

American Imperialism:
The Conquest of the Oregon Country

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“Fifty-four forty or fight!” shouted nationalist Democrats as their dark horse candidate James Polk became president on March 4 1845. The pleasantly alliterative slogan referenced the latitude line that marked the northern border of the Oregon Territory, the line that some Americans wanted to be the U.S.-Canada border. The dispute over the region had been ongoing for around five decades, and involved four great European empires, as well as our young star-spangled nation. Near the beginning of the dispute at the dawn of the 19th century, the United States was not yet truly an imperial power, but rather a rag-tag band of States struggling to get along. It is commonly concurred that America did not become an imperial nation until around the 1890s, when it began looking abroad at extranational (and often tropical) regions for American expansion and domination. However, using the same methods that epitomized the imperial era in the late 19th and early 20th century, the United States conquered Oregon through direct territorial acquisitions via the use of military power. America dominated the native civilizations’ economies, political environments, and traditional ways of life, displacing those conquered and essentially enslaving them. Similar to the European colonization and “scramble” for Africa, the empires that ultimately had legitimate claims for Oregon —the United States and Britain— would negotiate their land claims without regard for the native inhabitants already living there. As is evident from the tactics used to dominate Oregon, the age of American imperialism began in the mid 19th century during its expansion to the western coast of North America.

In order to realize that America was in fact imperial during this era, first one must know the definition of imperialism. According to the Encyclopaedia Britannica, imperialism is defined as:

The policy, practice, or advocacy of extending the power and dominion of a nation especially by direct territorial acquisitions or by gaining indirect control over the political or economic life of other areas...[that] involves the use of power, often in the form of military force. (Encyclopedia Britannica)

Although this definition is certainly applicable to the ideology of the United States in the late 1800s, it is also applicable to America's policy, practice, and advocacy prior to this period during the migration and colonization of the 'Oregon Country.'

Before delving into the details about imperialism in Oregon, it is important to understand the region's history of being claimed by imperial nations. The Oregon Country was geographically defined as that beyond the Rocky Mountains where the rapids of the Columbia River blast into the Pacific, spanning from north of California to the southern border of modern day Alaska (Shewmaker 197, Appendix A). Today, this place is often referred to as the Pacific Northwest. Prior to the Anglo-American showdown of the early to mid 1800s, what would become known as the Oregon Territory had already been visited by Spain, Britain, Russia, the United States, and some French traders and pioneers. The first Europeans to encounter the region did so in their search for the Northwest Passage, the route from the Atlantic Ocean to the Pacific through the arctic archipelago of North America (Encyclopedia Britannica). Bruno Hezeta of Spain essentially discovered the Columbia river when he sighted its mouth, but he did not explore or settle its surroundings (Phillips Axelrod, "O.B.D."). A Briton, James Cook, in his search for the passage claimed the Northwest American coast for Britain in 1778. The first bit of conflict for the region occurred in 1790 when British and Spanish representatives confronted each other at Nootka Sound, an inlet on modern day Vancouver Island. Spain had seized four British trade ships, claiming sovereignty of the northwest coast via a 1493 papal grant, and almost started a war between the nations. However Spain was a bankrupt, weary power, so

through diplomacy the nations peacefully decided that there would be no official settlement in the region and that the coast would be open for equal trade and access. This agreement marked the end of Spain's exclusive rights to the west coast. (Phillips Axelrod, "N.S.C.").

Another rather unlikely player in the quest for settling the Pacific Northwest was Russia. On his return trip to Russia in 1741, Dane Vitus Bering encountered the Aleutian Islands of modern day Alaska, introducing him to the contested area. By 1795, Russia had established Fort Sitka near the North American mainland and, in 1812, had erected a trading post in Bodega Bay near San Francisco, revealing its interest in one of the West's most valuable ports. However, in response to a Russian proclamation of sovereignty made in 1821 over a portion of the Oregon Territory, U.S. President John Quincy Adams drew upon the principles of the Monroe Doctrine and made a treaty that created the Russian boundary in the south at the 54°40' line. This treaty marked the end of any Russian claim to the Oregon Country (Phillips Axelrod, "O.B.D.").

France had scattered pioneers within the Oregon region. However, their influence was weak due to little official settlement and because their primary role in the region was participating in the valuable and extensive fur trade. All potential French claims to the west were lost when Napoleon sold the Louisiana Territory to the United States in 1803, setting the stage for the Lewis and Clark Expedition in the following year which dramatically increased America's claim and desire for western regions (Phillips/Axelrod "O.B.D.").

By the last decade of the 18th century while the United States was still implementing its new government in the east, it sent an expedition to explore and claim territories thousands of miles away. In 1792 the American national and frontiersman, Robert Gray, discovered the "Great River of the West" (the Columbia). Like Hezeta, however, he failed to navigate or claim the river

for the nation to which he pertains. Unfortunately for the United States, in that same year a British officer sailed and claimed the Columbia River and its tributaries for Britain, much of which was within the Oregon Territory. As time went on and increasing numbers of pioneers came to the Oregon country, Americans and British found it necessary to establish a ten-year joint occupation of the region at the Anglo-American Convention in 1818 (Phillips Axelrod, "O.B.D."). In the following year, Spain lost its claim to the Pacific Northwest when they signed the Adams-Onis Treaty that gave the United States all territory north of the forty-second parallel, or California's northern border. In another five years, the only two powers left making legitimate claims to the land between the Adams-Onis line and the 54°40' parallel were Britain and America, which had both agreed it should be temporarily "free and open" (Wyeth 219)(Phillips Axelrod, "O.B.D."). By this period, American expansion into the Oregon Territory was internationally legal, meaning that the United States would soon grasp its opportunity to become an empire in its domination of the distant land.

From the 1820s to the 1840s, the United States and Britain congregated multiple times to solve the "Oregon Question" and establish a definitive border that divided the empires. These efforts often failed due to national pride and stubbornness. For the expanding nations to discuss the division of colonial territory and consider their national goals and prestige as of the utmost importance was typical in imperialistic conflicts. In 1827, John Quincy Adams attempted to negotiate an extension of the 49th parallel border set in 1818 to the Pacific ocean, yet to no avail. Without a solution to the issue, joint occupation was extended without controversy (Phillips/Axelrod "O.B.D."). Later, in 1842, Daniel Webster of the United States and British Alexander Baring, also known as Baron Ashburton, met to discuss multiple border conflicts

including that of Oregon and perhaps more significantly that of Maine in the northeast (Shewmaker 196). At their meeting, Webster put forth his so-called “tripartite plan,” dubbed as such because it involved the two bickering nations, as well as Mexico. His idea was to establish the Columbia River as the border on the condition that Mexico ceded San Francisco to the United States (195-198). This plan also failed, as Ashburton had to follow strict, and unrealistic orders from a superior British bureaucrat who held enmity toward the United States (199). Three years later, the newly elected president abandoned his “fifty-four forty or fight” stance and, like Adams, offered to extend the 49th parallel. However, Britain refused once again, causing Polk to revert to his bold and previous approach (Phillips/Axelrod “O.B.D.).

After nearly thirty years of uncertainty and failing diplomacy, the two nations were finally able to agree on a boundary. In 1846, the United States was at war with Mexico and although Polk had a fiery ambition for expansion, he did not intend on fighting two wars on two fronts (Carson/Bonk). As well as a mutual desire for peace, Britain had other issues and realizations that diminished its imperial desires in Oregon. One of the disturbances in the colonial effort was the Irish potato famine, which required much British effort and support. Also, and more importantly, British settlers rarely migrated to Oregon due to their preference of New Zealand (McDougall 222). Realizing the toll these issues took on Britain’s claim to Oregon, the nation opened up to compromise. On June 16 1846 the nations agreed to extend the 49th parallel to the Pacific Ocean. Although the United States did not receive all the land to the 54°40’ line, they were the true beneficiaries of the compromise because they obtained the valuable territory of modern day Washington, even though only a dozen or so Americans lived there (232)(Phillips/Axelrod “O.B.D.). Oregon would be granted statehood in 1859; Washington in

1889. After decades of arguing with little being accomplished, America successfully obtained Oregon and proved itself an empire through its ability to compete and succeed against other nations that were known worldwide as the dominant and elite imperial powers.

The motives of the United States to expand westward are textbook in terms of the definition of imperialism and general European-empire standards. The nation sought to better its economy, resolve domestic issues, spread religion, and characteristically demonstrate its prestige through its desire and ownership of vast areas. As the United States was a democratic nation, the expansion westward by the country had to be fueled by political will and by the people themselves. Following the War of 1812, American nationalism was galvanized and spread throughout the nation. This allowed for a populace that formulated the ideas of American Exceptionalism and specifically, Manifest Destiny, the belief that it was the divine fate of the United States for it to see “expansion from the Atlantic to the Pacific coasts”(Carson/Bonk). Driven by this idea, many saw expansion as the best way to achieve national greatness and international prominence. This caused an explosion of American westward migration known as “Oregon Fever” beginning around 1843. Those with this ‘disease’ possessed the dream of a trans-continental United States, and were intent on seeing it become a reality (Carson/Bonk). An example of an advocate of Manifest Destiny was the New York journalist John Louis O’Sullivan, who described the United States’ claim to Oregon as:

[The] best and strongest. And...is by the right of our manifest destiny to overspread and to possess the whole of the continent which Providence has given us for the development of the great experiment of liberty and federated self-government entrusted to us.(Johannsen 9)

This quote portrays the nationalistic belief many held that God meant for America to expand its borders and ideologies as a sign of its greatness.

One of the principles of imperialism as we know it today is that it is fueled by the desire to attain national glory. The election of President James K. Polk in 1844 provided additional proof that the expansionist mindset was built into the minds of Americans. Polk ran with the goal of expansion at the heart of his agenda, intending to annex Texas and seize Oregon (Phillips/Axelrod “J.K.P”). The saying “fifty-four forty or fight!” may be attributed to him, as it epitomized the goals of his presidency. The saying also portrayed the importance of the Oregon territory to the American people through their willingness to wage war over the region, which many citizens believed “posed a very real threat”(Johannsen 8). Although in truth war was unlikely, American individuals were enthusiastic to acquire the vast and valuable Oregon for their nation to improve its international prestige.

Along with Americans’ belief that they belonged to the greatest nation came the notion that all other nations, notably their rival motherland Great Britain, were inferior. As an opposing contender for the Oregon Territory, Britain would become the direct target of some Americans’ expansionist efforts. A group of this demographic were so obsessed with obtaining the Oregon territory that they petitioned in vain to make a territorial government before the joint occupation had ended. These people vilified the Hudson’s Bay Company, Britain’s institution for facilitating trade and settlement in the Oregon Country, as a corporate evil that brutally oppressed settlers and Indians (Hyde 135). This claim was a blatant lie however, because the British man in charge of the Company, John McLoughlin, was reputedly very kind to settlers and would even disobey orders from superiors who instructed the discouraging of American settlement. In fact, McLoughlin later committed treason and condemned the United Kingdom before becoming a patriotic United States citizen (McDougall 222-224). After the Tyler Administration proposed a

deal with Britain that would give them land north of the Columbia, expansionists were furious and retaliated with intensified accusations and threats. In 1843, Senator Thomas Benton even urged on migrants en route to Oregon to “carry their rifles” and “annihilate the Hudson’s Bay Company” (McDougall 224). During the same year, Americans already in Oregon established a provisional government that did little but increase tension between the two powers. Many citizens of the United States were filled with hate for competing nation, and felt that they must show their superiority by conquering the Oregon Country for their homeland.

The governments and officials of the United States and Britain also tried to assert themselves in the area. The territorial governor of Washington once demanded that the Hudson’s Bay Company ceased trade with Indians, to which it promptly and obviously refused (Hyde 422). By order of Daniel Webster, the Secretary of the United States Navy secretly ordered the patrolling of the Northwestern coast, as well as the distribution of presidential reaffirmations of the Monroe Doctrine to Oregon citizens in preparation for conflict with Britain (McDougall 232)(Shewmaker 201). The British acted less impulsively, but at one point had three Royal Navy warships on patrol off the Oregon coast. Although no physical outbreak occurred, there was certainly tension between the two governments in their attempts to establish sovereignty and increase their international prestige.

In addition to geographic expansion, American imperialism followed the rubric for a typical imperial nation in that it included the spread of American religion and culture. Primarily through the expansion of Protestantism to natives, America would extend the reach of its customs and values to new lands and peoples, and thus dominate the cultural and political spheres of Oregon. In the wake of the Second Great Awakening and the reformation era in the

early 19th century, many northerners sent Protestant missionaries to Oregon in the 1830s as some of the first American pioneers to do so (Hyde 134). By the next decade, many Americans would follow the missions and their envoys westward with the intention of permanent settlement (McNeill "C.F.W."). Although officially secular, the government likely supported the expansion of Protestantism to Oregon because it would decrease the differences between natives and Americans, and speed the assimilation of natives.

The spread of religion however, was only one of many ways that American colonials altered and affected the native society in Oregon to be like the east. Pioneers would come to dominate the political, economic, and social spheres in the western societies, causing their settlement to be indoctrinated, a key element of imperialism. One important factor that assisted colonists' ability to dominate Indian tribes was the disease that they unintentionally brought with them. Oregon had large Indian populations until around 1830 when a fever killed nearly two-thirds of the population (De Smet 122). All tribes were affected by the illness, including those in Oregon such as the Chinook, Cayuse, Yakama, Chehalis, and Quinalt (Whaley 166-167) (Phillips/Axelrod "P.N.I.W"). The most impactful and deadly disease the Anglo-Americans brought, Smallpox, was common among the tribes and was one of their largest fears. It scared some tribes enough that they would build smaller homes and structures because they knew that they didn't have long to live (123). Sometimes, whole villages were torched to prevent the disease's spread (122). Although unintentional, and thus not assisting the fact that America's Oregon settlement was imperialistic, the spreading of disease that caused enormous amounts of casualties was essential to America's success in conquering all of the west.

Before migrants to Oregon came en masse, the economy and trade were two elements of beneficial relationships with Indians. Pioneers would utilize extensive trail networks that the Indian civilizations had been using for centuries. John Wyeth, an expeditionist from New England, noted that the Indians had many trails, yet few native peoples walking them (Wyeth 52), a situation likely due to disease. These routes included the Oregon and Santa Fe Trails that would become two of the largest migration routes in all of America's western settlement (Finkelman). Travelling along these trails, colonists would more often than not go unbothered by Indians they met along their ways (McNeill "W.I.W."). Another way natives and pioneers bonded positively was in the 1820s when settlers introduced wheat cultivation and agriculture in the heavily populated (by both whites and natives) Willamette Valley in Oregon (De Smet 118). Although the settlement of Oregon would eventually lead to economic destruction for Indians, at first there were some indications of mutual benefit.

Like other imperial nations with colonies, the United States spread to Oregon to assist and expand its own economy. Yet unlike a typical monarchical empire with organizations such as the British East India Company, the economy in Oregon was not capitalized upon by the efforts of the government, but by enterprising American citizens. Many of these people did not only want to move westward but had to because of their current economic situations in the East. Population growth was one of the main causes of migration, as well as depressions, such as the Panics of 1819 and 1837. Others were drawn to Oregon by potential profits they could receive from various trades. Low costs for fertile, workable land promised them at the least sustenance, if not profits (McNeill "C.F.W"). White settlers saw potential in the western lands for speculation, agriculture, furs, forestry, fishing, and mining (Whaley 166). Before long, they

would quickly find themselves dominating these industries, and the economic climate in general. The growth of industry created a demand for cheap labor, which was provided by native inhabitants.

With the introduction of settlers in Oregon, Indians eventually began depending on these foreigners to survive. The natives could no longer practice traditional methods of obtaining food throughout the seasons because of the impact of colonists on the land and its resources. Colonists were happy to employ natives for their cheap, exploitable labor (Whaley 163). The employers would refer to their laborers as “pets,” a blatant dehumanization of the Indian ethnicity. Young laborers who earned lower wages were resemblant of slaves (163). The missionary Pierre-John De Smet noted that the Oregon Indians were once equipped with warm furs and skins for the winter, but the demand of the fur trade left the poorer natives exposed and insufficiently provisioned (De Smet 125). This economic structure allowed whites to profit greatly at the expense of the Native Americans, and established economic sovereignty over the natives.

Later on as the fur trade diminished, the colonists began using cheap Indian labor to harvest salmon, shellfish, and other seafood (Whaley 166,167). Although the natives worked willingly, they denounced employers when they forced their laborers to overfish. Native American cultures had a deep understanding of nature and obeyed principles that preserved wildlife. This connection to nature enabled Indians to harvest natural resources year after year, without fear of shortages. Because of this dependence, they had spiritual obligations that forbade them from overfishing, yet these were ignored by unknowledgeable colonists who simply sought profits (167). Some natives opposed overfishing and successfully supplicated colonists to cease their actions, yet this only further alienated the inhabitants from the whites and caused worse

problems down the road. With relative ease, Euro-Americans were able to control the economy of Oregon, siphoning the wealth of the region out of the hands of Native Americans and into their own pockets. Although some expansion to the Oregon Country occurred as a necessity for welfare, the desire to expand the economy and American owned territory was the reason that the United States encouraged settlement. Through this expansion, the American Empire would grow and prosper.

In tune with the destruction of the traditional native economy caused by colonization was the destruction of the traditional social structure and customs. As mentioned previously, the colonists sought to Christianize the Indians by spreading their faith, which in turn would help their assimilation into American culture. As they were forced to work and live alongside settlers, Indians began adapting to their society in ways such as wearing the same kinds of clothes (*Willamette Falls*, Appendix B). This was also due to the dependence on whites, for they no longer could use furs they found for warmth, so they needed clothing made by westerners to be able to survive. Male pioneers in Oregon, who made up a massive majority, were responsible for the decimation of Native American families' structure, and especially the role of women in native society. Intermarriage and biracial children raised issues with the society and caused general chaos. Settlers who moved to the region were granted a certain amount of land and if they had a spouse the amount of land they received was double. Because most pioneers were bachelors and few eligible American women were initially in the Oregon Country, they would marry native women to qualify for the extra land. The race of the woman was disregarded, as the man "subsumed" the race of his foreign wife (Whaley 170). The relationships with natives were often brief, as pioneers were constantly on the move and didn't in truth desire a marriage. This

new kind of relationship with white men damaged native society by converting the traditional practice of gift exchanging into 'bride purchases.' An intricate social custom became the outright purchasing of native women, for the cost of just a few simple gifts to the fathers (173). One settler stated that women could be purchased for as little as "a blanket, food, or supplies, depending on how desirable the girl was"(Judge Mann, Whaley 173). Colonists commodified women by purchasing them for close to nothing and then deserting them, leaving their status in society uncertain or low (171).

The children produced from these short interracial relationships posed a whole new problem to the native society. Commonly, pioneers would procreate with native women as they passed through a village, and then leave their so-called "mixed blood" children without a father. This frequent act caused the Coos tribe to dub the whites with a name that meant "moving people" because they apparently felt no commitment to society or paternity (Whaley 175). When the father did stay with the child and mother, the child would be considered white (169). However if colonials did not purchase the woman of whom they had a "mixed blood" child from her father, the child would be regarded as an inferior person, or "half-breed" (172). This lesser kind of person had such a low status, that the punishment for killing one was nothing but the cutting off of the murderer's hair (172).

Another problem that bachelor settlers caused was prostitution. Native women, who to the Euro-Americans would come to be known as "squaws" or "loose squaws" prostituted themselves for normal goods, but especially ones that they couldn't easily obtain. The most desired item they would prostitute themselves for was whiskey (Whaley 173). With the traditional economy destroyed by the settlers, women were forced into prostitution in order to

survive. Eventually once they became addicted to the alcohol, they prostituted themselves to appease their addictions as well (174). To put it simply, the introduction of Anglo-Americans into the Native American family system caused the degradation and commodification of their women, and more racial and status issues within native society that increased instability. These issues diminished in the mid 1840s when men would emigrate west with their families, however the intermarriages left a whole generation of people in shame and their culture damaged.

The United States and its colonists in Oregon acted the most imperialistically in their domination of the political life in the area. Through trickery and neglect, colonists and the government made the seizure of Indian land appear legal. Euro-Americans would falsely lead the Indians to believe that their claim to the land they owned was legitimate, while officially they only let whites claim territory. Colonists made an “aura of legitimacy” by numbering Indians in the area and designating them to their land, not actually recognizing their ownership (Whaley 163). Although required to report amounts of natives in areas of settlement, settlers would report deflated estimates so that they could hastily buy up land (165). The government would neglect to count people such as “mixed bloods”, a sizeable demographic, to make the population appear smaller. Furthermore, whites prohibited the settlement of displaced Indians near other tribes, fearing the danger of a hostile anti-white coalition force. Blacks could not settle in Oregon for the same reason (176).

When it comes to the actual seizure of land, we see that instead of conquering the Oregon territory with a national army, the United States encouraged and rewarded the removal of Indians from their lands by self-motivated individuals. The federal government would issue land bounties to expand its borders and fight the Indians without mobilization (Whaley 178). A land

bounty was a document that granted one a certain portion of land if you could kill or rid of the inhabitants on the land. Encouraged by Polk himself, the land bounty system created a sort of privatized military that any individual could participate in and be thoroughly rewarded. Not only did pioneers fight for the reward, but they felt justified in doing so because they saw their conquest as a demonstration of their superior culture and military (Hyde 421). By only allowing the official settlement and claiming of land in Oregon to white colonists, and by granting land bounties, America was able to officially conquer Oregon and establish sovereignty.

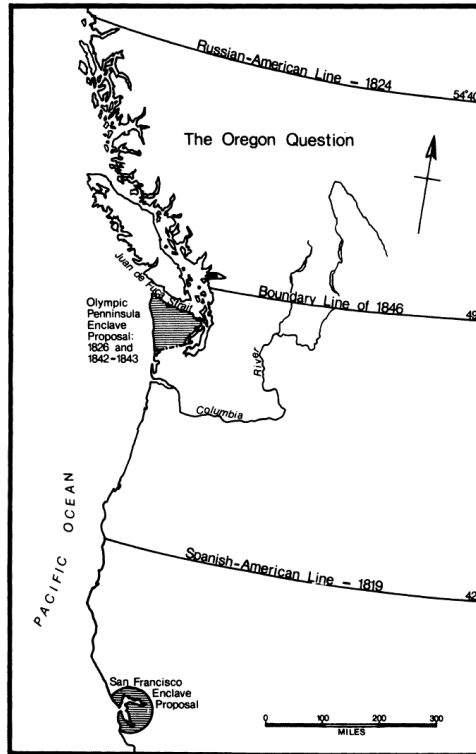
By way of conquering and dominating the political, economic, and cultural lives in the distant Oregon Country, the United States revealed itself as an imperial power akin to those of Europe. Fueled by nationalism, the Americans sought to demonstrate their greatness among nations by conquest of the valuable territory. They enslaved and exploited the natives to benefit their wealth, which eventually would circulate into and strengthen the economy of the United States. Settlers caused upheaval in the Indian societies as they treated their women as common goods and forced assimilation by means of creating economic dependence. And political control of Oregon was gained through the disregarding of natives and the government encouraged military actions of individual American citizens. The significance of realizing that the actions of the United States in the 1830s and 1840s in Oregon were indeed imperialistic is to understand that even if conquest doesn't follow the standard formula for imperialism, that it remains imperialism. For conquest to be by definition imperialistic, it does not require an industrialized effort to seize profitable island nations like those seen in the 1890s. Imperialism can be and debatably often is hidden behind the term "foreign policy." Many refer to the United States and its actions today as imperialistic, and with the military, economic, and cultural influence on the

world that the nation possesses, they may be right. Is it a coincidence that a majority of our military efforts and conflicts occur in the same region — the Middle East — from where we obtain one of our most valuable and essential resources— oil? Questions like these are often responded to with accusations of conspiracy and anti-Americanism, but perhaps they offer a perspective that can see through the world-police facade and unveil what America truly is: an empire.

Word Count:4809

Appendix

A. Shewmaker 197. Map of the Oregon Territory and some important boundaries/places.



B. *Willamette Falls*

<https://www.questiaschool.com/read/image/121739565/b1610065pg177/view>

Drawn image of Native Americans Fishing in the Willamette Valley.

Bibliography

"Claiming the Far West: Territorial Expansion after 1812." *Westward Expansion Reference*

Library. Ed. Allison McNeill, Et Al. Vol. 1: Almanac. Detroit: UXL, 2000.

59-76. *U.S. History in Context*. Web. 24 Nov. 2014.

This source provided good information about the travel and expansion westward. It had good quantitative information about the migration, although I did not use some of it. This source was minorly helpful, as it gave me proof about what I had already known about my topic.

The Editors of Encyclopædia Britannica. "Northwest Passage (trade Route, North America)."

Encyclopedia Britannica Online. Encyclopædia Britannica, 20 Aug. 2014. Web. 05

Nov. 2014.

Gave clarification about something I read in another source. It is an encyclopedia, so it just provided factual information about the Northwest Passage.

Hyde, Anne Farrar. *Empires, Nations, and Families: A History of the North American West,*

1800-1860. Lincoln: U of Nebraska, 2011. Print.

It is a valuable source that I used multiple times. It provided essential information about the Hudson's Bay company and relationships between natives, English, and Americans. Much of the information I got I didn't use however, although it gave me a better sense of my topic.

"Imperialism." *Merriam-Webster*. Merriam-Webster, n.d. Web. 25 Jan. 2015.

A dictionary entry I used in my introduction to have a definition and background of what Imperialism is.

"James K. Polk." *Encyclopedia of the American West*. Ed. Charles Phillips and Alan Axelrod.

New York: Macmillan Reference USA, 1996. *U.S. History in Context*. Web. 6 Nov.

2014.

I used this source as a place to find background knowledge about president James Polk. He is an essential player in my topic, and this source provided ample information about the man. I took more notes about Polk than I needed, but the source served its purpose.

Johannsen, Robert Walter, Sam W. Haynes, and Christopher Morris. *Manifest Destiny and Empire: American Antebellum Expansionism*. College Station, TX: Published for the U of Texas at Arlington by Texas A & M UP, 1997. Print.

This book provided some extremely useful and easily applicable information about Manifest Destiny. When I found I needed to write more about Manifest Destiny, I quickly found this source and immediately was able to use some of its contents in my paper.

McDougall, Walter A. *Let the Sea Make a Noise--: A History of the North Pacific from Magellan to MacArthur*. New York, NY: Basic, 1993. Print.

This source was very useful when it comes to information about the US-Britain portion of my paper. Although the excerpts I read were mainly about the Hudson's Bay Company's actions, there was much information about America. It contained important facts that definitely assisted my paper's argument.

"Nootka Sound Controversy." *Encyclopedia of the American West*. Ed. Charles Phillips and Alan Axelrod. New York: Macmillan Reference USA, 1996. *U.S. History in Context*. Web. 3 Nov. 2014.

I came upon this source after I read something that mentioned the controversy. It cleared up all confusion I had and provided a more thorough explanation of what occurred. It was helpful in my background information, regarding Spain and Britain.

"Oregon Boundary Dispute." *Encyclopedia of the American West*. Ed. Charles Phillips and Alan Axelrod. New York: Macmillan Reference USA, 1996. *U.S. History in Context*. Web. 3 Nov. 2014.

Invaluable to my thesis, this source provided tons of background knowledge about the boundary dispute. This source at one point provided nearly everything I needed to write my paper, but as my topic evolved I needed less and less. Still, I referred to this source many times as it gave all the information that I needed to refer to the history of Oregon's boundary dispute.

"Oregon Country Cession." *Gale Encyclopedia of U.S. Economic History*. Ed. Thomas Carson and Mary Bonk. Detroit: Gale, 1999. *U.S. History in Context*. Web. 6 Nov. 2014.

It provided good general information about the topic and westward expansion. I used the information about politics in Oregon as well as nationally. This source was not too useful, but gave me a few useful facts that I couldn't find in the background sources.

"Pacific Northwest Indian Wars." *Encyclopedia of the American West*. Ed. Charles Phillips and Alan Axelrod. New York: Macmillan Reference USA, 1996. *U.S. History in Context*. Web. 2 Dec. 2014.

This source went unused in my thesis, although a significant portion of my original outline cited it. Because of word limits and a lack of assistance to my argument, I left out the whole topic of Indian Wars. It gave background as to why the wars occurred and about each particular war.

Shewmaker, Kenneth E. "Daniel Webster and the Oregon Question." *Pacific Historical Review* 51.2 (1982): 195-201. *JSTOR*. Web. 30 Nov. 2014.

An important source for many parts of my thesis, and also one of the most interesting. It was about the Webster-Ashburton meeting and their discussions about Oregon. I didn't use much of the information from it that I had planned to, but it gave interesting information regarding a famous American politician's stance on the issue of Oregon. Gave good image of the region as well.

Smet, Pierre-Jean De, and Reuben Gold Thwaites. *De Smet's Oregon Missions and Travels Over the Rocky Mountains, 1845-1846; Reprint of New York Edition, 1847*. Cleveland, OH: n.p., 1906. Print.

A primary source that I used for information about Indian life and culture. It is written by a Catholic missionary that went to Oregon, or his words rewritten. I referred to the author directly in my thesis, and this source assisted my argument greatly.

"Trails to the West." *Encyclopedia of the United States in the Nineteenth Century*. Ed. Paul Finkelman. New York: Charles Scribner's Sons, 2001. *U.S. History in Context*. Web. 24 Nov. 2014.

This source was disappointing in how much I could get out of it. I only cited it once in reference to the trails created by Indians, and not again. I planned to use it more, but removed the portion of my content that cited it.

Whaley, Gray H. *Oregon and the Collapse of Illahee U.S. Empire and the Transformation of an Indigenous World, 1792-1859*. Chapel Hill: U of North Carolina, 2010. Print.

This source was extremely useful. Until I found this source, I debated changing my topic because I could not find much about Native American life in a mixed society. It was my most interesting and in depth source, that huge chunks of my paper are based around. I perhaps overused it, simply because it was so helpful and unique among my other sources.

Willamette Falls. N.d. Narrative of the United States Exploring Expedition; Image Courtesy of the Oregon Historical Society, n.p. By Wilkes.

An image that demonstrates Indians assimilating into western culture. Although there is not much going on in the image, it tells a lot about the time period and mixed society in Oregon. Although I saw other images while I was researching, this one was the only one I used, and nicely assisted my argument.

"Winning the West: Indian Wars after 1840." *Westward Expansion Reference Library*. Ed.

Allison McNeill, Et Al. Vol. 1: Almanac. Detroit: UXL, 2000. 131-147. *U.S. History in Context*. Web. 24 Nov. 2014.

Like my other source by the same author, this article was not very useful. It appeared in my paper but I only cited one factoid about Native American and colonist interaction. This source was in no way essential, but nice to have.

Wyeth, John B., Benjamin Waterhouse, John Kirk Townsend, Reuben Gold Thwaites, and John

Kirk Townsend. *Wyeth's Oregon, Or, A Short History of a Long Journey, 1832.:*

Townsend's Narrative of a Journey across the Rocky Mountains, 1834. Cleveland,

OH: Arthur H. Clark, 1905. Print.

A primary source of a Cambridge man's expedition west. He and some relatives and friends of his journeyed to Oregon yet turned back late in their adventure from a lack of provisions. His writings included many interesting facts that I didn't use, and information about native tribes and war. I referred to Wyeth directly in my paper as I did De Smet, and this source gave me some usable information.