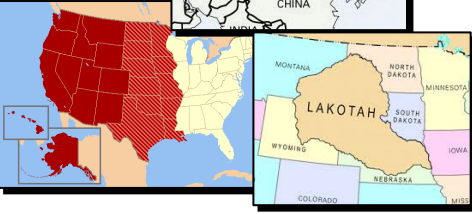




Conquest East, Conquest West

Comparative “Manifest Destinies”



8-credits · Tuesdays & Thursdays · 6-10pm · Winter/Spring 2014

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Spring 2014 Syllabus

While most American college students know some of the history of the westward expansion of settlers in North America (often associated with the infamous phrase, “manifest destiny”), few are aware that Russia conducted a very similar *eastward* expansion in Siberia during the same time period. In both cases, the conquering powers built empires at the expense of indigenous peoples and by extracting the seemingly endless resources of the vast lands they saw as “savage wilderness.” As post Cold-War tensions between Russia and the US continue to make headlines, we invite you to join us in exploring these compelling parallel histories that have brought us to the present day.

This interdisciplinary program offers comparative study of the Russian conquest of northern Eurasia (Siberia) and the Euro-American conquest of North America. We will explore the impact of what environmental historian Alfred Crosby calls “ecological imperialism” on native populations, economic development of the nations based on the exploitation of natural resources, the ecological consequences of this exploitation, and the successes and failures of conservation efforts in Russia east of the Urals and, in the United States, west of the Mississippi. We will also consider the religious, economic, and social motivations and *apologias* for the ecological conquests. During the winter quarter, we will examine these two world historical examples of ecological expansion and its consequences from 1600-1900; during the spring quarter, we will explore the course and legacy of these conquests in the twentieth century, as well as the current ecological state of these two continent-wide environments.

Students can expect to write responses and short essays informed by bio-geographical, environmental-historical, ethnographic, natural historical, demographic, and political economic texts, focusing on the western United States and on northern Eurasia. Personal and fictional accounts, as well as films, will also enhance our understanding of the environmental, economic, and social consequences of conquest. During the spring quarter, students will complete a research paper relevant to our studies. We also plan to have up to two field trips, during which we will study the impacts of “manifest destiny” on a particular local place. Credit may be awarded in environmental history, bio-geography, and political economy.

Additionally, students who join this program will be well prepared to join the 3-week Study Abroad Program to Kazan, Russia (see blogs.evergreen.edu/russia2014 for details). *Nostrovial!*

READINGS FOR WINTER QUARTER (Book readings may be partial excerpts)

BOOKS

- *Conquest of a Continent*, by W. Bruce Lincoln (read across both quarters)
- *It's Your Misfortune & None of My Own*, by Richard White (read across both quarters)
- *A History of the Peoples of Siberia: Russia's North Asian Colony 1581-1990*, by James Forsyth (read across both quarters)
- *Land Use, the Environment, and Social Change*, by Richard White
- *Legacy of Conquest*, by Patricia Limerick
- *The Dust Bowl*, by Donald Worster
- *Crossing the Next Meridian*, by Charles Wilkinson
- *The Final Forest*, by William Dietrich
- *Farewell to Matyora*, by Valentin Rasputin
- *Plutopia*, by Kate Brown

ARTICLES/CHAPTERS

- Braverman, H., "The Universal Market," from *Labor and Monopoly Capital*
- Worster, D., "Cowboy Ecology"

Articles and chapter-length excerpts will be available for download in PDF format from the program's Moodle page.

SEMINARS AND CLASS PREPARATION

Seminars are, in essence, reading groups that discuss and analyze particular texts. It is expected that you will have thoroughly and thoughtfully read the assignments prior to seminar. You should come prepared with your reading notes, questions and comments, ready to identify key themes and make contributions that are supported by specific passages in the readings. Seminar sessions give you the opportunity to share ideas with your colleagues, explore questions inspired by the readings—and also demonstrate your engagement and scholarship to the faculty. Please use this time constructively!

COLLEGE-LEVEL ACADEMIC WRITING

The faculty expect written essay assignments to meet college-level writing standards. This means, in general, writing that is free of grammar and syntax errors, is logically organized, and is focused on a clear expository thesis, avoiding vague language. Moreover, college-level academic writing should include properly cited quotations and references to your program's texts. Assignments that meet length requirements, but do not meet college-level standards, may earn less than full credit. Students with concerns about their writing skills should visit the campus Writing Center, located in the main library building.

WEEKLY ASSIGNMENT: PIQs

“Points, Insights, Questions”

To prepare for a rich seminar discussion each week, we are requiring a “PIQ” response to each of the weekly readings. For each author you read that week, list the following:

Points: What are the author’s key points (arguments/analyses/claims) in this reading?

Insights: What were one or two insights (“Aha! moments,” new understandings, etc.) that this reading gave you regarding our program themes?

Questions: What key question(s) are you left with, that you would like to discuss in seminar?

Note: you need *not* write these in the form of an essay (though you could if you want to). A brief “bullet-point” list would suffice for each reading. However, whatever you *do* write should be grammatically correct.

The purpose of this assignment is two-fold. First, it will help you consolidate your reflections on the reading to be ready for seminar. Second, it will demonstrate to your faculty the extent to which you comprehend the readings.

FINAL RESEARCH PAPER

The specific details of this assignment appear in a separate handout. See that handout for further information.

LEARNING PORTFOLIO

You are required to keep an organized portfolio of your work in the program. It will be turned in on the final day of class and returned during your evaluation conference. Incomplete and/or disorganized portfolios may contribute to a loss of credit. The portfolio must be labeled and organized chronologically in the following order:

1. Syllabus & Signed Covenant
2. Your detailed lecture and reading notes
3. Seminar Papers (in order)
4. Workshop and other handouts with notes
5. All readings downloaded from the program moodle with margin notes and/or highlighted passages of importance
6. A final student self-evaluation is required for full credit and should be part of the portfolio

EVALUATIONS

You will be evaluated based on the following criteria:

- Successful completion of all program requirements
- Adherence to the syllabus and the Program Covenant
- Full attendance and excellent preparation for, and full participation in, all program activities
- The quality of ideas and the writing in your papers
- Demonstration of understanding of program content and accomplishment of learning goals

Evaluation conferences will be held at the end of the quarter. *Credit is not the same as positive evaluation.* Students receive credit for fulfilling minimum requirements and standards. The evaluation is a statement describing the quality of the student's work. It is possible for a student to receive credit but receive an evaluation that describes poor quality work. It is also possible for a student to attend class regularly yet receive zero or reduced credit because of unsatisfactory performance. **Students are required to bring a written Student Evaluation of Faculty to the evaluation conference.**

EXPECTATIONS

We assume that students have well-rounded college-level skills. In case of deficiencies in basic skills, students are expected to take advantage of on-campus resources, including the Writing Center and the QuaSAR. We do not assume that students initially will be conversant with critical terminology or special techniques for discussing the works to be assigned. By the end of the program, we expect students to have developed the ability to think, speak, and write effectively about the materials and themes of the program. Students are expected to fully participate in all aspects of the class, to thoroughly prepare for each class session, and to complete all assignments on time. Late assignments may not be evaluated. Attendance and being on time for class are essential. Unexcused absences, absences without make-up work, late, incomplete, or unsatisfactory completion of assignments or plagiarism will constitute grounds for loss of credit.

Faculty are expected to be prepared for lectures and class sessions, to provide feedback on written assignments in a timely manner, to be available for consultation by appointment and to provide a written evaluation of the student's overall work in the program. Please refer to covenant for further details.

ADDITIONAL INFORMATION

Access Services: If you are a student with a *documented disability* that requires arrangements, technology or expense to ensure full access to this program, please contact Meredith Inocencio in the Access Services Office (Library 2153 or 360-867-6348 or inocenc@evergreen.edu; website: <http://www.evergreen.edu/access>). In order to make accommodations, your program faculty must be informed no later than the second week of the quarter *by the student and in writing from Access Services*.

On Critical Writing: Blaise Pascal once wrote a long, drawn-out letter to a friend, then apologized in the postscript that he didn't have time to write a short one. As your faculty, we subscribe to what Thomas Jefferson once noted: "the most valuable of all talents is that of never using two words when one will do." Clear, concise critical writing requires time, reflection and effort.