency in the computer and online programs required to engage in this course. Amy's excitement to learn, love for whales, and studentship gave them a unique perspective on our learning and use of the course computer programs. Amy demonstrated great leadership skills in their willingness and ability to both teach and be taught new skills and functions, in each computer program explored, by fellow classmates while applying their new learning to other classes and assignments. They also developed strong online learning tools by participating in Zoom meetings and regularly submitting assignments on Canvas. They developed strong visual literacy, engaged with Indigenous rhetoric, and visual communication in the community by respecting and following classroom courtesies, participating in emailing, and messaging with the class community, and developing imaginative rhetoric. They demonstrated excellent skills for future NPP (Native Pathways Program) learning through practicing quality visual presentation and writing skills. They also explored problem-solving with critical analysis and critical thinking through their participation in discussions about what they did and learned, project planning, and completion of their final project.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2- Computer Science





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**January 2023 - March 2023: Native Pathways Program: Indigenous Knowledge Keepers, Educators, and Scholars**

12 Credits

**DESCRIPTION:**

Faculty: Kyle Pittman, MPA; Dawn Barron, MFA

In this program, students traced the history of cultural education, US government Indian education and schooling, and the ascent of Indigenous Studies. Students looked at cultural knowledge keepers before and outside of the concept of Western schooling and examined early knowledge workers who sought to influence formal education such as Sarah Winnemucca and Zitkala Sa. This program explored historical and contemporary attempts to impose assimilation practices on Native populations in the context of federal policy and education reorganization, including boarding schools, progressive reforms, and self-determination.

By engaging with theoretical frameworks in Native Studies, students imagined the next phase of meaningful education reform in Indian Country from an Indigenous/ist perspective. Students considered the following questions: Can the history of imposed schooling ever be undone? How can modern scholars alter and influence the trajectories of Tribal life? How can we understand relational accountability when discussing traditional cultures and the academic study of the humanities? When and how does scholarship serve larger movements? The class considered authors such as Sandy Grande, Vine Deloria, Jr., Audra Simpson, and Daniel Wildcat as we explored the answers to these questions and built on foundations of Native and Critical Indigenous studies. By considering the history and consequences of education, students thought through the theory and practice of schooling (and education more broadly) with an eye towards liberation and sovereignty as epitomized by "survivance" and resistance within the academy.

Students also attended two weekend intensive class sessions during the quarter at the "House of Welcome" Longhouse where they practiced conflict resolution skill building, practiced leadership through NPP Student Governance meetings, attended various academic workshops, and demonstrated their learning with game style quizzes. Students completed reflection papers detailing their insights, perspectives, and experiences.

**EVALUATION:**

Written by: Kyle Pittman, MPA

Amy Imamura successfully fulfilled the learning outcomes for this program and was an exceptionally strong student. Amy participated with the learning community by engaging thoughtfully during classroom discussions, making excellent inquiries and observations during instructional periods, and working collaboratively with other students during class activities.

Amy fully attended the two scheduled weekend intensive class sessions during the quarter. During the first session, Amy completed a conflict resolution workshop, participated with others at research and cultural activity stations, and collaborated with classmates on group projects. During the second session, Amy demonstrated her knowledge by playing game-style quizzes concerning different topics related to Native American studies and education, completed a case study workshop on the Washington State "Since Time Immemorial" curriculum concerning Native American history as taught in the K-12 public school system, and further collaborated with classmates on assignments. Amy also participated with the Student Governance of the Native Pathways Program (NPP) as the elected president of this body which supports student activities and learning by hosting guest speakers, conducting cultural workshops, and administering funds for these activities.



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During this quarter, Amy dedicated significant time to completing additional work for a total of five credits of focused training to become a certified peer counselor and recovery coach in Washington State. This training included a series of nine modules for instruction in the legal, behavior health, ethical, and holistic health aspects of peer counseling for clients who utilize mental health and substance abuse services. Assessment for training objectives was then conducted through online quizzes and instructional Q and A sessions.

Overall, Amy performed well during this program. Amy regularly put forth a strong effort to meet the learning outcomes of the course and was more than capable of doing so while juggling multiple scholastic responsibilities. Amy has demonstrated tremendous personal and academic growth this quarter by supporting other students as president of the NPP's Student Governance body and maintaining rigor through the timely completion of assignments and activities. Most importantly, Amy has grown as a leader in this program. Despite some initial hesitation, Amy has routinely stepped up to provide commentary and even instruction for other students, helping to foster an environment of peer mentoring within the classroom and proving to be a reliable source of support for even the faculty.

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

- 4 - Native American and Indigenous Studies
- 3 - Research and Writing
- 5 - Social Work



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**September 2022 - December 2022: Cultural Arts and Identity**

2 Credits

**DESCRIPTION:**

Faculty: Gary Bigbear

Through lecture, presentations, discussions, and personal reflections, students will explore personal identity through art making. Using the sketchbook as the primary tool for exploring art-making skills and writing about the ideas and questions that arise through artistic dialogue, students will create a sketchbook with specific pages designated for sharing, while other pages will be dedicated to the more private art making process and idea creation. Additionally, students will build, paint, and present drums for their final project presentation.

**EVALUATION:**

Written by: Gary Bigbear

Amy Imamura participated actively in the course. Amy demonstrated a deep understanding of identity exploration and made progress towards a drum creation.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2- Cultural Arts and Identity



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**September 2022 - December 2022: Leading Self: Purpose-Driven Leadership**

4 Credits

**DESCRIPTION:**

Faculty: Dariush Khaleghi, MS, MBA

We need a new generation of leaders and game-changers. The notion of leadership that once resonated with greatness no longer inspires new dreams, compelling visions, and revolutionary actions. The unethical behavior, self-indulging decisions, and ego-driven conduct of many contemporary leaders have eroded society's trust in corporate, public, and political leaders. There is an urgent need for principled and purpose-driven leaders driven by a set of universal virtues, a strong moral compass, and a deep desire to serve a global society and a sustainable world. This course teaches students critical concepts and skills to examine their passion and purpose, develop a vision, mission, values, and a plan of action to serve their communities. The learning objectives of this course are as follows.

- Explain the impact of the emerging VUCA world on leadership.
- Describe the key characteristics of the VUCA environment.
- Examine how leaders' mindset, values, and beliefs drive their behaviors and actions.
- Apply system thinking and personal mastery techniques to become a more effective leader.
- Demonstrate ethical, inclusive, and responsible leadership.

**EVALUATION:**

Written by: Dariush Khaleghi, MS, MBA

Amy achieved the course learning objectives, met the expectations and requirements, and received full credit. of this course and received credit. She did a good job and demonstrated she could continue to advance in this field of inquiry.

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

4 - Organizational Leadership



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**September 2022 - December 2022: Native Pathways Program: Legacies of Resistance: Indigenous Environmental Advocacy**

6 Credits

**DESCRIPTION:**

Faculty: Hailey Salazar, MA, Kyle Pittman, MPA

In the Native Pathways Program's fall quarter "Legacies of Resistance: Indigenous Environmental Advocacy and Climate Action," students explored historical and contemporary ways that Native North Americans cultivate and maintain relationships with their surroundings. This program examined diverse pre-contact landscapes and lifeways across the continent. Students studied how Indigenous/Tribal communities navigated the disruptions and attempted detachments associated with Euro-American colonization. We investigated the many methods Indigenous Peoples across North America have used including diplomacy, military force, policy works, and numerous forms of protest to protect and retain sovereignty over important lands and spaces. This history illustrated the contexts of continuity and change necessary to understand recent efforts in fighting for environmental justice, promoting the implementation of traditional ecological knowledge, and initiating proactive measures to combat global climate change.

This program engaged with a broad geographic scope spanning North America to highlight and draw connections between how Indigenous Peoples have interacted with their distinct environments prior to colonization. Students critically analyzed and unpacked narratives of Euro-American "discovery" of "empty lands" that opened new "frontiers" of settlement, which have been used to justify the dispossession of ancestral lands for agricultural production, extractive industries, and transportation infrastructure. Moving beyond these persistent tropes, we focused on the ways Native Nations have sustained relationships and defended essential spaces despite these settler colonial structures. As Potawatomi scientist Robin Wall Kimmerer notes, Indigenous Peoples have long taken "care of the land as if our lives, both material and spiritual, depended on it." In recent decades, protectionary measures have been tightly entwined with issues of tribal sovereignty, civil rights, and environmental justice. This program explored the intersections between these movements and how they engage within broader national and international discourses.

**EVALUATION:**

Written by: Hailey Salazar, MA

In the Native Pathways Program's Olympia site's fall program "Legacies of Resistance: Indigenous Environmental Advocacy," Amy examined how Native Peoples stewarded lands and waters for millennia and more recently navigate the disruptions of Euro-Americans to protect their homelands and essential spaces. As part of the program's hybrid format, students participated in weekly video conferences and in person classes that included lectures, discussions, media presentations, and student-led seminars. Amy regularly contributed to class and seminar discussions. Amy also attended three weekend gatherings at the Evergreen State College Longhouse with all NPP cohorts to collaborate in coursework, listen to speakers, and participate in workshops and discussions related to our quarterly theme. Amy's significant leadership during the Longhouse weekend gatherings stood out as an impressive contribution.

The main writing assignment of the quarter was a ten to twelve-page research paper. Throughout the quarter, students submitted several written components of their work, including a research proposal, a source review, an organizational outline, and preliminary draft and final drafts. Amy effectively completing these assignments and constructed a driven final draft. The paper titled "Save Us Beautiful Blue Whales" discussed the role of blue whales as ecosystem engineers, playing a vital role in the ecosystem, as well as in various Indigenous cultures. The piece merged marine biology, climate change considerations,



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cultural and personal stories, art, and poetry to create a powerful call to action: to save the blue whale to save "us".

Students completed several written assignments throughout the quarter that pertained to program content. Amy successfully completed all assigned "reading reflections" that summarized and analyzed the weekly reading assignments. Students completed two additional assignments at the end of the quarter. For the final component of the course, Amy compiled all coursework from the quarter into an extensive, quality, and organized physical portfolio. Amy has exceptionally completed all program requirements and will receive full credit for the quarter.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6**

2 - Native American and Indigenous Studies

4 - Environmental Humanities



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**March 2022 - June 2022: World of Writing: Thinking it Through - Intersectional Public Voice and Writing for Survivance**

4 Credits

**DESCRIPTION:**

Faculty: Carmen Hoover, MFA

This course focused on research, self-expression, and public voice. It was a research-intensive writing course designed to develop effective persuasive essays (written and/or visual) in a public voice while at the same time interrogating the effectiveness of "persuasion." Projects included policy papers, lyric essays, autoethnographies, letters, manifestos, conventional research papers, and more. The rise of technology and social media as modes of communication have brought rhetoric more prominently into our lives, creating complex structures of understanding and misunderstanding. We practiced the navigation of rhetoric through both Indigenous/ist and cognitive lenses as we endeavored to address complex, and at times oppositional, audiences. Students expanded on skills and knowledge gained in one or both World of Writing (WoW) fall and winter courses; it was recommended that a student had earned full credit in at least one of the previous WoW courses. Elements of writing explored and practiced: Indigenous/ist research pedagogy, guided journaling, sustained proof of thought, storytelling, logical fallacies and cognitive biases, mechanics and effective style, research questions, thesis statements, project proposals, writing in community, community imagination, insider/outsider and cross-cultural communication, style guides (MLA, APA), and advanced editing and revision practices. This was a welcoming environment for any student wanting to strengthen their skills in self-expression, research, storytelling, argumentation, public rhetoric, and personal writing style.

**EVALUATION:**

Written by: Carmen Hoover, MFA

Amy Imamura demonstrated strategies for writing on demand, project planning, personal style, and public voice by keeping a journal, participating in opening sentences, creating strong writing habits, and participating in a writing team effectively. Amy provided consistent leadership and produced a final project and final portfolio with an ability to think and write, both in community and as an individual. In the course of research and writing, the ability to assess and incorporate sources was skillful. Amy provided classroom leadership and supported peers as they completed their research projects and lyric essays as part of their writing team.

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

2 - Writing and Rhetoric

2 - American Indian and Indigenous Studies



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## **March 2022 - June 2022: Leading Organizations: Inspiring Change and Creativity**

**4 Credits**

### **DESCRIPTION:**

Faculty: Dariush Khaleghi, MS, MBA

Today's business world is radically different from the organizations of the past. Organizational leaders are facing unprecedented challenges (i.e., technological, global, political, legal, generational, etc.). They, therefore, must be able to change, adapt, and create cultures that are positive, resilient, and nimble. In this course, students will learn to become effective leaders and make a difference in their work community. Topics covered in this class include conscious leadership, creativity and innovation, change management, resiliency, and organizational agility. This class provides students with the opportunity to think critically, reflect, collaborate, and learn through individual and group activities. This class will have a significant online component, with some class meetings conducted via Zoom and learning activities conducted through Canvas.

This class is a part of a series of courses that comprise the Transformative Leadership Certificate sequence

### **EVALUATION:**

Written by: Dariush Khaleghi, MS, MBA

Amy completed the learning objectives of this course and received full credit. She demonstrate great interpersonal skills and interacted effectively across significant differences in class discussions. Amy worked well in groups and supported the learning of others. She demonstrated the ability to build the bridge between theory and practice and made great progress in understanding and articulating topics discussed in this course. Amy was a storyteller as reflected in her posts and final paper. Amy's final paper showed her ability to articulate leadership through the lens of storytelling. Amy did a good job in this course and demonstrated she was ready to advance in this field of inquiry.

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

4 - Organizational Leadership (Certificate Sequence)





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**March 2022 - June 2022: Native Pathways Program: From Time Immemorial: Grounding in Places of Power (Olympia)**

10 Credits

**DESCRIPTION:**

Faculty: Carmen Hoover, MFA; Corey Larson, Ph.D.; Kendra Aguilar, MPA; and Kyle Pittman, BA

*From Time Immemorial: Grounding in Places of Power* explored how being in relationship with place engages communities across time and cultural memory. How does the passage of time manifest in particular locations? How has ancestral knowledge co-evolved with landscapes and languages of place? By considering the memory of place, material culture and artifacts, storytelling (oral and documented), and examining the vast expanse of time (big picture), and ending with narrowed, specific pictures of place, students came to understand how important language and landscape, the humanities, Native sciences, Indigenous Epistemologies and Methodologies, and the fluidity of culture serve to enhance our knowledge of time, space, and place. In the words of Annie Peaches, "The land is always stalking people. The land makes people live right. The land looks after us." Similarly, the land also teaches and many find healing through its lessons. The transformative power of knowledge was evident in course materials. As Paulette F. C. Steeves states, there is a need for "focus on relinking Indigenous peoples to their homelands in deep time."

We investigated new research into the foundations of ancient knowledge embedded in the Western hemisphere that looks beyond Clovis sites, extending Indigenous presence to 60,000 years or more. Also included was a narrowing of space and time: the study of localities and rooted cultures. Students plotted journeys through time and space that converged on experiences of home.

**EVALUATION:**

Written by: Carmen Hoover, MFA and Kyle Pittman, BA

Amy Imamura actively participated in discussions and class activities during the seminar classes, demonstrating a high capacity to be communicative and a strong ability to articulate advanced concepts in the field of Native American and Indigenous Studies. Amy was regularly present for class and was thoroughly engaged in the course materials, providing both concise verbal explanations and comprehensive commentary of the main concepts being explored this quarter that focused on studying the deep past of Indigenous peoples in the Americas, how contemporary understandings of the origins of Indigenous peoples are complicated by biases in Western academia, and how Indigenous peoples have developed a strong sense of "place" tying them to their traditional territories. Amy effectively described how theories in anthropology and archaeology have been used to both support and refute notions of Indigeneity while artfully exposing the problematic interpretations put forth by Western scholars birthed from their own epistemological worldviews. Amy successfully engaged in thought provoking and active dialogue during seminar with both me and the rest of the class, often directly invoking the terms and lessons being taught as part of the curriculum. Amy also excelled in both large and small group discussion, reflecting excellent leadership ability by providing lively discussion and guiding other students to make relevant connections to the course material and synthesizing multiple viewpoints into collective conclusions. Amy played an important role in a writing team that produced a letter of honoring addressed to the author of the core text this quarter. The organizing, writing, editing, and technology skills were integral to the group's success. Amy provided nuanced leadership at Longhouse Gatherings throughout the quarter.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 10**

3- Native American and Indigenous Studies



Imamura, Amy Louise

A00409709

Last, First Middle

Student ID

- 3 - Cultural Anthropology
- 2 - Decolonial Studies
- 2 - Research Methods and Writing



Imamura, Amy Louise

A00409709

Last, First Middle

Student ID

## **January 2022 - March 2022: Introduction to Professional Skills**

2 Credits

### **DESCRIPTION:**

Faculty: Tamsin Foucrier, Ph.D.

This *Introduction to Professional Skills* course over the winter quarter (2022) used readings, media, and workshops on variety of professional skill topics including working collaboratively and communicating effectively in teams, consensus decision-making, managing projects responsively, and preventative self-care. Four diary entries required that students reflect on the content covered in the course. Students were also required deliver a group workshop on a professional skill topic, with students practicing their team-working and interpersonal skills in disseminating their chosen topic to the greater cohort.

### **EVALUATION:**

Written by: Tamsin Foucrier, Ph.D.

Amy demonstrated excellent participation during our time together as a cohort. Amy's diary entries reflected a willingness to reflect thoughtfully on the skills covered in this course. Amy's workshop on critical thinking skills was excellent. Amy and their group also demonstrated strong responsive project management skills and effective teamwork skills. Amy successfully completed all requirements for this course. It was a pleasure to have them in class.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2- Professional Interpersonal Skills



Imamura, Amy Louise

A00409709

Last, First Middle

Student ID

**January 2022 - March 2022: World of Writing: Methodologies, Methods, and Imagination**  
4 Credits

**DESCRIPTION:**

Faculty: Carmen Hoover, MFA

World of Writing: Methodologies, Methods, and Imagination: This course used Indigenous/ist theory and content to expand academic and creative writing through a community writing process, as well as comparing and contrasting Western content to gain multiple perspectives. We took stock of Indigenous, anti-colonial, and "post-colonial" imaginations and story-telling in relation to the academy and undergraduate writing demands. This course began with an overview of the writing process, elements of close reading and academic writing, then moved into research methodology and method through critical thinking. Three rhetorical modes guided research and self-expression: Definition, Persuasion, and First-Person Narration. With a strong focus on self-knowledge and personal writing style, this was an inclusive environment for students wanting to strengthen their academic writing, creative writing, critical thinking, and research skills.

**EVALUATION:**

Written by: Carmen Hoover, MFA

Amy Imamura developed effective strategies for writing on demand, project planning, editing, personal style, and writing in community. By keeping a journal and focusing on effective processes for document creation, Amy developed strong skills with close reading and introductory analysis as well as with central and subordinate ideas. The writing habits developed were strong in context of both Indigenous and Western rhetorical lenses and style guides. Working within a community writing team was a key component of the course, and Amy was a powerful and enthusiastic leader in this process, yielding an excellent final portfolio that addressed critical modes of thought in definition, narrative, and persuasion.

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

2 - Writing and Rhetoric

2 - Critical Indigenous Studies



Imamura, Amy Louise

A00409709

Last, First Middle

Student ID

**January 2022 - March 2022: Native Pathways Program: Native North America: Global Influence and Belonging (Olympia)**

12 Credits

**DESCRIPTION:**

Faculty: Carmen Hoover, MFA; Corey Larson, Ph.D.; Kendra Aguilar, MPA; and Kyle Pittman, BA

*Native North America: Global Influence and Belonging*, in this program we examined the reach of the North American Indigenous Peoples by looking at historical accounts, contemporary representations, and ways in which Native Americans have inspired and built relationships with other Indigenous Peoples and non-Indigenous people around the world. We explored the role of Native North American influence and power in sustainability movements and practices.

Did Indigenous Peoples from North America travel beyond their kin, communities, homelands? Yes, and in this program we expanded our understanding of the lasting impacts, the triumphs and tribulations, and students critically analyzed sustainable movements and practices in areas such as education, health, food sovereignty, arts, tribal/Indigenous economies, and social and environmental justice. We looked closely at, and into, the question: What is belonging and how is it created, fostered, continued? Is the concept or practice of belonging universal? By focusing on storytelling and literature (prose and poetry), visual rhetoric, and academic analysis, students critically observed and acknowledged the complexities and lasting impacts of colonization, resistance, and Tribalography.

Studying through multiple perspectives and lenses, including the required texts of *Indigenous London* by Coll Thrush, *The Heartsong of Charging Elk* by James Welch, and excerpts from philosophers, change-makers, leaders, and scholars such as James Baldwin, John Trudell, Vine Deloria Jr., Elizabeth Cook-Lynn, Billy Frank Jr., Hank Adams, Taiaiake Alfred, and Leslie Marmon Silko, among others, students expanded their critical analysis skills by creating a research project based on the themes explored within the quarter. By analyzing the challenges Tribal/Indigenous communities face and how they have implemented measures to prevent continual climate change, students were able to think through how post-colonial prosperity revolved around the environmental protection of ancestral lands and resources. This program was writing and research intensive. Students were expected to critically analyze and synthesize material.

**EVALUATION:**

Written by: Carmen Hoover, MFA and Kyle Pittman, BA

Amy Imamura generally participated in discussions and class activities during the seminar classes, demonstrating a developing ability to be communicative and a fair ability to articulate intermediate to advanced concepts within Native American and Indigenous Studies. Amy provided succinct verbal explanations of the main concept being explored this quarter, that being the notion of "belonging," and expanded on its definition by relating personal experiences that shaped our understanding of what it means to "belong" somewhere through the perception of being place-based. Amy also reported accurately on the lasting impacts, triumphs, and tribulations of Indigenous travelers, thus developing a sense of how Indigenous Peoples have both contributed to the modern legacies of colonial nations while simultaneously resisting them through acts of diplomacy, persistence, and survivance. Amy successfully engaged in dialogue during seminar with the rest of the class, correctly identifying the lessons being taught as part of the curriculum. Amy participated in both large and small group discussion and offered important observations from the reading material.

Amy participated in a sustained writing process during the quarter. Work processes and products included definitions of Indigenous global influence and human belonging in theory, practice, and consequence (including Tribalography, colonialism, post-colonialism, and sustainability movements) as



Imamura, Amy Louise

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Last, First Middle

Student ID

seen through both Indigenous and Western lenses. By examining the role of travel and return, coursework gravitated toward the role of belonging and impact. By reporting on Tribal and Indigenous impacts on North American culture and development, especially in the USA, connections were made with synthesis writings that included specific Indigenous interactions with non-Indigenous and global Indigenous entities and communities on various scales through storytelling, cultural exchange, kinship, and intergenerational influence. Through this work, connections were also made between a research project and sweeping ideas about belonging and the influence that derives from it. Demonstration of visual literacy was a highly valued outcome of the course, including rhetorical diagrams and a well-conceived visual essay. By employing strong visual thinking, the final portfolio was various and comprehensive. Through participation within a writing group, the written work produced was skillful. Amy participated and provided leadership at regional Longhouse Gatherings and successfully completed a weekend strand course.

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

- 4 - Native American and Indigenous Studies
- 4 - Global Studies
- 2 - Indigenous Literature and Storytelling
- 2 - Research and Writing



Imamura, Amy Louise

A00409709

Last, First Middle

Student ID

## **September 2021 - December 2021: World of Writing**

4 Credits

### **DESCRIPTION:**

Faculty: Carmen Hoover, MFA

World of Writing: Writing Foundations, Discourse Communities and Self-Knowledge: This course focused on the Discourse Communities and Self-Knowledge Foundations that are integral to confidence and success with creative academic writing and research. This course was designed as an introduction or entry to college-level expository writing. Structured to explore and critically examine writing and thinking through an inclusive Indigenous/ist lens, World of Writing was for students wanting to improve their critical thinking skills, expand their communication and problem-solving skills, and develop a tool kit of techniques suitable for both academic and creative writing. This course reviewed and taught the Writing Process with hands-on activities and assignments to encourage well-developed habits of mind that lead to self-reflection, self-confidence and writing that effectively communicates to audiences. Elements of writing explored and practiced: brainstorming, pre-writing, low-stakes writing, research questions, thesis statements, outlining, writing in community, rhetoric, mechanics and personal style, format, drafting, editing, and revision practices.

### **EVALUATION:**

Written by: Carmen Hoover, MFA

Amy Imamura developed highly effective strategies for writing on demand, project planning, and editing. By keeping a journal and focusing on simple processes for document creation, Amy developed strong skills with close reading and introductory analysis as well as with central and subordinate ideas. The writing habits developed were strong in context of both Indigenous and Western rhetorical lenses and style guides. Working within a community writing team was a key component of the course, and Amy was an inspirational leader in this process, yielding an excellent final portfolio and serving as a guide to classmates.

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

2 - Writing and Rhetoric

2 - Critical Indigenous Studies



Imamura, Amy Louise

A00409709

Last, First Middle

Student ID

## **September 2021 - December 2021: Native Pathways Program: Tribalography**

12 Credits

### **DESCRIPTION:**

Faculty: Carmen Hoover, MFA; Corey Larson, PhD; Kendra Aguilar, MPA; Kyle Pittman, BA

Tribalography: Tribalography was a program designed to closely examine, in LeAnne Howe's (Choctaw) words "the ability of Native American stories to transform and connect people, land, and any characters across time," while also opposing a linear view of time. By approaching story as a spider web, we examined the works of, and learned from, preeminent Indigenous and Western scholars, thinkers, and activists who have created frameworks for understanding the peoples living in the American landscape--the Indigenous and the settlers. With a focus on viewing history and continuance through an Indigenous lens, students viewed self-determination through the lenses of Tribalography, as well as historiography and survivance. As such, students reflected on the role of framing in the imagining of the Native and Indigenous past, present, and future: how is culture transformed into "history"? How do we discuss the continuing social, economic, and political issues that are a direct result of, and often ignored by, mainstream histories of settler-colonization? How does Tribalography inform the long game? What is the role of non-Indigenous allied thought in the academy? What is an Indigenous/ist analysis? This program presented these questions and more to learn across a spectrum of Indigenous thought and strengthen interdisciplinary, intersectional, and academic thinking.

Students were introduced to Indigenous Research Methodologies and methods, particularly methods of Tribalography, and how these ways of knowing and being are a practice of grounding the program in Indigenous research, storytelling, and histories. We considered and applied the concepts of transformation, reciprocity, and relationality within what Howe describes as "...the eloquent act of unification that explains how America was created from a story. Native people created narratives that were histories and stories with the power to transform. I call this rhetorical space 'tribalography.'" Stories hold space and time for understanding the world around us, and students investigated circular and linear space and time as concepts in relation to disrupting the Western settler-colonial framework of Indigenous narratives. Students engaged with Gerald Vizenor's definition of survivance--"as an act of resistance and repudiation of dominance, obtrusive themes of tragedy, nihilism, and victimry. The practices of survivance create an active presence...native stories are the sources of survivance"--and developed their own strategies through the lens of storytelling to craft and continued their own survivance narratives.

### **EVALUATION:**

Written by: Carmen Hoover, MFA and Kyle Pittman, BA

Amy Imamura generally participated in discussions and class activities during the seminar classes, demonstrating an emerging capacity to be communicative and developing ability to articulate advanced concepts within Native American and Indigenous Studies. Amy provided sufficient verbal explanations of the main concept that was explored during this quarter known as "tribalography" by connecting it to relevant life experiences and occasionally using it to describe Indigenous impacts on North American culture and identity. Despite some initial difficulties, Amy successfully recognized this concept as an epistemological process in several key areas: Indigenous storytelling, language development, philosophical pragmatism, and historiography and historical thinking. Amy engaged in heartfelt dialogue during seminar with both faculty and the rest of the class, offering important observations from the reading material through the application of close reading.

Amy excelled in a rigorous writing process during the quarter. Work processes and products included definitions of tribalography as seen through both Indigenous and Western lenses. A good example of this was through the perspective of the philosophical tradition connected to American pragmatism. By





Imamura, Amy Louise

A00409709

Last, First Middle

Student ID

reporting on Tribal and Indigenous impacts on North American culture and development, especially in the USA, Amy was able to make connections and create synthesis writings that included storytelling, traditional narratives, current events, travel logs, and fictional illuminations. Alongside tribalogy, the concepts of survivance, time, and historiography were defined and deployed as lenses to individual and community research. Through this work, Amy was able to connect a research project to sweeping ideas about the impacts of storytelling on the past, present and future.

Demonstration of visual literacy was a highly valued outcome of the course, and Amy excelled with rhetorical diagrams and a very well-conceived visual essay. By employing strong visual thinking, the final portfolio was various and comprehensive. Through strong leadership within a writing group, Amy produced skillful written work. Amy provided leadership at Longhouse gatherings and successfully completed a weekend strand course.

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

- 4 - Native American and Indigenous Studies
- 4 - History
- 2 - Indigenous Literature and Storytelling
- 2 - Research and Writing



Imamura, Amy Louise

A00409709

Last, First Middle

Student ID

**June 2021 - September 2021: Tai Ji (Tai Chi) Philosophy and Practice**

**2 Credits**

**DESCRIPTION:**

Faculty: Hirsh Diamant, Ph.D.

This course introduced students to Taiji (Tai Chi) fundamentals of practice and philosophy. Weekly classes helped students to learn about self-cultivation through Taiji practice. Students learned several Taiji forms including: 5 Moving Forces Taiji, and Taiji Quan 24. Students also learned basic principles of Qi circulation through major meridians. Combined theory and practice gave students good foundation for self-care. Course requirements included readings, seminars, reflective writing, and weekly art and calligraphy assignments. Learning objectives included understanding Chinese classical texts and understanding the importance of arts, movement, and culture in human development.

Students read from "Embrace Tiger, Return to Mountain: The Essence of Tai Ji, by Chungliang Al Huang and selected materials on-line.

**EVALUATION:**

Written by: Hirsh Diamant, Ph.D.

Amy was a very good student! She wholeheartedly engaged with the course. Amy also worked regularly with Chinese calligraphy gaining skills with technique and artistic expression. I was very impressed with Amy's diligence and commitment to excellence. For example Amy made an effort to make up missing work. In her synthesis and reflection paper Amy was able to express how she incorporated the new learning into her own life.

Amy participated in both synchronous and asynchronous on-line seminars. As the class progressed, Amy's work showed a good understanding of course's learning objectives.

I hope Amy will continue her work and study in areas of health and human development.

It was a pleasure to have Amy as a student in class.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2- Taiji, Health, and Self Cultivation



Imamura, Amy Louise

A00409709

Last, First Middle

Student ID

**June 2021 - September 2021: How Did We Get Here?: Telling Political Economy Stories**  
12 Credits

**DESCRIPTION:**

Faculty: Anthony Zaragoza

This course examined essential questions such as: How have recent generations of our families been impacted by economic policies? How can the stories of family shine a light on how the economy works/ doesn't work for everyday people? Each student captured some of their economic stories as a way to paint an intimate portrait of the economy using a variety of media. Having these stories and connecting them to political economic analysis of neoliberalism offered a way of illuminating everyday spaces within the economy. We studied the power of storytelling as a tool to connect our lives to the larger social, political, and economic contexts of recent decades and to learn key political economy and research concepts. This was a project-based course. Projects could be a work of creative nonfiction, a StoryCorps interview, a podcast, a photo essay, short film, creative writing piece, piece of art, etc.

**EVALUATION:**

Written by: Anthony Zaragoza

For the summer quarter course "What Has Become of Us?: Political Economic Storytelling," Ms. Imamura had excellent attendance and turned in all of her work and consistently surpassed the level of studiousness required of college work. To reflect on course readings each week, Ms. Imamura discussed with her fellow students the main argument, key points, and lessons for storytelling the texts offered. Our readings, films, podcasts, etc. focused on telling economic stories as well as how neoliberal policies have generally impacted the local and national economy.

For the major work of the program, Ms. Imamura researched political economy around her life and used this to develop a project to tell a key economic story. For one of her projects, Ms. Imamura created a narrative about her economic life story, which involved various trials and tribulations, career changes, and success in education. The informative narrative was well conceived and developed and based on a poem she wrote with her sister. The presentation demonstrated Ms. Imamura's ability to capture salient and poignant details in an important story about changes in the South and struggles to unionize workers. Ms. Imamura presented her project to the class through telling this story. Ms. Imamura did an excellent job sharing her project and demonstrating the various connections between the life around her and her economic context. Another of her projects focused on her three grandmothers. In the second half of the class she presented on this story focusing on one of her grandmothers, Mildred Ikebe Kalama, who Ms. Imamura told us was the strongest person she ever met and who was known as the "Last Chief." In the presentation she showed us archival photos, news stories, and a variety of images showing her grandmother and her many actions for the community. The research Ms. Imamura did for this project was truly remarkable and this story was a true gift to our class.

This has been an excellent summer course for Ms. Imamura and her learning, and she should be proud of her work and the various connections she's made.

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

8 - Political Economy

4 - Research and Composition



Imamura, Amy Louise

A00409709

Last, First Middle

Student ID

Student Self Evaluation for How Did We Get Here?: Telling Political Economy Stories  
06/2021 - 09/2021

By far an amazing class, this quarter I dug deep into researching and finding family history. I would like to say this was a huge project for me. I did a power point with 36 slides. I told my 3 Grandmothers stories and how they were shaped in time losing traditions to fighting for rights. I uncovered a lot of thing politically in this process. I felt that I did an outstanding job and that I will continue building on to this power point. I was able to engage with other student and talk to them through my process in groups during class. I also took the initiative to be 1st in my presentation because I was proud of it and comfortable with the team. Also I enjoyed the weekly readings provided, they were not your typical boring reading. I was able to watch videos provided and listen to interviews and read article that made complete sense of what we were doing as a team in class. I personally think most of the reads sparked a strong connection to similar situations I was doing my project on. Dr. Zaragoza was an amazing teacher he also got me through this process the most I appreciate the work he has done to organize this class, his availability to help me was great. Thank you this has been a fun class.



Imamura, Amy Louise

A00409709

Last, First Middle

Student ID

## **March 2021 - June 2021: Critical Indigenous Studies: Research Methodologies and Methods**

4 Credits

### **DESCRIPTION:**

Faculty: Carmen Hoover, MFA

Critical Indigenous Studies: Rhetoric in a Complex World. This class focused on public rhetoric. This was an intensive research and writing course designed to develop effective persuasive essays in a public voice (written and visual). Students expanded on skills and knowledge gained in either or both Critical Indigenous Studies (CIS) fall and winter courses--and required a student to have earned full credit in at least one of the previous CIS courses. The rise of technology and social media as modes of communication have brought rhetoric more prominently into our lives, creating complex structures of understanding and disseminating information. We practiced how to navigate rhetoric in our lives and academic works through both an Indigenous lens and cognitive lens. This was an inclusive environment for any student wanting to strengthen their skills in research, writing and rhetoric, and personal writing style.

### **EVALUATION:**

Written by: Carmen Hoover, MFA

Amy Imamura wrote a consistently strong journal that grew in depth over the during the quarter. The low-stakes writing became a place for rapid growth when it came to idea development, writing on demand, and grappling with the exploratory demands of rhetoric in a complex world. This led to the development of effective, efficient writing habits and applied effective strategies for writing in community and careful project planning as well as effective participation in reading seminars.

Amy Imamura played an effective role in an assigned writing team and this led to strong planning within the framework of the writing process with an eye toward problem-solving and the resolution of rhetorical dilemmas. The resulting essay was sturdy in structure, expressive in voice, and complex in design. The critical foundations of thesis, purpose, audience, and voice were well-matched. The growth in planning, research, and voice created a powerful address in response to the variety of composition modes assigned. By weaving together the core theoretical frameworks of the course, Relational Accountability and Empathy Rhetoric, detailed planning was achieved.

The resulting portfolio demonstrated the exploration of public rhetoric through Indigenous research praxis and critical thinking as well as the application of Indigenous rhetorical analysis when considering the framework of Empathy Rhetoric. The Indigenous Style Guide was well-applied. While pursuing research in the area of problem-solving, Amy Imamura excelled in flexible thinking, team work, and course leadership while engaged in composition for personal style and writing in a public voice for the purpose of sustainable change.

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

2 - Writing and Rhetoric

2 - American Indian and Indigenous Studies



Imamura, Amy Louise

A00409709

Last, First Middle

Student ID

## **January 2021 - March 2021: Critical Indigenous Studies: Research Methodologies and Methods**

4 Credits

### **DESCRIPTION:**

Faculty: Carmen Hoover, MFA

Aileen Moreton-Robinson states in the introductory essay of the anthology, *Critical Indigenous Studies*: "...critical indigenous studies is flourishing and transitioning into a discipline, a knowledge/power domain where distinct work is produced, taught, researched, and disseminated by Indigenous scholars." We used Indigenous content to expand our academic and creative writing through the writing process, as well as comparing and contrasting western content to gain multi-perspectives, in order to understand and use Indigenous and Western research methodologies and methods in our academic work. This course began with an overview of the writing process and elements of close reading and academic writing then moved into research methodologies and methods. This was an inclusive environment for any student wanting to strengthen their writing, critical thinking, and research skills.

### **EVALUATION:**

Written by: Carmen Hoover, MFA

Amy Imamura wrote a consistently strong journal that grew in depth over the course of the quarter. The low-stakes writing became a place for rapid growth when it came to idea development, writing on demand, and grappling with the exploratory demands of research. This led to the development of effective, efficient writing habits and applied effective strategies for writing on demand and project planning.

Amy played a leadership role in an assigned writing team and this led to strong planning within the framework of the writing process. The resulting essays were sturdy in structure, expressive in voice, and complex in design. The critical foundations of thesis, purpose, audience, and voice were well-matched. The growth in planning, research, and voice created a powerful address in response to the variety of composition modes assigned. She was very good at asking questions that were helpful to everyone.

The resulting portfolio demonstrated the exploration of methods and methodologies through Indigenous research praxis and critical thinking. While pursuing research in the area of problem-solving, Amy excelled in flexible thinking, team work, and course leadership while engaged in composition for personal style and writing in community.

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

2 - Writing

2 - Critical Indigenous Studies



Imamura, Amy Louise

A00409709

Last, First Middle

Student ID

**September 2020 - December 2020: Critical Indigenous Studies: Writing Foundations**  
4 Credits

**DESCRIPTION:**

Faculty: Carmen Hoover, MFA

*Critical Indigenous Studies (CIS): Writing Foundations* was designed to explore and critically examine writing through an inclusive Indigenous lens, and was for students who wanted to improve their critical thinking skills, expand their communication and problem-solving skills, and develop knowledge and skills in academic writing. This course reviewed and taught the writing process by hands-on activities and assignments to encourage well-developed writing habits.

Elements of writing explored and practiced: brainstorming, pre-writing, outlining, thesis statements and research questions, primary and secondary sources, rhetoric, grammar and mechanics, format (MLA, APA) drafting, editing and revision techniques. This was an inclusive environment for any student wanting to strengthen their writing, close reading, and critical thinking skills.

**EVALUATION:**

Written by: Carmen Hoover, MFA

Amy Imamura was successful in this class for a number of reasons, starting with a strong journal that was sustained over the quarter; the low-stakes writing created was various, exploratory, risk-taking, and, at times, profound. The foundational tools of analysis (including annotation) were present and put to effective use. The productive writing habits that emerged were strong.

Additionally, excellent work in the assigned writing team led to strong planning and application of a uniform writing process, imaginative rhetoric, clear and actionable thesis statements, detailed and actionable outlines, and idea-generating pre-writing and journal entries. Use of standard written English, as well as the *Elements of Indigenous Style* handbook and other outsider style guides, was met with curiosity, attention, and intentional application to formal and informal written work.

The foundational tools of writing were applied effectively, and consideration was given to the holistic view of mapping thesis, purpose, audience, and voice. The resulting portfolio demonstrated the exploration of close reading, analysis, project planning, and the introductory principles of critical thinking and critical theory. Participation in a writing team was strong and contributed to highly effective invention, writing, and editing during class workshop time.

Amy Imamura excelled in cultivation of her writing voice, writing team leadership, and strong thinking skills.

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

2 - Writing and Rhetoric

2 - Critical Indigenous Studies



Imamura, Amy Louise

A00409709

Last, First Middle

Student ID

## **September 2020 - June 2021: Culture, Community, and Cosmos**

24 Credits

### **DESCRIPTION:**

Faculty Corey Larson and Toby Sawyer

Culture, Community, and Cosmos (CCC) was designed as an 8-credit program to introduce students to a diverse learning environment for expanding critical thinking, academic writing and research, knowledge and history of the environment (the Pacific Northwest), and how to sustain individual and community well-being. This program was taught primarily through an Indigenous lens but incorporated and critically analyzed both Indigenous and western thought and practice. Students examined case studies, writing case studies, and learned the basic fundamentals and ethics of research methodologies and methods, both Indigenous and western. The program encompassed thematic academic discourse designed to create strong community and open-minded, multi-perspective communication and thought.

### Fall Quarter:

Culture, Community, Cosmos promoted learning, exploring, and understanding individual, community, and academic worldviews. Students analyzed these concepts through literature, writing, history and environmental/natural history, and Native American and Indigenous studies. The program focused on collaborative learning, the student's role and voice in academia, at The Evergreen State College in particular, and how to communicate and listen/learn effectively in seminar, talking circles, and effectively engage in group projects. CCC also introduced key terms, resources, elements of academic writing and research, and case studies as an educational tool.

### Winter Quarter:

Culture, Community, and Cosmos (CCC) was an 8-credit, half-time program designed to introduce students to a diverse learning environment for expanding critical thinking, academic writing and research, knowledge and history of the Pacific Northwest environment, and how to sustain individual and community well-being. This program was taught primarily through an Indigenous lens but incorporated and critically analyzed both Indigenous and western thought and practice. A central theme focused on learning across significant differences to increase knowledge and skills necessary to create life-long bridges in our increasingly diverse world. Students examined the role civility plays in respecting differences between cultures and documented histories, developing "their capacities to judge, speak, and act on the basis of their own reasoned beliefs." Knowledge of biases, ethics, values, and morals were thoroughly explored through written assignments and student lead seminars.

### Spring Quarter:

Culture, Community, and Cosmos (CCC) was an 8-credit, half-time program designed to introduce students to a diverse learning environment for expanding critical thinking, academic writing and research, knowledge, and history of the environment (the Pacific Northwest), and how to sustain individual and community well-being. This quarter CCC focused on the concept of the Anthropocene, or "the age of humanity," which suggests that humans have had such an impact on the planet that it warrants its own epoch. Historian Carolyn Merchant notes that "climate change is the most critical issue for the long-term well-being of humanity" which is "directly linked to human (anthropogenic) causes" and any potential resolutions require "collaboration not only of scientists but also humanists." CCC explored how regional tribes, communities, organizations, and state and federal governments are addressing these vital issues. This program was taught primarily through an Indigenous lens but incorporates and critically analyzes both Indigenous and western thought and practice. To accomplish this, students examined Indigenous concepts such as reciprocity and relational accountability and put them into conversations with western





Imamura, Amy Louise

A00409709

Last, First Middle

Student ID

approaches of environmentalism and sustainability. Learning to put our knowledge to practical application, this quarter focused on a brief overview of fall and winter discourse and learning, identifying, and explaining terminology, and crafting a short case-study for an all-program anthology. By leaning in on research methodologies and methods, community assessment, and personal investment/interest, students developed and implemented service-learning projects as a culmination of the program.

**EVALUATION:**

Written by: Corey Larson and Toby Sawyer

**Fall Quarter:**

During this quarter of Culture, Community, and Cosmos, Amy Imamura explored a wide range of subjects, including Pacific Northwest history, environmental humanities, and Indigenous studies in association with the Evergreen State College's student success course Greener Foundation. This year the COVID-19 global pandemic reconfigured the undergraduate classroom. Amy adeptly integrated new ways of learning on an all-virtual platform and adjusted communication and collaboration strategies to meet the challenging circumstances.

Amy energetically worked closely with fellow students in small groups and the whole class to discuss and interpret course material. A main theme centered on how the relationships between the past and the present at various scales have shaped particular places. Amy competently delved into this topic with fellow classmates through texts and online resources including Lauret Savoy's *Trace* and Elsie Paul's *Written as I Remember It*. Additionally, Amy effectively collaborated with classmates to examine the Evergreen State College's *Enduring Legacies Native Case Studies*, specifically focusing on Indigenous/Tribal communities' inherent sovereignty expressed through treaty rights and ways they address and navigate the impacts of settler colonialism and climate change.

Amy also incorporated how these broad programs relate to their current circumstances through the Greener Foundations curriculum and how they reflect the Evergreen State College's promotion of diversity, inclusion, and equity. Amy successfully sustained individual and community well-being by respectfully listening and sharing her understanding of environment, place-based knowledge and cultures in group workshops and developing her leadership skills in seminar. Her consistent enthusiasm for humanity and self-improvement motivated others to share their opinions and beliefs thus creating a strong space for communal belonging to grow and thrive in the online learning environment. She skillfully participated in discussions and completed written reflections and that explored the associations between subjects such as: personal responsibility and environmental stewardship, Evergreen's history and the beneficial and sometimes problematic aspects of higher education, wellness and community engagement, to name a few. All of these components highlight the importance of examining multiple perspectives in forming positions on issues and making decisions.

Another core component of the Culture, Community, and Cosmos program emphasized the importance of oral and written communication. Using the seven principles outlined in Susan Scott's *Fierce Conversations*, Amy progressively worked to develop and hone effective communication strategies. She demonstrated this progress through two written essays. The first was a personal essay, where she intelligibly described educational experiences throughout her life that led her to return to college. The second was a place essay in which she vibrantly examined her connection with the Nisqually River. She then and presented this material to the class. Amy has competently completed all course requirements for the quarter and will receive full credits.

**Winter Quarter:**



Imamura, Amy Louise

A00409709

Last, First Middle

Student ID

This quarter the Native Pathways Program's Culture, Community, and Cosmos focused predominantly on research methods and methodology. Amy Imamura willingly and consistently collaborated with fellow students in online discussions and video conferences to explore Indigenous and Western strategies and practices toward research and writing initially through material such as Shawn Wilson's *Research is Ceremony* and Kate Turabian's *A Manual for Writers*. She cooperatively and enthusiastically began working with classmates examining the Evergreen State College's "Enduring Legacy Native Case Studies" to compare approaches to research and analyzing various strategies for framing the topic, situating context, addressing specific audiences, and writing tone. Amy is highly advanced in her ability to keep communication open and honest in seminar, recognize others contributions in small group discussions and exhibit an inherent respect for differing opinions on challenging topics. Most importantly, Amy continued to occupy a leadership role in all aspects of this program.

Amy capably applied what she learned from these materials and discussions through a series of writing assignments, all building toward a final research proposal. She skillfully completed weekly reflections that related to a component of their proposal, including brainstorming a topic, developing questions to address, identifying and analyzing sources, constructing an outline for organization, writing a preliminary draft, and revising a final proposal. Amy constructed a proficient research proposal that explores the close relationship between dance and identity. She then energetically and efficiently presented this proposal to her classmates and fielded any questions that arose. Therefore, Amy has met all program requirements and will receive full credit for the quarter.

#### Spring Quarter:

During the spring 2021 Culture, Community, and Cosmos program, Amy Imamura explored a wide range of complex historical and contemporary environmental issues through the broad conceptual framework of the Anthropocene. This theme and associated material provided examples and essential background information for students to build their own case studies throughout the quarter. Amy energetically participated and took a leadership role in both synchronous large group and small group discussions over course material via video conference. The student regularly attended class and eagerly offered a unique perspective to the material. Amy also readily participated in asynchronous discussion threads regarding the readings and students' individual case studies.

Amy competently worked through several stages in constructing a teaching case study. In the developmental phase, the student developed a topic and articulated a dilemma related to the issue. From there, Amy shifted emphasis toward organizing the case study through outlining and reviewing sources. In the final weeks, the student skillfully assembled a written draft of the case and informally presented it in a series of workshops with classmates. Amy collaborated with fellow students by both providing and receiving feedback on each other's projects ahead of their final submission. Overall, Amy wrote an excellent case study exploring cooperation versus appropriation related to Native mascotry and imagery. Therefore, Amy has proficiently completed all program requirements and will receive full credit for the quarter.

#### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 24**

- 2- Greener Foundations
- 2- Oral and Written Communication
- 2- History
- 2- Critical Indigenous Studies
- 4- Writing and Research
- 4- Native American and Indigenous Studies
- 2- Writing and Research



Imamura, Amy Louise

A00409709

Last, First Middle

Student ID

- 2 - Service Learning
- 2 - Native American and Indigenous Studies
- 2 - Environmental Humanities



Imamura, Amy Louise

A00409709

Last, First Middle

Student ID

## **March 2020 - June 2020: Critical Indigenous Studies: Case Based Learning**

4 Credits

### **DESCRIPTION:**

Faculty: Toby Sawyer

In this course students utilized Native cases to expand their understanding of Indigenous perspectives and issues, explored case study methodologies and methods, and learned how to write a case study.

### **EVALUATION:**

Written by: Toby Sawyer

Amy completed a case study observing her personal experience of family dynamics and conflicting health paradigm narratives during the global pandemic, COVID 19. Her case engaged with an issue of cultural relevance related to a contemporary Native issue and demonstrated an emerging understanding of case study methodologies and methods. Amy participated in asynchronous and synchronous discussions, was open to constructive feedback in peer review processes, and demonstrated a strong desire to synthesize her learning. Amy met course requirements and earned four credits.

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

2- Indigenous Studies

2- Writing and Research



Imamura, Amy Louise

A00409709

Last, First Middle

Student ID

## **March 2020 - June 2020: Creative Writing: "Savage Conversations"**

8 Credits

### **DESCRIPTION:**

Faculty: Dawn Barron, MFA

Designed around LeAnne Howe's *Savage Conversations* that explores Mary Todd Lincoln's addiction and madness through the ever-present backdrop of President Lincoln's mass hanging of the Dakota 38, *Creative Writing: "Savage Conversations"* provided students an opportunity to analyze historically based creative writing from an Indigenous lens. Author Philip J. Deloria wrote that the book "...explodes with the stench of guilt and insanity that undergirds the American story...." Students wrote in their chosen genre (prose, poetry, lyric essay, hybrid forms), weaving a time or event in the historical or current American story into their own creative works. Having conversations about almost anything today can lead to controversy, conflict, and confusion; but creative writers have the ability to present information in storied packages, bringing readers into conversations they may not otherwise have. This course explored the kaleidoscope perspectives when approaching and choosing topics and themes to write about. Participation included student-led seminars, daily journal writing, writing prompts and assignments, and a final creative writing project. The course focused on writing with a purpose, from beginner to advanced, and how to use creative writing as an artistic form of activism, and a platform to share untold stories. We interrogated our own worldviews along with our time and place in America/the world in order to create compelling works with integrity and power.

### **EVALUATION:**

Written by: Dawn Barron, MFA

In Creative Writing: "Savage Conversations," Amy engaged the text, videos, and discussions with an open-mind, shared perspectives, asked questions, and actively listened to others. Amy's written analysis of LeAnne Howe's *Savage Conversations* showed strong skills in close reading, critical thinking, and learning across cultures. She gave thoughtful feedback and actively participated in student-led seminars and small group work. Writing in her chosen genre (narrative prose/nonfiction), Amy presented past and present historical events and anecdotes to detail an American story of the increasing destruction of the natural environment, and the impact to Indigenous communities into her final project. Her writing clearly demonstrated an understanding of multiple perspectives and excellent skills using elements such as researched evidence, problem/solution expression, and cohesive organization. The following is an excerpt from "The Process: How Much More Damage Can We Do":

*Cutting your beef diet by a half or even a quarter can be very significant. Beef is a big part of the American culture and maybe it won't be easy for everybody to just cut beef out of their diet, but even if we just have to have some flesh between our teeth, we can switch to chicken and just like that you will have eliminated 80% of what you emit, depending on where you're coming from. What cows eat has a big effect on how much methane they produce, digesting certain types of food produces more methane than digesting other foods, for example, digesting hay and grass produces more methane than corn, scientists are currently studying alternatives to cow feed that may produce less methane (p. 17).*

Amy engaged in student-led seminars, weekly discussion forums, and completed in-class writing prompts and assignments, successfully meeting all requirements for the course.

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

4 - Creative Writing

4 - Native American Literature



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## EVERGREEN TRANSCRIPT GUIDE

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

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

### **Educational Philosophy:**

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

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

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

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

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

### **Academic Program**

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

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

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

### **Evaluation and Credit Award:**

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

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

Credit is recorded by:

**Quarter Credit Hours:** Fall 1979 to present

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

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

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

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

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

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

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

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

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