FYSM1000–047: Immigrant Colorado
Fall 2018, M 3:00-5:30 p.m., HUMN 245

Welcome to the First Year Seminar on Immigrant Colorado! In this course, we will delve into census data, newspaper stories, and other readings and documents to learn about immigrants in Colorado a century ago. In addition, you will learn skills in research, data visualization, and website creation.

1 Goals

Our most tangible goal in this course is to create a compelling online exhibit about immigrants in Colorado in 1920. To keep things manageable, we will work with data and sources about Weld County, Boulder County and the city of Boulder, but we will also place our findings in the broader Colorado and national context.

To learn effectively, you should:

• Think of the class as a project that you are contributing to, not a pre-existing set of facts you should absorb. Your active participation in class and your completion of assigned tasks are critical to the success of this project.
• Be prepared to explore, reexamine, and question. You are participating in a scholarly project; no scholarly project succeeds without patience, hard work, and a willingness to revise and rethink.

The history department has recently developed a set of Student Learning Objectives (SLOs) that attempt to formalize the set of habits of mind that we as historians believe are the key aspects of historical thinking. This course will particularly emphasize SLOs 1, 4, 7, and 9 (we will discuss this in class more.)

2 Decorum

BE KIND. Brisk intellectual debate is a wonderful thing; personal attacks are an abomination and a drag. Be courteous and generous toward your fellow students. Try not to come in late, and please avoid disruptive or flagrantly inattentive behavior during class meetings. (Penalties may apply.)

DON'T CHEAT. Academic dishonesty, apart from generally stinking to high heaven, is an insult to your instructors, your fellow students, and your own abilities. Any kind of cheating or plagiarism is utterly unacceptable and will be penalized. You are required to know and abide by the CU honor code (see the link on the Fine Print page of the syllabus).

I reserve the right to make changes to this syllabus.

Instructor: Vilja Hulden
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Learning Assistant: Conner Sinjem
Office hours: By appointment
conner.sinjem@colorado.edu

Do come to office hours or ask questions after class! In a pinch, send email. If you're wondering about something, it's always better to ask.

tl;dr: Come to class. Spend several hours each week preparing for class. Pay attention to instructions. Explore! Engage! Question!

Please note: You may find some of the material in this class controversial, offensive, or even disturbing.

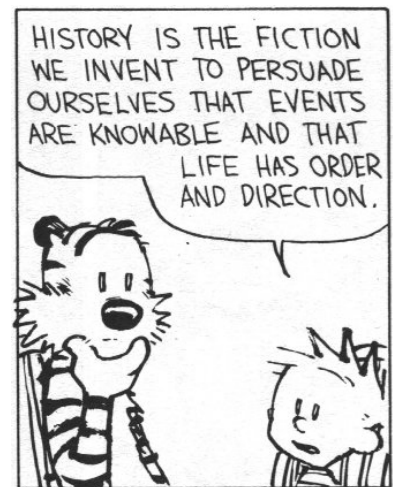You can see the full list of SLOs on the last page of this syllabus.

Figure 1: Words of wisdom.

3 Assignments and grade breakdown

Grade item	%
Attendance and participation, divided into:	25
Attendance	*5*
Participation	*5*
Quality of failure (req reflection paper)	*5*
Perusall comments	*10*
Tasks (regular, smaller and larger, TBA)	15
In-class team quizzes (5 drop 1)	10
Midterm paper (incl. self-assessment)	20
Final project individual paper (incl. self-assessment)	10
Final project (incl. draft and self-assessment)	20
Total	100

Figure 2: Priorities. (xkcd.com/336/)

ATTENDANCE AND PARTICIPATION This is a collaborative project; if you are absent, we will miss you. Still, life happens. So you get one freebie absence, and can pay for an additional one using two tokens (see below.) Don't waste these. There might come a Monday when you're not feeling well, have a family emergency, or realize it's an amazing powder day.

QUALITY OF FAILURE Going out on a limb that breaks, offering a faulty interpretation, or giving expression to a misconception can be as useful in learning as correct and insightful comments, and is thus encouraged .

READING COMMENTS ON PERUSALL You are expected to annotate all readings on Perusall, a service that allows you to add annotations to documents and to reply to other people's annotations. This gives you credit for doing the reading and engaging with it, as well as prepares everyone for productive class discussions.

TASKS As in any project, it is imperative that you complete intermediate tasks. These are weighted according to how demanding they are.

TEAM QUIZZES These are multiple-choice quizzes that focus on that week's readings. You complete them with your team. You only earn the grade your team achieves if you are present, and your grade is weighted by your peers' evaluation of your contribution.

LATE WORK Ideally, there should be no late work. Treat deadlines as firm and respect them; plan ahead to ensure you can meet them.

TOKENS AND THEIR USE Everyone starts the class with three (virtual) "tokens." Any special request costs one token; you may also be able to earn tokens through extra credit assignments. Need an extension on a paper? Pay a token for every 48 hours (extensions must be requested in advance.) Missed a team quiz? Use a token to pay for the absence. Finally, you can spend tokens to get an opportunity to redo an assignment (except the final project or final project individual paper.) One token for assignments worth <10%, 2 for others.
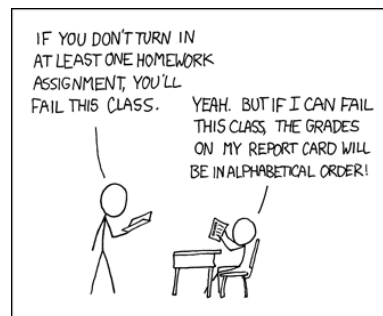
Unexcused or uncompensated absences beyond the first **will cost you your attendance grade** and affect the other components of the grade that depend on your being present. **The only excused absences** are official university business (including ROTC and athletics) and religious holidays, if reported well ahead of time. In unusual circumstances, you should get in touch with the Dean of Students office or your advisor.

Quality as well as quantity count. The rule is at least 5 substantive comments. See details on Canvas.

Tasks for Part I of the class are listed on the syllabus. Later ones will be determined in part by decisions we take in class.

For more, see p. 8 of this syllabus.

I reserve the right to deduct half a grade for each day that an assignment is late.

Conserve your tokens as best you can; in principle no extensions or exemptions will be granted after your tokens are spent. If you have three tokens at the end of term, you get 0.5% extra credit.

4   Grading principles

Nearly all your work[1] will be graded on three main components:

Component 1 (60%): Completion of all requirements. For example, you must use the required number of sources in the required ways, have the required amount of text, and address all the questions posed. Be sure to read instructions carefully, as failure in any one of these aspects causes you to lose this portion of the grade.

Component 2 (25%): Attention to detail. Limited number of minor flaws allowed (see formula on the right.) Minor flaws include grammatical, spelling, and capitalization errors, citation style errors, or formatting errors.

Formula for calculating maximum number of allowed minor flaws:
2 x number of pages
That is, a one-page assignment is limited to 2 minor flaws, while a 5-page assignment is allowed 2x5=10 minor flaws.

Component 3 (15%): Achieving excellence. Demonstrating real excellence in all aspects, including quality of research, depth of thought, and fluidity and eloquence of communication. The rule of thumb is that roughly 10%–15% of the class will achieve a pass for this portion.

Each component is graded pass/fail, so that if you meet the expectations you receive full points for that component, and if your work falls short of them you receive no points for the component. This is a rigorous standard and will be applied strictly. You are responsible for reading the instructions and following them, for doing so early enough to ask clarifying questions, and for double-checking your work. On the other hand, simply by being thorough and conscientious, you can ensure a score of 85/100, i.e., a B.

All assignments are accompanied by a **checklist** that helps you ensure you have met the expectations for components 1 and 2. Component 3, excellence, does not really lend itself to checklists, but each assignment will offer you tips on how you might go about things to strive for excellence.

Think checklists are too rote and mundane to be appropriate for such advanced endeavors as college courses? Think again! See e.g. Gawande, Atul. *The Checklist Manifesto: How to Get Things Right.* New York: Metropolitan Books, 2009.

WHY GRADE LIKE THIS?

Rigor The purpose of assignments is to help you learn. If you do not read instructions carefully or if you allow yourself to turn in sloppy work, you learn less. Components 1 and 2 aim to ensure this does not happen. Component 3 recognizes that routine completion of requirements is not the same as excellence.

Consistency I find that when grading on a point scale, there is a certain level of arbitrariness: while "C" work is pretty easy to define, it is rather hard to define the difference between a 72 and a 74. Yet sometimes a one-point difference may affect your final grade for the course.

Transparency For the two largest components (attention to detail and completeness), you should be able to ensure a pass by meticulously following instructions and double-checking your work (which are good habits to cultivate.) You also have one **redo** opportunity (paid for with tokens) to recover if something went wrong with one of your assignments (but only if you submitted the original assignment on time.)

A redo is not available for the final project due to time constraints. For other assignments, the redo is due 7 days after the grade is released.

Reduced stress Hopefully, the transparency will reduce your stress about the assignments. Meanwhile, I can use my grading time more productively in giving you substantive suggestions for improvement rather than in agonizing over whether you should get an 81 or an 82.

5 *Readings*

There are no books to purchase. All readings will be on Perusall (linked to from Canvas), a service that allows you to annotate and discuss readings. The books listed below will not be required in full but rather you'll be required to read an excerpt, usually around 20 pages. You must complete readings prior to class—ideally quite a bit prior to class. Best practice with Perusall is to read and annotate in a first pass a couple of days before class, and then check back to look at others' annotations and to respond on Sunday evening or Monday morning.

In addition to these scholarly sources, you will sometimes be asked to read one or two short **primary documents**; these are listed under each week in the schedule.

Give yourself sufficient time to process the readings. You are reading them not simply to gain basic factual knowledge, but to help you participate in the project more effectively. This means that you need to keep relating the readings (even the difficult ones) to other things we read and examine in class, as well as to your goals for the project.

Anderson, Margo J. *The American Census: A Social History*. New Haven: Yale University Press, 2015.

Abbott, Carl, Stephen J. Leonard, and Thomas J. Noel. *Colorado: A History of the Centennial State*, 5th ed. Boulder: University Press of Colorado, 2013.

Barrett, James R. "Americanization from the Bottom Up: Immigration and the Remaking of the Working Class in the United States, 1880-1930." *The Journal of American History* 79, no. 3 (December 1992): 996–1020.

Edwards, Paul N. "How to Read a Book, v. 5.0." University of Michigan School of Information. http://pne.people.si.umich.edu/PDF/howtoread.pdf.

Kamphoefner, Walter D. "Immigrant Epistolary and Epistemology: On the Motivators and Mentality of Nineteenth-Century German Immigrants." *Journal of American Ethnic History* 28, no. 3 (2009): 34–54.

Mabbett, Ian W. *Writing History Essays: A Student's Guide*. New York: Palgrave Macmillan, 2007.

McLaughlin, Virginia Yans. "Patterns of Work and Family Organization: Buffalo's Italians." *The Journal of Interdisciplinary History* 2, no. 2 (1971): 299–314.

"By God, for a minute there it suddenly all made sense!"

Figure 3: The Joy of Reading. (From *The New Yorker*.)

6   Schedule

Part I: Learning the ropes

In the first part of the course, we aim to become familiar with the types of data and evidence we will be using, as well as to learn basic techniques of data analysis and visualization and gain a working knowledge of immigration to the United States in the early twentieth century.

WEEK 1, 8/27: INTRODUCTIONS & GETTING INTO THE GROOVE
What is this class all about? Who is in the class? What are we going to try to accomplish? What are YOUR goals for this class? What has U.S. immigration looked like historically? What does census data look like?

If you added late and thus missed the first meeting, you should come talk to me about how to get up to speed.

WEEK 2, 9/3: NO CLASS, LABOR DAY!

Task due Thursday Sep 6: Complete the CATME survey (you'll get an email from CATME.)

But look ahead to next week's readings and tasks and note the task due this Thursday!

WEEK 3, 9/10: CENSUS DATA AS HISTORICAL EVIDENCE
What is the census? Why is it conducted? What kinds of data does it produce? Is the data reliable? What can we learn from it? What do we need to keep in mind when using it for historical research?

Read: Anderson, "American Census," Intro, Ch 5, and Ch 6 part (32 pp.)
Doc: Excerpts from instructions for census enumerators, 1920 (17 pp.)
Task due this week: 1) Get a Boulder County Library card if you don't have one. Bring your library card to class. 2) Download the data we will explore in this class (link on Canvas.) 3) Make sure you have Microsoft Excel installed (if you don't, see link on Canvas to OIT's download page. It's free for CU students.)

Remember that readings and documents are on Perusall (which you access through Canvas) and that you are required to add annotations to them. Please start annotating at least the day before class. Pose questions, answer others' questions, comment on important elements, have a conversation.

Team quiz #1 on readings this week & lecture from week 1

WEEK 4, 9/17: DATA VISUALIZATION WORKSHOP
No reading, in-class workshop

Task due this week: Revisit our preliminary discussion of census data and examine some aspect of the data we are using in this class. Write a two-page (ca. 650-word) reflection that discusses 1) some questions you could answer (or at least explore) using this data; 2) whether there are any pitfalls or biases you need to keep in mind when using census data to answer these questions; 3) some questions the data **cannot answer**; and 4) what resources might be able to help you answer such questions (if they were available—e.g. if you say "a diary by such-and-such a person," you don't need to know that such a diary exists.)

Guest star: Philip White
Note: We may meet in the library for this, stay tuned!
Upload to Canvas by 9/17 3 p.m.

WEEK 5, 9/24: BEYOND THE CENSUS **Not in regular classroom** →
Read: Kamphoefner, "Immigrant Epistolary" (16 pp.)
Listen: First 11 minutes of Ann Federici Martin oral history interview
First 13 minutes of Joe A. Distel oral history interview
First 15 minutes of Larry Nelson oral history interview
Task due this week: Consider oral histories as historical sources. Write a two-page (ca. 650-word) reflection that responds to the following questions: 1) What do all these oral history excerpts have in common? 2) What can you learn from oral history interviews that you can't learn from census data? 3) What might make you wary of drawing conclusions based on oral history interviews? 4) Discuss briefly one thing that you found interesting in one of the interviews and explain what was interesting about it.

Meet at 3pm in the lobby of the Earth Sciences building for map library visit
Guest stars: Ilene Raynes & Naomi Heiser

Team quiz #2 on Kamphoefner & class last week

Links to interviews on Canvas

Upload task to Canvas by 9/24 3 p.m.

Part II: Historical context & more historical resources

In this section of the course, our goal is to think more deeply about the context of the data we are exploring, so as to be better prepared for the final research project of the course. The readings are selected with a view toward not only providing you with useful information but also stimulating your thinking about the data we explore and the difficulties and complexities of understanding immigrant experience. Thus, as you read, you should consider whether you can extract lessons, pointers, or strategies that would be applicable in your own research and thinking in the final portion of the course. In addition, we will explore some materials and resources you might want to dig into in greater detail for the final project.

WEEK 6, 10/1: CONTEXTUALIZING DATA I: IMMIGRANT LIVES
Thinking about what we know, and can know, about the immigrant experience.

Read: McLaughlin, "Patterns of Work and Family Organization" (16 pp.)
Doc: (TBD)

Team quiz #3 on McLaughlin and doc

WEEK 7, 10/8: CONTEXTUALIZING DATA II: COLORADO
Learning about Colorado and immigrants to Colorado in this era.

Read: Abbott et al., *Colorado*, Chapter 12 (26 pp.)
Doc: (TBD)

Team quiz #4 on Abbott, doc plus last week's lecture

WEEK 8, 10/15: CONTEXTUALIZING DATA III: RECEPTION AND INTERACTION
Learning about how immigrants were viewed and how they assimilated.

Read: Barrett, "Americanization from the Bottom Up" (25 pp.)
Doc: John A. Fitch on the Steel Strike, 1919 (6 pp.)

WordPress workshop latter half of class

Team quiz #5 on Barrett, doc, plus last week's lecture

WEEK 9, 10/22: NO CLASS, WORK ON YOUR MIDTERM PAPER

The purpose of the midterm paper is to help you consolidate what you have learned so you can be prepared for the research portion of the class. Detailed instructions will be posted on Canvas. Length: 5 pages (ca. 1,600 words.)

Submit midterm paper on Canvas by Wednesday 5 p.m.

Part III: Researching and producing the final project

This is the culmination of the course. The goal is for you (individually and as a class) to take what you have learned to the next level: to use it as a stepping stone to doing your own research and producing historical knowledge. This is not easy, and will require considerable work. You will spend hours in journal databases, newspaper databases, and the library—only some of which will result in your finding material you can actually use in the final projet. You will also frequently become frustated when you cannot locate the information you need or the visualization or data analysis does not work the way you thought it would. This is all part of the process. If you perservere, though, you will have helped create something new—possibly even something that someone somewhere might find interesting and useful.

WEEK 10, 10/29: RESEARCH WORKSHOP **Not in regular room!** →
Read: Excerpts from Mabbett, *Writing History Essays*
Doc: (TBD)
Task due this week: Clean up your WordPress site and create a page entitled "Research brainstorming." On that page, write a roughly 600-word planning document. For details, see instructions on Canvas.

Meet at 3pm in Norlin E113 (If you were to enter through the Laughing Goat entrance and walk toward the end of the coffee line, you'd be walking directly toward E113.)
Guest star: Frederick Carey

WEEK 11, 11/5: RESEARCH
Read: (TBD)
Doc: (TBD)

During this last part of the course, we will meet in class to consider what we have learned in our researches since the previous week, and how best to proceed. We may have some fairly brief common reading some (or even all) weeks, but your main task is to make progress on research. Think of the class meetings as project meetings to coordinate work, complete some tasks together, and brainstorm—but realize that for that to be productive, you will need to budget several hours per week outside of class to making sure you have something to bring to the table when we meet.

WEEK 12, 11/12: RESEARCH
Read: (TBD)
Doc: (TBD)

WEEK 13, 11/19: FALL BREAK! FALL BREAK! FALL BREAK!

Yay!

WEEK 14, 11/26: RESEARCH
Read: (TBD)
Doc: (TBD)

WEEK 15, 12/3: RESEARCH
Read: (TBD)
Doc: (TBD)

Draft projects due Friday 5 p.m.

WEEK 16, 12/10: PRESENTATION OF SITE & DRAFT CRITIQUE SESSION

Final project individual paper & Quality of Failure self-assessment due

FINAL PROJECTS DUE BY END OF FINAL EXAM PERIOD, TUE DEC 18 10 P.M.

7 *Teams and peer evaluation*

Before our second meeting, we will create learning teams of 3–4 people. These teams have two main functions. First, although we are a small enough class that we'll have quite a bit of opportunity to hold discussions as a full class, it will sometimes be more productive to break into smaller groups. By default, that group is your team. Second, five times during the semester, you will complete a team quiz with your team. The quiz consists of multiple choice questions on readings and preceding lectures.

Be respectful and kind toward your teammates. Should there be a problem in your team that you don't feel able to solve, please contact me sooner rather than later.

Because we want to be fair, you will evaluate your teammates' performance on CATME. That way, everyone has an incentive to contribute to getting quiz answers right; if contributions are uneven, that will be reflected in the grade.

We may also use teams for the projects; we'll decide this later, in accordance with your preferences.

TECHNICAL STUFF

We will use an online service called CATME (https://www.catme.org/) both for creating teams and for peer evaluation within teams.

There are instructional videos and FAQs on using CATME (see below). Also, please feel free to ask for help if you run into problems.
Videos: http://info.catme.org/catme-student-videos/
FAQs: http://info.catme.org/student-helptext-and-troubleshooting-support/

Completing peer evaluation tasks is part of the Tasks grade; you are responsible for alerting me to technical glitches early enough so we can deal with it.

HOW DO I EVALUATE MY TEAM MEMBERS?

You will evaluate the performance of everyone in the team, including yourself, using CATME. CATME has a standard set of questions that translate into an evaluation score.

HOW DOES PEER EVALUATION INFLUENCE MY GRADE?

Each team assignment is graded as such, and those grades are entered on D2L as the grades for each team member. Before final grades are calculated, however, each team member's grade for the team portion of the course is adjusted according to the results of their peer evaluation. The evaluation results in a multiplier; that multiplier (unless adjusted by me for some weighty reason) will be used to calculate your grade.

The goal of grade weighting is to ensure that everyone's contribution is fairly recognized.

Example: Team X has an average of 90% (A-) on all team work. Sam Student has been slacking, though, so Sam's peer evaluation results in a multiplier of 0.7. When that multiplier is applied to Sam's teamwork grade, the teamwork grade for Sam becomes 63% (D).

If you have contributed absolutely nothing to your team, the adjustment may make your grade for the team assignments as low as zero; it may also boost it so it is up to 105% of the raw grade received.

8   The fine print

ACADEMIC INTEGRITY. All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at http://www.colorado.edu/policies/academic-integrity-policy and http://honorcode.colorado.edu/.

DIGITAL DISTRACTION. When your laptop or tablet screen is displaying things irrelevant to class, you distract not only yourself but other students to whom the screen is visible. Research demonstrates that such distraction is detrimental to learning. We expect your full attention and presence, and we expect you to allow the same to others.

CLASSROOM CONDUCT. Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. I pledge to treat each of you with dignity, respect, and professional courtesy; I expect you to do the same for me and for each other. See also http://www.colorado.edu/policies/student-classroom-and-course-related-behavior and http://www.colorado.edu/osccr/.

ACCOMMODATION POLICIES. If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to me in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website (www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see Temporary Medical Conditions under the Students tab on the Disability Services website and come talk to me as early as possible.

RELIGIOUS OBSERVANCES Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If you anticipate any class conflicts due to religious observance, please notify me within the first two weeks of classes to arrange necessary accommodations. See policy details at http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams.

DISCRIMINATION AND HARASSMENT. The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. For details of the Sexual Misconduct Policy and the Discrimination and Harassment Policy, see http://www.colorado.edu/policies/discrimination-and-harassment-policy-and-procedures and http://www.cu.edu/ope/aps/5014. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the OIEC website, http://www.colorado.edu/institutionalequity/.

9   *Student Learning Objectives*

HISTORY BEYOND THE CLASSROOM
Courses with SLOs 9-10 foster the ability to transmit and apply historical knowledge and skills beyond the classroom

SLO 9. Students will develop cultural literacy: a knowledge and understanding of human diversity in the past and present.

SLO 10. Students will develop a historical view of the present world and will be able to apply their training in historical thinking to their lived experience.

PRODUCTION OF HISTORICAL KNOWLEDGE
*Courses with SLOs 7-8 require students to apply factual, conceptual, and procedural knowledge by **conducting historical research** and **producing historical argument** (the central focus is synthesizing historical knowledge—i.e., creating something new)*

SLO 7. Students will be able to conduct historical research, which includes: having and applying information literacy; identifying, locating, and managing sources; and summarizing significant amounts of information.

SLO 8. Students will be able to produce historical knowledge in various forms by analyzing, evaluating, and interpreting historical sources in context, and by utilizing applicable theory and methods.

PRACTICE OF HISTORICAL STUDY
Courses with SLOs 5-6 emphasize skills and methods (procedural knowledge) students need in order to analyze, evaluate, interpret, and synthesize historical knowledge

SLO 5. Students will be able to describe and explain how to differentiate, analyze, evaluate, and interpret various types of primary and secondary sources.

SLO 6. Students will be able to develop a historical argument by synthesizing various types of historical sources and applying relevant theory and methods.

FOUNDATIONS OF HISTORICAL STUDY

SUBSTANTIVE FOUNDATIONS
Courses with SLOs 1-2 introduce students to discipline-specific facts/historically accurate information (factual knowledge)

SLO 1. Students will be able to describe and explain what happened in the past, and how historians use primary sources as evidence.

SLO 2. Students will be able to describe and explain change and continuity over time, as well as the complexity and contingency of historical processes and outcomes.

CONCEPTUAL FOUNDATIONS
*Courses with SLOs 3-4 emphasize discipline-specific **concepts** (conceptual knowledge)*

SLO 3. Students will be able to explain how historical context, perspective, and bias can shape our understanding of the past.

SLO 4. Students will be able to explain the interpretive nature of historical knowledge, i.e., that while it is evidence-based, it is also constructed and contested.

For more on the History Teaching & Learning Project (HTLP), please visit:
https://www.colorado.edu/history/history-teaching-and-learning-project