History 407 Seminar
Pacific Northwest
Spring 2008

Instructor: Kevin D. Hatfield
Course CRN: 37727
Office: 207 Cascades Hall
Meeting Time: F 12:00-2:50pm
Office Hours: F 3:00-4:00 & by Appt.
Meeting Place: 112 Cascades
Phone: 541-346-1977
Final Exam: Mon. June 9, 8-10am
E-mail address: kevhat@uoregon.edu
Website: Blackboard

I Course Description

The History 407 Seminar represents the “capstone” course for students fulfilling a History Major or Minor. It also provides a rewarding opportunity for non-Minors/Majors to perform thematic historical inquiry into a question or topic of their choosing. In eleven weeks, students will compose an undergraduate “Senior Thesis”—a 20 to 25 page, documented, expository essay based on original archival research and primary source analysis.

The seminar expands the walls of the classroom and promotes a tutorial instructional environment that adopts “apprenticeship” as the learning model. This intensive, “hands-on” practice in historian’s craft fosters a mentoring relationship with the instructor. Students working as pre-professional scholars will receive structured guidance with selecting topics, framing questions, locating sources, conducting research, articulating arguments, and writing essays. Students will also hone their higher-order reasoning skill of critical thinking, problem solving, source analysis, visual literacy, expository writing, and public speaking. This five-credit course requires students to invest significant time in independent study, and students should consider lowering their overall credit load the term they enroll in the seminar.

Despite the independent exercises of researching and writing, the seminar cultivates a collaborative academic enterprise among the students. Class sessions underpin a mutually supportive peer community, including group critiques of paper topics, historical questions, thesis statements, primary sources, and research methodoloy. Students will enjoy the company of “fellow travelers” throughout this process and will benefit from the shared knowledge of their peers’ work and oral presentations.

Finally, the course will introduce students to the concept of historiography, and each student will cultivate a familiarity with the secondary literature, contesting schools of thought, and prevailing interpretations of their chosen topic/subfield. Ultimately, students will recognize, and assert, how their original research and analysis contributing to a larger body of scholarship, and either reinforces, challenges, contradicts, or complicates the existing professional discourse.
II  Recommended Texts

Kate, Turabian L. et al.  *A Manual for Writers of Research Papers, Theses, and Dissertations*  

Peterson Del Mar, David.  *Oregon’s Promise: An Interpretive History*  
Corvallis: Oregon State University Press; 2003/Paper

Schwantes, Carlos.  *The Pacific Northwest: An Interpretive History*  
Lincoln: University of Nebraska Press; 2000/Rev. Ed.

III  Assignments

1.  Step One:  Research Topic: 10 pts possible (5%)

Students will compose a one-page (250 word) description of their topic. The selection of your topic is a critical element of your paper. First, all topics must address an aspect of Pacific Northwest history, which allow for primary source research. Whether students enter the course with a specific topic in mind, or with a limited knowledge of Pacific NW history, the instructor will help fashion topics that offer a feasible research project within the parameters of this course. A list of suggested topics will be distributed during the first week. Second, the thematic and chronological scope of your topic must allow you to frame an effective historical question.

*Example: “Basque immigration and acculturation in southeastern Oregon and the public-land (open-range) grazing industry.”*

2.  Step Two:  Historical Question: 10 pts possible (5%)

Students will compose a one-paragraph (50-100 words) historical question. After choosing a topic, students will begin framing an effective historical question to guide their primary source research. First, begin this process by narrowing your topic into a more focused historical inquiry by limiting the scope geographically, chronologically, and/or thematically. Avoid questions that are either too narrow or too broad to answer effectively. Your question should be both “precise” enough to structure the framework for a coherent, empirical case study; and “open-ended” enough to make connections to broader themes and issues. A good question focuses on local events but remains aware of regional, national, and/or international contexts. Finally, avoid questions that commit the fallacy of presupposing the answer. For instance, the question: “Why were Anglo-American ranch owners so biased against Basque sheep graziers?” assumes, and possibly pre-determines, the answer your research and essay need to prove. This question posits that Anglo-American ranch owners “were” biased against Basque sheep graziers—a presumption which empirical research may prove to be false. More effective questions appear below.
Example:  
► “How did the Biskaian Basques of Malheur and Harney counties shape their individual and community identities?”
► “What perceptions of Basque immigrants did non-Basque Oregonians hold during the late 19th and early 20th century?”
► “How did Basques respond to these perceptions?”
► “Finally, did Basque immigrants face economic and legal challenges to their public land grazing? If so, how did they react to these challenges during the New Deal Era (1932-1940)?”

3. Step Three: Primary Source Research Proposal: 10 pts possible (5%)

Students will prepare a two-page (500 word) research proposal identifying the primary sources they will examine. Proposals must include the following information about the sources: 1) location (archive, collection); accessibility (on-site, circulating, interlibrary loan), format (manuscript, published, microform, electronic), and content/scope. Research proposals must describe the relevance of the sources to your historical question and outline a schedule of research.

4. Step Four: Annotated, Secondary Bibliography: 10 pts possible (5%)

Students will prepare an annotated, secondary source bibliography with eight to twelve entries identifying the most significant published sources (books or journal articles) on their topic. Each entry must include a full bibliographic citation accompanied by a one-paragraph assessment of the source that identifies the primary thesis and critiques strengths and weaknesses in content, analysis, methodology, and/or sources. Citation format will conform to the Chicago Manual of Style and/or Turabian, A Manual for Writers.

5. Step Five: Thesis Statement: 10 pts possible (5%)

Students will prepare a two-paragraph (100 to 150 word) thesis statement that articulates the principal argument(s) their paper will present. Thesis statements should clearly and succinctly assert the analytical conclusions your paper will draw from your empirical, primary source research. Although it is quite likely that your thesis and conclusions may change to some degree as you finish your research and write your paper, you should have a fundamental idea of the answer(s) to your question(s) by the end of Week Six.

Example: “Malheur and Harney County Basque graziers resisted anti-Basque stereotypes of nomadism, clannishness, tax-evasion, and draft-dodging by challenging the Constitutionality of Taylor Grazing Act through class-based, multi-ethnic political organization, administrative protests, civil disobedience, and criminal “test” cases. This legal conflict empowered these immigrant-pastoralists to influence their acculturation and reconstruct their identity as permanent, tax-paying,
land-owning, patriotic citizens.”

6. Step Six: Paper Outline: 10 pts possible (5%)

Students will prepare a two to three-page (no word count) schematic outline of their papers. The outline should clearly express the content and analytical organization of your paper, and identify the placement of your major points and the primary sources you will cite to corroborate these points.

7. Step Seven: Introduction (First Paragraph): 10 pts possible (5%)

Students will prepare (a first draft of) their paper introductions (approximately 100 to 250 words). The introduction, or first paragraph, of your paper is critical to its overall coherence and clarity. The introduction functions as the initial directory for your reader, and the topic sentences of the subsequent paragraphs serve as signposts that guide your reader to your conclusion. Your overriding responsibility as a writer is to pilot your reader through your narrative. After reading the introduction, your reader should firmly grasp: 1) your general topic; 2) your historical question; 3) your thesis, or answer, to your question; and 4) your organizational structure that will follow in the body of your paper. Perform two self-tests to determine if your draft is well organized and clearly articulated: First, read your own introduction out loud and determine if you have addressed these four elements. Second, read the first sentence of each subsequent paragraph out loud and determine whether your paper still makes sense—are your primary arguments still conveyed? If you pass both these tests, then you have a well-organized paper.

8. Step Eight: Peer Evaluation: 10 pts possible (5%)

Peer evaluators will read their partner’s paper carefully and provide detailed written comments, questions, and suggestions, comprising both marginal notes and a formal, one-page critique (250-word). Your comments should assess both strengths and weaknesses, and consider content, clarity, analysis, organization, sources, style, and mechanics (grammar, formatting, documentation). Peer evaluators should apply the criteria of the two self-tests to their partners’ introduction and topic sentences. Peer evaluators should also scrutinize the use of primary source evidence. How effectively has the writer paraphrased or quoted primary sources? How consistently and fully has the writer cited this primary source data in their footnotes? Finally, does the conclusion reassert and strengthen the thesis statement?

9. Step Nine: Oral Presentation: 10 points possible (5%)
Students will deliver an oral presentation distilling their research findings and answers to their historical question. Presentations should last approximately ten minutes with an additional ten minutes available for questions and discussion. The old maxim that the best way to learn something is to teach it, applies to our oral presentations. Often, the best method of identifying factual gaps and analytical shortcomings in your work is to explain, or teach, it to an audience. Consequently, the oral presentations complement independent study, individual tutorials, and peer evaluation, by affording students another technique to assess and “proof” their writing and reasoning. The round-table discussion following each presentation will reinforce this opportunity.

10. Final Seminar Paper: 120 points possible (60%)

Final version of research papers due. Research papers must conform to the following format requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Specification</th>
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<tbody>
<tr>
<td>Length</td>
<td>20 to 25 pages (text, not including footnotes or images). Words: 5,000 to 6,250</td>
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<tr>
<td>Margins:</td>
<td>1&quot; Left, Right, Top, and Bottom</td>
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<tr>
<td>Font Size:</td>
<td>11 point</td>
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<td>Font Style:</td>
<td>Arial or New Times Roman</td>
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<td>Line Spacing:</td>
<td>Double-Space</td>
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<td>Pagination:</td>
<td>Page Numbers in Upper Right or Left Corner</td>
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<td>Citations:</td>
<td>Footnotes or Endnotes. (Parenthetic references not accepted)</td>
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<td>Title Page:</td>
<td>Title Page Must Include Paper Title, Author, Date, Course, &amp; Instructor</td>
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<tr>
<td>Delivery:</td>
<td>Submission of Printed, Hard Copies Mandatory.</td>
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<td></td>
<td>Electronic versions of papers submitted via email or Blackboard will not be accepted!</td>
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<tr>
<td>Folders:</td>
<td>Submit Stapled Copies of Paper Not Inserted in Binders or Folders.</td>
</tr>
<tr>
<td>Quotes:</td>
<td>Quotations longer than four lines of text should be set off from you text in block format. Block quotes should be single-spaced and indented on both the right and left margins. Block quotes are not enclosed within quotation marks.</td>
</tr>
<tr>
<td>Citations:</td>
<td>See Turabian &amp; Documentation Handout.</td>
</tr>
</tbody>
</table>

IV Schedule of Assignments
Week 1:

4/4: During the first class meeting we will discuss the process of writing an original, primary-source research paper, and review the steps we will follow throughout the course. The instructor will distribute a list of potential topics and local research venues. The class will also explore how to frame an effective “historical question.”

Guest Speakers: Katy Lenn, Distance Education Librarian & John Russell, History Subject Specialist, will broadcast a presentation introducing students to circulating and electronic primary source materials available in the UO Libraries. Katy and John will highlight sources specifically relevant to Pacific Northwest History topics.

Week 2:

4/11: Students will share with the class their selected research topics, and discuss at least one relevant primary source or collection.

Field Trip & Guest Speaker: The class will meet in the Research Room of the Deschutes County Historical Society Museum. Kelly Cannon-Miller, will host our class and lead a narrated tour of the archival collections of the Deschutes Historical Museum & Archives. This visit will introduce students to potential research topics and historical questions.

Due: Step One - Research Topic

Week 3:

4/18: This class session will function as a workshop for refining research topics into effective “historical questions.” Students will pose their historical questions to the class, and the instructor and peers will offer a constructive critique. This experience will help students “test” their questions to determine if they embody the characteristics of an effective question, and help them avoid the common pitfalls of framing historical inquiry.

Before departing, all students will schedule individual tutorial appointments (20 minutes) with the instructor for the following week (Thursday 4/24 or Friday 4/25).

Due: Step Two - Historical Question

Week 4:
4/25: **No Class Meeting.** Students will meet with the instructor individually for the first tutorial. Students will present their primary research proposals during the tutorial. Students should also use this meeting as an opportunity to identify potentially relevant sources for their peers’ topics, which they have encountered during their own research.

**Due: Step Three - Primary Source Research Proposal**

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**Week 5:**

5/2: Students will present their annotated, working bibliography of secondary sources to the class. Be prepared to identify the most significant published literature (books, journal articles) on your topic, and to explain how your research paper contributes an original interpretation or argument to this existing scholarship. Students will also review their primary source research proposal.

**Due: Step Four - Annotated, Secondary Source Bibliography**

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**Week 6:**

5/9: Students will reconvene at the end of Week Six to apprise the class of their progress, and present their thesis statements. After six weeks of research, students should have formulated a specific argument to answer the “historical questions” they posed in Week Three.

Before departing, all students will schedule individual tutorial appointments (20 minutes) with the instructor for the following week. If time slots during our regularly scheduled Monday class time fill up, and students need to meet on an alternate day, a video broadcast appointment will substitute. Students should use the week before the second tutorials to complete their primary source research, complete an outline of their paper, and move toward beginning their first drafts.

**Due: Step Five - Thesis Statement Assignment**

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**Week 7:**

5/16: **No Class Meeting.** Students will meet with the instructor individually for the second tutorial. Students will bring their paper outlines and explain how they plan to
synthesize their primary source evidence into an interpretive and narrative format. The objective of the second tutorial is to help the students clarify their organizational structure, including chronological, thematic, and comparative approaches. The tutorial will also help students improve their critical analysis and prevent their expository (explanatory) writing from becoming too non-analytically descriptive.

Due: Step Six - Paper Outline Assignment

Week 8:

5/23: Students will share their introductions, or first paragraphs, with the class, and continue refining/clarifying their historical questions, thesis statements, primary arguments, and factual content. The class will engage in a collective exchange of critiques.

Before departing students will select a peer evaluator to read and critique their first draft. *Plan ahead: Students will arrange to email their first drafts (with footnotes and bibliography) to their peer evaluators and the instructor by Monday, 26 May at 5:00PM.

Due: Step Seven - Introduction (First Paragraph)

Week 9:

5/30: Students will meet with their peer evaluator and discuss their written comments, questions, and suggestions. The instructor will consult with each pair during the class. This session will also function as a workshop for learning the standardized format for source documentation recognized by the discipline of history. The instructor will discuss proper citation formats with groups by analyzing the draft papers.

Due: Step Eight - Peer Evaluation

Week 10:
Student Presentations. Students will deliver 15 minute oral presentations followed by class questions.

Due: Step Nine - Oral Presentations

Week 11: Finals Week

Student Presentations Continue.

Due: Step Nine - Oral Presentations

Due: Step Ten - Seminar Paper

V Course Blackboard Site

Course Materials: The instructor will post the syllabus and all other course handouts on Blackboard in the “Course Documents” section.

Communication: Without permanent residence in Bend, I am particularly sensitive to maintaining accessibility throughout the course. I will communicate to students through the e-mail platform provided by Blackboard–collectively as a class and individually when necessary. Hence, students MUST regularly check their uoregon email accounts. I will also establish a separate discussion forum for each student to facilitate peer-to-peer conversation and instructor-peer feedback. Students are encouraged to post relevant information, citations, and ideas they encounter throughout the term to their peers’ forums. Students can also identify classmates by name in Blackboard and transmit email to individuals or groups while maintaining the confidentiality of student information.

Scores: I will post assignment scores in the Blackboard Grade Book throughout the term. Students can monitor their progress and see the class average for each assignment.

VI University Policy on Academic Dishonesty

All work submitted in this seminar must be your own, and produced exclusively for this course.
Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. The discipline of history conforms to the Chicago Manual of Style (CMS) standard, which will be explained in class. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgment of indebtedness. Indebtedness must be acknowledged whenever:

1. one quotes another person's actual words or replicates all or part of another's product;

2. one uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words;

3. one borrows facts, statistics, or other illustrative materials—unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of Academic Learning Services (541-346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another.

Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

**Cheating:**

Resubmitting substantially the same work that was produced for another assignment or another course without the knowledge and permission of the instructor.

Obtaining or buying in part or in whole essays, papers, research or any other written material from online sources with the intent to deceive represents plagiarism and academic misconduct.

**Fabrication:**

Fabrication is the intentional use of information that the author has invented when he or she states or implies otherwise, or the falsification of research or other findings with the intent to deceive.

Examples include, but are not limited to:

1. citing information not taken from the source indicated;

2. listing sources in a reference not used in the academic exercise;
3. inventing data or source information for research or other academic exercises.

VII Policy on Attendance, Missed Deadlines & Incompletes

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

✓ Acceptable: Documented serious illness/injury; death in the immediate family; pregnancy issues; court subpoena

✗ Unacceptable: Weddings; family visits, family/spring vacation, family reunions, special occasions; dental and medical appointments; work, family, personal and school conflicts; being generally busy/"I have a lot going on right now..."/"I've been really busy this week..."; "the syllabus is unclear...", "I was confused/unsure when the assignment was due"; unable to print assignment from computer, unable to retrieve file from computer hard drive or floppy disk; transportation issues: flat tire, traffic back-up etc.

Attendance:
Students must make every effort to attend the weekly class session or tutorial. Your success (and that of your peers) in this seminar depends on remaining “on-schedule” throughout the term. Missing three or more classes/tutorials (≥30% of the course) without an acceptable, documented excuse will result in the reduction of a full letter grade.

Missed Deadlines for Assignments:

ALL ASSIGNMENTS ARE DUE BY THE END OF CLASS ON FRIDAYS IN HARD COPY FORMAT
NO ELECTRONIC COPIES OF ASSIGNMENTS WILL BE ACCEPTED
(except for the first draft of paper to be sent electronically via email to peer evaluators and instructor by 5:00pm Tuesday May 24th).

To ensure a fair evaluation for all students, un-excused late assignments will receive a grade of zero. Late assignments will not be penalized if an acceptable emergency situation documentation (see above) is submitted. It is the students responsibility to ensure that their assignments are submitted to the instructor in the format specified and before the published deadline.

If due to an exceptional, acceptable and documented situation (ex: funeral) you are unable to attend class or submit your assignment personally, you must inform the instructor as soon as possible. Proceed to submit your hard copy assignment and official excuse documentation (if available) with the University of Oregon Central Oregon Programs office at the COCC-Chandler Building at 1027 NW Trenton before 5:00pm on the Friday the assignment is due. The office staff will leave the
assignment in the instructor’s mail box to be retrieved for assessment. If your official excuse documentation is not available at the time you submit your assignment to the office, you must submit it to the instructor personally during the next class session.

**Issuance of an Incomplete Grade:**
In accordance with the policy of the University of Oregon, a mark of I (incomplete) may be reported only when the quality of work is satisfactory, but a **minor** yet essential requirement of the course remains uncompleted due to exceptional emergency situations as stipulated above. Students must submit documented proof to the instructor before the end of the term to obtain an incomplete for the course. The instructor and student will then draft a contract stipulating the work and schedule required for completion and changing the incomplete grade. The student, instructor and department will retain copies of the contract.

In all other cases of unexplained/undocumented absences and/or missing assignments 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**.

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**VIII 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.