COURSE OUTLINE
Revision: Judith Bentley, February 2008

DEPARTMENT: Academic Programs

CURRICULUM: Individuals, Cultures and Societies

COURSE TITLE: Pacific Northwest History

COURSE NUMBER: HIST& 214

TYPE OF COURSE: Academic Transfer
Special Requirement Met: Integrated Studies

AREA(S) OF KNOWLEDGE: Individuals and Society
United States Cultures

COURSE LENGTH: 1 quarter

CREDIT HOURS: 5

LECTURE HOURS: 55

LAB HOURS: 0

CLASS SIZE: 35

PREREQUISITES: English 101 placement

COURSE DESCRIPTION:

History of the Pacific Northwest and Washington State from the earliest times through exploration, settlement, and the modern era. Emphasis on the growth of the Northwest in relation to national developments and local history, including the contributions of various United States cultures.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication - Read and listen actively to learn and communicate. Speak and write effectively for personal, academic and career purposes.
STUDENT LEARNING OUTCOMES ADDRESSED: (cont.)

2. Human Relations - Use social interactive skills to work in groups effectively. Recognize the diversity of cultural influences and values.
3. Critical Thinking and Problem Solving - Think critically in evaluating information, solving problems and making decisions.
4. Personal Responsibility - Be motivated and able to continue learning and adapt to change. Value one’s own skills, abilities, ideas and art. Take pride in one’s work. Be aware of civic and environmental issues.
5. Information Literacy - Access and evaluate information from a variety of sources and contexts, including technology. Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society.

GENERAL COURSE OBJECTIVES:

At the end of the course the student will:

1. Be familiar with the natural environment in terms of the land, the location, the climate, and the natural regions of the Pacific Northwest.
2. Be familiar with the first people of the Pacific Northwest including a comparison of coastal and plateau cultures.
3. Understand the period of European-American discovery, exploration and claim, the fur trading era, and the role of missions and missionaries.
4. Be familiar with the development of American government in the Oregon Country, the influence of treaties, and the achievement of statehood.
5. Understand the economic, political, and social growth of the region during the 20th century.
6. Be familiar with the role of natural resources in the development of the region and subsequent economic and environmental effects.
7. Understand the contributions of various U.S. cultures in the growth of the region, including Native Americans, Asian-Americans, Hispanic-Americans, African-Americans, Middle Eastern-Americans, and European-Americans.
GENERAL COURSE OBJECTIVES: (cont.)

8. Use elements of the historical method, including:
   A. Differentiating primary from secondary sources.
   B. Recognizing points of view and historical context of sources and evaluating those sources in that context.
   C. Asking questions, making assertions, and supporting assertions with evidence.
   D. Doing research, including significant reading or an oral history interview.
   E. Presenting the results of research.

TOPOCIAL OUTLINE:                  APPROX. HOURS

I. The natural environment, sense of place      5
II. The first people                           5
III. Exploration and first contact             5
IV. Fur trading, missions and missionaries    5
V. Methods of historical research             3
VI. Transportation, use of natural resources   5
VII. Social, political, and economic developments of the late 1800’s, including statehood  5
VIII. Labor movement, progressive era          5
IX. World War I, the Depression, World War II 7
X. Political and economic growth in the last half of the 20th century, environmental concerns  5
XI. Presentations of research                  5
    Total                                        55

REVISED BY: Judith Bentley
DATE: February 2008
Integrated Studies Criteria “IS”: The “IS” requirement may be fulfilled by individual courses, linked courses, or coordinated studies programs that:

a) integrate subject matter from at least two of the three areas of knowledge shown on the distribution grid, and:

b) emphasize active learning through seminars, study groups, and frequent writing.

**Individuals and Society**

**General Education Outcomes**

Understand major ideas, values, beliefs, and experiences that have shaped human history and cultures.

Understand the nature of the individual and of the relationship between the self and the community.

Understand the range of methods by which the social sciences study individuals, cultures and societies.

**United States Culture**

**General Education Outcomes**

Understand the United States as a multi-cultural society through the comparative/relational study of two or more of the following American cultures: African American, Asian American and Pacific Islander, European American, Latino American, Middle-Eastern American and Native American.
<table>
<thead>
<tr>
<th>SLO #</th>
<th>Included in Course Objective Number</th>
<th>SSCC Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1.1</td>
<td>1</td>
<td>Communication - Read and listen actively</td>
</tr>
<tr>
<td>SLO 1.2</td>
<td>6</td>
<td>Communication - Speak and write effectively</td>
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<tr>
<td>SLO 2.1</td>
<td></td>
<td>Computation - Use mathematical operations</td>
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<tr>
<td>SLO 2.2</td>
<td></td>
<td>Computation - Apply quantitative skills</td>
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<tr>
<td>SLO 2.3</td>
<td></td>
<td>Computation - Identify, interpret, and utilize higher level mathematical and cognitive skills</td>
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<tr>
<td>SLO 3.1</td>
<td>2</td>
<td>Human Relations - Use social interactive skills to work in groups effectively</td>
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<tr>
<td>SLO 3.2</td>
<td>5</td>
<td>Human Relations - Recognize the diversity of cultural influences and values</td>
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<tr>
<td>SLO 4.1</td>
<td>4</td>
<td>Critical Thinking and Problem Solving -</td>
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<tr>
<td>SLO 5.1</td>
<td></td>
<td>Technology - Select and use appropriate technological tools</td>
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<tr>
<td>SLO 6.1</td>
<td>2</td>
<td>Personal Responsibility - Be motivated and able to continue learning and adapt to change</td>
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<tr>
<td>SLO 6.2</td>
<td>6</td>
<td>Personal Responsibility - Value one's own skills, abilities, ideas and art</td>
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<tr>
<td>SLO 6.3</td>
<td></td>
<td>Personal Responsibility - Take pride in one's work</td>
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<tr>
<td>SLO 6.4</td>
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<td>Personal Responsibility - Manage personal health and safety</td>
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<tr>
<td>SLO 6.5</td>
<td>2</td>
<td>Personal Responsibility - Be aware of civic and environmental issues</td>
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<tr>
<td>SLO 7.1</td>
<td>3</td>
<td>Information Literacy - Access and evaluate information</td>
</tr>
<tr>
<td>SLO 7.2</td>
<td>3</td>
<td>Information Literacy - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society</td>
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</tbody>
</table>

PREPARED BY: Judy Bentley  
DATE: August 13, 2009