

HIST 338U Oregon History Spring 2015, Fully Online

Instructor: David Peterson del Mar

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Office Hours: Tuesdays and Thursdays 10:30-1:00 Cramer Hall 492-C

Course website: <https://d2l.pdx.edu/>

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<http://davidpetersondelmar.blogspot.com/>

Course Description

This four-credit course will survey the history of Oregon from pre-contact to the present. We shall focus on social, political, economic, and cultural trends. The course work will be accomplished over the internet, so regular access to a computer with a reliable internet connection is crucial to succeeding in this course.

Course Objectives

- 1) Use the assigned materials to identify historical themes and transformations in Oregon history
- 2) Evaluate the reliability of primary (written by the people we are studying) and secondary (written by historians) sources
- 3) Write clear and focused analytical essays whose theses are supported by paragraphs headed by topic sentences that link historical evidence to the essay's thesis
- 4) Support one's arguments with multiple and diverse pieces of historical evidence, including primary and secondary sources when available
- 5) Demonstrate sensitivity to historical complexity by considering the perspective of multiple perspectives and social groups
- 6) Engage collaboratively in critical thinking
- 7) Reflect on the tension between individual freedom and collective responsibility and civic responsibility

Assessment

10 Outlines/Replies	25
2 Group Projects	10
3 Longer Essays	45
1 Final Essay	20
Extra Credit	Up to 5 points

Scale: 93% and above A; 90-92.9% A-; 87-89.9% B+, and so forth. Your final grade is determined by adding up your points for the above assignments. Grades (and feedback) for each assignment are posted and sent to students within D2L, via private mail, the drop box, and the grade book.

Required Readings (Copies are on reserve at the PSU Library.)

David Peterson del Mar, *Oregon's Promise: An Interpretive History*, 2003. (The author's meager profits from the sale of this book for HST 338 go toward PSU scholarships.)

Stephen Dow Beckham, editor, *Many Faces: An Anthology of Oregon Autobiography*, 1993.

Shannon Applegate and Terence O'Donnell, editors, *Talking on Paper: An Anthology of Oregon Letters and Diaries*, 1994.

Julie Roy Jeffrey, *Converting the West: A Biography of Narcissa Whitman*, 1991.

And various materials available online.

Alignment of Course Objectives with Assignments, UNST Objectives

As HST 338 is commonly taken as a cluster course, part of the UNST (University Studies) requirement at PSU

Course Objectives	UNST Goals	Assignments	Assessment
Use the assigned materials to identify historical themes and transformations in Oregon history	Inquiry and Critical Thinking	Course Readings	All of the graded assignments
Evaluate the reliability of primary (written by the people we are studying) and secondary (written by historians) sources	Inquiry and Critical Thinking	Course Readings	Selected Outlines
Write clear and focused analytical	Inquiry and Critical Thinking;	Course Readings	All of the graded assignments

essays whose theses are supported by paragraphs headed by topic sentences that link historical evidence to the essay's thesis	Communication		
Support one's arguments with multiple and diverse pieces of historical evidence, including primary and secondary sources when available	Inquiry and Critical Thinking; Communication	Course Readings	Group Projects, Longer Essays, Final Essay
Demonstrate sensitivity to historical complexity by considering the perspective of multiple perspectives and social groups	Inquiry and Critical Thinking; The Diversity of the Human Experience	Course Readings	Longer Essays, Final Essay
Engage collaboratively in critical thinking	Inquiry and Critical Thinking; Communication	Course Readings	Outlines/Replies, Group Projects/Reflections
Reflect on the tension between individual freedom and collective responsibility and civic responsibility	Inquiry and Critical Thinking; Ethics and Social Responsibility	Course Readings	Final Essay

Course Schedule

Note: All discussion answers and group essays must be posted by the end of Saturday of a given week (by 11:59 p.m. April 4, for the first week, for example). The discussion replies, group-essay reflections, and the longer and final essays are due by the end of Sundays.

Week #1 (Discussion answer due 4/4; discussion reply due 4/5)

Read/Watch: Instructor's introduction to the course and to the week videos; *Oregon's Promise*, pgs. 1-10; Astoria Column artwork (<http://astoriacolumn.org/about/test-gallery/>).

Discussion Answer/Reply #1 Introduce yourself in the introductions forum. Where do you consider home? What interests you about the course? What are your educational goals? What parts of the syllabus or the course, if any, confuse or worry you? For the discussion answer that counts for points, Write a thesis statement of a single sentence answering this question: What do the pictures on the Astoria Column suggest about popular interpretations of Oregon history? Be sure to also reply to one of the Astoria Column answers.

Note: This is a good week to read ahead for Weeks #2 and #3.

Week #2 (Discussion answer due 4/11; discussion reply due 4/12)

Read/Watch: Instructor's weekly video; *Oregon's Promise*, pgs. 11-26; one story in Frachtenburg, *Coos Texts* (the table of contents is on pgs. v-vi--http://books.google.com/books?id=g9NYAAAAMAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false).

Discussion Answer/Reply #2 Construct a thesis statement of one sentence that answers this question: Does the story you read back up the generalizations in *Oregon's Promise* about how indigenous Oregonians viewed nature? Also provide a topic sentence (a generalization without evidence) that supports part of the thesis and a piece of evidence that supports the topic sentence.

Note: This is a good week to read ahead for Week #3.

Week #3 (Discussion answer due 4/18; discussion reply and longer essay due 4/19)

Read/Watch: Instructor's weekly video; *Oregon's Promise*, pgs. 26-66; *Converting the West*, **entire**; *Faces*, pp. 3-9, 117-124, 133-137, 152-159, 273-277; *Talking*, pp. 2-12, 21-22, 25-34, 55-57, 69-75, 164-170, 196-199, 203-204.

Discussion Answer/Reply #3 Construct a thesis statement of one sentence that answers this question: What sort of white people were most apt to be sympathetic to Indians? Also provide a topic sentence and a piece of evidence, with the evidence placed in context (who, where and when?).

Longer Essay #1 (1,000 words maximum) Why did Native Americans' reactions to white people tend to change over time? Be sure to draw heavily on both *Converting the West* and primary sources.

Week #4 (Discussion answer due 4/25; discussion reply due 4/26)

Read/Watch: Instructor's weekly video; *Oregon's Promise*, Chapter 3; *Faces*, 9-27, 42-45, 125-132; *Talking*, 13-20; 23-24, 35-54, 58-68, 171-173.

Discussion Answer/Reply #4 Use this week's readings to: 1) Answer this question with a single thesis statement/sentence: Which of these primary sources (sources written by historical actors, such as letters and autobiographies) is most and least useful? 2) Provide two topic sentences that each support an aspect of the thesis; 3) Provide a piece of evidence after each topic sentence, placed in context, to support them.

Week #5 (Discussion answer due 5/2; discussion reply and longer essay due due 5/3)

Read/Watch: Instructor's weekly video; 1850 Manuscript census for Linn County (<http://files.usgwarchives.net/or/linn/census/1850/1850linn.txt>) and Clatsop County

(<http://www.rootsweb.ancestry.com/~orclatso/census/1850Census.html>).

Discussion Answer/Reply #5 Use this week's readings to: 1) Answer this question with a single thesis statement/sentence: Which of the primary sources from Weeks #4 and #5 are most and least trustworthy? 2) Provide two topic sentences that each support an aspect of the thesis; 3) Provide a piece of evidence after each topic sentence, placed in context, to support them.

Longer Essay #2 (maximum 1,000 words) How did region (which part of Oregon people settled in) affect that area's economy, society, and culture?

Week #6 (Discussion answer due 5/9; discussion reply due 5/10; see below for due dates for group project)

Read/Watch: Instructor's weekly video; *Oregon's Promise*, Chapters 4-7; *Faces*, 28-41, 46-97, 105-108, 138-151, 160-185, 197-233, 242-252, 278-294; *Talking*, 76-151, 174-195, 200-202, 205-277.

Discussion Answer/Reply #6 Use this week's readings to: 1) Answer this question with a single thesis statement/sentence: Which of the authors in the two collections of primary sources from this week (*Faces* and *Talking*) do you most admire, and why? 2) Provide two topic sentences that each support an aspect of the thesis; 3) Provide a piece of evidence after each topic sentence, placed in context, to support them.

Group Project #1 Did gender become less important in Oregon between the Civil War and World War II? Please see the "Group Project" section of the syllabus for detailed instructions on how to complete this assignment. A

draft of the paragraph is due by 5/10, feedback on the paragraphs is due by 5/13, final drafts of paragraphs by 5/17.

Week #7 (Discussion answer due 5/20; discussion reply due 5/21)

Read/Watch: Instructor's weekly video; examine an historical map from the 1870s or 1880s and the 1920s from this

site: http://alabamamaps.ua.edu/historicalmaps/us_states/oregon/index2.html (for tips on interpreting maps, see:

<http://historymatters.gmu.edu/mse/maps/>).

Discussion Answer/Reply #7 Use the maps to: 1) Answer this question with a single thesis statement/sentence: What can one learn from these maps?; 2) Provide two topic sentences that each support an aspect of the thesis; 3) Provide a piece of evidence after each topic sentence, placed in context, to support them.

Week #8 (Discussion answer due 5/23; discussion reply due 5/24; see below for due dates for group project)

Read/Watch: Instructor's weekly video; *Oregon's Promise*, Chapters 8-9 and Conclusion; *Faces*, 98-104, 109-113, 186-194, 234-241, 295-313; *Talking*, 152-162, 278-299.

Discussion Answer/Reply #8 Use this week's readings to: 1) Answer this question with a single thesis statement/sentence: What traces of traditional life remained in Oregon after World War II? 2) Provide two topic sentences that each support an aspect of the thesis; 3) Provide a piece of evidence after each topic sentence, placed in context, to support them.

Group Project #2 Has Oregon become more homogeneous after World War II? Please see the "Group Project" section of the syllabus for detailed instructions on how to complete this assignment. A draft of the paragraph is due by 5/24, feedback on the paragraphs is due by 5/27, final drafts of paragraphs by 5/31.

Week #9 (Discussion answer due 5/30; discussion reply and longer essay due 5/31)

Read/Watch: At least three "Portlandia" excerpts, including this one (https://www.youtube.com/watch?v=FE_9CzLCbkY); "Outside Oregon's Population Centers, Rural Economies Still have Much to Recover"

"Oregonlive" article and comments

(http://www.oregonlive.com/money/index.ssf/2014/11/outside_oregons_population_centers_rural_economies_still_have_much_to_recover.html).

Discussion Answer/Reply #9 Use the sites for this week to: 1) Answer this question with a single thesis statement/sentence: What do these two sets of sources suggest about differences between urban and rural Oregon? 2)

Provide two topic sentences that each support an aspect of the thesis; 3) Provide a piece of evidence after each topic sentence, placed in context, to support them.

Longer Essay #3 (maximum 1,000 words) Be sure to include primary sources (not just evidence from historians). Has region become less important in Oregon since 1865?

Week #10 (Discussion answer due 6/6; discussion reply due 6/7; final essay due 6/11)

Assignment: Instructor's weekly video.

Discussion Answer/Reply #10 1) Answer this question with a single thesis statement/sentence: Has this course suggested to you that one person can make a substantial difference to others' lives? 2) Provide two topic sentences that each support an aspect of the thesis; 3) Provide a piece of evidence after each topic sentence, placed in context, to support them.

Final Essay (Maximum 1,500 words) Has race been the key social divider in Oregon history? Compare race to other social dividers, such as gender, class, place, and consider change over time.

Assignments

Discussions (and Extra Credit)

Much of the work of the course (25%) is designed to help you to get in the habit of including the crucial elements of interpretive essays: clear thesis statements; topic sentences that support the thesis, evidence that supports the topic sentences (and hence the thesis); the necessary detail (such as the name of the speaker, time and place) to put the evidence in context. Note that none of the assignments (other than week #1, which is more general) require more than five sentences, and the early ones require less than that. The discussion answers are designed to prompt students to write precisely rather than at great length. There are 2.5 points available for each of these assignments. The answers are worth up to 2 points, with full credit awarded if you meet all of the requirements for a strong thesis, topic sentence, and evidence. The replies are worth .5 points, and you get an extra .5 points if your reply or replies are particularly thoughtful or detailed. The replies are your chance to discuss questions and the course materials at some length. The answers are due by the end of Saturdays, the replies by the end of Sundays.

You have a week after the discussion answers are due to rewrite and resubmit them for full credit if I deduct any points. These resubmissions should be sent as replies to my d2l message regarding what corrections or additions you need to make. The instructor will send his feedback through personal d2l mail.

Group Projects

The two group projects are worth ten (10%) percent of your mark. At week six the class will be divided into several groups of about six students each. For each of the two projects I will assign roles to each of you: each time three group members will be charged with writing the body of a paragraph. I shall provide the three (dissimilar) topic sentences for the paragraphs. The remaining group members will be charged with offering feedback on these paragraphs, and all feedback and other communication regarding the paragraphs should be sent via the discussion board, as each group will have its own forum. The three writers will then utilize that feedback to construct a revised paragraph which the instructor will grade (see the rubric, below). Each of these two assignments will stretch over two weeks. At the end of the term I will ask you to grade how the three group members who offered feedback on your work: 1) helped you to rewrite; 2) balanced suggestions for improvement with pointing out strengths; 3) was punctual in her or his feedback. Final grades on the group project will be adjusted by these peer evaluations, and it is possible to get more than ten points out of ten. The instructor will send his feedback on the paragraphs through personal d2l mail.

Longer Essays and Final Essay

These essays are the most challenging and complex aspects of the class and will build on the skills you have developed in the ungraded discussions and short essays/critiques. Please see the grading rubric, below, for the instructor's expectations. Do not exceed 1,000 words for the longer essays, 1,500 words for the final essay. All of your essays (including the shorter online ones) should incorporate primary sources if suitable ones are available and use all of the major assigned reading. These essays should be submitted via the website's drop box, and feedback will be sent through that part of the site.

Providing Context/References, Using Outside Sources

Unlike many history courses, which require a mastery of the Chicago Manual of Style method of notation, for this course you need only to place the author's name and page number in parentheses after a quotation. But in the text you should also provide context for the quotation. Here is an example: "The fact that our children are always crying and always whining shows the unhappy, unwholesome state they are in," asserted psychologist John B. Watson in a widely read 1928 book (Fass/Mason, 55). If you use any outside sources (which is not encouraged), please list the book's author, title, place of publication, publisher, and date of publication at the end of your essay.

Grading Rubrics

Long Essay Rubric

Area	Excellent	Good	Average	Poor	Very Poor
Clarity of Prose (15%)	Clear and concise	Clear but at times wordy	Generally clear, often repetitive	Hard to understand, very repetitive	Very hard to follow
Focus (15%)	The thesis, topic sentences, and evidence are aligned with each other and address the question	The thesis answers the question, and the topic sentences and most of the evidence support the thesis	The topic sentences and evidence support aspects of the thesis	The argument is vague or inconsistent, the essay diffuse	The essay seems unrelated to the question
Evidence (50%)	There are 4 pieces or more of evidence (paraphrased or quoted) per (roughly 150-word) paragraph, and they are placed in context (such as date, speaker, place), and most of the paragraphs include primary-source evidence, when it is available	There are 2-3 pieces of evidence per paragraph, and they are usually placed in context, and the essay uses 2 pieces of primary-source evidence, when available	There are 1-2 pieces of evidence, usually without context, per paragraph and little primary-source evidence	Most of the paragraphs lack evidence, and little context is provided for it, primary sources are neglected	There are only 1-2 pieces of evidence in the entire essay or none at all
Analysis (30%)	The essay is sensitive to multiple arguments and shows originality of thought	The essay acknowledges that there is more than one good way to answer the question and	The essay answers the question but is not sensitive to complexity	The essay speaks to the question's general topic without really answering the question	The essay does not answer the question

		shows some independent thought			
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Rubric for Group-Project Paragraphs

Area	Excellent	Good	Average	Poor	Very Poor
Clarity of Prose (20%)	Clear and concise	Clear but at times wordy	Generally clear, often repetitive	Hard to understand, very repetitive	Very hard to follow
Focus (20%)	All of the evidence aligns with the topic sentence	All but one piece of evidence aligns with the topic sentence	Most of the evidence aligns with the topic sentence	Some, but not most, of the evidence aligns with the topic sentence	All of the evidence seems unrelated to the topic sentence
Evidence (60%)	There are 6 pieces or more of evidence (paraphrased or quoted) and they are placed in context (such as date, speaker, place), including 3 or more pieces of primary-source evidence, when available	There are 4-5 pieces of evidence and they are placed in context, including 2 or more pieces of primary-source evidence, when available	There are 2-3 pieces of evidence, usually without context, including 1 piece of primary-source evidence	There is an example with little if any context, no primary-source evidence	What evidence?

Critical Thinking Defined: The ability to explore many perspectives, interpretations, and pieces of evidence before forming a nuanced conclusion.

Late Policies

I am liberal with extensions if they are requested before the due date—although I realize that there are occasions in which that is not possible. E-mail me if you would like me to consider granting you a retro-

active extension. I am reluctant to grant more than two extensions per term.

If you do not request an extension before an assignment is due or persuade me that you should have a retroactive extension, even work that is just a few minutes late will receive no credit, with this exception: longer essays turned in within twenty-four hours past the due date will receive half credit.

All assignments must be turned in by the day and time of the final assignment. Requests for the grade of incomplete must be received by the day and time of the last assignment, and such requests will not necessarily be granted. Students must have completed at least half of the work for the course to receive an incomplete. If you are unable to keep up with the work of the course during the first half of the term, you should drop the course as soon as possible.

Online Etiquette

Please do your best to:

- 1) Take issue with each others' ideas, not each other—stay respectful;
- 2) Not take criticism of our work personally; we are all trying to help each other improve, and that requires honest feedback;
- 3) Realize and accept that we come from diverse backgrounds, including age, ethnicity, sexual orientation, political and religious beliefs, and experiences.
- 4) Be open to changing our minds.

Plagiarism

It is cheating to pass off the work of others as your own. This includes using the words of scholars without attribution (be sure to use quotation marks and indicating the source of the words) and using the words of your fellow students. Your instructor takes such violations of the ethical code very seriously and will penalize violators as severely as the university allows. Consequences can include failing the class and having the violation noted on your permanent university record.