HIST 199: College Connections
Reboot the Past, Upload the Future
Fall 2011

Meeting Time: Thursdays, 4:00-4:50
Meeting Place: LLC North 125
Course CRN:
Course Blog: www.reupblog.wordpress.com

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Courses Connected by the “ReUp” FIG:
History 104: World History
Art 101: Understanding Contemporary Media
History 199: College Connections

I Course Description

Does the medium change the message? Does technology help or hinder our window into the past? What is art? Is it static, and what can it tell us about the artist?

These are just some of the many questions posed by our rapidly changing world of technology and our attempts to interface with it. The central issue in these questions, however, is timeless: based on the materials of expression left behind by humans, how can we learn about the past? How do artists or diarists communicate ideas, sentiment, or memory from their perspective to others? Simply put, based on the material record of the past historians ask: how do we know what we know?

Both historians and artists grapple with similar vehicles of insight into their creators’ hearts and minds – the media that these individuals created and left behind. Whether it’s a letter or a sketch, a journal or a photograph, a diary or a sculpture, the mediums of the historian and the art theorist contain information, sometimes hidden, about its creator, intentional or not. Hence, the historian and artist are agents of interpretation assigning meaning and context to the materials created by past historical actors and artists.

This FIG begins with these critical questions but narrows the scope of analysis to that of the academic and artistic community of the University of Oregon. Reboot the Past is dedicated to recording, sharing and examining what it means to be Freshman Duck in the 2K Teens and how your generation documents its experience navigating American society in the 21st century. While we explore the history of student life at Oregon and how it has evolved, we will pause along the way to turn a critical eye towards a theory of both aesthetics and primary sources.

During our journey we will encounter many material windows into the past. We will start by comparing student life at the UO today as an incoming Freshman to that of Lucile Saunders in 1915 through the lens of her fall term journal and correspondence with family. We will visit the University Archives to discover student voices spoken through yearbooks, scrapbooks, letters, photographs, artifacts and blogs. We will reconstruct the 1937 “invasion of
Eugene” by the rival Aggies using newspaper and photographic evidence, along with screening the first entirely student-made feature-length film in the world shot here on campus, Ed’s Coed. We will also explore student life in fall 2011 using Facebook as a primary source collection and HistoryPin to tag your photographs on the map of the UO campus.

We will listen for voices from the past – and not just from old textbooks but from real student work, real people, and real lives. Perhaps most importantly, this FIG strives to empower Freshmen to become active producers of history rather than passive consumers. Each student will produce a series of materials over their first term, which will document their experience as first-year students at the UO. Our class will conclude with a formal donation ceremony at the University Archives where student will archive their creations in an ever-growing collection of stories, art and memories of ReUp FIG students.

We hope the name Reboot the Past, Upload the Future piques student’s curiosity in rethinking how they have learned about history, and how they themselves can transition from merely passive consumers of history, art and primary sources to active producers of such materials in the internet age.

Don’t just memorize history – do it. Don’t just learn art – do it. There is no time like the present to learn about the past in preparing for the future. Welcome to Reboot the Past, Upload the Future!

II Course Methodology

The College Connections seminar fosters an active-learning peer community jointly moderated by a faculty member and undergraduate co-instructor/FA. History 199 illuminates interdisciplinary intersections in content, methodology, and essential questions between History 104 and Art 101, and supports students’ academic transition and 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 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. To review the finding aid for the “Documenting Freshman Year Experience Project” Collection in the Northwest Digital Archives please visit: http://nwda-db.wsulibs.wsu.edu/findaid/ark:/80444/xv56450

The FIG invites students to enter an apprenticeship in the historian’s craft and learn the disciplinary arts and methods of reconstructing the past and documenting the present. Specifically, we intend to challenge students to contemplate the process of interpreting historical actors, including 1915-1916 UO Freshman Lucile Saunders McDonald and the 2006-2010 FIG students, while concurrently contemplating the process of representation and authoring primary sources as living historical actors themselves, also first-year students at the UO in 2010-2011. Student’s apprenticeship will move you beyond the passive memorization of content by immersing you in critical and original inquiry. Hence, students will explore concepts of causation, agency, memory, authenticity, bias, perspective, voice, and context--also examined by Professor Lisa Wolverton.
III Course Objectives

- Identify and explore thematic and methodological links between the two general education courses (History & Art) 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 academic habits and study strategies (e.g. problem solving, time-management, note-taking, active-listening, help-seeking, effective reading, and other academic survival skills and study strategies.

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

IV Assignments

(1) Summer Reading Assignment (5 points)


Upon receiving their welcome letter, students will email Matt for Lucile’s diary. They will read the document and post their response to the summer reading page on the ReUp blog. Each response will be counted as complete if it is at least one paragraph in length that is well constructed and demonstrates clearly that the student read the diary and critically engaged with the content.

A 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.

(2) Documenting Freshman Year Experience Project (DFYP). (8 submissions at 8 points 64 points)

From weeks 1 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 aspect of student life. 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 such as Alltagsgeschichte, or the “history of everyday life”—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 and realia along with their primary sources (e.g. game tickets, parking tickets, bookstore receipts, Mr. Frog Joke Books). 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:

- **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. If you continue to self-publish, a professionally-maintained and credible blog is a great addition to any student portfolio. Each student will have their own blog for their Art 101 class, but we ask students not to publish ReUp material on this blog but instead make an separate site.
  
  **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 text-based or narrative post, this option entails a weekly post of video content. Use a webcam, camcorder or high-end camera to shoot whatever you think best records your (or another’s) freshman experience. This option is well-suited for oral history, personal interviews, or documentary-style questions.
  
  **Requirements:** 2-5 minutes of video running time per week (can be raw, unedited footage)
  
- **Video Series**
  If you wish to capture the moment in video but prefer to channel your creativity to the production of videos, and dispense with the distribution platform of a blog, then this option is for you. Although the same requirements as the video blog option apply, you will need to create and submit a weekly “deliverable” as a standalone video or a portion of a larger feature.
  
  **Requirements:** 2-5 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 DFYP, this option will focus on audio content, such as oral interviews, radio show, live event recording (e.g. football game, protest rally) or autobiographical oral journal.
  
  **Requirements:** 3-6 minutes of audio (mp3 file) per week
  
- **Photo Series**
  Many people do not realize that photographs represent important primary sources, and receive legitimate analysis by academic historians as documentation of the past. 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, students will explore a narrative theme or critical perspective in their photo series project, rather than simply assembling random photographs. Along with the visual requirements per week, students will prepare a brief description of the photographs: place, date, subject, context, and other relevant information.
Requirements: 5-10 photographs per week with accompanying descriptions

- **Visual Series**
  Similar to the photography series, the visual series offer students greater creative license. Sketches, paintings, digital art or scrapbooking are only some of the visual mediums which can be used for the DFYP. With each weekly submission, a substantial piece is expected, with an accompanying description. If students choose this option, they must acquire approval from Professor Hatfield or the FA.
  
  Requirements: Varies depending on visual medium. Consult with instructors. All submissions must have accompanying descriptions.

(3) **One on One Meetings with FA & Instructor** (6 Points)

  Student groups will schedule and complete meetings with both the instructor and FIG Assistant by the end of week five.

(4) **Academic Advising Visit** (5 Points)

Students will collaborate with the instructor and the FA in class and during group 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. An Academic Advisor 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) Prior to the Advisors class visit, students will visit the Office of Academic Advising website at 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 copy of this printout to class.** Please compose any questions you have for the Academic Advisor, and email them to the FA before November 5. The FA will compile and synthesize the questions and forward them to the Academic Advisor prior to their visit. **Please bring your Student Handbooks to class on October 11.**

(5) **Facebook Research Exercise** (5 Points)

The Freshmen of fall 2011 occupy the present end of an evolutionary process of documenting and preserving student life at the University of Oregon. Students will work in groups to perform historical research in the community archive and repository more commonly known as Facebook. Groups will analyze the content as primary source evidence for interpreting and explaining student life and student experience at the University of Oregon.

Students will bring their laptops to class and conduct a group research session extracting and harvesting specific evidence and primary sources from Facebook to address the scenario and answer the questions posed below. Groups will prepare PowerPoint presentations to deliver their key findings to the class the following week. To ensure time for each group to present, as well as discussion with fellow groups, PowerPoint slideshows will be limited to ten slides and seven-minute length. The Facebook research presentations will be donated to the University Archives along with the DFYP at the end of the term.

**Scenario:** “Facebook represents the only vehicle or mechanism for documenting and preserving the student experience at the University of Oregon in the Fall of 2010 for future historians.”
Questions:
1) Based on the primary source evidence available in Facebook, what does it mean to be an Oregon student? Is there a dominant student culture or identity on campus? Are there alternative or countercultural student identities? What are the defining attributes of a dominant identity or of diverse identities?
2) What student rituals, traditions, attitudes, pastimes or other behavioral patterns and trends can your group discern?
3) What is the nature or character of the type of evidence available on Facebook? What type of evidence might be missing? Why might it be missing?
4) Whose voices do you find on Facebook? Are voices of specific individuals or groups missing?
5) How does the evidence or primary sources in Facebook compare to the sources your group examined at the University Archives?

(6) HistoryPin Assignment (5 points)

HistoryPin is an internet resource developed by Google for preserving the world's memories in a nexus of images (photographs), memories and geography. Check it out at HistoryPin.com. In this course, each student will be asked to do the following by the end of the term:

1) Take a photo of some sort of campus activity (an event, a building, a self portrait) that you think captures a part of student life.

2) Post the photo to HistoryPin.

3) Include an anecdote to accompany the photo as a caption on HistoryPin.

This will be due on the last day of class, where students will present their photograph and associated story with the class.

(7) Attendance & Participation (10 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 (79 points out of 100)—equivalent to a letter grade of C+.

VI ReUp Blog

The ReUp blog is the source for all things ReUp – readings, discussions and information are hosted at the blog for student use. The blog is a practical tool used as a centerpiece to the learning
objectives of this course, prompting students to consider audience, voice and scope of their voices as historical actors as first year students at the UO. The blog is also the platform for any assignment that spans multiple class sessions. Students will not have the power of content authorship but rather will use the comment function on a variety of pages created by the instructor or the FA to form relevant discussion. Additionally, the ReUp blog will host as a hub for the student blogs, a central location where all blogs can be linked and shared.

VII Schedule

Week of Welcome Meeting: Friday 9/23
-Ice Breakers & Introductions
-Discussion: Lucile’s diary
-Review Syllabus & Documenting Freshman Year Experience Project

1. Week 1: 9/29:
   A Crash Course in Primary Sources Matt will give a presentation on the course objectives of the ReUp FIG, the nature of primary sources and the role of technology in documenting student experience
   ✨ Due today: DYFP submission #1

2. Week Two: 10/6
   University Archives Field Trip #1. Students will meet in the University Archives and perform original research reconstructing the past of student life at the University of Oregon. University Archivists will moderate the session and pull unique primary source collections for each group dating from the late Nineteenth Century through 2009, including artifacts, scrapbooks, ephemera, photographs, yearbooks, newspapers, books, and analog and digital Documenting Freshman Year Projects from the 2007-2009 FIG students. This research session will contextualize Lucile’s diary and inaugurate students’ historical apprenticeship. Meet at Special Collections in the Knight Library. Please try to arrive ten minutes early.
   ✨ Due today: DYFP submission #2

3. Week Three: 10/13
   Reconstructing the Invasion of Eugene: Webfeet vs. Aggies Part I Students will work in groups to reconstruct a historical campus event using primary source materials. The group’s account will be fashioned into a narrative using the evidence provided and prepared to be presented to the class the following class session.
   ✨ Due today: DYFP submission #2 AND Two-on-Ones with Matt begin

4. Week Four: 10/20
   Reconstructing the Invasion of Eugene: Webfeet vs. Aggies Part II Students will present in their groups their narrative paragraph to the class. Each group will present and the class will discuss and share their strategies and approach to the inclusion of which details at the expense of others.
   ✨ Due today: DYFP submission # 4 AND Two-on-Ones with Matt end
5. Week Five: 10/28

**Screening of Ed’s Coed**  In 1928 UO students James Raley and Carvel Nelson produced the first full-length, student-made film in the United States. Without the aid of film courses or a film program at the UO, Raley and Nelson wrote to the preeminent Hollywood director of the silent-film era, Cecil B. Demille for advice. Impressed by their moxie, Demille lent the students a state-of-the-art Bell & Howell 35-mm camera and his cinematographer Jams McBride. Inauspiciously, the film debuted in November 1929, in the aftermath of Stock Market Crash (October 24 Black Thursday and October 29 Black Tuesday), at the recently opened McDonald Theatre in Eugene. The deepening of the Great Depression coupled with the rise of “talkies” in the 1930s doomed Ed’s Coed to short run and subsequent obscurity until it was rediscovered decades later. Shot entirely on the UO campus and local community with a cast of UO students and living legends including Bill Hayward, *Ed’s Coed* embodies one of the richest historical sources of student life. *Please arrive exactly on time and if possible consider staying late!*

Due today: DYFP submission #5

6. Week Six: 11/4

**Facebook Exploration Part I** Students in group will use to Facebook as a primary source collection and pose a question about student life at UO that can be explored through Facebook. Groups will pull photos, notes, status updates and screenshots from Facebook and prepare a presentation for the class. *Bring your laptop to class!*

Due today: DYFP submission #6

7. Week Seven: 11/10

**Academic Advisor Visit** Please print out the Jumpstart quiz results and bring your student handbooks to class.

Due today: DYFP submission #7

8. Week Eight: 11/24

**Facebook Exploration Part II** Students will present their findings on Facebook to the class.

Due today: DYFP submission #7

9. Week Nine: 12/1

**University Archives Field Trip #3**

Formal Donation Ceremony, Class Portrait, and HistoryPin presentation. *Meet in the Paulson Reading Room, UO Archives & Special Collections*

Due today: DYFP submission #8 and all materials you intend to submit to the archives with your Documenting Freshman Year Experience Project (e.g. photos, drawings, ticket stubs, music)