

Course Syllabus
History 423.01
History of Idaho and the Pacific Northwest
M 3:00-5:30 PM
Fall 2006

Instructor: Chris Riggs
Office Location: Spalding Hall 109
Office Hours: Mon and Wed: 10:30 AM-noon
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OVERVIEW

This course will survey the history of the place known today “Pacific Northwest. We will focus primarily on what are now the states of Idaho, Oregon, and Washington, although some consideration will be given to what are today Alaska, British Columbia, Montana, California, Nevada, Utah, and other areas as appropriate. We will examine a variety of topics—Indian-White relations, exploration and settlement, economic activities from the fur trade to fishing to logging, immigration and migration, political activities, and others—from before the arrival of Europeans to more recent times.

Does the Pacific Northwest constitute a distinct region? One could argue that the Pacific Northwest was and is meaningfully different from the rest of the United States. Author Carlos Arnoldo Schwantes sees the historic Pacific Northwest as a “hinterland.” In other words, what distinguished the Pacific Northwest from other parts of the United States is that it has lacked significant political, economic, social, and cultural power and influence. Events and individuals in other places (say, New York or Washington, D.C.) were more likely to shape what happened in the Northwest than the other way around. Alternatively, it could be argued that the Northwest was and is distinct not because it is a “hinterland,” but rather that it is a “trendsetter.” That is, developments in the Northwest have foreshadowed and shaped developments in other parts of the country.

On the other hand, it could be said that the Northwest should not be seen as distinct but rather as a microcosm for the American West and/or the nation as a whole. For example, historian Richard White has argued that the whole of the American West was essentially a “hinterland” prior to the mid-twentieth century--politically, economically, and socially dependent on the East. Many of the key elements of Northwestern history—the fur trade, Indian-White conflict, industrialization, urbanization, and immigration—were not unique to the region but were integral to the history of the entire nation.

So, is it more appropriate to think of the Northwest as a reflection of broader national and international trends and developments or as a distinct place? If the latter, than is it best described as a “hinterland” or a “trendsetter”?

PURPOSE/GOALS

By the end of the course, you should have a demonstrable understanding of Pacific Northwest history. More generally, as a Social Science course, History 423 should help you to do at least some of the following:

- conduct social science research
- think analytically about social phenomena
- understand and apply social science theories, concepts, and categories
- read and analyze works dealing with social science issues
- write a clear, concise, and organized paper
- present ideas orally in a clear, concise, and organized fashion
- understand and evaluate evidence related to social issues
- demonstrate a knowledge of the history and theory of social thought
- demonstrate a knowledge of major historical periods and social trends
- demonstrate an understanding of various cultural perspectives
- comprehend the social origins and significance of the diversity of human behavior

COURSE FORMAT

The course format will consist of some lecture, but consist primarily of discussion, in-class activities and presentations. We will also have some audio-visual presentations (videos, etc.).

Please note that in preparation for discussions, you may be asked to write answers to a series of questions and to turn in your answers to me at the end of the session.

ATTENDANCE

You are responsible for all material presented and discussed during all class sessions whether or not you are present. Also, attendance will be considered in regard to determining your participation grade (see below).

I request that you arrive to class on time and stay for the entire time; if you anticipate that you might be late or need to leave early, please let me know.

Please turn cell phone and pager ringers off or to vibrate. If you need to make or take a cell phone call during class, please step outside.

READINGS

Everyone will be asked to read the following books. Copies of these books are available in the LCSC bookstore, are on reserve at the LCSC library, and should be available on-line.

Carlos Arnaldo Schwantes, *The Pacific Northwest: An Interpretive History*, **revised and enlarged edition** (1996).

Andrea Vogt, *Common Courage* (2003).

Jay Miller (ed.), *Mourning Dove: A Salishan Autobiography*. (1990).

These readings will serve as the basis for some of our discussions. You should keep in mind that some material that you read will not be covered explicitly in class. The readings are designed to give you a broader knowledge than can be acquired strictly through in-class lectures and discussions. **We will regularly discuss the Schwantes book in class, so it is recommended that you bring it with you.**

ASSIGNMENTS AND GRADING

Your grade will be based on how many points you earn out of a possible 700. You earn points by doing the following things.

Participation

Participation is valued at 150 points. Among other things, participation involves reading material to be discussed in class beforehand, active engagement in class discussions (listening and speaking), asking relevant questions, and good faith efforts to grapple with course material. Earning a high participation grade, of course, will require you to attend class regularly. Actions during class which will cause you to lose participation points include (but are not limited to) sleeping or putting your head down on the desk, reading newspapers or magazines, doing other homework, leaving early without checking with the instructor beforehand, and talking while the instructor or another student or guest speaker is speaking. Such actions can be very disruptive and show disrespect toward other students and the instructor; they are not appropriate.

Exams

There will be a final exam valued at 150 points. More details will be provided in a separate handout.

In-Class and Out-of-Class Exercises

You will be asked to complete a series of exercises based on our readings, discussions, and other materials. Some exercises may need to be completed outside of class. The exercises will be worth a total of 200 points.

Papers

You will be asked to write two papers for the class:

1. There will be a 5 page paper on the book *Mourning Dove* (100 points).
2. There will be a 5 page paper on the book *Common Courage* (100 points).

More detail will be provided in a separate handout.

Extra Credit

You will have the opportunity to do one extra credit assignment, worth up to ten points. Doing extra credit is optional. Potential extra credit activities will be described in a separate handout, but students should check with me before proceeding with any extra credit work.

GRADING

I will grade using the following scale:

93-100% = A	90-92 = A-	
88-89% = B+	83-87 = B	80-82 = B-
78-79% = C+	73-77 = C	70-72 = C-
68-69% = D+	63-67 = D	60-62 = D-
59% and below = F		

ACADEMIC DISHONESTY

Class policy is the same as that of the college. As explained in the LCSC Student Handbook: Code of Conduct:
<<http://www.lcsc.edu/student-services/SHBcodeofconduct.htm>>

Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding. Academic Dishonesty includes:

- a) Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term "academic exercise" includes all forms of work submitted for credit hours.
- b) Fabrication—intentional and/or unauthorized falsification or invention of any information or the source of any information in an academic exercise.
- c) Collusion facilitating academic dishonesty—intentionally or knowingly helping or attempting to help another to commit an act of Academic Dishonesty.

d) Plagiarism—the deliberate adoption or reproduction of ideas or words or statement of another person as one’s own without acknowledgment.

Anyone found in any of the above activities or related activities will be subject to penalty. Such penalty may include failing a particular assignment, failing the course, and/or additional sanctions imposed by the college.

SPECIAL ACCOMMODATIONS

Students with a documented need for special accommodations should please consult with as soon as possible.

TENTATIVE CLASS SCHEDULE

Below is a tentative schedule (with the emphasis on tentative!) of the topics we will address in class. I have included the due dates for the papers as well as the dates for exams.

PN = Schwantes, Pacific Northwest
ch. = chapter
chs. = chapters
pp. = pages

It is extremely important that you read the assigned readings **before** class, so that we may discuss them most effectively.

Aug 28
Introduction to Course
Native Americans of the Northwest Before Europeans
Readings: PN, pp. 19-40

SEPT 4: NO CLASS

Sept 11
Explorers and Fur Traders
Readings: PN, pp. 41-79

Sept 18
Missionaries and Migrants
Readings: PN, 83-109

Sept 25
Manifest Destiny
Readings: PN, pp. 110-123

Oct 2
Manifest Destiny
Readings: PN, pp. 124-166

Oct 9
Politics and Economics in the Gilded Age
Readings: PN, pp. 169-178, pp. 200-235, pp. 261-271

Oct 16
Labor Conflict and Progressive Reform
Readings: PN, pp. 315-362

Oct 23: **Mourning Dove Paper Due**
The “New Era” and the Great Depression
Readings: PN, pp. 363-365, 374-387

Oct 30
World War II and Its Aftermath
Readings: PN, pp. 408-428, pp. 436-446

Nov 6
Postwar Politics: Cold War and Civil Rights
Readings: PN, pp. 454-476

Nov 13: **Common Courage Paper Due**
Indian Affairs in the Postwar Era
Readings:

Nov 20-24: Thanksgiving Break

Nov 27
Environmental Issues in the Postwar Era
Readings: PN, pp. 477-502

Dec 4
Recent Developments in Northwestern History
Readings: PN, pp. 503-522

Dec 11
Catch Up and Review

Dec 18: Final Exam