

National Border, National Park
The History of Organ Pipe Cactus National Monument
History 492 Capstone Seminar, Spring 2012

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“Difference of opinion leads to inquiry, and inquiry to truth.”

---Thomas Jefferson

Overview and Objectives

In this course we will build a website. Organ Pipe Cactus National Monument (ORPI), in southern Arizona on the Mexican border, is home to rare plant and animal species and spectacular desert scenery. When you are there, it is easy to see why writer Wallace Stegner and others have called the national parks “America’s best idea.” But journalist Tom Clynes recently called Organ Pipe “America’s most dangerous park.” This is because 300,000 visitors annually enter as drug smugglers or undocumented immigrants, turning rangers into law enforcement officers. This course will explore the history of this complicated and fascinating place through the methodologies of borderlands and environmental history. Along the way, students will practice the usual history capstone skills—primary-source research, historiography, writing, peer-review, and citation—but the end product will not be an individual term paper. Instead, students will work together to research and write content for a website that takes visitors on a virtual tour of the park’s history, looking at it from both sides of the border. If we do the job well, the CSU Public Lands History Center staff will post it on their website for public use.

Readings

Lory Center Bookstore

- Carol Ann Bassett, *Organ Pipe: Life on the Edge* (Tucson: University of Arizona Press, 2004).
- Paul Ganster and David E. Lorey, *The U.S.-Mexican Border Into the Twenty-First Century*, 2d. ed. (Lanham, Md.: Rowman & Littlefield Publishers, Inc., 2008).
- Margaret Regan, *The Death of Josseline: Immigration Stories from the Arizona Borderlands* (Boston: Beacon Press, 2010).
- Kate L. Turabian, ed., *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed. (Chicago: University of Chicago Press, 2007).

RamCT

- Bill Broyles, Adrienne G. Rankin, and Richard Stephen Felger, “Native Peoples of the Dry Borders Region,” in *Dry Borders: Great Natural Reserves of the Sonoran Desert*, ed. Richard Stephen Felger and Bill Broyles (Salt Lake City: University of Utah Press, 2007), 128-46.
- Tom Clynes. “National Park War Zone: Arizona's Organ Pipe Cactus National Monument,” *National Geographic Adventure Magazine*, February 2003.
- Richard Stephen Felger, Bill Broyles, Michael F. Wilson, Gary Paul Nabhan, and Dale S. Turner, “Six Grand Reserves, One Grand Desert,” in *Dry Borders: Great Natural Reserves of the Sonoran Desert*, ed. Richard Stephen Felger and Bill Broyles (Salt Lake City: University of Utah Press, 2007), 3-26.
- Anita Bender McGee and Letty Bender Hofstra, “Growing up at the Big Horn,” in *Dry Borders: Great Natural Reserves of the Sonoran Desert*, ed. Richard Stephen Felger and Bill Broyles (Salt Lake City: University of Utah Press, 2007), 71-79.
- “National Border, National Park,” <http://organpipe.wordpress.com>.
- “Nature, Culture, and History at the Grand Canyon,” <http://grandcanyonhistory.clas.asu.edu>.
- Tad Nichols, “Afield with Desert Scientists,” in *Dry Borders: Great Natural Reserves of the Sonoran Desert*, ed. Richard Stephen Felger and Bill Broyles (Salt Lake City: University of Utah Press, 2007), 85-91.
- Organ Pipe Cactus National Monument, <http://www.nps.gov/orpi/index.htm>.

Assignments:

Reading. This is a non-graded assignment, but it is the foundation of all your graded assignments. Reading the assigned texts thoroughly and on time will enable you to do your best work on all the graded assignments below.

Pop Quizzes (15%). Doing the readings regularly and carefully will be essential both to your learning and to the quality of class discussions. To encourage you to do the readings and to do them well, there will be frequent pass/no pass pop quizzes with one or more questions. Your overall pop-quiz grade will be the percentage of quiz questions you pass.

Class Participation (10%). Participate actively and enthusiastically in class discussions and projects (on line and in class). Those earning full credit will also show consistent intellectual leadership.

Bibliography (5%). Format ten bibliography citations, annotate three of them, and photocopy all of them; format and annotate one National Archives document.

A-Z Entry (20%). Write two five-hundred word encyclopedia entries on some ORPI topic (list of topics to be handed out). Each entry is worth 10%.

Peer Reviews (5%). Everything you write for the website must be peer reviewed. That means you'll need to write about as many peer reviews for classmates as the number of assignments you turn in.

NARA-RMR Research (5%). Participate in (and/or process the documents from) a field trip to the National Archives and Records Administration Rocky Mountain Region research room in Denver.

ORPI Stories (30%). Collaborate with a group to research, write, and edit two essays covering a broad swath of ORPI history (list of topics to be handed out). Each entry is worth 15%.

Late-Semester Group Project (5%). Join a group of classmates to carry out a project to help polish the website late in the semester. This might include photo research, fact checking, editing, or other contributions.

Portfolio (5%). Keep a journal that indicates the contributions (and amount of time) you make to your group projects and to class projects. Also reflect on questions, which will be handed out in class. Finally, assess the performance of your classmates in your group(s).

Additional Information

Grading Scale. A: 93+, A-: 90-92, B+: 87-89, B: 83-86, B-: 80-82, C+: 77-79, C: 73-76, D: 60-72, F: 0-59. To be placed on the website, an assignment must earn at least a B.

Assent to Publish. By taking this course, you agree that your work and that of your teammates may appear on the class's publically accessible website.

Assignment Formatting. Unless otherwise specified, all written assignments must be typed and double-spaced, using 12-pt Times New Roman font with one-inch margins (top, bottom, and side), left justified. Assignments should be submitted on line using RamCT. All assignments submitted for inclusion on the website must be peer-reviewed by a classmate. Assignments not following these instructions will lose three percentage points (e.g. an 80% will be reduced to a 77%).

Attendance. Coming to class meetings is essential to learning historical content, hearing course announcements, and practicing historical skills. You are responsible for knowing all announcements made in class as well as for the content of all lectures, discussions, and other in-class activities. Handouts will be distributed once in class and then posted on RamCT. There is no formal attendance grade, but irregular attendance, regardless of the reason, will lower your class participation grade. Please, however, do not come to class if you are sick. See Late/Make-up Policies below for information on how to ensure occasional absences due to illness do not affect your grade. If you have medical

conditions, military/jury duty, or other matters that require extended absences, please see me as soon as possible about the possibility of an incomplete or other accommodations.

Late/Make-up Policies. If you are absent on the day of a quiz, you can make it up by submitting a two-page reading response that summarizes and creatively responds to the readings for the day of the absence. To pass, reading responses must demonstrate unequivocally that you have completed the readings thoroughly. Reading responses must be submitted within one week of returning to class.

Unless otherwise specified, assignments should be posted on RamCT before class on the day they are due. Assignments posted after that time will be penalized three percent for each working day they are late (e.g. after one day, an 85% will go to an 82%; after two days it will be a 79%, and so on).

This grade penalty can sometimes be reduced or waived in cases of personal emergency or in cases in which a deadline extension would enable you to accomplish something important not otherwise feasible within the announced time constraints. In the case of the former, please document the emergency (for example, with a medical note). In the latter case, please (1) contact me to explain what you would be able to accomplish with an extended deadline, (2) demonstrate why that is important to your learning or achievement or why it is of benefit to the class and the website, and (3) set a realistic new deadline for yourself. I will hold you accountable for the new deadline. Please keep in mind that deadline extensions will disrupt the class's website progress and create extra work for you, your classmates, and your instructor; this option is a privilege, which may not be allowed after repeated use of it.

The Writing Center. Located in Eddy 6, 491-0222. I encourage all of you to make use of this free university service to get additional assistance in making your writing as excellent as possible. Visit its website at <http://writing.colostate.edu/wcenter/>.

Disabilities. Qualified students with disabilities requiring academic accommodations should contact me as soon as possible to ensure your needs are met in a timely manner. For your reference, the Resources for Disabled Students office phone is 491- 6385.

Classroom Conduct. Please be considerate of your classmates and instructor while in the classroom. Go somewhere else if you want to talk, sleep, send text messages, or read the paper. Be prompt, and if you must arrive late, try to do so as unobtrusively as possible. Please turn off your cell phones and other electronic devices before entering the classroom. Use of a laptop computer is allowed but only for uses directly related to classroom activities and is a privilege subject to being revoked if you are not using it for such. Please note: uncivil, disruptive behavior will result in a reduction of your grade and possible disciplinary action by the university.

Academic Integrity: Academic integrity is among the most important student responsibilities at Colorado State University. Cheating, plagiarism, and other violations of academic integrity are described in the *University General Catalog* under "Policies and Guiding

Principles,” on pp. 7-9 (<http://www.catalog.colostate.edu/FrontPDF/1.6POLICIES1112f.pdf>). If you are not already familiar with these guidelines, please take a moment to learn them now. A class academic integrity policy will also be handed out. You will be asked as part of each assignment to acknowledge the university and class academic integrity policies. Violations of academic integrity will result in a substantial grade reduction and/or disciplinary action according to university policy.

Unit I Schedule

Wk	Date	Topic	Reading	Due
1	1/18	Welcome		
2	1/25	America’s Best Idea?	Turabian, 133-35, 141-215, 283-358 Clynes Organ Pipe Cactus National Monument website Nature, History, & Culture website Regan, ix-xviii	
3	2/1	ORPI Overview	Bassett Ganster/Lorey, xv-16	Bib
4	2/8	Natives and Newcomers	Broyles, et al. Ganster/Lorey, 17-33	
5	2/15	Economic Development	McGee & Hofstra Nichols Ganster/Lorey, 35-87	A-Z #1

The schedules for Unit II (weeks 6-10) and Unit III (weeks 11-15) will be handed out in class later in the term.