

Bellevue College

HIST& 214: History of the Pacific Northwest

Class Syllabus, Winter 2020



This syllabus contains essential information about class policies, structure, etc. that are intended to help further your learning in the class. It is your responsibility to be familiar with the syllabus.

Make sure you read it! There will be a quiz!

Instructor: Dr. Brian Casserly

Office Hours: Mondays and Fridays, 9.30 – 10.20am; Tuesdays, Wednesdays, and Thursdays, 12.30 – 1.20pm; and by appointment. My office is in D-110 (the main Social Sciences office)

Contact Information:

Phone: (425) 564-3140

E-mail: via Canvas e-mail or

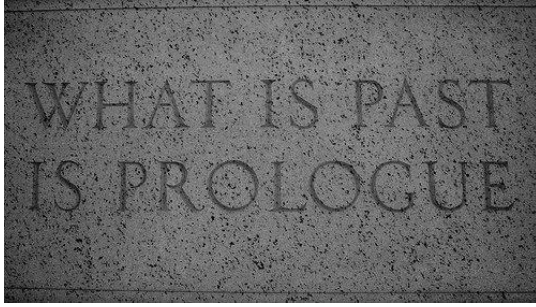
brian.casserly@bellevuecollege.edu (e-mail is the best way to contact me)



"With the historian it is an article of faith that knowledge of the past is a key to understanding the present." Kenneth Stamp

"History is, in its essentials, the science of change." Marc Bloch

"[historians] are the professional remembrancers of what their fellow citizens wish to forget." Eric Hobsbawm

INTRODUCTION AND TEACHING PHILOSOPHY:

Welcome to HIST& 214! Fundamentally, history involves the study of change and seeks to explain why these changes occur and how they have influenced us. History helps us understand ourselves, our world, and how and why it is the way it is. For the rest of the quarter I look forward to working with you as we examine some of the major changes and developments in the history of the Pacific Northwest region of North America from the late 1700s to the present.

Over the course of the quarter we will learn the process of history, what it is that historians do and the kinds of skills that they use. This will involve studying major historical changes and developments to figure out why these occurred and what their significance was. We will explore [primary sources](#), the tools that historians use to understand the past, such as letters, diaries, journals, song lyrics, government documents, newspaper and magazine articles, and photos, to name just a few. We will also examine how historians construct interpretations and analyses of the past, i.e. [secondary sources](#). We will learn to think critically about both these types of sources and what they can tell us about the past and about the explanations that historians produce. We will also focus on learning how to develop strong analyses of historical evidence. It is important that we understand that interpretations of the past are not static. Professional historians expect that newly discovered artifacts, newly released documents and new approaches to studying history will change our perceptions of the past.

We will also be concerned with content. Between now and the end of the quarter we will use a variety of forms of evidence to explore the history of the Pacific Northwest region from the time just before contact between native peoples and Euro Americans in the late 18th century, to the beginning of the 21st century. For the purposes of the class we will focus largely on what are now the states of Washington and Oregon. Of course, the history of the Pacific Northwest has also been influenced by developments in places far outside the region, such as London, San Francisco, Washington D.C., China, Japan, the Philippines, Mexico and Scandinavia, and we will investigate the links between some of these places and the region.

We will be emphasizing the following interconnected themes over the course of the quarter:

- Who is seen as belonging in the Northwest? In other words, who gets treated as an equal and accepted member of Northwest society and how has this changed over time? This will involve examining changes in relations between various groups of people in the area.
- How has the relationship between peoples living in the Northwest and their environment shaped the region and how has this relationship changed over time.
- How has the region been shaped by international developments (e.g. international conflicts and patterns of trade and migration) and political, economic, and social issues in the United States?

By examining the history of the region, we will also hopefully develop a greater understanding of how the Northwest came to be the way it is today and of the issues it faces in the 21st century.

Your responsibility over the quarter is to complete all readings and assignments on time and become familiar with the narrative of Pacific Northwest History as presented in the readings and class meetings. You will also be asked to develop skills in historical thinking, to learn how to analyze primary and secondary sources, to make arguments and interpretations from them, and

to critically evaluate the interpretations that other historians have made. In addition, you will be working on your communication skills, especially writing.

This class meets daily. This is not a distance learning class! We will cover material during class meetings that is not covered in the books or readings and which is not available online. Understanding topics and themes covered in class is essential to doing well in the course. **Regular attendance in class is required and is essential if you are to receive a passing grade.**



In D-110 my office is

I am available to meet with you individually during my office hours (or by appointment) to discuss any questions or problems you may have about any aspect of the course. Feel free to drop by to talk about anything related to the course or history more generally. Outside of office hours, E-mail is the easiest way to contact me and during the regular work week I will usually respond to messages within 24 hours. You should expect a longer response time to e-mail sent on the weekends.

Class materials are available through Canvas – go to <http://bellevuecollege.edu/canvas/> and look for the link to HIST& 214

In order to comply with Bellevue College policy and federal privacy laws, **I can only communicate with you via e-mail through your Bellevue College e-mail accounts or Canvas's e-mail system. I will NOT reply to messages sent from non-college accounts, e.g. gmail, yahoo, Hotmail, etc.**

LEARNING OUTCOMES ADDRESSED:

At the end of the course successful students should:

- Be able to analyze and critically evaluate primary and secondary sources.
- Have improved their ability to communicate effectively in writing.
- Be able to analyze the changing relationships between various groups of people and cultures in the region and between the region's environment and its inhabitants.
- Be able to identify and assess the causes and consequences of the major economic, social, political and cultural developments in the region's history and the connections between the region, the nation, and the world.

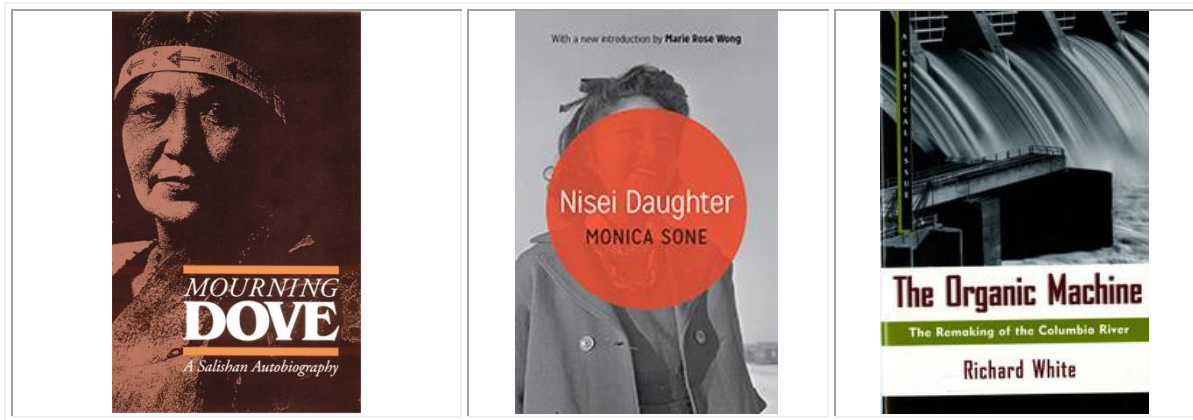


Find out how this guy was part of one of the major changes in Northwest History.

These outcomes will be met through a variety of means, including class readings, papers, and other assignments, lecture, discussion, and other active learning opportunities, etc.

REQUIRED READINGS:

The weekly reading assignments will be an important part of your learning experience. They will form the basis for our discussions in class and will allow us to investigate in greater depth the central issues covered by the class, using the academic tools of historical analysis. You are responsible for completing all of the reading assignments on time. **All reading assignments are detailed in the class modules section of the course Canvas site.** I expect that you will use relevant evidence from readings in writing assignments, regardless of whether we discussed those readings in class. The following are the required readings for the class:



- Mourning Dove, [*Mourning Dove: A Salishan Autobiography*](#) (Lincoln: University of Nebraska Press, 1990).
- Monica Sone, [*Nisei Daughter*](#) (Seattle: University of Washington Press, 2014).
- Richard White, [*The Organic Machine: The Remaking of the Columbia River*](#) (New York: Hill and Wang, 1995).
- Primary and secondary source readings available in the weekly modules section of the class Canvas site – **these should be brought to class in either print or electronic format on the days they are scheduled for discussion.**
- Selections from Patrick Rael, *Reading, Writing, and Researching for History: A Guide for College Students* (Brunswick, ME: Bowdoin College, 2004). This is available for **FREE** at <http://www.bowdoin.edu/writing-guides/>
- There is also an optional textbook for the class: Carlos Schwantes, [*The Pacific Northwest: An Interpretative History*](#) (Lincoln, NE: University of Nebraska Press, 1996).

The books can be purchased at the college bookstore or from a variety of online booksellers. **You may use any edition of the books. Copies of all of the books required for the class are on reserve at the [Library and Media Center](#). To maximize the quality of discussions and the grades you get for class participation it is important that you complete all the readings that have been assigned for that week. You MUST bring the readings to class on the days we are scheduled to discuss them.**

ASSIGNMENTS AND GRADING:

To be successful in this course you will need to master the narrative of Northwest history as presented in class and in the readings. In addition, you will be asked to think like historians and

evaluate material critically so that you can make informed and intelligent interpretations and analyses. My job as the instructor is to help you acquire these skills and those you will need to write effective essays and exams.

The assignments for this class are intended to help you develop skills in critical thinking and effective writing, while becoming more familiar with some of the major historical issues in the region. All written assignments (except those completed in-class) must meet my requirements for papers (available in the paper assignment instructions, which will be posted in the class site in Canvas). Papers must be submitted at the start of class on the day they are due. For due dates of assignments please see the Class Schedule. Late assignments will be penalized for each day they are late.

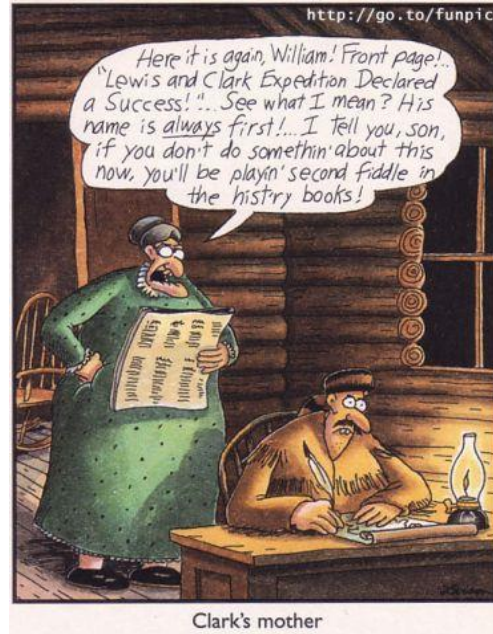
Your grade is based on a total possible score of 1,000 points for the quarter as follows:

A = 950 – 1,000 points	B- = 800 – 839	D+ = 670 – 699
A- = 900 – 950	C+ = 770 – 799	D = 620 – 669
B+ = 870 – 899	C = 740 – 769	F = under 620
B = 840 – 869	C- = 700 – 739	

Your grade in the class will be determined by the quality of your work on the following assignments:

- **Homework/short writing assignments** (350 points out of a total possible 1,000 points for the course). There will be **eight** homework or in-class writing assignments over the course of the quarter; **your lowest score will be dropped at the end of the quarter**. These assignments will be based on the reading assignments and/or material covered in class for that particular week.
- **Syllabus quiz**. This will be a multiple-choice quiz and will be completed in Canvas. It is worth 50 points.
- **Attendance and Engagement in Discussion of Readings and Class Material** (200 points). 100 points of your overall grade will be based on class attendance. You are allowed **THREE (3) unexcused absences** from class over the quarter without affecting your attendance grade. **For each additional absence or late arrival to class (except in the case of documented illnesses or emergencies) your attendance grade will fall by 5 points**. In addition, it is also your responsibility to actively engage in discussions of the readings and class materials. An additional 100 points of your overall grade for the class will be based on the **quality and frequency** of your engagement in class discussions, as well as on other in-class work, including writing assignments and pop quizzes. **Make sure you bring the readings to class!**
- **Two papers**. These are designed to give you a chance to demonstrate your understanding of major developments in the region's history. Both are worth 200 points of your overall class grade.

Detailed instructions and due dates for all assignments will be available in the class site in Canvas.



Class policies on assignments and grades:

- All material covered in the readings, lectures, etc. is fair game for inclusion in exams, homework and quizzes.
- **Completing and earning a passing grade on ALL assignments is necessary to pass the course as a whole.**
- Your overall grade will be based on the assignments listed above.
- **Late assignments will be penalized** and I reserve the right not to accept them.
- **There are no make-ups on assignments**, except in cases of documented emergency that prevent you from submitting assignments on time.
- Cheating or plagiarizing on assignments will, at minimum, lead to a grade of zero on that assignment. See below for more details on plagiarism and cheating and how to avoid them.
- All assignments you submit must be produced exclusively for this class. You may not submit assignments produced for other classes.
- Grades for in-class discussion will be assigned as follows:
 - A: You make insightful comments on the assigned readings or class materials that help to further the discussion.
 - B: You demonstrate through more than one comment that you have completed and understood the readings.
 - C: You make at least one pertinent, insightful comment on the readings.
 - D: You make an effort to participate, but do not show that you have adequately thought about, understood and/or completed the readings.
 - F: You make no effort to engage in class discussions
- Grades will be available in Canvas.
- If you disagree with my assessment of your work, you should discuss this with me. Before you meet with me to discuss your grade, you must describe in writing why you disagree with my assessment. Please supply the original paper, quiz or exam with my comments and a description of why you feel the grade you received was not a fair evaluation of the quality of your work. After reevaluating your work I may decide to increase, decrease or leave your grade unchanged.
- Incomplete grades are only available for students who maintain a C average through Week 10 of the quarter and have completed all the assignments up to that point.

Remember, I am here to help you do as well as possible in the class – I am happy to meet with you to help you maximize the quality of your work or discuss problems you are having with the class.

HOW TO BE SUCCESSFUL IN HIST& 214:

One of my goals for the class is to help you learn how to be successful college students, whether at Bellevue College or wherever you may transfer to. The skills necessary for college success are also those valued by employers, i.e. [professionalism](#) in terms of good work habits such as punctuality, attendance, respect for others, the ability to think critically, to collaborate and communicate effectively and appropriately, and the ability to complete assignments fully, etc. The following guidelines about how to be successful as a student and in the work place are based on what I've observed as a student, an instructor, and as someone who has worked for both large and small organizations in the business and government sectors:

- **Think critically about class topics and ask questions**
 - Ask about anything you don't understand related to class topics, readings, or assignments. You are welcome to visit me during my office hours to discuss anything related to class, or if you wish to talk about history as a discipline or major,

or about college more widely. You can also make an appointment to meet with me if my office hours don't work for your schedule.

- **Come to class and be on time**
 - Research shows that students who miss class tend to do significantly less well than those who come to class regularly, so attend all classes and actively participate in discussions. I will take attendance everyday – **if you do not attend class you will not be able to receive credit for class attendance or participation.**
 - Arriving late or leaving early is disruptive to the class and shows a lack of courtesy for your fellow students and myself. If you are late to class you will NOT receive credit for attendance that day. If you leave class early you will also not get attendance credit for that day. I will make exceptions for important off-campus commitments, but you MUST discuss this with me in advance.
 - Class Powerpoint outlines are **NOT** available online and I do not provide them to students who miss class. If you are absolutely unable to attend a class, make sure you obtain notes from a fellow student and make up all work covered during your absence.
- **Be prepared to work hard**
 - You will need to demonstrate independent work habits and to be ready to work on class materials almost every day. You should expect to work at least two hours outside of class for each hour of class time.
 - Take notes in class! What we focus on in class will be the subject of quizzes and exams and you will not be able to remember what we covered unless you take notes.
 - Read all of the assigned readings when you are supposed to be reading them. Take notes as you read.
 - You may occasionally find some of the readings for the class difficult due to their older style of language and/or the complex issues they raise. This is something that all historians have to grapple with and you should not get discouraged. Focus on trying to understand as much of the reading as possible and bring questions about it to class.
- **Complete assignments on time**
 - Complete assignments and submit them on time - at the beginning of class on the due date. Assignments and their due dates are noted in the course modules in Canvas. Because employers value timely completion of work and college is where you should be learning good habits for the workplace, **late assignments will be penalized.**
 - Keep copies of all graded exams and papers returned to you.
 - Hand in your own work. Academic dishonesty will not be tolerated. This includes cheating, copying and plagiarism (see the explanation of plagiarism later in this syllabus).
- **Behave appropriately and with respect**
 - Your behavior in class must not interfere with the learning of other students.
 - As a matter of respect towards myself and other students, and because there are a variety of expected behaviors that you will need to abide by while college students and when you enter the professional workforce, **I expect you to behave with courtesy and respect toward everyone in the class.** That means **you must arrive to class on time and not engage in private conversations, texting, reading unrelated material, or other disruptive or disrespectful behavior in class.**
 - Laptop computers, tablets and other electronic devices should be used for class work only. **If it's not being used for class-related work turn it off and put it away!**
 - Active participation in discussions means that sometimes there will be strong disagreement over issues and interpretations. I encourage you to challenge the

ideas you hear in class, in the readings, and from other students but you must do so in a respectful and courteous manner. Keep your comments to the issues and the evidence NOT the person!

- For first time breaches of classroom etiquette you will receive a warning. If you continue to disrupt the class you will be asked to leave and may be reported to the Dean of Students for possible disciplinary action.

Remember, coming to class, completing readings and written assignments on time, thinking seriously about class topics and materials, and asking questions about anything you're unclear of are the best ways of guaranteeing that you will be successful in the class.

STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY:

Any act of academic dishonesty, including cheating, plagiarism (see below), fabrication and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the [Student Code of Conduct](#).

PLAGIARISM AND ACADEMIC DISHONESTY:

Plagiarism involves the use of ideas or materials which are not your own without giving proper credit to whoever created the idea/material. Examples of plagiarism would include cutting and pasting material directly from a website into a paper or assignment without citation, or taking an idea from a book or website or other student's paper and presenting it as your own, or having someone else write a paper for you and presenting it as your work. To avoid plagiarism you should abide by these rules:



1. All assignments completed for the class should be the product of your work only.
2. If you copy material word for word from another source you need to place that copied material in quotation marks "... " and provide a citation for it.
3. Always provide a citation for ideas or material that you found on websites, books, articles, TV documentaries, etc. You should do this EVEN if you are not using the material from the source word for word.
4. All ideas and material that are not your own should be cited using the *Chicago Manual of Style* format. Information on providing citations for papers, interviews, etc. is available on the class website in Canvas.
5. You may not submit papers and assignments from other classes to meet assignment requirements for this course.

In the context of exams and quizzes cheating involves the use of unauthorized notes or other resources (e.g. cellphones), copying from other students, the use of a surrogate exam taker, etc. If you facilitate cheating by others you will also be considered to be cheating.

I will not tolerate plagiarism or cheating and I will investigate suspected cases. I reserve the right to use a plagiarism checking service such as Turnitin. In the event that I find instances of plagiarism or cheating I reserve the right to report the student to the college authorities for disciplinary action. **At minimum, the student will receive a failing grade on the assignment. I also reserve the right to give students guilty of plagiarism or cheating a failing grade for the class as a whole.**

The bottom line: ALL work submitted for the class must be your work only. If you have any concerns or questions about plagiarism or cheating, please discuss them with me.

AFFIRMATION OF INCLUSION:

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Reasonable Accommodations for Reasons of Faith and Conscience:

Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College [Policy 2950](https://www.bellevuecollege.edu/policies/id2950/) (<https://www.bellevuecollege.edu/policies/id2950/>)). In the event you feel you are being discriminated against based on faith or conscience, you may refer to the procedures outlined in the college's [Discrimination, Harassment and Retaliation Policy 1440P](https://www.bellevuecollege.edu/policies/id-1440p/) (<https://www.bellevuecollege.edu/policies/id-1440p/>).

College Anti-Discrimination Statement (Title IX)

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

For further information and contacts, please consult [College Anti-Discrimination Statements](#).

DISABILITY ACCOMODATIONS:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with me to develop a safety plan within the first week of the quarter.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact [Autism Spectrum Navigators](#) - their E-mail and phone number are on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit our website at [Disability Resource Center](http://bellevuecollege.edu/asc/writing) for application information for our program and other helpful links.

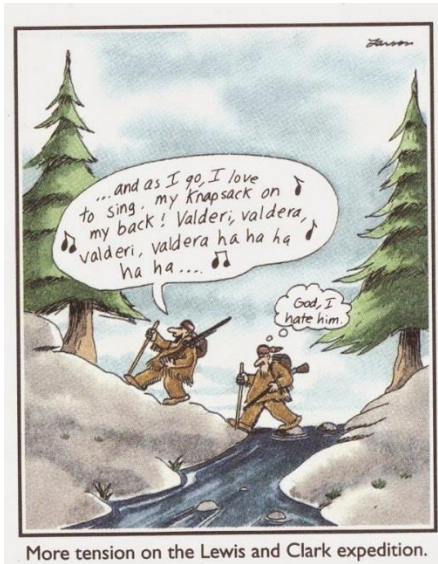
THE WRITING LAB:

The Writing Lab is a place where you can work on developing college-level writing skills. As a student, you can receive personalized feedback on your writing for class, college applications, or short personal correspondence. Tutors can listen to your ideas and help you develop strategies to see and avoid significant errors.

Students can drop in any time the Writing Lab is open as well as make an appointment. We recommend visiting the lab at least two days before a paper is due. A tutoring session is a 35-minute, face-to-face conversation to discuss your writing. The tutor will not fix your paper but will work with you to identify areas to revise independently. The Writing Lab is in D204-d.

See <http://bellevuecollege.edu/asc/writing>

PUBLIC SAFETY:



Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration](http://bellevuecollege.edu/asc/writing)

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else.

If a major emergency occurs, please follow these three rules:

- 1) Take directions from those in charge of the response** -We all need to be working together.
- 2) Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.
- 3) In an emergency, call 911 first, then Public Safety.**

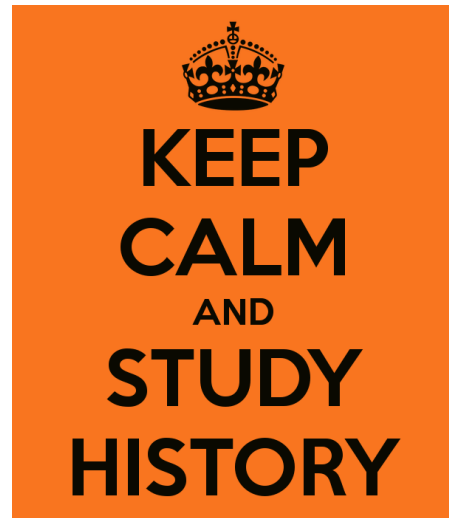
Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety](http://bellevuecollege.edu/asc/writing) web page for answers to your questions.

CLASS CANCELLATION:

Class will meet at all scheduled times unless otherwise noted. In case of instructor illness or other absence, an announcement about class cancellation will be posted in Canvas and sent to students via e-mail. In the unlikely event that the college is closed due to inclement weather and/or other emergency conditions, classes will not meet and arrangements will be made to adjust the course schedule accordingly. If you believe the college may be closed because of inclement weather or emergency conditions, you should check the college website for a posted announcement and you should also check the class site in Canvas for information on alternative class work to be completed while the college is closed.

A NOTE ABOUT COURSE CONTENT:

Since historians examine just about every aspect of human culture and societies, we sometimes examine provocative or controversial material or issues that people may find disturbing. Please be advised that when we explore controversial topics or materials, they will always be framed within an academic context. For example, some of the sources we'll be examining during the quarter contain language or images that we may find offensive. Central to the study of history is the need to read materials ([primary sources](#)) produced by people in the past. Some of these historical actors had attitudes and used language that we would consider insensitive or offensive. My goals behind requiring you to analyze these materials are that you understand how people at various points in time thought, and that you can consider how those attitudes may have influenced people's historic actions.



Keep in mind that if you choose not to participate in analysis of certain course materials because you feel uncomfortable with those materials you will still be responsible for any course material you miss. If you have any questions or concerns about content or the class climate surrounding controversial material, feel free to speak with me about it.

MISCELLANEOUS:

Audio or video recording of the class is **NOT** allowed without my express written permission. Recording the class without my permission is an invasion of other students' privacy and a breach of my intellectual property rights in the class.



Source:

<https://www.math.uh.edu/~tomforde/Images/MissingClass.jpg>

I reserve the right to make changes to any aspect of the syllabus, schedule, or the overall course as I may see fit over the course of the quarter. It is each student's responsibility to regularly check the announcements and their e-mail in Canvas for possible changes.

"When all is said and done, a single word, 'understanding,' is the beacon light of our studies." – Marc Bloch

CLASS SCHEDULE

"Think before you speak. Read before you think." Fran Lebowitz

This schedule provides details of which readings and assignments you need to complete each week. Some points to note:

- All reading assignments can be found in the following sources:
 - Richard White, *The Organic Machine: The Remaking of the Columbia River* (New York: Hill and Wang, 1995).
 - Jay Miller, ed., *Mourning Dove: A Salishan Autobiography* (Lincoln: University of Nebraska Press, 1990).
 - Monica Sone, *Nisei Daughter* (Seattle: University of Washington Press, 1984)
 - Specific history-related websites that I have provided links to on the weekly schedule online or in the modules section of the class site in Canvas.
 - Optional textbook: Carlos Schwantes, *The Pacific Northwest: An Interpretative History* (Lincoln, NE: University of Nebraska Press, 1996).

All of the books are available from the college bookstore or from various online booksellers. I have also placed copies on [reserve at the college library](#).
- I will announce in class and in Canvas which reading assignments you need to complete for the next class meetings. It is your responsibility to be aware of the reading schedule and to have completed the readings on time.
- I will assume that you have completed all of the assigned readings for the class on time each week. I will expect that you will use this material in completing papers, exams and assignments and will grade your work accordingly.
- I highly recommend that you make notes as you complete the readings and attend class. These will be very useful when it comes to completing the quizzes/homework and preparing for exams.

- As you read for class, you should think critically about the information being presented to you. By this I mean that you should be skeptical about what the authors have to say.

This schedule is subject to change. The most up to date schedule of class topics, readings, and assignments is available in the weekly modules in Canvas. Students are responsible for checking the Canvas website every week to ensure they are following the correct reading schedule and that they are aware of the due dates for assignments.

Week 1: January 2 – 5

Course introduction, syllabus, expectations

What is the Pacific Northwest? The Native Northwest prior to contact with Euro Americans

Reading:

- Class syllabus;
 - Peter N. Stearns, [“Why Study History?”](#);
 - [Primary v. Secondary Sources](#); [Reading for History](#);
 - [“Dividing a Beached Whale”](#); [“Clatsop Potlatch”](#); [“Oral History of the First Ship Seen by the Clatsop”](#) (these are accounts of Native American history and culture that were collected by Franz Boas, a European anthropologist, from Indian people living in the Northwest in the late 19th century);
 - Optional reading in Schwantes, *The Pacific Northwest*, 1-40
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Week 2: January 6 – 12

Exploration, the fur trade, global capitalism, empires and the mixed world

Reading:

- Accounts of the Northwest by [Father Tomas de la Peña](#) and [Father Juan Crespi](#) (both members of a Spanish expedition to the Northwest in 1774);
 - [George Vancouver's account of Puget Sound](#) (Vancouver was the leader of the first expedition by whites to explore the area we today know as Puget Sound);
 - [George Simpson and the Hudson's Bay Company](#) (Simpson was a manager for the Hudson's Bay Company, the biggest fur trading company in the Northwest. In this document he describes his visit to the region and his observations of the land, the native people of the region, and the fur trade business);
 - James Ronda, “Coboway's Tale: A Story of Power and Places Along the Columbia,” in *Power and Place in the North American West*, Richard White and John M. Findlay, ed.s, (Seattle: University of Washington Press, 1999);
 - White, *The Organic Machine*, ix-xi, 3-29;
 - Start reading *Mourning Dove*;
 - Optional reading in Schwantes, *The Pacific Northwest*, 41-79
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Week 3: January 13 – 19

Arrival of white settlers, new political and social boundaries

Reading:

- *Mourning Dove*, Introduction & pages 3-69;
 - Phoebe Goodell Judson, [A Pioneer's Search for an Ideal Home](#) (Judson, along with her husband, moved to the Northwest in the 1850s - for some background on her experiences click [here](#));
 - [Treaty of Medicine Creek](#);
 - Portland, 1850s images (in Canvas)
 - Optional reading in Schwantes, *The Pacific Northwest*, 83-123
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Week 4: January 20 – 26

No class on Monday in honor of the Dr. Martin Luther King, Jr. Holiday

Economic change, Indian policy and reservations, anti-Chinese hostility

Reading:

- *Mourning Dove*, 99-187;
 - [Spokane Times, October 16, 1879](#)
 - Cary C. Collins, "Subsistence and Survival: The Makah Indian Reservation, 1855–1933," *Pacific Northwest Quarterly*, 87:4 (Fall 1996) – available in Canvas;
 - White, *The Organic Machine*, 30-48;
 - Anti-Chinese hostility: "The Tacoma Method" – available in Canvas;
 - Photos of Native Americans (in Canvas);
 - Optional reading in Schwantes, *The Pacific Northwest*, 124-133, 143-161, 200-224
-

Week 5: January 27 – February 2

Populism and the Progressive-era Northwest, urban growth

Reading:

- H.H. (Helen Hunt Jackson), ["Puget Sound"](#) (Jackson was one of the most prominent female writers and journalists of the late 1800s. In this document, she describes a trip to the Puget Sound region in the early 1880s. Think about what she thought of the environment and society she saw in the area);
- Abigail Scott Duniway, [Path-Breaking](#) (Duniway was one of the most famous advocates of women's suffrage in the Northwest in the late 19th and early 20th centuries. Here she describes some of the problems women faced in the region and her arguments for why they should have the right to vote);
- Read your choice of **ONE** of the following articles:
 - 1) Mansel Blackford, "Reform Politics in Seattle during the Progressive Era, 1902-1916," *Pacific Northwest Quarterly*, 59:4 (Oct. 1968);

OR

2) Robert E. Ficken, "Seattle's Ditch: The Corps of Engineers and the Lake Washington Ship Canal," *Pacific Northwest Quarterly*, 77:1 (Jan. 1986);

OR

3) Theodore Catton, "The Campaign to Establish Mount Rainier National Park, 1893-1899," *Pacific Northwest Quarterly*, 88:2 (Spring 1997)

- Optional reading in Schwantes, *The Pacific Northwest*, 161-165, 193-199, 232-244, 261-270, 345-352
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Week 6: February 3 – 9

World War I and aftermath, labor radicalism

Reading:

- Sone, *Nisei Daughter*, 1-144;
 - Anna Louise Strong, [I Change Worlds](#);
 - [Industrial Workers of the World songs](#);
 - Watch video about [Seattle general strike](#)
 - Optional reading in Schwantes, *The Pacific Northwest*, 326-344, 352-362, 374-380
-

Week 7: February 10 – 16

Great Depression and New Deal

Watch:

- American Experience, ["Grand Coulee Dam"](#)

Reading:

- Lois Phillips Hudson, ["Children of the Harvest"](#);
 - Wesley Arden Dick, "When Dams Weren't Damned: The Public Power Crusade and Visions of the Good Life in the Pacific Northwest in the 1930s," *Environmental Review*, 13:3/4, (Autumn - Winter 1989) – available in Canvas;
 - White, *The Organic Machine*, 48-70;
 - Wood Guthrie Songs (Canvas);
 - Optional reading in Schwantes, *The Pacific Northwest*, 381-395
-

Week 8: February 17 – 23

No class on Monday

World War II and its implications for the Northwest

Watch:

- Oregon Experience, [Hanford](#)

Reading:

- Sone, *Nisei Daughter*, 145-238;
- Racial Tensions in Bremerton – available in Canvas;
- Women in War Industries;
- Boeing recruitment ad – available in Canvas;
- Attitudes toward women in the workplace in World War II – available in Canvas;
- Lorraine McConaghy, "Wartime Boomtown: Kirkland, Washington, a Small Town during World War II," *Pacific Northwest Quarterly*, 80:2 (April 1989) – available in Canvas;
- Optional reading in Schwantes, *The Pacific Northwest*, 408-424

Week 9: February 24 – March 1

Cold War and its implications

Reading:

- "Pelly letter";
- Richard S. Kirkendall, "The Boeing Company and the Military-Metropolitan-Industrial Complex, 1945-1953," *Pacific Northwest Quarterly*, 85:4 (Oct., 1994) – available in Canvas;
- ["Radioactive Remains: The Forgotten Story of the Northwest's Only Uranium Mines"](#);
- John M. Findlay, "Atomic Frontier Days," *Journal of the West* (July 1995) – available in Canvas;
- [Population trends](#);
- Boeing employment statistics;
- White, *The Organic Machine*, 70-88;
- Optional reading in Schwantes, *The Pacific Northwest*, 424-436

Week 10: March 2 – 8

Environmentalism in the Northwest, suburbanization

Watch **ONE** of the following:

- ["River Ways: A Dispute over Fish in Idaho"](#)
- OR
- ["The Politics of Trees"](#)
- OR
- ["Poisoned Waters"](#) (from 53:40 to 1:32)

Reading:

- White, *The Organic Machine*, 89-113;
- Andrew Fisher, "Invasion of the Boardheads: Windsurfing and the Transformation of the Columbia River Gorge," *Columbia*, Summer 2007, 24-33 – available in Canvas;
- Jonathan Raban, "The Next Last Frontier" – available in Canvas;
- Ron Judd, ["A Question of Survival."](#) *Seattle Times*, March 24, 2019;

- Eric Wagner, ["Washington Welcomes Wolves Back – Across Deep Political Divides."](#) *High Country News*, Oct. 26, 2015;
 - Brian Casserly, "Confronting the U.S. Navy at Bangor, 1973-1982," *Pacific Northwest Quarterly*, Summer 2004;
 - Map of Federal landholdings in the Northwest (in Canvas);
 - Optional reading in Schwantes, *The Pacific Northwest*, 436-446
-

Week 11: March 9 – 15

Civil Rights struggles, current issues, conclusion

Reading:

- Quintard Taylor, "The Civil Rights Movement in the American West: Black Protest in Seattle, 1960-1970," *Journal of Negro History*, 80: 1 (Winter 1995), 1-14;
 - Rillmond Schear, ["The World that Whites Don't Know,"](#) *Seattle Magazine*, October 1965;
 - Eric C. Ewert, "From Hinterland to Bellwether: A Century of Demographic and Economic Change in the Pacific Northwest," *Journal of the West*, 45: 1 (Winter 2006) – available in Canvas;
 - Barbara Winslow, "Primary and Secondary Contradictions in Seattle, 1967-1969," in Rachel Blau DuPlessis and Ann Snitow, eds., *The Feminist Memoir Project: Voices from Women's Liberation* (New York: Three Rivers Press, 1998)...file available in Canvas;
 - [Gabriel Chrisman, "The Fish-in Protests at Franks Landing";](#) Seattle Civil Rights and Labor History Project, www.civilrights.washington.edu
 - Native American fishing rights documents;
 - Watch ["Latinos: The Changing Face of Washington";](#)
 - ["How Asian Americans Finally Moved beyond the ID";](#)
 - ["A New World in South King County";](#)
 - Dionne Searcey and Robert Gebeloff, ["The Divide in Yakima is the Divide in America,"](#) *New York Times*, November 19, 2019;
 - ["To Compete and Thrive, Seattle Strives for Global Status."](#) *Seattle Times*, January 3, 2014;
 - Optional reading in Schwantes, *The Pacific Northwest*, 473-522
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Week 12: March 16 – 20

Monday will be our last class meeting.

Tuesday, March 17 will be Student Success Day - there are no classes scheduled for that day. I will be available during extended office hours to meet with students who may have questions about Paper 2.

PAPER 2 due by 9:30am, Wednesday, March 18

NOTE: This course ends at the time scheduled for the final exam. No assignments will be accepted after that time.

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

Winter 2020

Cheating, Stealing and Plagiarizing*

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services and at

[http://bellevuecollege.edu/policies/2/2050P_Student_Code_\(Procedures\).asp](http://bellevuecollege.edu/policies/2/2050P_Student_Code_(Procedures).asp)

Email Communication with instructors must be done through student email accounts only. Instructors cannot communicate with students about their course work or grades through student's personal email accounts.

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

F Grade

Students who fail a course will receive a letter grade of "F."

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Withdrawal From Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

Hardship Withdrawal

Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Centre (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Centre, and review those needs with the instructor as well.

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and program assistants or coordinators will not give out grades. Students should access their grades through the BC Web site.

Return of Papers and Tests

Papers, exams and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers, exams and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

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**If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*