



Robertson, Scott K

A00431374

Last, First Middle

Student ID

**CREDENTIALS CONFERRED:**

Bachelor of Arts

Awarded 16 Jun 2023

**TRANSFER CREDIT:**

Start	End	Credits	Title
04/2005	08/2021	75	<b>Centralia College</b>
04/2005	08/2021	15	<b>Centralia College</b>

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2021	12/2021	12	<b>Native Pathways Program: Tribalography</b> 4 - <i>Native American and Indigenous Studies</i> 4 - <i>History</i> 2 - <i>Indigenous Literature and Storytelling</i> 2 - <i>Research and Writing</i>
09/2021	12/2021	4	<b>Environmental History</b> 2 - <i>History</i> 2 - <i>Environmental Humanities</i>
01/2022	03/2022	12	<b>Native Pathways Program: Native North America: Global Influence and Belonging (Olympia)</b> 4 - <i>Native American and Indigenous Studies</i> 4 - <i>Global Studies</i> 2 - <i>Indigenous Literature and Storytelling</i> 2 - <i>Research and Writing</i>
01/2022	03/2022	4	<b>Cascadia: The Environment and History of the Pacific Northwest</b> 2 - <i>History</i> 2 - <i>Environmental Humanities</i>
03/2022	06/2022	13	<b>Native Pathways Program: From Time Immemorial: Grounding in Places of Power (Olympia)</b> 5 - <i>Native American and Indigenous Studies</i> 4 - <i>Cultural Anthropology</i> 2 - <i>Decolonial Studies</i> 2 - <i>Research Methods and Writing</i>
06/2022	09/2022	12	<b>Therapy Through the Arts-Eve</b> 5 - <i>Art Therapy and Counseling</i> 4 - <i>Art Therapy and Education</i> 3 - <i>Art Therapy and Written Expression</i>
09/2022	12/2022	12	<b>Native Pathways Program: Legacies of Resistance: Indigenous Environmental Advocacy</b> 4 - <i>Native American and Indigenous Studies</i> 4 - <i>Environmental Humanities</i> 4 - <i>Research and Writing</i>



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**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
01/2023	03/2023	14	<b>Native Pathways Program: Indigenous Knowledge Keepers, Educators, and Scholars</b> <i>3 - Native American and Indigenous Studies</i> <i>3 - Education</i> <i>3 - Philosophy</i> <i>3 - Research and Writing</i> <i>2 - Choctaw Language</i>
04/2023	06/2023	12	<b>Native Pathways Program: Indigenous Landscapes (Olympia)</b> <i>4 - Native American and Indigenous Studies</i> <i>4 - Literature, Visual Arts, and Media: Native American</i> <i>4 - Community Studies</i>

**Cumulative**

185 Total Undergraduate Credits Earned



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My name is Scott Robertson, I am a tribal member of The Choctaw Nation of Oklahoma. I received my associate in applied science in Chemical Dependency at Centralia college. I transferred to Evergreen with the goal of connecting with Native American culture and learning how to utilize my education in a culturally competent way. In the Native Pathways Program, we focused on the concept of **Tribalography**. How Indigenous storytelling connects us all and how our stories of survivance can transform lives. Not just our own but non-Indigenous peoples as well. I did my research on the trail of tears and told my story of survivance and perseverance. My tribe was affected directly and how the generational trauma affected my tribe's success over the years. I also took **Environmental history**. We discussed agricultural practices and settler colonialism, how controlled burns were used by indigenous populations to promote new growth, the different types of grains and foods grown, and how settler colonialism is masked by genocide. How greed and religion became a scapegoat for the violence against the Indigenous population and reflecting it against things happening in the modern world.

**Belonging.** The way I learn, the beliefs I once held, and how I view, the world is ever evolving here. We focused on the long-term effects of colonization, how storytelling brings a sense of belonging, and what impacts we faced as Indigenous people. Focusing on the environmental history of the west coast. How natural occurrences have shaped Indigenous populations. In addition, how European colonization has created invisible borders, manufacturing, and development and how that has affected our environment. Invisible borders are psychological, social and cultural barriers created to inhibit mobility of certain populations.

**From Time Immemorial.** We wrote a group letter to the author of our primary reading, The Indigenous Paleolithic of the Western Hemisphere by Paulette Steeves. In the letter, I wrote as to how the information in the book related to my life and Indigenous people's lives today. How our culture as Indigenous people is everlasting and continues on to future generations even after we are gone. I studied the Choctaw language taking variable credit. I gained a clearer understanding of how the places we live; Indigenous methodologies, epistemologies, and language have shaped our current culture and who we are as a people today. I think moving forward this body of knowledge I am developing will be essential in my success in the field of Indigenous counseling.

**Therapy Through The Arts.** This class was right in the wheelhouse of knowledge I was looking for. We discussed maps and how to utilize them with the patient population. Masks what they were and how they are used. We also did therapy in action forms where we chose someone to utilize art therapy on, we chose a modality and a treatment plan. The benefits of the treatment and the milestones we reached throughout the course of therapy.

**Environmental Justice.** I have discovered through research and observation the damage we are causing on our environment. I focused my final paper on habitat loss, invasive species, climate change, and overfishing of our salmon. I was able to relate Indigenous culture to environmental justice and how the things like climate change are destroying our culture and traditions.

**Indigenous Scholars and Educators.** I was able to create an education profile of an Indigenous educator I admire, Chief Batton. I shared how he holds community cultural events, promotes language classes, and opened a new cultural center. I came to the realization that there are many ways to educate, and you do not necessarily have to be labeled an educator to be one. Sharing one's lived experiences and culture, overcoming diversity, and persevering. Me and my group created an Indigenous school model as well. Our school uses culture, and the public school system to inspire young children to learn about themselves and their tribes. I used critical thinking in our discussions on boarding schools, Indigenous education, how Western ideals have clouded Indigenous learning, the possibility of reforming the school system, and how to decolonize our minds.

Ending my time in the Native Pathways Program I think about my education here as a community learning experience. Not just an individual one, my time here promoted my experience in leadership, research, writing, and cultural knowledge. I look forward to using this education and experience to make life better for me, my family, and our people.



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**April 2023 - June 2023: Native Pathways Program: Indigenous Landscapes (Olympia)**  
12 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*, Scott Robertson 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, Scott 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. Scott contributed to discussions. Scott 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.

Students also engaged in a weekly asynchronous discussion thread called “Natives Doing Cool and Unique Things” where fellow students brought in outside, yet related, readings with an initial writing prompt. Scott contributed to and participated in these discussions.

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. Scott wrote a speculative fiction work titled “Mound Man,” a work that incorporated cultural themes and traditional knowledge of the Choctaw people into the personification of desirable cultural traits.



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Scott also completed a final capstone project required by the NPP. For this project, Scott created a presentation and narrative essay detailing his journey through higher education and how he came to Evergreen while overcoming numerous previous obstacles in life. This project demonstrated successive learning by highlighting themes and concepts Scott has learned throughout his time in the NPP and culminating in describing the sense of belonging and community he has developed, central principles taught about in the program.

Overall, Scott has successfully completed all program requirements.

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

- 4 - Native American and Indigenous Studies
- 4 - Literature, Visual Arts, and Media: Native American
- 4 - Community Studies



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

14 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

**Scott Robertson** successfully fulfilled the learning outcomes for this program and was a moderately strong student, having been present and attentive for nearly all class meetings. Scott participated with the learning community by working collaboratively with other students during class activities and briefly engaging in seminar discussions. Scott was successful at turning in all the required assignments with diligence, particularly excelling at completing written assignments and accepting and applying feedback offered by the faculty.

Throughout the quarter, Scott completed all discussion posts, thus somewhat expanding on the program's theme of education by providing supplementary material and synthesizing it with the existing content. For example, Scott provided news articles about residential schools for Indigenous children in Canada and videos explaining different aspects of Choctaw culture. For the midterm project, Scott completed an excellent biographical profile on Gary Batton, Chief of the Choctaw Nation of Oklahoma. This assignment outlined Chief Batton's successes in life and how he has prioritized cultural education for the Choctaw people, serving as a source of inspiration for those wanting to maintain connection to their cultural roots when living away from the homelands of the Choctaw Nation. During the entire quarter, Scott worked collaboratively with a group of students to envision and build a theoretical model of



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an educational institution based on the concepts covered during the program. For this project, Scott focused on explaining the sources of funding this school model would utilize to pay for its operations, contextualizing this proposed institution within the existing public school system, and including Indigenous Elders within the implementation of the curriculum. Scott also provided editorial support for the final presentation.

Scott also mostly completed a portfolio of work containing brief written responses to numerous class prompts, coursework reflections, a glossary of disciplinary terms related to the field of education, summaries in a rhetorical precis format, and minimally annotated course materials. This portfolio represents a moderate mastery of the program outcomes.

Scott fully attended the two scheduled weekend intensive class sessions during the quarter. During the first session, Scott 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, Scott demonstrated his 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.

Scott also earned an additional two credits by completing work focused on learning the Choctaw language. To demonstrate this, Scott created a portfolio of the exercises and vocabulary words learned during practice sessions.

Overall, Scott performed well during this program. Scott demonstrated a desire to engage with the learning community and a dedication to working with others during collaborative projects. Scott is encouraged to continue applying faculty feedback on assignment completion, to fully review instructions for all assignments, to remain for the full duration of classes, to expand on written responses for writing assignments, and to engage further with the learning community during class discussions.

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

- 3 - Native American and Indigenous Studies
- 3 - Education
- 3 - Philosophy
- 3 - Research and Writing
- 2 - Choctaw Language



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

12 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 Olympia site's fall program "Legacies of Resistance: Indigenous Environmental Advocacy," Scott 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. Scott regularly contributed to discussions and led one seminar with their seminar group. Scott 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.

Students completed several written assignments throughout the quarter that pertained to program content. Scott succinctly completed all assigned "reading reflections" that summarized and analyzed the weekly reading assignments. Students also engaged in weekly asynchronous discussion threads called "Synthesis Discussion" and "Discussion Prompt," where fellow students brought in outside related readings with an initial writing prompt. Scott proficiently participated in these discussions, and effectively engaged with colleagues.





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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. Scott successfully completed these assignments and constructed an emergent final draft. Scott's final research paper, titled "Where Have the Salmon Gone?," argued that "The Salmon population is on the brink of extinction because of invasive species, habitat loss, climate change, and overfishing." Scott highlighted the problematic introduction of the Northern Pike to the Pacific Northwest in the 1990s, the European Green Crab, and the more recent Mouth Bass. Scott pressed the importance of environmental justice led by Indigenous communities. Scott's thoughtful reflexivity was thoroughly evident throughout the paper.

Students completed two additional assignments at the end of the quarter. First, they constructed a visual essay project where they used pictures, art, or videos to tell a story relating to the topic "Legacies of Resistance: Indigenous Environmental Advocacy" and presented it to the class. Scott created a visual essay titled "The Importance of Salmon." In this presentation, Scott talked about tribal fishing, the importance of salmon, salmon decline, invasive species, concerns about climate change, the importance of fishing to Scott, and the need to protect waterways.

For the final component of the course, Scott sufficiently compiled all coursework from the quarter into a digital portfolio. Scott has proficiently completed all program requirements and will receive full credit for the quarter.

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

- 4 - Native American and Indigenous Studies
- 4 - Environmental Humanities
- 4 - Research and Writing



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## **June 2022 - September 2022: Therapy Through the Arts-Eve**

12 Credits

### **DESCRIPTION:**

Gilda Sheppard, Ph.D.

Throughout history, art has served to awaken creative processes. Artistic expression has proven to have the ability to communicate human feelings that cannot be expressed by words alone. The course will explore the role that movement, visual art, music and media can play in problem solving and in the resolution of internalized fears, conflicts or blocks. In addition, we will examine the importance of archetypes in our lives. Through a variety of hands-on activities, field trips, readings, films/video and guest speakers, students will discover sources of imagery, sound and movement as tools to awaken their creative problem solving from two perspectives-as creator and viewer. Engaging in the practice of creative cognition is a central element in this program. Furthermore, students will investigate their construction of identity in multiple contexts, real and imagined: work, family, online, friends etc. Students interested in human services, media, education, and the arts will find this course valuable and engaging. This course does not require any prerequisite art classes or training.

### Required texts:

The Art Therapy Sourcebook (updated & revised) by Cathy Malchiodi, 2007.

Vice by Ai, 1999.

Selected Readings from: Art Therapy Techniques and Applications by Susan I. Buchalter, 2009

### **EVALUATION:**

Written by: Gilda Sheppard, Ph.D.

Scott Robinson was enrolled in Therapy Through the Arts during summer, 2022 for 2 sessions. Scott's responses to the readings and class activities effectively met the program's requirements. Scott's responses to class activities and discussions consistently added to the learning process in the class. Oftentimes Scott brought added depth to class discussions extending the learning and a cohesive learning community where peers can feel comfortable being challenged with self and community. Scott's written response to the *Art Therapy Sourcebook* provided a very good overview. In addition, their application of theories from Art Therapy to intervene in difficult cases was focused and practical, thoughtfully keeping emotions in mind.

For the final, interactive presentation Scott carefully and with clarity facilitated what he titled "Iceberg Exercise" Using a pen and paper; Scott facilitated an exercise where the learning community were asked to draw waves across a piece of paper and an iceberg in the middle of the paper. At the top of the iceberg, Scott requested his peers to write down what others saw when they thought of them, essentially the mask they put out into the universe. For the bottom of the iceberg, it was what people did not see. The exercise brought clarity and consciousness to the social construction of self using imagination and visual art

Utilizing insights gained by applying learning in the program, Scott demonstrated productive learning to receive full credit for an effective summer.



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In this class we examined some of the key ideas and processes involving therapy through the arts. This interdisciplinary study included reading, application, and the use of a variety of materials in the class in order to experience different methods of art therapy. Students used writing, class discussion, and active demonstration in order to examine, analyze, and interpret topics in art therapy, both in theory and practice. Students were asked to apply art therapy to difficult subjects written about in contemporary poetry. In response to our studies, students individually planned and presented a project that reflected insights about themselves, including an expanded self-understanding and ability to communicate. For these projects, they combined several different methods of art therapy. The methods included, among others: music, movement, mask making, drawing, psycho-drama, guided poetic writing, spontaneous drawing, video camera, collage, and mandalas.

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

5 - Art Therapy &amp; Counseling

4 - Art Therapy &amp; Education

3 - Art Therapy &amp; Written Expression



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

13 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

Scott Robertson 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. Scott 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. Scott 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. Scott 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. Scott 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. Scott 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. Scott provided thoughtful, welcoming leadership at Longhouse Gatherings throughout the quarter.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 13**

5- Native American and Indigenous Studies



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



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## **January 2022 - March 2022: Cascadia: The Environment and History of the Pacific Northwest**

4 Credits

### **DESCRIPTION:**

Faculty: Corey Larson

This course explored the environmental, ecological, cultural, and economic ties of this region along the west coast of North America between today's southern Alaska and northern California. Students investigated how this unique physical geography has shaped human societies and how people in turn continually reshape these landscapes and waterscapes. This course began with examining how natural processes such as glaciers, plate tectonics, and volcanic activity created the circumstances for the region's Indigenous Peoples, who for thousands of years maintained deep connections across this expanse. Then, we shifted toward the rapid Euro-American colonization of the region, focusing on issues including Indigenous/settler relations, the creation and implications of political borders, industrial development, and the impacts of global climate change.

### **EVALUATION:**

Written by: Corey Larson

In *Cascadia: The Environment and History of the Pacific Northwest*, students focused on how humans have interacted with their surroundings throughout the region. Scott Robertson participated in both synchronous and asynchronous work in this entirely online course. For the synchronous component, students attended weekly video conferences. Scott regularly attended lectures, contributed to class discussions and seminars, viewed multimedia presentations, and participated in writing workshops and tutorials. In the asynchronous section of the course, students contributed to a weekly discussion thread that led into the weekly video conference. The course examined several complex threads including the influence of geological processes, diverse Indigenous cultures and entwined exchange networks, settler colonialism, border and boundary creation, extraction industries and urban development, and the impacts of global climate. Scott proficiently contributed to these ongoing blended discussions.

This course also contained several written components. Throughout the quarter, students submitted two "reading reflection" assignments that summarized and synthesized two reading assignments that offered varying perspective on that week's theme. Scott turned in both reflections and sufficiently highlighted intersections and distinctions between the materials. Students also answered a series of essay questions at both midterm and at the end of the quarter that addressed the course's main themes. Scott adeptly completed these essays, providing organized and insightful responses to these complex topics. Scott has competently completed all requirements and will receive full credit for the course.

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

2 - History

2 - Environmental Humanities



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**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 Heart song 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

Scott Robertson was present for discussions and class activities during the seminar classes, demonstrating a developing capacity to be communicative and an moderate ability to articulate intermediate to advanced concepts within Native American and Indigenous Studies. Scott 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 cultural values that shaped our understanding of what it means to "belong" somewhere through the perception of being place-based. Scott also described the global influence of Indigenous Peoples from North America, reporting accurately on the lasting impacts, triumphs, and tribulations of Indigenous travelers. Scott engaged in active dialogue during seminar with the rest of the class, excelling in small group discussion.

Scott 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 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



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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. Though participation within a writing group, the written work produced was skillful. Scott 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





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## **September 2021 - December 2021: Environmental History**

4 Credits

### **DESCRIPTION:**

Faculty: Corey Larson

*Introduction to Environmental History* took a broad geographic and temporal approach to examine the complex relationships that humans have with their surroundings and how they have changed and continue to change over time. Beginning with Indigenous communities and nations in the western hemisphere, students explored how diverse societies both shaped and were shaped by their surroundings, the social and environmental disruptions of European colonization, and how Indigenous Peoples have and continue to navigate these upheavals as sovereign tribes/nations. Students analyzed the role that technological developments in transportation, manufacturing, agricultural production, and resource extraction in coordination with neoliberal policies and the expansion of global markets have played in shaping today's world.

### **EVALUATION:**

Written by: Corey Larson

In *Environmental History*, students focused on ways that humans have interacted with their surroundings in North America and how these relationships have evolved over time. Scott Robertson participated in both synchronous and asynchronous work in this entirely online course. For the synchronous component, students attended weekly video conferences. Scott dedicatedly attended lectures, contributed to class discussions and seminars, viewed multimedia presentations, and participated in writing workshops and tutorials. In the asynchronous section of the course, students contributed to a weekly discussion thread that led into the weekly video conference. The course examined several complex threads including agriculture developments, settler colonialism, perception and interpretation of the natural world, and technological innovations. Many of these discussions extended throughout the quarter. Scott actively participated and made valuable contributions to these ongoing blended discussions.

This course also contained several written components. Each week students submitted a "reading reflection" assignments that summarized and synthesized weekly reading assignments. Scott turned in all these reflections and provided excellent responses to the writing prompts. Students also completed two assignments that analyzed primary and secondary sources relating to environmental history. Scott aptly finished these exercises, offering insightful commentary on these materials. At the end of the quarter, Scott proficiently submitted a series of final essays that examined and tracked three central threads of the course throughout the quarter. Scott has skillfully completed all requirements and will receive full credit for the course.

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

2 - History

2 - Environmental Humanities



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## **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

Scott Robertson was regularly present for discussions and class activities during the seminar classes, demonstrating an emergent capacity to be communicative and a developing ability to articulate intermediate concepts within Native American and Indigenous Studies. Scott provided thoughtful and useful commentary of the main concept that was explored during this quarter known as "tribalography," recognizing how it is used to describe Indigenous impacts on North American culture and identity while also identifying how it functions as an epistemological process in several key areas: Indigenous storytelling, language development, and historiography and historical thinking. Scott engaged in active dialogue during seminar with faculty and the rest of the class, often asking questions and building upon the observations of other classmates. Scott made effective applications of the course material and moderately contributed to the definition of tribalography both academically and culturally. Scott also did well in small group discussions by making connections between the course material and the development of Indigenous identities as Tribalographies.



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Scott participated in a rigorous writing process during the quarter. Work processes and products included definitions of tribalogy 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 reporting on Tribal and Indigenous impacts on North American culture and development, especially in the USA, Scott 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, Scott 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 Scott excelled with rhetorical diagrams and a very well-conceived visual essay. By employing strong visual thinking, the final portfolio was various and comprehensive. Through participation within a writing group, Scott produced skillful written work. Scott participated and 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



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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.