

# HIST 199: College Connections

## **Hidden History**

**Fall 2016**

**CRN: 17679**

**Meeting Time:** H 4:30-5:30, Knight 201

**Course Blog:** <http://blogs.uoregon.edu/hist199f14/>

### **Contact Information**

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### **I. Course Description**

How is history recorded? Who decides which stories find their way into our collective understanding of the past, and which stories become forgotten by the ages? How are our perceptions of past events shaped by the media? Does technology help or hinder our window into the past? How can we learn about the past? How do we know what we know?

This FIG begins with these critical questions but narrows the scope of analysis to that of the academic community of the University of Oregon. Hidden History is dedicated to recording, sharing and examining what it means to be a First-Year Duck and how your generation documents its experience of navigating American society in 2016.

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 first-year student to that of Lucile Saunders in 1915 through the lens of her journal and correspondence with family. We will explore the University Archives to discover student voices spoken through yearbooks, scrapbooks, letters, photographs, artifacts and blogs. We will screen the first entirely student-made, feature-length film in the world, *Ed’s Coed*, shot here on campus in 1929--14 years after Lucile’s diary. Finally, the FIG will also unearth the often “hidden history” of traditionally underserved and underrepresented students and communities on campus. This year in connection with the Common Reading, Ta-Nehisi Coates’ *Between the World and Me*, students will explore the history and experience of black-identified students at the University of Oregon through original archival manuscript collections and digitized materials.

Each of you will enjoy the opportunity to contribute your personal narrative and voice to this growing body of student-created sources permanently housed in the University Archives. Our class will conclude with a formal donation ceremony at the University Archives where you will archive your creations in an ever-growing collection of stories, art, artifacts, and memories of FIG students from previous years. We hope that our studies in Hidden History will provide not only a better understanding of the subjectivity of historical events, but also more refined skills in acting ourselves as the creators of history.

## **II. Course Methodology**

The College Connections seminar fosters an active-learning peer community jointly moderated by two faculty members and one undergraduate co-instructor/FA. *History 199* illuminates interdisciplinary intersections in content, methodology, and essential questions between History 201 and Ethnic Studies 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 first-year 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 First-Year Experience Project" Collection in the Northwest Digital Archives visit: <http://hwda-db.wsulibs.wsu.edu/findaid/ark:/80444/xv56450>

This 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. Hidden History students will explore concepts of causation, agency, memory, authenticity, bias, perspective, voice, subjectivity and context--concepts which will also be explored in both ES 101 and HIST 201.

## **III. Course Learning Objectives**

Students completing this course will be able to:

- Identify key thematic and methodological interdisciplinary links between the two general education courses in the FIG--History 201 and Ethnic Studies 101
- Interpret primary sources
- Frame historical questions
- Compose expository narratives
- Strengthen public speaking skills in small and large group discussion
- Develop academic habits and study strategies
- Identify leadership, programming, service learning, and other co-curricular opportunities on campus and in the local community

## **IV. Attendance & Absences**

Because this course focuses on discussions both in small and in large groups, attendance is required for each week of class. Exceptions will be made on a case-by-case basis, and only in the wake of unavoidable and/or unforeseen circumstances (e.g., illness, family emergency, etc.) If you need to miss class for any reason, it is imperative that you email the FA and instructors in advance. The sooner you let us know, the better - we will be much more sympathetic to unavoidable scheduling conflicts we are aware of several weeks in advance than we will be to excuses sent to us a few hours before class.

## **V. Grading**

History 199: 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 and complete all assignments. Individual assignments will be graded as either complete or incomplete, but will also be returned with qualitative feedback. Incomplete or late assignments may be re-submitted for credit at the discretion of Neil and/or Dr. Hatfield and Ms. O’Neal; as stated in the above section, we will be much more sympathetic to students whose circumstances might prevent them from on-time submission of an assignment if those students make their circumstances known to the instructor as early as possible. **It is not our desire to fail any students.** If you find yourself struggling to keep up with the workload, please talk to your FA **immediately** in order to work out a viable course of action before things get out of hand.

## **VI. Students with Disabilities**

The University of Oregon is working to create inclusive learning environments for all students. Please notify Neil, Dr. Hatfield, or Ms. O’Neal if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

## **VII. Assignments**

The College Connections course requires that students complete each assignment below:

1. **Documenting the First-Year Experience (DFYE):** An ongoing project spanning the first nine weeks of class, students will participate in the project “Documenting First-Year Experiences” to document their autobiographical experience as a First-Year Student at the University of Oregon through the creation of weekly blog entries. This is a chance to express yourself creatively and to record your experiences for posterity, as these will be formally donated to the University Archives at the end of the term during week 10. As such, students are encouraged to create a product which they are proud of and that will exist in perpetuity. Students are encouraged to capture only what they are comfortable sharing with the class, instructors, and eventually, researchers who may have access to these primary sources.

Students are required to submit the weekly blog entries through an official individual UO blog (setup during the first week of class). Each week, a DFYE prompt will be posted to the course blog. Students are then required to respond to the prompts in their formal written blog submissions, but are free to record any meaningful experience from the preceding week. The DFYE project is a chance for students to express not only their thoughts and experiences as a first-year UO student, but also their creativity; as such, submissions to the project can include additional forms of media sources, in addition to the required written blog post, including photos, video, and ephemera. For more details on the submission requirements and additional media accepted, please visit the course blog

(<http://blogs.uoregon.edu/hist199f14/assignments/documenting-first-year-experience-dfyel/>)

Grading: DFYE blog posts will be graded on completion; however, qualitative feedback will be provided for each post, and unsatisfactory posts may be marked ‘incomplete’ until revised. If you are concerned that your weekly blog post may not be satisfactory, contact the instructors or Neil before you submit the assignment and he will be happy to provide feedback on how to

improve it. (An unsatisfactory post would be one which fails to meet the minimum requirements such as length or word count, or one which provides only a superficial detailing of the first-year experience.)

2. **Library Research:** In Week 2, we will be learning how to most effectively utilize the UO Libraries' resources while conducting research. Students will be asked to complete a short writing assignment detailing the experience of utilizing library resources. Full details about the assignment will be shared in class and on the course blog.
3. **One-on-One Meeting with Neil:** Students will be asked to schedule time for an informal 20-minute meeting with Neil before the end of Week 2.
4. **Lunch Meeting with Faculty:** In addition to scheduling a one-on-one meeting with Neil, students will be asked to attend one of three lunch meetings hosted by Dr. Hatfield and Ms. O'Neal in the Living Learning Center Dux Bistro. Unlike the one-on-one meetings with Neil, students will meet with Dr. Hatfield and Ms. O'Neal in small groups. These sessions will be held on **Tuesdays, Noon-1:00 PM, Living Learning Center North during Weeks 5, 6, 7, and 8.** Students will sign-up in advance for one of these four lunch meetings in advance.
5. **Two-Year Plan:** An Academic Advisor will visit class during Week 5 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 Advisor's class visit, students will visit the Office of Academic Advising website at <http://advising.uoregon.edu> and complete the Jumpstart Tutorial for First-Year students (Tools and Tutorials page). Please bring a copy of this printout to class in Week 5. Please compose any questions you have for the Academic Advisor, and email them to Neil before **October 28th** so that he can compile and forward them to the Academic Advisor prior to their visit. At the beginning of class in Week 6, students will be asked to submit a two-year plan of coursework, with particular attention being paid to fulfilling General Education group requirements.

## VIII. Schedule

<b>Week #</b>	<b>Topic</b>	<b>Assignments Due</b>
<b>Week of Welcome - 9/23</b>	-Overview Purpose of Course -Introductions/Ice Breaker Activity -Tour of Campus	Reflection on Lucile's diary
<b>Week 1 - 9/29</b>	-Review Syllabus -Introduction to DFYE Project -Discussion of Lucile's Diary -Set up blogs (* <b><u>Bring Your Laptop</u></b> )	Come prepared to discuss Lucile's diary and <b>post your response to the course blog.</b>  <b>DFYE #1 due Monday 5pm</b> -Schedule meeting times with Neil, Kevin and Jennifer
<b>Week 2 - 10/6</b>	-Study Techniques and Strategies -Library Research Activity Meet in the <b>Edmiston Classroom, Knight Library Room 144</b>	<b>DFYE #2 due Friday 5pm</b> Meet one-on-one with Neil by the end of the week.
<b>Activity - TBD</b>	Hike the "O"--Skimmers Butte	
<b>Week 3 - 10/13</b>	-Oregon and UO Hidden History: Presentation and Research	<b>DFYE #3 due Friday 5pm</b> Meetings with Kevin and Jennifer
<b>Week 4 - 10/20</b>	-Oregon and UO Hidden History: Group Presentations, Discussion, and Debriefing  -Connections Week Discussion concerning the intersections in subject matter between ES 101 and HIST 201. Please come prepared to participate in small- and large-group dialogue.	<b>DFYE #4 due Friday 5pm</b> Meetings with Kevin and Jennifer
<b>Week 5 - 10/27</b>	-Academic Advisor visit Please arrive <b>exactly</b> on time this week	<b>DFYE #5 due Friday 5pm</b> Submit Academic Advisor questions by <b>October 26th.</b> Meetings with Kevin and Jennifer
<b>Week 6 - 11/3</b>	-Common Reading Assignment: Presentation, Research, and Discussion	<b>DFYE #6 due Friday 5pm</b> <b>Office Hours Assignment due</b> 2 year plan due Meetings with Kevin and Jennifer
<b>Week 7 - 11/10</b>	-Common Reading Assignment: Continued Research and Discussion	<b>DFYE #7 due Friday 5pm</b> Meet with faculty by the end of week 7.

<b>Week 8 - 11/17</b>	-Undergraduate Please arrive <b>exactly</b> on time this week	<b>DFYE #8 due Friday 5pm</b>
<b>Week 9 - 11/21 (MONDAY)</b>	-Movie: <u>Ed's Coed</u>	
<b>Week 9 - 11/24</b>	-NO CLASS <b>Happy Thanksgiving!</b>	<b>DFYE #9 due Friday 5pm</b>
<b>Week 10 - 12/1</b>	-Donation Ceremony and Closing	