HIST 199: College Connections  
Hidden History  
Residential FIG  

Fall 2009

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<tr>
<th>Meeting Time: Mondays, 3:00-3:50</th>
<th>Meeting Place: LLC North 123</th>
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<td>Course CRN:</td>
<td>Course Website: <a href="http://www.hiddenhistoryhub.pbworks.com">www.hiddenhistoryhub.pbworks.com</a></td>
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Courses Connected by the Hidden History Residential FIG:

History 104: World History, Professor Lisa Wolverton  
Folklore 250: Introduction to Folklore, Professor Lisa Gilman  
History 199: College Connections, Professor Kevin Hatfield & FA Matt Villeneuve

Course Description

Welcome to the UO! The College Connections course fosters an active-learning peer community jointly moderated by a faculty member and undergraduate co-instructor/FA. History 199 supports both your academic performance in History 104 and Folklore 250, and your overall acclimation to student life at the UO.

Over the next ten weeks students will explore how history is created and contemplate what footprints students leave behind tracing their college experience. Students will analyze unique primary source materials created by former students, and create their own autobiographical “primary sources” of the freshman experience at the UO through a medium and weekly “capturing” of their choosing. Ultimately, students will practice applying historical thinking and analysis to everyday life. At the conclusion of Fall term, students will donate their autobiographical “primary sources” to the University Archives. The official title of the collection will be “Hidden History FIG 2009” and archivists will accession the materials and create a formal Library of Congress catalog entry with subject terms that will appear in UO Catalog and Summit (Orbis Cascade Alliance Union Catalog). A detailed entry and finding guide will also be housed in the Northwest Digital Archives.

Specifically, we intend to challenge students to contemplate the process of interpreting historical actors, such as UO Freshman Lucile Saunders McDonald, while concurrently contemplating the process of representation and authoring primary sources as living historical actors themselves, also first-year students at the UO. In other words, students think about INTERPRETATION as historians, at the same time they think about REPRESENTATION as historical
actors. Hence, students will explore concepts of causation, agency, memory, authenticity, bias, perspective, voice, and context—also examined by Professors Lisa Wolverton and Lisa Gilman.

II Course Big Ideas: History, Stories, Technology

The Hidden History FIG is centered on several “big ideas”—concepts concerning history and our place as historical actors. Primarily, we will focus on what is history and where it comes from. With an emphasis on the methodological, we will explore what it means to be a historian, where history is generated (and by whom) and what role stories play in our conversation and understanding of the past. As a group, we will discuss what historians do with primary sources and how the nature of these materials are changing with the rapid expansion and growth of technology and whether or not contemporary technology in our daily lives helps or hurts the historians of the future (and the historical actor of the present).

The second and equally important aspect of the FIG is dedicated to chronicling the freshman year experience for posterity. It is critical to remember that we are all historical actors, at any said point in time or place, and that because of that position, we can contribute to the establishment of the future understanding of the past. This is not the same as asking, “What have you done that is historically noteworthy?” but rather, “Where and how do I fit in today, in the present and what role does that have on the exploration of the past?” Our FIG experience will attempt to generate a discussion surrounding these concepts that will prove relevant and beneficial to students.

III Course Objectives

* Identify and explore thematic and methodological links between the two general education courses (History & Folklore) in the FIG.

* Build relationships with faculty, GTFs, librarians, academic advisors, and student affairs professionals across campus.

  * Strengthen public speaking skills in small and large group discussion.

* Develop problem solving, time-management, note-taking, active-listening, help-seeking, effective reading, and other academic survival skills and study strategies.

* Participate in a mutually supportive instructional and residential peer community.

* Identify leadership, programming, and service learning, and other co-curricular opportunities on campus and in the local community.
III Required Reading

- Lucile Saunders. Diary. University of Oregon Archives & Special Collections. (Available in digital format on Course Blackboard Site)


*Note on how to read Lucile’s Diary:* Students will not be “tested” on their memorization of the content of the diary, or required to compose a formal essay on this source. Instead, students are encouraged to engage the diary critically and reflectively. Identify specific passages or events from the diary that intrigue, surprise, confound, or amuse you. Take selective notes on themes, experiences, events, or individuals you find dated or timeless—Housing; Roommates; Work; Recreation; Finances; Hazing/Initiation; Anxiety & Fatigue; Homesickness; Dating; Romantic Relationships; Preparing for Exams; Attending the Civil War Football Game; Personal Appearance; Circle of Friends; Family Pressures; Returning Home For the First Time During Holidays. Be prepared to participate in group dialogue about the diary in class.

IV Assignments

**NO EMAIL OR ELECTRONIC SUBMISSION OF WRITTEN PAPER ASSIGNMENTS.** All assignments must be submitted in hardcopy format. They are due in class each week or by the deadlines as specified in “X Schedule of Lectures, Discussions, Readings & Assignments.”

Any assignments submitted via email will be deleted and receive a grade of 0.

1. **Documenting Freshman Year Experience Project.** (10 Points/Week | 80 Points total)

From weeks 2 through 9, students will document their autobiographical experience as Freshman at the University of Oregon through the creation of weekly “primary sources” recounting or capturing any experience they choose to reflect upon. Be creative and consider what future generations, 25, 50 or even 100 years from now would be most interested in learning about. For example, this may include information you would not consider historically significant—describing the inside of a classroom, interaction with faculty, cost of books, or an athletic event. Students are encouraged to capture only what they are comfortable sharing with the class and ultimately submitting to the University Archives for permanent retention. Students are also encouraged to submit ephemera along with their primary sources—game tickets, parking tickets, bookstore receipts, etc. Weekly primary sources less than the minimum requirement will be accepted but will not count for credit. Late assignments will not be accepted, and attendance is mandatory in order to receive credit for the assignment. **Students must submit a primary source every week in order to pass the course.**
Suggested Media for the Project:

- **Journal**
  Like Lucile, you may choose to record your freshman experience by word processor and, unlike Lucile, print the files at the end of the term to create a typed journal. This is the standard option for the Documenting Freshman Year Project. Use this to say whatever you want; to record anything you can think of – even the mundane can be profound.

  *Requirements*: 1-2 double-spaced pages per week

- **Blog**
  A blog is a personal website used for journaling, news reporting, and commentary. Choose this option if you want to explore the blogging community (though you do not have to make your blog public if choose otherwise) or want to take the journal to 21st century. Plus, if you continue to self-publish, a professionally-maintained and credible blog is a great addition to any student portfolio. Please use Wordpress.com, which you will already have made an account for to use the FIG *Tales of the O* blog and so your fellow FIG-mates can read your work if you so choose.

  *Requirements*: 250-500 words per week

- **Video Blog**
  A video blog, much like a traditional blog, is focused on a theme or issue, but uses mainly video instead of text for its content. Instead of a weekly post, this option entails a weekly post of some kind of video content. Use a webcam, camcorder or high-end camera to shoot whatever you think best records your (or another’s) freshman experience. Great for interviews or documentary-style questions.

  *Requirements*: 3-5 minutes of video running time per week (can be raw, unedited footage)

- **Video Series**
  Wish to capture the moment in video but want to channel all your creativity to the production of video and movies and dispense with the distribution platform of a blog? Then this option is for you, though the same requirements as the video blog option apply; something will need to be produced and turned in every week, as a standalone video or a portion of a larger feature.

  *Requirements*: 3-5 minutes of video running time per week (can be cumulative pieces of a larger project)

- **Audio Podcast**
  A podcast is any content that is distributed for playback on a mobile device or computer. Although podcasting has expanded into video, podcasts are most well-known for audio features. Radio stations, news agencies, comics and even the government publish podcasts for free that can be heard online or downloaded to an mp3 player. For the Documenting Freshman Year Project, this option will be primarily audio; if you would like to interview others, create a “radio show,” capture a “live” event (e.g.
football game, protest gathering) or just record your speech instead of writing, consider this option.

Requirements: 3-6 minutes of audio (mp3 file) per week

- **Photo Series**
  Many people do not realize that photographs are important primary sources and are treated by academia as valid documentation of the past, provided these are not Facebook pictures of your friends and other freshmen at parties or the like. For this option, we are looking for serious photography that seeks to expand our understanding of the freshmen experience in ways writing cannot express. Also, there must be a narrative theme or critical perspective explored in a photo series project, rather than random photographs of random things. Along with the visual requirements per week, we will ask for a brief description of the photographs; what is the subject, why did you take the picture, what was going on around you etc.

Requirements: 5-10 photographs per week with accompanying descriptions

- **Visual Series**
  Like the photography series, the visual series is somewhat more artistic and focused but much more open ended. Sketches, paintings, digital art or scrapbooking are only some of the visual mediums which can be used to document the freshman year experience. With every submission per week, a substantial piece is expected, with an accompanying description. If you choose this option, approval from Professor Hatfield or the FA must first be obtained.

Requirements: Varies depending on visual medium. Consult with instructors. All submissions must have accompanying descriptions.

**2) Documenting Freshman Year Experience Project (Library Connection)** (10 Points)

To assist students with conceptualizing the challenges of creating, archiving, preserving, and accessing historical primary sources (particularly in the Web 2.0 Era of Convergence Culture and New Social Media), students will identify and meet with a librarian with expertise within their selected medium of documentation to discuss these methodological, technological, logistical, and philosophical questions.

Students will meet with their librarian partner between weeks 3 and 8 and write a brief synopsis of their meeting. The FIG instructors will assist students with composing questions to ask their librarian partners prior to their meeting.

Students can meet with their librarian partners in groups, but each student needs to submit an individual report.

**3) Office Hour Visits (Instructor and FA)** (10 Points)

Students will schedule and complete 1:1 meetings with both the instructor Professor Hatfield, and the FIG Assistant Matt Villeneuve, by the end of week four.
(4) Two-Year Academic Plan (10 Points)

Students will collaborate with the instructor and the FA in class and during individual meetings to compose a two-year academic plan of coursework, with particular attention to fulfilling general education requirements, as well as preparing for Major and Minor requirements. Matt Tzucker, Assistant Director of Academic Advising, will visit class during week seven to answer questions student might have, and to help form the student’s two-year plans. Students are also encouraged to work with advisors in the Office of Academic Advising. (364 Oregon Hall | 346-3211)

To create the academic plan, students are to complete the following:

- **STEP ONE:**
  Visit the Office of Academic Advising website at [http://advising.uoregon.edu](http://advising.uoregon.edu) and complete the Jumpstart Tutorial (Tools and Tutorials page). This will give you a review of what you learned at IntroDucktion. *Please bring a printout of your response summary to class on November 9.*

- **STEP TWO:**
  Peruse the Student Handbook lists of group-satisfying courses. Identity and circle/highlight a minimum of two courses in each of the three groups (Arts and Letters, Social Science, and Science) you would be interested in taking (course descriptions are in the handbook and many department websites have syllabi archives). Also, please review the Freshman Seminars and identify any of those you might be interested in as well. Freshman Seminar course descriptions are available on the First Year Programs website at [http://firstyear.uoregon.edu](http://firstyear.uoregon.edu).

- **STEP THREE:**
  Please compose any questions you have for Matt and email them to the FA before November 5. The FA will compile and synthesize the questions and forward them to Matt prior to his visit.

- **STEP FOUR:**
  Please bring your Student Handbooks to class on November 10. Matt will answer your questions. She will also ask you to return to the group-satisfying courses you circled and start to map those onto the yellow planning pages in the Student Handbook (you can follow up with Matt or another advisor regarding the actual course offering and course sequences).

(5) Tales of The O Non-Fiction Short Story (20 points)

Blogging is not merely a cultural phenomenon; it is a new medium in which journalists, entertainers, and historians will utilize. Thus, it is important to become acquainted with this media. To this end, we will be working on contributing to a communal blog, *Tales of the O.*

*Tales of the O* is the Hidden History blog with an emphasis on the folklore component of the FIG, used to record the short, non-fiction accounts of the FIG.
Each student will be asked to submit one non-fiction short story (500-750+ words) to the Tales of the O blog, and to comment once on someone else’s post to the blog. Blog posts should be stories or experiences with a message, moral or a point (even if the theme is that life has no point) that captures the spirit of storytelling. Students should write about an event that occurred to them on campus or during their first few weeks that is worth preserving and will advance the understanding of what it means to be a freshman at the UO.

Blogs, by nature, are communal and public, and subsequently offer a variety of options for online networking. For our purposes however, our blogging will not be open to the public viewing but instead internally only. After each student has submitted their required post, students are encouraged to continue to post short stories or content to the Tales of the O blog throughout the year.

(6) Attendance & Participation (20 points)

Regular attendance, engaged interaction, and substantive participation (listening and speaking) in class is critical to your success in this College Connections Course. It will also enhance the learning experience for your peers. Since this is a one-credit class that meets only 10 times during the term, students are expected to attend every class and complete every assignment.

V Grading

College Connections is a pass/no pass course and you will not receive a letter grade on your transcript, but rather a “P” or “NP”. To receive a successful passing mark you must attend ALL class sessions, complete all assignments and earn a minimum of 78% of the overall course points (101 points out of 130)—equivalent to a letter grade of C+.

VI Hidden History Hub

With an emphasis on new technology and Web 2.0, Hidden History will utilize new formats for online networking, file sharing and publication: a wiki, a blog and a Facebook group.

Hidden History Hub is a wiki and will function as an internal webpage that anyone in the FIG can edit, which will be used for posting documents, answering discussion questions and accessing materials. Students are asked not to edit or delete any content that was not created by them without the creator’s permission. Hidden History Hub can be used to gain access to the FIG blog and Facebook group. Each student will need to make a pbwiki user account to access this website (free).

Tales of the O is the FIG blog, hosted on Wordpress.com which will serve as the FIG collection of short stories and folklore discussion. This blog is co-authored by each student in the FIG, and students are encouraged to continue to generate content after the fall term. Each student will need to make a Wordpress user account to access this website (free).

Hidden History 09-10 is the FIG Facebook group which will be used for updates, reminders and social events. Membership in this group is optional. See the Hidden History Hub flowchart at the
bottom of the syllabus for a graphic representation of the on-line structure of the Hidden History Hub.

VII University Academic Honesty Policy

All work submitted in this course must be your own and produced exclusively for this course. You must acknowledge and document the ideas and words of others. The presentation of un-cited or un-acknowledge material acquired from any source—written, verbal, online—is defined as plagiarism. Violations are taken seriously and are noted on student disciplinary records. Please consult the instructor if you have more specific questions about the definition of plagiarism.

VIII Policy on Missed Deadlines, Absences & Incompletes

Exceptional Emergency Situations:
The following are unforeseen/uncontrollable, exceptional or emergency situations that are acceptable excuses for missed deadlines or absences without penalty, and issuance of incomplete (I) final grades at the end of the course:

☑ ACCEPTABLE:
☑ Documented serious illness/injury
☑ Documented death in the immediate family

☒ UNACCEPTABLE:
☒ Social engagement reasons: weddings; family/best friend visits or special occasions (e.g. birthdays, reunions, anniversaries etc.)
☒ Work/school conflicts: “I was unable to get off work/I have to work,” “I have a lot of homework due/difficult exam in my other class(es)...”
☒ Social engagements: extra-curricular commitments/activities pertaining to
☒ Daily life matters: vehicle broke down; missed the bus; regular dental/medical appointments; having a generally “hard time” with school; being generally “busy” or “I have a lot going on right now...”
☒ Other: “I got the due date of the assignment/exam time/class meeting place mixed up/wrong/confused;” “I forgot;” “I did not know;” alarm clock didn’t ring/work; going through a difficult breakup/issues with boy/girlfriend relationship etc.

☒ Technological Reasons:
☒ No access to computer or printer
☒ Assignment completed on computer is “missing”/was accidentally erased
☒ Inability to access saved and/or completed assignment printer ran out of ink or paper

Should a student be unable to meet a deadline for an assignment due to an exceptional,
unanticipated and uncontrollable acceptable emergency (see above):

a. contact the instructor as soon as possible,

b. arrangements to complete and/or submit an assignment, presentation or examination in an alternative format can be permitted dependent on the situation,

c. submit hard copy documentation of the emergency as soon as possible, or before the last day of class.

It is the student’s responsibility to initiate contact with the instructor. In all other cases—unexplained/undocumented absences, missing assignments or late submissions of work—the final grade reported to the registrar will be based upon the work the student has completed by the end of the term, which may well result in a failing grade.

IX Policy on Accommodating Disabilities

If you are having difficulty and are in need of academic support because of a documented disability, whether it be psychiatric, learning, physical, hard of hearing, or sensory, you may be eligible for academic accommodations through Disability Services. Contact the Disability Services at 541-346-1155 or disabsrv@darkwing.uoregon.edu.

X Schedule

Week of Welcome Meeting: Friday 9/25
Ice Breakers & Introductions:
Sharing Lucile’s Stories. Students will discuss their Wiki posts in small groups. Identify a specific story or anecdote from Lucile’s journal recounting her first term at the UO in the fall of 1915, and reflect upon how this story challenges, reinforces or complicates your own expectations or perceptions of your imminent experiences in your first term at the UO in the fall of 2009.
Review Syllabus (Documenting Freshman Year Project Only)

1. Week 1: 9/28: NO CLASS

2. Week Two: 10/5
Field Trip to the UO Archives & Special Collections with University Historian & Archivist Heather Briston. Meet at Special Collections in the Knight Library.

Due today: Autobiographical Primary Source #1
3. **Week Three: 10/12**
   Review Syllabus
   Continue Discussion of Stories from Lucile’s Diary

   📝 Due today: Autobiographical Primary Source #2

4. **Week Four: 10/19**
   Discussion of Stories on Blog
   
   **Short Stories on Tales of the O**

   📝 Due today: Stories must be posted by noon on Sun 10/18; comments must be posted by 3:00pm on Mon 10/19, Autobiographical Primary Source #3

5. **Week Five: 10/26**
   **In-Class Exercise: Facebook: The Next Repository of Historical Primary Sources? (RESEARCH DAY)**

   The class will be divided into five groups of four students, and each group will perform “historical research” in Facebook analyzing the content as primary source evidence for interpreting and explaining student life and student experience at the University of Oregon. Each group will explore the three questions below and compose a one to two paragraph answer or argument for each. Answers must cite the specific sources used to support their interpretations. (Not the names of private students, but the format, date, etc.)

   1) What does it mean to be an Oregon student? Is there a dominant cultural student identity at the UO? Are their alternative or countercultural student identities? What are the defining attributes of a dominant identity or of diverse identities?

   2) Is there a gap in the evidence? Is there some important aspect or facet of the University of Oregon or student experience that is missing, neglected, omitted, censored, or suppressed from Facebook?

   3) Is there a bias, perspective, distortion or obfuscation in both the type and presentation of evidence/sources/materials housed on Facebook.

   📝 Due today: Autobiographical Primary Source #4

6. **Week Six: 11/2**
   **In-Class Exercise: Facebook: The Next Repository of Historical Primary Sources? (ANALYSIS & PRESENTATION DAY)**

   Prep Work for Academic Advisor Visit

   📝 Due today: Autobiographical Primary Source #5
7. **Week Seven: 11/9**  
Academic Advisor Visit: Matt Tzucker, Academic Advisor, Office of Academic Advising

📝 Due today: Autobiographical Primary Source #6; 1-3 questions for the academic advisor must be posted on Wiki by midnight on 11/6; hand in Jumpstart Tutorial printout summary

8. **Week Eight: 11/16**  
Student Presentation Showcase: Documenting Freshman Year Projects

📝 Due today: Autobiographical Primary Source #7

9. **Week Nine: 11/23**  
Student Presentation Showcase: Documenting Freshman Year Projects

📝 Due today: Autobiographical Primary Source #8; Start to compile other things you would like to donate to the archives, ex, photos, drawings, ticket stubs, music, etc.

Optional: Screening of *Ed’s Coed* in the LLC Thursday evening.

10. **Week Ten: 11/30**  
Archives Visit - Meet in the Paulson Reading Room, UO Archives & Special Collections  
- Formal Donation Ceremony  
- Class Photo

📝 Due today: anything you would like to submit to the archives with your primary source project.

11. **Week Eleven: 12/7: Finals, NO CLASS**