

TAKING BACK EMPIRE: POLITICAL ECONOMY, MILITARISM, AND DECOLONIAL MOVEMENTS FALL 2022 SYLLABUS

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PROGRAM DESCRIPTION

The United States can be understood, as George Washington defined it, as a country “in the scale of Empires.” This program will look at the expansion of U.S. empire, from Manifest Destiny to overseas conquests and present-day resource wars and “global apartheid.” It will examine the political, economic, military, and cultural domination of the U.S. in its global sphere of influence, how it has shaped peoples and lands at home and abroad, and how people have in turn resisted, reshaped, and rolled back empire.

We will examine the continuous historical arc of imperial expansion, from the “frontier wars” in Native American nations, to colonialism in the Pacific / Asia, Latin America and Caribbean, to occupations in Middle East “tribal regions.” This expansion comes full circle as immigrants arrive from formerly colonized lands, and militarized “wars at home” are waged against Indigenous nations and other occupied communities within U.S. borders.

The program will aim to interconnect global and local scales, foreign and domestic policies, and past histories and present-day legacies. It will examine the lasting imprints of imperial control on real local places, through political destabilization, military interventions and bases, corporate trade and debt mechanisms, resource and labor extraction, pervasive cultural influence, and enforcement of racial and gender hierarchies. Students will also turn in a biweekly synthesis assignment connecting their readings to other classroom learning.

In fall quarter, we will examine colonialism, expansion of imperial influence, and settler colonialism, and historic and contemporary resistance to them. As their fall-quarter project, students will research local historical and contemporary sites in Olympia that are connected to colonial control, militarization, and global trade and inequality, and corporate resource and labor extraction, and how social movements have organized against these injustices.

Learning modes will include faculty lectures, guest speakers, films, workshops, seminars, and field trips. While some of the histories of conflict and suffering may be difficult to learn, studying imperial places also offer stories of cooperation and resilience, healing, and hope.

SCHEDULE

Monday, Tuesday Reading, Writing, Preparation, and Asynchronous Film Viewing on own.

Wednesday	9:30-12:20	In-Person lecture / film	Sem II E1105
Thursday	9:30-12:20	In-Person lecture / film / workshop	Sem II E1107
	1:30-3:50	In-Person book seminar	Sem II E2105
Friday	9:30-12:20	Remote lecture/workshop/project work	
	1:30-3:50	Remote lecture/workshop/project work	

Please have a personal account on <http://canvas.evergreen.edu>, including a close-up photo of your face (so we can all recognize each other). You can also access our Canvas page via <http://my.evergreen.edu>. All communication will be sent only to your evergreen.edu address, so if you use another address you must forward your Evergreen emails to it. **Students must check their email accounts regularly, at least once every weekday!** Please use only your Evergreen address to communicate with faculty.

REQUIRED TEXTS

We will be reading specific chapter excerpts from most of these books, in order of the assignments (see assigned readings in the Schedule). Other discussion readings will be available on Canvas Modules.

Dunbar-Ortiz, Roxanne, *An Indigenous Peoples' History of the United States* (Beacon Press, 2014).

Vine, David. *The United States of War: A Global History of America's Endless Conflicts, from Columbus to the Islamic State* (University of California Press, 2020).

Ross, Clifton and **Rein**, Marcy, eds. *Until the Rulers Obey: Voices from Latin American Social Movements* (PM Press, 2014).

CREDIT AND EVALUATION

Full credit can be earned by doing all of the following:

- Attending class (as attendance is a precondition of participation, absences will diminish your ability to earn full credit; more than four absences will mean reduced credit; three occasions of tardiness will equal one absence). Please note: attending means not only being present, but offering full attention to the work at hand.
- Completing all assignments by the date due (or making arrangements with faculty in the case of extenuating circumstances)
- If you do the above you will earn full credit for the quarter.
- Possible maximum credit equivalencies for the program are:
 - 4: U.S. Imperial History: Colonization of Indigenous Peoples at Home and Abroad
 - 4: Political Economy: Globalization and Decolonial Movements
 - 4: Human Geography: Militarism and Local-Global Connections
 - 4: Walking Tours Project: Olympia's Hidden Histories
- The quality of the work you accomplish will be described in a narrative evaluation. Your evaluation will consist of your seminar leader's written evaluation of your work, your *required* self-evaluation, and the evaluation meeting. You will be evaluated on your level of comprehension of the material, on your skills (writing, thinking, speaking, listening, research, presentation), and on intellectual engagement with the major themes of the program as reflected in assignments and seminar discussions.

SIX EXPECTATIONS OF AN EVERGREEN GRADUATE

- * Articulate and assume responsibility for your own work.
- * Participate collaboratively and responsibly in our diverse society.
- * Communicate creatively and effectively.
- * Demonstrate integrative, independent, critical thinking.
- * Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.
- * As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

WEEKLY SCHEDULE

WEEK ONE: SEPT. 28, 29, 30 (Introduction)

Reading: Dunbar-Ortiz, *An Indigenous Peoples' History of the United States*:

Author's Note, Introduction, Ch. 1, 2, 3, 4, 5 (pp. xi-94)

- Wednesday 9:30-12:20 First program meeting: Program themes
Faculty Intros / introduction to disciplines
Introduction to syllabus, Canvas website, and Zoom
Workshop: Mental Maps of the World
Synthesis Papers assignment
Introduction to Olympia's Hidden Histories walking tours
(<https://artsforces.org/hiddenhistories>) and launch event poster
DUE: Student Introduction Survey (email to both faculty)
After class to 2:00 pm: Block Party in Red Square
- Thursday 9:30-12:20 Lecture: Theories as Models (S)
Lecture: Colonization of Native America (Z)
- Thursday 1:30-3:50 Seminar on Dunbar-Ortiz (pp. xi-94)
Workshop: Program Agreement
- Friday 9:30-12:20 Lecture: Geography and Geopolitics (Z)
Workshop: World Systems, the Core, and Periphery (S)
DUE: Academic Statement/Bio
- Friday 1:30-3:50 Student introductions I
Workshop: Walking tours themes and topic preferences
Syllabus check (for upcoming weeks)
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WEEK TWO: OCT. 5, 6, 7 (Foundations of Imperialism)

Reading: Dunbar-Ortiz, *An Indigenous Peoples' History of the United States*:

Ch. 6, 7, 8, 9, 10, Conclusion (pp. 95-236)

- Monday or Tuesday: Asynchronous film: *As Long as the Rivers Run* (Carol Burns, 1971, 60 min.)
(watch film ahead of class, take notes for discussion)
- Wednesday 9:30-12:20 Lecture: Theories of imperialism (S)
Lecture: 19th-century colonialism and Manifest Destiny in U.S. (Z)
Tours teams and research subtopics selected
- Thursday 9:30-12:20 Lecture: 20th-21st-century colonialism and treaty rights in U.S. (Z)
Workshop: Library research (Liza Rognas)
- Thursday 1:30-3:50 Student introductions II
Film discussion on *As Long as the Rivers Run*
Seminar on Dunbar-Ortiz (pp. 95-236)
Syllabus check
- Friday 9:30-3:50 **Public launch event of Olympia's Hidden Histories tours; see handout on field trip (on own) to downtown Olympia; come at 9:30 to help, but meet no later than 10:00 am at Olympia-Rafah Solidarity Mural (Capitol and State Ave.).**
The event at 119 ½ Capitol Way North is one block west of the Intercity bus station. Bring charged smartphone, a hat and raingear in case of rain, and a lunch or lunch money. Student teams will follow the tours together (read tour in advance) and meet by 1:30 at the Olympia Center (222 Columbia, room 100) for a debrief.
DUE: Synthesis paper (on weeks 1-2; copy / paste in Canvas Modules).
- Friday-Saturday Fall Arts Walk downtown. Fri. 8:30 pm Luminary Procession (4th & Washington)

WEEK THREE: OCT. 12, 13, 14 (Capitalist and military expansion)

Readings: Political Economy readings I (on Week 3 Modules)

- Monday or Tuesday: Asynchronous film: *The Prize: The Epic Quest for Oil, Money and Power* (Daniel Yergin, 1992, 54 min.)
MON. (11:30 - 2:30): Indigenous People's Day, Squaxin Park, 2600 East Bay Dr.
[all events listed outside class hours are optional but encouraged]
DUE Mon.: Response to a fellow student's synthesis paper on Modules
- Wednesday 9:30-12:20 Lecture: Facing West: Manifest Destiny & Overseas Imperial Expansion (Z)
Film: *Savage Acts: Wars, Fairs, and Empire* (on Philippine-American War)
DUE: Project Abstract & Bibliography (200-250 words),
with at least 5 sources to read, turn in hard copy & post in Canvas Assignments
- Thursday 9:30-12:20 Lecture: ABCs of Capitalism (S)
Workshop: Circuits of Accumulation
- Thursday 1:30-3:50 Film discussion on *The Prize*, global oil economics
Seminar on Political Economy readings I
- Friday 9:30-12:20 Film: *Act of War: The Overthrow of the Hawaiian Nation*. Watch 58-min. film on own or in class (link in Canvas), join discussion at 10:40 am.
Lecture: The Continuing Occupation Function of Military Bases in Hawai'i (Z)
- Friday 1:30-3:50 Workshops: APA citations, Research vs. Editorial, Proofing Marks (*see handouts*)
Project Team meetings
Syllabus check
DUE: Quiz on Concepts & North American Native Nations Map
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WEEK FOUR: OCT. 19, 20, 21 (Roots of Resilience) ALL REMOTE THIS WEEK: NOTE NEW TIMES

Reading: Vine, *The United States of War*. Preface, Terminology, Introduction, Ch. 1, 2, 3, 6 (pp. xi-xxxv, 1-62, 99-121)

- Wednesday 11:00-1:00 Food Justice Symposium, day 1
(attending as class online; Zoom link for Symposium at top of Modules)
Dr. Charlotte Côté (Tseshah/Nuu-chah-nulth) UW American Indian Studies
- Wednesday 1:30-3:00 Food Justice Symposium Round-Table on Indigenous Food Sovereignty, Food Systems, Human and Environmental Health
Optional but encouraged (Symposium Zoom link).
- Thursday 9:30-12:20 Discussion on Food Justice Symposium (**remote on our Friday class Zoom link**)
Lecture: Angel Island: Layers of Empire in San Francisco Bay (Z)
Seminar on Vine, *The United States of War*, Preface, Terminology, Introduction, Ch. 1, 2, 3, 6 (pp. xi-xxxv, 1-62, 99-121)
- Thursday 1:30-3:00 Savvina lecture to Food Justice Symposium (**use Symposium Zoom link**):
War, Global Rising Food Prices, and Regime Instability (S)
- Friday 9:30-12:20 Workshop: Grammar tips and Capitalization (*see handouts*) (**Friday class link**)
Workshop: Graphics searches
Project Team meetings
- Friday 1:30-3:50 Guest: Edward Echtle (Olympia Historical Society).
Project Teams and faculty meet to go over abstracts & sources
Syllabus check
DUE: Synthesis paper (weeks 3-4)

WEEK FIVE: OCT. 26, 27, 28 (East Asia and Women)

Reading: Vine, *The United States of War*. Ch. 7, 10, 11, 12, 13, 14 (pp. 125-37, 177-254)

Monday or Tuesday: Asynchronous film: *Hearts and Minds* (Peter Davis, 1974, 112 min.)
DUE Mon.: Response to a fellow student's synthesis paper on Modules

Wednesday 9:30-12:20 Film discussion on *Hearts and Minds*,
 Lecture: Background on Indochina War, antiwar movement (Z)
 Guest: Mark Fleming (Vietnam War veteran; Veterans for Peace)
DUE: Project Paper First Draft and graphics (with at least 10 sources & 5 graphics; turn in 4 hard copies & post in Canvas Assignments)

Thursday 9:30-12:20 Workshop: Peer Review of first draft **and concurrent Mid-Quarter Meetings** with seminar faculty (**sign up for a slot** with seminar leader:
<https://docs.google.com/document/d/1lqD6WlmgBUzzq7vkKqTfftN2GKo8C2GSgZyBQJlhb4/edit>)
DUE: Mid-Quarter Checklist
LUNCH HOUR: program potluck
 Please bring a dish to share; paper plates, utensils and napkins will be provided.
 Sign up on the same GoogleDoc with the food you're bringing, and any allergies.

Thursday 1:30-3:50 Seminar on Vine, *The United States of War*, Ch. 7, 10, 11, 12, 13, 14 (pp. 125-37, 177-254)

Friday 9:30-12:20 Lecture: Environmental Justice Movements in the Philippines (Z)
 Guests: Precious Butiu and Levin Betron in GABRIELA Seattle (Filipina group)

Friday 1:30-3:50 Film: *The Women Outside* (on Korean camptowns, 53 min.); watch on own or during classtime, join discussion at 2:35.
 Lecture: Feminist Critiques of War (S) Syllabus check
DUE: Quiz on Concepts and East Asian / Pacific map

WEEK SIX: NOV. 2, 3, 4 (Change from Below)

Readings: Political Economy readings II (on Week 6 Modules)

Monday or Tuesday: Asynchronous film: *Sir! No Sir!* (David Zeiger, 2005, 85 min.)

Wednesday 9:30-12:20 Workshop: Pro-imperialist perspectives (S)
 Workshop: Social movements timelines and patterns (S)

Thursday 9:30-12:20 Lecture & workshop: Military interventions timeline and patterns (Z)
 Guest: Paul McMillin (Library) on research methods and Zotero

Thursday 1:30-3:50 Film discussion on *Sir! No Sir!*, dissent in armed forces
 Seminar on Political Economy readings II

Friday 9:30-12:20 Film: *The Insular Empire: America in the Marianas* (Vanessa Warheit, 2005). Watch 60-min. film on own or in class (link in Canvas), discussion at 10:40 am.
 Lecture: Militarism and the Environment (Z).

Friday 1:30-3:50 Basewatch project: Fort Lewis in the Vietnam War
 Lecture: Nisqually Tribe and Joint Base Lewis-McChord (JBLM)
 Project Teams meet Syllabus check
DUE: Synthesis paper (weeks 5-6)

Sunday Set clocks back one hour

WEEK SEVEN: NOV. 9, 10 (Latin America)

Reading: Rein & Ross, *Until the Rulers Obey* (pp. xv-111)

Monday or Tuesday: Asynchronous film: *Harvest of Empire: A History of Latinos in America* (Juan González, 2012, 90 min.)
DUE Mon.: Response to a fellow student's synthesis paper on Modules

Wednesday 9:30-12:20 Monopoly Capitalism (S)
Guest: Jean Eberhardt (Thurston-Santo Tomás Sister County Assoc., Nicaragua)
DUE: Project Paper Second Draft (with more graphics & at least 15 sources);
turn in hard copy & post in Canvas Assignments

Thursday 9:30-12:20 Militarized and Globalized Landscapes in Panama (Z)
Guests: Tom Womeldorff and Eunice Torres Santiago on Puerto Rico

Thursday 1:30-3:50 Film discussion on *Harvest of Empire*, foreign policy and immigration
Seminar on Rein & Ross, *Until the Rulers Obey* (pp. xv-111)
Rein & Ross chapter presentations teams selected for Week 8
Syllabus check

Friday **No class** (Veterans' Day)
DUE: Quiz on Concepts and Latin American map

WEEK EIGHT: NOV. 16, 17, 18 (Resistance movements)

Reading: Rein & Ross, *Until the Rulers Obey* (one assigned chapter to report on; one to read for questions)

Monday or Tuesday: Asynchronous film: *También la Lluvia / Ever the Rain* (Iciar Bollain, 2010, 104 min.)

Wednesday 9:30-12:20 Film discussion of *También la Lluvia*, Indigenous resistance and globalization
Lecture: Empire Strikes Back (S)
Workshop: Social movements II

Thursday 9:30-12:20 Chapter groups meet to plan presentations
Presentations on assigned chapters in Rein & Ross, *Until the Rulers Obey*
(You are assigned either Colombia, Ecuador, Bolivia, or Chile. Read assigned country for your presentation, & read one of the other four to ask questions).

Thursday 1:30-3:50 Presentations on assigned chapters in Rein & Ross, *Until the Rulers Obey*

Friday 9:30-11:00 Chile Woke art projects (usual Friday Zoom link);
Lunch 11:00-12:00

Friday 12:00-1:30 Window Seat Media on oral history interviews (different Zoom link on Modules)

Friday 1:45-3:50 Fall Break discussion (usual Friday Zoom link)
Project Teams meet
Syllabus check
DUE: Synthesis paper (weeks 7-8)

WEEK NINE: NOV. 30, DEC. 1, 2 (Resistance alliances)

No reading assignment or asynchronous film

Monday midnight **DUE.: Response** to a fellow student's synthesis paper on Modules

Wednesday 9:30-12:20 Workshop: Military Bases Alliances
Winter quarter briefing
Workshop: Powerpoint development

Thursday 9:30-12:20	Lecture: Relations between Left and Indigenous Movements (Z) Film clips: <i>Rigoberta Menchú: Daughter of the Maya</i> (1992 Nobel Peace Prize) Workshop: Art , Hegemony, and Resistance (S)
Thursday 1:30-3:50	Project Paper final polishing DUE by 3:50 pm: Project Paper Final Draft; turn in hard copy & post in Canvas Assignments as .doc or .docx only (not .pdf this time)
Friday 9:30-12:20	Guest: Kyle Kajihiro (Hawai'i Peace & Justice, University of Hawaii geographer in ethnic studies, co-organizer of Hawai'i DeTours Project). Workshop: Self-evaluations and summative discussion (think of ah-ha moments)
Friday 1:30-3:50	Workshop: Project Presentation panels meet, discuss crosscutting panel themes, choose chair, presentation titles, order. Discussion of winter-quarter walking tours.

WEEK TEN: DEC. 7, 8 (Presentations & Summative Discussion)

Post presentations on Canvas by 6 pm night before your presentation.

All students attend all presentations.

Wednesday 9:30-12:20	Student presentations in-person. DUE: Sign up for Week 11 evaluation meeting with your seminar faculty
Thursday 9:30-12:20	Student presentations in-person
Thursday 1:30-3:50	Student presentations in-person Summative discussion DUE: Final Checklist, Self-Evaluation Draft
Friday-Saturday	Longhouse Holiday Native Art Fair

WEEK 11: EVALUATIONS

Required evaluation conferences will be scheduled early this week; sign up for slot in Canvas. *Bring your notebook and all papers to the eval meeting.*

DUE: Both Self-Evaluation and Faculty Eval on my.evergreen.edu after your Week 11 eval meeting.

ASSIGNMENTS

1) ACADEMIC STATEMENT or Biography: Incoming students to Evergreen are required to write an Academic Statement about their college education and perspective. If you don't have such an Academic Statement, please prepare a short biography for yourself. We will be working with them in buddy groups of two on Friday Week 1. Bring hard copy and post on Canvas as attachment.

Due Thursday, Sept. 27

2.) SYNTHESIS PAPERS (due weeks 2, 4, 6, and 8). We will have a single biweekly paper of at least 2-4 full pages (double-spaced), 500-1,000 words, that draws from and synthesizes your readings, summarizes their themes (what the author was trying to say), and relates them to other material in class over the two weeks (lecture, film, discussion). This assignment is to get you to show your engagement with the readings, but also to practice synthesis (interweaving or integration) of different observations into a coherent whole. You might, for example, identify a theme that cuts across the readings, and extract from all parts of the two weeks to provide evidence for your analysis.

All papers are due on Friday by midnight pasted on our Canvas site in the weekly synthesis paper discussion. Do NOT post it as an attachment. You should bring a draft to your Thursday afternoon seminar, so you can discuss it, and you can make and changes or additions and post it on Canvas by Friday. To receive credit, the papers must include **ALL of the following:**

1. A quote, fact, or concept from *the previous week's* reading(s) in last Thursday's seminar.
2. A quote, fact, or concept from *this week's* reading(s) in this Thursday's seminar.

3. IMPORTANT: *Another aspect of the class in the same 2 weeks, such as lecture, film, guest, discussion, etc.*

4. A sense of synthesis (interweaving / integration) of these observations into a coherent whole. The purpose of seminar assignments is to provide verification that you have done the reading, and to prepare you for seminar discussion. Faculty will review papers and give feedback.

Synthesis papers tips:

- Include week number (or short title of week's reading).
- Include title of your paper (your synthesis theme).
- Write and save papers outside of Canvas (which can freeze or lose text).
- Paper posted on Canvas (copy and paste text; do *NOT* attach papers).
- Check post on Canvas and edit if necessary.
- Draft of reading brought to Thursday seminar; posted on Canvas by Friday midnight.
- Respond to at least one other assigned student by Monday

2.) SEMINAR PAPER RESPONSES (Due Mondays in Weeks 3, 5, 7, and 9). *You need to respond to at least one other student on Canvas by the Monday after they post*, to comment on their papers (not just compliment or support, but to offer constructive feedback or dialogue). ***This dialogue is a critical part of building a learning community, and should be taken as seriously as your own paper, and are due on Monday by midnight.*** The submission of papers online is a crucial way to build a learning community and to engage in peer-based learning. Sharing your own paper and reading what other students have written builds writing, analytical, and critical thinking skills. In the rare circumstance that students need to miss a seminar, they will be required to read and respond to multiple student posts. Students will gain knowledge of the different ways students interpret texts, gain familiarity with different writing styles, and engage in asynchronous communication.

3.) CONCEPT AND MAP QUIZZES (due Fridays in Weeks 3, 5, and 7). In the weeks that students do not hand in a synthesis paper, students will complete a quiz addressing concepts of the past two weeks, and map matching skills locating some of the nations discussed in the program. A Map Study Guide is at the top of Canvas. The three map quizzes will merely involve matching letters to the locations (no spelling is involved).

Friday, Oct. 8: North American Native Nations

Friday, Oct. 22: East and South Asia

Friday, Nov. 11: Latin America

4.) SEMINAR PARTICIPATION. All students must be prepared and ready to contribute to the discussion, starting by ***making sure you have a copy of the reading with you.*** You must have your book, e-book, or a print out of any .pdf that is available on Canvas. This is important because you build on your initial reading through discussion, and will need to refer to passages in the text. Expect to hear faculty and students read aloud passages (and if you feel comfortable, be prepared to read aloud as well). Reading out loud underscores significant ideas of the text and increases student comprehension. Students can work with the text in small groups after the faculty have presented information for students to consider.

5.) OLYMPIA'S HIDDEN HISTORIES PROJECT. Background. Olympia's Hidden Histories is a series of self-guided walking tours that seek to make visible the natural and social histories of Olympia, revealing important connections to the rest of the world. While the rich cultural history of Olympia's diverse communities and natural ecology is often erased from the dominant narrative of the city, many stories are still detectable in the landscape. Each tour focuses on a particular aspect of Olympia's history, exploring the importance of certain locations throughout time.

Together, the tours reveal how the landscape of Olympia as we know it today was created: through forced removal of the Indigenous inhabitants, settler-colonial and white supremacist practices, destructive industrial development, the displacement of immigrant and working-class communities, and altering of the natural ecology (including oysters and salmon). Yet equally as prevalent in this history is the resilience of these natural and social communities, and the power of contemporary efforts for their revitalization. The Collection is at <https://artforces.org/hiddenhistories>

The stories revealed by these tours describe the interconnectedness of local natural and human communities, as well as connections to other parts of the country and world. Using the ArcGIS StoryMaps platform, the tours combine narrative text with historical and contemporary imagery including maps, audio,

video, and data visualization, bringing Olympia's history to the palm of your hand (accessible on any mobile device connected to the internet, without downloading an app). Users can follow the tours in chronological order, or select particular topics to learn about at different times.

The Olympia's Hidden Histories project is a collaboration of Evergreen students and faculty, the Walls Tell Stories project of San-Francisco-based Art Forces and Rachel Corrie Foundation for Peace and Justice, the Olympia-Rafah Solidarity Mural Project, and community research partners that assist in tour development.

In winter 2022, student teams in the Evergreen program "American Frontiers: Homelands and Borderlands" developed four StoryMaps walking tours about the Deschutes River Estuary. The tours focused on 1.) the site of a removed village of the Steh-Chass band of the Squaxin Island Tribe, 2.) the Tidelands oyster industry and industrial waterfront, 3.) the growth and decline of a series of Chinatowns, and 4.) a shantytown community and salmon runs displaced by the 5th Avenue Dam that formed Capitol Lake.

Paper Project. Taking Back Empire will add more walking tours to the Collection in winter quarter. The bulk of the research and writing will be in fall quarter. The fall-quarter Paper Project will consist of one 5-7 page research paper (double-spaced), or 1,500-2,000 words, described in a visual presentation in Week 10. The paper will be written in three drafts, with peer feedback and faculty edits. *Faculty edits are not suggestions, but are required revisions made to ensure the walking tours are accurate and consistent.*

In their **Topic Selection**, students will in Week 1 give their preference on a project topic and subtopic that will be their contribution to the walking tour in winter quarter. They will work in a Project Team to plan the walking tour, but will write an individual research paper on a subtopic. In winter quarter, the papers and graphics will be revised and combined to create the walking tours. *Faculty and project partners are here to provide resources that make the student research process quicker and easier.*

An **Abstract and Bibliography**, due in Week 3, summarizes the subtopic narrative in 200-250 words, with at least five substantial sources listed. The abstract will be edited by faculty and returned to inform first draft.

In the **First Draft**, due in Week 5, students will provide a full paper draft that makes the structure of the research categories clear, divides the categories with section subheadings, provides at least ten substantial text or web sources in the bibliography, and at least five graphics with citation. We'll have a workshop on APA citation/bibliography; handouts and links are also in Canvas. All paper drafts will follow the "Checklist for Written Work" at the end of the syllabus (consult before handing in paper). The first draft will be edited by peers and faculty and returned to inform the second draft.

Unlike the synthesis papers, ***all project papers will be turned in on Canvas as an attachment in Assignments, as a .doc, .docx, or .pdf.*** For faculty filing purposes, please have your filename be your Last name, then Paper1 as in: CarmichaelPaper1. *Using the last name helps the faculty keep track of papers in alphabetical order, and prevents unintended overwrites.*

In the **Second Draft**, due in Week 7 as LastnamePaper2, students will have at least 15 sources in the bibliography, and more graphics. The research in both papers will be factual and fully cited, not simply offering vague opinions (see the handout on "Research Papers Are Not Editorials"). The second draft will be edited by faculty and returned to inform the final draft.

The **Final Draft**, due in Week 9, (as LastnamePaper3), will not be edited, but will be seen as the source of the final presentation. The graphics in the paper will be used in both the final presentation and the walking tours, so the more the merrier. Project Teams will decide the order of the text in the walking tours, so may required transitions between the different papers..

In the **Presentations** in Week 10, each student will present a PowerPoint or PDF for 8-10 minutes, as part of a thematic team panel, with time for questions taken at the end by the group. The presentations will be timed, so each student should rehearse the length or write out their talk. Students are encouraged to tie the specifics to the larger framework and themes of the program—connecting the "tree" to the "forest." There will be a handout and workshop in Week 9 on PowerPoint development. By 6:00 pm the night before your presentation, you have to load your .ppt, .pptx, or .pdf—no other program—in your Week 10 Canvas panel group. *All students are required to attend all other student presentations.*

Friday, September 30 (week 1): Topics assigned / chosen.

Wednesday, October 12 (week 3): Abstract & Bibliography of Project Paper

Wednesday, October 26 (week 5): First Draft

Wednesday, November 9 (week 7): Second Draft

Thursday, December 1 (week 9): Final Draft; Panels meet Friday to plan presentations.

Wed.-Thurs. Dec. 7-8 (week 10): Presentations to class (must load .ppt, .pptx, or .pdf—no other program—on Canvas 6 pm before your presentation date, and *attend all other student presentations*).

6.) NOTETAKING. Take care with your notetaking. Studies show that information is retained in our memory if we write it down. You do not have to take notes on everything, but record enough information to jog your memory later. You will be showing faculty your notebook in mid-quarter meetings and your end-of-quarter evaluation meeting. Many lecture notes and powerpoints will be made available ahead of class, so you can download them, or print them off if you are able (using Handouts-3 pages print-out selection in powerpoint) and take notes on additional information from the lecture.

7.) CHECKLISTS AND EVALUATIONS. Students will be reporting the progress of their work with Mid-Quarter and Final Checklists, and writing a self-evaluation and faculty evaluation (of their one seminar faculty) at the end of the quarter.

Thursday, October 27: Mid-quarter Checklist of all written assignments due. Students will note which assignments have been submitted, submitted late, or not submitted

Thursday, December 8: Final Checklist, Self-Evaluation draft (bring to class and post). Evaluation of your Seminar Faculty is optional to submit on Canvas before meeting. ***But both the Self-Evaluation and Faculty Eval are due on my.evergreen.edu after your Week 11 eval meeting.***

CHECKLIST FOR WRITTEN WORK

For synthesis papers

- Week number (or short title of week's reading).
- Title of your paper (your synthesis theme).
- Write and save papers outside of Canvas (which can freeze or lose text).
- Paper posted on Canvas (copy and paste text; do *NOT* attach papers).
- Check post on Canvas and edit if necessary.
- Draft of reading brought to Thursday afternoon seminar; posted on Modules by Friday midnight.
- Respond to at least one other student by Monday at midnight.

For research project papers

- Your title, name, and date, on a title page, in APA citation and bibliography format.
- Name file with LastName / paper number (Carmichael2.pdf for second draft)
- Text in 12-point, double-spaced text
- Quotations over three lines long are single-spaced & indented.
- Quotations or concepts cited with page number(s)
(use APA format; see <https://owl.english.purdue.edu/> for guidelines).
- **IMPORTANT:** *Always insert page numbers* (necessary for discussion).
- *Attach* in Canvas Assignments. as .doc, .docx, or .pdf ONLY (NOT .pages or any other program)

IN-PERSON ATTENDANCE

Health and well-being are central to student success, and at Evergreen we are committed to creating and maintaining a learning and working environment that is healthy, accessible, and equitable. Evergreen has adopted a vaccination requirement and a masking requirement to ensure maximum opportunities are available on campus as conditions allow.

Vaccine Requirement. All students, faculty, and staff who come to campus are required to be vaccinated (or have an approved medical or religious exemption on file). Students and employees with an approved exemption and accommodation must always follow the guidelines of that accommodation.

Mask Requirement. Evergreen has suspended its mask requirement. Though not required, mask-wearing is optional and encouraged. Masks are still required in health care settings and when exposed to or recovering from COVID-19. Students, staff, and faculty will have different levels of comfort in wearing masks, and we should all endeavor to foster an ethic of care, consideration and acceptance in our learning community.

Any program/class member who feels ill with headache, excessive fatigue, fever, coughing, congestion, or other symptoms should stay home, notify the faculty, and submit a Health Verification Form (in

my.evergreen.edu). Faculty will provide you with guidance on continuing your academic work and the College's COVID team will provide direction on managing your health risks.

If you have questions or concerns please contact your faculty. If you wish to report a COVID-19 safety issue contact covid@evergreen.edu.