

HIST 444
History of the Pacific Northwest
Winter 2015, Fully Online

Instructor: David Peterson del Mar

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Office Hours: Tuesdays and Wednesdays 10:30-1:00 Cramer Hall 492-C

Course website: <https://d2l.pdx.edu/>

Instructor's websites: <http://davidpetersondelmar.com/>

<http://davidpetersondelmar.blogspot.com/>

Course Description

This four-credit course will survey the history of the Pacific Northwest from pre-contact to the present, defined as what is now Oregon, Washington, and British Columbia. We shall focus on broad social, political, and cultural developments and look at a broad spectrum of groups and perspectives. All of the course work will be accomplished over the internet, so regular access to a computer with a reliable internet connection is crucial to your success.

Course Objectives

- 1) Use the assigned materials to identify historical themes and transformations in Pacific Northwest history
- 2) Evaluate the reliability of primary (written by the people we are studying) and secondary (written by historians) sources
- 3) Write clear and focused analytical essays whose theses are supported by paragraphs headed by topic sentences that link historical evidence to the essay's thesis
- 4) Support one's arguments with multiple and diverse pieces of historical evidence, including primary and secondary sources when available
- 5) Demonstrate sensitivity to historical complexity by considering the perspective of multiple perspectives and social groups
- 6) Engage collaboratively in critical thinking
- 7) Reflect on the tension between individual freedom and collective responsibility and civic responsibility

Assessment

10 Discussion Answers/Replies	20
4 Group Essays/Reflections	30
2 Longer Essays	30
1 Final Essay	20

Scale: 93% and above A; 90-92.9% A-; 87-89.9% B+, and so forth. Your final grade is determined by adding up your points for the above assignments. Grades (and feedback) for each assignment are posted and sent to students within D2L, via private mail, the drop box, and the grade book.

Required Readings (Available for purchase at the PSU Bookstore, and copies are on reserve at the PSU library.)

Barman, Jean. *The West Beyond the West: A History of British Columbia*, 3rd ed. Toronto: University of Toronto Press, 2007.

Peterson del Mar, David. *Oregon's Promise: An Interpretive History*. Corvallis: Oregon State University Press, 2003.

Ritter, Harry. *Washington's History: The People, Land, and Events of the Far West*. Portland: WestWinds Press, 2003.

Plus a variety of primary and secondary sources available online.

Course Schedule

Note: All discussion answers and short essays must be posted by the end of Saturday of a given week (by 11:59 p.m. January 10, for the first week, for example). The discussion replies, critiques, and the longer and final essays are due by the end of Sundays.

Week #1 (Discussion outline due 1/10; discussion reply due 1/11)

Read/View: Instructor's Video Introduction to How History is Useful; Instructor's Video Introduction to Week#1; *Oregon's Promise*, pp. 11-26; *Washington's History*, pp. 16-23; *West Beyond the West*, 13-17; National Film Board of Canada film, "Totem"

(https://www.nfb.ca/film/totem_the_return_of_the_gpsgolox_pole)

Assignments

Introductions: Introduce yourself on the discussion board by telling us a bit about yourself and identifying any aspect of the syllabus or course that you find confusing.

Discussion Outline: What does the film suggest about differences in how the First Nations and Swedish peoples view culture? Note: For this discussion answer and all the following ones, your need just five sentences: thesis; topic sentence one; evidence placed in context to support that topic sentence; topic sentence two; evidence placed in context to support that topic sentence.

Week #2 (Discussion outline and short essay due 1/17; discussion reply and short-essay critique due 1/18)

Read/View: Instructor's Video Introduction to Week #2; *Oregon's Promise*, Introduction and Chapters 1-2; *West Beyond the West*, Preface and Chapters 1-3, 8 (pp. 162-169) (you may also want to read parts of Chapters 4 on First Nation's Peoples); *Washington's History*, pp. 24-61; The Walla Walla Council of 1855 website/documents (<http://www.ccrh.org/comm/umatilla/Native5.htm>).

Assignments

Outline/Reply: Which of the primary sources (sources written by the people we are studying, rather than later historians) gives us the most insight into Native Americans?

Short Essay (up to 500 words) and Critique #1: Why did relations between white people and Indians vary so much? (Be sure to consider both British Columbia and Oregon or Washington.)

Week #3 (Discussion outline and short essay due 1/24; discussion reply and short-essay critique due 1/25)

Read/View: Instructor's Video Introduction to Week #3; *Oregon's Promise*, Chapter 3; *West Beyond the West*, Chapters 4-5; *Washington's History*, 62-73 census returns and newspapers from Washington and British Columbia, up to the early 1870s (<http://files.usgwarchives.net/wa/lewis/census/50lc.txt>; http://www.rootsweb.com/~canbc/1871vic_cen/pg42.htm; <http://www.sos.wa.gov/history/newspapers.aspx>; <http://historicalnewspapers.library.ubc.ca/>).

Assignments

Outline/Reply: What do the newspaper and census returns suggest about women's roles during the settlement period?

Short Essay (up to 500 words) and Critique #2: How did the economies of a particular area affect their societies and cultures? Consider such themes as demographics (the type of people who lived there), social stability, how people spent their time, what topics their newspapers reported on and emphasized.

Week #4 (Discussion outline due 1/31; discussion reply due 2/1)

Read/View: Instructor's Video Introduction to Week #4; *Oregon's Promise*, Chapters 4-5; *West Beyond the West*, Chapters 6-7, 9, 10 (pp. 216-230); *Washington's History*, 74-101; Kinsey logging photographs (<http://digitalcollections.lib.washington.edu/cdm/search/collection/clarkkinsey>)

Assignments

Outline/Reply: How, if at all, do the logging photographs add to your understanding of logging beyond what the three textbooks cover?

Week #5 (Discussion outline due 2/7; discussion reply and longer essay due 2/8)

Read/View: Instructor's Video Introduction to Week #5; some census returns and newspapers from Washington and British Columbia from the 1880s and 1890s (<http://historicalnewspapers.library.ubc.ca/>; <http://www.sos.wa.gov/history/newspapers.aspx>; <http://www.us-census.org/pub/usgenweb/census/wa/king/1900/>; <http://automatedgenealogy.com/census/District.jsp?id=4>).

Assignments

Outline/Reply: Do the newspapers and census returns for Washington and British Columbia from the 1880s through 1901 suggest that the two areas changed dramatically over those two decades?

Longer Essay #1 (maximum of 2,000 words): Agree or disagree: the stark national (between the U.S. and Canada) and regional (urban/rural, western/interior) differences that had characterized the Pacific Northwest in the mid-1800s had nearly disappeared by the end of the century. Be sure to draw from all three texts as well as some of the primary sources we have examined in your answer.

Week #6 (Discussion outline and short essay due 2/14; discussion reply and short-essay critique due 2/15)

Read/View: Instructor's Video Introduction to Week #6; *Oregon's Promise*, Chapters 6-7; *West Beyond the West*, Chapters 8 (pp. 169-188), 10 (pp. 230-251), 11; *Washington's History*, 102-117; Braceros in Oregon website (<http://oregondigital.org/cdm4/browse.php?CISOROOT=/bracero>).

Assignments

Outline/Reply: What do the photographs of the Braceros suggest their experience was like?

Short Essay (up to 500 words) and Critique #3: The quarter century between 1920 and 1945 contained two of the biggest events of the century: a massive economic depression and World War II. What continuities do you detect underneath those changes? What stayed the same?

Week #7 (Discussion outline due 2/21; discussion reply and longer essay due 2/22)

Read/View: Instructor's Video Introduction to Week #7; Japanese Americans and World War II website (<http://archive.vancouver.wsu.edu/crbeha/ja/ja.htm#wwii>).

Outline/Reply: Is there much evidence of Japanese-Americans resisting internment?

Longer Essay #2: Agree or disagree: the years between the onset of World War I and the close of World War II were characterized by growing social equality (consider race, gender, and class).

Week #8 (Discussion outline and short essay due 2/28; discussion reply and short-essay critique due 3/1)

Read/View: Instructor's Video Introduction to Week #8; *Oregon's Promise*, Chapter 8, Conclusion; *West Beyond the West*, Chapters 12; *Washington's History*, 116-125; Website on Washington ERA oral histories (<http://www.washingtonhistory.org/research/whc/oralhistory/ERAOralHistory/>).

Assignments

Outline/Reply: Use at least two oral history interviews to answer this question: Why were women advocating for their rights by the early 1970s? Short Essay (up to 500 words) and Critique #4: Historians have argued that starting in World War II big government and big companies started to have a much bigger impact on the Pacific Northwest. Do the readings support that point of view?

Week #9 (Discussion outline due 3/7; discussion reply and early draft of final essay due 3/8)

Read/View: Instructor's Video Introduction to Week #9; *Oregon's Promise*, Chapters 9, Conclusion; *West Beyond the West*, Chapters 13-15; *Washington's History*, 126-131; Websites on "Smoke Signals"

(<https://www.youtube.com/watch?v=3j101YIDDtQ>); "Nirvana"

(<https://www.youtube.com/watch?v=hTWKbfoikeg>---

https://www.youtube.com/watch?v=YcnvM2Eg_Rc); and "Portlandia"

(<https://www.youtube.com/watch?v=Jml7NVYm8cs>---

<https://www.youtube.com/watch?v=V3nMnr8ZirI>---

https://www.youtube.com/watch?v=TCDbY_IXS5A); Timbers Army

(<https://www.youtube.com/watch?v=NRSEyLqOpZw>).

Assignments

Outline/Reply: Do any of these recent Pacific Northwest cultural expressions (Sherman Alexie's short story as presented in "Smoke Signals"; Nirvana's music; "Portlandia"; the Timbers Army) have anything in common with each other?

Early Draft of Final Essay (up to 2,500 words): Agree or disagree: The Pacific Northwest (as defined by this class—as Oregon, Washington, and British Columbia) has been an artificial region. Its residents have not shared much in common with each other, have been divided by too many national, geographic, social, and cultural differences.

Week #10 (Discussion outline due 3/14; discussion reply and final essay due 3/15)

Read/View: Instructor's Video Introduction to Week #10

Assignments

Outline: Have the readings for the course suggested that one person can make a difference?

Final Draft of Final Essay (up to 2,500 words): Agree or disagree: The Pacific Northwest (as defined by this class—as Oregon, Washington, and British

Columbia) has been an artificial region. Its residents have not shared much in common with each other, have been divided by too many national, geographic, social, and cultural differences.

Assignments

Discussion Outlines

Much of the work of the course (20%) is designed to help you to get in the habit of including the crucial elements of interpretive essays: clear thesis statements; topic sentences that support the thesis, evidence that supports the topic sentences (and hence the thesis); the necessary detail (such as the name of the speaker, time and place) to put the evidence in context. As there are 2 points available for each of these assignments, you get .5 points if you meet some of the requirements, 1 point if you meet most of them, and 1.5 if you meet them all. You'll get another .5 points if you post a reply. The answers are due by the end of Saturdays, the replies by the end of Sundays. The instructor will send an explanation through personal d2l mail if your answer does not get full credit. Each of your discussion outlines requires just five sentences: thesis; topic sentence one; evidence placed in context to support that topic sentence; topic sentence two; evidence placed in context to support that topic sentence. Your replies are your chance to discuss whatever you would like that is related to the question.

Short Essays/Critiques

The four short essays/critiques are worth twenty (30%) percent of your mark and will build on the skills and the insights you have developed in the ungraded assignments. The answers should be no more than 500 words in length. The answers are due by the end of Tuesdays, the critiques by the end of Wednesdays. Please see the grading rubrics, below, for the instructor's expectations. The answers are worth 2/3s of the grade, the critiques 1/3. Please try to critique answers that have not yet been critiqued. The instructor will send his feedback through personal d2l mail.

Longer Essays and Final Essay

These essays are the most challenging and complex aspects of the class and will build on the skills you have developed in the ungraded discussions and short essays/critiques. Please see the grading rubric, below, for the instructor's expectations. Do not exceed 2,000 words for the longer essays, 2,500 words for the final essay. All of your essays (including the shorter online ones) should incorporate primary sources if suitable ones are available and use all of the major assigned reading. These essays should be submitted via the website's drop box, and feedback will be sent through that part of the site. The final essay requires that you submit an early draft of at

least 1,000 words. Failure to do so will result in points being deducted from the final draft.

Providing Context/References, Using Outside Sources

Unlike many history courses, which require a mastery of the Chicago Manual of Style method of notation, for this course you need only to place the author’s name and page number in parentheses after a quotation. But in the text you should also provide context for the quotation. Here is an example: “Everything is going to turn out all right,” a soldier-husband assured his bride from Fort Dix in 1943 (Smith, 245). If you use any outside sources (which is not encouraged), please list the book’s author, title, place of publication, publisher, and date of publication at the end of your essay.

Grading Rubrics

Short Essay Rubric

Area	Excellent	Good	Average	Poor	Very Poor
Clarity of Prose (20%)	Clear and concise	Clear but at times wordy	Generally clear, often repetitive	Hard to understand, very repetitive	Very hard to follow
Focus (20%)	The thesis, topic sentences, and evidence are aligned with each other and address the question	The thesis answers the question, and the topic sentences and most of the evidence support the thesis	The topic sentences and evidence support aspects of the thesis	The argument is vague or inconsistent, the essay diffuse	The essay seems unrelated to the question
Evidence (60%)	There are 6 pieces or more of evidence (paraphrased or quoted) and they are placed in context (such as date, speaker, place), including 3	There are 4-5 pieces of evidence and they are placed in context, including 2 or more pieces of primary-	There are 2-3 pieces of evidence, usually without context, including 1 piece of primary-	There is an example with little if any context, no primary-source evidence	What evidence?

	or more pieces of primary- source evidence, when available	source evidence, when available	source evidence		
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Long Essay Rubric

Area	Excellent	Good	Average	Poor	Very Poor
Clarity of Prose (15%)	Clear and concise	Clear but at times wordy	Generally clear, often repetitive	Hard to understand, very repetitive	Very hard to follow
Focus (15%)	The thesis, topic sentences, and evidence are aligned with each other and address the question	The thesis answers the question, and the topic sentences and most of the evidence support the thesis	The topic sentences and evidence support aspects of the thesis	The argument is vague or inconsistent, the essay diffuse	The essay seems unrelated to the question
Evidence (50%)	There are 4 pieces or more of evidence (paraphrased or quoted) per (roughly 150-word) paragraph, and they are placed in context (such as date, speaker, place), and most of the paragraphs include primary-source evidence, when it is available	There are 2-3 pieces of evidence per paragraph, and they are usually placed in context, and the essay uses 2 pieces of primary-source evidence, when available	There are 1-2 pieces of evidence, usually without context, per paragraph and little primary-source evidence	Most of the paragraphs lack evidence, and little context is provided for it, primary sources are neglected	There are only 1-2 pieces of evidence in the entire essay or none at all
Analysis (30%)	The essay is sensitive to multiple arguments and	The essay acknowledges that there is more than	The essay answers the question but is not	The essay speaks to the question's general topic	The essay does not answer the

	shows originality of thought	one good way to answer the question and shows some independent thought	sensitive to complexity	without really answering the question	question
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Critique Rubric

Area	Excellent	Good	Average	Poor	Very Poor
Balance (35%)	The critique identifies the essay's strengths and weaknesses	The critique is strong on weaknesses but thin on weaknesses	The critique is strong on strengths but thin on weaknesses	The critique does not much address the essay weaknesses	The critique does not address the essay
Breadth and Specificity (65%)	The critique addresses all three categories by identifying 2 or more specific strengths or weaknesses in each of the 3 categories (thesis, topic sentences, evidence)	The critique addresses 1-2 specific strengths or weaknesses in all three categories	The critique addresses 1 specific strength or weaknesses in each category	The critique addresses 1-2 categories	The critique does not address the essay

Critical Thinking Defined: The ability to explore many perspectives, interpretations, and pieces of evidence before forming a nuanced conclusion.

Late Policies

I am liberal with extensions if they are requested before the due date—although I realize that there are occasions in which that is not possible. E-mail me if you would like me to consider granting you a retroactive extension. I am reluctant to grant more than two extensions per term.

If you do not request an extension before an assignment is due or persuade me that you should have a retroactive extension, even work that is just a few minutes late will receive no credit, with this exception: longer

essays turned in within twenty-four hours past the due date will receive half credit.

All assignments must be turned in by the day and time of the final assignment. Requests for the grade of incomplete must be received by the day and time of the last assignment, and such requests will not necessarily be granted. Students must have completed at least half of the work for the course to receive an incomplete. If you are unable to keep up with the work of the course during the first half of the term, you should drop the course as soon as possible.

Online Etiquette

Please do your best to:

- 1) Take issue with each others' ideas, not each other—stay respectful;
- 2) Not take criticism of our work personally; we are all trying to help each other improve, and that requires honest feedback;
- 3) Realize and accept that we come from diverse backgrounds, including age, ethnicity, sexual orientation, political and religious beliefs, and experiences.
- 4) Be open to changing our minds.

Plagiarism

It is cheating to pass off the work of others as your own. This includes using the words of scholars without attribution (be sure to use quotation marks and indicating the source of the words) and using the words of your fellow students. Your instructor takes such violations of the ethical code very seriously and will penalize violators as severely as the university allows. Consequences can include failing the class and having the violation noted on your permanent university record.