

## History 407/507: Seminar on Oregon History

Fall 2007  
W 14:00-16:50  
Classroom: 475 McKenzie

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Office: 381 McKenzie  
Off. hrs: M 11:30-13:00, W 12:30-14:00

### Objective:

This course has one basic objective: to require each student to produce a well-written, well-organized (20-25 page) research paper on some aspect of Oregon history.

### Format:

Following the introductory session, each student, with my assistance, will define a paper topic, identify key primary sources and secondary literature, and begin to generate a description of the paper topic. By the third week of, each student must have identified a topic and received my approval of that topic.

Before 2:00 p.m. on Friday, Oct. 12, each student will be required to deliver one copy of a typed, single-spaced, one-page description of her/his research project to my office (381 McKenzie). Also, students will need to bring 15 copies of that document to our class meeting of Oct. 17, when we will discuss your emerging papers.

In the paper-topic description, students are expected to do the following: to describe the historical subject to be examined in the research paper; to discuss the larger historical questions to be raised in the paper; to indicate how the paper will be organized; to provide a brief discussion of the principal primary sources to be used.

Over the next six weeks, as students are working on the papers, I will provide some guidance in class meetings and tutorials about the nature of the historical paper and the challenges of writing historical papers. Along the way, several assignments will be due. For our Nov. 7 class session, each student will prepare a 1-2 page paper outline (and bring 15 copies of it to class). On Nov. 16, before 2 p.m., all students are to turn in (at my office) 2-3 pages of text, taken from the body of the paper. I will discuss those pages with students in tutorials on the following week. In the last class session of the quarter (Nov. 28), students will provide brief (5-7 minute) oral presentations about their research findings.

Papers are due on or before 2 p.m. on Monday, Dec. 3, 2007, at my office, 381 McKenzie Hall. No late papers will be accepted.

Required book purchases: (Books are available at the U of O Bookstore.)

Mary Lynn Rampolla, A Pocket Guide to Writing in History (5th ed.)

David Peterson del Mar, Oregon's Promise

### Calculation of Final Grades:

I have no absolutely scientific system of determining final grades. The principal requirement of this course is, of course, the completed research paper. Hence, it will constitute the principal component of the final grade. But I will also grade you on your paper description and any other written exercises, participation in class discussions (discussion of assigned readings, comments on papers, etc.), and performance in tutorials. You are expected to attend and be prepared for all classes and tutorial sessions.

### Paper Topics:

All papers will deal with some aspect of the history of Oregon. Students are required to choose a topic that allows them to do research in primary sources. The Knight Library has extensive collections of relevant published primary materials--memoirs, microfilmed newspapers, legislative compilations, magazines, etc. The Department of Special Collections at the library has extremely rich holdings of manuscript records. In the past, students have done research at the Oregon State Archives (Salem), the Oregon Historical Society, even at a document repository in Seattle.

The identification of a viable paper topic is a very difficult chore for most undergraduates, and my many years of teaching courses such as this one lead me to believe that students who flounder in the topic-identification stage invariably do poorly in the course. Some of you may already have a viable subject in mind and may have located a substantial corpus of relevant primary sources. Others--usually a majority of the students--haven't a clue where to begin. To assist the latter, I have drawn up a list of suggested topics, derived primarily from my own survey of materials available in the library. (The topics provided here would have to be refined and narrowed.) Obviously, the list is far from exhaustive. I include it merely to steer you toward some primary source collections that should provide enough material for a research paper.

1. Oregon Woman's Christian Temperance Union activities. Special Collections materials are strongest on period 1885-1917. Possible areas of focus:
  - 1a. prison reform
  - 1b. temperance education
  - 1c. anti-cigarette campaigns
2. Walter Pierce--some aspect of his career. Pierce was a cattleman, later governor, still later congressman. His papers are in Special Collections
3. Richard Neuberger. Senator from Oregon. One possible area of focus: public health (especially, cancer?) His papers are in Special Collections.

4. Maurine Neuberger. Senator from Oregon. Her papers are in Special Collections. Much material in the collection on her anti-tobacco campaign.
5. Wayne Morse. Senator from Oregon. His papers are in Special Collections. One possible focus: Morse and some aspect of U.S. foreign relations.
6. Albert Ullman. Congressman, 1957-81. Huge collection of papers in Special Collections.
7. Charles Porter. Maverick Congressman, 1954-61. Resident of Eugene. His papers are in Special Collections.
8. Jonathan Bourne. Senator, 1906-12. Papers in Special Collections.
9. The Valley Migrant League (concerns Mexican-Americans in Oregon): material available in newspapers collections, Ullman papers, Oregon Historical Society.
10. Education in Oregon (U of O Library has a huge collection of textbooks used in Oregon primary and secondary schools since the late 19th century).
11. Jackson Country Records--just catalogued at Special Collections
12. African-Americans in Oregon; civil rights in Oregon. Much information in microfilmed newspapers--Advocate; Clarion Defender; Skanner--all available in the microfilm section of the Knight Library; also see the Stella Maris House manuscripts, Oregon Historical Society.
13. Some aspect of political, social, economic history of Oregon. Sources: microfilmed Oregon newspapers; Special Collections. (One very useful finding aid for newspaper stories is a microform of a card file topical index compiled at Multnomah County Library; that microform is available in the microfilm section, U of O Library. There is also a card file of Oregonian stories in the Knight Library.)
14. Some aspect of U of O history. Sources would include Emerald; interviews; local papers; U of O archival holdings, available through Special Collections.
15. American Cancer Society (or Oregon Lung Association; or Oregon branch of the American Heart Association). Sources: annual reports; newspapers, interviews.
16. Paul Olum and the State Board of Higher Education (focus on firing of Olum?). Sources: Emerald; interviews (e.g., Pete von Hippel, John Moseley); U of O archival holdings, available through Special Collections; Neil Goldschmidt papers, Oregon State Archives.
17. Oregon education (many possibilities). Sources: published reports of the Oregon Department of Education; online reports (ODE website); records at Oregon State Archives, Salem; records of Portland Public Schools.

### A Few Words About the Paper:

You are to write an original research paper, based in large part on primary sources, in your own words. You will be expected to be familiar with--and to cite when appropriate--the relevant secondary literature. The text of the paper should be approximately 25 double-spaced, typewritten pages. You will be expected to observe the accepted rules of English grammar and to organize the paper coherently. (See Rampolla, ch. 4.) Be advised that style will be graded as well as content. You will be required to acknowledge the sources used in preparing your paper and to use the proper format in rendering your sources. I encourage you to familiarize yourself thoroughly with Rampolla, ch. 7. You will place all notes at the end of the paper, rather than at the bottom of pages. Be sure to double-space the notes. A bibliography is not required.

Plagiarism will not be tolerated. Anyone suspected of plagiarism will receive a failing grade and be reported to the appropriate administrative authorities. Read carefully the following discussion of plagiarism.

### Plagiarism:

1. To plagiarize is to pass off as one's own the writing and/or ideas of others.
2. Willful plagiarism is dishonest. Plagiarism is illegal, both on the campus and off. Plagiarism is obvious to any intelligent, discerning critic, and it is easily proved.
3. Quotations from the works of others may be used by students to illustrate the points they are making. If the student uses such a quotation, word for word, even if only a phrase or three or four words, she/he must put those words in quotation marks and authenticate them by a footnote or endnote. (If, however, the student is quoting a saying that has become so current as to be proverbial, quotations and authentications are not necessary.)
4. For each quotation, three things should normally be done. First, the authority should be introduced. Second, the authority should be quoted. Third, the quotation should be commented on. The best place for a quotation is within a paragraph, where it may serve as an illustration of the point the student is making.
5. To paraphrase is to reword the thought or meaning expressed in something that has been written before. Ordinarily, a paraphrase is more effective than a direct quotation. It is necessary to authenticate a paraphrasing by a footnote or endnote.
6. A term paper is not a string of quotations or paraphrases. Several consecutive references to the same secondary source ordinarily suggest a lack of originality. A term paper is the student's own ideas on a subject, expressed in her/his own language, and written in her/his own style. It is the result of her/his own collection, assimilation, sorting, synthesizing, orderly presentation, interpretation, analysis, and evaluation of pertinent materials.

### Additional Handout:

In addition to this syllabus, I am providing each of you with a collection of writings downloaded from Professor Peggy Pascoe's website for her own History 407

class. That website was developed for the explicit purpose of providing guidance to undergraduates about the nuts and bolts of writing a research paper. In my view, the information and advice provided by Professor Pascoe are extremely valuable. I urge you to read carefully the pages I have copied. Keep in mind that Professor Pascoe's own seminar had a slightly different focus--gender, race, and sexuality in the 20th century U.S.--from my own, which may help you to understand why the specific references she provides deal so much with matters of race, gender, and sexuality. Pay particular attention to her discussion of the characteristics of the research paper (the first page of the handout.) The copied materials then deal systematically with the following: the identification of a good historical question; primary sources (unpublished and published); secondary sources; the writing of the paper. At the end of it, I have added two other relevant handouts prepared by Knight Library specialists.

Tentative Schedule: Class Meetings, Assignments, Etc.

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|-------|----|---|
| Sept. | 26 | Introductory session. Discussion of Peterson del Mar, <u>Oregon's Promise</u> .   |
| Oct.  | 3  | Tutorials (Read carefully the other handout and Rampolla, ch. 1-2, 4-6)   |
|       | 10 | Class meeting: Progress reports   |
|       | 17 | Class meeting: Paper topics (Bring 15 copies of your project description to class.)   |
|       | 24 | Discussion of the historical article/paper  |
|       | 31 | Tutorials   |
| Nov.  | 7  | Outlines (Bring 15 copies of your outline to class.)  |
|       | 14 | Class meeting: Organization, format, citations. Read Rampolla, ch. 7. (*Note: Each student must turn in 2-3 pages of text by Fri., Nov. 16, 2 p.m.) |
|       | 21 | Tutorials   |
|       | 28 | Class presentations   |
| Dec.  | 3  | Papers are due (2 p.m.)   |