ES 499/Ethnic Studies Proseminar  
Spring 2013  
Alder 111

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Office hours: Tuesdays & Wednesdays 9-10 a.m. or by appointment

COURSE DESCRIPTION: The Ethnic Studies Proseminar is the capstone seminar that is designed to provide you with an opportunity to do in-depth, guided, peer-analyzed, supervised research into an advanced subject in Ethnic Studies. The final product of the course is an original 25-40-page research paper on a topic of your choice that evidences your skills in and knowledge of the field of Ethnic Studies.

TEXTS  
No mandatory readings. But I may assign an article or two as we progress during the quarter to provide insight into the research and writing process.

EVALUATION  
Course Requirements: You MUST complete all required coursework in order to pass this course. You should not expect to pass this course if you only write the thesis and do not participate in the collective process of writing and revising. This class requires around 7-9 hours of work outside of the classroom.  
1. Attendance and Participation: 20 %  
2. Mid-term due April 24 (Detailed outline of the thesis, introduction, and timeline for completion): 20 %  
5. Rough Draft due May 10 (10-15 pages): 10%  
6. Final Draft due June 11 (25-40 pages): 50 %

ATTENDANCE AND PARTICIPATION  
Attendance and participation: Class discussions, presentations, research/writing group work, and meetings with the professor and Writing GTF will be a significant part of the course. Attendance and participation are critical, and that includes both working with members of your work group and the class on their papers and getting your papers and ideas to them in enough time that they can work on yours. You are expected to be on time for class and individual meetings. If you are consistently late, or leave early, this will negatively affect your final course grade. These activities and the credit associated with in-class activities cannot be made up. We will not be meeting as frequently as we would for other classes (as few as eight meetings!), so attending each class is even more important. Your productive participation in your research and writing group is critical to the success of all of your group members.
Please be aware that students who do not complete their theses (and do not receive their degrees, as a consequence) also tend to not attend regularly. Writing a thesis is like training for a marathon. You cannot skip steps and then try to catch up at the end.

**Required office hours:**
The classroom and office hours are the spaces and time-slots allocated to meet your intellectual needs. We can schedule appointments, if necessary. You **MUST** meet with Professor Cheney or Writing GTF at least **FOUR times** in the quarter to talk about your writing process and progress. These meetings are scheduled for weeks 2, 5, 8 and 9.

**MID-TERM**

1. **Introduction**
The introduction is one-paragraph long. State the **preliminary argument** of your paper. You need to mention your evidence. What is the question motivating your research project? Explain why your question or argument is a significant **contribution** to Ethnic Studies and/or other related fields.

2. **Thesis Outline**
Your thesis outline should give an advanced 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 2-3 pages in length.

3. **Timeline for Completion**
This timeline describes which sections of the thesis you expect to accomplish each week this quarter. Consult our calendar to organize your timeline properly. Be as detailed as possible about each step you will undertake. Leave appropriate time to finish other coursework and revise multiple drafts.

**Drafts and Peer Reviews**
You will conduct peer review of one another’s work in groups of three. When you have completed your peer review of another students’ work, you must give that student written feedback and should meet with the student in person to discuss the draft. You will write a short letter that addresses the student’s concerns regarding the draft.

**Formatting**
Be sure to format all documents with 1” margins in double-spaced Times New Roman 12 pt. font. Be sure that 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 academic citation style. You will choose either MLA or Chicago style guidelines, unless you have received approval from the instructor to use another system.
ACADEMIC HONESTY AND PLAGARISM
All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. Violations will be taken seriously and are noted on student disciplinary records. Please review the University’s policies at: http://studentlife.uoregon.edu/judicial/conduct/sai.htm

Please note! A grade of at least a C in this class is required for graduation. Anything C- or lower has the same function as an F.

Papers will receive a one-grade deduction for being late, and another grade deduction every week thereafter. Please note the very important, stricter policy on May 10, a Friday. Also note that you must discuss your research in class, and be prepared to do so, or you will not pass the class.

STUDENTS WITH DISABILITIES
The University of Oregon seeks to provide equal access to its programs, services, and activities for people with disabilities. The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services @ http://ds.uoregon.edu/. The Center will work with you and I will gladly make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

COURSE SCHEDULE
Week 1/April 3

Week 2/April 10
No class meeting. Individual appointments with Writing GTF Michael Tran.

Week 3/April 17
No class: research and writing.

Week 4/April 24
No class meeting. “Midterm” due. You will produce a thesis, introduction, a synopsis of what your contribution is to the field, a detailed outline, and detailed plan for thesis completion. You will turn in this mid-term assignment via email to Dr. Cheney and Michael Tran by noon on Wednesday, April 24.

Week 5/May 1
Individual appointments with Professor Cheney.
Week 6/ May 8:
No class: research and writing.

FRIDAY MAY 10: PROVIDE PRINTED COPIES OF 10-15-PAGE ROUGH DRAFT TO SMALL GROUP MEMBERS, PROFESSOR CHENEY AND MICHAEL TRAN BY 3:00PM ON FRIDAY MAY 10. NO LATE PAPERS ACCEPTED.

Week 7/ May 15
Class meets for first hour. Updates on research status, interesting finds, sources, challenges and new directions you might pursue. Second and third hour consist of small group workshops over peer papers. Written peer evaluations must be made in advance of class meeting.

Week 8/ May 22
Individual appointments with Writing GTF Michael Tran.

Week 9/ May 29
Individual appointments with Professor Cheney.

Week 10/ May 5
In-class presentations of work

Final paper due June 11 by noon.