

San Francisco State University: Fall 2006  
California History: Tuesdays and Thursdays 11.00-12.15 pm

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### Course Description

This course will examine the social, cultural, political, and economic history of California through the period from 1500 to the present day. It covers the history of the interaction between indigenous, Spanish, and Mexican peoples, the establishment of California as an American possession, the railroad's conquest of land and government, the impact of the Great Depression and World War II, the rise of post-war California, and the evolution of radicalism. We will also be tracing the emergence and persistence of the ideology of the so-called 'California Dream'.

### Class Schedule

Classes will be in lecture format (see lecture titles for each class meeting below) but there is always room for discussion in the class based on the assigned readings. Students are responsible for all class sessions, films, and announcements. Regular attendance is essential and there is an attendance requirement that students need to meet. Students also must complete all course requirements and pass the final examination to receive a passing grade for the course.

### Required Books

The following titles are available for purchase at the SFSU Bookstore:  
la Perouse, Jean Francois. *Life in a California Mission: Monterey in 1786*. Berkeley: Heyday Books, 2003  
Rawls, James, and Bean, Walton. *California: An Interpretive History*. New York: McGraw Hill, 2003.  
Steinbeck, John. *The Harvest Gypsies: On the Road to the Grapes of Wrath*. Berkeley: Heyday Books, 1988.

### Class Goals

This class is intended as an introductory course in California history and assumes no prior knowledge of the subject. One goal of the course is to provide students with a comprehensive understanding of this state's past as well as its geography, culture, and political currents. Another goal of this course is to reinforce to all students that History remains more than a sum of facts, dates, and chronologies. As this class may be, for many students, an introduction to historical study, it is designed to expose you to the ongoing debates about the past and to facilitate a critical understanding of California history. Finally, as with all classes in the humanities, this class aims to develop students' written and oral communication skills.

### Grading Breakdown and Important dates

Essay on <i>Life in a California Mission</i> , due Thursday September 21, in class	= 15%
Midterm Exam, Thursday, October 19, 11.00-12.15 pm	= 20%
Essay on <i>The Harvest Gypsies</i> , due Thursday, November 9, in class	= 15%
Research Essay, due Thursday, December 7, in class	= 20%
Final Exam, Thursday, December 21, in class, 11.00-1.00 pm	= 30%

## STUDENT REQUIREMENTS

### 1. Attendance Policy

Students are responsible for all regularly scheduled classroom assignments, lectures, and discussion. Attendance is essential for a satisfactory grade as exam material is based predominantly on lecture material. Each student has two grace absences for which there will be no penalty. Important: Additional absences will lower your grade by one level. If you have 3 absences, I will lower your final grade one level (B to B-); if you miss 4 classes, I will lower your grade by two levels (B to C+) and so on. I will accept written proof for legitimate reasons and if you have special circumstances, please meet with me to discuss them.

In addition to being a factor in your grade, please note that attendance in class is more than merely occupying a seat. It also means that students adhere to the policy that classrooms are environments of civility, understanding, and mutual respect. To that end, please ensure that you 1) are punctual 2) do not complete work for other classes during lectures and discussion periods 3) have completed the assigned readings 4) are prepared to participate with the discussion and 5) have turned off phones and pagers before class commences.

### 2. Papers

A. *Monterey in 1786: Life in a California Mission. The Journals of Jean François de La Pérouse*  
Due on Thursday, September 21 (in class) (15%).

Select one aspect of La Pérouse's account of life in Monterey in 1786. Explain what La Pérouse claims about that subject and analyze his account. Major themes for consideration are: The environment, indigenous Californians, life in the Missions, or the structure of Spanish colonialism. As a feature of your analysis, pay attention to any prejudices that La Pérouse may have brought to his account. How did the conditions of his visit affect his opinion, if at all? How might those conditions have limited his account or made his piece less useful for historians? Did La Pérouse have an agenda and how might that have clouded his judgment? Close attention to the introductory piece by Malcolm Margolin will help students with the development of their essay but students are encouraged to seek out additional sources that will further clarify the opinions of La Pérouse.

This essay needs to be 5 pages in length and it must be typed, double-spaced, with page numbers, footnotes, and a bibliography. Spelling, grammar, formatting, and style all count towards the grade for this paper.

B. John Steinbeck, *The Harvest Gypsies: On the Road to the Grapes of Wrath*  
Due on Thursday, November 9 (in class) (15%).

“The new migrants to California from the dust bowl are here to stay. They are of the best American stock, intelligent, resourceful; and, if given a chance, socially responsible. To attempt to force them into a peonage of starvation and intimidated despair will be unsuccessful. They can be citizens of the highest type, or they can be an army driven by suffering and hatred to take what they need. On their future treatment will depend which course they will be forced to take.”

With these concluding thoughts in mind, analyze John Steinbeck's *Harvest Gypsies* and his argument concerning the impact of the Great Depression in California.

This essay needs to be 5 pages in length and it must be typed, double-spaced, with page numbers, and footnotes. Spelling, grammar, formatting, and style all count towards the grade for this paper.

### C. Research Essay

Due Thursday, December 7 (in class) (20%)

Select an issue from contemporary California life as discussed in four newspaper articles and examine its historical development. The articles must be drawn from the *Oakland Tribune* (<http://www.insidebayarea.com/oaklandtribune>), the *San Francisco Chronicle* (<http://www.sfgate.com>), and/or the *San Francisco Examiner* (<http://www.sfexaminer.com>). All three of the stated newspapers have a search capacity to look over articles published this year so students can either keep a regular watch on the newspapers or conduct a targeted search. The only rule for the selected articles is that they have to have been published within the last six months. The topics of the articles can relate to any of the following:

- A. Relations between racial, migrant, or class groups in California
- B. California Indians: contemporary policy, economic and/or social developments, relation to non-indigenous Californians
- C. The "California Dream"
- D. Gender identity in California
- E. Environmental issues: such as water policy, flora and fauna loss, natural disasters
- F. A topic of your choosing—you must notify me by December 7 if you select a topic that is not covered above.

Your assignment is to explore the historical development of the issue that you have selected. Put the themes of the articles in their historical context and explain how aspects of the history of California's development can explain the issues raised by your selected articles. Rawls and Bean is an excellent starting point for additional reading, especially their bibliography, and the library has a well-stocked collection of titles in California history to assist you in developing your argument. This essay needs to be 8 pages in length. It must be typed, double-spaced, with page numbers, footnotes and a bibliography. Spelling, grammar, formatting, and style all count towards the grade for this paper.

### 3. Exams

#### A. Midterm (20%) and Final exam (30%)

For both the Mid-term and Final exam, a comprehensive review sheet will be provided to all students outlining the structure of the examination and advising as to content. In addition, class time will be set aside in the week prior to the exams for student questions and for clarification of key terms. Please also note the following information regarding the exams:

- a) The midterm and final exams are based on lecture material and the readings. They are a mixture of multiple choice, short answers, identifications, and essay questions.
- b) You do not need to purchase an exam booklet for any of the exams. You will be provided with the exam materials and the paper will have ample room for you to provide your answers.
- c) The midterm exam is a one-hour exam.

- d) The final exam is a two-hour exam.
- e) The final exam is a cumulative exam.
- f) Make-up exams are given for emergencies only. In these situations, *you must contact me the day of the exam.*

#### 4. Academic Honesty

Students' work must be their own, based on the course assignments. At all costs, plagiarism must be avoided. What is plagiarism? **Plagiarism is academic dishonesty.** Plagiarism is turning in someone else's work as your own. When you write your papers, please remember to:

- ❑ Always put material you copy from your source in quotation marks if you use it word for word as you find it in the source.
- ❑ Always tell readers when you summarize or paraphrase a source.
- ❑ Always give credit for the ideas you get from someone else, even if you express those ideas in your own words.

A plagiarized paper will earn you a grade of 0 for the assignment and a report from me to the dean's office. Students are required to read and understand the CSUEB statement on Academic Dishonesty located in the current university catalog. The online version of the statement can be accessed at: <http://www.csueastbay.edu/ecat/20042005/i-120grading.html#section12>. There will be a detailed guideline sheet concerning footnoting, referencing, and plagiarism distributed to students in week 4, when we will take some time to discuss history writing in class.

#### 5. Late papers, course requirements, and other concerns

There are set deadlines for all papers and papers that are submitted late will be marked down one grade (A to A-, B+ to B etc...) for every day that they are late. They will also be returned without notes or comments. Please note the following information concerning your grade: Students must complete **all** course requirements and **pass** the final examination to receive a passing grade for the course. With that in mind, do not hesitate to contact me if any personal or academic problem is affecting your study. Rescheduling and adjusting due dates and penalties can be arranged with prior knowledge on my part. I hold regular office hours on Tuesdays and Thursdays, 10.00-11.00 am, and I am happy to schedule an appointment at a different hour. I invite all students to drop by to get acquainted at any time during the quarter.

#### 6. Students with disability

If you need disability-related accommodations in this class, or if you have emergency medical information, or if you need special arrangements in case the building must be evacuated, please see me as soon as possible.

If you are confused about anything in the course, please do not hesitate to ask about it!

## Lecture Schedule

### Week 1:

August 29 2006—Introduction

August 31 2006—California Geography

### Week 2:

September 5 2006—Indigenous California

September 7 2006—European Explorations

### Week 3:

September 12 2006—Europeans and Native Californians

September 14 2006—The Sacred Expedition

### Week 4:

September 19 2006—The Missions: Intent

September 21 2006—The Missions: Impact and Consequence

## **ESSAY ON LIFE IN A CALIFORNIA MISSION DUE, SEPTEMBER 21, IN CLASS**

### Week 5:

September 26 2006—The rise of Mexican California

September 28 2006—The decline of Mexican California

### Week 6:

October 3 2006—The Bear Flag Revolt and the Coming of the Americans

October 5 2006—The Gold Rush, part one

### Week 7:

October 10 2006—The Gold Rush, part two

October 12 2006—The Gold Rush: legacies—the mythology of the 49ers

### Week 8:

October 17 2006—American statehood

October 19 2006—**MIDTERM EXAM**

### Week 9:

October 24 2006—The coming of the railroads

October 26 2006—The Octopus and Anti-Railroad sentiment

### Week 10:

October 31 2006—Anti-Chinese sentiment

November 2 2006—Progressivism

Week 11:

November 7 2006— The Ghosts of Tom Joad, part one

November 9 2006— The Ghosts of Tom Joad, part two

**ESSAY ON HARVEST GYPSIES DUE, NOVEMBER 9, IN CLASS**

Week 12:

November 14 2006— Agricultural Labor and Cesar Chavez

November 16 2006—World War Two in California

**THANKSGIVING RECESS—NOVEMBER 20-25**

Week 13:

November 28 2006—Internment Camps: 'Unfinished Business'

November 30 2006—Postwar suburbia and the Red Menace in California

Week 14:

December 5 2006—Allen Ginsburg and the roots of California radicalism

December 7 2006—Student discontent—The 1960s

**RESEARCH ESSAY DUE, DECEMBER 7, IN CLASS**

Week 15:

December 12 2006—'Berkeley in the Sixties'

December 14 2006—California redux

**FINALS WEEK: THURSDAY DECEMBER 21, 11.00-1.00 PM**