Our ultimate objective in learning about anything is to try to create and develop a more just society.

- Yuri Kochiyama

I will tell you something about stories...they aren’t just entertainment. Don’t be fooled. They are all we have, you see, all we have to fight off illness and death.

- Leslie Marmon Silko

* all aspects of this syllabus are subject to change

**COURSE DESCRIPTION**

Catalog (official): A seminar developing techniques for collecting, analyzing, and incorporating ethnic community histories in research papers and theses. Additional description: ES 553 is a research methods seminar aimed at developing techniques for collecting, analyzing, and incorporating ethnic community histories. Although listed as ethnohistory, in actuality this particular term’s course will be a unique fusion of public history, social history, ethnohistory, ethnic studies, historical tourism, civic engagement, and cultural geography. It will also turn traditional ethnohistory on its head by returning the direction of study and analysis onto the dominant society using the lens of marginalized communities. Thus, our course has two inter-related objectives: (1) to help students gain understanding and insights into the issues of collecting and presenting historical information about communities and individuals around the social categories of race, ethnicity, gender and class in American society; (2) to develop critical thinking/analytical skills and research methodologies in the field of ethnic studies.

This term we are taking on a specific and unique collective project: the Social Justice Tour of Corvallis! You, the students, will ultimately design and deliver this tour for our invited guests and funders from across campus and the local community. This means that our course will require a hands-on approach to learning, researching, and practicing historical methodologies appropriate for documenting, understanding, and presenting experiences of marginalized communities.

* This course combines approximately 120 hours of instruction, activities, and assignments for 4 credits.

**Course Specific Measurable Student Learning Outcomes**

Students successfully completing this course will be able to:
1. Outline and critique the ways that the practice of history can suppress voices of racialized, marginalized, and tribal communities.

2. Explain and deploy qualitative and comparative ethnohistorical methods addressing issues of race, ethnicity, gender, sexuality, and class.

3. Moderate discussions on ethnohistory and ethical research practices.

4. Situate course material and consider theoretical implications across different academic disciplines.

REQUIRED TEXTS
- PDF readings, available on Canvas
- *Untold Stories: Histories of Students of Color at Oregon State University/Campus Tour Guidebook.* Fall 2015 Edition. [provided in class, or on Canvas]
- *Social Justice Tour of Corvallis* booklet, 3rd Edition. [provided in class, or on Canvas]

Students must bring individual hard copies of PDF readings to all appropriate class meetings. Yes, you must either PRINT them each out (double-sided printing is encouraged) or have your ANNOTATED DIGITAL copies ready.

COURSE REQUIREMENTS

PARTICIPATION. You are expected to contribute meaningfully to each and every class meeting; providing examples, asking text-based or conceptual questions, drawing attention to specific passages or ideas, synthesizing readings. For this course, you must also be actively contributing to the design of the tour and all of its constitutive components. If you are absent from a class meeting, you will receive no participation points for that day (as scored under “discussion, facilitation, and critique”). Likewise, if you come to class unprepared, your “presence” will result in minimal (or no) participation points.

READING ASSIGNMENTS. Students must complete all readings prior to attending class, so you can fully participate in the vital conversations that are the backbone of this course. All students will be responsible for co-facilitating discussions during every one of our course meetings. Unprepared students will be graded down (as scored under “discussion, facilitation, and critique”).

READING BRIEFS. Reading briefs will assess weekly course materials in relation to the tour project. Briefs are intended to facilitate in-class discussion and strengthen final tour outcomes. Briefs will be due weeks 2-6. A complete prompt is posted on Canvas. Briefs will be submitted via Canvas.

RESEARCH REPORTS. Research reports document research activities, organize findings, and compile citations. Reports are intended as tools for assessing research findings and guiding methodologies. Reports are due weeks 3-6. A complete prompt is posted on Canvas. Reports will be submitted via Canvas.

CRITICAL-REFLECTIVE ESSAY. Students will complete a final critical-reflective essay (1500-1750 words) to be submitted during finals week. A hard-copy draft will be due in-class week 8. Further details on the essay assignment are posted on Canvas. The final draft of the critical-reflective essay will be submitted via Canvas.

SOCIAL JUSTICE TOUR OF CORVALLIS. Students must help create and deliver the final tour assignment.
FORMATTING. All written assignments must be typed, double-spaced, using 1" margins all around, 12-point Times New Roman font (or similar), proper paginations, proper heading, and stapled. The critical-reflective essay (including drafts) must include the final word count in the heading. Essays must include citations and a complete and appropriately formatted list of references starting immediately after the final lines of the text (not on a separate page). Complete reference information for all course-assigned readings will be provided via Canvas. Essays that do not follow this format will not be accepted.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>In-class discussion, facilitation, critique</td>
<td>40</td>
</tr>
<tr>
<td>Research reports (weeks 3-6)</td>
<td>40 (10 each)</td>
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<tr>
<td>Tour Delivery (week 10)</td>
<td>40</td>
</tr>
<tr>
<td>Critical-reflective draft (week 8)</td>
<td>40</td>
</tr>
<tr>
<td>Reading Briefs (weeks 2-6)</td>
<td>50 (10 each)</td>
</tr>
<tr>
<td>Critical-reflective essay</td>
<td>40</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>250</strong></td>
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</tbody>
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E-MAIL AND COMMUNICATION POLICY
All e-mail correspondence with the instructor must be properly formatted with a useful description in the subject line, a greeting and salutation, and must be grammatically correct; otherwise, the instructor will delete your e-mail message and will choose not to respond.

LATE WORK POLICY
Late work will NOT be accepted. LATE work will not be ACCEPTED. LATE WORK WILL NOT BE ACCEPTED.

DISABILITY ACCESS
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

NOTE ON ACADEMIC INTEGRITY
Students are responsible for understanding the university’s academic integrity policies and maintaining compliance. Please familiarize yourself with the OSU Student Conduct Code: http://studentlife.oregonstate.edu/studentconduct. Copying even small portions of essays from the internet or not properly citing your sources falls under the definition of plagiarism. Any act of cheating or plagiarism will result in the student’s immediate failure and referral to the Student Conduct and Community Standards office for further investigation and assessment. Students who cheat or plagiarize can be suspended or even expelled from the University. If you have questions, please make an appointment to meet with the instructor or other relevant campus resources.
COURSE SCHEDULE
This is an ambitious interdisciplinary course. Guest lectures and other supplemental readings and activities may not be listed in the following schedule, and may occur without notice. We will try our best to adhere to the schedule below.

Note: The [#] following each reading assignment indicates the approximate number of pages.

WEEK 1: WHAT IS ETHNOHISTORY? / INTRODUCTIONS & PROJECT PLANS
- Course Introduction: Syllabus Overview, Project explanation, and discussion
- Archive and Fieldwork Preparations
- Social Justice Tour of Corvallis sample tour (field trip)

  - Russell Barber and Frances Berdan, “The Scope of Ethnohistory” [27]
  - Untold Stories (provided in-class)
  - Social Justice Tour of Corvallis (provided in class)

OPEN ART AND RESEARCH FIELD TRIP OPTIONS:
- Jordan Schnitzer Museum of Art (Eugene)
  - Cuba Ocho: http://jsma.uoregon.edu/CubaOcho
  - Diálogos: http://jsma.uoregon.edu/Dialogos
- Portland Art Museum
  - Constructing Identity: http://portlandartmuseum.org/exhibitions/constructing-identity/
  - American Photographs: http://portlandartmuseum.org/exhibitions/american-photographs/
- Oregon Student Research Project
  - Oregon Historical Society (Saturday, April 29)

WEEK 2: ARCHIVAL RESEARCH I
- Archival and Fieldwork research
- VISIT: OSU Archives and Special Collections workshop (with Natalia Fernandez), 5th Floor Valley
- Identifying personal Corvallis story options
- Identifying local oral history source options
- READING BRIEF #1 DUE

  - Russell Barber and Frances Berdan, “Working in Archives and Elsewhere” [10]
  - Peter Marcuse, “Walls of Fear” [13]
  - Walking Tour guide samples (provided in-class)

WEEK 3: ARCHIVAL RESEARCH II
- Archival and Fieldwork research
- VISIT: Benton County Historical Society library (with Mary Gallagher)
- Finalizing personal Corvallis story options
- Finalizing local oral history source options
## WEEK 4: VISUALS AND HISTORY

- Peer editing workshop
- **RESEARCH #2 REPORT AND PRESENTATION DUE**
- **READING BRIEF #3 DUE**

- Russell Barber and Frances Berdan, “Visual Interpretation” [24]
- Barbie Zelizer, “Voice of the Visual in Memory” [23]

- OPTIONAL FIELD TRIP and Student Research Project (Oregon Historical Society - Saturday, April 29)

## WEEK 5: NARRATING AND CREATING SPACE I

- **GUEST: Dr. Elizabeth Sheehan (OSU School of Writing, Literature, and Film)**
- Draft tour map and tour guide scripts
- Draft design and consultations
- Peer editing workshop
- **RESEARCH #3 REPORT AND PRESENTATION DUE**
- **READING BRIEF #4 DUE**

- Kenneth Jackson, “The Loss of Community in Metropolitan America” [10]

## WEEK 6: NARRATING AND CREATING SPACE II

- **GUEST: Trey Terrell (OSU Emerging Technologies and Services) -- if needed**
- Web/App feedback (if applicable)
- Peer editing workshop
- **RESEARCH #4 REPORT AND PRESENTATION DUE**
- **READING BRIEF # DUE**

- Russell Barber and Frances Berdan, “Map Interpretation” [20]
- Epeli Hau’ofa, “Our Sea of Islands” [15]
### WEEK 7: MAKING COMMUNITY
- Student research finishes
- Combining projects for presentation
- Peer editing workshop
- Peer editing Draft critical-reflective essays

### WEEK 8: PROJECT REFINEMENT TASKS
- Draft and edit final content of tour map and tour guide script – rush printing request
- Design of formal invites (for guests)
- DRAFT CRITICAL-REFLECTIVE ESSAYS DUE (In-class peer-assessments)
- Partial practice run (1 site only, with audio technology)
- Practice run feedback, adjustments

### WEEK 9: PROJECT COMPLETION TASKS
- Final tour maps and tour guide scripts in hand
- Practice run, with van (full run, with audio technology)
- Practice run feedback, final adjustments

### WEEK 10: TOUR WEEK
- Tour delivery, and lunch with guests (pending funds/sponsors)

### FINALS WEEK
- Critical-reflective essays DUE (via Canvas)