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 privileged voices? How can we learn about the past? How do we know what we know? How can we ensure that all histories are told?

This FIG begins with these critical questions then narrows the scope of analysis to that of the historic diverse ethnic communities of the University of Oregon. The Hidden History College Connections course is dedicated to examining, recording, and sharing the often “hidden history” and untold stories of traditionally underserved and underrepresented students and communities on campus. Due to the FIG’s connection with ES256 Native Studies and CAS101 Reacting to the Past, we focus specifically on the hidden history of Oregon’s Native American history, especially the Kalapuya who originally inhabited the land which the university now resides. Students often enter the university with very little knowledge of the circumstances and history affecting indigenous people in Oregon and across the United States. Thus, the course sessions and activities will focus on the unique history of Oregon’s Indians in relation to themes of sovereignty, traditional knowledge and decolonization. During our journey we will encounter various windows into the past that will help to reveal and tell these important hidden histories.

We will then provide an opportunity for students to investigate these histories further and develop student-created outputs, in various formats, to share these stories with the wider university community and to ensure these histories are known to students. The students’ projects will begin to unpack this history by examining the experiences of tribal communities who lived and shaped Oregon history, especially those on the university campus. Through this project students will contribute to a growing body of scholarship and creative work by historians, journalists, anthropologists, novelists, filmmakers, and artists actively bringing awareness and revealing this often-hidden history for future generations.

Creative individual and group student projects will contribute new knowledge and research to the larger Documenting UO History Project (http://library.uoregon.edu/documentinguohistory), an ongoing long-term research project housed in the University Archives that seeks to fill major gaps in the university history regarding underrepresented and marginalized communities. Our class will conclude
with a formal presentation of projects and donation ceremony to the University Archives where the students will add their projects to an ever-growing collection of student projects for future generations. We hope that our studies in Hidden History will provide not only a better understanding of the subjectivity of diverse historical events, but also more refined skills in acting ourselves as the creators of history and the importance of knowing and telling these stories.

II. Course Research and Methodology

The College Connections seminar fosters an active-learning peer community jointly moderated by two faculty members and one undergraduate co-instructor/FIG Assistant (FA). History 199 illuminates interdisciplinary intersections in content, methodology, and essential questions between Ethnic Studies 256 and CAS 101, and supports students’ academic transition and overall acclimation to student life at the UO.

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 through the lens of history and ethnic studies. Students will “do” history, and begin to practice the process and methodology of the discipline. As apprentice historians, students will perform original research in the UO Special Collections and University Archives (SCUA) exploring the lost stories and hidden past of the underrepresented peoples and communities of UO and the state of Oregon—with a focus on Native American history—preserved in records, photographs, films, letters and interviews. The class term project 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. This will frame history as a way of knowing and thinking rather than an accumulation of past facts and events.

The course also challenges students to contemplate the process of interpreting historical primary sources, investigating hidden histories, and documenting those histories in various mediums. The students’ apprenticeship will move beyond the passive memorization and recitation of content by immersing students in critical and original inquiry. Hence, students will explore concepts of causation, agency, memory, authenticity, bias, perspective, voice, subjectivity, and context—concepts which will also be explored in both ES 256 and CAS 101. Students will conduct historical and ethnic studies research analysis and begin to practice the process and methodology of these disciplines, as well as contribute their work to a growing body of knowledge on this topic. This community-based project will also connect students with community members and connect the games you will play in CAS 101 and the content and the ideas studied in ES 256 with living history and communities in a local and institutional context relevant to their immediate lives. The term research project is a substantial way to reveal Oregon Indian history, culture, politics, and perseverance with the goal of decolonizing the built campus environment and honoring tribal communities, especially those whose history is imbedded in the indigenous traditional homelands of the university.

This course is underpinned by the values of community-based teaching/learning, inter-cultural, decolonizing, interdisciplinary research, and authentic discourse among Native and non-Native students, scholars, and community members. Through collaborations and shared decision-making about research agendas, modes of inquiry, categories of analysis, dissemination of knowledge, and philosophies of scholarship with members of Oregon’s tribal communities, the course will position students to create new knowledge and contribute original research to this field of study. This course is a collaborative effort between the instructors, Native American students, faculty, and community tribal members. The research work is meant to assist and help Oregon’s tribal communities in revealing their complex history, culture, politics, and traditional lifeways, while at the same time providing a medium for students to learn and explore these issues.
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—Ethnic Studies 256 and CAS 101
- Improve historical inquiry and thinking skills
- Improve fluency with interrogating and interpreting primary sources, including textual, visual, material, and oral evidence
- Perform academic writing as a process of disciplinary thinking
- Critically engage essential questions, issues and themes of indigenous and settler-colonial history
- Develop an understanding of the concept, practice, and ethics of decolonizing methodology
- Develop fluency with historical concepts (e.g. causation, agency, contingency, continuity, change)
- Understand the methodological, historiographical and epistemological challenges facing historians when attempting to reconstruct the past—particularly the pitfalls of “presentism” and the nature of the past as “the Irreducible Other”—an “island in time” the historian can never reach
- Gain a great sense of empathy toward historical actors
- 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 McKenna 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 Dr. Hatfield, Ms. O’Neal, or McKenna 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.

VII. Assignments

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

1. **Documenting UO History Project Research Assignment:** As part of a term-long project, students will contribute new knowledge and research to the on-going project “Documenting UO History Project,” housed at the University Archives which seeks to document and fill the gaps of the often untold and hidden histories of the underrepresented peoples and communities of the university and the state of Oregon. This term project will be specifically focused on examining Oregon’s Native American history across the state and on campus. Students will examine this history through records, photographs, interviews and previous students research projects. Students will work individually or in groups on a specific topic, issue, or individual, selected from a list provided, that they will then work on throughout the term. The goal of this project is to increase awareness of indigenous identity, voice, and representation in the built campus environment to decolonize the overall university landscape. The entries will be added to the larger DUOHP and the UO Hidden History tour to expand this larger project.

   Through examining primary and secondary sources, as well as speaking with faculty, students, and staff, FIG students will write a 300-500 word description and analysis of the topic selected. In addition, students will also develop a creative piece to accompany the written work, this could include, but is not limited to, art, photographs, video, interview, ephemera, etc. The instructors have dedicated numerous weeks for the research, writing, and creative process, as well various check-in points for the project. With the assistance of the instructors, proposals will also be developed and presented to university administrators to have new signage and statues installed honoring indigenous history and/or communities on campus. The class will conclude with a formal presentation of projects and donation ceremony to the University Archives where the students will add their projects to an ever-growing collection of student projects for future generations. As such, students are encouraged to create a product which they are proud of and that will exist in perpetuity. There will also be an opportunity present work at the Undergraduate Research Symposium in Spring 2018.

   Grading: The DUOHP assignment project will be graded on completion based on meeting the requirements listed above regarding word count, attention to detail, inclusion of various primary and secondary sources, and the addition of a creative piece.

2. **Library and Archive Research:** In Week 2 and 4, we will be learning how to most effectively utilize the UO Libraries’ resources while conducting research, especially those for unique collections that will be used in your term-long project. Students will engage in various assignments and task to test their knowledge of the collections for use in their project.
3. **One-on-One Meeting with FIG Assistant - Mckenna:** Students will be asked to schedule time for an informal 20-minute meeting with McKenna 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 McKenna, students will meet with Dr. Hatfield and Ms. O’Neal in small groups. These sessions will be held on TBD. **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 6 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](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 6. Please compose any questions you have for the Academic Advisor, and email them to McKenna before **November 1** so that he can compile and forward them to the Academic Advisor prior to their visit. At the beginning of class in Week 7, students will be asked to submit a two-year plan of coursework, with particular attention being paid to fulfilling General Education group requirements.
# VIII. Class Weekly Schedule

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<tr>
<th>Week #</th>
<th>Topic</th>
<th>Assignments Due</th>
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| Week of Welcome - 9/22 Friday | -Overview Purpose of Course  
-Introductions/Ice Breaker Activity  
-Tour of Campus and Lunch at GSH |                                                     |
| Week 1 - 9/27 | -Introductions  
-Review Syllabus  
-Overview of DUOH Project | Schedule meeting times with McKenna, Kevin and Jennifer |
| Week 2 - 10/4 | -Review DUOH Project List of Topics and Template  
-Decolonizing Research Methodology Overview | Reflection on DUOHP blog  
Meet one-on-one with McKenna |
| Week 3 - 10/11 | FIG FA Session – Activity | Meet one-on-one with Mckenna  
Meetings with Kevin and Jennifer |
| Week 4 - 10/18 | -UO Native American History:  
Primary Sources Activity, Discussion, and Debriefing  
-Connections Week  
Discussion concerning the intersections in subject matter between ES256 and CAS 101. Please come prepared to participate in small- and large-group dialogue. | Meetings with Kevin and Jennifer |
| Week 5 - 10/25 | Student Research Panel:  
UO Native American Student Experience | Meetings with Kevin and Jennifer |
| TBD          | Class Activity –  
Kalapuya Talking Stones Tour or  
Lane County Historical Museum |                                                     |
| Week 6 - 11/1 | Academic Advisor visit | Submit Academic Advisor questions by 10/30  
Meetings with Kevin and Jennifer |
| Week 7 - 11/8 | DUOHP Assignment - Group Research | 2 year plan due  
Meet with faculty by the end of week 7 |
| Week 8 - 11/15 | DUOHP Assignment - Group Research and Discussion |                                                     |
| Week 9 - 11/20 (MONDAY – Time TBD) | -Film: Broken Treaties |                                                     |
| Week 9 - 11/22 | -NO CLASS  
Happy Thanksgiving! |
|----------------|------------------------|
| Week 10 – 11/29 | Group presentations  
Donation Ceremony and Closing  
Future Campus Planning  
Final DUOHP Assignment Due |
| TBD            | FIG Campus Presentation Event |