ETNHNIC STUDIES PROSEMINAR
ETNHNIC STUDIES 499 (CRN 31848)
SPRING 2007
MON/WED 10:00-11:20
4.0 CREDITS
202 VILLARD

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OFFICE HOURS: MON/WED 1:00-4:00
OR BY APPOINTMENT

COURSE CATALOG DESCRIPTION:
Capstone seminar. Focuses on concluding work and experience in ethnic studies through independent research, preparation and presentation of research paper. Prerequisite: ES 498 and completion of requirements for ES major. This course is open to ES majors only.

TEXTS REQUIRED FOR ALL STUDENTS, AVAILABLE AT THE UNIVERSITY BOOKSTORE:
1. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, The Craft of Research (2nd ed.)

TEXTS OPTIONAL FOR ALL STUDENTS, AVAILABLE AT THE UNIVERSITY BOOKSTORE:
1. Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations

COURSE REQUIREMENTS:
In order to get a C, all students must all of the required assignments on time, attend at least 70% of the regular class sessions, and meet individually with the instructor to discuss your assignment at least five times. (In other words, if you only complete the thesis, but do not complete the outline, prospectus, and annotated bibliography on time, you cannot receive an A, B, or C.) Note that you cannot graduate with an ES major if you do not pass this course with at least a C grade (a C- is not sufficient).

The University of Oregon Committee on Courses recommends that a 4-credit course should engage students in an average of 12 hours of activities per week. This class meets for two hours and 40 minutes each week. That leaves an average of nine hours and 20 minutes per week that the University expects you to devote to course-related work outside of class time. To get an A, you will need to put in that time.

SENIOR THESIS:
The main purpose of this course is to provide a research capstone for the Ethnic Studies major. You will spend most of the term writing a senior thesis. This is different from an honors thesis in that all majors are required to complete it, not only “honors” students. There is no set length, although it should represent a significant research endeavor (20-80 pages). You are encouraged to avoid attempting experimental research (like psychological experiments), large-scale surveys, or creative projects (like films, plays, or novels), unless you already have substantial experience with these. The preferred form for your thesis is an original contribution to social science or
humanities research. It should demonstrate originality, mastery of research skills, organization, and coherent writing.

**THESIS PROSPECTUS:**
We will discuss the thesis prospectus at length in class. It is a short (somewhere around five pages) document that outlines the scope of your thesis, including such things as the major questions it will address, what you expect to conclude, the significance of the thesis, and its relation to existing research.

**ANNOTATED BIBLIOGRAPHY:**
Your annotated bibliography demonstrates both your ability to conduct research in areas related to your thesis and your ability to evaluate and compare different sources. It allows you to take stock of research in the field before beginning to write up the bulk of your thesis. It should consist of between 12 and 20 sources.

**THESIS OUTLINE:**
Your outline should give an advance sense of the organization of your thesis, including significant divisions, the progression of your arguments, and smaller subdivisions. It should be a sentence outline, attempting to give shape to your ideas. It should be around 3-5 pages in length.

**FORMATTING:**
Be sure to format all documents with 1” margins (top, bottom, and sides) in double-spaced Times/Times Roman/Times New Roman 12pt. font. Be sure that the pages are numbered and that your name appears on each page in the header. Quotations of text and citation of sources are required and must comply with a standard academic citation style.

**PEER REVIEW**
You will conduct peer review of one another’s work in groups of three or four. When you have completed your peer review of another student’s work, you must give that student written feedback on their work and meet with her or him in person to discuss your feedback. You must also give a copy of your written feedback to the professor.

**INDIVIDUAL CONFERENCES**
You must meet outside of class with the professor at least three times before May 4, plus once during Week 6 and once during Week 7. These one-on-one meetings are an opportunity to check in, ask questions, and make sure that you are on course to finish your thesis. Failure to make these meetings could result in your failing the class.

**ATTENDANCE:**
Attendance and participation are crucial for this class because it meets so few times. Your unexcused absences determine the highest possible final grade you can receive for the course. (Absences are normally only “excused” for religious observances or university-related activities, such as athletic or debate competitions or music performances, and these are only excused if you discuss arrangements with the instructor(s) in advance.) Missing class due to illness (with or without a physician’s note), injury, or funeral counts as an unexcused absence. This is why you get two absences. Think of these as “sick days” and save them for emergencies so that
unexpected circumstances do not affect your grade. Excessive or frequent tardiness will also count as absence, as will significant failure to participate in classroom discussion. Please note that you get two absences, after which further absence will begin to severely affect your final grade.

Absences out of 15: Highest course grade possible:
0 (100% attendance) ..A+
1 (93%)....................A+
2 (87%)....................A+
3 (80%)....................B+
4 (73%)....................C+
5 (67%)....................D+ (will not count toward ES major)
6 (60%)....................F

**FINAL GRADE:**
Contingent on the above attendance criteria and completion of all required work, the final grade for the course will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis Prospectus</td>
<td>15%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>required, and included in prospectus grade</td>
</tr>
<tr>
<td>Outline</td>
<td>required, and included in prospectus grade</td>
</tr>
<tr>
<td>Peer Review Feedback</td>
<td>required, but not figured into grade</td>
</tr>
<tr>
<td>Thesis</td>
<td>85%</td>
</tr>
</tbody>
</table>

Please note that if you do not complete all of the above assignments on time, you will not pass the course, regardless of your other grades.

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**STUDENTS WITH DISABILITIES**
If you have a documented disability and anticipate needing accommodations in this course, please arrange to meet with the professor and/or GTF as soon as possible. Please request that the counselor for students with disabilities send a letter verifying your disability.

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**INCOMPLETE POLICY**
The University policy for incompletes is as follows:

An incomplete may be issued when the quality of work is satisfactory, but some minor yet essential requirement has not been completed, for reasons acceptable to the instructor. Undergraduate students have one calendar year to make up an incomplete mark assigned by a UO faculty member. Earlier deadlines may be set by the instructor, dean, or department head. Failure to make up the Incomplete at the end of one calendar year will result in the mark of “I” automatically changing to a grade of “F” or “N.”

Because of the nature of this course and because your thesis is not a “minor” requirement, I will not issue incomplete grades for this course.
E-MAIL ETIQUETTE
As a rule, you should understand your relationships to instructors as professional relationships. When corresponding by e-mail, always include a salutation (“Dear Prof. Hames-Garcia”) and a closing that identifies who you are (“Sincerely, Maria Rodriguez”). Use complete sentences and try to be polite, even if you are angry. In return, I will try to do the same. Please also note that I might not check our e-mail more than once per day, or at all on weekends or in the evening, and I might not have time to reply immediately. Please have patience and do not hesitate to follow up in person during office hours or before, during, or after class if I have not replied to e-mail.

PLAGIARISM AND ACADEMIC HONESTY
I encourage you to familiarize yourself thoroughly with what plagiarism is and with the University of Oregon’s policies for addressing plagiarism and academic dishonesty. See the following sites for more information:

<http://libweb.uoregon.edu/guides/plagiarism/students/>
<http://studentlife.uoregon.edu/programs/student_judi_affairs/>
<http://studentlife.uoregon.edu/judicial/conduct/code.htm>
<http://academicaffairs.uoregon.edu/handbook/Chapter07.html#R>

Please note the following from the Faculty Handbook:

It is the official policy of the University of Oregon that all acts of alleged academic dishonesty by students be reported to the director of Student Judicial Affairs in the Office of Student Life (346-1141). Disciplinary action may be initiated by the university and sanctions imposed against any student found guilty of dishonesty, including academic cheating, academic plagiarism (submission of the work of others for academic credit without indicating the source), or knowingly furnishing false information to faculty.

It is important that the faculty member not act as accuser, judge, and jury in situations where students deny charges of cheating. If a student denies cheating, give the student an opportunity to explain. If the explanation is not sufficient, notify your department head of the incident and contact the coordinator of student conduct. That officer will initiate proceedings to determine the student’s guilt or innocence.

CITATION OF SOURCES
Since you are required to produce a research paper at the end of this class, you will need to cite from unassigned sources. We will discuss various citation styles and practices in this course. Please note that, if an on-line source is not a reputable “academic” or “scholarly” site, it might affect your grade. If you have questions, please ask.
CLASS SCHEDULE

WEEK #1
M (4/2):  Introductions
Annotated Bibliographies and Prospectuses
Reading Assignment: The Craft of Research, pp. 1-55
Reading Assignment: The Everyday Writer, ch. 10 (5 pp)

WEEK #2: SELECTION OF THESIS TOPIC
M (4/9): Library Research: Special Collections
(Deadline to drop without a W)
Reading Assignment: The Craft of Research, pp. 56-107, 285-288
W (4/11): Library Research: Databases
(Add Deadline)
Reading Assignment: The Everyday Writer, ch. 5 & 11 (19 pp.)
List of Four Possible Thesis Topics Due

WEEK #3: ANNOTATED BIBLIOGRAPHY AND DRAFTING OF PRELIMINARY PROSPECTUS
M (4/16): Web-based Research
(Come to class having identified and annotated five web-based sources for each of
two possible topics.)
Reading Assignment: The Craft of Research, pp. 109-137
Reading Assignment: The Everyday Writer, ch. 12 (14 pp.)
W (4/18): Note-taking and Outlining
(Come to class having narrowed down to one thesis topic and having identified at
least 10 sources that are not exclusively web-based. Bring hard copies of
your sources.)
Reading Assignment: The Craft of Research, pp. 138-181

WEEK #4: REVISION OF PROSPECTUS AND OUTLINING OF THESIS
M (4/23): Draft of Annotated Bibliography and Prospectus Due
(Bring in two copies to share for peer review.)
W (4/25): Draft of Thesis Outline Due
(Bring in two copies to share for peer review.)
Reading Assignment: The Everyday Writer, ch. 13 (5 pp.)
F (4/27): Peer Review Feedback Due

WEEK #5: REVISION OF THE OUTLINE AND FURTHER RESEARCH
M (4/30): Sentence Structure and Grammar
Reading Assignment: The Craft of Research, pp. 183-207
Reading Assignment: The Everyday Writer, ch. 17-23, esp. 17, 18, 19, & 22 (22
pp.)
W (5/2): Organization
Reading Assignment: The Craft of Research, pp. 208-221
Reading Assignment: The Everyday Writer, ch. 6-7 (19 pp.)
F (5/4): Final Annotated Bibliography, Outline, and Prospectus Due
**WEEK #6: THESIS DRAFTING**

**M (5/7):** No group meeting  
**Reading Assignment:** *The Craft of Research*, pp. 222-261  
**Reading Assignment:** *The Everyday Writer*, ch. 4, 8-9, 13 (42 pp.)  
(To be discussed in one-on-one conferences)

**W (5/9):** No group meeting

**WEEK #7: THESIS DRAFTING**

**M (5/14):** No group meeting

**W (5/16):** No group meeting

**WEEK #8: PEER REVIEW**

**M (5/21):** ES Career Guests: Education and Social Service Fields

**W (5/23):** **Draft of Thesis Due**  
(Bring in two copies to share for peer review.)  
**Reading Assignment:** *The Craft of Research*, pp. 263-282  
**Reading Assignment:** *The Everyday Writer*, ch. 24-31, esp. 26, 29, 30, & 31 (67 pp.)

**F (5/25) Peer Review Feedback Due**  
(Send one copy of your feedback to the professor via e-mail by noon. Give the other copies to your partners in person and discuss your feedback with them.)

**WEEK #9: THESIS REVISION**

**M (5/28):** Memorial Day: No Class

**W (5/30):** ES Career Guests: Graduate School Options

**WEEK #10**

**M (6/4):** ES Career Guests: Political Organizing

**W (6/6):** Formatting, Proofreading, and Citation: Last Minute Issues  
**Reading Assignment:** *The Everyday Writer*, ch. 38-47, esp. 38, 39, 42, 43, & 46 (47 pp.)  
(Bring in your latest drafts to discuss examples.)

**WEEK #11**

**M (6/11):** Final Theses Due at 10:00 AM (307 McKenzie Hall)

**S (6/16):** Commencement