

HISTORY 225-001 COLORADO HISTORY

“I used to see things as they are; now I see things as they were.” –Z.Z.

Friday 1pm-3:45pm Room 2533

Spring 2019 Jan. 25- May 10

3 credit hours (30323)

Contact Information

Always provide your name and a means of contact when you contact me!

Instructor: [Joyce Buckland](#)

Office: RM 2534 West 2nd floor

Office Hours: Wednesday 9:00-11:30am, and Friday 10-12:30pm, or by appointment.

Course Information

Required Textbook: *Colorado: A History of the Centennial State*, Abbott, Leonard, and Noel, Fourth or Fifth Ed. UP of Colorado, 2009.

Overview

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. This course is one of the Statewide Guaranteed Transfer courses. GT-HI-1

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My Mission

To help you, as the student, to recognize, understand and hopefully find your place in the events and people that shaped what is now the state of Colorado; as well as finding value in history classes, developing a sense of time and place, and to discover an interest in a subject with an undeserved reputation for being ‘boring’.

Field Trips: Throughout the semester there may be suggested field trip(s). These are a valuable way to learn about the history of the area in which we live. They are low or no cost and local in nature.

COURSE OUTCOMES/COMPETENCIES

Upon completion of this course, the student should demonstrate knowledge and/or skill in the following areas.

Students should be able to:

- Introduces students to the method of historical inquiry, which involves asking an important historical question, investigating and analyzing historical sources, and drawing conclusions.
- Employs historical thinking and concepts, which include context, change over time, continuity, multiple causation, and human agency.

- Investigates multiple historical primary sources and secondary accounts.
- Analyzes multiple perspectives to create written narratives, interpretations, or syntheses.

GT-HI1 COMPETENCIES & STUDENT LEARNING OUTCOMES

Course Prerequisite/Co-requisites Registration for all GT Pathway courses requires successful completion of Eng 090, or CCR 092, or CCR 094 (Grade of C or higher), or equivalent placement

Competency: Critical Thinking:

Students should be able to:

- Formulate an Argument
- Ask a question relevant to the discipline.
- Synthesize perspectives that answer it.
- Take a specific position.

Incorporate Evidence

- Interpret/evaluate sources to develop an analysis or synthesis.
- Understand Implications and Make Conclusions
- Establish a conclusion that is tied to the range of information presented.
- Reflect on implications and consequences of stated conclusion.

Competency: Information Literacy:

Students should be able to:

- Evaluate Information Critically
- Utilize a variety of information sources appropriate to the scope and discipline of the research question.
- Consider the importance of multiple criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view, when evaluating information source.
- Use Information Effectively to Accomplish a Specific Purpose
- Synthesize information from sources to fully achieve a specific purpose.
- Use Information Ethically and Legally
- Demonstrate a full understanding of the ethical and legal restrictions on the use of information from a variety of sources through correct citation practices.

Throughout the survey course, students should be introduced to course content, practice using course content, and demonstrate they can:

REQUIRED COURSE LEARNING OUTCOMES:

1. Four general goals integrate history with workplace skills:
 - a. Acquire information from many sources
 - b. Break complex and multiple sources of information down into parts to create clearer understanding
 - c. Understand the impact of time and space on perspective
 - d. Develop narrative structures and arguments based on evidence

2. Throughout the course, students should be introduced to course content, practice using course content, and demonstrate they can:
 - a. Describe how peoples, groups, cultures, and institutions covered in this course change over time
 - b. 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
 - c. 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
 - d. Use different resources for historical research, including libraries, databases, bibliographies and archives
 - e. Analyze secondary sources and recognize differences in historical interpretation
 - f. Identify types of primary sources, the point of view and purpose of their author or creator
 - g. Create substantive writing samples which employ critical analysis of primary and secondary sources, and document those sources correctly
 - h. 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.

Throughout the survey course, students should be introduced to course content, practice using course content, and demonstrate they can:

1. Identify trends, events, peoples, groups, cultures, and institutions covered in this course.
2. Communicate orally and in writing about the content.
3. Use library resources for historical research.
4. Demonstrate that they can analyze secondary sources and recognize differences in historical interpretation.
5. Identify the perspective of primary sources.
6. Construct historical narratives by identifying patterns of continuity and change and referring to specific primary and secondary sources, maps, and/or artifacts.
7. Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information.

GT Pathway courses requires successful completion of Eng 090, or CCR 092, or CCR 094 (Grade of C or higher), or equivalent placement

Guaranteed Transfer (GT) Pathways Course Statement:

The Colorado Commission on Higher Education has approved History 121 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-HI1 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the [GT Pathways program](https://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html), go to <https://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

Course Outline

- 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

Important Dates

- Last date to drop with refund- Feb. 16

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.

- Last day to withdraw without refund- April 23

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.

Students: Please verify the specific drop and withdraw dates for this course in your [Detailed Student Schedule with Drop-Withdrawal Dates](https://erpdnssb.cccs.edu/PRODRRCC/wt_student_sched.P_DisplayStudentSched). https://erpdnssb.cccs.edu/PRODRRCC/wt_student_sched.P_DisplayStudentSched

Course Schedule

The Instructor reserves the right to change the daily teaching schedule to facilitate learning, understanding, and critical thinking. Assignment due dates and the testing schedule may change with as much advance notice as possible. Students will be required to fulfill all assignments as outlined unless otherwise notified.

Feb. 15 Intro, Overview of American West, Animals, *film*

- i. Early days, first peoples,
- ii. Early explorers, trappers, traders,
- iii. the Spanish
- iv. Primary Sources

16 History in our own backyard and preservation

- v. The Rush for gold and wealth,
- vi. early Denver
- vii. Film- *Heart of the Queen*
- viii. Sand Creek film,
- ix. Indians and the Indian Wars
- x. Civil War in Colorado/American West

- xi. RR, Boosters, Statehood, Immigrants, Silver
- 19 *Image Search Due in Dropbox*
- 22 Cemeteries, Place Names
 - xii. Hot Springs
 - xiii. Doves of Circumstance
 - xiv. *tour paper due in dropbox*
- 23 Mining and Ludlow, *Film*, and Agriculture
 - xv. *film*, women, and marginalized peoples
 - xvi. Road trips, popular sites, and more Denver
 - xvii. *Film, Colfax*
- 26 *cemetery survey due*

Apr.1 Outlaws, Lawmen and Crimes, Fun ppt. film

- xviii. *Bone Wars*
- xix. World Wars, Dustbowl, the 'New West,
- xx. Heritage Tourism
- xxi. *assessment due in dropbox*
- 2 Tour to Morrison!!! 9:45am
- xxii. *Presentations and Potluck (?)*

Reading Schedule

- Feb.
- 15 Chap 1-3
- 16 Chap 4,5,6,7
- 22 Chap 8-12
- 23 Chap 14-19
- Mar.
- 1 Chap 20-22
- 2 Chap 13

Finally, the calendar is subject to adjustment, depending on weather, illness, or other unforeseeable reasons. Keep this in mind and Mar check D2L weekly for any updates. If the class is canceled, it will be posted on D2L as soon as possible. Important info, assignments, syllabus, grades and tour info will be there!

Assessment and Grading:

I will endeavor to have your assignments graded within ten days of their due date. (I can usually pull it off in seven!).

ALL research assignments in this class require a minimum of three good, scholarly, verifiable sources each.

- Image Search: You will find and assess an historical image
- 75 points
- Cemetery Survey and Essay Report: You will receive a worksheet- lecture in class 100 points
- Tour Paper: You will tour or visit a site of historical interest or importance and write about your experience. (750 words) 100 points

- Museum Tour: The class will go to a museum for a tour. 30 points
- Primary Source Activity: We will work together in groups to understand primary sources. 25 points
- Primary Source Assessment: We will have an essay using primary sources, to demonstrate our understanding of primary vs. secondary sources in history. 70 points
- final presentation: You will choose a topic to research and present in class 100 points

ALL research assignments in this class require a minimum of three good, scholarly, verifiable sources each.

Point Total: 500

90-100% = 500-450 = A Superior mastery or achievement

80-89% = 449-400= B Better than average mastery or achievement

70-79% = 399-350 = C Acceptable mastery or achievement

60-69% = 349-300 D Less than acceptable mastery or achievement

299 and below = F Fails to demonstrate achievement of course objective

Assignments:

All assignments must be submitted in D2L by 11:59pm on the due date. You are responsible for all information and materials covered in class, lecture, presentations, text, etc. *Please let me know ASAP if you need any special arrangements for tests or completing the assignments.* Grades will be updated on D2L periodically.

Attendance and Participation:

Attendance will be taken during class and it is YOUR responsibility to see that you are counted if you are late. Participation in class activities and discussions is expected. Final grade will be impacted if you have unexcused absences.

- You have ONE free attendance period absence, no excuse required! HOWEVER, if an assignment is due that day, it must be submitted as instructed, unless verifiable excuse is provided.
- If you miss more than two attendance periods, you MUST provide a verifiable reason, such as a letter from a doctor, court paperwork, jury duty letter, or other reasonable proof.
- Each unexcused absence beyond your first freebie will result in a 10% overall point loss. Excessive unexcused absences MAY result in a failing grade for the course.

If you have an excessive amount of excused absences, you will need to meet with me to discuss this. Just because you are excused does not mean your grade/performance is not impacted. I am glad to help, but I cannot, if you do not see me!

Class Policies

If you are experiencing difficulties, just come see me and we will discuss it- don't wait until the last minute! I want you to be successful- I am very willing to help with any problems you are having in class, but I will not chase you- I am a mom, but not *your* mom- it is your responsibility to monitor your progress and see me if your grade is not what you want it to be. Grading of late assignments will be done at Instructor's discretion.

Quick Guide- Important Tidbits and Reminders- I am a flexible, easygoing person. However, these expectations are very important- please follow them in this class!

- **Assignments MUST be within the time** and period/geographic requirements.
- **No do-overs on assignments** will be accepted, unless arranged with instructor first!! Get it right the first time.
- **You have ONLY one free absence**- no excuse or questions asked, but please do not come to class ill. (See illness policy) Each unexcused absence thereafter will result in a 10% per absence drop in final points. (Of course, verifiable proof will always be considered in this situation!) More than three tardies will result in one full absence! Final class mandatory.
- **Assignments must be submitted in D2L** by 11:59pm on their due date. There is a two day grace which will result in a loss of 10%. Assignments more than two days late will be assessed as a zero. (Again, verifiable proof as to the reason will be considered!)
- **Citations are mandatory**- if you hand in an assignment without citations, it will earn a zero- no exceptions! You MUST give credit where credit is due! Chicago style required.
- Use the email on the SYLLABUS or on D2L to contact me.
- No "JUNK" websites will be accepted for research.
- Food and drink is fine, as long as instructor does not have to clean it up.
- Plagiarism and cheating will NOT be tolerated.
- **It is YOUR job to keep track** of your progress and attendance! If your grade is not what you want it to be, see me for help. I will not chase you. I am not your mom.
- Cell phones must be **OFF** or **SILENCED** and texting is not allowed in class. If talking or texting etc. disrupts class, you will be asked to leave. If you use a computer, please do not be surfing, gaming, or emailing in class. You must be present in all ways.
- No assignments will be accepted after the course has ended for the semester.
- Keep up with the reading- although this class does not always follow the text in a chronological fashion, book info is a necessary part of this class and assignments!
- I will not accept late papers because of technology failure. If you experience problems with technology please contact the help desk. Never wait until the last minute to finish an assignment- prepare for unexpected problems in **ALL** of your classes!
- It is important that you feel as if your concerns are being heard- therefore it is a good idea not to pounce on me- approach me when I can give you my undivided attention!
- If you insist upon attending class while you are ill, it is expected that you will sit in the *BACK* of the class, in order to minimize contagion to others in the class. Some folks have immunity issues and you are expected to be considerate of others' health. Nobody wants to get sick!
- Attendance and class participation are expected and valued. You get out of the course what you put into it. It is your responsibility to attend class and to participate. *However, if you are ill, please stay home- we all need to be proactive in preventing the spread of illness!*

Research

All research assignments in this class require three or more good, scholarly, verifiable sources. Web research using peer-reviewed, scholarly, or academic primary and secondary sources (e-books, journal articles, images etc.) is acceptable. Research using books, journal articles, periodicals and visits to libraries, museums and other 'hands-on' institutions is also encouraged, but not required for this course. *Wikipedia* and *Answers* ARE NOT adequate sources for information- no 'junk' websites will be accepted! Assignments will be returned without a

grade if these requirements have not been met! Each assignment has a minimum number of sources requirement- read carefully! If you are unsure, ask me. I am always happy to help. Also, MLA is fine, but I strongly encourage History Majors to use Chicago-style citation- more on that in class. Cite, cite, cite!!!

Electronics in class

Cell phones must be OFF or SILENCED and texting is not allowed in class. If talking or texting etc. disrupts class, you will be asked to leave. Also- if you use a computer, please do not be surfing, gaming, or emailing in class.

Incomplete

Please see me if you need an Incomplete- these are granted based on verifiable need, and at least 75% of class assignments must be completed to be considered.

Make-up / Late Work Policies / Extra Credit

You have two days to submit any late assignment with a 10% deduction. More than two days without a verifiable excuse will result in a zero for that assignment. see me if you have a verifiable excuse, so we can work out a make-up plan. Extra credit is available, but must be submitted no later than April 13. See me to discuss.

No assignments submitted after course has officially ended will be accepted. No exceptions!

Cheating/Plagiarism

Cheating and plagiarism are ABSOLUTELY UNACCEPTABLE! This will result in a ZERO for the assignment, possibly the class, and the infraction will be reported to school officials. Plagiarism means copying passages directly from the text of study guide or any other source, without quotation marks and citations. Summarize or paraphrase the information. If you paraphrase by rearranging the order of a sentence or words, then give credit for the source. No credit will be given for plagiarized papers. Please look at the appropriate sections of the Student Handbook and the college Catalog on "Academic Integrity".

Research

Helpful Websites

[UC Denver](http://library.ucdenver.edu/tools/databases/subject/Colorado-and-the-U.S.-West-History/History-and-Primary-Sources/)- <http://library.ucdenver.edu/tools/databases/subject/Colorado-and-the-U.S.-West-History/History-and-Primary-Sources/>

[Auraria Library](http://library.auraria.edu/tools/databases/subject/history-and-primary-sources/drcolorado.auraria.edu/content/101-best-books-colorado)- <http://library.auraria.edu/tools/databases/subject/history-and-primary-sources/drcolorado.auraria.edu/content/101-best-books-colorado>

[History Colorado](http://www.historycolorado.org)- www.historycolorado.org

[RRCC Library](http://rrcc.colibraries.org/)- <http://rrcc.colibraries.org/>

Primary Source help

Here are some great websites for research. The Princeton site has a link to Primary Sources available on the web!! Great for your research work in this class.

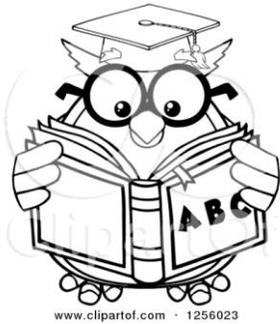
[Princeton](https://www.princeton.edu/~refdesk/primary2.html)- <https://www.princeton.edu/~refdesk/primary2.html>

[Yale](http://www.yale.edu/collections_collaborative/primarysources/primarysources.html)- http://www.yale.edu/collections_collaborative/primarysources/primarysources.html

[Univ. of Maryland](http://www.lib.umd.edu/tl/guides/primary-sources)- <http://www.lib.umd.edu/tl/guides/primary-sources>

Grammar help

[Writing Center](http://www.writingcentre.uottawa.ca/hypergrammar/adjective.html)- <http://www.writingcentre.uottawa.ca/hypergrammar/adjective.html>



RRCC Syllabus Insert – REQUIRED and additional information

All students are required to be familiar with the information contained in the RRCC Syllabus Insert document. In addition to your instructor reviewing the required content in class, the RRCC SYLLABUS INSERT can be found as an announcement on all D2L landing pages (where you have access to all of your courses) and in the “Student Resources” pull-down menu.

This syllabus acts as a contract. By enrolling and remaining in the course, you agree to all terms and acknowledge that you have read the entire syllabus.