

COLORADO HISTORY HIS 225 601

Fall 2017 Syllabus

CONTACT INFORMATION

Instructor: Kathryn Ordway
Office: By Appointment
Office Hours: By Appointment
Email: kathryn.ordway@rrcc.edu

REQUIRED TEXTBOOK/COURSE MATERIALS

Abbot, Leonard, & Noel; Colorado; A History of the Centennial State; Fifth Edition, University Press of Colorado, 2013.

COURSE DESCRIPTION:

Presents the story of the people, society, and cultures of Colorado from its earliest Native Americans through the Spanish influx, the explorers, the fur traders and mountain men, the gold rush, railroad builders, the cattlemen and farmers, the silver boom, the tourists, and the modern state.

Credit hours: 3

COURSE PREREQUISITE

Accuplacer Sentence Skills 095 or COMPASS Writing 070 or ACT English 18 or SAT Verbal/Critical Reading 440 or Exempt English 90 or Prior College English 121 or Prior College English 122 or Prior College English 131 or Undergraduate level [ENG 090](#) Minimum Grade of C or Undergraduate level [ENG 121](#) Minimum Grade of C or Undergraduate level [ENG 122](#) Minimum Grade of C or Undergraduate level [ENG 131](#) Minimum Grade of C or Undergraduate level [CNE 800](#) Minimum Grade of C* or Undergraduate level [CNE 801](#) Minimum Grade of C* or Exempt College Comp & Read-CCR 092 or Exempt College Comp & Read-CCR 093 or Exempt College Comp & Read-CCR 094 or Undergraduate level [CCR 092](#) Minimum Grade of C or Undergraduate level [CCR 093](#) Minimum Grade of C or Undergraduate level [CCR 094](#) Minimum Grade of C or (CCPT Reading (Adaptive) 096 and CCPT Essay 5) or (CCPT Reading (Adaptive) 080 and CCPT Essay 6) or College Readiness Writing 100

COURSE COMPETENCIES

- GT Content Criteria: [GT Pathway Course Content Criteria](#)
- GT Competencies: [GT Pathway Course Competencies](#)

Specific to HIS 225

- 1. Acquire information from many sources
- 2. Break complex and multiple sources of information down into parts to create clearer understanding
- 3. Demonstrate an understanding of the impact of time and space on perspective
- 4. Develop narrative structures and arguments based on evidence
- 5. Describe how peoples, groups, cultures, and institutions covered in this course change over time
- 6. Understand the events covered in the course in historical context and recognize how social, cultural, gender, race, religion, nationality and other identities affect historical perspective
- 7. Communicate orally and in writing about the subject of the course and select and apply contemporary forms of technology to solve problems and compile information
- 8. Use different resources for historical research, including libraries, databases, bibliographies and archives
- 9. Analyze secondary sources and recognize differences in historical interpretation
- 10. Identify types of primary sources, the point of view and purpose of their author or creator
- 11. Create substantive writing samples which employ critical analysis of primary and secondary sources, and document those sources correctly
- 12. Construct knowledge in the discipline and synthesize historical narratives and timelines from primary and secondary sources, maps, and/or artifacts and critically analyze, interpret and evaluate many different points of view to construct historical arguments

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• TOPICAL OUTLINE:

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- I. The Colorado Environment
- II. Indigenous Coloradoans
- III. Spanish Exploration and New Mexican Settlement
- IV. American Exploration
- V. The Fur Trade and Anglo Conquest
- VI. The Pikes Peak Gold Rush
- VII. Civil and Indian Wars
- VIII. Railroads and Tourism
- IX. Ranching and Homesteading
- X. The Western Slope
- XI. Mining, Industry, and Labor
- XII. Turn-of-the-Century Politics
- XIII. Depressions and World Wars
- XIV. Rights and Reform Movements
- XV. Modern and Future Colorado

COURSE COMPETENCIES

The Colorado Commission on Higher Education has approved [Course prefix, number] for inclusion in the Guaranteed Transfer (GT) Pathways program in the [GT-@@#] category. For transferring students, successful completion with a minimum C-grade guarantees transfer and application of credit in the GT Pathways category. For more information on the GT Pathways program, go to visit [the CO Department of Higher Education](#) website.

COURSE REQUIREMENTS

To succeed in class, you need to be a disciplined student. You are responsible for all due dates. I DO NOT ACCEPT LATE WORK. You must attend all classes, participate in all discussions and activities, and turn in your assignments in on time. I recommend turning them in early to prevent technical problems. All assignments must have your name on them, they must be original work. Plagiarism will not be tolerated, and you will receive a zero on the assignment. All work in this class MUST be original. I will return your grades to you within two weeks of the listed due date. You may not recycle any work you have done in previous classes. Please see this website for further information on this topic. <https://owl.english.purdue.edu/owl/resource/589/01/>

You must also post your work in a format that can be opened by my computer. A .DOC or .DOCX works best. **WPS suffixes are not acceptable.** I cannot open them and you will receive a zero on any assignment turned in with this suffix.

You will need to check the RRCC website for information on class being cancelled in case of inclement weather. If the campus is open, we will be having class.

GRADES

METHODS OF EVALUATION / GRADING / ASSESSMENT

Field Work Write Ups (300 points)

You will produce a paper for each of the field trips we will take during this course. One on Dinosaur Ridge, one on Denver, and one on the Belmar building museum. Each paper will be three to four pages of text, double spaced, Times New Roman Font. Each paper will detail the significance of the site as a historical or geographical point of interest in Colorado, you will also detail how each site was preserved and maintained into the current period. Each paper is worth 100 points.

Criteria	Level 4 25 points	Level 3 15 points	Level 2 5 points	Level 1 0 points
Attendance	Showed up on time and stayed for entire duration of trip	Was less than a few 15 minutes late, or left less than 15 minutes early	Missed 30 or more minutes of the field trip	Missed over an hour of the trip, or did not show with class.
Content from trip	Incorporated most content and points raised during the course of the field trip	Incorporated a few of the questions and content raised during the course of the field trip	Incorporated less than one of the questions and content raised during the course of the field trip	Covered nothing from the field trip in paper
Outside Content	Showed evidence of outside research beyond the content covered during the field trip	Some evidence of outside research	Very little evidence of outside research	No evidence of outside research
Paper Length	Paper is at least three full pages of text, double spaced Times New Roman font	Paper is two and a half to two pages of text	Paper is less than two to one pages of text	Paper is less than one page of text

Primary Source Analysis Paper (50 points)

How to Read a Primary Source

Good reading is about asking questions of your sources. Keep the following in mind when reading primary sources. This process is all about your willingness and ability to ask questions of the material, imagine possible answers, determine bias and *explain your reasoning*.

I. Evaluating primary source texts:

- Purpose of the author in preparing the document
- Argument and strategy she or he uses to achieve those goals
- Epistemology (evaluating truth content)
- Relate to other texts (compare and contrast)

You should discuss each of these questions in your papers. Papers should be written in essay form. Do NOT use bullets in your papers. You should cite your sources (CMS) in your paper.

Purpose- Make sure you introduce the primary source you have read.

- Who is the author and what is her or his place in society (explain why you are justified in thinking so)? What could or might it be, based on the text, and why? You may need to do additional research for this question. If your author is unknown you must infer as to his/her position in society. Make sure to support your answer with evidence from the text.
- Why did the author prepare the document? What was the occasion for its creation?
- What is at stake for the author in this text? Why do you think she or he wrote it? What evidence in the text tells you this?
- Does the author have a thesis? What -- in one sentence -- is that thesis? These all have a thesis.

Argument

- What is the text trying to do? How does the text make its case? What is its strategy for accomplishing its goal? How does it carry out this strategy?
- What is the intended audience of the text? How might this influence its rhetorical strategy? Cite specific examples from your reading. .
- What arguments or concerns does the author respond to that are *not* clearly stated? Provide at least one example of a point at which the author seems to be refuting a position never clearly stated. Explain what you think this position may be in detail, and why you think it. Cite this example.
- Do you think the author is credible and reliable? Use at least one specific example to explain why. Make sure to explain the principle of rhetoric or logic that makes this passage credible. Cite this example.

Epistemology **Your textbook is a secondary source. Consider using it as a source.**

- How might this text support one of the arguments found in secondary sources we've read? Choose a paragraph anywhere in a secondary source we've read, state where this text might be an appropriate footnote (cite page and paragraph), and explain why.
- What kinds of information does this text reveal that it does not seem concerned with revealing? (In other words, what does it tell us without *knowing* it's telling us?)
- Offer one claim from the text which is the author's interpretation. Now offer one example of a historical "fact" (something that is absolutely indisputable) that we can learn from this text (this need not be the author's words).

Relate: Now choose another of the readings from the PDA list found on D2L, and compare the two, answering these questions: **This section is comparing two primary sources**

- What patterns or ideas are repeated throughout the readings?
- What major differences appear in them?
- Which do you find more reliable and credible?
- This section should include arguments based on the authors use of pathos, ethos and/or logos

Tips to determine credibility v reliability

The credible vs. the reliable text:

Reliability refers to our ability to trust the consistency of the author's account of the truth. A reliable text displays a pattern of verifiable truth-telling that tends to render the unverifiable parts of the text true

Credibility refers to our ability to trust the author's account of the truth on the basis of her or his tone and reliability. An author who is inconsistently truthful There are many other ways authors undermine their credibility. Most frequently, they convey in their tone that they are not neutral.

This analysis should be 1200-1500 words pages in length. You must use Chicago Manual Style footnotes when citing sources.

		Level 3 20 points	Level 2 10 points	Level 1 5 points
		Addressed most of the bullet points listed	Addressed half of the bullet points listed	Addressed none of the bullet points listed
	Addresses the following bullet points			
	<p>What is the text trying to do? How does the text make its case? What is its strategy for accomplishing its goal? How does it carry out this strategy? What is the intended audience of the text? How might this influence its rhetorical strategy? Cite specific examples from your reading. . What arguments or concerns does the author respond to that are <i>not</i> clearly stated? Provide at least one example of a point at which the author seems to be refuting a position never clearly stated. Explain what you think this position may be in detail, and why you think it. Cite this example. Do you think the author is credible and reliable? Use at least one specific example to explain why. Make sure to explain the principle of rhetoric or logic that makes this passage credible. Cite this example.</p>	Addresses most of these bullet points	Addresses half of these bullet points	Addresses none of these points.
Argument				
	Addresses the following bullet points			
	How might this text support one of the arguments found in	Addresses most of the bullet points	Addresses about half of these bullet points	Addresses none of the bullet points
Epistemology				

secondary sources we've read?
 Choose a paragraph anywhere
 in a secondary source we've
 read, state where this text
 might be an appropriate
 footnote (cite page and
 paragraph), and explain why.
 What kinds of information
 does this text reveal that it
 does not seem concerned
 with revealing? (In other
 words, what does it tell us
 without *knowing* it's telling
 us?)
 Offer one claim from the text
 which is the author's
 interpretation. Now offer one
 example of a historical "fact"
 (something that is absolutely
 indisputable) that we can learn
 from this text (this need not be
 the author's words).

Addresses all of bullet points with the
 synthesis of a second source into your
 paper

Relate

What patterns or ideas are
 repeated throughout the
 readings?
 What major differences appear
 in them?
 Which do you find more
 reliable and credible?
 This section should include
 arguments based on the
 authors use of pathos, ethos
 and/or logos

Addresses some
 these with the
 synthesis of a
 second source

Addresses less
 than half of these
 with the synthesis
 of a second
 source

Does not
 address a
 second source
 for this paper.

You will take a Final that will be worth 100 points. The test will consist of two essay questions, with each question worth 50 points. The final will be based on the readings course discussions and the lecture materials. The rubric for your essays is below.

Criteria	Level 4 25 points	Level 3 15 points	Level 2 5 points	Level 1 0 points
Content	Essay is at least three paragraphs and the student shows an in depth knowledge of the topic. The student goes beyond the facts and illustrates the deeper importance of the topic and its place in Colorado history.	Essay is a bit short and lacks the in depth analysis of the topic that shows a college level of critical thinking expected for this class.	Essay is a paragraph or less and doesn't give much in the way of concrete information on the topic.	Nothing submitted.
Analysis	Essay is at least three paragraphs and shows a deeper understanding of the significance of the topic. Going beyond mere facts the student explains why the topic is important.	A superficial level of analysis, student could show more depth in understanding and significance of the topic.	No deeper understanding shown in essay. Lacks analysis of the topic.	Nothing submitted.

GRADING SCALE

Grades:

Your grade will be based on the number of points that you earn on the following assignments...

Participation	50 points
Site Review Papers	300 points
Primary Source Project	50 points
<u>Final</u>	<u>100 points</u>

Grand Total 1000 points

A= 100-900 points B= 899-800 points C= 799-700 D= 699-600 F=599-0

CENSUS DATE

If you drop a class before the drop date you are not responsible for payment, and you will not lose College Opportunity Fund (COF) credits. Additionally, a dropped course will not be visible on your permanent student record. If you are on financial aid, you should consult a financial aid advisor before dropping a class.

Sept 16, 2017

WITHDRAW DATE (LAST DAY TO WITHDRAW WITH A "W")

You can withdraw between the drop and withdrawal dates without affecting your grade point average. However, if you withdraw from a class you will be responsible for full payment and you will lose COF credits. If you are on financial aid, you should consult a financial aid advisor before withdrawing from a class.

Sept 23, 2017

ATTENDANCE POLICY

You must attend all classes, participate in all discussions and activities, and turn in your assignments in on time. If you must miss a class, please email me kathryn.ordway@rrcc.edu if you have a problem making a class. You are responsible for any content that is missed.

MAKE-UP / LATE WORK POLICIES / EXTRA CREDIT

You are responsible for all due dates. I DO NOT ACCEPT LATE WORK. You must attend all classes, participate in all discussions and activities, and turn in your assignments in on time. I recommend turning them in early to prevent technical problems.

OTHER IMPORTANT DATES

- Dino Ridge Paper Sept 17
- Primary Source Paper Sept 22
- Denver Paper Sept 24
- Belmar Paper Oct 1
- Final Exam Oct 1

ACADEMIC INTEGRITY STATEMENT / ACADEMIC DISHONESTY

Plagiarism will not be tolerated, and you will receive a zero on the assignment. All work in this class MUST be original. I will return your grades to you within two weeks of the listed due date. You may not

recycle any work you have done in previous classes. Please see this website for further information on this topic. <https://owl.english.purdue.edu/owl/resource/589/01/>

CLASSROOM CONDUCT

The expectation for this class is that you all conduct yourself as adults. I expect all of you to attend class every day, show up prepared and treat your fellow students and me with respect.

TENTATIVE COURSE SCHEDULE AND READINGS

WEEK 1 SEPT 15 & 16

- Friday AM classroom Read Chapters 1-8
- Saturday AM field trip to Dinosaur Ridge
- Saturday PM classroom

WEEK 2 –SEPT 22 & 23

- Friday PM classroom Read Chapters 8-16
- Saturday field trip Denver

WEEK 3 –SEPT 29 & 30

- Friday PM classroom Read Chapters 17-24
- Saturday AM field trip Belmar
- Saturday PM classroom

STUDENT HANDBOOK

The [RRCC Student Handbook](#) is your most current source of dates, resources, contacts, and policies.

INCOMPLETE (I) GRADES

An “I” (incomplete) grade means that a student has not completed the course requirements due to circumstances as judged by the instructor to be beyond the student's control, BUT THAT THE STUDENT HAD BEEN ATTENDING CLASS AND HAS COMPLETED AT LEAST 75% OF THE REQUIRED COURSE WORK. The student and the faculty member will enter into a contract that will outline the requirements and deadlines that the student must meet to successfully complete the course. It is not granted automatically. If the student fails to meet the terms of the contract, the student’s grade will automatically become an F grade for the course.

ACCESSIBILITY

Red Rocks Community College is committed to access for students with disabilities. If you are a student with a disability and need assistance or are interested in requesting accommodations, please contact [Accessibility Services](#). Faculty are not obligated to provide accommodations without proper notification by Accessibility Services and accommodations are not retroactive. Students may contact the Access staff by telephone or email to make an intake appointment at 303-914-6733 or access@rrcc.edu. Accessibility Services is located in Suite 1182 at the Lakewood campus. More information is available at www.rrcc.edu/accessibility-services.

NON-DISCRIMINATION STATEMENT

Red Rocks Community College is committed to diversity in its people and programs. The College is an equal opportunity educational institution and does not discriminate on the basis of disability, race, creed, color, gender, sexual orientation, gender expression, religion, age, national origin, or ancestry, or any other category protected by applicable law. Please direct discrimination inquiries to: Red Rocks Community College, Human Resources, 13300 W 6th Avenue, Lakewood, CO 80228-1255, 303-914-6298.

MANDATORY REPORTING STATEMENT

Our College is committed to preserving a safe and welcoming educational environment for all students. As part of this effort, I have an obligation to report certain issues relating to the health and safety of campus community members. I must report to the appropriate College officials any allegation of discrimination or harassment. Sexual misconduct, which includes sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, and sexual exploitation, is considered a form of discrimination.

In addition to reporting all discrimination and harassment claims, I must report all allegations of dating violence or domestic violence, child abuse or neglect, and/or credible threats of harm to yourself or others. Such reports may trigger contact from a College official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like more information, you may reach the Title IX/EO Coordinator: **Arnie Oudenhoven, Executive Director of Human Resources/Title IX Administrator, 303-914-6298** or [Arnie Oudenhoven](mailto:arnie.oudenhoven@rrcc.edu) (arnie.oudenhoven@rrcc.edu)

Reports to law enforcement can be made at the Red Rocks Campus Police Department behind the Welcome Desk at the Main Entrance or rrpd.dispatch@rrcc.edu at 303-914-6394.

If you would like a confidential resource, please contact **Arnie Oudenhoven, Executive Director of Human Resources/Title IX Administrator, 303-914-6298** or [Arnie Oudenhoven](mailto:arnie.oudenhoven@rrcc.edu)

Further information may be found on the college [Human Resources](#) web site:
<http://www.rrcc.edu/human-resources/sexual-misconduct>.