I Course Description

This reading-and-writing-intensive course offers an upper-division survey of the twentieth-century American West. Although the History Department does not establish any formal prerequisites for History 467, the course continues to explore many themes from History 466—regionalism, race, class, environment, and the federal state. A recurring intellectual question regarding the “idea” and contested “visions” of the “modern” American West—frontier, region, post-region—will underlie these themes throughout the course. Students should be prepared for an average weekly reading load of 50 to 100 pages.

The instructor will deliver the course to the Bend Campus via IP Video Broadcast from Eugene. This internet broadcast technology allows students and the instructor to communicate in real time with synchronized audio and video. Students will have the opportunity to ask questions during lecture and engage in roundtable discussions with the instructor. They will also receive media content, such as Power Point slide shows, CD-ROM presentations, DVD/VHS film, and Blackboard demonstrations, simultaneous with lectures.

The chronological scope of the course provides an invaluable opportunity for students to perform original oral history research with living historical actors. Pedagogically, the course challenges students to enter an apprenticeship in the historians’ craft, and analyzing the individual, family, and community narratives of living informants represents a critical skill in reconstructing the past. This “apprenticeship” conditions students to learn history through thematic inquiry and higher-order reasoning—critical thinking, expository writing, problem solving, source interpretation—rather than the rote memorization and recitation of an arbitrary body of “content.” Finally, the oral history project—recorded conversations, written transcripts, contextual essays—creates original primary sources, and preserves the experiences and memories of witnesses to the history of the twentieth-century American West.
II  Readings

Abbey, Edward

Desert Solitaire: A Season in the Wilderness


Allen, Robert

The Port Chicago Mutiny

Heydey Books, 2006

Eagle, Adam Fortunate

Heart of Rock: The Indian Invasion of Alcatraz

Norman: University of Oklahoma Press, 2002

Coleman, Annie Gilbert

Ski Style: Sport and Culture in the Rockies

Lawrence: University of Kansas, 2004

Gordon, Linda

The Great Arizona Orphan Abduction


III  Evaluation

1. Response Papers: (3 @ 15 points possible each)

Students will prepare a two-to-three-page response paper for Gordon, The Great Arizona Orphan Abduction, Coleman, Ski Style, and Allen, The Port Chicago Mutiny. 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.

2. Reading Discussion Groups: (Comments: 8 @ 2 points each; Response: 8 @ 2 points each) (total of 32 points possible)

To engage students in the discussion of major course themes through our secondary source readings, the class will be divided into four reading groups of four to five members each. Each member of each group will post both a comment and a response (to a fellow group member’s comment) for each of the eight scheduled class discussions within their group’s Blackboard Site page. All comments will be posted BEFORE the in-class discussion, and all responses will be posted no later than ONE DAY AFTER the in-class discussion. Please see the accompanying handout with complete posting instructions and parameters. NOTE: POSTINGS NOT COMPLETED WITHIN THESE DEADLINES CANNOT BE ACCEPTED.

3. Oral History Research Project & Paper (Pre-Interview Statement: 5 Points; Oral History Essay: 40; Oral Presentation: 10)

Students will select a topic within the course parameters of the twentieth-century American West, interview one or more subjects, and compose a five-to-six-page, double-spaced paper analyzing their topic. Students will contextualize their interview(s) within the broader themes of the course and supplement their paper with two to three secondary sources. The paper should use a citation system of footnotes or endnotes to document all sources and include a works-cited bibliography. The paper will not require primary source research, and can represent a synthesis of secondary-sources,
including the assigned course readings. A pre-interview statement identifying the subject, time and place of interview; listing potential questions; and clarifying a general thesis is due Thursday of Week Four (1/31). More detailed guides explaining how to conduct a successful oral interview and write an oral-history-based research paper will be distributed during the first or second week of class.

4. **Final Examination: (40 points possible)**

The final examination represents a continuation of the learning process rather than an arbitrary measurement of factual content memorization. Hence, the examination exercises your higher-order reasoning skills of critical thinking, source analysis, and expository writing, in addition to demonstrating content knowledge. The exam comprises three sections:

A) **Primary Source Analysis: Visual Literacy & Image Comparative Analysis (10 points).** Students will perform a critical and thematic comparative analysis of two images, considering both authorial intent (the purpose or meaning of the creator) and contemporary viewer perception (the interpretations or meanings assigned by the original viewers). Images will be projected on overhead screen to facilitate analysis.

B) **Primary Source Analysis: Document-Based Inquiry Question (10 points).** Students will perform a critical and thematic analysis of a manuscript source—an entire document or excerpt from a document—with specific prompts and questions.

C) **Essay Question (20 points).** Students will select one of three broadly analytical and thematic questions, and compose a minimum five-paragraph essay response. Successful essays will cite specific evidence, assert a clear thesis, and establish a coherent cause-and-effect framework.

5. **Participation. (18 points possible)**

Students’ substantive and active participation in all aspects of the course, including their preparation for and quality of contributions to all class discussions and exercises. Any unacceptable, non-documented absences (see section “VII Policy on Missed Deadlines, Absences & Incompletes” below) of three sessions and above will result in the reduction of your final course grade by one complete grade.

**Total Possible Points for Entire Course = 190 points**

<table>
<thead>
<tr>
<th>Final Course Grade Breakdown</th>
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<tbody>
<tr>
<td>Points: 177 and above = A</td>
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<tr>
<td>171 – 176 = A-</td>
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<tr>
<td>165 – 170 = B+</td>
</tr>
<tr>
<td>157 – 164 = B</td>
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<tr>
<td>Points: 152 – 156 = B-</td>
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<tr>
<td>146 – 151 = C+</td>
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<tr>
<td>139 – 145 = C</td>
</tr>
<tr>
<td>Points: 127 – 132 = D+</td>
</tr>
<tr>
<td>119 – 126 = D</td>
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<tr>
<td>114 – 118 = D-</td>
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<tr>
<td>Points: 119 – 126 = D</td>
</tr>
<tr>
<td>114 – 118 = D-</td>
</tr>
<tr>
<td>113 and below = F</td>
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</tbody>
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V **Course Blackboard Site**

**Course Materials:** The instructor will post the syllabus, power point slideshows, film synopses, primary sources, and other class handouts on Blackboard.

**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. You can identify your classmates by name in Blackboard and transmit e-mail to individuals or groups while maintaining the
confidentiality of your student information. All official course electronic communications will be delivered through the course Blackboard Site to students University of Oregon email addresses.

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. 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.

VII Policy on Missed Deadlines & Incompletes

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;

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. NO EMAIL/ELECTRONIC SUBMISSION OF WRITTEN ASSIGNMENTS. All assignments must be submitted in hardcopy format, except for those specifically designed for posting to Blackboard. They are due in class or to Gail/Diane at the Chandler Building by the deadlines as specified in “IX Schedule of Lectures, Discussions, Readings & 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 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.

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 B- 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 needed to clear the incomplete grade.

In anticipation of possible technological problems that occur with hardware and software components, the following computer resources are available should your personal computers not cooperate when you need to submit your assignments. Please plan ahead!

1. **COCN Campus Library**: 30 computer workstations are available for use. Phone: 541-383-7560 (http://campuslibrary.cocc.edu)

   **Winter Term: January 7 - March 21, 2008**
   Monday - Thursday, 8:00 AM - 10:00 PM
   Friday, 8:00 AM - 5:00 PM
   Saturday, 10:00 AM - 5:00 PM
   Sunday, 12:00 PM - 7:00 PM
   **Monday, January 21 Closed, Martin Luther King Day**

2. **Cascades Computer Lab**: computers available in RM 102 of Cascades Hall Phone: 541-322-3121 (http://computerlabs.cocc.edu/Lab+Facilities/default.aspx)

   Hours:
   Monday - Thursday 8:00 AM – 9:50 PM
   Fridays - 8:00 AM – 7:50 PM
   Saturdays - 12:00 PM - 7:50 PM
   **Closed** – Sunday

3. **University of Oregon Central Oregon Programs Staff**: the following staff are available to help you with any questions regarding the use of Blackboard:

   Diane Pritchard: dpritch@uoregon.edu
   Gail Merydith: gmerydith@uoregon.edu

   University of Oregon
   Central Oregon Programs
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.