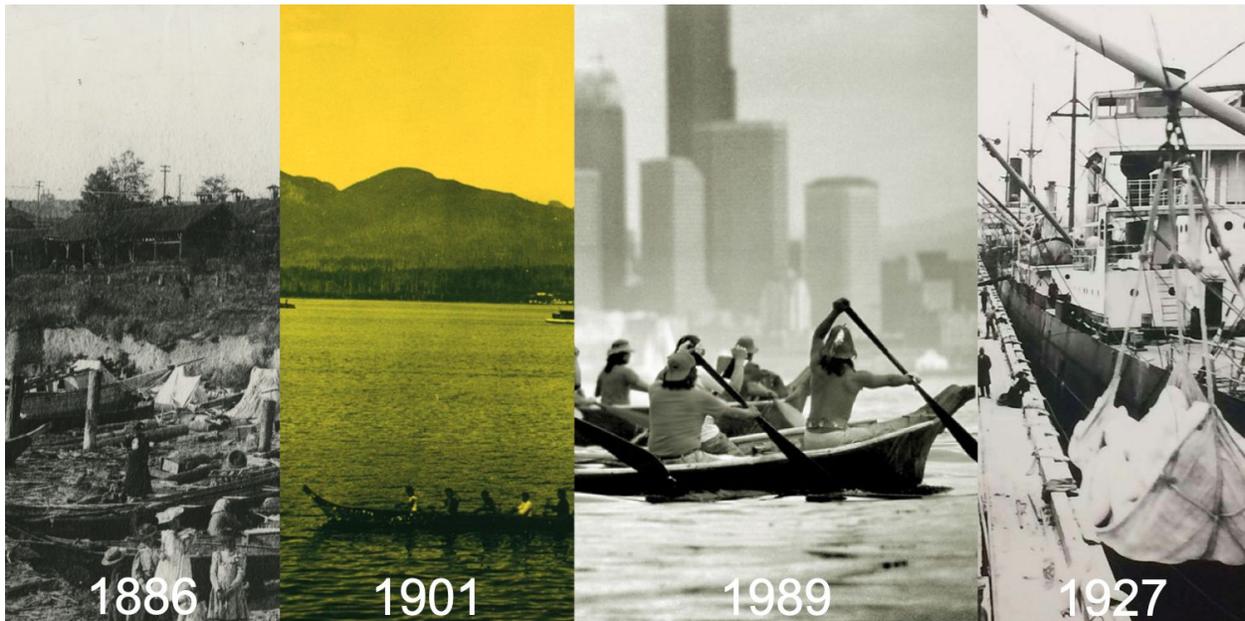


History of Washington State and the Pacific Northwest



Tuesday 10:30-12:20 | Thursday 10:30-12:20 | ECE 105

Course Description

This course will investigate the social, social, political, and environmental history of the region named the Pacific Northwest. The geographic coverage will emphasize the state of Washington but also encompasses British Columbia, Idaho, Oregon, northern California, and southeast Alaska. As an upper-division course, we will ask not only "What do we know about the history of the Pacific Northwest?" but also "How do we know what we know about that history?" With an emphasis on historical sources and materials, we will examine the meanings of regional history, the Pacific Northwest's relationship to national and global trends and developments, the interactions of diverse peoples, and the key forces driving change in this region. From Tatoosh to *Twin Peaks*, events covered will include the global-local fur trade, the Seattle General Strike, Japanese internment, Indigenous fishing activism, and the politics of environmentalism. Assignments and assessments include one short paper, a longer paper or project, two exams, online reading responses, and in-class discussion participation.

Office Hours

Smith 204E
Tuesday 12:30-1:30, Thursday 12:30-1:30 or by appointment

Learning Goal #1

Articulate an understanding of the changing circumstances of and relationships between the diverse peoples and cultures of the Pacific Northwest, their uses of and attitudes toward the world around them, and how a sense of regional identity evolved over time.

Learning Goal #2

Put into practice critical thinking skills involved in evaluating primary and secondary sources.

Learning Goal #3

Demonstrate proficient writing skills by crafting, writing, and editing strong analytical arguments.

Course Elements

Participation	15%
Primary Source Paper	15%
Midterm Exam	20%
Research Project	30%
Final Exam	20%

If you wish to discuss your grades, please see me during office hours or make an appointment. **You must wait 24 hours after receiving your grade to set up a meeting.** This is to encourage you to take the time to read carefully through all comments and feedback provided.

Primary Source Paper

- 500 words (2 pages)
- Contextualize and analyze a primary document from a provided selection
- Articulate
- Cite reliable secondary sources (2 minimum)
- Participate in “show and tell” class discussion of primary sources

Research Project

- 1,500 words (5-6 pages) or equivalent
- Choose a contemporary place, object, or idea and analyze its relationship to the history of the PNW
- Articulate a clear, persuasive argument
- Identify and present supporting primary source evidence
- Contextualize your argument and evidence within existing historiography on the subject
- Cite reliable secondary sources (3 minimum)

Exams

The midterm and final exams will be online, take-home exams for which you are invited to consult your notes. Specific instructions will be shared during the week of the exam.

Midterm: July 25
Final: August 22

Participation

Participation is 15% of your final grade. As this course is a seminar, every meeting will include discussion of the readings as well as lecture, film, or primary source materials provided in class. We learn from each other during these discussions, which means each member of the class is expected to come prepared and to participate.

While attendance is not a direct part of your grade, you may find it difficult to earn participation credit if you are not in class. Please notify me in advance if you will be absent or miss part of class.

Canvas

This course will use Canvas extensively. Canvas is a learning management system where files are made available and assignments are uploaded. To access the HSTAA 432 Canvas page, log into your MyUW account and follow the “Canvas LMS” link on the right-hand side.

This is not an online course, but having reliable and regular access to a computer and the Internet will be necessary. All assignments, including exams, will be uploaded to Canvas, which will allow me to leave detailed comments helping you to improve your writing and analytical skills. If this will be a problem for you, please bring that to my attention as soon as possible so I can figure out how best to support you. If, for some reason, you are unable to open or access assignments, readings, or handouts, notify me immediately. I will use PDFs for readings, so having a PDF reader such as Adobe Acrobat Reader or Preview (Mac) installed on your computer will be crucial.

Readings and Course Schedule

This course does not have an assigned textbook. The majority of these readings are available digitally through the UW library or elsewhere online. I will also upload PDF copies of all readings to Canvas.

The following readings are due the day for which they are listed. You should bring copies of the readings with you to class, either digital or printed, as you will be consulting them throughout the class period.

A note on content: The readings in this course cover topics including classism, colonialism, gender-based violence, genocidal policies, physical violence, racism and racial stereotyping, sexism, and sexual violence. Please proceed with caution if the material may be triggering to you and feel free to ask me about specific materials before reading.

June 25: Locating the Pacific Northwest

June 27: Empires Arrive on the Northwest Coast

- Joshua Reid, "The Power of Wickaninnish Ends Here" in *The Sea is My Country: The Maritime World of the Makahs* (New Haven: Yale University Press, 2015): 19-52.
- Jean Barman, "The Trade in Furs" in *The West Beyond the West: A History of British Columbia*, 3rd ed. (Toronto: University of Toronto Press, 2007): 34-54.

July 2: Treaties and the (Re-)Settling of Oregon Country

- Joshua Reid, "I Want the Sea" in *The Sea is my Country: The Maritime World of the Makahs* (New Haven: Yale University Press, 2015): 124-163.
- CHOOSE ONE:
 - Jean Barman, "New Land, New Lives: Hawaiian Settlement in British Columbia," *Hawaiian Journal of History*, vol 29 (1995): 1-32.
 - Katharine Slater, "Who Gets to Die of Dysentery?: Ideology, Geography, and *The Oregon Trail*," *Children's Literature Association Quarterly*, vol 42, no 4 (Winter 2017): 374-395.

July 4: NO CLASS

July 9: Indigenous Peoples and Federal Indian Policy After 1857

- Alexandra Harmon, "Reformers and Indians: Reservations about Reservations" in *Indians in the Making: Ethnic Relations and Indian Identities around Puget Sound* (Berkeley: University of California Press, 1998): 103-130.
- Chief Joseph, "An Indian's View of Indian Affairs," *North American Review* (1879): 56-64.

July 11: New Geographies and Extractive Industries, 1850s-1890s

- William G. Robbins, "Technology and Abundance" in *Landscapes of Promise: The Oregon Story, 1800-1940s* (Seattle: University of Washington Press, 1997): 110-141.

July 16: Race and Labor Activism, 1860s-1900s | PRIMARY SOURCE PAPER DUE

- Carlos A. Schwantes, "Protest in a Promised Land: Unemployment, Disinheritance, and the Origin of Labor Militancy in the Pacific Northwest, 1885-1886," *Western Historical Quarterly* 13, no. 4 (1982): 373-390.

July 18: Progressive Era Politics, 1890s-1920s

- Matthew Klinger, "The Imagination and Creative Energy of the Engineer: Harnessing Nature's Forces to Urban Progress" in *Emerald City: An Environmental History of Seattle* (New Haven: Yale University Press, 2007): 86-118.
- Abigail Scott Duniway, *Path-Breaking: An Autobiographical History of the Equal Suffrage Movement in Pacific Coast States* (Portland: James, Kern, and Abbott, 1914), 3-27.

July 23: Communities and Cultures

- Coll Thrush, "How Many Worlds: Place, Power, and Incommensurability" in *Beyond Two Worlds* (2014): 295-318.
- Jorgen Dahlie, "Old World Paths in the New: Scandinavians Find Familiar Home in Washington," *Pacific Northwest Quarterly* 61, no. 2 (1970): 65-71.

July 25: ONLINE MIDTERM EXAM | NO CLASS

July 30: An American Pacific in Seattle

- John M. Findlay, "Fair City: Seattle as Host of the 1909 Alaska-Yukon-Pacific Exposition," *Pacific Northwest Quarterly* 100, no. 1, Alaska-Yukon-Pacific Centennial Part 1 (Winter 2008-2009): 3-11.

August 1: "Roll on Columbia" and the Interbellum Northwest

- Tina Loo, "Making a Modern Wilderness: Conserving Wildlife in Twentieth-Century Canada," *Canadian Historical Review* 82, no. 1 (2001): 92-121.
- Woody Guthrie, *The Columbia River Collection* (Smithsonian Folkways, 1988).
 - Via Spotify: <https://open.spotify.com/album/6XkynkX5r41RV8qfMVcztr>
 - Via YouTube: <https://www.youtube.com/playlist?list=PLF2682AA700C2256F>
 - Lyrics available here: <https://store.woodyguthrie.org/products/columbia-river-collection-cd>

August 6: WWII Mobilization and Japanese Incarceration

- "Prison Cities" and "Resistance," *Order 9066*, podcast, American Public Media and the Smithsonian Museum of American History (2019) <<https://www.apmreports.org/order-9066>>.
- Natasha Geiling, "How Oregon's Second-Largest City Vanished in a Day," Smithsonian.com, 18 February 2015, <<https://www.smithsonianmag.com/history/vanport-oregon-how-countrys-largest-housing-project-vanished-day-180954040/>>.
- Polly Reed Myers, "Boeing Aircraft Company's Manpower Campaign during World War II," *Pacific Northwest Quarterly*, vol. 98, no. 4 (Fall 2007): 183-195.

August 8: Cold War Washington

- Kate Brown, "The City Plutonium Built" in *Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters* (Oxford: Oxford University Press, 2013): 37-43.
- Kate Brown, "Sick People" and "Cassandra in Coveralls" in *Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters* (Oxford: Oxford University Press, 2013): 306-318.

August 13: Movements for Racial Justice

- Richard Duwors, "Documents from the Indian Fishing Rights Controversy in the Pacific Northwest," *Pacific Northwest Quarterly*, Vol. 99, No. 2 (Spring, 2008): 55-65.

- Commission on Wartime Relocation and Internment of Civilians, "Recommendations," *Personal Justice Denied: Report of the Commission on Wartime Relocation and Internment of Civilians: Report for the Committee on Interior and Insular Affairs* (Washington: USGPO, 1992): 455-467.
- Na Aksa Gyilak'yoo School Students, "The Highway," N'we Jinan (2017) <https://www.huffingtonpost.ca/2017/01/25/highway-of-tears-music-video_n_14404692.html?guc_consent_skip=1561053317>.

August 15: Timber Wars and the Politics of Environmentalism | RESEARCH PROJECT DUE

- Matt Briggs, "Falling and Always Falling: *Twin Peaks* and the Clear-Cut Landscape," The Twin Peaks Project, <<http://www.mosslit.com/vol01/issue02.html#AlwaysFalling>>.
- Judi Bari, *Timber Wars* (Monroe, ME: Common Courage Press, 1994).
 - Judi Bari, "Tree Spiking," *Anderson Valley Advertiser*, March 8, 1993.
 - Judi Bari, "Timber Wars: Footloose Wobs Urgently Needed," *Industrial Worker*, October 1989.

August 20: The Recent Past, Pop Culture, and the PNW

- Nicolaas Mink, "A (Napoleon) Dynamite Identity: Rural Idaho, the Politics of Place, and the Creation of a New Western Film," *Western Historical Quarterly* 39, no. 2 (Summer 2008): 153-175.
- "A Tale of Sub Pop, the Record Label that Put Seattle on the Map," KUOW (Seattle), 23 January 2019, <<https://www.kuow.org/stories/an-extremely-brief-history-of-sub-pop>>.

August 22: ONLINE FINAL EXAM | NO CLASS

Faculty mailboxes are located in 318 Smith. T.A. mailboxes are located in Smith 315, but these boxes are not secure and are only available when the office is open. Papers, notes, etc. for T.A.s should instead be delivered to T.A. offices. Faculty and T.A. office locations and hours are posted on a bulletin board outside of 315 Smith.

Remember that you and others are accessible only by student. Please contact the advising office directly (histadv@uw.edu) or your instructor or teaching assistant to arrange an appointment in an accessible alternative location, if needed.

Plagiarism and Incompletes

Plagiarism

Plagiarism is defined as the use of creations, ideas or words of publicly available work without formally acknowledging the author or source through appropriate use of quotation marks, references, and the like. Along with the University of Washington, the History Department takes plagiarism very seriously. Plagiarism may lead to disciplinary action by the University against the student who submitted the work. Any student who is uncertain whether his or her use of the work of others constitutes plagiarism should consult the course instructor for guidance before submitting coursework.

Incompletes

An incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control.

Grading Procedures

Except in case of error, no instructor may change a grade that he or she has turned in to the Registrar. Grades cannot be changed after a degree has been granted.

Grade Appeal Procedure

A student who believes he or she has been improperly graded must first discuss the matter with the instructor. If the student is not satisfied with the instructor's explanation, the student, no later than ten days after his or her discussion with the instructor, may submit a written appeal to the Chair of the History Department with a copy of the appeal also sent to the instructor. Within 10 calendar days, the Chair consults with the instructor to ensure that the evaluation of the student's performance has not been arbitrary or capricious. Should the Chair believe the instructor's conduct to be arbitrary or capricious and the instructor declines to revise the grade, the Chair, with the approval of the voting members of his or her faculty, shall appoint an appropriate member, or members, of the faculty of the History Department to evaluate the performance of the student and assign a grade. The Dean and Provost should be informed of this action. Once a student submits a written appeal, this document and all subsequent actions on this appeal are recorded in written form for deposit in a History Department file.

Sexual Harassment

Sexual harassment is defined as the use of one's authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for his or her refusal to engage in sexual acts. It is also defined as the creation by a member of the University community of an intimidating, hostile, or offensive working or educational environment through verbal or physical conduct of a sexual nature.

If you are being harassed, **seek help**—the earlier the better. You may speak with your instructor, your teaching assistant, History Undergraduate Advising, the Department’s Director of Academic Services (Smith 315A) or the Chair of the Department (Smith 308). In addition, the Office of the Ombud (206 543-6028) is a University resource for all students, faculty and staff. Community Standards and Student Conduct Office (cssc@uw.edu) is a resource for students.

Equal Opportunity

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran. This policy applies to all programs and facilities, including, but not limited to, admissions, educational programs, employment, and patient and hospital services.

Department of History Diversity Committee

The Department of History Diversity Committee initiates and facilitates an ongoing conversation about diversity, proposes measures to address institutional disparities, and also serves as a confidential resource for students, staff, and faculty who have concerns related to climate and diversity. Any member of the department’s learning and working community may contact the committee with concerns and questions. <https://history.washington.edu/diversity-resources>

Standards of Conduct and Academic Integrity: (see WAC 478-121-020)

The following abilities and behavioral expectations complement the UW Student Conduct Code. All students need to demonstrate the following behaviors and abilities: **Communication:** All students must communicate effectively with other students, faculty, staff, and other professionals within the Department of History. Students must attempt to express ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback. All students must be able to reason, analyze, integrate, synthesize, and evaluate in the context of the class. Students must be able to evaluate and apply information and engage in critical thinking in the classroom and professional setting. **Behavioral/Emotional:** Students must demonstrate the emotional maturity required for the adequate utilization of intellectual abilities, the exercise of sound judgment, and the timely completion of responsibilities in the class. Further, students must be able to maintain mature, sensitive, and effective relationships with students, faculty, staff, and other professionals while engaging in the class and within the History Department. Students must have the emotional stability to function effectively in the classroom. Students must be able and willing to examine and change behaviors when they interfere with productive individual or team relationships. **Problematic behavior documented:** Problematic behavior will be documented by the Department and if deemed appropriate forwarded on to Community Standards and Student Conduct. If a pattern of behavior or a single, serious lapse in the behavioral expectations becomes evident, the steps below will be followed so that the student is appraised of a warning indicating that the student’s continuation in the class and/or major is in jeopardy. The student’s instructor and/or appropriate program advisor or teaching assistant will document, either verbally or in writing, the concerning behavior and notify the student that they are receiving a warning. Notification of the warning will be forwarded on to the Chair of the Department and Student Conduct and Community Standards via email or in hard copy. The warning identifies what the concerning behavior was and that any further disruptions or concerning incidents will result in the student being asked to leave the class. When incidents occur that represent a significant impact to the program or its participants, students may be asked to leave immediately without prior warning.

Access and Accommodations

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s)



and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Safety and Evacuation

Evacuation routes are posted throughout the building. In case of a fire, please evacuate and go to the evacuation assembly point, locations of which are posted on building walls. In case of a power outage or earthquake, please stay where you are and, for the latter, protect your head and neck. Students with disabilities which could impair evacuation should notify the instructor early in the quarter so accommodations can be made.

Concerns about a course, an instructor, or a teaching assistant

Instructors

If you have any concerns about the course or the instructor in charge of the course, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, contact the History Department's Director of Academic Services, Tracy Maschman Morrissey, in Smith 315A. If you are not satisfied with the response that you receive from Tracy, make an appointment with the Assistant to the Chair in Smith 308B to speak with the Chair.

TAs

If you have any concerns about the teaching assistant, please see the her or him about these concerns as soon as possible. If you are not comfortable talking with the teaching assistant or not satisfied with the response that you receive, contact the instructor in charge of the course. If you are not satisfied with the response that you receive, you may follow the procedure previously outlined, or contact the Graduate School in G-1 Communications.