



Utzler, Joseph Brian Martinez

A00418135

Last, First Middle

Student ID

Former Name(s): Utzler, Joseph ;

CREDENTIALS CONFERRED:

Bachelor of Arts

Awarded 16 Jun 2023

TRANSFER CREDIT:

Start	End	Credits	Title
09/2018	12/2018	4	Grays Harbor College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2019	03/2019	4	Cartography of Story 2 - Cartography 2 - Creative Writing
01/2019	03/2019	4	Critical Indigenous Studies II 2 - Indigenous Studies 2 - Writing, Research and Communication
01/2019	03/2019	2	Fundamentals of Coastal Design I 2 - Indigenous Arts
01/2019	03/2019	2	The Evergreen Singers 2 - Shape Note Singing
04/2019	06/2019	8	Becoming a Changemaker: Learning and Acting Locally and Globally 4 - Becoming a Change Maker 4 - Change Making Independent Learning/Internship
04/2019	06/2019	8	Financial Sustainability for Non-Profit Organizations 2 - Organizational Leadership and Development 2 - Non-Profit Management 4 - Fundamentals of Accounting and Financial Management
06/2019	09/2019	16	Education Re-Entry Navigator Internship 16 - Education Re-Entry Navigator
09/2019	12/2019	4	Creating and Developing Social Enterprises for Community Development 2 - Social Enterprise Development and Management 2 - Grant Writing and Fundraising
09/2019	12/2019	4	Creative Writing: Short Fiction and Poetry 4 - Creative Writing
09/2019	12/2019	4	Critical Indigenous Studies 2 - Indigenous Studies, Health 2 - Writing, Research Methods



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2019	12/2019	2	Drums and Painting <i>2 - Drums and Painting</i>
01/2020	03/2020	12	Native Pathways Program - Speaking from the Heart: What Stories Mean (Olympia) <i>2 - Critical Indigenous and Native Studies</i> <i>4 - Writing</i> <i>4 - Literature</i> <i>2 - Oral History</i>
01/2020	03/2020	4	Critical Indigenous Studies: Setting the Stage for Leadership <i>2 - Critical Indigenous Studies</i> <i>2 - Leadership</i>
03/2020	06/2020	12	Native Pathways Program- Mediated: Indigenous Rhetoric, Identity Politics, and Public Spaces (Olympia) <i>4 - Political Science</i> <i>4 - Critical Indigenous Studies</i> <i>4 - Writing</i>
09/2020	12/2020	12	Native Pathways Program: Settler Colonialism and Indigenous Knowledge - Ethics and Research (Olympia) <i>4 - History: Indigenous and American</i> <i>4 - Research Methodologies and Methods: Indigenous and Western</i> <i>2 - Philosophy: Ethics</i> <i>2 - Critical Indigenous Studies</i>
09/2020	12/2020	4	Critical Indigenous Studies: Writing Foundations <i>2 - Writing and Rhetoric</i> <i>2 - Critical Indigenous Studies</i>
01/2021	03/2021	12	Native Pathways Program: Indigenous Feminisms and Gender Narratives (Olympia) <i>4 - Gender Studies</i> <i>4 - Writing</i> <i>4 - Native American and Indigenous Studies</i>
03/2021	06/2021	12	Native Pathways Program: Seascapes and Landscapes (Olympia) <i>4 - Environmental Humanities</i> <i>4 - Native American and Indigenous Studies</i> <i>4 - Environmental Science and Traditional Ecological Knowledge Systems</i>
09/2021	12/2021	9	Native Pathways Program: Tribalography <i>3 - Native American and Indigenous Studies</i> <i>3 - History</i> <i>2 - Indigenous Literature and Storytelling</i> <i>1 - Research and Writing</i>



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2022	03/2022	11	Native Pathways Program: Native North America: Global Influence and Belonging (Olympia) 4 - Native American and Indigenous Studies 3 - Global Studies 2 - Indigenous Literature and Storytelling 2 - Research and Writing
03/2022	06/2022	12	Native Pathways Program: From Time Immemorial: Grounding in Places of Power (Olympia) 4 - Native American and Indigenous Studies 4 - Cultural Anthropology 2 - Decolonial Studies 2 - Research Methods and Writing
06/2022	09/2022	16	A People's Epistemology 4 - Epistemology: Philosophy of Knowledge 4 - Political Economy 4 - Advanced Composition 4 - Critical Thinking
09/2022	12/2022	4	Environmental History of North America 2 - History 2 - Environmental Humanities
09/2022	12/2022	3	Critical Indigenous Studies (CIS): Rooted, Legacies of Food Justice 1 - Food Justice 2 - Critical Indigenous Studies
09/2022	12/2022	2	Cultural Arts and Identity 2 - Cultural Arts and Identity
09/2022	12/2022	1	American Indian Treaties: Historical and Contemporary Analysis 1 - Native American and Indigenous Studies
01/2023	03/2023	12	Native Pathways Program: Indigenous Knowledge Keepers, Educators, and Scholars 3 - Native American and Indigenous Studies 3 - Education 3 - Philosophy 3 - Research and Writing
04/2023	06/2023	12	Native Pathways Program: Indigenous Landscapes (Olympia) 4 - Native American and Indigenous Studies 4 - Literature, Visual Arts, and Media: Native American 4 - Community Studies
04/2023	06/2023	2	Salish Sea Basketry: Post-Pandemic Hands-On Learning 2 - Introduction to Salish Sea Basketry



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Cumulative
214 Total Undergraduate Credits Earned



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- As a regular process, I find it essential to reflect upon my life. The opportunity to attend an institution for higher education, with an interdisciplinary approach, kindled many interests. Admissions Advisor Bronson Purcell was most helpful in my desire to attend at TESC. Academic Advisors Tyrone Newton and Kevin Andrew have been instrumental in the navigation of my chosen Pathways. This has changed my initial views significantly over the last 4 years. Beginning with online courses with Grays Harbor College within the Native Pathways Bridge Program, I have earned great value in my Academic career. For any of those that may have ideations of a new venture at realistic lifestyle changes, Evergreen is where I began. I have gained joy, happiness, confidence, and peace. This foundation bolsters my civic engagement and community relations. I have gained a strong commitment to succeed and believe that real change is achievable. A flexible schedule and healthy time management has illustrated measurable value in my education. My future goals lie before myself and I am excited to experience what may come. My ability to blaze my own trails as a knowledgeable pathfinder is without limitation.
- As I researched all of the options presented within Evergreen's catalog, I carefully made the decision to follow the Pathway through the Native Pathways Program. I began with several challenges. The norms valued by TESC, provided assistance and feedback to improve in the areas I was experiencing difficulties. I found the curriculum to be overwhelming after many years of not attending any formal classes. I was not to be deterred, despite this lack of understanding. I began to look further into campus resources and have developed a network of viable support in Academic Advising, Student Services, the Evergreen faculty, and fellow peers. Today I am at ease within the utilization of professional online tools and platforms.
- Dawn Barron, Director of the Native Pathways Program connected my contemporary and Indigenous lenses through innovative approaches to artistic and collegiate writing methodology. Critical Studies of the issues faced in our current world illuminates the passion to support change.
- The fundamentals of Co-Salish art and music evoked an immense urge to create Indigenous art that I had not previously experienced. I am fully engaged in these projects today on my own time. The Evergreen Singers with Marla Beth Elliot M.F.A. was an elective that improved my pitch control and I have learned for the first time ever, how to read and sing Shape Note Folk music. I certainly felt the added workload and could not be more pleased. Financial Sustainability for Nonprofit Organizations with VU Thuy and Becoming a Change Maker with Don Chalmers influenced my current endeavor for systemic change. Nominated for the Newman Civic Fellowship Award by President George Bridges broadened the scope of my need for an all encompassing education. Assisting with The Justice Involved Student Group created by Education Re-Entry Navigator James Jackson provided courage to face new horizons undreamed of in my life. The duration of my shared experiences with the Center for Community Based Learning and Action will for forward to my future involvement with my time here at Evergreen. Identify a need, network, build strong community relationships, find a solution, make a difference. Tomorrow will certainly lead others to help all those that follow. The opportunity and values that have been shared and internalized with my experience is priceless. Academia and the fellowship I have earned with loving support and encouragement is greatly appreciated. I am humbled and I would like to offer my gratitude to The Evergreen State College faculty, student services, the cooks, Daniel J. Evans, The Center for Community's Based Learning and Action, The Education Re-Entry Navigator program, The Natives Pathways Program, The Longhouse and my peers. As I am a changed person, I will say thank you to the Squaxin Island Tribe for the care of their traditional home so we have a place to learn and grow.

Thank you,

Joseph Utzler A00418315



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April 2023 - June 2023: Salish Sea Basketry: Post-Pandemic Hands-On Learning

2 Credits

DESCRIPTION:

Faculty: Yvonne Peterson, MA

Salish Sea Basketry: Post-Pandemic Hands-On Learning was an opportunity to try one's hand at weaving several baskets – cattail coil technique and weave with sweetgrass and red cedar. Using Erna Gunther's *Ethnobotany of Western Washington* and/or another book as a guide to indigenous plant materials, students brought samples they found on campus or in their woods and yards to display. Students talked about their plant and offered them as possible additions to the baskets they were weaving in class. Students attended a "weavers' teaching weavers" event hosted by the Hazel Pete Institute of Chehalis Basketry to work with Master Weavers Janelle Black Owl (cedar "quarter" basket) and Billie Higheagle (sweetgrass medallion) and to walk amongst the many tables to see basketry plant materials from WA, OR, ID being used in diverse weaving projects. Students reviewed "Teachings of the Tree People" featuring Skokomish master weaver, Bruce Miller; maintained a journal; responded to writing prompts; and displayed and talked about their efforts on the final day of class.

EVALUATION:

Written by: Yvonne Peterson, MA

Joseph Utzler was actively engaged and committed to building a learning community, readily shared basketry plant materials, and worked collaboratively to name Tribes in all the geographic areas of Washington State and their Treaties and/or identified the executive order Tribes and listed the non-federally recognized Tribes. Joseph completed at least 2 baskets, brought baskets from his personal collection to share, brought a porcupine to class for colleagues to see how quills are collected and processed and then shared quill work, offered basketry information as appropriate, took advantage of learning from a master weaver at the Great Wolf Lodge weaving event, and made a presentation at the conclusion of class sharing their portfolio, photos, plant samples, and baskets completed during class. Joseph Utzler exits *Salish Sea Basketry: Post-Pandemic Hands-On Learning* in good standing and receives 2 credits for exemplary academic work.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2- Introduction to Salish Sea Basketry



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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*, Joseph Utzler 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, Joseph 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. Joseph contributed to discussions and led several seminars. Joseph 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. Joseph submitted a submitted a creative and engaging portfolio that contained some of the required components.

Finally, students constructed a visual images project where they used pictures, art, or videos to tell a story and present it to the class. Joseph created a project that highlighted the diversity of his family and the cultural knowledge he carries, using it to connect with concepts of identity and community introduced during the quarter.



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Overall, Joseph 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

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

Joseph Utzler successfully fulfilled the learning outcomes for this program and was a moderately strong student. Joseph participated with the learning community by engaging thoughtfully during classroom discussions.

During the quarter, Joseph completed several class activities revolving around the theme of "education," particularly as it applies to Native American communities, recounting how the history of the boarding school system in the United States robbed many Indigenous children of their cultural heritage and how modern methods of education seek to restore a sense of identity and cultural knowledge for these marginalized communities. During this time, Joseph also completed an extensive journal with personal reflections on the marginalized effects Indigenous Peoples experience in a society that has built itself off the legacy of colonialism, connecting themes such as holistic healing, recovery, and personal connections to the roles that educators play in the education system.

Joseph attended the two scheduled weekend intensive class sessions during the quarter. During the first session, Joseph 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,



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Joseph 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.

Overall, Joseph performed well during this program. Joseph not only demonstrated a strong learning spirit, but a forthcoming attitude to always give back to the class with his own knowledge and experiences, truly embodying the value of reciprocity, one of the key concepts conveyed in the Native Pathways Program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 3 - Native American and Indigenous Studies
- 3 - Education
- 3 - Philosophy
- 3 - Research and Writing



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September 2022 - December 2022: American Indian Treaties: Historical and Contemporary Analysis

1 Credits

DESCRIPTION:

Faculty: Kyle Pittman, MPA

In the remote 4 credit course *American Indian Treaties: Historical and Contemporary Analysis*, students explored the historical inception of treaties between American Indian Tribes and the United States federal government. Students were guided through the basic foundations of the historic treaty-making process with Tribes and studied how the treaties have been used to the detriment of Tribes and the modern legal and political interpretation of the treaties. Students examined how these treaties functioned both in the past and how they continue to form the basis for asserting Tribal sovereignty today. The course also examined Indigenous perspectives of these matters to articulate the continuing political agency of Indigenous Peoples in what is now the United States that has existed since time immemorial. Students utilized digital tools such as textual analysis and mapping applications to analyze treaties and related documents to better grasp the patterns and meanings behind these documents through visualization and developed novel interpretations which were produced in a final analytical essay that examined one or multiple facets of American Indian treaties and the treaty-making process with Tribal Nations.

EVALUATION:

Written by: Kyle Pittman, MPA

Joseph Utzler fulfilled some of the learning objectives for this course and was a regularly present student for classes. Joseph made valuable contributions and insights during class discussions, reinforcing class lessons with lived experiences that were relevant to the subject matter. Joseph demonstrated a moderate grasp of the material and is familiar with the concept of American Indian treaties.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 1

1 - Native American and Indigenous Studies



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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

Joseph Utzler actively demonstrated engagement through participating in the drum-making and presentations in the course. Joseph completed a final drum with a design and presented in the final presentation.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2- Cultural Arts and Identity



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September 2022 - December 2022: Critical Indigenous Studies (CIS): Rooted, Legacies of Food Justice

3 Credits

DESCRIPTION:

Faculty: Kendra Aguilar, MPA

This course was designed as an exploratory course that examined historical injustices responsible for the complex and inequitable food systems we experience today, from an Indigenous lens and critical analyses. The course materials and structure sought to honor grassroots efforts (both Indigenous and Western, and collaborations between) to bring control over food production and distribution, and restore access to the peoples most impacted.

Seminar discussions included critical reflection of historical events and the current debates around food, agricultural systems and human rights in a local and global context, with an emphasis on social movements aimed at food justice and food security locally and throughout the United States. Other topics included human rights, equity, food deserts, food scarcity, colonization and decolonization, traditional and healthy foods, Tribal food sovereignty, local food production, and activism. The main goal of this course was to create a foundation of knowledge to support further academic work and civic engagement in the food sovereignty and food justice movements.

The main texts used were *A Drum in One Hand, a Sockeye in the Other* and *Fresh Banana Leaves*, with additional readings, videos and film.

EVALUATION:

Written by: Kendra Aguilar, MPA

For this course, Joseph succeeded in achieving class objectives and outcomes and expressed an excellent ability to engage with Indigenous knowledge through critical thinking and writing skills. Joseph was able to brilliantly articulate key terms and concepts relating to Tribal food sovereignty and food justice by synthesizing course resources, materials, and existing personal knowledge and gifting that knowledge while participating in small and large classroom seminar discussions.

As part of community-building exercises, students shared powerfully crafted personal stories around their relationship with food and how it has impacted them personally, which contributed to a deeper understanding of how food connects us all and the importance of supporting just food systems. In order to display learning regarding the impacts of food system actors, agendas, and activities, especially on Tribal nations and Indigenous communities, students chose a food that was an ancestral or cultural representation of them and mapped it out for their peers; addressing questions around how to restore control over food production, distribution, and access to the peoples most impacted. Joseph's presentation on Dine sheep was informative and profound.

Joseph's final work for the quarter was a demonstration of the cumulative knowledge of the course themes via a verbal essay, combining lived experience with Indigenous research methodologies. Through this deeply meaningful presentation on traditional plant medicines, Joseph was able to respond to critical questions regarding how our communities are mitigating the impacts of settler colonialism on Indigenous food systems, traditional ecological knowledge (TEK), and ways of being and knowing.

Joseph was a valuable contributor to the learning community, and whom it was an honor learning with and from.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 3

1 - Food Justice

2 - Critical Indigenous Studies



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September 2022 - December 2022: Environmental History of North America

4 Credits

DESCRIPTION:

Faculty: Corey Larson

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. Joseph participated in both synchronous and asynchronous work in this entirely online course. For the synchronous component, students attended weekly video conferences. Joseph intermittently attended lectures, contributed to class discussions and seminars, viewed multimedia presentations, and participated in writing workshops. 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. Therefore, many of these discussions extended throughout the quarter. Joseph occasionally participated in these ongoing blended discussions.

For the course's writing component, Joseph wrote an extensive and detailed history of the construction of a big drum donated to the Native Pathways Program. This paper discusses not only the materials that were assembled, but also stories of the people who brought them all together and generously gifted their time and talents. Joseph has sufficiently 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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June 2022 - September 2022: A People's Epistemology

16 Credits

DESCRIPTION:

Faculty: Anthony Zaragoza

In this course, we asked ourselves what is my most significant knowledge? What are the most important things I've learned in life? As a learning community we reflected on these questions, wrote extensively about them, revised our writing multiple times, and presented them to each other on the final day of class. For a study of epistemology, the philosophy of knowledge, Mr. Utzler examined the most significant learning of his life through advanced reading, composition, and critical thinking. To do this, he first listed, reflected on, and analyzed key pieces of his knowledge. Next, he wrote a paragraph about each one, then chose a smaller number of the paragraphs to expand into one-page pieces, then a smaller set of those pieces he developed into a 3–5-page essay, and finally he shared some of his knowledge in a 10-minute presentation to his peers and a sizable external audience. Throughout our work together, he considered the process of deconstructing and decolonizing his thinking and how humans construct, reconstruct, analyze, and describe what we know and why it's important to know it. Readings and discussions of them focused on the distribution of power and wealth, how this has evolved historically and impacted various groups differently. Over the course of the quarter students made use of the writing center, revised their work extensively and participated in class knowledge writing workshops.

EVALUATION:

Written by: Anthony Zaragoza

For his studies of epistemology, Mr. Utzler examined deeply the most significant learning of his life through advanced reading, composition, and critical thinking, while also considering these through a lens of political economy. To achieve this, he listed, reflected on, and analyzed 24 pieces of his own life knowledge. He wrote a thoughtful paragraph about each, chose 8 of the paragraphs to expand into one-page pieces, then 4 of those pieces he successfully developed into 3–5-page essays, and finally he shared some of his knowledge in a 10-minute presentation to the class. Each week Mr. Utzler was a participant in our work discussing our texts for the week, listening to our weekly knowledge panel guests who shared their knowledge, and workshopped his writing in small groups. Mr. Utzler did a good job using this opportunity to develop his ideas for productive and critical conversation involving a wide range of philosophical issues and social realities. In his written work, Mr. Utzler offered interesting and relevant observations and insights. In his presentation, the knowledge he offered made me and the class reflect and learn from his discoveries. Mr. Utzler demonstrated well his ideas in discussion, in his writing, and his end of the quarter presentation. He has had a successful quarter studying epistemology. He is a wonderful co-learner and should be very proud of the knowledge he shared, and the knowledge he gained with and from the learning community this quarter. The work he has done and the skills he has developed, especially in deep dialectical dialogue, contribute well to his preparation for further studies as well as careers in communications, policy analysis, leadership, organizing, social work, information management, nonprofit development, teaching, among various others.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Epistemology: Philosophy of Knowledge
- 4 - Political Economy
- 4 - Advanced Composition
- 4 - Critical Thinking



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

12 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

Joseph Utzler actively participated in discussions and class activities during the seminar classes, demonstrating a fair ability to be communicative and an excellent ability to articulate advanced concepts in the field of Native American and Indigenous Studies. Joseph was usually present for class, providing both concise verbal explanations and lively 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. Joseph correctly identified the problematic interpretations put forth by Western scholars birthed from their own epistemological worldviews and engaged in thought provoking dialogue during seminar with both me and the rest of the class. Joseph 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. Joseph 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.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 4 - Native American and Indigenous Studies
- 4 - Cultural Anthropology
- 2 - Decolonial Studies
- 2 - Research Methods and Writing



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

11 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

Joseph Utzler was present for the majority of the discussions and actively participated in class activities during the seminar classes, demonstrating a moderate capacity to be communicative and a fair ability to articulate advanced concepts within Native American and Indigenous Studies. Joseph provided accurate verbal explanations and comprehensively voluble discussions of the main concept being explored this quarter, that being the notion of "belonging," and expanded on its definition by relating personal experiences and cultural values that shaped our understanding of what it means to "belong" somewhere through the perception of being place-based. Joseph also sufficiently described the global influence of Indigenous Peoples from North America, correctly identifying the lasting impacts, triumphs, and tribulations of Indigenous travelers, critically observing how Indigenous Peoples have both contributed to the modern legacies of colonial nations while simultaneously resisting them through acts of diplomacy, persistence, and survivance. Joseph engaged in 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. When present, Joseph also excelled in both large and small group discussion, providing insightful commentary for other students.



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Joseph 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. Through participation within a writing group, the written work produced was skillful. Joseph participated and provided leadership at regional Longhouse Gatherings and successfully completed a weekend strand course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 11

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



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September 2021 - December 2021: Native Pathways Program: Tribalography

9 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

Joseph Utzler was sparsely present for discussions and class activities during the seminar classes, demonstrating an emergent capacity to be communicative and a growing ability to connect themes in Native American and Indigenous studies to real world examples. Joseph presented an adequate understanding of the main concept that was explored during this quarter known as "tribalography" primarily through describing the practice of Indigenous storytelling. Joseph engaged in both large and small group discussion, reflecting a willingness to engage with other students for collaborative meaning making.

Joseph occasionally participated in a rigorous writing process during the quarter. Through this work, Joseph 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 Joseph found footing with rhetorical diagrams and a visual essay.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 9

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



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March 2021 - June 2021: Native Pathways Program: Seascapes and Landscapes (Olympia)

12 Credits

DESCRIPTION:

Faculty: Carmen Hoover, MFA

Native Pathways Program: Seascapes and Landscapes was a program designed to examine the sea and land in relationship to Indigenous communities. By exploring the historical and current usages and issues, including Federal, state, and Tribal laws and policies, treaty rights, and Tribal Sovereignty, the natural environment was posited as an integral piece of Indigenous culture, not separate from the people who live on or from it. We focused on the Pacific Northwest and worked from a place-based framework, studying the impacts of settler-colonialism and the Hudson Bay Trading Company on the land and its original peoples. By comparing archival and contemporary documents, oral stories, origin stories, and case studies, students were exposed to a myriad of perspectives and ways of knowing. Topics included: Food Sovereignty, Environmental History, and Cultural Sovereignty.

EVALUATION:

Written by: Carmen Hoover, MFA

Joseph Utzler participated in all aspects of this program and contributed to individual and community investigations into landscapes and seascapes in relation to tribal sovereignty and climate change. A range of methodologies were used, including both Western and Indigenous, to investigate issues and practices related to land and sea stewardship.

One of the central activities of the course was to participate in weekly seminar with both a mentorship group and a core investigative group that posted weekly deliverables as a team. Contributing to bioregional intelligence verbally and in writing, Joseph Utzler provided leadership with additions of summaries, annotations, diagrams, and written responses to the assigned course authors and films.

In addition, everyone met with a core writing group each week to advance and support each other's substantial research paper production. This collection of writing was a blend of formal research and lyric work that tapped into the experience of living on the land and contemplating personal and tribal relationships with water, especially oceanic and river systems. Approaching this work with clarity was a strong outcome.

Demonstration of visual literacy was strong. The presentation of a final visual essay attended to the learning outcomes for every student at the site and contributed to the bonds of academic and tribal exchange in the context of the Pacific Northwest region. This work was detailed, expressive, and inspirational.

One of the central program outcomes was to exercise Leadership and Relational Accountability. To this end, students in the program contributed not only to weekly seminars and writing groups but also to canvas discussions and the Native Pathways Program regional weekend gathering. In this regard, Joseph Utzler found expressive footing and provided cultural and community leadership.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 4 - Environmental Humanities
- 4 - Native American and Indigenous Studies
- 4 - Environmental Science and Traditional Ecological Knowledge Systems



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January 2021 - March 2021: Native Pathways Program: Indigenous Feminisms and Gender Narratives (Olympia)

12 Credits

DESCRIPTION:

Faculty: Carmen Hoover, MFA

Indigenous Feminisms and Gender Narratives was a program designed to explore the traditional and contemporary intersectional theories that focus on decolonization, self-determination, cultural sovereignty, and human rights. Indigenous Feminist Scholar Leanne Betasamosake Simpson wrote, "I think it's in all of our best interests to take on gender violence as a core resurgence project, a core of any Indigenous mobilization...This begins for me by looking at how gender is conceptualized and actualized within Indigenous thought because it is colonialism that has imposed an artificial gender binary in my community." We examined how generations of genocide, racism, and settler colonialism attempted to erase, silence, and promote stereotypes and monoculturalism throughout Indigenous communities, but more importantly, what the current Indigenous change-makers and scholarly leaders have been doing. Students critically analyzed the intersections between Western and Indigenous feminism, understood and effectively communicated the imperative to value the Indigenous lens in academia, and reported on a current researched movement that illustrated praxis. Weekend Gatherings included panels, small group work, community building, and reflections.

EVALUATION:

Written by: Carmen Hoover, MFA

Through participation in seminar, Joseph Utzler reported on Indigenous change-makers, writers, and scholars. Deliverables that flowed from the seminar were excellent: weekly canvas discussion posts, reading/viewing summaries, poems, visual diagrams, and a research project that examined traditional and contemporary perspectives on gender and created intersectional definitions of Feminism and Gender through the primary lenses of the course: decolonization, self-determination, cultural sovereignty, and human rights.

Joseph was successful in contributing to Indigenous Feminist praxis verbally and in writing: definition of key terms based engagement with multiple diverse voices in the course texts was excellent. Keen listening skills also enhanced the ability to exercise leadership and relational accountability. A focus on masculinity contributed to the balance of the course.

The presentation of a visual essay confirmed and enhanced strengths in visual literacy. The ten captioned images spoke to the heart of the course, and considered Indigenous feminism and gender in context of both personal and tribal bodies of knowledge.

Joseph participated consistently in regional weekend gatherings and provided site and program leadership. Always willing to support and advise others, Joseph played an important role in site and program team-building.

Joseph's engagement with scholarship in this course was thoughtful, professional, and empathetic.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

4 - Gender Studies

4 - Writing

4 - Native American and Indigenous Studies



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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

Joseph Utzler was successful in this class for a number of reasons, starting with a journal that was sustained over the quarter; the low-stakes writing created was various and exploratory.

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.

The foundational tools of writing were applied effectively, and consideration was given to the holistic view of mapping thesis, purpose, audience, and voice.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Writing and Rhetoric

2 - Critical Indigenous Studies



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September 2020 - December 2020: Native Pathways Program: Settler Colonialism and Indigenous Knowledge - Ethics and Research (Olympia)

12 Credits

DESCRIPTION:

Faculty: Carmen Hoover, MFA

Settler Colonialism and Indigenous Knowledge: Ethics and Research was a program designed for students to explore and critically analyze the concept, practice and impact of settler colonialism on Indigenous Knowledge. Examining philosophical and ethical frameworks, as related to both Western and Indigenous Research Methodologies and Methods, served to guide students as they created their own ethical evaluation models for research. The effects of settler colonialism on Indigenous peoples were examined through investigating research projects from non-Indigenous as well as Indigenous researchers, such as Edward Curtis, Brian Brayboy, Kim Tallbear, Cecelia Svynt Carpenter, among others. The fall quarter NPP program was writing and research intensive, with a focus on history, philosophy/ethics, and research methodologies/methods. Students prepared a timeline of settler colonialism, developed an ethical evaluation model, completed a critical research project, constructed a final visual essay, and kept a well-organized portfolio of work. Weekend Gatherings, through speaker presentations and workshops, focused on Sovereignty, leadership, and regional Tribal connectivity.

EVALUATION:

Written by: Carmen Hoover, MFA

Joseph Utzler was successful in this class for a number of reasons, starting with the ability to define the terminology of the course and apply those definitions across all deliverable elements of the program, including a glossary (part of which was independent work, and part of which was team-based). In addition, the definitions of colonialism, settler colonialism, Indigenous knowledge, and research ethics were addressed.

Coursework was further deepened by identification of, use of, and reflection on research ethics, both individually and in and seminar: the *Elements of Indigenous Style* handbook was applied and definitions of ontology, epistemology, axiology, and methodology were incorporated into written, verbal, and group work. The research project reflected proficient work while engaging with Indigenous knowledge by applying both Indigenous and Western methodologies and methods.

Visual literacy was demonstrated in an excellent way with the presentation of a visual essay. This essay was built on ten captioned images to create a visual and oral argument related to settler colonialism and its impacts. The use of diagrams and other holistic academic tools to convey main points of weekly reading also showcased intersectional intellectual strengths and visual literacy.

Participation in the verbal culture of the course was also proficient: weekly seminars, program meetings, regional weekend gatherings, and site meetings all gave ample opportunity to plan, participate, and lead in this program. By reading, annotating, and responding to weekly readings in both written and spoken language, the intersections of verbal and print culture were highlighted and maximized.

Joseph Utzler worked hard to succeed and turned in beautiful work, written and verbal.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

4 - History: Indigenous and American

4 - Research Methodologies and Methods: Indigenous and Western



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2- Philosophy: Ethics

2- Critical Indigenous Studies



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March 2020 - June 2020: Native Pathways Program- Mediated: Indigenous Rhetoric, Identity Politics, and Public Spaces (Olympia)

12 Credits

DESCRIPTION:

Faculty: Carmen Hoover, MFA

Native Pathways Program (NPP) - Mediated: Indigenous Rhetoric, Identity Politics, and Public Spaces was designed to explore and act on contemporary political/politicized speech through Indigenous lenses with a focus on rhetoric, social media, and productive and healthy communications. This course built on real-world examples of conversations, in person, over time, online, and/or memorialized, that had the potential to inspire Indigenized communication patterns and bring desired effects in a multi-cultural world.

The author Sidner Larson stated, "It is one thing to thoroughly analyze a conversation, but it is another to put it into historical context, identify the current manifestations of the issues, and synthesize effective action for the future."

In this hands-on exploration, students investigated public conversations in real time, with an eye to communicators such as scholars, politicians, experts, activists, healers, pundits, and artists. The program considered representation, power, and tradition in order to make positive contributions to Indigenized futures: "How can we be more effective in using words and images to meet goals? Are there political answers to pressing issues such as climate change, MMIW, violence, and poverty? How do Traditioneity and Indigenous Futurisms coincide? Should you be on social media? What is an Indigenous/ist analysis?" This program presented these questions and more to learn across cultures and strengthen interdisciplinary, intersectional, and Indigenous thinking.

This program was grounded in storytelling, critical and contextual analysis, and foundational skills in Western academics even as we sought to deepen and empower the academy through decolonization. Students were expected to participate in seminar and longhouse gatherings, write reflections (formal and informal), annotate readings, analyze, think freely, submit an academic statement, work with visual images, and craft research analysis essays that were driven by Indigenous research methods, in most cases, students were able to choose the best formats for their particular investigations.

NPP facilitated learning by using Western and Indigenous pedagogies and presented materials through an Indigenous lens (and encouraged students to bring their own lenses). Students were expected to attend classes with their site faculty during the week and meet at the Evergreen Longhouse on two Saturday and Sunday weekends (April 18 and 19, and May 30 and 31) and a closing Saturday (June 13 Graduation).

Common Text: *Watchman's Rattle*

EVALUATION:

Written by: Carmen Hoover, MFA

Leadership was a core component of the course, and Joseph Utzler demonstrated leadership in seminar discussion, weekend gathering groups both large and small, and by taking intellectual responsibility for individual and community work. Writing weekly reflections that synthesized course texts and activities, Joseph Utzler was skilled at integrating ideas from the course materials into his own work, and, when encouraged, was skillful in questioning and challenging the core texts.

Joseph Utzler was able to articulate definitions of relevant terms such as "Black Swan," and situated complex systems such as pandemics, structural racism, and economic collapse as viewed through an



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Indigenous lens. During the quarter, he was able to contextualize, broaden, and deepen definitions of key terms through outstanding participation in seminar, investigation, written work, and visual work. Joseph Utzler showed an aptitude for academic work and made consistent improvements to an already-strong body of work throughout the quarter. Key concepts were explored across multiple course requirements.

In order to understand and act on key elements and practices of Indigenous voices in public spaces, Joseph Utzler consistently imagined answers to questions such as "What is the long game?" and "What might be an actionable 10-point plan for America?" in consideration of Indigenization, especially in terms of public participation. To these ends, Joseph Utzler's participation in seminar discussion was insightful and outstanding.

Student synthesized course materials in weekly reflections, through conversation, in short arguments, in zoom meetings, in canvas discussions, in presentations, in visual expressions, in logical fallacy examples, in cognitive bias examples, in a daily journal, and in 100-word essays.

In service of critical thinking to solve public problems, Joseph Utzler wrote short arguments, tracked current events, and used the context of events on the ground to fine-tune a foregrounded Indigeneity. Insight into current events was outstanding.

Joseph Utzler curated an important body of images that reflected key concepts in identity, academics, and public voice. Creative inquiry was demonstrated by presenting a visual literacy project, by diagramming major concepts, by keeping a sketchbook-journal, by combining aesthetics and academics, by observing the media, and by exploring the ideas of others as useful tools. Joseph Utzler demonstrated insightful leadership throughout the quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 4 - Political Science
- 4 - Critical Indigenous Studies
- 4 - Writing



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January 2020 - March 2020: Critical Indigenous Studies: Setting the Stage for Leadership
4 Credits

DESCRIPTION:

Faculty: Toby Sawyer

This course examined Indigenous and western leadership theory and practice through multiple methods and perspectives and prepared students to understand and take on leadership roles.

EVALUATION:

Written by: Toby Sawyer

Joseph used storied methodologies to identify and define qualities of leadership, compare western and Indigenous leadership models, and expertly convey his understanding of western and Indigenous leadership models during robust seminar discussions, and in his assignments. His autobiography, in tandem with a visual essay, illustrated his abilities to synthesize how identity, identity politics, and influential individuals impact one's ability to take on leadership roles. Joseph successfully completed all requirements for this course, including the service learning component, and earned four credits.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Critical Indigenous Studies

2 - Leadership



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Student ID

January 2020 - March 2020: Native Pathways Program - Speaking from the Heart: What Stories Mean (Olympia)

12 Credits

DESCRIPTION:

Faculty: Carmen Hoover, MFA

Native Pathways Program (NPP): *Speaking from the Heart: What Stories Mean* was designed to investigate Indigenous Literature and its role in decolonization and Indigenization, with a focus on viewing literature--storytelling in multiple forms and transmissions--through an Indigenous lens, expanding academic work to include emotion and spirituality. Students investigated contemporary thinking by Indigenous scholars and artists.

The author Daniel Heath Justice stated, "Our literatures are just one more vital way that we have countered those forces of erasure and given shape to our own ways of being in the world. Our mindful stories, in all their forms and functions--and whether vocalized, embodied, or inscribed--honour the sacrifices of those who came before us and who made it possible for us to continue the struggle today as specific people in relation with the world. They help us bridge the gap of human imagination between one another, between other human communities, and between us and other-than-human beings. Fundamentally, they affirm Indigenous presence--and our present. That our nations do indeed have a vibrant present gives us hope that we'll have a future, too."

In light of these ideas, students reflected on the artful, engaged, useful communications among and between Indigenous people as well as connections with others globally: "How does creative thinking transform meaning? How do we grapple with historical--and continuing--trauma? What is the long game? Will decolonization ever be complete?" As Daniel Heath Justice asked, "How do we learn to be human? How do we behave as good relatives? How do we become good ancestors? How do we learn to live together? What is an Indigenous/ist analysis?" This program presented these questions and more to learn across cultures and strengthen interdisciplinary, intersectional, and Indigenous thinking.

This program was grounded in storytelling, critical and contextual analysis, aesthetics, and foundational skills in Western academics even as we sought to deepen and enrich the academy through decolonization. Students were expected to participate in seminar, write reflections (formal and informal), annotate readings, analyze, submit an academic statement, create a visual essay, and craft a research analysis essay that was driven by Indigenous research methods--in most cases, students were able to choose the best formats for their particular investigations.

NPP facilitated learning by using Western and Indigenous pedagogies and presented materials through an Indigenous lens (and encouraged students to bring their own lenses). Students were expected to attend classes with their site faculty during the week and meet at the Evergreen Longhouse on two Saturday and Sunday weekends and a closing Saturday to earn full credit.

Texts: *Indigenous Literatures Matter* by Daniel Heath Justice, *Trickster* by Matt Dembiki, and *As I Remember It* by Elsie Paul (digital).

EVALUATION:

Written by: Carmen Hoover, MFA

Joseph Utzler stood out in the ability to articulate definitions of relevant terms such as "Tribalography," and was, throughout the quarter, able to elaborate on definitions of key terms through outstanding participation in seminar, formal and informal writing, and visual presentation. Joseph Utzler showed an



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aptitude for academic work and made consistent improvements to an already-strong body of work throughout the quarter.

Writing weekly reflections that synthesized course texts and activities, Joseph Utzler was skilled at integrating ideas about what it means to be human into individual and group work, and, when appropriate, was productive in questioning and challenging classroom materials and processes.

When reflecting on the meaning of stories, Joseph Utzler consistently engaged in individual writing and group communication. Two writing projects were submitted during the quarter: a lyric essay and a research meditation answering the questions posed by course materials. Using Indigenous Research Protocols, Standard Written English (where appropriate), the Elements of Indigenous Style guide, with correct and utilitarian citations, Joseph Utzler prepared professional documents appropriate for their selected audiences.

Joseph Utzler practiced the value of leadership and knowledge-sharing by preparing a group site project for the final Longhouse Gathering. This gift-giving and teaching project was beautiful and informative. In addition, Joseph Utzler demonstrated extraordinary leadership at weekend gatherings as a model for a welcoming environment, Indigenized academic work, and building strong community bonds across the region.

The well-organized portfolio presented at the end of the quarter contained a full accounting of work from the quarter: writing, both formal and informal, was from the heart and true to the demands of the academy.

The Visual Essay presented in Seminar was a revelation. Joseph Utzler curated an important body of images that reflected key concepts in identity, academics, story-telling, and decolonization/Indigenization in the context of Tribalography.

Joseph Utzler's leadership was profound and inspiring.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 2- Critical Indigenous and Native Studies
- 4- Writing
- 4- Literature
- 2- Oral History



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September 2019 - December 2019: Drums and Painting

2 Credits

DESCRIPTION:

Faculty: Gary Bigbear

In Drums and Painting class, through lecture presentations, discussions, and personal reflections, students explored 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 and assignments, students created a sketchbook as an artifact with specific pages designated for sharing, while other pages were dedicated to the more private art making process and idea creation. The course culminated in making drums that expressed students' stories and dedications.

EVALUATION:

Written by: Gary Bigbear

Joseph Utzler demonstrated advanced skills in the sketchbook explorations, painting assignments connected to personal identity, and cultural expression through imagery and storytelling. Joseph's culminating drum project and presentation showed passion for preserving tribal identities through personal expression. Joseph participated passionately in the discussions, attended all the workshops, and expressed sincere dedication to the course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2- Drums and Painting



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September 2019 - December 2019: Critical Indigenous Studies

4 Credits

DESCRIPTION:

Faculty: Toby Sawyer

This course explored, through a critical Indigenous lens, how a sense of place and inherited context reflect health disparities and provided opportunities to study and participate in diplomacy, protocol, kinship, and trade. Students also explored and examined the importance of culture to address health inequalities, and used community based participatory research to create and deliver a service learning project to the Evergreen College community.

EVALUATION:

Written by: Toby Sawyer

Joseph examined through western and Indigenous lenses: his personal health paradigm, how culture impacts the health of a community, existing evidence he utilizes to improve his personal health outcomes, and how he engages with community and why these protocols are important for the overall health of the entire community. He completed six papers and each one demonstrated his emerging ability to synthesize multiple topics and integrate the required readings. He also participated in the service-learning component of this course and established a leadership role in its execution. Joseph met the requirements for this course and earned four credits.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2- Indigenous Studies, Health

2- Writing, Research Methods



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September 2019 - December 2019: Creative Writing: Short Fiction and Poetry

4 Credits

DESCRIPTION:

Faculty: Dawn Barron, MFA

Creative Writing: Short Fiction and Poetry was a course designed for the beginner and advanced creative writer. This course examined short fiction and poetry from a multi-cultural and socially diverse body of work, from a range of genres. We began with short fiction the first three weeks, moved into poetry the next three weeks, then focused on individual student writing for the remainder of the quarter. Short fiction included Flash and Micro Fiction (super concise stories of no more than 1000 words). Poetry included collaborative and hybrid forms (working with another writer/artist and integrating visuals). Reading established writers provided the scaffolding for our own creative works. This *writing intensive course* used writing prompts and assignments, peer workshops (mandatory), practicing editing and revising, and presentation of completed work. We held seminars weekly around the readings and student-generated questions about the writing process. At the end of the course, students turned in a completed portfolio of creative writing, were able to identify and summarize their writing process, and had one (or more) fully engaged, ready to send out to the world (if that was the intention) piece. Our class hosted an open mic night to showcase final work.

Course Objectives:

- * Learn and practice close reading and analysis of short stories and poetry
- * Understand and implement the elements of short fiction and poetry in own creative works
- * Create a portfolio of edited and revised creative works

EVALUATION:

Written by: Dawn Barron, MFA

In Creative Writing: Short Fiction and Poetry, Joseph met course objectives and requirements. He showed strong close reading and critical analysis of the short stories and poetry by participation and engagement in student-lead seminars. Joseph's free writes and creative writing illustrated an excellent command of language to craft visceral images and tell compelling stories. Joseph turned in a well-organized final portfolio and successfully earned full credit for the course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Creative Writing



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September 2019 - December 2019: Creating and Developing Social Enterprises for Community Development

4 Credits

DESCRIPTION:

Faculty: Don Chalmers, B.S., J.D.

Students learned a lot about philanthropy in the United States and the role of social enterprises including nonprofits in contributing to healthy, sustainable communities. We looked at the historical role of charitable giving before and after contact and the evolving role social enterprises have played and are playing in the U.S. As a part of this inquiry, we considered what it takes to create a social enterprise and grow and sustain existing organizations. We also focused on Development Readiness(tm) for these organizations and how using this approach helps ensure a sustainable organization that benefits, for example, from an empowered and engaged board and staff as well as contemporary and ongoing strategic planning. The ethics of these organizations were explored and discussed as was professional development and volunteer recruitment and management. We learned about grant writing and fundraising. This portion of the course included effectively finding funding sources for organizations and their programs. Each student/team were asked to identify and develop an organization and a project over the course of the quarter. The organization and project was based on an existing organization or one that was created for the purposes of the class. Credit equivalencies are awarded in Social Enterprise Development and Management, and Grant Writing and Fundraising.

EVALUATION:

Written by: Don Chalmers, B.S., J.D.

Joseph attended and actively participated in seven out of ten classes and completed all of the 24 assignments. Weekly assignments included selecting a business form for his term project, a community assessment plan, a Developmental Readiness™ plan, the beginnings of a strategic plan, a clear project articulation, an initial project funding matrix and a funding application among several others. He exceeded expectations on more than one of those assignments. He prepared and presented a good update on a change-making organization. He showed good imagination in developing his project focus, A Helping Hand LLC, for his final assignment. That final assignment, a fair funding application, was developed based on his personal experience and demonstrated an understanding of many of the concepts we discussed in the sessions on grant or other funding application writing. His comments and questions indicated that Joe had a good grasp of and showed interest in the issues facing social enterprises. His work showed a good appreciation of steps that are needed to create and develop a sustainable non-profit organization. Overall, he demonstrated an enhanced understanding of the nature and role of social enterprise organizations as change agents in the U.S. and an increased understanding of the principles of community assessment, project articulation, and resource development within the context of community development. He would be well-suited to take additional coursework in social enterprise management and resource development.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Social Enterprise Development and Management

2 - Grant Writing and Fundraising



Utzler, Joseph Brian Martinez

A00418135

Last, First Middle

Student ID

June 2019 - September 2019: Education Re-Entry Navigator Internship

16 Credits

DESCRIPTION:

Faculty: Don Chalmers, B.S., J.D.

This internship was based on the student's inspiration to help those challenged by obstacles to successful re-entry. The student gained a better understanding with how to navigate his personal path of higher education towards community service work. He supported the office of the Education Re-entry Navigator and fully participated in meetings and the work required to fulfill his internship and learning objectives. He gained viable skill sets in community action and networking resources. The student used this internship as part of his initial path of study as it has evolved within the last two quarters of his college career. He reinforced his sense of a correlation in the work being achieved by various organizations including The Justice Involved Student Group, the office of the Education Re-entry Navigator and his own interests to assist previously incarcerated people.

EVALUATION:

Joseph's objectives:

1. To learn effective ways to support previously incarcerated individuals in navigating higher education.
2. I will learn how to utilize the vast network of resources available on the local and national levels for assisting previously incarcerated people.
3. I will learn what challenges are faced by previously incarcerated people and the Justice Involved Student Group to better assist previously incarcerated people.

Joseph did a good job of accomplishing these objectives through his hard work on the several activities he spelled out in the contract. In addition he was very conscientious in preparing and submitted weekly reports of his activities and how they advanced his meeting those objectives. His field supervisor concurred strongly in these observations of his work:

"The goals of the Education Reentry Navigators Office for its internship is to offer students practical experience working with office tools that include Outlook: navigating emails and calendaring meetings and appointments. To build skills with agenda building and facilitation. Offering professional development and networking opportunities.

"As a highly motivated student, Joseph met the challenges of this internship with tenacity and excitement. I tasked Joseph with several responsibilities in his role as the Summer Internship for the office of Evergreen/Thurston County Education Reentry Navigator. These tasks included making contact and scheduling meetings with housing resources for Formerly Incarcerated, Justice Involved Students. Coordinating meetings for Evergreens Justice Involved Student Group (JISG), attending monthly South Puget Sound Community Partners in Transition Solutions (SPSCPTS) meetings, weekly reports on his work, and a final presentation on the need for campus housing for Justice Involved Students.

"Joseph used his natural gift for conversation to contact and schedule meetings with housing providers. He met the learning curve for his role as coordinator for JISG creating agendas and meeting facilitation and excelled. He used his gift for communication at SPSCPTS meetings giving valuable and well received input taking full advantage of the networking opportunity. He also played an interval role in coordinating for SPSCPTS Summer Institute. At that same event Joseph sat on a panel for Justice Involved Students sharing his educational pathways, barriers,



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Student ID

successes, future goals and ah-ha moment. His weekly reports were comprehensive and complete.

"For his final project Joseph created a PowerPoint to be used in a campus housing proposal with the goal of creating a more equitable process for formerly incarcerated, justice involved students when requesting campus housing. With some refinement his project will be used in the Evergreen Coalition for Justice Involved Student's housing initiative. I look forward to continuing work with Joseph as he is an asset to JISG, and our campus community."

Joseph shared his excitement and enthusiasm for the learning in his self-evaluation (quoted in part):

"In closing, I will continue to provide my efforts to the Justice Involved Student Group, The Education Re-Entry Navigator, The Center for Community Based Learning and Action, South Puget Sound Community Partnerships for Transition Solutions, and further my academic goals in the Social Purpose Sector of business management. Each quarter has complimented the next. I look forward to the fall and reconnecting with the Native Pathways and Changemaker students. My Pathway is to follow the lessons given by the faculty and collaborate with my peers in each of their areas of expertise. I have been given the tools that enrich my life and my future goals are to share that message to anyone seeking a higher education. The interdisciplinary pathway to learning and peer-mentoring applications have fueled a desire to earn an education beyond my original plans.

As an undergraduate freshman, on a path without a clear vision, this quarter has been supported by the lessons learned over the last few quarters. I am confident in my effort to earn a degree here at Evergreen and serve our community."

I congratulate him on this successful internship and look forward to his many contributions to our community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

16 - Education Re-entry Navigator



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A00418135

Last, First Middle

Student ID

April 2019 - June 2019: Financial Sustainability for Non-Profit Organizations

8 Credits

DESCRIPTION:

Faculty: Thuy Vu Ph.D.

The objective of this two-quarter program was to build the student's management and financial skills needed for operating successful and effective non-profit organizations. Specifically, the program explored the following topics:

- Developing the business plan and grant proposal for non-profit enterprises
- Understanding the basic accounting system for non-profit enterprises and preparing the organization's financial statements and tax reports.
- Managing effectively the human resources of businesses and non-profit organizations.
- Preparing a business case analysis of a non-profit organization.
- Developing an understanding of effective leadership and team building models
- Analyzing the shortcomings of the free- market capitalist system and the need for the social entrepreneurs as corrective agents
- Understanding the impacts of fiscal and monetary policies on the financial sustainability of businesses and non-profits.
- Analyzing the role of non-governmental organizations in the competitive market system.
- Assessing the impacts of globalization on the financial sustainability of social enterprises

This program was designed to facilitate learning through active involvement in seminar discussions and workshop activities. Students were required to apply their learning experience by conducting a case study of an existing non-profit organization or preparing a business proposal for a social enterprise venture.

Assigned reading materials: *Starting & Building a Nonprofit: A Practical Guide* ; by Peri Pakroo, Goleman, Boyatzis and McKee, *Primal Leadership: Learning to Lead with Emotional Intelligence* by Daniel Goleman, Richard Boyatzis and Annie McKee; *Finance for Managers* by Harvard Business Essentials, Harvard Business School Press; *Understanding Business* (11th edition) by Nickels and McHugh.

EVALUATION:

Written by: Thuy Vu PhD.

Throughout the Spring quarter program, Joseph made a commendable effort at deepening his knowledge in the areas of social entrepreneurship, financial management and accounting. He now has acquired a solid understanding of the concepts of financial sustainability and business development. Through his business case analysis of the non-profit "Chief Seattle Club," Joseph demonstrated a strong interest at expanding his learning experience in the area of financial analysis of non-profit organizations. Through his learning reflections and seminar discussions Joseph also showed a commendable level of understanding of the importance of social enterprises in community building and economic development.

Joseph successfully completed all requirements and earned full credit for Spring quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 2- Organizational Leadership and Development
- 2- Non-profit Management



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Student ID

4 - Fundamentals of Accounting and Financial Management



Utzler, Joseph Brian Martinez

A00418135

Last, First Middle

Student ID

April 2019 - June 2019: Becoming a Changemaker: Learning and Acting Locally and Globally

8 Credits

DESCRIPTION:

Faculty: Don Chalmers, B.S., J. D.

People locally and globally change people's lives every day. The first part of a two-part program, held in Winter term 2019, explored what is a Change Maker and how students can use the lessons of this global movement to address social change in their community. We defined and came to understand Change Makers through readings, in-class discussion, and researching local people and organizations who make a difference using social enterprises and other forms of organization to create positive change. For example, students were asked to identify one Change Maker from the readings and share information with the others including an update on that individual or organization.

Next, using lessons learned from Change Makers worldwide, we considered what individuals and groups need to do to prepare themselves to be effective as agents of change in our local community or one in which students would want to work. For instance, we explored techniques of community assessment in detail including community mapping of assets and needs. Student teams presented on this skillset as well as leadership, negotiation, networking, passion and commitment among others. We also looked at how best to organize to effectively address problems or opportunities the community assessment identified. We learned about how to make these efforts sustainable both organizationally and through resource development like grant writing and fundraising.

By Week 3 students developed in-program individual learning contracts or internships designed to generate 4 of the 8 credits offered. The in-program ILCs focused on further research and reporting on the student's chosen Change Maker project. In-program internships were with an area Change Maker based on work to be determined by the student, faculty and that Change Maker.

In the second part, Spring term 2019, we added a few students to our learning community and nearly all Winter students continued in the program. We started by exploring local change makers and their experiences in a variety of settings. For example, we learned from a non-profit executive director about how it serves its clients as both a referral agency and a landlord. We enjoy a presentation from a local and international LLC (limited liability company) that engages in fair trade and culturally-appropriate trade in Togo and has established a non-profit, tax-exempt organization for carrying out its philanthropic activities. And we heard from the owner of a social purpose corporation that engages in sustainable land development.

We focused on making each student's change making organization come to life first by sharing the requirements for a variety of business forms with the help of the Office of the Secretary of State and then helping students work through the key documents required to actually form that enterprise. This included articles of incorporation and bylaws as examples. We explored a variety of skill sets needed for each organization including networking (in more depth), management and marketing. Students also identified possible start-up funding opportunities and started on an application for their preferred choice. Finally, over the course of the term, students made presentations to the class on leading change makers helping us stay contemporary with the movement.

For many students the program was a life-changing experience.

EVALUATION:

Written by: Don Chalmers, B.S., J.D.



Utzler, Joseph Brian Martinez

A00418135

Last, First Middle

Student ID

It was a pleasure to have Joseph, who goes by Joe, in the Spring term. He attended nine of the ten classes and completed virtually all of the coursework assignments. He was an active participant in our classroom discussions including seminars that focused on a variety of case studies. He presented well to the class during team presentations and his own ILC review. He demonstrated many of the characteristics we found in a variety of change makers.

His ILC entitled, "Navigating The South Sound Transitional Resource Services", gave Joe the opportunity to explore services currently available in our region with an eye to augmenting those services as needed. His contract incorporated several learning objectives:

- 1) To learn the how many Transitional services are located in Thurston County.
- 2) To learn about the necessary skill sets concerning the positions of Reentry specialists and Transitional navigators.
- 3) To learn and understand the benefits and challenges faced by Transitional service providers.
- 4) To learn how to network with Transitional services to meet the needs of disadvantaged community members.

Joe successfully accomplished each one. His weekly ILC reports showed steady progress in the activities he designed to do so. And he added some activities to better advance his learning. For example, he did exhaustive research on currently available resources for those without homes.

As he pointed out in his self-evaluation:

"I have learned how to successfully develop business structures in Washington State with professional marketing and the legal requirements for each business venture. I also have learned the necessity of resourcing, networking, and developing professional relationships in the community and globally."

I hope he will continue to seek ways to address the need for social change using what he learned in the program. He should consider taking other courses or programs that will help in this endeavor as he is able to return to his studies. I will be happy to sponsor his internship in Summer 2019 where he can focus on reentry services as a focus for his change making.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 4- Becoming a Change Maker
- 4- Change Making Independent Learning/Internship



Utzler, Joseph Brian Martinez

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Student ID

January 2019 - March 2019: The Evergreen Singers

2 Credits

DESCRIPTION:

Faculty: Marla Beth Elliott, M.F.A.

In The Evergreen Singers, students learned the basics of good voice production and to sing in parts. This quarter The Evergreen Singers learned both the musical and social practices for traditional American shape-note singing from the *Sacred Harp* songbook. They improved their music literacy and sight-singing skills. Students attended a Sacred Harp singing convention in Seattle and helped host the annual Olympia All-Day Singing.

EVALUATION:

Written by: Marla Beth Elliott, M.F.A.

Joseph Utzler attended four of nine class sessions and submitted two of four online assignments. He was unable to attend either the Seattle Convention or the Olympia All-Day Singing. To make up for his absences, Joseph viewed and wrote about the documentary film "Awake My Soul: the Story of the Sacred Harp." Joseph wrote eloquently about the nature and nurture of the healing community of Sacred Harp singers.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2- Shape Note Singing



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Student ID

January 2019 - March 2019: Fundamentals of Coastal Design I

2 Credits

DESCRIPTION:

Faculty: Laura VerMeulen

In class, students were expected to learn about customary Native regalia from the Northwest and how it has evolved to be used in modern context. Based on that study, students were expected to produce a complete design for an art piece along with a detailed materials list for art production.

EVALUATION:

Written by: Laura VerMeulen

Joseph Utzler earned two credits in Fundamentals of Coastal Design I. Joseph developed an art piece design in a medium that has elements familiar and new to him with a challenging construction process.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2- Indigenous Arts



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Student ID

January 2019 - March 2019: Critical Indigenous Studies II

4 Credits

DESCRIPTION:

Faculty: Toby Sawyer, MPA

In this course students learned about the epistemology of critical Indigenous studies within the context of western education. Students explored through an Indigenous lens, research methodologies and methods, both western and Indigenous, to successfully complete a quarter long research project.

EVALUATION:

Written by: Toby Sawyer, MPA

Joseph put together a high-quality modified research proposal with a clear and concise problem statement and guiding research question to examine, "how best to integrate multi-national beliefs, through Indigenous traditional healing ceremonies, within the context of recovery from substance abuse." Joseph consistently communicated in an effective manner his Indigenous epistemological approach to Westernized research practices; fostered enthusiastic class discussions from his postings on Canvas, delivered a masterful annotated bibliography, and completed the assigned reading. Joseph successfully completed all course requirements and earned four credits.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2- Indigenous Studies

2- Writing, Research and Communication



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Student ID

January 2019 - March 2019: Cartography of Story

4 Credits

DESCRIPTION:

Faculty: Dawn Barron, MFA

This course explores the relationship between historical narratives, our own histories, and how cartography (mapping) can be an integral element to telling a story. With a focus on writing, cartography, and indigenous culture in North America, students will create a mapped story generated from their own life, a period in history, a place, or an event of their choosing. It is intended to create discourse around the indigenous memoir and braided-essay as historical narrative in relationship to self, community, culture, and worldview. Students will craft their own written narrative, as well as a critical analysis of the course readings and seminars. The goal of the course is to identify voice, practice critical thinking through an indigenous lens, and cultivate clear, compelling writing as expression of self. The course is inclusive and any student interested in cartography, indigenous history, and writing is welcome.

Required Texts

Harmon, Katharine. *You Are Here Personal Geographies and Other Maps of the Imagination*.

Turchi, Peter. *Maps of the Imagination*.

Palczewski, Catherine. "Women at the Greasy Grass/Little Bighorn Battlefield National Monument: Remapping the Gendered/Sexed Circumference of Memory."

Objectives and Outcomes

1. Students will identify and explain what cartography is and its relationship to story (documented in class participation, assignments, and evaluations).
2. Students will articulate their understanding of texts and stories, ask thoughtful questions of peers and speakers, and listen with a critical ear during weekly seminars (documented in seminars and portfolio).
3. Students will create a well-organized portfolio of work, including Reading Reflections, writing and mapping exercises, Critical Analysis Project, Self-Evaluations, and Seminar Questions/Quotes.
4. Students will expand their writing skills and voice through multiple creative writing and reading reflection assignments, including edits and revisions, and their Final Cartography of Story project and presentation.

EVALUATION:

Written by: Dawn Barron, MFA

Joseph was an engaged and open-minded student who actively participated in all class seminars and group assignments. His written and creative work illustrated depth, critical thinking, and strong skills in storytelling. The Final Cartography of Story project showed Joseph's understanding of the elements of cartography and how they connect and add scope to stories. His free writes in particular were insightful and showed a strong ability to communicate effectively in writing. Joseph turned in quality work and successfully completed all requirements for the course.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

- 2 - Cartography
- 2 - Creative Writing



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

EVERGREEN TRANSCRIPT GUIDE

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

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

Educational Philosophy:

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

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

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

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

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

Academic Program

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

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

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

Evaluation and Credit Award:

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

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

Credit is recorded by:

Quarter Credit Hours: Fall 1979 to present

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

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

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

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

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

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

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

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

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