

Core 107-25: Voices Across the Columbia

Instructor: Paul T. Allen

Spring 2017

Course Description

This course explores some of the many and varied voices of people in the Northwest, broadly understood as the lands surrounding the Columbia River basin. Using a selection of readings from Northwest authors, we ask how the “voices across the Columbia” understand themselves and their experiences, the spaces they inhabit, and one another.

1 Basic logistics

Paul’s office is BoDine 306

Paul can be contacted by campus phone at x7558 and by email at ptallen@lclark.edu.

The course website is: <https://paultallen.wordpress.com/teaching/core-107-spring-2017/>

2 Course materials

You (the student) should purchase the following books:

- Gordon Dodds, ed., *Varieties of Hope: An Anthology of Oregon Prose*. Oregon State University Press, 1993. ISBN 978-0-87071-374-3
- William Sullivan, *Listening for Coyote: A Walk Across Oregon’s Wilderness*. Oregon State University Press, 2000. ISBN 978-0-87071-526-6.
- Jamie Ford, *Hotel at the Corner of Bitter and Sweet*. Ballantine Books, 2009. ISBN 978-0345505347.
- Sherman Alexie, *Ten Little Indians*. Grove Press, 2004. ISBN 978-0802141170.
- William Dietrich, *Northwest Passage*. University of Washington Press, 1996. ISBN 978-0295975467

Additional material will be provided by Paul.

3 Learning Objectives

All students should...

1. ...demonstrate the capacity to listen to, respond reasonably to, and build upon the intellectual positions staked out by course materials, instructor, and fellow students.

This objective is primarily evaluated using the reading/discussion responses and in-class writing assignments.

2. ...demonstrate the capacity to compose clear and compelling prose, formulate persuasive arguments supported with evidence, and pursue creative and eloquent expression of ideas.

This objective is primarily evaluated using the short writing assignments.

3. ...demonstrate the capacity to formulate a compelling research question, employ various research sources and methods, formulate an original thesis supported by sufficient evidence, and produce proper citations and reference lists.

This objective is primarily evaluated using the research proposal and paper.

4. ...demonstrate the capacity to orally present original ideas in a coherent and persuasive manner, and respond to audience questions and remarks.

This objective is primarily evaluated using the final presentation.

4 Coursework

You are required to complete the following coursework during the semester:

Reading/discussion responses: Each day, you should bring to class a short written response to the reading. The purpose of these responses is to prepare for in-class discussion of the reading. As appropriate, these reading responses might address the following:

- What are the key relevant historical events, issues, etc?
- What voices are present in the reading? What are these voices saying? What are the responses to these voices? What voices are missing?
- What questions do you have regarding the reading?

During the last five minutes of the class, you should append to your paper a response to the class discussion. Your response to class discussion may include

- possible answers to questions you brought to class,
- new questions you have as a result of the discussion, and
- a voice/topic/issue that you are interested in exploring further.

At the end of class, you will hand in your reading/discussion response.

A “typical” reading/discussion response will likely fit on one side of one page. However, if a particular reading evokes a longer response, then you are encouraged to write more.

Responses will be graded for completion, and based upon evidence that you have engaged with the material in a meaningful manner.

In-class writing: Several times during the semester we will spend time in class writing short, more formal responses to the reading. These in-class writing assignments may or may not be announced in advance.

Short writing assignments: The voices we consider in this course can be (rather imperfectly) be categorized as follows:

1. First voices, roughly characterized as those voices emerging from the period prior to Great Migration of 1843.
2. Earlier voices, roughly characterized as those voices arising during/after the Great Migration of 1843 and prior to the Great Depression
3. Later voices, roughly characterized as those voices present during/after the Great Depression.

For each category listed above, you will write a 3+ page paper that primarily addresses one or more voices of that category¹. Your paper might compare two or more voices in the category, might consider various responses to a single voice, might consider ways in which certain voices are depicted, or address some other topic/issue.

Each paper must put forward some thesis, and then present evidence supporting the thesis. While a substantial portion of the supporting evidence can be drawn from the required course materials, each paper must make use of an additional authoritative source in a significant way.

It does not matter in which order you address the types of voices listed above. Thus your first paper can address voices of any type, etc.

The first paper is primarily intended for you to receive feedback, and accounts for less of the course grade than the second and third papers.

The due dates for the short writing assignments are:

- The first paper is due **15 February** in class.
- The second paper is due **8 March** in Google Drive.
- The third paper is due **24 March** in Google Drive.

Midterm exam There will be an in-class midterm exam on **8 March**. The format of the exam is as follows: You will be presented with a short text and asked to respond to open-ended questions concerning the text.

Research proposal You will write a 1+ page paper, proposing a topic for your final research paper. The topic must be relevant to the course theme “voices across the Columbia.”

The proposal must clearly spell out questions/issues/subjects that the proposed research is intended to address, as well as provide context/inspiration/motivation (e.g. from course readings) for the research topic.

The proposal must list several relevant and authoritative sources beyond the required course material.

The proposal is due **7 April** in class.

¹The classification scheme, by the way, is rather arbitrary and highly problematic. For example, it is reasonable to consider Chief Joseph to be one of the “first-voices,” despite his being born around 1840. Some of the voices articulated by contemporary Native American author Sherman Alexie might fit in to all three categories. As you develop your theses, I leave it to you to decide which voices to consider, asking only that you attend to the spirit of the assignment: your three papers should, among them, include voices that reflect different temporal periods.

Research paper You will write a 10+ page research paper. The paper must advance a thesis, and provide supporting evidence for that thesis from several authoritative sources beyond the required course material.

The research paper is due at **13:00 on Monday 1 May** in Google Drive.

Preliminary presentation Each student is assigned to a chapter of the book *Northwest Passage*. On the day that your assigned chapter is to be discussed in class, you are responsible for presenting a 5–10 minute overview of the contents of the chapter to the rest of the class. Since *Northwest Passage* has fewer chapters than the number of students in the course, a few students will be assigned to present content from the anthology *Varieties of Hope*.

These presentations are to be factual in nature. The main events should be summarized, and the various “voices” present should be identified.

Final presentation You will give a 10 minute presentation on the subject of their research paper. These final presentations will be graded according to both the content of the presentation and the quality of the presentation itself.

5 Expectations

1. Students are expected at all times to be respectful of themselves, their colleagues, and the educational endeavor.
2. Students are expected to responsibly engage in the class:
 - Attend all class sessions, except in cases of illness, emergency, or extraordinary circumstance.
 - Arrive on time and remain until class has concluded.
 - Complete the reading and reading response, before arriving in class.
 - Refrain from using phones and from accessing the internet during class time.
 - Participate in class discussions.
3. Students are expected to complete coursework in a timely and courteous manner, making sure that
 - your name and the assignment name/title are appear clearly at the top of the first page,
 - your work is neatly presented, and
 - (if turned in hard-copy) all pages are stapled together.

Work that does not meet these standards are at risk of being placed in to one my “miscellaneous” folders, from which few documents ever return.

In general, credit is not given for late or incomplete work. I may, at my discretion, accept late work and file it away; such work is considered only if your course grade is borderline.

4. Students are expected to understand and follow the Lewis & Clark College Academic Integrity Policy, as well as all other college policies.

6 Class sessions

The format of a typical class session is the following:

- We begin with a 5–10 minute presentation from one of the students.
- We then discuss the reading in groups for about 20 minutes.
- We gather together and have a discussion as class for about 20 minutes.
- The last 5-10 minutes of class are spent writing responses to the discussion.

Several times during the semester, we will forgo part of the class discussion in order to have time for a short in-class writing assignment.

7 Schedule

The schedule of topics is the following. (Note: This schedule is subject to change as necessary.)

Wednesday 18 January

- Dunn “Why I live in Portland” (Dodds)
- de la Paz “In Defense of Small Towns”
(<https://www.poetryfoundation.org/poems-and-poets/poems/detail/57630>)

Friday 20 January

- Dietrich *Northwest Passage*, Chapter 1 (Presented by Paul)

Monday 23 January

- Dietrich *Northwest Passage*, Chapter 2 (Presented by William)
- Chinook Indians “The First European Ship Comes to Clatsop County” (Dodds)

Wednesday 25 January

- Dietrich *Northwest Passage*, Chapter 3 (Presented by Thien)

Friday 27 January

- Dietrich *Northwest Passage*, Chapter 4 (Presented by Thea)
- Haig-Brown “Spring the Salmon Reaches the Ocean” (Dodds)

Monday 30 January

- Dietrich *Northwest Passage*, Chapter 5 (Presented by Molly)
- Condon “The Rocks of the John Day Valley” (Dodds)

Wednesday 1 February

- Dietrich *Northwest Passage*, Chapter 6 (Presented by Elaine)

Friday 3 February

- Library day – **class meets in Watzek 245**

Monday 6 February

- Santiam Kalapuya Indians “The Indians Hear a Treaty Speech” (Dodds)
- Joseph “An Indians’s View of Indian Affairs” (Dodds)
- Wood “Chief Joseph, the Nez Perce” (Dodds)
- Riddle “The Indian History of the Modoc War” (Dodds)
- Meacham “A Dangerous Place for Sinners” (Dodds)
- Kittredge “Ghosts” (Dodds)
(Presented by Emily)

Wednesday 8 February

- Dietrich *Northwest Passage*, Chapter 7 (Presented by Sean)

Friday 10 February

- Dye “ The Brigade to California” (Dodds)
- Applegate “A Day with the Cow Column” (Dodds)
- Applegate “The Marrow” (Dodds)
- Johansen “The Oregon Magnet” (Dodds)
(Presented by Arden)

Monday 13 February

- Dietrich *Northwest Passage*, Chapter 8 (Presented by Katherine)

Wednesday 15 February

- Writing workshop

Friday 17 February

- Dietrich *Northwest Passage*, Chapter 9 (Presented by Allie)
- Barlow and Richardson “China Doctor of John Day” (Dodds)

Monday 20 February

- Pratt “The Pendleton Roundup” (Dodds)
- Holbrook “ The Passing of a Race” (Dodds)
- Danielson “Fiddling” (Dodds)

- Venn “Barn” (Dodds)
 - Ross “The Rebel” (Dodds)
- (Presented by Shawn)

Wednesday 22 February

- Dietrich *Northwest Passage*, Chapter 10 (Presented by Talia)

Friday 24 February

- Gamboa “Oregon’s Hispanic Heritage”
- *tba*

Monday 27 March

- Dietrich *Northwest Passage*, Chapter 11 (Presented by Justin)

Wednesday 1 March

- Cannady “Some of the Joys of Being Colored in Portland” (Dodds)
- Bogle “An American Negro Speaks of Color” (Dodds)

Friday 3 March

- Dietrich *Northwest Passage*, Chapter 12 (Presented by Ivy)

Monday 6 March

- Dietrich *Northwest Passage*, Chapter 13 (Presented by Owen)
- DePriest “Missiles and Mozart” (Dodds)

Wednesday 8 March

- Midterm exam

Friday 10 March

- Dietrich *Northwest Passage*, Chapter 14 (Presented by Caitlin)

Monday 13 March

- Dietrich *Northwest Passage*, Chapter 15 (Presented by Matthew)

Wednesday 15 March

- Interview with Inada <https://www.poetryfoundation.org/features/video/detail/77278>
 - Yasui “Dearer than Life Itself is U.S. Citizenship” (Dodds)
 - Murao “Minidoka” (Dodds)
 - Johnson “The Shadow of Camp Waldport” (Dodds)
- (Presented by Badral)

Friday 17 March

- Dietrich *Northwest Passage*, Chapter 16 (Presented by Eliza)

Monday 20 March

- Library Day

Wednesday 22 March

- Douglass “Hart Mountain” (Dodds)
- Le Guin “A Very Warm Mountain” (Dodds)
- Lopez “Children in the Woods” (Dodds)

Friday 24 March

- Woody and Bird “Dancing on the Rim of the World”
- Alexie “Search Engine”

Spring Break

Read over break: Ford *Hotel on the Corner of Bitter and Sweet*

Monday 3 April

- Ford *Hotel on the Corner of Bitter and Sweet*

Wednesday 5 April

- Hilliard “King Pierced the Armor” (Dodds)
- Alexie “Lawyer’s League”

Friday 7 April

- Alexie “What You Pawn I Will Redeem”
- Alexie “Do Not Go Gentle”

Monday 10 April

- Alexie “Flight Patterns”

Wednesday 12 April

- Alexie “The Life and Times of Estelle Walks Above”

Friday 14 April

- Festival of Scholars

Monday 17 April

- Presentations

Wednesday 19 April

- Presentations

Friday 21 April

- Course evaluations

Monday 24 April

- Sullivan *Listening for Coyote*

Wednesday 26 April

- Sullivan *Listening for Coyote*: “Epilogue”
- Davis “Oregon” (Dodds)

Monday 1 May, 13:00 – 16:00

- Presentations

8 Grading

All coursework is graded on the 4.0 scale. The mapping between numerical and letter grades, together with definitions of letter grades, can be found below. That table also displays the official definitions from “Policies and Procedures” section of the Undergraduate Catalog.

<p>Grade A (4.0) Outstanding work that goes beyond analysis of course material to synthesize concepts in a valid and/or novel or creative way.</p> <p>Grade B (3.0) Very good to excellent work that analyzes material explored in class and is a reasonable attempt to synthesize material.</p> <p>Grade C (2.0) Adequate work that satisfies the assignment, a limited analysis of material explored in class.</p> <p>Grade D (1.0) Passing work that is minimally adequate, raising serious concern about readiness to continue in the field.</p> <p>Grade F (0.0) Failing work that is clearly inadequate, unworthy of credit.</p>

Course grades are to be a reflection of students’ success in engaging with the course material, analyzing that material, and synthesizing the material in to a coherent framework that can be applied to topics not explicitly addressed in the course.

Course grades are computed as follows:

1. A preliminary grade is computed by calculating a weighted average of all scores, according to the following weighting:
 - 30% Research paper, including the proposal

- 25% Short writing assignments (5% for the first; 10% each for second and third)
 - 10% Midterm exam
 - 20% Participation: reading/discussion responses, in-class writing
 - 15% Presentations (5% for the first; 10% for the second)
2. After computing the preliminary grade, I make adjustments based on inconsistent coursework (such as disregarding an outlier), trends throughout the semester (such as improvement), and other factors I deem relevant.
 3. Finally, I revisit the individual grades in view of the grade definitions provided by the College Catalog, seeking indicators of the synthesis of course material.

I emphasize that ultimately grades are assigned according to the definitions in the college catalog, based on my assessment of the student's knowledge and synthesis of the course material, as documented by the assignments and exams. While a weighted average of individual scores is a critical tool for making this assessment, in no way is such an average definitive.

Finally, I note that students fail the course if either of the following occurs:

Insufficient participation Missing the equivalent of two weeks of class sessions, missing the midterm exam, or missing the final presentation session, will result in a failing grade. Exceptions to this policy require clearly documented extenuating circumstances.

Gross negligence Demonstration of gross ignorance or complete lack of understanding of key concepts will lead to a failing grade. In particular, a student who has accumulated what might be construed as 'technically enough points to pass' but demonstrates a "clearly inadequate" lack of understanding which is "unworthy of credit" will be awarded a failing grade.