HST 469 History of the Pacific Northwest

Instructor: David del Mar, delmard@onid.orst.edu

Introduction to the Course

This is a fully online course, so reliable access to the internet is essential to succeeding in the course. This is a demanding course that requires upper-division standing or the completion of HST 201, 202, and 203. Passing the course will require a great deal of reading, writing, and analysis and submitting, at the end of each week, a variety of written assignments. The four-credit course is designed to consume about twelve hours of work per week.

Since the course is fully online, you will require regular access to a computer with an Internet connection (preferably high speed, since the course contains some multi-media). You should also be comfortable with: navigating on the Internet; using e-mail; uploading and downloading Microsoft Word documents.

I ordinarily respond to e-mails within 12 hours and assigned work within 24 hours.

Required Texts:


About the Books

The West Beyond the West is the most popular and accessible textbook on the history of British Columbia. Its author, Jean Barman, is a prolific scholar.
who taught for many years at the University of British Columbia. She is a specialist in the history of education and the history of First Nations peoples in British Columbia and a valuable friend to anyone interested in British Columbia’s history.

*Oregon’s Promise* was the first history of Oregon published in more than twenty-five years. I’ve tried to make it more lively, opinionated, and interpretive than most survey texts. Some of you may feel wary of criticizing a book written by your instructor, so I want to assure you that I have thick skin when it comes to my writing, and I hope that you will treat this book like any other in the course. I should also add that my (meager) profits from books sold to OSU students are contributed to OSU student scholarships.

For many years I have been looking for a good book on Washington’s history before finally discovering this (Harry Ritter’s *Washington’s History*) little gem. Ritter has a good eye for the telling detail and episode, he writes well, and he does a fine job of linking particular events to broader historical themes and developments.

**Assignments**

Note: Outlines, and short essays are due by the end of Saturdays; outline replies, short-essay critiques, and longer essays by the end of Sundays. Rely heavily on the assigned readings for all of your assignments; you are not expected to do any outside or additional reading.

**Course Objectives and Learning Outcomes**

1) Draw on the assigned materials to discuss major political, social, economic, and cultural transformations in Pacific Northwest history.

2) Evaluate the reliability of primary and secondary historical sources.

3) Write 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 sources when available.

5) Demonstrate sensitivity to historical complexity by considering multiple perspectives and answers.

6) Use historical evidence to assess the causes of change over time.

7) Effectively critique historical essays.

8) Work collaboratively with other students.

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**Week #1**

**Read/View:** Instructor’s Video Introduction to the Course; Instructor’s Video
Introduction to Week#1; Oregon’s Promise, pp. 11-26; Washington’s History, pp. 16-23; West Beyond the West, 13-17; National Film Board of Canada film, “Totem” (https://www.nfb.ca/film/totem_the_return_of_the_gpsgolox_pole). If you need captions for this video, please contact DAS promptly: Disability Access Services (DAS)

Module Objectives (what students should be able to do by the end of the week)
1. Students will **utilize** assigned materials. (Course Objective 1)
2. Students will **identify** what they find most confusing or challenging about the course.
3. Students will **collaborate** with other students to create a class etiquette guide. (Course Objective 8)

<table>
<thead>
<tr>
<th>Course Obj.</th>
<th>Mod. Obj.</th>
<th>Resources</th>
<th>Activities/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>2,3</td>
<td>Syllabus</td>
<td><strong>Discussion</strong>&lt;br&gt;1. Introduce yourself and learn about your classmates.&lt;br&gt;2. Contribute to the class etiquette guide.&lt;br&gt;3. Go over syllabus and identify what you find most confusing or challenging.</td>
</tr>
<tr>
<td>1,3</td>
<td>1</td>
<td>Readings, websites, film</td>
<td>Week 1 Outline, Reply</td>
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</table>

**Assignments**
Introductions: Introduce yourself on the discussion board by telling us a bit about yourself and identifying any aspect of the syllabus or course that you find confusing. Please also post your ideas for our class etiquette guide.
Outline/Reply: What does the film suggest about differences in how the First Nations and Swedish peoples view culture?

**Week #2**

**Read/View**: Instructor’s Video Introduction to Week #2; Oregon’s Promise, Introduction and Chapters 1-2; West Beyond the West, Preface and Chapters 1-3, 8 (pp. 162-169) (you may also want to read parts of Chapters 4 on First Nation’s Peoples); Washington’s History, pp. 24-61; The Walla Walla Council of
Module Objectives
1. Students will utilize assigned materials. (Course Objective 1)
2. Students will evaluate the usefulness of primary sources. (Course Objective 2)
3. Students will support a historical argument on variations on how Indians were treated. (Course Objective 4)
4. Students will demonstrate sensitivity to historical complexity by considering multiple perspectives, sources. (Course Objective 5)
5. Students will analyze why relations between whites and Indians varied so much. (Course Objective 3).
6. Students will effectively critique a historical essay. (Course Objective 7)

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<th>Course Obj.</th>
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<tbody>
<tr>
<td>1,2,3</td>
<td>1,2</td>
<td>Primary sources from the Walla Walla Council website</td>
<td>Week 2 Outline/Reply</td>
</tr>
<tr>
<td>1,3,4,5</td>
<td>1,3,4,5</td>
<td>Selected readings from the three textbooks for this week, primary sources</td>
<td>Week 2 Short Essay</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>Student essays</td>
<td>Week 2 Short Essay Critique</td>
</tr>
</tbody>
</table>

Assignments
Outline/Reply: Which of the primary sources (sources written by the people we are studying, rather than later historians) gives us the most insight into Native Americans?
Short Essay (up to 500 words) and Critique #1: Why did relations between white people and Indians vary so much? (Be sure to consider both British Columbia and Oregon or Washington.)

Week #3
Read/View: Instructor’s Video Introduction to Week #3; Oregon’s Promise, Chapter 3; West Beyond the West, Chapters 4-5; Washington’s History, 62-73 census returns and newspapers from Washington and British Columbia, up to the early 1870s (http://files.usgwarchives.net/wa/lewis/census/50lc.txt; http://www.rootsweb.com/~canbc/1871vic_cen/pg42.htm; http://www.sos.wa.gov/history/newspapers.aspx; http://historicalnewspapers.library.ubc.ca/).
Module Objectives
1. Students will utilize assigned materials. (Course Objective 1)
2. Students will evaluate the nature of women’s roles. (Course Objective 3)
3. Students will support a historical argument comparing the economies of two or more areas. (Course Objective 4)
4. Students will demonstrate sensitivity to historical complexity by considering multiple perspectives, sources. (Course Objective 5)
5. Students will effectively critique a historical essay. (Course Objective 7)

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<th>Activities/Assessments</th>
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<tbody>
<tr>
<td>1,3</td>
<td>1,2</td>
<td>Newspapers and manuscript census</td>
<td>Week 3 Outline/Reply</td>
</tr>
<tr>
<td>1,3,4,5</td>
<td>1,3,4</td>
<td>Materials assigned up to now, including some primary sources</td>
<td>Week 3 Short Essay</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>Student essays</td>
<td>Week 3 Short Essay Critique</td>
</tr>
</tbody>
</table>

Assignments
Outline/Reply: What do the newspaper and census returns suggest about women’s roles during the settlement period?
Short Essay (up to 500 words) and Critique #2: How did the economies of a particular area affect their societies and cultures? Consider such themes as demographics (the type of people who lived there), social stability, how people spent their time, what topics their newspapers reported on and emphasized.

Week #4

Read/View: Instructor’s Video Introduction to Week #4; Oregon’s Promise, Chapters 4-5; West Beyond the West, Chapters 6-7, 9, 10 (pp. 216-230); Washington’s History, 74-101; Kinsey logging photographs (http://digitalcollections.lib.washington.edu/cdm/search/collection/clarkkinsey)

Module Objectives
1. Students will utilize assigned materials. (Course Objective 1)
2. Students will compare primary (photographs) and secondary (sources written by historians). (Course Objective 2)
Assignments
Outline/Reply: How, if at all, do the logging photographs add to your understanding of logging beyond what the three textbooks cover?

Week 5


Module Objectives
1. Students will utilize assigned materials. (Course Objective 1)
2. Students will collaborate within group projects. (Course Objective 8)
3. Students will support a historical argument comparing the mid and late nineteenth century. (Course Objective 4)
4. Students will demonstrate sensitivity to historical complexity by considering multiple perspectives, sources. (Course Objective 5)
5. Students will compare and contrast the region’s development in the mid and late 1800s. (Course Objective 6)
6. Students will analyze how the region changed in the late nineteenth century. (Course Objective 3)

Assignments
This course is offered through Oregon State University Extended Campus. For more information, contact: Web: ecampus.oregonstate.edu  Email: ecampus@oregonstate.edu  Tel: 800-667-1465
Group Project: Contribute to all three sections of the group project (thesis statement; evidence of differences; evidence of similarities) a post or a revision of or comment on someone else’s post on this question: Do the newspapers and census returns for Washington and British Columbia from the 1880s through 1901 suggest that the two areas changed dramatically over those two decades?

Longer Essay #1 (maximum of 2,000 words): Agree or disagree: the stark national (between the U.S. and Canada) and regional (urban/rural, western/interior) differences that had characterized the Pacific Northwest in the mid-1800s had nearly disappeared by the end of the century. Be sure to draw from all three texts as well as some of the primary sources we have examined in your answer.

Week 6

Read/View: Instructor’s Video Introduction to Week #6; Oregon’s Promise, Chapters 6-7; West Beyond the West, Chapters 8 (pp. 169-188), 10 (pp. 230-251), 11; Washington’s History, 102-117; Braceros in Oregon website (http://oregondigital.org/cdm4/browse.php?CISOROOT=/bracero).

Module Objectives
1. Students will utilize assigned materials. (Course Objective 1)
2. Students will support a historical argument regarding historical continuities from 1920-1945. (Course Objective 4)
3. Students will demonstrate sensitivity to historical complexity by considering multiple perspectives, sources. (Course Objective 5)
4. Students will effectively critique a historical essay. (Course Objective 7)
5. Students will analyze the impact of the Great Depression and World War II on the region. (Course Objective 3)

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<th>Resources</th>
<th>Activities/Assessments</th>
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</thead>
<tbody>
<tr>
<td>1,3</td>
<td>1</td>
<td>Photographs of Braceros from OSU Library website</td>
<td>Week 6 Outline/Reply</td>
</tr>
<tr>
<td>1,3,4,5</td>
<td>1,2,3,4,5</td>
<td>Selected readings from the four textbooks</td>
<td>Week 6 Short Essay</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>Student Essays</td>
<td>Week 6 Short Essay Critique</td>
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Assignments
Outline/Reply: What do the photographs of the Braceros suggest their
Experience was like?
Short Essay (up to 500 words) and Critique #3: The quarter century between 1920 and 1945 contained two of the biggest events of the century: a massive economic depression and World War II. What continuities do you detect underneath those changes? What stayed the same?

**Week 7**

**Read/View:** Instructor’s Video Introduction to Week #7; Japanese Americans and World War II website (http://archive.vancouver.wsu.edu/crbeha/ja/ja.htm#wwii).

**Module Objectives**
1. Students will utilize assigned materials. (Course Objective 1)
2. Students will collaborate within group projects. (Course Objective 8)
3. Students will support a historical argument comparing social equality from the early to mid twentieth century. (Course Objective 4)
4. Students will demonstrate sensitivity to historical complexity by considering multiple perspectives, sources. (Course Objective 5)
5. Students will compare and contrast the region’s development from the early to mid 1900s. (Course Objective 6)
6. Students will analyze how the region changed in the first half of the twentieth century. (Course Objective 3)

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<tr>
<th>Course Obj.</th>
<th>Mod. Obj.</th>
<th>Resources</th>
<th>Activities/Assessments</th>
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<tbody>
<tr>
<td>1,3,8</td>
<td>1,2</td>
<td>Rosie the Riveter images, recollections</td>
<td>Week 7 Group Project</td>
</tr>
<tr>
<td>1,3,4,5,6</td>
<td>1,3,4,5,6</td>
<td>Course readings up to this point</td>
<td>Week 7 long essay</td>
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**Assignments**

**Group Project:** Group Project: Contribute to all three sections of the group project (thesis statement; evidence of differences; evidence of similarities) a post or a revision of or comment on someone else’s post on this question: Is there much evidence of Japanese-Americans resisting internment?

**Longer Essay #2:** Agree or disagree: the years between the onset of World War I and the close of World War II were characterized by growing social equality (consider race, gender, and class).

**Week 8**

This course is offered through Oregon State University Extended Campus. For more information, contact: Web: ecampus.oregonstate.edu Email: ecampus@oregonstate.edu Tel: 800-667-1465
Read/View: Instructor’s Video Introduction to Week #8; Oregon’s Promise, Chapter 8, Conclusion; West Beyond the West, Chapters 12; Washington’s History, 116-125; Website on Washington ERA oral histories (http://www.washingtonhistory.org/research/whc/oralhistory/ERAOralHistory/).

Module Objectives
1. Students will utilize assigned materials. (Course Objective 1)
2. Students will support a historical argument regarding the post-war period. (Course Objective 4)
3. Students will demonstrate sensitivity to historical complexity by considering multiple perspectives, sources. (Course Objective 5)
4. Students will effectively critique a historical essay. (Course Objective 7)

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<tbody>
<tr>
<td>1,3</td>
<td>1</td>
<td>ERA Website</td>
<td>Week 8 Outline/Reply</td>
</tr>
<tr>
<td>1,3,4,5</td>
<td>1,2,3</td>
<td>Selected readings from the three textbooks</td>
<td>Week 8 Short Essay</td>
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<tr>
<td>7</td>
<td>4</td>
<td>Student Essays</td>
<td>Week 8 Short Essay Critique</td>
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Assignments
Outline/Reply: Use at least two oral history interviews to answer this question: Why were women advocating for their rights by the early 1970s?
Short Essay (up to 500 words) and Critique #4: Historians have argued that starting in World War II big government and big companies started to have a much bigger impact on the Pacific Northwest. Do the readings support that point of view?

Week 9

Read/View: Instructor’s Video Introduction to Week #9; Oregon’s Promise, Chapters 9, Conclusion; West Beyond the West, Chapters 13-15; Washington’s History, 126-131; “Smoke Signals” Trailer (https://www.youtube.com/watch?v=yzWut5-pGmg); “Nirvana” (https://www.youtube.com/watch?v=hTWKbfoikeg); “Portlandia” (https://www.youtube.com/watch?v=TZt-pOc3moc---https://www.youtube.com/watch?v=Jml7NVyM8cs---https://www.youtube.com/watch?v=V3nMnr8ZIr1---
Module Objectives
1. Students will **utilize** assigned materials. (Course Objective 1)
2. Students will **collaborate** within group projects. (Course Objective 8)
3. Students will **support** a historical argument on the historical development of the Pacific Northwest. (Course Objective 4)
4. Students will **demonstrate** sensitivity to historical complexity by considering multiple perspectives, sources. (Course Objective 5)
5. Students will **analyze** the Pacific Northwest’s historical development and coherence. (Course Objective 3)

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<th>Activities/Assessments</th>
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<tbody>
<tr>
<td>1,3,8</td>
<td>1</td>
<td>The two sets of websites</td>
<td>Week 9 Group Projects</td>
</tr>
<tr>
<td>1,3,4,5</td>
<td>1,3,4,5</td>
<td>All course materials</td>
<td>Draft of last essay</td>
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</table>

Assignments
**Group Project:** Group Project: Contribute to all three sections of the group project (thesis statement; evidence of differences; evidence of similarities) a post or a revision of or comment on someone else’s post on this question: Do any of these recent Pacific Northwest cultural expressions (Sherman Alexie’s short story as presented in “Smoke Signals”; Nirvana’s music; “Portlandia”; the Timbers Army) have anything in common with each other?

**Early Draft of Final Essay** (up to 2,500 words): Agree or disagree: The Pacific Northwest (as defined by this class—as Oregon, Washington, and British Columbia) has been an artificial region. Its residents have not shared much in common with each other, have been divided by too many national, geographic, social, and cultural differences.

**Week 10**

**Read/View:** Instructor’s Video Introduction to Week #10

**Module Objectives**
1. Students will **utilize** assigned sources. (Course Objective 1)
2. Students will **support** a historical argument on the historical development of the Pacific Northwest. (Course Objective 4)
3. Students will **demonstrate** sensitivity to historical complexity by considering multiple perspectives, sources. (Course Objective 5)

4. Students will **analyze** the Pacific Northwest’s historical development and coherence. (Course Objective 3)

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<thead>
<tr>
<th>Course Obj</th>
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<th>Resources</th>
<th>Activities/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,3</td>
<td>1</td>
<td>All course materials</td>
<td>Week 10 Outline/Reply</td>
</tr>
<tr>
<td>1,3,4,5</td>
<td>1,2,3,4</td>
<td>All course materials</td>
<td>Final draft of last essay</td>
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</tbody>
</table>

**Assignments**

Outline: Have the readings for the course suggested that one person can make a difference?

Final Draft of Final Essay (up to 2,500 words): Agree or disagree: The Pacific Northwest (as defined by this class—as Oregon, Washington, and British Columbia) has been an artificial region. Its residents have not shared much in common with each other, have been divided by too many national, geographic, social, and cultural differences.

**Critical Thinking**

The course focuses on the development skills in critical thinking. It requires students to absorb, assess, and interpret historical evidence in the service of answering questions that do not have clear-cut or “right” answers. The course is therefore concerned with the process of historical interpretation and argumentation rather than on simply memorizing or acquiring factual knowledge. The ability to be guided by what one has already learned while not being blinded to the possibility that such learning has been partial or even mistaken is critical to this process.

**Communication Responsibilities**

Each student is responsible for maintaining reliable internet access. This is crucial for your success and for the success of the class as a whole. I recommend having a backup plan (a friend who is willing to let you use her or his computer or internet connection—or a local library) in case you need it.

**Grading Scale**

93-100% A
90-92.99 A-
87-89.99 B+
83-86.99 B
80-82.99 B-
77-79.99 C+
73-76.99 C
70-72.99 C-
67-69.99 D+
63-66.99 D
60-62.99 D-
Up to 60 F

**Weighting**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>10 Outline/Replies or Wikis</td>
<td>30%</td>
</tr>
<tr>
<td>4 Short Essays/Critiques</td>
<td>20%</td>
</tr>
<tr>
<td>2 Longer Essays</td>
<td>30%</td>
</tr>
<tr>
<td>Final Essay</td>
<td>20%</td>
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</table>

**Outline/Replies and Group Projects**

Each week there is an outline/reply or a group project worth three points. For the outlines, you are required to post just five sentences and three paragraphs, but they should be in a very particular order: a thesis statement that answers the question; in the second paragraph, a topic sentence that supports the thesis and then a piece of evidence to support it placed in context (date and place, for example); in the third paragraph, a second topic sentence that supports the thesis and a piece of evidence in context to support it. You should also post a reply to someone else’s outline, and this is your chance to discuss the subjects without any constraints. For the group projects, you will be placed in a group of 4-6 students, and each of you is expected to post to each of the three sections: thesis; first paragraph in the body; second paragraph in the body. (I will supply two broad topic sentences for the two paragraphs in the body.) Your posts can take the form of: some content; revision of someone else’s content; a comment on someone else’s content. Each of the outline/replies and group projects is worth 3 points, and you receive full credit if you do an adequate job. These assignments should be posted on the discussion board. The outlines and wikis are due on Saturdays, the replies to outlines on Sundays.

**Short Essays/Critiques**

There are four of these essays, up to 500 words, each worth five points. Each should begin with a clear thesis stated at the close of a brief introductory paragraph. Then provide two or more paragraphs that support the thesis. Each of these paragraphs in the body should begin with a topic sentence that
links the paragraph’s body (its evidence) to the thesis. The critiques should address these three subjects: 1) Is the thesis clear, and does it answer the question? 2) Are the paragraphs in the body headed by clear topic sentences that link the evidence that follows them to the thesis? 3) Do the paragraphs in the body (the ones that follow the brief introductory paragraph) contain evidence that is plentiful and relevant? Is sufficient context provided for the evidence (such as date, speaker, place)? Address both strengths and weaknesses. The critiques are worth one third of the grade for these assignments, so take them seriously. The short essays and critiques should be posted on the discussion board, and the instructor will send feedback through private e-mail. The short essays are due by the end of Saturday, the critiques by the end of Sunday.

**Long Essays**

There are three of these essays, the first up to 2,000 words and the third and final essay up to 2,500 words. The first two are worth fifteen points each, the final is worth twenty points. The structure is the same as with the shorter essays, but of course there should be much more evidence and, hopefully, sophistication of analysis, such as a consideration of multiple perspectives. The long essays should be posted through the Grade Book, and the instructor will send his feedback through that section. The long essays are due on Sundays. They are not critiqued by classmates.

The final essay requires an early draft. Failure to turn in, on time, a decent early draft (at least 1,500 words, with appropriate evidence) will result in a late penalty of 10% for every day that it is late.

**Grading Rubrics**

**Short Essay Rubric**

<table>
<thead>
<tr>
<th>Area</th>
<th>Excellent (A)</th>
<th>Good (B)</th>
<th>Average (C)</th>
<th>Poor (D)</th>
<th>Very Poor (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of Prose (20%)</td>
<td>Clear and concise</td>
<td>Clear but at times wordy</td>
<td>Generally clear, often repetitive</td>
<td>Hard to understand, very repetitive</td>
<td>Very hard to follow</td>
</tr>
<tr>
<td>Focus (20%)</td>
<td>The thesis, topic sentences, and evidence are aligned with each other and address the question</td>
<td>The thesis answers the question, and the topic sentences and most of the evidence support the thesis</td>
<td>The topic sentences and evidence support aspects of the thesis</td>
<td>The argument is vague or inconsistent, the essay diffuse</td>
<td>The essay seems unrelated to the question</td>
</tr>
<tr>
<td>Evidence (60%)</td>
<td>thesis</td>
<td>Evidence (60%)</td>
<td>thesis</td>
<td>Evidence (60%)</td>
<td>thesis</td>
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<tr>
<td>There are 8 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</td>
<td>There are 5-7 pieces of evidence and they are placed in context, including 2 or more pieces of primary-source evidence, when available</td>
<td>There are 3-4 pieces of evidence, usually without context, including 1 piece of primary-source evidence</td>
<td>There are 1-2 pieces of evidence with little if any context, no primary-source evidence</td>
<td>We refer to the rubric in the document.</td>
<td></td>
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</table>

**Long Essay Rubric**

<table>
<thead>
<tr>
<th>Area</th>
<th>Excellent (A)</th>
<th>Good (B)</th>
<th>Average (C)</th>
<th>Poor (D)</th>
<th>Very Poor (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of Prose (15%)</td>
<td>Clear and concise</td>
<td>Clear but at times wordy</td>
<td>Generally clear, often repetitive</td>
<td>Hard to understand, very repetitive</td>
<td>Very hard to follow</td>
</tr>
<tr>
<td>Focus (15%)</td>
<td>The thesis, topic sentences, and evidence are aligned with each other and address the question</td>
<td>The thesis answers the question, and the topic sentences and most of the evidence support the thesis</td>
<td>The topic sentences and evidence support aspects of the thesis</td>
<td>The argument is vague or inconsistent, the essay diffuse</td>
<td>The essay seems unrelated to the question</td>
</tr>
<tr>
<td>Evidence (50%)</td>
<td>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</td>
<td>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</td>
<td>There are 1-2 pieces of evidence, usually without context, per paragraph and little primary-source evidence</td>
<td>Most of the paragraphs lack evidence, and little context is provided for it, primary sources are neglected</td>
<td>There are only 1-2 pieces of evidence in the entire essay or none at all</td>
</tr>
<tr>
<td>Analysis (20%)</td>
<td>The essay is sensitive to</td>
<td>The essay acknowledges</td>
<td>The essay answers the</td>
<td>The essay speaks to the</td>
<td>The essay does not</td>
</tr>
</tbody>
</table>
Critique Rubric

<table>
<thead>
<tr>
<th>Area</th>
<th>Excellent (A)</th>
<th>Good (B)</th>
<th>Average (C)</th>
<th>Poor (D)</th>
<th>Very Poor (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance (35%)</td>
<td>The critique identifies the essay’s strengths and weaknesses</td>
<td>The critique is strong on weaknesses but thin on weaknesses</td>
<td>The critique is strong on strengths but thin on weaknesses</td>
<td>The critique does not much address the essay</td>
<td>The critique does not address the essay</td>
</tr>
<tr>
<td>Breadth and Specificity (65%)</td>
<td>The critique addresses all three categories by identifying 2 or more specific strengths or weaknesses in each of the 3 categories (thesis, topic sentences, evidence)</td>
<td>The critique addresses 1-2 specific strengths or weaknesses in all three categories</td>
<td>The critique addresses 1 specific strength or weaknesses in each category</td>
<td>The critique addresses 1-2 categories</td>
<td>The critique does not address the essay</td>
</tr>
</tbody>
</table>

Extensions
I do not ordinarily accept late work unless you have requested an extension before the due date, although if you turn in one of the three longer essays within 24 hours of the due date, I’ll penalize it by just 50%. If you unable to complete an assignment on time due to circumstances beyond your control (illness, family emergencies) please let me know as soon as possible via e-mail—certainly before the assignment is due. We shall then negotiate a revised due date.

Incompletes
Students who have completed at least 50% of the course work may
request an extension if circumstances beyond their control arise late in the term to keep them from completing the course on time. Incompletes are not designed to bail out students who take more credits than they have time for, and requests for incompletes must be received by the date that the final assignment is due.

Class Etiquette Guide

The etiquette guide is a list of principals or practices generated by and agreed upon by the class that we shall all try to follow.

What goes in the etiquette guide? Each one is different. Most of them are concerned primarily with spelling out what constitutes respectful communication. Here is site from the University of British Columbia (Canadians are notoriously well mannered) with some “netiquette” ideas that you might want to take a look at: http://ctlt.ubc.ca/distance-learning/learner-support/communicating-online-netiquette/.

And here are the two foundational or starting points that I like to start each etiquette guide with:

We agree to do our best to:
- Realize that we come from diverse backgrounds (political, ethnic, experiences) and that no person’s or group’s experience is the norm;
- Take issue with each others’ ideas rather than each other, to disagree with each others’ ideas and writing in a respectful manner;
- Identify both weaknesses and strengths in each others’ work;
- At the end of the first week of class I shall synthesize everyone’s ideas for the guide into a document that I shall post as a new forum on the discussion board and will ask you to review and comment on the document.

The etiquette guide is not intended as a club with which to punish people who get “out of line.” Rather, it is a tool for us to create an online environment in which we can interact vigorously and respectfully with each others’ ideas and work.

Essay Writing

All of your essays, whether 500 or 2,500 words long, should be essays. I am not looking for a book review or a summation of what you found interesting in the readings. Rather, I am looking for an analytical and convincing answer to a thorny question.

The trick to writing a strong essay is to both construct an interesting argument that answers the question and to back it up with evidence.

The evidence is of two general types: primary and secondary. The manuscript census returns and newspapers assigned for this course are primary sources, that is, documents produced by the people under study, the historical actors. The three assigned books are written by scholars, by the
people doing the studying. Your diaries and personal letters are primary sources and may some day end up in an archive to be studied by scholars. Your essays for this class are secondary sources, attempts to make sense out of the past. Your essays should use evidence from both primary and secondary sources if both are available.

I have provided an example of a two-page essay at the end of this section. I wrote it many years ago in a class at Northwestern University taught by Professor Breen on Colonial America. Dr. Breen was a stickler for structure, and I got so frustrated at trying to please him that I finally went in to speak with him, and it was a half hour very well spent, as he explained essay writing more clearly to me than anyone else has before or since. Notice the essay's structure: the thesis is declared clearly at the close of the first paragraph. Each of the next several paragraphs then supports that thesis by marshalling several pieces of evidence from an historical source. Each of these paragraphs begins with a topic sentence, a sentence that links the evidence (in the body of the paragraph) to the thesis (the sentence at the close of the first paragraph). The essay closes with a brief conclusion that restates the thesis and speaks to larger ramifications.

It is important to be consistent—and being consistent is much harder than it looks. You will inevitably find that the body of your paper begins to drift from your thesis. Do not panic. Simply make adjustments. Revise your thesis or rework the body to fit it more closely.

These essays should have a particular format. The word limits are firm. Please double space them. I am not picky about your notation style. We shall all be using the same sources, after all. I recommend that you simply include the author and page number within parentheses after a quotation, such as: (Barman, p. 294).

I expect the essays to be clear. Brilliance is not much use if no one can understand you. Strive for clear, concise sentences.

Try to be sensitive to complexity in all of your essays, particularly the longer ones. I often ask students to agree or disagree with an assertion. Take a firm stand in answering such questions, but the answer can be nuanced, can, for example, agree in some respects and disagree in others. Some years ago I heard H. W. Brands—the prolific historian of the University of Texas who grew up in Portland—tell a group of Oregon teachers that he urges his graduate students to always look for evidence that contradicts the argument they are gravitating toward. It is an unfortunate fact of human nature that we are prone to ignore or discount “inconvenient truths.”

I shall of course give you more detailed and particular feedback as we go along; the course is designed for that. I find that my own writing improves dramatically with critical feedback, and many students have said the same thing. Think of writing as being like marriage: an ongoing process. We never
arrive at perfection, and we get closer to it by working hard, not by being innately talented. Online tutoring for writing is available at: http://ecampus.oregonstate.edu/services/student-services/online-tutoring/

**Using Quotations**

I encourage you to utilize quotations from the texts in your essays. It is an excellent way to utilize evidence to back up your arguments, your generalizations.

But using quotations can be tricky. I discourage quoting simply for the sake of quoting. Quotations work well for conveying the immediacy or vividness of past events and opinions. They are less useful for conveying factual information which you can sum up in your own words. I caution against quoting any passage at great length. Pick out the phrases that are most useful for your purposes. Remember, you need to keep control of your essay, your argument. That is hard to do if you devote most of your essay to quotations.

Remember to put quotation marks (""") around your quotations. Otherwise the reader will assume that you are trying to pass the material off as your own work, which is plagiarism.

It is also important to provide the context for the quotations that you use. The reference or source for the quotation should be supplied at the end of it, in parentheses (Smith, p. 15). You should also let the reader know in the text who the speaker is. It is usually important to also date a quotation, particularly if you are addressing a question about change over time. Without this sort of information, the reader won't know how to put the quotation in context. Simply providing a reference in parenthesis or in a footnote doesn't solve this problem. What if the author of the text (Smith, in our example) is quoting someone else? What if Smith is the editor of a volume that includes many writers, primary and secondary sources? Help the reader out by clarifying who wrote or said these words.

**Reading Efficiently and Critically**

Most of the reading for this course consists of secondary sources, accounts written by scholars. It is easy to feel overwhelmed by these people's credentials--and by the sheer volume of what they have written. This course should consume about 12 hours of time per week. This means that you cannot afford to read at, say, 10 pages an hour! I urge you to try to read selectively, to become an active rather than passive reader.

A key part to being an active reader is to learn how to "gut" a book, to discern quickly its principal arguments. The best place to look for these arguments is in the introduction. Also read the conclusion closely. The same goes for chapters; introductions and conclusions are where authors introduce
and summarize their arguments.

Topic sentences, the first sentences of paragraphs, tell you what the rest of the paragraph is about. Use them as guides for which paragraphs you can skim, which you should read closely.

The notion of skimming may seem sacrilegious. But bear in mind that these are not conventional textbooks that you would have in a course on, say, anatomy. I do not expect you to memorize the contents of these books. Rather, I want you to grasp and critique their main arguments--and to use them to build your own ideas. Indeed, I urge you to have the questions at your elbow as you read, to inform and guide your reading.

Taking notes helps one to read actively. It reminds the reader that she or he is in charge, that you do not simply want to get through the book, you want to learn from it. The book is only a tool. Notes record what you think is important and leave you with something to go back to after you have forgotten the details (and perhaps the main points, too) of what you have read. Notes are particularly useful when you are reading material that you will write on. Write down your ideas for the paper as you go along, and your essay will be half finished by the time you have finished the readings.

Try to approach the books critically. Does the author have an ax to grind that distorts her or his interpretations? Is the argument clear and consistent? Does the author back it up with evidence? Might other conclusions be drawn from the same evidence?

Many of the texts for this course are primary sources, documents written by historical actors of the period being studied. Primary sources include letters, diaries, reports, and much more, including maps and drawings. Primary sources are usually more interesting and engaging than are scholarly texts. But they must be approached cautiously.

All sources are biased. Primary sources are particularly biased. Scholars (those writing secondary sources) often have overriding political or personal agendas. But most at least try to be somewhat open minded and to give the reader the “big picture”--otherwise they risk being criticized or, even worse, ignored. But a person writing a diary or a letter is under no such constraints. Primary sources offer immediacy, the feel of touching the past and the people who inhabited it directly. But these sources usually come from people with narrow experiences (travelers describing people they have just met, for example) or axes to grind (superiors to placate, for example).

The following questions will help you to detect and take into account the biases of primary sources.

1) What is the purpose of the document (stated and implied)?
2) Who is the intended audience?
3) What is the writer’s relationship to that audience?
4) Has the document been translated (from one version or language to
5) How familiar is the writer with the people she or he is describing?

**If You Are Struggling**

NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Blackboard class by clicking on the Tools button in your course menu.

But you can also contact your instructor directly for help with early drafts, to get feedback on your work before it is graded. Just send me the work at least 24 hours before it is due.

**E-Campus Services**

[http://ecampus.oregonstate.edu/services/default.htm](http://ecampus.oregonstate.edu/services/default.htm)

OSU Extended Campus strives to make your experience as a student as close to a campus-based experience as possible, and hopefully even better. We ensure that you have access to the services that OSU offers all students, whether you are within walking distance of campus or a thousand miles away. Our services include online admissions and registration, instruction on Blackboard, access to student accounts and financial aid information, student success counseling, communication with your academic advisers and instructors, library resources, access to grades, transcripts, course evaluations, and technical help.

**Plagiarism**

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.” Link to Statement of Expectations for Student Conduct: [http://oregonstate.edu/studentconduct/home/](http://oregonstate.edu/studentconduct/home/)

Here are some of the relevant sections:

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.
b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Conduct in this Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.
Disability Access Services (DAS) with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Course Evaluation

We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions by Ecampus. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.