

# HSTAA 432: History of Washington and the Pacific Northwest

Summer "B" Term 2005 (July 21 – August 19)

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Classtimes: Mon-Fri, 10.50am-1pm, Savery 249

Office Hours (Smith 10): Monday 9.30-10.30 am,

Friday 1.30-2.30 pm, and by appointment

Class Website: <http://faculty.washington.edu/bcasserl/pnw/>

## COURSE DESCRIPTION:



Child with freshly caught salmon (UW Libraries)

The study of history involves both process and content. As part of this class we will learn the process of history, how to be historians and what it is that historians do. This will involve working with primary sources, the tools that historians use to understand the past, such as letters, diaries, journals, government documents, newspaper and magazine articles, photos, to name just a few. We will also explore how historians construct interpretations and analyses of the past. We will learn to think critically about both these sources and what they can tell us about the past and about the explanations that historians produce. It is important that we understand that interpretations of the past are not static.

Professional historians expect that newly discovered artifacts, information, and newly released documents will change and alter our perceptions of the past.

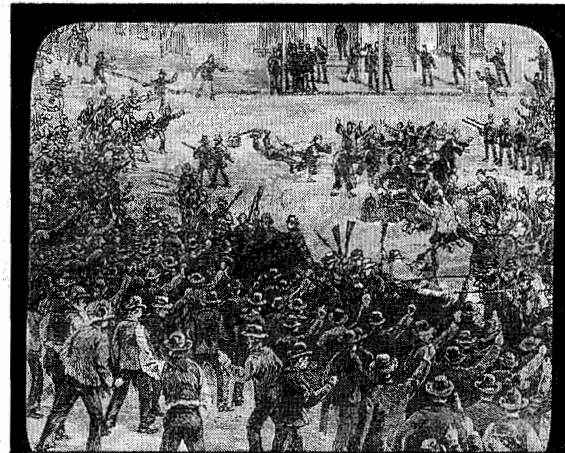
We will also be concerned with content. Over the course of the next four and a half weeks we will explore the History of the Pacific Northwest from the time of contact between native peoples and Euro Americans in the late 18<sup>th</sup> century, to the end of the 20<sup>th</sup> century. The class will focus largely on what are now Washington and Oregon, with some attention to historical developments in places such as Idaho, British Columbia, and Alaska. Of course, the history of the Pacific Northwest has also been influenced by developments in places far outside the region, such as China, London, New York, Chicago, San Francisco, Washington D.C., Japan, Scandinavia and elsewhere, and we will investigate the links between these places and the region. By examining the history of the region, we will also hopefully develop a greater understanding of the modern Northwest and the issues it faces in the 21<sup>st</sup> century.

We will examine a number of themes in Pacific Northwest History, including:

- The relationship between peoples living in the region and their environment
- Relations between various groups of people in the area

- How the region has fit into patterns of global capitalism and markets and the development of nation states

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



Anti Chinese Riots, Seattle, 1886 (Museum of History and Industry)

**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.**

### ASSIGNMENTS:

Your grade for the quarter will be based on the following assignments:

- **Paper One:** Your first paper will be a one page analysis of the primary sources scheduled to be read for one day. You must submit this paper by **July 27**. This paper will be worth 10% of your overall grade. Details of this assignment are being passed out separately.
- **Paper Two:** This will be a 4-5 page paper based on the book, *Mourning Dove*. It is worth 20% of your overall grade. It will be due on **August 1**. Details will be available later.
- **Paper Three:** The third paper for the class is worth 25% of your overall grade. It will require you to explore various themes we will have covered over the course of the class, making extensive use of the readings we have done as evidence for your analysis. It is due on **August 19th**. Details will be available later.
- **Midterm Exam:** The midterm is worth 20% of your grade and will take place on **August 10<sup>th</sup>**. The exam will consist of identification items and essay questions.
- **Class Participation:** You are required to participate in class every day and this will be worth 25% of your grade. Your participation grade will be based on the quality as well as the frequency of your participation in discussion, various in-class assignments, and quizzes.

The success of the class depends almost entirely on your preparation and willingness to discuss the material and complete assignments. There is NO excuse for not completing this work.

All material covered in class and in the readings is fair game for inclusion in exams.

**NOTE: Completing and earning a passing grade on ALL assignments and class participation is necessary to pass the course.**

### **READINGS:**

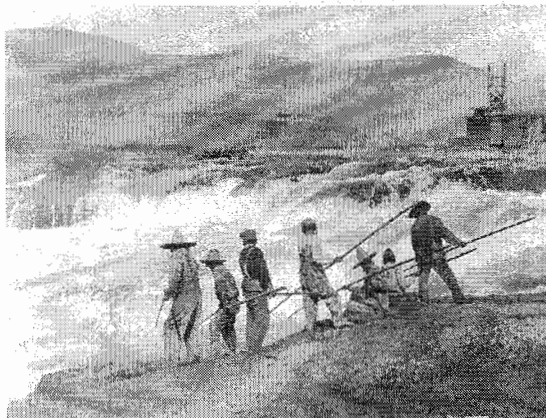
The following books are required and can be purchased at the University Bookstore:

-Jay Miller, ed., *Mourning Dove: A Salishan Autobiography* (Lincoln: University of Nebraska Press, 1990).

-Monica Sone, *Nisei Daughter* (Seattle: University of Washington Press, 1979).

-Richard White, *The Organic Machine* (New York: Hill and Wang, 1995).

-Robert Sullivan, *A Whale Hunt: How a Native American Village Did What No One Thought It Could* (New York: Simon and Schuster, 2000).



Indians fishing at Celilo Falls, early 1900s (UW Libraries)

There is also a class reader, which is required and which is available from the Copy Center in Odegaard Undergraduate Library.

In addition to the required books I highly recommend Carlos Schwantes's *The Pacific Northwest: An Interpretive History* (Lincoln: University of Nebraska Press, 1996). This is also available at the bookstore.

All books are on reserve at Odegaard Library.

The reading load for this class is approximately 300-350 pages per week. This is in line with what it should be for a 400 level class during the intensive "B" term. It is essential that you keep up with the readings if you are to succeed in this class.

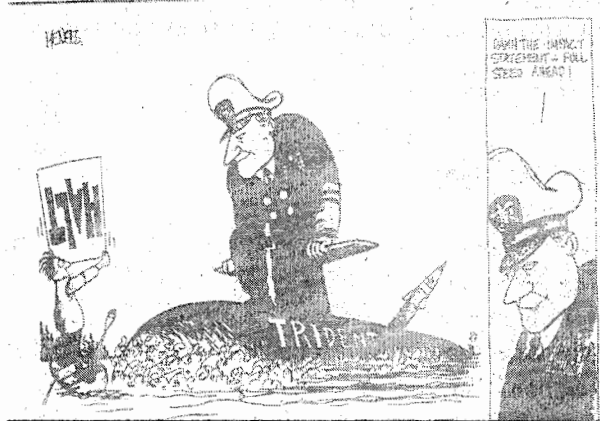
To help guide your reading, I will provide study questions for most of the reading assignments. These will also form the basis for the first paper, which is due by **July 27**.

To maximize the quality of class discussions it is important that you bring to class the readings that have been assigned for that day.

## PREPARING FOR CLASS DISCUSSIONS:

When reading the material for class, think critically about it. As you read, think about some of the following issues:

- Who produced the piece? Are they male or female? What social class do they come from? What are their ethnic/racial and cultural backgrounds? How might these have impacted what the piece is about?
- What are the author's values and biases? How are these reflected in the source?
- What are they trying to achieve in producing this piece?
- What was the historical context in which the source was produced? What was going on around the author when they produced this source?
- If the reading is an interpretive or analytical piece, what is the author's thesis or argument? How do they support this argument? Do you agree with their analysis? Explain why.
- Who is the intended audience for the reading?
- How does this reading or primary source add to, or contrast with, what you've read elsewhere or heard in lecture?



Anti-Trident Submarine cartoon, 1974 (*Kisap County Herald*)

## HOW TO SUCCEED IN HSTAA 432:

- **Be Prepared.** Complete all readings and assignments on time. Think about the readings and the discussion questions I will distribute before you come to class.
- **Participate in discussion.** Remember, work in class is a significant portion of your overall grade. This does not mean that attendance is worth 25 percent. You need to be more than a warm body in the room. Active participation in discussions will help you to maximize your participation grade. Shy students should make a special effort to speak in class. Those who are not shy about participating should make efforts not to dominate discussions. **Everyone should show respect and courtesy to others during discussions.** If you have conflicts with class (sports, etc.) let me know in advance. If you miss a class for a legitimate reason I will provide opportunities for you to make up the work you missed so that your grade is not adversely impacted. It is your responsibility to contact me to arrange this.
- **Be constructively critical.** I encourage you to challenge the ideas you hear in lecture, in the readings, from me, and from other students. When challenging others' ideas please do so in a respectful manner without attacking anyone personally.
- **Proofread your work.** Take the time to proofread your written work for clarity of thought, effective use of evidence, grammar and spelling. I am willing to read

drafts of papers, provided you get them to me at least several days before the due date. You can discuss papers or class material with me anytime during my office hours or by making an appointment.

### **PAPER GUIDELINES**

Please follow the following guidelines when writing papers for this class:

- Your papers should have a thesis or argument, supported throughout the paper by the effective use of evidence.
- Your papers should have an introduction, where you define your thesis, and a logical organization that flows from the thesis.
- All papers must be typed double space with standard margins and fonts.
- All ideas and evidence that are not your own should be footnoted. I prefer the Chicago Manual of Style format for citations. The following website offers a good summary of this citation format  
<http://www.wisc.edu/writing/Handbook/DocChicago.html>
- Use of ideas or material that is not your own constitutes plagiarism and will result in a grade of 0.0 for the assignment and the course.
- Check your papers for grammatical mistakes, typos, and spelling. The effectiveness and clarity of your writing will be a significant factor in the grades you get for papers.
- Avoid the passive voice.
- Quotes should be used sparingly and ideally only from primary sources. Avoid long "block" quotes.
- Good resources for writing papers include William Strunk and E.B. White's *The Elements of Style*, Patricia T. O'Conner's *Woe is I: The Grammarphobe's Guide to Better English in Plain English*, and Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*.
- It is the student's responsibility to keep an electronic copy of all papers submitted to me.
- I do not accept papers via e-mail.

- Late papers will be penalized .5 per day late (including weekends). If you have a legitimate problem completing a paper on time I tend to be much more sympathetic if you let me know before the paper is due.
- Once papers and exams are handed back to you, if you are unhappy with your grade come and see me during my office hours. Please write up the reasons you disagree with my assessment of your work before you come to talk with me.

### CLASS SCHEDULE

#### **THURSDAY, JULY 21**

Course introduction, syllabus, expectations  
What is the Pacific Northwest?

#### **FRIDAY, JULY 22**

The Native Northwest prior to contact with Euro Americans  
Early contacts

#### READING:

“Raven and Gull Myth;” “Dividing a Beached Whale;” “Clatsop Potlatch;” and “First Ship Seen by the Clatsop,” in Franz Boas, *Chinook Texts*, U.S. Bureau of Ethnology Bulletin No. 20 (Washington, D.C.: GPO, 1894), 88-91, 259-263, 275-278 (**CLASS READER**)

“Journal of Fray Juan Crespi” in Donald C. Cutter and George Griffin Butler, eds., *The California Coast: A Bilingual Edition of Documents from the Sutro Collection* (Norman: University of Oklahoma Press, 1969), 225-41, 255-59 (**CLASS READER**)

#### **MONDAY, JULY 25**

Disease and empires

#### READING:

George Vancouver, *A Voyage of Discovery to the North Pacific Ocean, and Round the World* (London: G. G. and J. Robinson, 1798), 220-289 (**CLASS READER**)

José Mariano Moziño, in Iris H. Wilson Engstrand, ed., *Noticias de Nutka: An Account of Nootka Sound in 1792* (Seattle: University of Washington Press, 1970) (**CLASS READER**)

#### **TUESDAY, JULY 26**

The fur trade, global capitalism, and the mixed world

## READING:

George Simpson, *Remarks Connected with the Fur Trade, &c. in the Course of a Voyage from York Factory Hudson's Bay to Fort George Columbia River and Back to York Factory, 1824/25* (**CLASS READER**)

**WEDNESDAY, JULY 27**

American boosterism and settlement

**Last day to turn in first paper**

## READING:

James Swan, *The Northwest Coast*, 33-67, 143-150, 292-305 (**CLASS READER**)

**THURSDAY, JULY 28**

Making new lines on the land: New political and social boundaries

Settlers and the "mixed world"

## READING:

<http://www.nwifc.wa.gov/tribes/documents/TreatyofMedicineCreek.pdf>

(*Treaty of Medicine Creek*, 1854)

Alexandra Harmon, "Lines in Sand: Shifting Boundaries between Indians and Non-Indians in the Puget Sound Region," *Western Historical Quarterly* 26 (1995), 429-453

**(CLASS READER)**

Jay Miller, ed., *Mourning Dove: A Salishan Autobiography* (Lincoln: University of Nebraska Press, 1990), 3-69

**FRIDAY, JULY 29**

Developing a timber and salmon economy

## READING:

*Mourning Dove*, 99-156

**MONDAY, AUGUST 1**

Reservations and railroads

**Second Paper Due**

## READING:

*Mourning Dove*, 167-187

H.H. (Helen Hunt Jackson), "Puget Sound," *Atlantic Monthly* 51 (February 1883), 218-231. (**CLASS READER**)

**TUESDAY, AUGUST 2**

Anti-Chinese riots

## READING:

Excerpts, "Report of the Governor of Washington Territory to the Secretary of the Interior, 1886" (Washington, D.C.: GPO, 1886) **(CLASS READER)**

"In the matter of the application of Fong Wong for admission to the United States as a returning native born citizen, 1905-1909," in Chinese Exclusion Act Case Files, c.1882-1920, National Archives and Records Administration, Seattle **(CLASS READER)**

**WEDNESDAY, AUGUST 3**

The Progressive-era Northwest

## READING:

Abigail Scott Duniway, *Pathbreaking: An Autobiographical Account of the Equal Suffrage Movement in Pacific Coast States* (Portland: James, Kearns, and Abbott, 1914) **(CLASS READER)**

**THURSDAY, AUGUST 4**

Reshaping cities

## READING:

Seattle Chamber of Commerce, *Lake Washington Ship Canal* (Seattle: 1902) **(CLASS READER)**

**FRIDAY, AUGUST 5**

Wobblies and World War I

## READING:

Anna Louise Strong, *I Change Worlds: The Remaking of an American* (Garden City, N.Y.: Garden City, 1937), 36-57 **(CLASS READER)**

Horace Cayton, *Long Old Road* (Seattle: University of Washington Press, 1970 [1964]), 1-40, 99-118 **(CLASS READER)**

**MONDAY, AUGUST 8**

Race relations, Depression and New Deal

## READING:

Monica Sone, *Nisei Daughter* (Seattle: University of Washington Press, 1979), 1-86, 109-124.



**TUESDAY, AUGUST 9**

World War II and the transformation of the Northwest

## READING:

Monica Sone, *Nisei Daughter* (Seattle: University of Washington Press, 1979), 125-238.  
 "Investigation of Congested Areas," Hearings Before a Subcommittee of the Committee on Naval Affairs, House of Representatives, Part 6: Puget Sound, Washington Area, October 1943. (**CLASS READER**)

**WEDNESDAY, AUGUST 10**

Postwar world

**Midterm Exam**

**THURSDAY, AUGUST 11**

Cold War: Red Scares, influence on economy and society

## READING:

Richard Kirkendall, "The Boeing Company and the Military-Metropolitan-Industrial Complex, 1945-1953," *Pacific Northwest Quarterly* 85 (1994), 135-147 (**CLASS READER**)

Excerpts, Washington State Joint Legislative Fact-Finding Committee on Un-American Activities (Olympia, 1948), *First Report* and *Second Report* (**CLASS READER**)  
 "Report on the Negro in Portland: A Progress Report, 1947-1957" Available online at <http://www.ccrh.org/comm/slough/primary/progressrpt.htm>

**FRIDAY, AUGUST 12**

Postwar prosperity, suburbanization, immigration

## READING:

Jonathan Raban, *Hunting Mister Heartbreak: A Discovery of America* (New York: Edward Burlingame Books, 1991), 239-316 (**ELECTRONIC RESERVE**)

**MONDAY, AUGUST 15**

Environmentalism and civil rights

## READING:

Robert Sullivan, *A Whale Hunt: How a Native American Village Did What No One Thought It Could* (New York: Simon and Schuster, 2000), 1-142.  
 Listen to online interviews with civil rights activists in Seattle at <http://faculty.washington.edu/gregoryj/civilrights/interviews.htm>

**TUESDAY, AUGUST 16**

Struggle for fishing rights and backlash

## READING:

*Whale Hunt*, 143-278.

**WEDNESDAY, AUGUST 17**

The new Northwest? Regional identity at the end of the 20<sup>th</sup> century.

## READING:

Richard White, *The Organic Machine* (New York: Hill and Wang, 1995)

**THURSDAY, AUGUST 18**

TBA

**FRIDAY, AUGUST 19**

Conclusion

**Final paper due**

**I reserve the right to make changes to this syllabus, class readings, assignments, schedule, etc. over the course of the quarter.**