



SCHOOL OF EDUCATION
COLORADO STATE UNIVERSITY

COLORADO STATE UNIVERSITY
**EDUC 465: SOCIAL STUDIES
METHODS AND MATERIALS**
TUESDAYS/THURSDAYS
2:00-3:50 PM (EDDY 118)

Instructor Information

Instructor: **Dr. Jessica Barbata Jackson** (she/her)

Email: Jessica.B.Jackson@colostate.edu

Office: History Office Trailer, Room 9

Drop-in Hours: **TH 1pm-2pm** (in person) or by appointment. [Sign-up here.](#)

COURSE SUMMARY

This course examines the nature of the disciplines and use of disciplinary concepts and standards for history, geography, civics, and economics in secondary classrooms; the design of daily/unit/course level instructional plans for teaching social studies topics; the development and use of effective instructional strategies for teaching social studies concepts and standards, including lecture, individualized learning, inquiry, cooperative learning, and constructivist methodologies; how to find and use media resources and websites; use of historical literacy strategies to promote and augment social studies instruction; and development and use of performance assessments to measure learning in social studies instruction. This course will provide participants with models of excellence in social studies instruction by engaging students as learners and prospective professional educators.

Credits: 4.0

Prerequisites: Admittance into Teacher Licensure Program

TEXTBOOK / COURSE READINGS

Required Reading:

- Regularly assigned articles available on Canvas, via Morgan Library, the Internet, or handouts.

Choose **ONE** (sign up [during Week 1](#)) (You do not need to purchase these texts; they will all be available online via CSU Course Reserve.)

- Bronski, Michael and Richie Chevat. *A Queer History of the United States for Young People*. Boston, MA: Beacon Press, 2019.
- Choy, Catherine Ceniza. *Asian American Histories of the United States*. Boston, MA: Beacon Press, 2022.
- Dunbar-Ortiz, Roxanne. *An Indigenous Peoples' History of the United States* (10th Anniversary Edition). Boston, MA: Beacon Press, 2023 OR Dunbar-Ortiz, Roxanne, Debbie Reese, and Jean Mendoza. *An Indigenous Peoples' History of the United States for Young People*. Boston, MA: Beacon Press, 2019.
- Mays, Kyle T. *An Afro-Indigenous History of the United States*. Boston, MA: Beacon Press, 2021.
- Theoharis, Jeanne and Brandy Colbert. *The Rebellious Life of Mrs. Rosa Parks* (Adapted for Young People). Boston, MA: Beacon Press, 2021.

LEARNING OUTCOMES

This course is designed to prepare teacher candidates to meet/exceed the Colorado Teacher Quality Standards. By the end of this course, teacher candidates who regularly attend class, actively participate, and complete all assignments will be able to demonstrate proficiency with regards to the following standards:

1. **Teachers demonstrate mastery of and pedagogical expertise in the content they teach.**
 - o *Teacher candidates will describe, discuss, and practice a wide array of teaching methods and materials for use in instructing students in secondary social studies (U.S. and world history, geography, civics/government, and economics) classrooms.*
2. **Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.**
 - o *Teacher candidates will design and plan instruction (lessons, units, curriculum maps) that reflects the needs of all students in a multicultural society.*
 - o *Teacher candidates will (re)consider pedagogical and content/curricular choices and practice strategies that incorporate diversity, equity, justice, and anti-oppressive practices.*
3. **Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.**
 - o *Teacher candidates will learn/discuss the politics of social studies (as a discipline), the ongoing politicization of social studies curriculum, and strategies for navigating the “culture wars.”*
 - o *Teacher candidates will design and plan instruction (lessons, units, curriculum maps) that incorporates resources and activities that promotes active student involvement, critical thinking and the incorporation of multiple perspectives.*
4. **Teachers reflect on their practice.**
 - o *Teacher candidates will begin developing/implementing their repertoire of teaching strategies, building their toolbox of teaching strategies, and begin developing their signature pedagogy.*

GRADING POLICY

GRADING: Grades reflecting 90-100% = A; 80-89%=B; 70-79%=C; 60-69%=D. Plus minus grading will be employed in this course except where excluded by university policy (C-, D+, D-). Students must complete and submit all major assignments (including the Textbook Analysis Assignment, the Curriculum Map, and the Unit Plan) in order to be eligible to pass this course.

ASSESSMENT: This course will operate a little differently than most others you have taken, as we will be focusing on qualitative not quantitative assessment. As such, I will not be *grading* your individual assignments in this course; instead, I will offer extensive feedback/comments and ask questions that engage your work (rather than simply assigning points to it). While you will receive a final grade at the end of the term, the determination of this grade will be a collaborative process. Throughout the semester, you will be reflecting carefully on your own work through **Process Letters** and a final **Course Self Evaluation** (since metacognitive reflection is an essential component of the learning process) and on the work of your peers. At the end of the semester, we will conference and reflect on your learning/progress/process and you will be responsible for determining your final grade; *I do reserve the right to change grades as appropriate. The intention here is to help you focus on working in a more organic way, as opposed to working as you think you are expected to.* If this process causes more anxiety than it alleviates, see me at any point to confer about your progress in the course to date. If you are worried about your grade, your best strategy should be to do the reading, come to class, actively participate, and be effortful in your assignments. Your self-evaluation assessment will be based on the following key assignments:

OVERVIEW OF MAJOR ASSIGNMENTS

PARTICIPATION: Since the emphasis in this class is on student participation/involvement in various activities and teaching strategies, this class will be conducted primarily in a discussion and hands-on/laboratory format. **As such, your presence in class and active engagement in all class activities are essential and required components.** You will be expected to: actively participate in class activities, make constructive and thoughtful contributions in discussion, ask probing questions to extend ideas, consider topics from different perspectives, listen with purpose, be considerate, courteous, and respectful to your peers and professor, collaborate in group processes, demonstrate cooperative behavior, arrive on time, attend regularly, meet assignment deadlines, and practice other professional behaviors that promote the goals and objectives of the class. Additionally, your participation will be based on the following:

- **READING:** Be sure to carefully read and critically consider the assigned readings; be ready to share your thoughts in class discussion.
- **READING RESPONSES:** Throughout the semester and as a way to prepare for our in-class discussions, you will submit brief, **one paragraph** (150-200 word) Reading Responses for assigned reading. Your Reading Response can take any form and include any information that works for you so long as you: A) offer an original idea beyond summary (for example, give an opinion, ask a question, or make a connection) and B) specifically reference/quote/cite something in the text to ground your thinking in the reading. (Submit via Canvas.)
- **PROCESS LETTERS/SELF-EVALUATION:** Metacognitive reflection is an essential component of the learning process (and hopefully your future classroom). Therefore, throughout the semester, you will submit a series of **Process Letters/Self-Evaluations**. These letters and self-evaluations will be your opportunity to reflect on and communicate about your progress and learning. (Submit via Canvas.)
- **FIELD TRIPS/GUEST SPEAKER PROFESSIONAL DEVELOPMENT:** Throughout the semester, we will have the opportunity to visit with local social studies teachers and participate in various field trips. Not only is this an occasion to learn from veteran educators who teach a variety of social studies disciplines beyond history, please also consider this a networking opportunity. In order to respect and honor their time, your attendance and thoughtful participation is imperative. *(Note: We may need to shift our class time to accommodate some of our guest speakers. I will provide you with the guest speaker schedule as soon as possible; please get in touch with me if the time change on those class days proves untenable with your other responsibilities.)*

MINI LESSONS: Throughout the semester, you will develop and teach several mini lessons to the class, at least one of which will be completed in pairs. The purpose of these mini lessons are to provide you with hands-on experience in developing and teaching social studies lessons. You will additionally have the opportunity to receive peer feedback (in real-time) on your lessons with the aim of augmenting and revising them for use in your future classrooms. More details will be provided. (Oral presentation; nothing to submit.)

TEXTBOOK ANALYSIS ASSIGNMENT: You will read, review, and reflect on one “alternative” US History “textbook” (listed above). This is both an individual and group assignment and includes two parts: 1) Reflection Paper, and, (2) In-Class Group Presentation (where you will discuss/present with peers reading your same book, as well as hear from groups who read different texts). Detailed directions will be provided.

INQUIRY LESSON PLAN: You will develop one complete lesson and lesson plan, an Inquiry Lesson Plan; detailed directions will be provided.

CURRICULUM MAP: At the midpoint of the semester, you will be responsible for developing a Curriculum Map for two different social studies courses (history, geography, civics, or economics). Your Curriculum Map (or Course Overview) will include a basic outline of the Big Ideas, essential questions, unifying themes, and content topic areas. More details to follow.

SOCIAL STUDIES UNIT PLAN: For your major assignment for this course, you will submit a complete social studies Unit Plan. Your Unit Plan will reflect strong knowledge of the components of course, unit, and lesson planning. You will be asked to demonstrate various strategies for engaging students in learning and teaching and demonstrate your ability to structure meaningful learning for students. We will be working on your Unit Plan throughout the second half of the semester. More details to follow.

DROP-IN HOURS: You are welcome to visit my Drop-in (Office) Hours or to make an appointment to meet at any point during the semester, but you also have **two** required (10-15 min.) conferences (by the end of Week 3 and during Finals Week) and one optional conference (by the end of Week 10). Sign-up schedule will be available via Canvas.

EDUC465 FALL 2024 SEMESTER SCHEDULE*

*This is a tentative slate of assignments and due dates. I reserve the right to make modifications, additions, and changes to due dates in correspondence with the needs of the class. I will announce changes in class, well in advance of any due dates, and will post any such changes as announcements on Canvas.

Week 1 (8/20 & 8/22): Course Introduction

Tues 8/20

Agenda:

- Welcome/Introductions
- Review Syllabus

Thurs 8/22

Agenda:

- Culturally Responsive Pedagogies

Assignment DUE:

- **Why I want to teach and why social studies** (draft 100-200 words and be ready to share in class; nothing to submit)

Week 2 (8/27 & 8/29): History & Politics of Social Studies

Tues 8/27

Agenda:

- Community Norms
- SST Strategy: Hooks

Thurs 8/29

Agenda:

- Warm-up/Hook Lesson #1.1 (partner)
- Politics of Social Studies
- External Frameworks: Common Core, State Standards

Reading DUE:

- Ron Evans, "Social Studies Wars" (available via Canvas)
- Nash, *History on Trial* (CH1, available via Canvas)

Writing DUE:

- **Reading Response # 1: Evans & Nash**

Week 3 (9/3 & 9/5): State (and Politics) of Social Studies Curriculum

Tues 9/3

Agenda:

- Warm-up/Hook Lesson #1.2 (partner)
- Warm-up/Hook Lesson #1.3 (partner)

Thurs 9/5

Agenda:

- Warm-up/Hook Lesson #1.4 (partner)
- Warm-up/Hook Lesson #1.5 (partner)

Commented [J1]: Or new reading to replace Evans?

<ul style="list-style-type: none"> External Frameworks: Common Core, State Standards 	<ul style="list-style-type: none"> Social Studies & the Culture Wars
<p>Reading DUE:</p> <ul style="list-style-type: none"> APUSH Controversy Readings (available via Canvas) 	<p>Assignment DUE [by Friday 9/6]: Conference # 1</p> <p>Reading DUE:</p> <ul style="list-style-type: none"> Colorado State Standards 2022 Revision Readings (available via Canvas)
<p>Writing DUE:</p> <ul style="list-style-type: none"> RR #2: APUSH Controversy Readings 	<p>Writing DUE:</p> <ul style="list-style-type: none"> RR #3: Colorado State Standards Revision Readings

Week 4 (9/10 & 9/12): State (and Politics) of Social Studies Curriculum

<p>Tues 9/10</p> <p>Agenda:</p> <ul style="list-style-type: none"> NO CLASS! (Work on Textbook Analysis Assignment) 	<p>Thurs 9/12</p> <p>Agenda:</p> <ul style="list-style-type: none"> Inquiry/Hook Lesson #2.1 (solo) Navigating the Culture Wars <p>Reading DUE:</p> <ul style="list-style-type: none"> Critical Race Theory Controversy Readings (available via Canvas) <p>Writing DUE:</p> <ul style="list-style-type: none"> RR #4: CRT Controversy Readings
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Week 5 (9/17 & 9/19): Thinking Historically /Teaching Historical Literacy

<p>Tues 9/17</p> <p>Agenda:</p> <ul style="list-style-type: none"> Inquiry/Hook Lesson #2.2 (solo) Thinking Historically Teaching with Primary Sources 	<p>Thurs 9/19</p> <p>Agenda:</p> <ul style="list-style-type: none"> Inquiry/Hook Lesson #2.3 (solo) Inquiry-Based Lessons <p>Reading DUE (one of the following):</p> <ul style="list-style-type: none"> Bronski & Chevat, <i>A Queer History of the United States for Young People</i> Choy, <i>Asian American Histories of the United States</i>. Dunbar-Ortiz, <i>An Indigenous Peoples' History of the United States</i> (10th Anniversary Edition). OR Dunbar-Ortiz, Reese, & Mendoza, <i>An Indigenous Peoples' History of the United States for Young People</i>
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Commented [J2]: NEW

- Mays, *An Afro-Indigenous History of the United States*
- Theoharis & Colbert, *The Rebellious Life of Mrs. Rosa Parks* (Adapted for Young People)

Writing DUE:

- **Textbook Analysis Assignment**

Week 6 (9/24 & 9/26): (Re)Considering Social Studies Content & Pedagogy

Tues 9/24

Agenda:

- Inquiry/Hook Lesson #2.4 (solo)
- **Inquiry-Based Lessons**

Assignment DUE:

- **Inquiry Lesson Plan [DRAFT]**

Thurs 9/26

Agenda:

- Inquiry/Hook Lesson #2.5 (solo)
- (Re)considering Content/Curriculum

Group Assignment DUE:

- **Textbook Analysis Presentations**

Assignment DUE [by Friday 9/27]:

- **Process Letter #1**

Commented [J3]: NEW

Week 7 (10/1 & 10/3): Course Planning & Teaching Strategies

Tues 10/1

Agenda:

- Inquiry/Hook Lesson #2.6 (solo)
- Course Planning/Curriculum Mapping
- Assign Curriculum Map

Assignment DUE:

- **Inquiry Lesson Plan [FINAL]**

Thurs 10/3

Agenda:

- Inquiry/Hook Lesson #2.7 (solo)
- Curriculum Map Workshop

Week 8 (10/8 & 10/10): Teaching Strategies & Course Planning

Tues 10/8

Agenda:

- Inquiry/Hook Lesson #2.8 (solo)
- Roleplay/Simulation in the Classroom
- Cooperative Learning: Project Based Learning

Thurs 10/10

Agenda:

- Inquiry/Hook Lesson #2.9 (solo)
- Inquiry/Hook Lesson #2.10 (solo)
- Peer Review: Curriculum Maps
- **Peer Review: Curriculum Map**

Assignment DUE:

- Work on Curriculum Maps

Assignment DUE:

- **Curriculum Map [DRAFT]**

Week 9 (10/15 & 10/17): Teaching Strategies & Unit Planning

Tues 10/15

Agenda:

- Inquiry/Hook Lesson #3.1 (solo)
- Cooperative Learning: Trivia in the Classroom

Assignment DUE:

- **Curriculum Map**
- **Presentation & Self Evaluation**

Thurs 10/17

Agenda:

- Inquiry/Hook Lesson #3.2 (solo)
- Direct Instruction/Lecture in the Classroom
- Unit Plan Workshop

Week 10 (10/22 & 10/24): Teaching Social Studies & SST Strategies

Tues 10/22

Agenda:

- Inquiry/Hook Lesson #3.3 (solo)
- Discussion in the Classroom

Assignment DUE:

- **Unit Plan Part I DRAFT**

Thurs 10/24

Agenda:

- **TBD/Guest Speakers/Field Trip**

Week 11 (10/29 & 10/31): Teaching Social Studies & SST Strategies

Tues 10/29

Agenda:

- Inquiry/Hook Lesson #3.4 (solo)
- Film in the Social Studies Classroom

Assignment DUE:

- **Unit Plan Part II DRAFT**

Thurs 10/31

Agenda:

- Inquiry/Hook Lesson #3.5 (solo)
- **TBD/Guest Speakers/Field Trip**

Assignment DUE [by Fri 11/1]:

- **Process Letter #2**

Week 12 (11/5 & 11/7): Teaching Social Studies & SST Strategies

Tues 11/5

Agenda:

- Inquiry/Hook Lesson #3.6 (solo)

Thurs 11/7

Agenda:

- Inquiry/Hook Lesson #3.7 (solo)
- **TBD/Guest Speakers/Field Trip**

Assignment DUE:

- **Unit Plan Part III DRAFT**

Week 13 (11/12 & 11/14): Social Studies Teaching Strategies & Unit Planning

Tues 11/12

Thurs 11/14

Agenda

- Inquiry/Hook Lesson #3.8 (solo)
- Teaching & Grading Writing

Agenda:

- Inquiry/Hook Lesson #3.9 (solo)
- **TBD/Guest Speakers/Field Trip**

Assignment DUE:

- **Unit Plan Part IV DRAFT**

Week 14 (11/18 & 11/21): Social Studies Teaching Strategies & Unit Planning

Tues 11/18

Thurs 11/21

Agenda:

- Inquiry/Hook Lesson #3.10 (solo)
- Teaching in a Virtual/Hybrid World
- Peer Review: Unit Plan

Agenda:

- **NO CLASS! (Work Day)**

Assignment DUE [by Fri 11/22]:

- **Full Unit Plan** (for instructor feedback)

Assignment Due:

- **Full Unit Plan DRAFT**

FALL BREAK (11/23-12/1)

Week 15 (12/3 & 12/5): Overview & Wrap-Up

Tues 12/3

Thurs 12/5

Agenda

- **Field Trip: Fort Collins Museum of Discovery**

Agenda

- Student Teaching Guest Speaker Panel
- Teaching Strategies/Pedagogy Overview
- Course Wrap-up

DUE Sunday 12/8, 5pm

- **Full Unit Plan w/ Revision Cover Letter**
- **Process Letter # 3 (Course Self Evaluation)**

DUE Tuesday 12/10

- **Conference # 3**

Our scheduled final exam time is Tuesday, December 10, 9:40am-11:40am; we will not meet in person during this timeslot. Instead, I would like to meet with each of you individually to model how we can collaboratively grade your unit plan and progress in the course. As such, you get to choose your own "final exam" time by signing up for a time to conference with me about your unit plan and professional progress. Your unit plan revision should be complete and ready to review when you meet with me.

COURSE POLICIES

COMMUNITY NORMS: Late Work Policy, Cell Phones/Use of Electronics Policy, Attendance/Classroom Courtesy, and Discussion Guidelines will be established during the first week of class according to class consensus. These Community Norms will be posted to Canvas and will serve as an addendum to this syllabus.

COURSE EXPECTATIONS: This course serves as your transition into student teaching. You are expected to do the readings in their entirety before you come to class and to complete assignments in accordance with the syllabus deadlines. Just as you wouldn't be absent from teaching unexpectedly or arrive to teach without preparing, you should be practicing these same professional expectations throughout this course. Upon your completion of this course, I need to feel comfortable telling the School of Education that you are ready to lead a classroom as a student teacher.

ASSIGNMENTS: All work should be proof-read, spell-checked, and edited in advance of submission. Unless otherwise noted, all assignments will be submitted electronically via Canvas; on occasion, assignments should additionally be available to review and share in class for peer review and/or discussion. Unprofessional work, and work that fails to meet the stated guidelines and criteria, will be returned to the creator and will not receive credit until it is resubmitted (within ONE week).

ATTENDANCE: Your regular attendance, punctuality, and meaningful participation are **required** components of this course and are critical for your success. If you miss class for any reason or know in advance that you will miss class, it is your responsibility to keep up with your assignments and to communicate with your classmates about any announcements, class notes, etc.; in-class participation cannot be made up. **This class relies on you being a member of the community and participating in discussions.** In order to quantify this expectation:

- Over the course of the semester, you have **two "freebies" (unexcused absences)** to use at your discretion; missing up to 2 class sessions unexcused will not impact your final grade.
- If you miss **8 or more class sessions** (equivalent of 30% or more of the course meetings), the maximum final grade you can earn in this course is a letter grade of D. **Note:** A "D" is considered a passing grade at CSU and can be used for degree completion. However, to complete the teacher preparation program at CSU, students need to earn a C or better in all required content and education coursework.

EXCUSED ABSENCES: CSU does not discriminate on the basis of religion. Reasonable accommodation will be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the [Religious Accommodation Request Form](#) and turn it into the Division of Student Affairs, located on the second level of the Administration building.

- [Student case management](#) is available to help students with extenuating life circumstances (situations involving illness or family emergency) and connect them with resources.
<http://www.studentcasemanagement.colostate.edu>

EXPECTATIONS: This is a **4-credit** undergraduate course. You can expect to spend a minimum of 2 hours of outside work per week for each hour of class time. As such, plan on spending a minimum of 6-8 hours per week on homework/reading/lesson planning/etc. for this course.

CANVAS: Much of the course information and materials will be accessible through Canvas, CSU's learning management system. Canvas can be accessed at <http://info.canvas.colostate.edu>. Announcements will be made in class about course information and materials made available through Canvas. Grades will also be posted via Canvas. As long as you have not adjusted your Canvas settings, announcements posted to Canvas should go directly to your CSU email

address (yourname@rams.colostate.edu). If you have questions/problems using or accessing Canvas during the semester, please contact Canvas Student Support at <https://canvas.colostate.edu/student-support/>

COMMUNICATION: Communication is key, so keep in touch. Do not hesitate to contact me if you have any questions, concerns, or need assistance in class. Please make sure that you either consistently check your CSU email address or have your email forwarded; all important announcements will be sent through Canvas and will go to the email address on file for you with the Registrar's Office; open lines of communication will be critical throughout the semester. In any email communications to me, please use the email address on this syllabus and include EDUC465 in the subject line of your message.

- **Student Hours:** You are invited to meet with me during student hours or by appointment to discuss any questions/concerns. If you cannot connect with me during my office hours, please get in touch to set an appointment.
- **Email Correspondence:** Please be aware that I limit my email correspondence to M-F during regular business hours; if you send a message over the weekend, I won't see it until Monday morning.

INTELLECTUAL ENVIRONMENT: This course is a place for us to dialog about what will sometimes be controversial and difficult topics, and we are all here to learn. For this reason, we must all strive to ensure a safe learning environment in which everyone feels comfortable to express their opinions amongst their peers and the professor. A safe environment is free from offensive language, verbal attacks and rude behavior such as interrupting when someone else is speaking. Although you may feel strongly about certain issues, you are expected to conduct yourself respectfully and with integrity. I ask that you bring an open mind and spirit of respect to our conversations. We can learn from each other if we listen, engage, and create a space where we can all safely express our thoughts on the materials we study. Remember, it is okay to disagree.

UNIVERSITY POLICIES

Colorado State University provides consistent policies relevant to academic courses and resources to support students with various challenges they may encounter. Click the short link (<https://col.st/2FA2g>) or scan the QR code below for up-to-date information:



TOPICS INCLUDE:

- [Canvas Information and Technical Support](#)
- [Universal Design for Learning/Accommodation of Needs](#)
- [Copyrighted Course Materials](#)
- [Undocumented Student Support](#)
- [Food Insecurity](#)
- [Title IX/Interpersonal Violence](#)
- [Religious Observances](#)
- [CSU Principles of Community](#)
- [Diversity and Inclusion](#)
- [Student Parents/Guardians/Caregivers](#)
- [Student Case Management](#)
- [Mental Health and Wellness](#)

PREFERRED NAME, PROPER PRONOUNS, AND PROPER GENDER IDENTITY: Class rosters and University data systems are provided to faculty with the student’s legal name and legal gender marker. As a student, you can change how your name, pronouns, and gender identity show up through various administrative records. If you would like to update your name, or add or change your pronouns or gender identity that are tied to your student record in RAMweb, the linked guidelines and frequently asked questions will walk you through the process: <https://registrar.colostate.edu/change-my-information/>

CSU LAND ACKNOWLEDGEMENT: “Colorado State University acknowledges, with respect, that the land we are on today is the traditional and ancestral homelands of the Arapaho, Cheyenne, and Ute Nations and peoples. This was also a site of trade, gathering, and healing for numerous other Native tribes. We recognize the Indigenous peoples as original stewards of this land and all the relatives within it. As these words of acknowledgment are spoken and heard, the ties Nations have to their traditional homelands are renewed and reaffirmed. CSU is founded as a land-grant institution, and we accept that our mission must encompass access to education and inclusion. And, significantly, that our founding came at a dire cost to Native Nations and peoples whose land this University was built upon. This acknowledgment is the education and inclusion we must practice in recognizing our institutional history, responsibility, and commitment.” (<https://landacknowledgment.colostate.edu/>)