Independent Study in Idaho

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Hist 461/329
Idaho and the Pacific Northwest

Course Guide

Independent Study in Idaho

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Hist 461/329
Idaho and the Pacific Northwest

University of Idaho
3 Semester-Hour Credits

Prepared by:
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University of Idaho
1-Hist 461
(Course number changed 6/2017)
1-Hist 329: Idaho and the Pacific Northwest
(Course number changed 1/2015)
RV: 1/2013
3-Hist 423: Idaho and the Pacific Northwest

Table of Contents

Hist 461/329: Idaho and the Pacific Northwest 3 Semester-Hour Credits: UI

Welcome!

The course number for this course was changed to 461 from 329. Students enrolling after May 2017 are enrolled in Hist 461; enrollments prior to this are enrolled in Hist 329. The course number on your transcript will depend on the date of enrollment.

Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about assignments, exams, and grading. If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

Policies and Procedures

Refer to the ISI website at **www.uidaho.edu/isi** and select *Students* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

Course Description

Political, economic, social development; earliest times to the present.

10 graded lessons, 2 exams

Students may submit up to 3 assignments at a time and 6 assignments per week. Assignments may take up to two weeks after date of receipt by the instructor.

ALL assignments and exams must be submitted to receive a final grade for the course.

Course Materials

Required Course Materials

Blair, K. *Women in Pacific Northwest History*, University of Washington Press, 2001.
ISBN-10: 029598046X ISBN-13: 978-0295980461

Hale, Janet Campbell. *Bloodlines: Odyssey of a Native Daughter.* Random House, 1993.
ISBN-10: 0679415270

Robbins,William. *The Great Northwest: The Search for Regional Identity.* Oregon State University Press, 2001. ISBN-13: 9780870714924 ISBN: 0870714929

Schwantes, C. *The Pacific Northwest*, University of Nebraska Press, 2000. ISBN: 978-0803292284

Course Delivery

All ISI courses are delivered through Canvas, an online management system that hosts the course lessons and assignments and other items that are essential to the course. Upon registration, the

student will receive a *Registration Confirmation Email* with information on how to access ISI courses online.

Course Introduction

Welcome to History 461/329, the History of Idaho and the Pacific Northwest. In this course, you will think about what occurred in the Pacific Northwest for the last five hundred years. Although you will be asked to learn about specific people and events, what will benefit you most long after you finish this course will be your ability to analyze current and historical situations and to make the connections between them.

We begin with the geography of the areas and the Native Americans who live in the region. We will then explore the development of Idaho and the Pacific Northwest and what shaped this area. As this is a 400-level history course, it is expected that you enter the course with a familiarity of the major events in the region, and that you are willing to engage in discussions about the controversies and multiple interpretations of those events.

As you work through the lessons, try to integrate each assignment and discussion with the preceding one to build historical context. Ask questions of the material, and keep in mind that history is a constantly evolving conversation between you, the present and the past. How has Idaho and the Pacific Northwest as a whole changed and developed over time? How does that change affect us today? Whether you study history for professional or personal reasons, your ability to integrate history's lessons into daily life will make you a better citizen and a more informed voter (or, if you are not an American citizen, will lead you to a better understanding of American society). Equally important is the skill to debunk comparisons with the past. All of us have engaged in discussions and heard the phrase "History tells us . . ." or "This is the same thing as . . ." History never repeats itself—although historians often do. Using the skills of a historian, we will engage in comparing past events to the present, listen to what history has to say, and arrive at a more complicated vision of the modern Pacific Northwest.

Course Objectives

1) Students will be able to analyze the events that shaped Idaho and the Pacific Northwest. Students will use primary documents, textbooks, monographs, and visual and cultural sources such as film, music, the visual arts, and material culture to address the themes of the course.

2) The student will work (reading, researching and responding to essay questions) to develop their historical skills.

3) The student will use critical and analytic thinking to deploy evidence in the development of a historical argument commensurate with the level of a 400-level course.

Lessons

Overview:

Each lesson may include the following components:

- Lesson objectives
- Reading assignment
- Important terms
- Introductory lecture
- Written assignment

Study Hints:

- Keep a copy of every lesson submitted.
- Complete all assigned readings.
- When writing essays, be sure you answer all questions presented.
- Set a schedule allowing for completion of the course one month prior to your desired deadline. (An *Assignment Submission Log* is provided for this purpose.)
- Web pages and URL links in the World Wide Web are continuously changing. Contact your instructor if you find a broken Web page or URL.

Exams

- You must wait for grades and comments on assignments prior to taking subsequent exams.
- For your instructor's exam guidelines, refer to the ***Course Rules*** in Canvas.

Refer to *Grading* for specific information on assignment/exam points and percentages.

Grading

The course grade will be based upon the following considerations:

Lesson	Points	Percentage
Lesson 1	20	5%
Lesson 2	20	5%
Lesson 3	20	5%
Lesson 4	20	5%
Lesson 5	20	5%
Lesson 6	20	5%
Lesson 7	20	5%
Lesson 8	20	5%
Lesson 9	20	5%
Lesson 10	20	5%
Total	200	50%

Exam	Points	Percentage
Exam 1	100	25%
Final Exam	100	25%
Total	200	50%

A	360-400
B	320-359
C	280-319

D 240-279
F 239 and below

The final course grade is issued after all lessons and exams have been graded.

Acts of academic dishonesty, including cheating or plagiarism are considered a very serious transgression and may result in a grade of F for the course.

About the Course Developer

Your course developer is Kenneth Faunce, an Adjunct Professor of History and American Studies at the University of Idaho. He received his Ph.D. in History and Historical Archaeology from the University of Idaho in 2000. He has taught a variety of courses at the University of Idaho and Washington State University in History, American Studies, and Anthropology. Before coming to the University of Idaho, he worked for the federal government for several years as an archaeologist and historian.

Contacting Your Instructor

Instructor contact information is posted in the ***Course Rules*** document on your Canvas site.

Assignment Submission Log

The Making of Modern America: The Nation from 1945 to the Present, Gary A. Donaldson, Rowan & Littlefield, 2009 ISBN: 0742548201

The Sixties, Terry H. Anderson, Pearson Longman, 2012 ISBN: 0205744281

The Seventies: The Great Shift in American Culture, Society, and Politics, Bruce J. Schulman, Da Capo Press, 2002 ISBN: 030681126X

Ronald Reagan and the Triumph of American Conservatism, Julies Tygiel, Longman, 2006 ISBN: 978-0536125439

Lesson	Chapter/Reading	Written Assignment	Date Submitted
1	• Schwantes: Ch. 1, Part I Profile & Ch. 2 • Hale, "Circling Raven" • *Great Northwest* "Complexity and Regional Narratives"	2 essays	
2	• Schwantes: Chs. 3 & 4 • *Women in PNW History: Susan Armitage*	2 essays	
3	• Schwantes: Part II Profile; Chs. 5 & 6, Chs. 7 (pp. 124-33) & 8 (pp. 143-53) • Hale, "The Only Good Indian", "Return to Bear Paw" • *Great Northwest*: "The Forty-ninth Parallel"	2 essays	
4	• Schwantes: Chs. 7 (pp. 133 42), 8 (pp. 153 66), & 12 • *Great Northwest*: The View from Above"	2 essays	
5	• Schwantes: Part III Profile & Ch. 9 • *Women in PNW History:* Ruth Barnes Moynihan	2 essays	

It is time to take Exam 1.			
6	• Schwantes: Chs. 10 & 14 • *Women in PNW History*: Lauren Kessler • *Great Northwest:* "How to Create a Forest"	2 essays	
7	• Schwantes: Chs. 11 & 13, Part IV Profile; Chs. 15 & 16 • *Women in PNW History:* Maurine Weiner Greenwald , Lillian Ackerman • *Great Northwest:* "Susie Revels Cayton"	2 essays	
8	• Schwantes: Chs. 17 & 18 • *Women in PNW History:* Doris Pieroth • *Great Northwest*: "Failed Federalism"	2 essays	
9	• Schwantes: Ch. 19 • *Women in PNW History:* Karen Beck Skold	2 essays	
10	• Schwantes: Chs. 20 & 21, Ch. 22 & Epilogue • *Terra Northwest*: Quintard Taylor • *Great Northwest:* "Stories about Livelihoods", “Nature's Northwest"	2 essays	
It is time to take the Final Exam.			

Lesson 1
A Sense of Place and Indigenous Peoples

Lesson Objectives

1. Understand the boundaries of the Pacific Northwest and its dimensions.
2. Discuss the people of the Northwest and their connection to the land.
3. Understand the role of Native peoples in the area.
4. Explain the contact between Europeans and Native Americans.

Reading Assignment

- Schwantes: Chapter 1, "A Sense of Place"
- Schwantes: Part I Profile, "The Third Voyage of Captain James Cook"; and Chapter 2, "The First Pacific Northwesterners"
- Hale: "Circling Raven"
- *Great Northwest* "Complexity and Regional Narratives"

Important Terms

Pacific Rim
Columbia Basin
Cascade Mountains
Columbia Plateau
Captain James Cook
Nez Perce
Northwest cultural areas

Introductory Lecture

The geography of the Pacific Northwest is extremely diverse. The lesson on the geography of the Pacific Northwest begins with the Pacific Coast. The Pacific Coast not only forms a natural western boundary to our region, but it's also the dominating climatic feature of the Northwest. If you watch the evening weather reports you'll notice that most of our weather systems come into the region from off the Pacific Ocean, from the west. Systems arriving from over the ocean generally bring ocean temperatures with them and ocean humidity; that's why temperatures on the coast are pretty constant year round, or at least relative to the temperature extremes that we find further inland, say in Montana or Idaho. While summer days on the coast are typically in the 60s, summer days in the Snake River Valley in Idaho are typically in the 90s, and down in Lewiston, Idaho summer days can be in the 100s. On the other hand, snow and freezing temperatures are the rule in northern Idaho, while on the coast it's very rare to have temperatures below freezing. Why is it so wet on the west side of the Olympics and the Cascades and so dry on the east side of the Cascades? Why do we have forests, particularly rain forests, in the Olympics and the western Cascades and have dry arid grasslands on the east side? Once again it's because of Pacific Ocean weather patterns and the coastal and Cascade Mountains that those systems meet when they reach landfall.

The Columbia River and the Columbia Plateau are a major part of the geography of the Northwest. The Columbia Gorge is the connected point between these two very different worlds, two sub regions of the Northwest, the east side and the west side, or the dry side and the wet side as we sometimes call it. On the east side, the dry side, there's less than 10 inches of rainfall a year and the landscape is very barren and dry with the exception of along the river where irrigation water from the Columbia

River has been brought up. Less than a one hour drive down the Columbia Gorge has over 50 inches of rainfall, a tremendous transition in a very short period of time.
When we move inland over to the east side of the Cascades the land is much drier – browns and grays dominate rather than green. This landscape on the east side is dictated by flows of molten basalt rock coming up out of the earth that underlies the entire Columbia basin plateau. Between about 17 and 7 million years ago this entire landscape experienced a series of lava flows, molten basaltic rock coming out of fissures in the Earth's crust. This is a particularly fluid form of basalt that flowed very rapidly and filled entire lowlands; thus it is called floor basalt. This basalt underlies a huge part of the Northwest, basically from the Rocky Mountains to the Cascades and from British Columbia down into Oregon. It covers an area of 50,000 square miles.

Next the Palouse hills consist of lush grassland that thrives in about 20 to 25 inches of precipitation, much more than the channeled scablands which can be down in the teens in inches of annual precipitation. . The Palouse hills are an area of windblown silt. This silt was deposited by glaciers which comprised the ancient Pleistocene lakes after they dried up, leaving a silt bed behind, which the wind would blow away. Additionally, volcanic ash was added to the region due to a large amount of activity in volcanoes in the past 11 to 12,000 years. Thus, the aforementioned three sources: glaciers, ancient lake beds and volcanic ash created the Palouse region's rich soil. from the interior mountains of Idaho and Montana (Clearwater, Bitterroot and St. Joe) are located east of the Palouse region. The Blue Mountains and the Wallowa Mountains are located in northeast Oregon. Virtually all of central Idaho and western Montana are rugged forested mountains as are north central and northeast Washington and northeast Oregon.

There is a remarkable diversity of groups who considered themselves distinct from their neighbors who inhabited the Northwest before the arrival of the Europeans. The entire region was inhabited, used for hunting, gathering or otherwise claimed by different Indian groups. Europeans did not stumble on an empty and open land. There are three large general cultural areas of the Pacific Northwest. The strip along the coast from northern California up to southern Alaska is the Northwest coastal culture area. The large area centered primarily in the Columbia River basin is the plateau culture area. On the peripheries of the Northwest is a third culture area, the great basin culture area. Portions of southern Idaho and southeast Oregon include Indians from this third great basin culture area.

The coastal cultural area has a vast abundance of available seafood at all times, which meant that the people who lived in this region developed a culture or economy based on the capture of seafood such as salmon, shellfish and whales. These resources were always available in great abundance, so it took less labor to acquire the foods they needed to support themselves. Therefore, fishing was a mainstay of the economy on the Northwest coast. Hunting wasn't done much simply because the forests were so vast and often so impenetrable with the large logs downed, making the ground extremely uneven and difficult to travel through. It was difficult to follow game in an old growth, unmanaged forest in the Northwest, so fishing was their mainstay. In most cases, Native Americans did not deplete their environment to the point where it could no longer support their needs; it was generally sustainable, although there are some exceptions to that. The Indians of the Northwest coast tended to live in settled villages, much more settled villages than Indians in the interior, the plateau and especially in the great basin where Indians were the most nomadic. Here, there was such a great abundance and a continuing abundance of available subsistence resources that people were able to stay in one place without agriculture.

About 10,000 years ago when Native Americans first settled the plateau area, the climate and vegetation were much different. Then, it was significantly cooler and the vegetation in the plateau region was primarily what we refer to as tundra, such as you see in northern Alaska. People in the tundra days lived in caves and rock shelters and then later moved into pit houses that were essentially circular and partly dug into the ground to provide protection during the winter. During summer, they sometimes lived in shelters that resembled teepees, only rather than being covered by buffalo skin as the teepees out in the great plains were, they were covered by woven mats of cat tail reeds. Once some of the plateau tribes got horses they became more mobile and many of them temporarily moved over the Rocky Mountains for long buffalo hunts that could last from a few months to several years. They picked up a number of cultural forms from the plains Indians, such as having their teepees built with skin and wearing feathered headdresses for ceremonies. Plateau peoples had some home territories that they migrated into and back out of seasonally, and while they didn't stay in the same place as much as coastal people did, they did have fishing and summer villages along the rivers that they went back to year after year which created a certain amount of stability.

The great basin culture area is the region just south and east of the plateau culture area. The tribes in this area: the Shoshone, the Bannock and some of the northern Paiutes lived in what is considered one of the most arid regions of North America. Very extreme temperatures between summer and winter, up to a 50 degree difference in temperature gradients between day and night, made this an extremely difficult climate to subsist in. This climate had very limited water resources except for the rivers that were flowing out of the mountains, and even those were often intermittent as they were fed mainly by snow pack and as the snow melted in late spring and early summer, and therefore would become scarce as the seasons drew on. Food resources were fairly sparse, although there were a great variety of food resources. The Indians who lived in the great basin, had to have a great knowledge of different kinds of foods that were edible including plants, animals and insects. Thus, desert dwelling peoples are very skilled botanists. In the north end of the Great Basin in southern Idaho, the Snake River and its local tributaries did provide salmon. While these tribes did particularly well on subsistence, the water and salmon provided them with a bit more stability through the winter.

Major points to remember:

First, there was a very rich and complex cultural heritage in this region when European explorers and travelers first arrived. This was not an empty wilderness begging to be settled and cultivated. There may have been a million native inhabitants in the Northwest in the 1700s, and lumping those million inhabitants together under the single category is not helpful and is misleading. In addition, many dialects of each language were spoken, helping to distinguish different groups from each other.

Secondly, these peoples were always changing. There was no pristine original native culture; Indians migrated into the region thousands of years ago. They moved about; they displaced each other; they intermarried; they adopted new technologies and practices from their neighbors; over time they elaborated art forms, languages, rituals, and political systems; they adopted the horse and later European tools, cloths, trade practices, and even religions.

Thirdly, the environment had a profound effect on human societies. It did not determine anything in particular but it did encourage certain observable tendencies, especially in the pre-modern era before industrial technologies allowed us to create artificial living environments and move goods around the globe and make deserts bloom. Even today, the environmental conditions help shape economies, population concentrations and even our identities: our sense of place and history.

Lastly, these indigenous cultures might still dominate the Northwest if not for the devastating effect of European diseases on native populations. Indians lived here in the deep past, but they are not just history. They are a continuing and essential part of this region. They are the first nations of North America.

Written Assignment

Assignment 1: Answer *both* questions using material from the text(s) to support your opinions and conclusions. Each question should be typed (if possible), double-spaced, and approximately four (4) pages in length. Each question is worth ten points.

1. What factors go into defining the Pacific Northwest's boundaries? Which kinds of boundaries make sense to you and why? What things unify the Pacific Northwest? In contrast to these cohesive forces, what factors work against cohesion in the Pacific Northwest region? Also, how do stories help us to understand people's connection to a place?

2. How did the native people of each cultural region tailor their economies and their social structures to the local environment; in other words, how did the geography, climate, and natural resources of each region affect the people inhabiting it? Also, what were relations like between the various Indian tribes in these regions?