California History
History 22/Fall 2019

Instructor: Martin Bennett
Office: 1546 Emeritus
Phone: 527-4999 (x5063)
Email: **mbennett@vom.com**
Web site: https://www.martinjbennett.org
Office Hours: 3:30 – 4 pm M-W and by appointment

Required Texts:

James Rawls and Walton Bean – California: An Interpretive History (10th edition)
Mary Paik Lee - Quiet Odyssey: A Pioneer Korean Woman in America
Malcolm Margolin - The Ohlone Way
History 22 Reader
(All books will be used again and bookstore will buy back)

Course Requirements:

1. Attendance at class meetings
2. Participation in class discussions/completion of homework assignments (one dropped - *except assignments on Ohlone Way and Quiet Odyssey must be completed)*
3. Passing grades on geography assignment, multiple choice text quizzes, midterm, and final examination. One multiple-choice quiz will be dropped.

Prerequisites:

There are no prerequisites but English 100 or the equivalent is highly recommended and the completion of English 1A is preferred. This course fulfills A. A. requirement Area D, CSU transfer Area D and G, IGETC transfer Area D, and most CSU ethnic studies requirements.

Grading:

1. Midterm	25%
2. Final	25%
3. Text quizzes (one dropped) and map = 3 quizzes)	20%
4. Homework (one dropped)	20%
5. Classroom participation and attendance	10%

Examinations:

Examinations cover lecture, reading assignments, class discussion, and video presentations. Students are required to write in-class essays for each exam. I will distribute study questions at least three weeks in advance. You will maximize your potential for success on the midterm and final by beginning to prepare as soon as you receive the study questions. In general, there will be no make-ups of the mid-term and final examinations. You must take the midterm and final exams to pass the course. Missing the final examination will be an automatic failure in the course.

If a student presents the instructor with a verifiable conflict or excuse one week prior to a midterm, final, or text quiz I may consider arranging a make-up. In unusual circumstances of student illness or illness of a child, or death of a family member I might also consider a make-up exam. You must contact me the day of the exam and bring a written excuse from a physician, religious authority, or a therapist/counselor. After consulting with the instructor final exams may be taken earlier in the exam week. In general make-up exams are more difficult than those given on the original date and I strongly encourage you to make every effort not to miss the two exams.

Finally, I encourage you to work together to prepare for quizzes or for exams. However, you may not use someone else's exam outlines to write your own outline and essay question. Anyone doing so or allowing someone else to use her/his work will receive no credit for that assignment.

Homework:

In general, I do not accept late homework. If you have a verifiable personal or work related emergency I might consider a delayed assignment. If you are absent the day a homework assignment is due, (written questions or annotation) bring the assignment to the next class (and do not email the assignment to me). If you are absent and you are on campus the next day, you may also drop off the assignment to the secretary in the Social Science service center across from my office. Homework assignments are in the course reader. The homework questions to be answered for each article are in this syllabus. Homework assignments should be single spaced, 12-point font, and you do not need to retype the question though please number each question. You will hand in your assignment at the end of class on the day/evening the assignment is due. Please do not work on homework during class time.

Attendance:

I will take attendance at the beginning of the class. If you must leave class early, please notify me before class. If you leave class early you will be counted as absent. If you come in late, you must check in with me after class. You may miss class twice before the mid-term; three absences for the entire semester could lower your final grade by one. You could be dropped if you miss more than three classes. It is your responsibility to contact me regarding assignments, handouts, or special instructions if you are unable to attend class.

Schedule of Topics and Assignments

COURSE OBJECTIVES:

This course examines the history (social, economic, and political) of California from the Native American and Spanish/Mexican periods through the emergence of modern California as an important influence in the United States and the world. We will explore the historical (and current) diversity of California, in terms of its population, economy, and political traditions. In conceptualizing California as a "cultural crossroads," we will focus on the relationships among different groups within the state and analyze the ways in which social inequality, along the lines of class, race, ethnicity, and gender have been both reinforced and challenged. Throughout, we will contrast the reality of California's social conflict, political gridlock, and environmental crisis to its allure as a symbol of opportunity and freedom.

As a one-semester introductory survey course, this class cannot be comprehensive. Instead, it will offer windows into and interpretations of some of the major issues in California history. Topics will include: California's Native peoples and cultures; the experiences of immigration and formation of ethnic communities; the social and economic impact of the Gold Rush; the working classes and women in nineteenth century California, the rapid development of capitalism and its effects on economic and political life after statehood; the growth of the labor movement and social reform movements in the late nineteenth and early twentieth centuries; the history of race relations and the politics of racial exclusion; the rise of Southern California as an "island on the land;" the development of agribusiness and California's farm labor system; the politics and economics of land and water; migration, social conflict, and social change in the 1930s; the emergence of Sunbelt California during and after World War II; the course of the state's political tendencies (left and right) between the 60s and 80s; the future of post-industrial California in the new global economy.

Day	Topic	Assignment
	(Complete reading in the text or written homework assignment on the date indicated)	
9/11	Introduction: The California Dream	
9/16	Native Peoples and European Contact	**Rawls, Starr PRRI,** questions p.5 syllabus
9/18	The Ohlone Way	Rawls (Ch. 1, 2)) **Quiz #1** **Margolin (1-144)** (answer only three assigned questions on syllabus p. 3)
9/23	Spanish exploration, the Missions, Cultural Conflict	Rawls (Ch. 3,4) **Quiz #2**
9/25	Mexican Independence and Ranchos	Margolin (pp.157-170) questions **Monroy - Brutal Appetites**
9/30	Manifest Destiny and U.S.- Mexican War	Rawls (Ch. 5,6,7) **Takaki – Foreigners in Their Land**
10/2	Gold Rush, Transnational Migration Legacy of Violence and Environmental Consequences	Rawls (Ch. 8,11) **Quiz #3**
10/7	Big Four, Railroads and Big Business	Rawls (Ch. 13, 17,18)
10/16	Workingman's Party, Anti-Chinese Hysteria	Rawls (Ch. 14,15) **Quiz #4** **Map due**
10/21	Los Angeles: An Island on the Land: Anglo migration and ruralizing the city; New industry: Agriculture and Hollywood	Rawls (Ch. 16, 23) **Norris/George**
10/23	Mexican immigration, barrioization, and segregation	**Takaki - El Norte** (1, 3, & 5 or 2, 4, & 5)
10/28	Rivers of Empire: Land, Water, and Power 1890-1945	Rawls (Ch. 24) **Wheeler - California Scheming**

10/30	The Depression, Okies, Labor Conflict and Mexican deportation	Rawls (Ch. 25, 26) **Quiz #5** **Annotation** **Depression due**
11/4	**Mid-term Exam**	
11/13	California and World War II: The Bay Area and the Second Gold Rush	Rawls (Ch. 27)
11/11	Veterans Day holiday	
11/18	Japanese Internment	
11/20	Asian Immigration	**Mary Paik Lee** (answer only four assigned questions in syllabus p. 13)
11/25	Suburbanization, and Cold War California: Hollywood, Red Scare, and Disneyland,	Rawls (Ch. 28)
11/27		**Lipsitz - Disneyland**
12/2	Emergence of the civil rights, student, and anti-war movements	Rawls (Ch. 29, 30) **(Quiz #6)**
12/4	Chicano and Farmworker Movements; Watts, Urban Violence, Vietnam	**Rosales - The Struggle in the Fields** (1- 4 or 5 - 9) Rawls (Ch. 31, 32)
12/9	Modern California Politics: Pat Brown and Rise and Demise of Liberalism	Rawls (Ch. 33, 35) **Quiz #7**
12/11	**Final Exam**	