

HISTORY 214 - 5 credits

WINTER QUARTER 2013 Room D-103, Mondays @ 7:50 pm

INSTRUCTOR: T.A. Perry

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REQUIRED TEXTS:

Richard White, "It's Your Misfortune and None of My Own" - A New History of the American West. University of Oklahoma Press, 1991.

Lillian Schlissel, Far From Home, Families of the Westward journey. University of Nebraska Press.

J. Licahtowich, Salmon Without Rivers

COURSE DESCRIPTION:

We shall trace the history of the Pacific Northwest and Alaska within the context of the westward expansion of the frontier and the general development of the American experience. We will then look specifically at the evolution of the Oregon country into first a territory and then the states of Washington, Oregon, Idaho and Montana. We will also investigate Alaska's protracted journey to statehood. We will finish by delving into aspects of each state's subsequent development.

COURSE LEARNING OUTCOMES:

The primary learning outcomes of History 214 are to:

- A. Develop critical/analytical thinking
- B. Develop an historical awareness of regional cultural development within the larger national and global context
- C. Develop an appreciation for the unique contributions of the indigenous natural peoples of the region.
- D. Develop an appreciation for the human element within the trends of historical development

These outcomes will be accomplished by:

- A. Discerning historical bias
- B. Differentiating between fact and fiction
- C. Recognizing cogency of reasoning
- D. Recognizing fallacious reasoning
- E. Comparing and contrasting data
- F. Assessing accuracy and thoroughness of data
- G. Identifying cause and effect in history
- H. Developing inferential abilities
- I. Developing critical judgments about historical developments

Students will then be able to apply these skills in the following areas:

- A. Comprehend the development of historical trends and ideas
- B. Comprehend the forces and factors unique to our region as well as the larger contexts in which we develop
- C. Gain knowledge of basic geopolitical entities
- D. Gain knowledge of the shifts in geopolitical boundaries through time
- E. Recognize the role that geophysical realities have played in shaping historical developments
- F. Understand the role that human emotions/behaviors have played in historical trends
- G. Appreciate the role that cultural outlooks/attitudes have played in the formation of each of the following in a regional context:
 - 1. Religion
 - 2. Political Systems
 - 3. Social Stratification

4. Gender Relationships
5. Economic Systems
5. Military considerations/necessities
7. Plastic and Literary Arts
8. Resource Exploitation and Environmental Degradation
9. Science and Technology

COURSE REQUIREMENTS:

There will be three exams. To receive credit for this class, a cumulative passing average must be attained on these tests. If any of the exams is not attempted you CANNOT receive a passing grade.

- Exam I Due Monday, February 11, 2013 (33% of your grade)
This will be a take home essay exam. Questions will be distributed in advance.
- Exam II Due Monday, March 04, 2013 (33% of your grade)
This will also be a take home essay exam and a list of essay questions will be distributed one week in advance.
- Exam III Due Wednesday, March 20, 2013 (33% of your grade)
This will be a take home exam due on or before the due date. One question will be comprehensive and one will emphasize the latter one-third of the course.

N.B. For you adventurous "netophiles", my colleague, Graham Haslam, has put together a Web site concerning the history and development of the Boeing Company. In lieu of the shorter final exam question, you may work through this unit as directed on the site. This is a pilot project, and, as such, is optional, lest you be assessed the computer fee levied by the institution for Net access. The URL will be listed on the Final Exam page.

Electronic submission of material has, lamentably, become the order of the day. This modality is not without a myriad of problems, most notably e-mail providers that are more than occasionally unreliable – to wit – a document is sent but does not arrive. IT WILL BE THE STUDENT’S RESPONSIBILITY TO GET THE MATERIAL IN ON TIME, BY WHATEVER MEANS IT IS SUBMITTED. Failure of your “digital service” does not constitute an emergency for me. When I receive an exam, the return message will be “Got it”...IF YOU DON’T GET A “GOT IT”, I DIDN’T GET IT – and – it’s your misfortune and none of my own!

FINAL EXAMS – DEADLINES, are an ABSOLUTE INVIOLEATE, NON-NEGOTIABLE DEADLINE. No material will be accepted by any means of transmission after that time, an “F” grade will be assigned and will not be changed for any reason

GRADING POLICY:

I assign the final letter grades on a straight-forward percentage basis as follows:

A	(4.0) 98-100	C	(2.0) 79-82
A-	(3.7) 94-97	C-	(1.7) 76-78
B+	(3.3) 91-93	D+	(1.3) 73-75
B	(3.0) 88-90	D	(1.0) 70-72
B-	(2.7) 86-87	F	(0.0) BELOW 70
C+	(2.3) 83-85		

I do not curve grades -- but I do make allowances for extenuating circumstances (we all have bad days) and, I

tend to emphasize improvement in assigning a final grade.

I have historically been lenient about assigning Incomplete "I" grades. In recent times this policy has become problematic, as students appear to be using the Incomplete as a "cop out". I am amending my policy as follows – A MINIMUM OF 2/3 – 67% -- of the work in any course must be completed or I WILL NOT consider assigning an Incomplete "I" grade.

A note: Many, perhaps even most, instructors will not consider assigning this grade at all.

If you decide that this course is not your "cup of tea," please do yourself a favor and withdraw, rather than simply evaporate "into the mystic." Please note the BCC Summer Calendar on the website or on page 5 of the winter 2013 Class Schedule for withdrawal dates.

ODDS AND ENDS:

My basic approach in the review sessions will be to offer supplemental media materials to enhance your comprehension of the subject matter, and to encourage questions – the only "stupid" question is the one which needs to be answered but is not asked.

Please read the attached policies of the Social Science Division.

****READING ASSIGNMENT FOR EXAM I****

White: Parts I and II

A SPECIAL NOTE:

It is the student's responsibility to keep your instructor and/or the registration office apprised immediately of any changes in either his/her address or phone number to facilitate the timely arrival of any and all correspondence related to this course.

HISTORY 214 - COURSE CONTENT

(GENERAL COURSE OUTLINE)

I. INTRODUCTION

- A. Frontiers & Imagination
- B. Frontier Evolution of the U.S.
 - 1. Tidewater
 - 2. Carolinas
 - 3. New England
 - 4. Old, Old, Old West
 - 5. Ohio Country
 - 6. Mississippi Valley
 - 7. The Spanish Borderlands
 - a. Santa Fe Trail
 - b. California
 - 8. Texas and Manifest Destiny
 - 9. On to Oregon
 - 10. 49'ers and Mormons
 - 11. The West of the Western
 - a. 1870-1890
 - 12. Seward's Folly

II. **THE REGIONAL LANDSCAPE**

- A. Processes
 - 1. Terranes
 - 2. Fire and Ice
- B. Physiographic Regions
 - 1. The "Old PNW"
 - 2. Alaska
- C. Our Unique Geology
 - 1. Miocene Basalt Flows
 - 2. Bretz (Spokane) Floods

III. **THE NATIVE AMERICANS**

- A. Coastal/Fluvial Groups
- B. Plateau Cultures
- C. Alaskan Cultures
- D. The Potlatch

IV. **EURO-AMERICAN EXPLORATION/INTRUSION**

- A. Russia
- B. Spain
- C. England
 - 1. Maritime
 - a. James Cook
 - b. George Vancouver
 - 2. Terrestrial
 - a. Alexander MacKenzie
 - b. Simon Fraser
 - c. David Thompson

D. **United States**

- 1. Robert Gray
- 2. Lewis and Clark

V. **THE FUR ENTERPRISE AND JOINT OCCUPANCY**

- A. Russian Alaska
 - 1. Alexander Baranov
 - 2. Father Veniaminov
- B. Astorians
- C. Northwest Company
- D. Hudson Bay Company
- E. The Mountain Men

VI. **AMERICAN SETTLEMENT**

- A. The Entrepreneurs
 - 1. Hall Jackson Kelly
 - 2. Nathaniel Wyeth
- B. The Missionaries
 - 1. Anglicans
 - 2. Methodists

- 3. Presbyterians
- 4. Catholics
- C. Willamette Valley - 1840's
- D. The Cayuse War/Oregon Territory
- E. The Rogue War and Treaty of Table Rock

VII. **WASHINGTON TERRITORY**

- A. First Settlements
 - 1. Donation Land Act
 - 2. George Washington Bush
- B. Puget Sound
 - 1. Seattle
- C. Isaac Stevens
 - 1. Treaties and Trouble
 - 2. The Yakima War - 1855-56
 - 3. Demise of the Hudson Bay Company
 - a. The Pig War
- D. Mining in Idaho/Montana
 - 1. Demography and Politics
 - 2. Frontier Justice

VIII. **POST-CIVIL WAR DEVELOPMENT**

- A. The Transcontinental Railroad
 - 1. Jay Cooke
 - 2. Ben Holladay
 - 3. Henry Villard
- B. The Unhappy Hunting Grounds
 - 1. Modocs
 - 2. Sioux & Cheyenne
 - 3. Nez Perce
- C. **King Coal**
 - 1. Roslyn
 - 2. Newcastle
 - 3. Coos Bay
- D. **Eastern Capital and Regional Development**
 - 1. Urbanization in the 1880's
 - a. Seattle
 - b. Tacoma
 - c. Portland
 - 2. National Politics and Statehood
- E. **Seward's Folly**
 - 1. Sheldon Jackson
 - 2. Lt. Henry Allen

IX. **THE 1890'S**

- A. James J. Hill

- B. Panic of 1893
 - C. Klondike Gold Rush
 - D. Corporate Logging and Mining
 - E. Labor Reacts
- X. **AGE OF REFORM**
- A. Grangers to Progressives
 - B. The IWW
 - C. W.W.I
 - 1. Shipbuilding
 - 2. Lumber
 - 3. The General Strike of 1919
 - D. Women Who Dared
 - 1. Anna Louise Strong
 - 2. Nellie Centennial Cornish
 - 3. Bertha K. Landes
 - E. Alaska
 - 1. Kennecott Copper
 - 2. The Alaska Railroad
- XI. **THE 20'S - RENEWED NATIVISM**
- A. Reaction and Radicals
 - 1. KKK Flourishes in the Pacific Northwest
 - 2. From Indifference to Intolerance
 - B. The Republican Ascendancy
 - C. Alaska and Aviation
- XII. **THE GREAT DEPRESSION**
- A. To Make the Desert Bloom
 - 1. Perspective on Irrigation Endeavors
 - 2. Grand Coulee Dam
 - B. The New Deal
 - C. The Matanuska Valley Experiment
- XIII. **W.W.II**
- A. Ships and Planes
 - B. The Aleutian Campaign
 - C. The Alaska Highway
- XIV. **THE ERA OF ABUNDANCE: 1945-1974**
- A. Panic to Panacea
 - 1. Boeing - Booms and Busts
 - 2. Agriculture - A New Eden
 - B. Alaskan Statehood
 - C. The "Left Coast" - Hippies and Hairshirts
 - D. The "Return of the Native" - Treaties, Land Claims, and Fish
 - 1. The Boldt Decision
 - 2. The Native Claims Act
- XV. **THE END OF ABUNDANCE: 1974 ET SEQ**
- A. The North Slope and "Black Gold"

- B. Environmental Issues
 - 1. Logging - Why They Couldn't Cut It All...
 - 2. Dams and Fish and Farms, and Electricity
- C. Changing Demographics
 - 1. Suburban Development
 - 2. The Altered Face of Regional Politics