History 449/549
Race & Ethnicity in the American West

I  Course Description: A Historian's Apprenticeship

Did the American West function as a “Racial Frontier” that offered people of color greater opportunity for political autonomy, economic prosperity, and social mobility than their respective places of origin? Or, did cultures of white supremacy, institutionalized racism, and racialized slavery, conquest, colonialism, assimilation, and ethnocide prevent such opportunities? Did the racial and ethnic landscape of the American West distinguish it from other regions of the United States? Were race relations more “complex” or “diverse” in this region? How did indigenous and immigrant cultures encounter and adapt to one another?

The emergence of “social history” combined with the more recent fields of critical race theory and critical whiteness studies, have challenged western historians to pose new questions about the development and identity of the American West. Scholars such as Quintard Taylor, Richard White, Arnoldo DeLeon, Tomás Almaguer, Jeff Ostler, Tiya Miles, Linda Gordon, Peggy Pascoe, and many others have explored and recaptured a past that had been largely neglected, or disremembered, for generations. This course will examine these essential questions by investigating specific case studies and primary sources.

This accelerated four-week course strives to cultivate a learner-centered environment that engages students in a temporary apprenticeship in the historian’s craft. Students will endeavor to recover the voices of historical actors and communities marginalized or absent from traditional narratives through class discussion, simulation exercises, archival research, and guest speakers. The apprenticeship will reorient students from a “facts first” approach or "content coverage" model of learning history emphasizing the passive consumption of expert knowledge, to an inquiry-based "historical thinking" model that positions students as active producers of history. Students will “do” history, and begin to practice the process and methodology of the discipline. Ultimately, student will enjoy the opportunity to perform hands-on work as historians examining primary source materials in class and conducting original research at the University Archives and Special Collections.
II  Course Learning Objectives

Students completing this historian's apprenticeship will:

✓ Improve historical thinking and inquiry skills, including the concepts of: causality, agency, contingency, context, complexity, and change/continuity over time

✓ Apply historiography and methodology to historical research and analysis of primary and secondary sources

✓ Perform scholarly writing as a process of disciplinary thinking

✓ Strengthen evidence-based argumentation and reasoning (e.g. empirical, inferential, inductive)

✓ Develop fluency with essential themes, questions and select content of 19th and early 20th Century history of the American West

III  Readings

A.  Required Books:

Miles, Tiya  
Ties That Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom
____________
Berkeley: University of California Press; 2005/Paper

Mohr, James  
Plague and Fire: Battling Black Death and the 1900 Burning of Honolulu's Chinatown
____________
Oxford: Oxford University Press; 2005/Paper

Zesch, Scott  
The Captured: A True Story of Abduction by Indians on the Texas Frontier
____________
New York: St. Martin's Press; 2004/Paper


1) Rogue River Wars, Treaty & Removal

2) Chinese Exclusion Act Case Files.

**See the Primary Source Interpretation Exercise Instructions for full bibliographies of each primary source set.
IV  Evaluation

1. **Response Papers** (2 @ 20 points each; total of 40 possible points)

   Students will prepare response papers for *Ties That Bind* and *Plague and Fire*.

   Response papers will resemble the format of an academic book review appearing in a scholarly journal, and consequently avoid a descriptive summary of the books’ content, and instead present an analytical critique of the authors’ theses, themes, sources, style, and/ or methodology. Students may also offer some comparative analysis with other course readings. Samples of successful response papers composed by students in previous courses will be available on Blackboard as a reference. Response papers will be 500-750 words or 2-3 pages, double-spaced.

   **Advice on how to approach the Secondary Source Readings & Response Papers:**

   When you engage the secondary texts for this course, such as *Soul by Soul*, you may need to reorient your approach to "learning" history. This course does not measure your cognitive and skills development within the discipline of history by "testing" students' mastery of content knowledge-- in other words how much factual information students can temporarily memorize and recite on a multiple choice, matching, fill-in-the-blank, or short-answer examination. This course is not structured on a "content coverage" pedagogy.

   Instead, the course assesses students' progress and fluency with the "process" of producing history-- in other words framing historical questions; formulating hypothesis; thesis and arguments; composing and defending evidence-based interpretations; examining primary source materials; critiquing secondary sources/scholarship; performing academic writing as a process of disciplinary thinking (thinking like a historian). By comparison, the course is structured on an "inquiry-based/research-based" pedagogy that values "doing" history (practicing the craft), critical peer-to-peer dialogue, and active learning.

   When reading the secondary sources I would recommend the following strategies:

   1) Read the book with a historiographical/methodological lens rather than a content memorization lens.

   2) Focus particular attention on the prologue and/or introduction where the author articulates his/her essential question, thesis, themes, methodology, and historiographical approach.

   3) Focus particular attention on the opening and closing paragraphs of each chapter, and the first sentences of each paragraph.

   4) If you don't plan on selling your books back, I would highly encourage you to write marginal comments that don't simply repeat the text, but engage it! Pose questions, challenge conclusions, inspect sources. Don't read the book passively-- interact with the book as if it were a conversation with the author. Also, if you employ a highlighter, do so with great discretion and restraint. If the pages appear as if a florescent yellow slug trail has covered most or all of the
text, this is a clear indication that as a reader you still have on the "content memorization" lens, and you need to change cognitive spectacles. Highlight only key analytical or interpretive points, or a specific quote you intend to write about in a discussion forum or your paper.

Remember, secondary sources are reference tools for the historian, and you can always return to the book if you need to retrieve specific data/facts. Possessing an eidetic or photographic memory and the ability to recall encyclopedic levels of factual data is not a prerequisite skills for historians. In fact, this notion is the stereotypical definition of history and historians that emerges from the passive and reductionist model of history as simply the memorization and recitation of facts. Unfortunately, many of us were conditioned to learn history in this model and have developed passive reading, writing, and learning habits.

5) Read the footnotes or endnotes. The documentation system (citing specific sources to support the primary thesis/interpretation) is the foundation to all secondary literature and academic scholarship. It also reveals the author's "process" of reconstructing the past. As the reader, you need to scrutinize these sources so you can determine how persuasive or tenable the author's argument or interpretation may be.

6) Finally, when you compete reading a secondary source you should have no problem acutely distilling and telling another prospective reader precisely what the author's principal question and thesis was, the strengths and weaknesses of their principal question and thesis, what sources they relied upon, and whether your were convinced by their thesis/interpretation. This is an easier task to accomplish if you don those "historiographical" lenses and reorient your approach to reading the book.

It will take practice to break out of "content coverage" habits, and each of the historians we will read this term embrace different methodologies and philosophy of history. Good Luck!

2. Book Discussion Facilitators & Written Questions (20 points possible: 10 points for postings / 10 points for discussion presentation)

To engage students in the reading discussions, the class will be divided into five reading groups, each comprising 2 to 5 students depending on enrollment. Each group will be assigned a specific portion of the readings (usually about 100-125 pages of material). For each scheduled discussion, the facilitating group for that day will deliver a brief introduction that frames the major themes, arguments, and methodology of their particular author. Each member of the facilitating group will prepare two historical questions to pose to the class.

EACH GROUP MEMBER WILL POST THEIR QUESTIONS ON BLACKBOARD THE DAY BEFORE THEIR DISCUSSION.

Students will frame broadly analytical questions that contemplate primary arguments, interpretations, themes, sources, and methodology, instead of content-specific, narrowly factual questions.

After a brief introduction, students will divide into pairs to discuss the historical questions posed by the student facilitators of the day. Students will re-convene before the end of class and share their responses to the questions.
NOTE: All students must complete all the reading for every book discussion, however, the student “experts of the day” will help frame the discussion for the day.

** Once you are assigned to groups for the “Oral Presentation” requirement of the course, inform the instructor if you foresee that you will be unable to attend class the day of your presentation. You will be reassigned to another group. **

3. **Primary Source Analysis Exercises & Analysis Papers (2 @ 20 points each)**

Students will begin their historian’s apprenticeships by creating their own “secondary sources” through practice historical inquiry projects based on small collections of primary sources. Students will hone their skills of thinking critically, framing historical questions, analyzing primary sources, and writing explanatory narratives by interpreting two case studies: 1) the Rogue River Indian Wars & Treaties of Land Cession & Removal; and 2) the experiences of Chinese Immigrant Chan Chow Mow after the passage of the Chinese Exclusion Act (1882).

The two primary source sets arranged by the instructor includes materials created by multiple authors, bearing conflicting, contradictory, and incomplete evidence, as well as a fragmentary and discrete narratives. These two in-class inquiry-based group exercises will complement the analysis of secondary literature, and enable students to perform research in original sources. Two class sessions will be dedicated to each primary source exercise, and the class will be divided into pairs of students. The first session will include a brief introductory lecture contextualizing the topic, and time for the student pairs to examine the primary sources and prepare their narrative interpretations to the questions posed by the instructor. During the second class session the pairs will present their findings and interpretations to the class and engaged in discussion and debate.

Students will compose individual “Analysis Papers” that present their narrative interpretation of the essential questions investigated for each exercise. Primary Source Analysis Papers will be 500-750 words or 2-3 pages in length, and double-spaced. The instructor will distribute specific instructions for each primary source exercise.

The collaborative exercise will allow students to explore points of consensus and divergence regarding: 1) the thematic interpretation of specific documents—their authorship, perspective, language, bias, veracity, completeness, reliability; and 2) the broader interpretation of the overall subject—how representative are the experiences of these historical actors? Finally, the exercises introduce students to the concept and process of “historiography”—how do historians reach contrasting interpretations and explanations when analyzing the same empirical evidence?
Advice on how to approach the Primary Source Interpretation Exercises:

The primary source exercises also intend to assist students with framing academic writing as a process of disciplinary thinking. They intend to help students begin to develop their voices as historians through the process of interpreting the “voices” of historical actors in the past. Students also begin to learn the practical steps of critically engaging textual and visual primary sources. Rather than reading only to memorize content, this exercise challenges students to begin the scholarly work of shared or collaborative annotation.

I am sure you have all purchased used books that have excessive highlighting of passages, in some cases changing entire pages to neon yellow or orange. These previous readers attempted to annotate the text as a memory aid or mnemonic device, however, the pervasive highlighting demonstrates they had not learned how to engage a text critically.

In contrast, you have probably also purchased used books that have selective highlights—identifying key points and arguments. More importantly, you may have also found insightful commentary written in the margins that raise questions, ideas, theories, and criticism that enrich the book, begin to create new knowledge, and actually enhance your analysis of the book as a downstream reader.

These annotators have gone far beyond memory aids, to engage the text and critique the author’s arguments, sources, methodology, and even writing style. The annotations or marginalia are the written expression of the cognitive process of critical reading and analysis —analogous to showing your work in math leading to the solution of a problem.

The annotator has begun to reorganize, interpret, and assign meaning to the text—especially when this process is applied to primary sources. Annotation becomes a form of scholarship or scholarly practice in and of itself.

I encourage all of you to engage in this shared annotation and knowledge creation. This will be essential if you hope to win the case. Engage the evidence. Rework the data. Construct a timeline of events. Assemble a glossary of terms and names. Craft a spreadsheet comparing the testimony delivered at multiple interrogations over time. Ultimately, you will need to develop your own thesis by organizing the historical data into the most convincing and credible narrative explanation of events.

4. Take-Home Midterm: Real v. Reel History: *The Captured* & *The Searchers* (30 possible points)

Students will write *three short answers* comparing the historical reconstruction of inter-cultural relationships and acculturation as examined in Scott Zesch’s *The Captured*, and portrayed in John Ford’s feature film, *The Searchers*. Answers should be two to three paragraphs in length and provide a succinct analytical response to the question supported by at least one piece of factual evidence drawn from class readings, discussion, or film. Answers do not need to be comprehensive in their analytical scope or factual content. Be terse and substantive, and present the most illustrative and persuasive example you can muster.
5. **Archival Research Project (40 possible points)**

Students working in their discussion groups will perform on-site, original research at the University Archives and Special Collections in one of six manuscript collections. Groups will spend two full class periods examining their pre-pulled collections and identify and reproduce 4-5 documents, photographs, maps, or other materials reflecting a major theme or questions explored in the course. Special Collections staff will either photocopy or digitize the selected materials and expedite their delivery to the groups for use at the oral presentations in class. The groups will compose a short analysis paper of their selected primary sources that: 1) clarifies the provenance, authorship, perspective, and format of their materials; and 2) critically interprets the primary sources with the context of the major historical themes and questions of the course. Groups will deliver 10-12 minutes presentations sharing their findings and analysis, with time for questions from fellow students. Collections will include:

- William C. Smith Papers, 1924-1927 & Survey of Race Relations on the Pacific Coast and Hawaii;
- Picturing the Cayuse, Walla Walla and Umatilla Tribes & Photographs of Lee Moorhouse;
- Lipps, Oscar Hiram Papers/Chemawa Indian School;
- Cayuse, Yakima, and Rogue River War Papers;
- Jackson County Records (Black Exclusion Laws, Chinese Miners & Legal Cases);
- Southwest Oregon Research Project (SWORP), 1850-1950 (anthropological, ethnographic, linguistic, administration documents pertaining to history of the Native peoples of Oregon);
- U.S. Office of Indian Affairs Records, Malheur Agency;
- Ku Klux Klan Tillamook, Oregon Chapter No. 8 Records / Oregon Governor Ben Olcott Papers, (KKK Correspondence)
- The Case of Robin Holmes vs. Nathaniel Ford & Jacbo Vanderpool Exclusion Law Case

6. **Class Participation (20 possible points)**

Your thoughtful contributions to general and group-led class discussions, as well as participation in group exercises, are vital to your personal success and the fostering of peer community in this class. You will be evaluated on the quality and extent of your engagement as a peer—not simply physical attendance.
Total Possible Points for Entire Course = 190 points

Final Course Grade Breakdown

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<th>Points Range</th>
<th>Grade</th>
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<tr>
<td>177 and above</td>
<td>A</td>
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<tr>
<td>171 – 176</td>
<td>A-</td>
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<tr>
<td>165 – 170</td>
<td>B+</td>
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<td>157 – 164</td>
<td>B</td>
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<td>152 – 156</td>
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<td>146 – 151</td>
<td>C+</td>
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<td>139 – 145</td>
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<td>133 – 138</td>
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<td>119 – 126</td>
<td>D</td>
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<td>114 – 118</td>
<td>D-</td>
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<td>113 and below</td>
<td>F</td>
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V      Blackboard

**Course Materials**: The instructor will post the syllabus, PowerPoint slides shows, film synopses, primary sources, readings, and other class handouts on Blackboard.

**Scores**: Assignment scores will be posted on the Blackboard Grade Book throughout the term. You can monitor your progress and see the class average, high and low for each assignment.

**Discussion Forums**: A discussion forum for each moderating group will provide a place for posting questions.

VI      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. Violations are taken seriously and are noted on student disciplinary records.

VII      Policy on Missed Deadlines, Absences & Incompletes

I. **Exceptional Emergency Situations:**
The following are **unforeseen/incontrollable exceptional 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:**
  - Personal Reasons:
    - weddings; family visits or special occasions (e.g. birthdays, anniversaries etc.);
    - work and school conflicts; “I was unable to get off work/I have to work”, “I have a huge research paper due in my other class...”;
    - childcare issues (e.g. babysitter did not show up; unable to arrange for babysitting etc.);
job interview; leaving early to start a job;
vehicle broke down; missed the bus;
regular dental/medical appointments;
being generally “busy” or “I have a lot going on right now...”;
“I got the due date/exam time mixed up/wrong/confused”.

**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; printer cannot print file.

To ensure equitability in the evaluation of all students, the following policies will be strictly adhered to:

1. All written assignments will be submitted, and examinations will be taken on the dates and times listed in this syllabus. Any changes in due dates and examination times can only be initiated by the instructor.

   Early examinations will **NOT** be given under any circumstances; please plan your term accordingly.

2. All assignments must be submitted in hardcopy format. They are due in class, or in the instructor’s office by the deadlines as specified in “IV Schedule and Written Assignments”.

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

3. Should a student be unable to meet a deadline for an assignment, participate in the Group-Led Oral presentation, or take an examination as scheduled due to an exceptional, unanticipated and incontrollable 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.
II. 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 has not been completed.

An “incomplete” will be granted in-lieu of letter grades only in exceptional emergency situations as stipulated above, to students who have completed at least 85% of all course requirements with a grade of C+ and above, as well as 100% attendance (exceptions will be granted for acceptable absences due to documented excuses [see above]). Students must inform the instructor and also submit documented proof before the end of the term to obtain an incomplete for the course. The instructor will then negotiate with the student to draft a contract on the requirements and deadline for completion that will be necessary to clear the incomplete grade.

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.

IX Succeeding In The Course

At any time during the term, please consult the instructor if you have any questions or concerns about the requirements, policies or material covered in this class. Successful students have regular attendance, complete readings before attending classes, participate actively in discussions and make use of office hours. Your overall effort and any improvements demonstrated throughout the course will be considered when deciding your final course grade.

I look forward to an engaging four weeks, and to learning about the different perspectives and ideas you have regarding the topics we will cover in this course.

~ Kevin
## Schedule and Assignments

*Note: It is imperative that students complete the weekly assigned reading before our in-class discussions.

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<thead>
<tr>
<th>Date</th>
<th>Due</th>
<th>Agenda</th>
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<tr>
<td><strong>WK 1</strong></td>
<td><strong>M 06/20</strong></td>
<td><strong>L</strong> The Myths, Visions &amp; Realities of the American West: An Imagined Place?</td>
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<td><strong>D</strong> Introductions &amp; History Learners</td>
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<td>Quiz: The Forgotten, Disremembered or Misinterpreted Past?</td>
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<td><strong>T 06/21</strong></td>
<td><strong>L</strong></td>
<td>Native America &amp; the Doctrine of Discovery</td>
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<td><strong>D</strong></td>
<td>Deloria, &quot;Historiography&quot; A Companion to American Indian History (16 pp.)</td>
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<td><strong>W 06/22</strong></td>
<td><strong>L</strong></td>
<td>The Missionary Experience, Waiilatpu and the Whitman “Massacre”/Cayuse “Rebellion”</td>
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<td></td>
<td><strong>D</strong></td>
<td>Discussion A: Miles, <em>Ties That Bind</em>: Preface, Introduction, Chapters 1-5 (pp. xiii-99)</td>
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<tr>
<td><strong>Th 06/23</strong></td>
<td><strong>L</strong></td>
<td>Expansionism, Slavery &amp; Freedom in the Antebellum West: Case Study: Oregon Free Soilers Soilers Discussion B: Miles, <em>Ties That Bind</em>: Chapter 6 thru Appendix 3 (pp. 100-218)</td>
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<tr>
<td><strong>WK 2</strong></td>
<td><strong>M 06/27</strong></td>
<td><strong>P</strong> Primary Source Exercise 1: Rogue River War, Treaty &amp; Removal</td>
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<td><strong>DUE:</strong> <em>Ties That Bind</em> Response Paper</td>
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<tr>
<td><strong>T 06/28</strong></td>
<td><strong>L</strong></td>
<td>Expansionism, Slavery &amp; Freedom in the Antebellum West: Case Study: Texas Revolution</td>
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<td><strong>F</strong></td>
<td>Film: <em>The Alamo!</em> (1960) [Excerpts]</td>
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<td><strong>D</strong></td>
<td>Discussion C: Zesch, <em>The Captured</em>: Prologue thru Chapter 7 (pp. xv-157)</td>
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<td><strong>W 06/29</strong></td>
<td><strong>D</strong></td>
<td>Discussion D: Zesch, <em>The Captured</em>: Chapters 8 thru 13 (pp. 158-300)</td>
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<td><strong>F</strong></td>
<td>Film: <em>The Searchers</em> (1956), First Half</td>
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<td><strong>Th 06/30</strong></td>
<td><strong>F</strong></td>
<td>Film: <em>The Searchers</em> (1956), Second Half Discussion: <em>The Searchers</em></td>
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<tr>
<td><strong>WK 3</strong></td>
<td><strong>M 07/04</strong></td>
<td>NO CLASS: Fourth of July</td>
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<tr>
<td><strong>T 07/05</strong></td>
<td><strong>L</strong></td>
<td>Nation of Immigrants or Gatekeeper Nation? Immigration, Race &amp; Americanization</td>
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<td><strong>P</strong></td>
<td>Primary Source Exercise 2: Simulation of Chinese Exclusion Act Trial of Chan Chow Mow</td>
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<td><strong>DUE:</strong> Take-Home Midterm: Real v. Reel History: <em>The Captured</em> and <em>The Searchers</em></td>
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<tr>
<td><strong>W 07/06</strong></td>
<td><strong>P</strong></td>
<td>Primary Source Exercise 2: Simulation of Chinese Exclusion Act Trial of Chan Chow Mow</td>
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<td><strong>DAY TWO:</strong> The Trial</td>
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<tr>
<td><strong>Th 07/07</strong></td>
<td><strong>D</strong></td>
<td>Discussion E Mohr, <em>Plague and Fire</em>: Prologue thru Chapter 14 (pp. 1-203)</td>
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<td>Guest Speakers: Wendell J. Jim &quot;Walsax,&quot; The Confederated Tribes of the Warm Springs, Culture &amp; Heritage Language Department; Se-ah-dom Edmo, Indigenous Ways of Knowing, Coordinator, Lewis &amp; Clark College, Graduate School of Education and Counseling</td>
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<td><strong>WK 4</strong></td>
<td><strong>M 07/11</strong></td>
<td>Field Research Trip: University Archives &amp; Special Collections</td>
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<td><strong>DUE:</strong> <em>Plague and Fire</em> Response Paper</td>
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<tr>
<td><strong>T 07/12</strong></td>
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<td>Field Research Trip: University Archives &amp; Special Collections</td>
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<td><strong>W 07/13</strong></td>
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<td>Field Research Trip: University Archives &amp; Special Collections</td>
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<tr>
<td><strong>Th 07/14</strong></td>
<td></td>
<td>Final Group Presentations of Archival Research</td>
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<td><strong>DUE:</strong> Research Papers</td>
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