



Conn, Elyssa Lee

A00433124

Last, First Middle

Student ID

**TRANSFER CREDIT:**

Start	End	Credits	Title
09/2018	12/2020	90	South Seattle College

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2021	03/2022	32	<b>American Frontiers: Homelands, and Borderlands</b> 4 - <i>Native American and Indigenous Studies: Indigenous History and Policy</i> 4 - <i>American Studies: Race, Ethnicity, and Class in the West</i> 6 - <i>Human Geography: Cultural and Political Boundaries</i> 4 - <i>Immigration Studies: Labor and Cultural Hybridity</i> 4 - <i>Cultural Studies: Indigenous and Immigrant Placemaking</i> 4 - <i>ArcGIS Training: StoryMaps</i> 6 - <i>Olympia Digital Walking Tours Project: 5th Avenue Dam and Capitol Lake</i>
03/2022	06/2022	16	<b>Fisheries in the Pacific Northwest: Biology and Political Ecology</b> 4 - <i>Political Ecology</i> 4 - <i>Fisheries Policy and Politics in the PNW</i> 6 - <i>Biology of Harvested Species</i> 2 - <i>Fisheries Management</i>

**Cumulative**

138 Total Undergraduate Credits Earned



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**March 2022 - June 2022: Fisheries in the Pacific Northwest: Biology and Political Ecology**  
16 Credits

**DESCRIPTION:**

Faculty: Amy Cook, Ph.D. and Shangrila Joshi, Ph.D.

This one quarter program explored the close and complex connections between the biological, ecological, cultural, and political systems of fisheries in the Pacific Northwest. Our focus was on Indigenous fisheries, exploring their history, cultural significance, management, and the socio-political systems that have influenced them from pre-colonial times through the present day. The learning goals of the program included:

- 1) Develop a greater understanding of the key concepts in political ecology, the biology of harvested species, and fisheries management
- 2) Develop a deeper understanding of Indigenous fisheries from the pre-colonial period to the present day
- 3) Apply concepts from various fields to Indigenous fisheries to better understand their management and issues like environmental justice and collaborative harvest management

In this program, lectures provided students with a foundation in the biology of finfish and shellfish species in the Pacific Northwest as it relates to the harvest, management, and conservation of these species. This included key topics in population biology, demography, and ecology including the BIDE (Births, Immigration, Deaths, Emigration) model of population dynamics and the factors that influence these vital rate, basic population genetics, life history and reproductive strategies, and the relationship between physical characteristics of habitats and community structure. These concepts were then applied to critical habitat conservation, marine protected areas, the impact of climate change on harvested species, and the issues of stock identity and hybridity in the context of policy like the Endangered Species Act. Labs and field work focused on finfish and bivalve diversity and species identification and assessment of stream habitat quality.

The program offered an introduction to fisheries management, including the surplus production model, the use of enclosure, catch controls, effort controls, and technical measures in the management of finfish and shellfish fisheries. These topics were discussed in the context of pre-colonial Indigenous fisheries in the Pacific Northwest, changes in fisheries and their management with the arrival of Europeans, and modern fisheries in Washington State. The coverage of modern fisheries focused on commercial fisheries and their management by State, Federal, and Tribal entities. Students were introduced to hatcheries, their impact on wild fish, and hatchery reform, with a focus on Washington State. A field trip to Tumwater Falls in Tumwater, Washington focused on detailed analysis of juvenile rearing habitat and fish passage structures.

Students were introduced to political ecology to contribute to interdisciplinary study of fisheries in the Pacific Northwest. Using Paul Robbins' *Political Ecology: A Critical Introduction* as a guiding text, students engaged in weekly readings and lectures introducing theoretical and conceptual frameworks in political ecology in historical and global contexts. These frameworks were then put into practice to examine contemporary regional case studies through a political ecology lens. As such, students learned to critically examine neo-Malthusian and neoliberal approaches to explaining the root causes of environmental problems often mischaracterized as 'tragedies of the commons'; and to understand the structural drivers of these problems, with a focus on colonialism and capitalism as creating conditions of marginalization and environmental injustice alongside commons degradation particularly in marginalized communities. Further, students were offered tools to critically examine narratives of environmental



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degradation, restoration, and conservation in light of their environmental justice implications by learning to view commonly employed environmental tropes pertaining to the preservation of 'wild nature' alongside Orientalist characterizations of Indigenous communities as social constructs that can be employed to maintain unequal power dynamics. These critical lenses were applied to examine a number of case studies including debates over whaling, fish consumption rates, shared governance of fisheries, and hatcheries in the Pacific Northwest within a context of settler colonialism and neoliberal capitalism.

Students had several opportunities to bring together ideas from political ecology, biology, and fisheries management. Weekly seminar discussions examined books like *Spirits of Our Whaling Ancestors* by Charlotte Cote, *Salmon is Everything* by Theresa May, and *The Sea is My Country* by Joshua Reid and readings on tuna fisheries, the commodification of salmon, and resilience and sustainability in Indigenous and community-based fisheries. These readings offered many examples of concepts discussed elsewhere in the program and students were encouraged to analyze and compare the authors' arguments and approaches and engaged in discussion and concept mapping to demonstrate their understanding of key ideas in the readings. An interdisciplinary group project gave students the opportunity to apply what they had learned to a system or issue of their choice. The students' learning was demonstrated in presentations to the class at the end of the quarter.

#### **EVALUATION:**

Written by: Amy Cook, Ph.D. and Shangrila Joshi, Ph.D.

Elyssa Conn took full advantage of the learning opportunities presented in the program and was a fully engaged member of the learning community.

Elyssa's work in the program demonstrated a firm grasp of the biology of harvested animals presented in the program. She developed a solid foundation in the key concepts and made very good, accurate connections to the factors that make a species vulnerable to the risk of extinction, the interaction between species hybridity and conservation policy, and how climate change is predicted to impact harvested species like bivalves. In the Lab and Field Notebook assignments, Elyssa developed a deeper understanding of finfish and bivalve diversity and learned species identification in these two groups. In the fisheries management portion of the program, she clearly demonstrated the ability to apply key concepts in this discipline to discussions of the characteristics of sustainable fisheries, collaborative resource management, the differences between hatchery and wild fish, and the characteristics of pre-colonial fisheries in the Pacific Northwest. Elyssa's field assignments demonstrated a good understanding of the features of a stream that support fishes and provided detailed descriptions of the design of the fish ladders at Tumwater Falls from the perspective of salmon and lamprey.

Elyssa completed all five synthesis essays in political ecology. In this work she conveyed excellent understanding of key ideas reviewed in political ecology including environmental determinism, Marxist political economy, and common property theory drawing appropriately from program texts. Her strongest synthesis essay effectively examined social constructions of nature at play in much environmental discourse, demonstrating the significance of political ecological analysis of these dynamics: "To say that nature is co-produced brings up the Amazonian Dark Earths and the idea that they [are] produced by human interaction. To reframe back to the idea that we are part of nature, to say that humans co-produced this nutrient dense soil with nature is to move away from the thought that we are separate. As we are a part of this world, we have influence over nature and nature also has influence over us. Thinking about this in terms of environmental change, it puts us in a place to be able to see that the relationship is reciprocal. I believe it could bring to light a better understanding of how we can work with nature to make changes for the better by acknowledging that we play an important role in 'natural' disasters and in climate change as a whole." In her weekly work, she strove to pin down a concise and precision definition of political ecology, and she achieved that understanding in this essay.



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Elyssa completed all four 'theory to practice' case study assignments in political ecology. In this work, she did a good job concisely applying political ecology and environmental justice lenses to examine shared fisheries governance, the Makah whaling controversy, fish consumption rates, and the debates over hatcheries in salmon restoration in Washington State. Her strongest work in this group of assignments was on hatcheries. In this work she did an excellent job of utilizing a social constructionist lens to demonstrate how ideas of pristine nature come to play a role in these debates and how such environmental tropes serve to perpetuate unequal power dynamics between colonizer and colonized. Elyssa's contributions to the case study workshops were consistently substantive.

Elyssa made substantive contributions to our weekly seminars in both small group sessions and all-class discussions, as well as in the online discussion forum. She demonstrated good engagement with all assigned seminar texts through the weekly seminar preparation assignments. Her reflections on chosen excerpts were insightful, and she often raised astute and thought-provoking questions for discussions that showed a critical and reflexive reading of texts.

Elyssa contributed to a group research project 'The Elwha Dam Removal: From Habitat Degradation to Community Action and Salmonid Recovery' including an end-of-term presentation to peers and faculty. Using effective visual imagery, Elyssa focused on the political struggle that culminated in the removal of the Elwha and Glines Canyon Dams in 2011, and particularly the successful role played by collaborations between Native and non-Native advocates of dam removal including tribes, the National Park service, and various tribal, state, federal, and community-based organizations. Elyssa provided an exhaustive timeline of key events that led to the removal of the two dams in an informative presentation. Her preparation for the presentation included numerous work sessions with teammates, and her individual contributions to the group project included an annotated bibliography and presentation slides and script drawing on relevant sources.

Elyssa met the program learning goals and developed a solid foundation in the biology of harvested animals and political ecology and effectively applied this knowledge to issues around fisheries and fisheries management in the Pacific Northwest. Elyssa clearly demonstrated interdisciplinary thinking and the ability to integrate information from a variety of sources.

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

- 4 - Political Ecology
- 4 - Fisheries Policy and Politics in the PNW
- 6 - Biology of Harvested Species
- 2 - Fisheries Management



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## **September 2021 - March 2022: American Frontiers: Homelands, and Borderlands**

32 Credits

### **DESCRIPTION:**

Faculty: Kristina Ackley, Ph.D. and Zoltán Grossman, Ph.D.

Students explored the juxtaposed themes of Borderland and Homeland, Empire and Colony, and the Indigenous and Immigrant experience. We used historical analysis (changes in time) and geographic analysis (changes in place) to critique these themes.

We studied how place and connection are nurtured, re-imagined and interpreted, particularly in Indigenous, Latinx, Asian, and other recent immigrant communities. The colonial control of domestic homelands and imperial control of foreign homelands were both highlighted in recent patterns of recent immigration. These patterns involve many "immigrants" who are in fact indigenous to the Americas, as well as immigrants from countries once conquered by the U.S. military.

We heard the life stories of local individuals and communities to understand their narratives of relationality, assimilation, resilience, and survival. Students engaged with the material through seminars, lectures, guest speakers, films, workshops, written assignments, team projects, and presentations, and developed skills in writing, research, synthesizing information, and public speaking.

In fall quarter, we tracked the historical progression of the frontier across North America and overseas and the territorial and cultural clashes of settler and colonized peoples. In particular, we examined the overlapping experiences of Native Americans and recent immigrants, and Indigenous territories and migrations that transgress or straddle the international border as defined by Homeland Security. We looked at contemporary case studies that show the imprint of the past in the present (particularly in the Southwest and Northwest). In the fall, students developed a 6-10 page final research paper on the historical roots of a contemporary issue, pertaining to how 21st-century North American communities are wrestling today with conflicts over nationhood, cultural identity, and migration.

Required fall quarter books included *The Legacy of Conquest: The Unbroken Past of the America West* (Patricia Limerick); *Borderlands / La Frontera: The New Mestiza* (Gloria Anzaldúa); *Spirits of Our Whaling Ancestors: Revitalizing Makah and Nuu-chah-nulth Traditions* (Charlotte Coté); *Yellow Woman and A Beauty of the Spirit* (Leslie Marmon Silko); *The Beadworkers: Stories* (Beth Piatote); *Harvest of Empire: A History of Latinos in America* (Juan González); and *Transborder Lives: Indigenous Oaxacans in Mexico, California, and Oregon* (Lynn Stephen).

In winter quarter, we explored the local place-based history of Indigenous and immigrant displacement and revitalization in downtown Olympia. We focused on the Deschutes River Estuary, the site of the displacement of a Coast Salish village, Chinatowns, and a community removed for the damming of Capitol Lake. The program collaborated with the Art Forces organization in the "Olympia's Hidden Histories" project, to develop self-guided digital walking tours of downtown Olympia that tell the stories of this creation of a settler colonial landscape, and contemporary revitalization efforts. Workshops trained student teams in the use of the web-based ArcGIS StoryMaps platform to produce walking tours for mobile phones, and students submitted weekly project logs to track their individual project work.

Required winter quarter books included *Messages from Frank's Landing: A Story of Salmon, Treaties, and the Indian Way* (Charles Wilkinson); *Removing Barriers: Restoring Salmon Watersheds through Tribal Alliances* (Conceptualizing Place students); *Yakama Rising: Indigenous Cultural Revitalization, Activism, and Healing* (Michelle Jacob); *At America's Gates: Chinese Immigration during the Exclusion Era, 1882-1943* (Erika Lee); *Wisdom Sits in Places: Landscape and Language Among the Western*



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*Apache* (Keith H. Basso); and *Spirit Run: A 6,000-Mile Marathon through America's Stolen Lands* (Noé Álvarez).

**EVALUATION:**

Written by: Zoltán Grossman, Ph.D.

Elyssa Conn was enrolled full-time in our two-quarter program *American Frontiers: Homelands and Borderlands*. Elyssa did excellent work in exploring the juxtaposed themes of frontier and homeland, and the overlap of Indigenous and immigrant experiences. Elyssa attended all required program activities—faculty lectures, films, workshops, and guest speakers—with perfect attendance. She was engaged in the program, made thoughtful observations, and kept in communication with faculty under our hybrid learning guidelines. Elyssa also completed three map quizzes on Native nations in North America, the Northwest, and Southwest, getting a majority of answers correct.

Elyssa participated in the weekly seminar on the readings, offering useful insights and listening well. She submitted all eight required “seminar tickets” on the readings every odd week. Students also wrote synthesis papers every even week integrating our seminar readings with other class activities. Elyssa submitted all eight required synthesis papers, consistently writing interesting papers, and made helpful observations on her fellow students’ posts. She submitted an excellent synthesis paper based on Beth Piatote’s *The Beadworkers* and Charlotte Coté’s *Spirits of Our Whaling Ancestors*, as well as class lectures on cultural mixing and Native food sovereignty, all which refuted the idea of the “Vanishing Indian.” The essay astutely asserted that “Although two very different forms of literature,” the two authors “display that their culture is very much alive, present, and resilient.” She concluded that “traditional revitalization has no connection to the idea of a ‘past Indian,’ but directly relates to colonization and the forced erasure of access to traditional foods, Native lands, and forced assimilation.”

As their fall quarter research project, students submitted two short papers on the historical roots of a contemporary issue and combined them into a final paper (assigned as 6-10 pages) that identifies the origins of the present-day issue in the past. Elyssa completed an excellent 6-page final paper titled “The Indian Child Welfare Act and its Continuing Challenges.” Her paper began with a historical section comparing the 19<sup>th</sup> century Native boarding schools to the 20<sup>th</sup> century system of Native foster care and adoptions. She explained, “While not as blatantly assimilationist as boarding schools,” the 1958 Indian Adoption Project “remained an obvious plan to remove children from their biological families, cultural roots, and lands. The lack of understanding and apparent necessity to ‘save’ Native people from themselves persisted through time.” By the 1970s, “25-35% of all Indian children had been separated from their families and placed in foster homes, adoptive homes or institutions, and 90% of those placements were non-Indian homes,” citing studies that “cultural misunderstanding, poverty, prejudice, and discrimination stood at the roots of these policies.” The paper was well cited, drawing on a one-page bibliography of diverse sources, and Elyssa’s final version evidenced revision based on faculty feedback.

Elyssa described how tribal governments and intertribal advocacy groups created the movement that led to the 1978 passage of the Indian Child Welfare Act (ICWA), “in order to regulate and oversee the adoption process and placement of Indian children, with focus on adoption placement within tribes, giving tribal authority power in order to preserve culture and serve in the best social and emotional interests of families and their children.” Yet Elyssa found that “despite the commendable work, time, and effort put into the milestone enactment of ICWA, it has faced tremendous backlash through the ensuing decades. These actions have threatened not only the individual lives of Native families and children involved, but tribal sovereignty itself.”

Elyssa described the egregious foster care system in South Dakota, in which “the state had financial incentive to remove children, and although Native children only consisted of less than 15 percent of the child population but made up more than half the children in the foster care system.” She reviewed court



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cases that challenged ICWA, including those that have weakened the Act by awarding custody to non-Native adoptive families instead of biological parents. The most recent case in Texas involves a white Christian couple seeking to redefine ICWA as a “race-based” law, despite the fact that Native rights are based on tribal government status rather than race. She concluded that “if ICWA is ruled unconstitutional in U.S. Supreme Court based on the grounds of racial preference instead of political sovereignty, it will open doors to break down tribal law.”

Elyssa’s final version of her fall paper evidenced revision based on faculty feedback. At the end of fall quarter, Elyssa presented to the class on her research findings, as part of a student panel on Resistance. Her presentation was clear and compelling, and she made helpful comments on other students’ presentations.

As their winter quarter project, students contributed to the “Olympia’s Hidden Histories” project, exploring the local place-based history of the displacement of Indigenous and immigrant communities (as well as salmon and oysters) in the former Deschutes River Estuary. Student teams developed four digital walking tours of downtown Olympia, to tell stories of the creation of a settler colonial and white supremacist landscape, and of contemporary cultural and environmental revitalization efforts. Students were trained in the web-based ArcGIS StoryMaps platform to produce the self-guided walking tours.

Elyssa was part of the Dam Team, which examined the displacement of the Little Hollywood shantytown community in the 1940s, to make way for the 1951 construction of the 5<sup>th</sup> Avenue Dam, which blocked the Deschutes Estuary and created Capitol Lake as a reflecting pool for the State Capitol. The StoryMap discussed the harmful algae blooms and invasive species in the lake ecosystem, and their effects on the salmon runs in the treaty-guaranteed tribal fishing grounds. The tour concluded with the contemporary debate over the possible removal of the dam to restore the estuary. Team research was reviewed by Jeremiah George and Charlene Krise (Squaxin Island Tribe) and Ed Echtle (Olympia Historical Society). Elyssa turned in all eight required weekly project logs, in a timely manner.

Elyssa’s specific work on the walking tour project included researching and writing the sections of text pertaining to Heritage and Marathon parks, tribally led events advocating for dam removal, and possible options for Capitol Lake, including dam removal and estuary restoration. She acquired numerous photos, newspaper articles, and other graphics for the StoryMap, and took contemporary photos of some of the historic sites. In this research process, she walked the tour route several times, visited the Washington State Library, and contacted state agency officials and the Deschutes Estuary Restoration Team.

Elyssa also developed all the directional maps in the tour, juxtaposing the maps to the historical and contemporary photos to make them more interactive to the tour user. At the end of winter quarter, Elyssa presented the StoryMap to the class and guests, as part of the Dam Team. She commented, “I enjoyed the experience of working with people who are hardworking and care about their production.” Elyssa’s excellent work contributed to the success of the StoryMap.

In fall quarter 2021 and winter quarter 2022, Elyssa Conn grew as a thinker and writer on the history of Indigenous and immigrant homelands, the Western “frontier” and borderlands, and their legacy in present-day Olympia, the United States, and the world. She has a promising future as an engaged educator.

#### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32**

- 4 - Native American and Indigenous Studies: Indigenous History and Policy
- 4 - American Studies: Race, Ethnicity, and Class in the West
- 6 - Human Geography: Cultural and Political Boundaries



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- 4 - Immigration Studies: Labor and Cultural Hybridity
- 4 - Cultural Studies: Indigenous and Immigrant Placemaking
- 4 - ArcGIS Training: StoryMaps
- 6 - Olympia Digital Walking Tours Project: 5th Avenue Dam and Capitol Lake





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

## EVERGREEN TRANSCRIPT GUIDE

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

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

### **Educational Philosophy:**

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

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

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

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

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

### **Academic Program**

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

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

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

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

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

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

Credit is recorded by:

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

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

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

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

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

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

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

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

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

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