

HIST 301 – COLORADO HISTORY

SYLLABUS

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COURSE DELIVERY:

Print-Based Correspondence

CREDIT HOURS:

Three Semester Hours

COURSE MATERIALS:

To order textbooks or obtain information about book titles you may go to www.exstudies.adams.edu and click on the “ASC Bookstore” icon.

Use **Section Number: 1087** to order books from Bookstore site.

Required Textbooks:

Carl Abbott, Stephen J. Leonard, Thomas Noel. *Colorado: A History of the Centennial State*. ISBN: 978-0-87081-800-4

Michael McCarthy, John H. Monnett, *Colorado Profiles: Men and Women Who Shaped the Centennial State*. ISBN: 978-0-87081-439-6

MONOGRAPHS¹

Elliott West, *The Contested Plains: Indians, Goldseekers, and the Rush to Colorado*. ISBN 978-0700610297

Thomas G. Andrews, *Killing for Coal: America's Deadliest Labor War*. ISBN 978-0674031012

¹ A monograph is a scholarly book on a single subject or an aspect of it.

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CATALOG DESCRIPTION:

This is a survey of the events, people, and trends that have shaped Colorado. We will survey the economic, political, social and environmental history of the state, compare the state's history with national trends, and identify the unique features of the state's history.

STUDENT LEARNING OUTCOMES:

Students will acquire an understanding of the major events that have shaped Colorado, including the roles of major groups such as Native Americans, the Spanish, and Euro-American settlers. Students will read and learn about the major social and political events of Colorado history. Each student will define key terms related to the state, and shall demonstrate an understanding of the interplay of major events through essay questions on written exams. The students will also become acquainted with the historical method by constructing a monographic paper using primary and secondary sources. Each student will also become thoroughly familiar with the geography and cultural distinctiveness of each subregion of the state.

Course Requirements:

1. **READING ASSIGNMENTS.** The course is divided into three units. The student should read the text as detailed in the lessons below. Keep in mind that you are reading in order to acquire a framework on which you can view this period of history in terms of key content and identifiable terms. Rather than being expected to memorize dates of events, you will be asked to demonstrate that you have developed an understanding not only of what happened, but of the overall significance of that event to the historical period. In addition to top line events (such as might appear in newspaper headlines of the time), you are reading for social, political, and intellectual content. What were the major influences in shaping Colorado? To what extent does the experience of Colorado mirror the rest of U.S. history? What events make Colorado unique in the nation? What are the key conflicts taking place? Who are the players? What are the core ideas or concepts underlying these conflicts? The **KEY TERMS** that you should pay attention to in each chapter of each unit are listed in the study guide.

At the end of each unit of study are three or four essay questions. You should write out your answers to each one of these questions, making sure that your answers are defensible, that is, that you can support the argument you are making utilizing specific citations from the historical record. Please refer to the rubric at the end of this syllabus for guidance on how to construct an essay response based on (a.) structure, (b.) evidence, and (c.) quality of writing.

YOUR UNIT EXAMINATION WILL CONSIST OF ONE OF THESE FOUR ESSAY QUESTIONS, PLUS A LIST OF EIGHT KEY TERMS. YOU WILL BE EXPECTED TO CHOOSE FIVE OF THE EIGHT TERMS THAT APPEAR ON THE EXAM. YOU WILL BE ASKED TO EXPLAIN EACH TERM AND IDENTIFY THE SIGNIFICANCE OF EACH TO THE HISTORICAL PERIOD. ALONG WITH THE KEY TERMS, ALL OF THE MEN AND WOMEN FROM THE *COLORADO PROFILES* BOOK ARE POSSIBILITIES FOR THE TERMS.

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2. **EXAMINATIONS.** There are three units of study in this course, with an examination at the end of each unit. As stated above, each examination will consist of a list of eight identification terms, from which you will choose five. The examination will also include one of the three or four essay questions for which you have already prepared a response.

Each exam is worth 50 points. The essay is worth 35 points (70%). The identification items (significant terms) are worth 3 points each or 15 points total (30%).

The **FINAL EXAMINATION** will be included in the exam for Unit Three and will be worth an additional 50 points. The comprehensive examination section will include an essay question drawn from one of the three units of study (and for which you have previously prepared) and will be worth 35 points. There will be an additional list of identification items drawn from the entire course of study. Again, there will be eight items on this list, from which you will choose five. The comprehensive identification items are also worth three points each for a total of 15 points.

3. **ESSAYS ON MONOGRAPHS.** Each student shall craft a five-page essay in response to the following questions: (These essays should be typed-double spaced, no more than 12 point font, one-inch margins all around).

1) Write a review of Elliott West's *The Contested Plains* in which you analyze the interplay of Native Americans, Euro Americans, and the environment during the gold rush. On page 337, West suggests "How we treat our world and each other grows from our vision of how we have come to where we are." Assuming that this is true, then what does West's story of the gold rush tell us about our state's history and our state today? How well does he make his case?

2) Having read Andrews, *Killing For Coal*, write an accurate and insightful essay on the following: What does the Ludlow strike and its outcome suggest about the structure of capitalism in Colorado? How did the labor conflicts of this period shape the future state in terms of politics? (**Due at the end of Unit Two.**)

4. **TERM PAPER.** Each student shall draft a term paper, and will consult with the instructor on the topic for the paper. It will address a narrowly focused topic on some aspect of Colorado history. It should include a description of the event or person under study and spend at least part of the paper analyzing the varied opinions offered by journalists, politicians, or historians. It should contain a minimum of ten pages of text and use the endnote citation form described in Turabian, *Manual for Writers*. These must make wholesale use of available primary sources and address a controversy in the scholarship in the recent era. You must obtain my informal approval for a topic at any time, but certainly by **Week Fifteen**, submit a prospectus describing what you are going to argue and what source materials you will use by **Week Seventeen**. You must submit your final draft by **Week Twenty**. This, of course, can be done at any time during the course. I would encourage you to find a topic in which you have been particularly interested and write on that topic. I am always available to help you on this.

All papers will be submitted to a website to check for plagiarism.

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GRADE DISTRIBUTION AND SCALE:

In alignment with ASC academic policies, no D may apply to a major or minor field.

Grade Distribution:

Test one	50 points
Test two	50 points
Final	100 points
Book essay one	25 points
Book essay two	25 points
Term Paper	<u>50 points</u>
Total points	300 points

Scale:

90-100%	A	270 – 300 points
80-89%	B	240 – 269 points
70-79%	C	210 – 239 points
60-69%	D	180 – 210 points
59% and below	F	Below 180 points

ADA STATEMENT:

Students who need special accommodation to complete this class should contact the instructor and the Office of Student Affairs, 719.587.7221 as soon as possible.