

**History 488: California
Fall Quarter 2009
King Hall C 4071**

Monday and Wednesday: 4:20 to 6:00

Instructor: Francisco E. Balderrama, Ph.D.

E-Mail: fbalder@calstatela.edu

Web Page: <http://www.calstatela.edu/faculty/fbalder>

The syllabus is subject to change due to extenuating circumstances

CSU Employee Furloughs – Impact on Classes

This year across this campus and around the CSU system some class days will be cancelled because of furloughs. A furlough is mandatory un-paid time off; faculty and staff on each CSU campus are being “furloughed” two days per month. These cancelled class days are marked on your syllabus below. It is important to recognize that these days off are not holidays. Instead, they are concrete examples of how massive state budget cuts have consequences for you as students and for me as a faculty member.

The CSU has suffered chronic underfunding for at least 10 years. This year the budget cuts are the worst in the history of our university system — \$584 million or 20% of our budget. The CSU administration is attempting to deal with these cuts with huge increases in your student fees (32%), eliminations of your classes, and lay-offs of faculty and other university employees. In addition to paying higher fees, you will be affected by reduced services and classes. The library will have shorter hours. Many campus support services will be decreased or eliminated. It will be more difficult to get signatures to meet deadlines. Classes you need may have been cut from the class schedule or are full. If you would like to take action, or simply learn more, I strongly recommend you contact the California Faculty Association on campus.

Office Hours for Student Advisement

KH C3095

Monday and Wednesday: 11:30 to 12:00 and 2:30 to 4:00

Office Phone: (323)343-2987 History Department Phone: (323) 343-2020

Course Description

This course investigates and examines the history of the Golden State from a remote outpost of the Spanish Empire to the present.

Required Readings

Sucheng Chan and Spencer Olin, *Major Problems in California History*. Boston: Houghton-MifflinCompany, 1997.

Mary Helen Ponce, *Hoyt Street: An Autobiography*. Albuquerque: University of New Mexico Press, 2007

Yoshiko Uchida, *Desert Exile: The Uprooting of a Japanese-American Family*. Seattle: University of Washington, 1987.

D.J. Waldie, *Holy Land: A Suburban Memoir*. New York: St. Martin Griffin, 1996.

Class Format

Class meetings will be structured upon readings, videos, recordings, discussions, and lectures. Lecture topics are scheduled for spotlighting important issues and themes treated in the texts as well as introducing new and different material. Students are advised to read the appropriate readings and contribute to any discussion whether in cooperative learning groups and general class discussions.

Cooperative Learning Discussion Groups

In addition to the traditional lecture-discussion format, all students will be assigned to a cooperative learning discussion group. The cooperative learning discussion is a successful approach for investigating course material, because all students are required to discuss the course's issues and themes with their fellow students. The instructor establishes the discussion agenda by providing specific in-class exercises for most class meetings. These exercises will not only aid students in studying the history of California but also to develop an understanding of historical thought and skills of critical analysis. In addition to the in-class exercises, the cooperative learning groups provide a forum to study for the essay assignments and final examination. More importantly, students also have the opportunity to assist their fellow students in learning the course material.

Attendance and Participation: Advice and Suggestions

Students are expected to attend lectures and participate in the discussions. Participation in the discussions will constitute a part of the final grade. The following remarks are made with the intention of making discussions an important and meaningful experience for each student. Classroom discussions are not the same as casual conversations, bull sessions or therapy sessions. Discussions often fail because students expect too much to come out of discussions too easily. Discussions also are unproductive when students have not read the assignments and thus have nothing to contribute. Students should be aware that discussion is more demanding and frustrating than copying down lecture notes. The purpose of a discussion is to organize, integrate, analyze, interpret, and question the lectures, readings, videos, and other course readings. In fact, the success of a discussion to a large degree depends on the student's willingness to contribute her or her views and discuss those of others.

Take-Home Midterm and Final Examination Essays

The course will have a take-home midterm (**Due November 4, 2009**) and final examination (**Due December 7, 2009**) of essay questions. The essay questions are designed to permit the student his or her own analysis and interpretation with supporting evidence from the course material. The questions will be distributed a week before the examination is due.

California Biography Project

All students will have the opportunity to contribute to understanding the history of the California community by researching and writing the life history of a single individual. The essay will place the life experience within the context of the major themes and issues of California and American History. Students will utilize an oral history approach with the instructor providing guidance and regarding the interviews and their analysis. The paper will be (8 to 10 printed pages in length) will be presented in stages:

Step #1: Topic Statement (Single Paragraph), **Wednesday, October 7, 2009**

Step #2: Working Bibliography (primary/ secondary sources), **Wednesday, October 14, 2009**

Step #3: Tentative Draft (First Page), **Wednesday, November 4, 2009**

Step #4: Short Oral Presentation for Cooperative Learning Group, **Wednesday, November 18, 2009**

Step #5: Final Draft Due, **Monday, November 23, 2009**

Course Calendar

Monday

Wednesday

Week I

September 28

September 30

Introductions: Course and California

California Biography History Project: Oral History Approach

The Spanish Frontier

***** Teacher Preparation Field Experience**

Orientation: Ms Julissa Gutierrez

Field Coordinator/ Teacher Preparation Advisement Center (TPAC)

Library South 1040A, 323-343-5434 ***

Readings: Chapter 1: The Significance of California History and Chapter 2: The First Californians in *Major Problems*

Week II

October 5

October 7

California Under Spanish Rule

Readings: Chapter 3: The Spanish Impact on the Indians, 1769-1821 in

Major Problems

****Topics Statement Due****

California Biography Project

Week III

October 12

October 14

From Mexican to American California

Readings: Chapter 4: Mexican California: A Study in Contrasts and Chapter 5: Conflicts over Land in a New State, 1850s-1870s in *Major Problems*

****Working Bibliography Due****

California Biography Project

Week IV

October 19

October 21

Progressive Era Reform

Readings: Chapter 6: Disputes over Water, 1880s-1910s, Chapter 7: Big Business and Urban Labor, 1860s-1930s and California Progressives: The Ambiguities and Moral Reform in *Major Problems*

Week V**October 26****October 28**

California and the Roaring 20's

Readings: Chapter 9: Hollywood and the California Dream, 1910-1930s in *Major Problems*

Distribution of Midterm

Week VI**November 2****November 4**

The Great Depression

Readings: Chapter 10: Farmworker Struggle in the 1930s in *Major Problems******California Biography Project Tentative First Page*******Midterm Due****Week VII****November 9****November 11**

University Holiday-Veterans Day

The Second Gold Rush: World War II California

Readings: Chapter 11: The Impact of World War II on California Economy in *Major Problems*Collateral Reading Discussion: Yoshiko Uchida, *Desert Exile: The Uprooting of a Japanese-American Family*. Seattle: University of Washington, 1987.**Week VIII****November 16****November 18**

Post World War Period

Readings: Chapter 12: The Changing Lives of Women and Minorities, 1940s-1950s in *Major Problems*Collateral Reading Discussion: Mary Helen Ponce, *Hoyt Street: An Autobiography******California Biography Project Report to Group****Week IX****November 23****November 25****Faculty Furlough Day/No Class**

The Dissenting 1960s to the Conservative 1970s

Readings: Chapter 13: Politics and Protest, 1960s-1970s and Chapter 14: The Rise of Information Capitalism in *Major Problems*Collateral Reading Discussion : D.J. Waldie, *Holy Land: A Suburban Memoir*****Final Draft of California Biography Due**

Week X**November 30****December 2**

California Today and Tomorrow

Readings: Chapter 15: The Environment and the Quality of Life Since 1960 and Chapter 16: Racial and Class Tensions, 1960s-1990s in *Major Problems***Final Examination Due on Monday, December 7, 2009 at 7:30 PM in King Hall C 3059.****Grading**

The course grading will be based upon a total of 500 points:

California Biography Project Assignment

Topic Statement 5

Working Bibliography 5

Tentative First Page 5

Oral Presentation 5

Final Draft 150

Midterm Examination 150

Final Examination 150

Participation/Class Attendance 30

500

This particular course will employ plus/minus as part of the grading system:

500-485=A; 484-465=A-; 464-445=B+; 444-425=B; 424-400=B-; 399-

385=C+; 384-365=C; 364-345=C-; 344-325=D+; 324-300=D; 299- =F

All students are encouraged to consult with the instructor especially if experiencing any difficulties!!! **Good Luck!!**