

These questions are designed to guide your reading and highlight elements on which you can focus your analysis. In your weekly journal entry, you are required to directly address AT LEAST ONE of these questions below (one total, not one per reading), although addressing more of them is welcomed. Journal entries must reference and discuss ALL the required readings for a given week. Think about how the different readings speak to one another and compare/contrast in terms of content and style.

You are welcome to bring in references to readings from earlier weeks and discuss how the readings and lectures relate to one another, but the focus of your journal entry should be the material for this week.

AS WE DO NOT HAVE SECTION THIS WEEK, PLEASE EMAIL THE JOURNAL TO YOUR INSTRUCTOR AT THE REGULAR SECTION TIME.

GILFOYLE, A PICKPOCKET’S TALE (pp 1-80)

How does the life of George Appo’s father, Quimbo Appo, both reflect and challenge some common stereotypes and assumptions about immigrants and ethnic minorities? In what ways did Quimbo Appo become “Americanized”? Did he succeed in assimilating?

What were some of the circumstances leading to George Appo becoming a petty criminal? Was his behavior justified?

What does Appo’s voyage at sea (Chapter 3) tell us about changing technologies, trade networks, class differences, and cultural practices in the middle decades of the nineteenth century?

Take a look at the book’s endnotes for these chapters. What kinds of sources is Gilfoyle using to tell Appo’s story? What does this tell us about the methods needed to tell the stories of people who didn’t leave much of a written record of their lives?

THRUSH, NATIVE SEATTLE (pp 40-78)

Did any stories in these chapters surprise you? Why?

Stilgoe, Thrush, and Gilfoyle are all interested in absences from the historical record: stories of people and events that are missing from traditional historical narratives. How do Thrush’s methods of uncovering the histories of people who did not leave much of a written record compare and contrast with Gilfoyle’s? What are the sources they are using?

What economic role did Native people play in the early decades of Seattle’s urban growth?

How does the reality of Seattle in the 1850s, 60s, and 70s align with the way that its white citizens marketed the city to the world? Why was marketing important?

In the chapter you read last week, Thrush described this book as blending cultural history, social history, and environmental history (p. 15). How do the chapters you read this week show evidence of these three approaches, and what kinds of sources and arguments does he use for each?

How do the dynamics of poverty and wealth in Seattle compare and contrast with those in New York at the same period? What are the major urban institutions in Seattle at this time?