

COLORADO HISTORY HIS 225 470

Summer 2019 Syllabus

CONTACT INFORMATION

Instructor: Kathryn Ordway
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Office Hours: By Appointment
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START AND END DATES: JUNE 7 TO JUNE 22

Meeting Days: Friday and Saturday

Meeting Times: Friday 5:00PM to 10:00 PM and Saturday 8:00AM to 5:30PM

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/CO-REQUISITES

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

GT PATHWAYS STATEMENT, CONTENT CRITERIA, COMPETENCIES, AND STUDENT LEARNING OUTCOMES

A GT Pathways History course:

- 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.

Required Competencies and Student Learning Outcomes (SLOs) for Designating a History Course as GT

Pathways:

- GT-Pathways Competency in *Critical Thinking* ○ SLO 3 – Formulate an Argument ○ SLO 4 – Incorporate Evidence
 - SLO 5 – Understand Implications and Make Conclusions
- GT-Pathways Competency in *Information Literacy* ○ SLO 3 – Evaluate Information Critically
 - SLO 4 – Use Information Effectively to Accomplish a Specific Purpose ○ SLO 5 – Use Information Ethically and Legally

Additional Requirement for Designating a History Course as GT Pathways:

In addition to the above content criteria and competencies, a GT Pathways History course must also require in-class writing and a graded outside-of-class writing assignment that applies historical concepts to a question in the discipline of history.

COURSE LEARNING OUTCOMES

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

TOPICAL 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

COURSE REQUIREMENTS / EXPECTATIONS

To succeed in an online class, you need to be a disciplined student. You should be putting in about 15-20 hours per week of work into this class. You are responsible for all due dates. I DO NOT ACCEPT LATE WORK. You must participate in all discussion, and turn in your assignments in on time. I recommend turning them in early to prevent technical problem. 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. 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. I will grade all work within one week of the listed due date.

GRADING POLICY

This class will consist three field trip reviews each worth 100 points. One primary source review worth 50 points and one final worth 100 points and a 50 point attendance and participation grade.

METHODS OF EVALUATION / GRADING / ASSESSMENT

Primary Source Analysis Paper_(50 points)

Purpose

You will be given two sources, a primary source and a secondary source. Your assignment is to read, analyze, and compare these two sources. The goal of this assignment is to gain experience critically reading and assessing different types of historical sources.

A **primary source** is an original artifact or first-hand account about an event written during the time period in which the event occurred. A **secondary source** is written by someone who did not experience the event first-hand and written after the time in which the event occurred.

Steps for Completing Assignment

There are four steps to this assignment. The first step is to *summarize* each source. The second step is to *analyze* each source. The third step is to *evaluate* each source. And the fourth step is to *compare* the two sources.

Step I: Summarize

You will begin by summarizing each source. Summarizing involves putting the main ideas/argument of a source in your own words. A summary is much shorter than the original text and includes only the main arguments made in the source. Shoot for a 7-10 sentence summary of each source.

Here are some questions to help you summarize the source:

- What is the text about?

- What is the main idea the text is getting across?
- What are the main points that support that idea?

Step II: Analyze

The next step is to analyze each source. Analysis involves identifying and explaining the purpose, intended audience, and evidence used in the source. Provide examples.

Here are some questions to help you analyze the source:

- What was the author hoping to accomplish with this text? What was the author's primary goal in writing this text?
- Who was the author hoping to reach with this source? Who is the intended audience?
- What evidence does the author use to make his or her case? **Step III: Evaluate**

The next step is to evaluate each source. Evaluation involves determining the reliability and credibility of a source. Here are some questions to help you evaluate the source. Provide examples.

Here are some questions to help you evaluate the source:

- Who is the author? What gives him or her authority to speak on this subject? What biases might this author hold?
- Does the text appear biased?
- How reliable is the evidence?

Step IV: Compare

The final step is to compare the two sources. Comparing involves identifying and comparing the strengths and weaknesses of each source, and the ways they are useful in understanding an historical event.

Here are some questions to help you compare the sources.

- What are the strengths of each source?
- What are the weaknesses of each source?
- How can each source be useful in understanding this issue/event in history?

Assignment Layout:

- **Introduction:** Introduce each source by author and title and set up the rest of your paper.

- **Body:** Summarize, analyze, and evaluate one source at a time (steps I, II, and III). Create a new paragraph for each topic (i.e., one for each summary, analysis, and evaluation). Introduce each paragraph with a topic sentence.
- **Conclusion:** The comparison (step IV) will be your conclusion.
- **Format:** Chicago Manual of Style (CMS)
- **Citation:** If you quote or paraphrase directly from text, you are required to cite your source using Chicago Manual of Style, 17th Ed.
- **Length:** 1200-1500 words

FIELD TRIP REVIEW: (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.

Quizzes (100 points)

You will take a Final worth 100 points. Your test will consist of two essay questions, with each question worth 50 points. The questions will be based on the readings course discussions and the lecture materials. Be sure to read the rubrics I used for grading this before you begin. Each essay needs to be a minimum of three paragraphs with each paragraph having 8 or more sentences.

GRADING SCALE

Grades: Your grade will be based on the number of points that you earn on the following assignments out of a total of 1000 points

Participation and Attendance	50 Points
Primary Source Paper	50 Points
Field Trip write ups	300 Points
Final	100 Points

CRITERIA FOR GRADING / GRADING STANDARDS / ASSESSMENT MODULES

Please see the rubrics embedded in the D2L course shell.

COURSE POLICIES

The expectation for this class is that you all conduct yourself as adults. All posts should be respectful of your fellow students. Please see the netiquette in the course content section for specifics on this topic and my expectations of you.

IMPORTANT DATES

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)” LINK IN THE ROCK, UNDER THE STUDENT TAB
(https://erpdnssb.cccs.edu/PRODRRCC/wt_student_sched.P_DisplayStudentSched)

DROP/CENSUS DATE (LAST DAY TO DROP WITH A REFUND)

This is the last day you can remove yourself from this class without having to pay for the class and without the class showing on your permanent student record. If you are considering dropping please talk to the instructor first. If you are on financial aid, you should consult a financial aid advisor before dropping a class. All students are encouraged to see an academic advisor about how dropping may affect their goals.

June 7

WITHDRAW DATE (LAST DAY TO WITHDRAW WITH A “W”)

This is the last day you can remove yourself from this class and receive a “W” for the class instead of a grade. You are responsible for payment. If you are considering withdrawing please talk to an instructor first. If you are on financial aid, you should consult a financial aid advisor before withdrawing from a class. All students are encouraged to see an academic advisor about how withdrawing may affect their goals.

June 16

Other important dates

• Field Trip One	• June 9
• Field Trip Two	• June 16
• Primary Source Paper	• June 20
• Field Trip Three	• June 23
• Final	• June 24

ATTENDANCE POLICY

This is short class, as such, you are expected to attend all classes and field trips, keep up with all discussions and assignments. All due dates are nonnegotiable and I HIGHLY recommend turning work in early to avoid any problems with D2L. If you have any problems you may email me at kathryn.ordway@rrcc.edu

MAKE-UP / LATE WORK POLICIES / EXTRA CREDIT

There is no late work, make up work or extra credit in this class. I do not round up grades. You are responsible for all due dates. I DO NOT ACCEPT LATE WORK. You must participate in all discussions and activities, and turn in your assignments in on time. I recommend turning them in early to prevent technical problems.

ACADEMIC INTEGRITY STATEMENT / ACADEMIC DISHONESTY

I do not accept plagiarized work for any assignment in this class. All plagiarized work will be given a 0 and you will NOT be given a chance to make up the project. You will also be reported to the administration at RRCC.

CLASSROOM CONDUCT

The expectation for this class is that you all conduct yourself as adults. Everyone should be respectful of your fellow students

CLASS CANCELLATION POLICY

See the Red Rocks website for cancellations. If class is cancelled see D2L for the make-up assignments that will be due.

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.

ENTATIVE COURSE SCHEDULE AND READINGS

Please note ALL work is due on the listed date by 11:59PM. NO Exceptions

Week 1 Ends June 9

- Friday PM Classroom
 - Saturday AM Dinosaur Ridge
 - Saturday PM Classroom
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Week 2 –Ends June 16

- Friday PM Classroom
 - Saturday AM RTD Lightrail Federal Center Station for ALL day trip to Denver
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Week 3 – Ends June 24

- Friday PM Classroom
- Saturday AM Lakewood Heritage Center
- Saturday PM Classroom