

HSTAA 432 YA: History of Washington and the Pacific Northwest

Matthew Klingle, Instructor
Lecture/Discussion: T, Th, 7-9:20 p.m.
 Smith 115

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Office Hours: T, Th, 6-6:45,
 and by appointment
 Smith 112B 543-5790 (msgs.)

Course summary

This course is a survey of Pacific Northwest history, with a focus on Washington State. It will examine the creation of the Pacific Northwest as a distinct subregion within the American West. It will also emphasize the Pacific Northwest's social, cultural, and environmental history and its economic and political relations with the United States as a whole. Where appropriate, the course will include British Columbia, analyzing that province's relationship with the rest of Canada and the United States.

Course expectations

Students are responsible for all material covered in the course, including lectures, readings, films, or discussions. There are three required books, plus a readings packet. There is an optional textbook, which is highly recommended. The readings packet will be available at the Suzzallo Library Copy center later this week. All other readings are available at the University Book Store (4326 University Way NE). Copies of both required and recommended readings will also be available on closed reserve at Odegaard Undergraduate Library. I will distribute questions about the required readings the week before we discuss them in class. These will help you focus on the main elements in the reading. They will also serve as launching points for class discussions. Please keep the questions with your notes.

The central purpose of HSTAA 432 is to improve your ability to think historically and conceptually while broadening your knowledge of Washington State and the Pacific Northwest. Historical thinking does not come naturally. It is hard, difficult work that includes learning to recognize the complexity, ambiguity, and uncertainty in human affairs; developing a critical eye toward sources of information about the past (and present); and understanding that events occur sequentially and that order matters. Placing events and details in context is a key to thinking historically. Imposing order on the messy, numerous, and diverse information from the past is neither easy nor quickly learned. Thinking historically, then, requires learning details, accounting for discrepancies in sources, placing events in context and applying this knowledge to support your interpretation in a scholarly, persuasive manner.

Course readings

Dietrich, William
 Miller, Jay (ed.)
 Sone, Monica

The Final Forest
Mourning Dove
Nisei Daughter

Readings packet

(available at Suzzallo Library Copy Center)

Schwantes, Carlos

The Pacific Northwest: An Interpretive History
 (Optional, but recommended)

Course assignments

There will be a midterm examination, a short final paper, and a final exam. Additionally, students are responsible for answering selected discussion questions in writing for each class meeting. Grade distribution and specific requirements are:

Midterm exam (blue book, essay) taken on 30 October, worth 20% of total grade;

A 6-10 page final paper, typewritten and double-spaced with a bibliography and notes, based on one of the topics outlined below, worth 25% of total grade;

Option 1: Write a 6-10 paper on one of the topics listed below:

- 1.) Using the readings, write a short essay that analyzes one or more of the primary sources. Your analysis must be historical - that is, using lectures and readings to explain how the author of the source creates an account of events that includes both direct observation and a set of assumptions shaped by a larger social and cultural context. In each of these sources, the accounts are more than a description of events; they interpret and give meaning to events. Your task to explain how this is done in a thesis-driven essay.
- 2.) Mourning Dove and Nisei Daughter cover different periods and groups in the history of the Pacific Northwest. One is an autobiography by a Salishan woman; the other, a memoir by a Japanese American woman. Each, however, is about how race and gender shaped individual lives as well as the development of the region. Write an essay using these books, and any of the other readings you choose, that examines how race and gender have influenced the history of the Pacific Northwest.
- 3.) The Final Forest is a journalistic account, historically based, of the battle between extractive industry and environmental concerns on the Olympic Peninsula. At its core, however, it is about a set of human relations with the natural environment of the Pacific Northwest. Using The Final Forest, and any of the other readings you choose, write an essay that examines how human perceptions and uses of the natural world have changed over time in the Pacific Northwest. In what ways have these perceptions and uses influenced the history of the region?

Option 2: Students who intend to become teachers of social studies may speak with me about an alternate assignment: developing a curriculum unit with primary sources. See me for details.

A final exam (blue book, essay), taken on Thursday, 18 December, worth 25% of total grade;

One written answer, per reading assignment per class, worth 10% of total grade. These can be hand-written, and should be no more than one to three paragraphs; and

Course participation, worth 20% of total grade. (This includes speaking in class and visiting during office hours.)

Grading standards and policies

Be warned and be grateful: I plan to evaluate your written work seriously. Please plan to be serious about your work in turn. I gladly accept (and strongly encourage) rough drafts for papers. Please give me drafts at least one week before any deadline, if possible.

If you anticipate missing a deadline, arriving late to section, or falling behind in your work please let me know in advance. I'm far more likely to smile kindly on excuses made beforehand than justifications offered after the fact. I will lower your paper grades by 0.3 for each day after a deadline missed without prior permission. This will not apply, however, to unanticipated emergencies.

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And I'm always available to answer general questions about lecture and the readings. Please visit me after class, during office hours, or make an appointment. If I don't know the answer, we'll try to find it together. As instructor, I'm also a student. I expect to learn as much from you as you expect to learn from me.

Another note, this one on performance. I expect you to come to class prepared to discuss the weekly reading. Do not fall behind. It will be difficult keep current. The reading load is substantial, but this is an upper-division history course. With the exception of Weeks Two and Three, I assign no more than approximately 175 pages per week. This is a reasonable standard for a university of this caliber, and I take Evening Degree students seriously. But see me if you have difficulty understanding or completing the assignments. There will be some discussion almost every meeting. Try to make an effort to participate, or visit me during office hours to discuss the reading if you are reluctant to speak out in class. **I reserve the right to raise your final grade by 0.3 for improvement and exceptional participation.**

Finally, there is behavior and attendance. I expect you to treat me and your peers with respect. History debates can become heated when talking about important issues. I look forward to such times; real learning often occurs then. But I ask you to treat one another with dignity and civility no matter what the situation. I will endeavor to do the same. On attendance, **two unexcused absences will result in the drop of one full letter grade.** If you do miss class, it is your responsibility to get the notes from the instructor or a classmate. I will leave my lecture outlines on reserve at Odegaard.

Course Schedule

(N.B.: You are responsible for discussing readings on the date listed; total pages per class in boldface.)

Week One

September 30

Introduction: What is the Pacific Northwest?
Discussion of syllabus, introductions, PNW survey
Q+A about the course, historical scholarship

October 2

Contact and Conflict: The Contours of Native History
Dietrich, 15-177. (162 pp.)

Week Two

October 7

Exploration and Empire: European Rivalries in the PNW
Vancouver, 220-316. (96 pp.)

October 9

A Mixed World: The Northwest Fur Trade
Simpson, 42-96, 117-57, 173-95. (116 pp.)

Week Three

October 14

Manifest Destiny: Americans and the Oregon Country
Swan, 17-117, 133-197, 277-305, 327-405. (270 pp.)

October 16

Settlers in the U.S. and Canadian Pacific Northwest
(Guest instructor: I'll be in St. Paul until Sunday.)
Scott, 107-145. (38 pp.)
Video: The Oregon Trail and discussion

Week Four

October 21

The Beginning of Indian Colonization
Mourning Dove, 3-96; Harmon, 429-53. (117 pp.)
(N.B: Harmon is complicated, so start early!)

- October 23 *The Ties that Bind: The Railroad in the Northwest*
Video or "found object" discussion.
- Week Five**
October 28 *Second Nature: Extractive Industry in the Northwest*
Mourning Dove, 99-187; Jackson, 218-31. (101 pp.)
- October 30 *Urban by Nature: Cities in the Pacific Northwest*
Midterm exam: second ¼ of class. (Bring blue books!)
- Week Six**
November 4 *Race and Ethnicity: Social Conflict in the Northwest*
Kafu, 58-68; Quintard Taylor, "Blacks and Asians in a
White City: Japanese Americans and African Americans
in Seattle, 1890-1940," *Western Historical Quarterly*
22 (Nov. 1991): 401-429. [I'll hand out the Taylor
article in class on 10/30.] (38 pp.)
- November 6 *Capital and Labor: Class Conflict in the Northwest*
Frank, 35-44; Anna Louise Strong, *I Change Worlds:
The Remaking of An American* (New York, 1937), 36-85.
[I'll hand out the Strong article in class on 11/4.]
(58 pp.)
- Week Seven**
November 11 No class - Veterans' Day
- November 13 *From the Fields: Populism and Social Reform*
Watkins, 130-40; Duniway, 2-27, 124-172. (58 pp.)
- Week Eight**
November 18 *From the Cities: Progressivism and Political Reform*
Catton, 70-81. (11 pp.)
Video or "found object" discussion.
- November 20 *The Depression, The New Deal, the Federal Presence*
Hudson, 101-113; Dick, 113-153; Sone, 3-65. (114 pp.)
- Week Nine**
November 25 *World War II and the Transformation of the Northwest*
Sone, 66-238. (172 pp.)
- November 27 No class - Thanksgiving Day
- Week Ten**
December 2 *The Cold War, New Prosperity, and Old Problems*
Kirkendall, 137-149. (12 pp.)
- December 4 *The Environmental Movement and the Limits of Growth*
Dietrich, 178-289. (111 pp.)
- Week Eleven and Finals**
December 9 *Cascadia or Microserfdom?: Past and Future Northwests*
Kittredge, 55-71. (16 pp.)
Last day: papers due at beginning of class
- December 11 Optional review for final exam, 7-9 p.m., 115 Smith
- December 18 Final, 8:30-10:20 p.m., 115 Smith (Bring blue books!)