

**HIST127AC:
California History**

Semester: Spring 2015

Instructor: Robert Chester

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Consultation Hours: Wednesdays, 1-3

Required Texts

-James A. Sandos, *Converting California: Franciscans and Indians in the Missions*, Paperback, (Yale University Press, 2008), ISBN-13: 978-0300136432

-Boyd Cothran, *Remembering the Modoc War: Redemptive Violence and the Making of American Innocence*, (University of North Carolina Press, 2014), ISBN: 978-1469618609

-Chester Himes, *If He Hollers Let Him Go: A Novel*, Paperback, (Da Capo Press, 2002), ISBN-13: 978-1560254454

-Dawn Baholuno Mabalon, *Little Manila is in the Heart: The Making of the Filipina/o American Community in Stockton, California*, (Duke University Press, 2013), ISBN-13: 978-0822353393

-Lorena Oropeza, *¡Raza Sí! ¡Guerra No!: Chicano Protest and Patriotism during the Viet Nam War Era*, (University of California Press, 2005), ISBN: 978-0520241954

-Postings on **bcourses**

-bcourses: The instructor will use bcourses (<https://bcourses.berkeley.edu/>) to provide students with a range of course materials. The instructor will post the following on bcourses: the syllabus, lecture outlines, discussion questions for assigned readings, writing assignments, and primary documents. The instructor will also occasionally use bcourses to make announcements, such as reminders about deadlines and extended office hours.

Course Requirements

Important Note: The failure to complete or submit any of the required assignments below will automatically result in the student earning an F for the course.

Primary Source Analysis: 10% (Due Monday, February 23)

Midterm Exam: 25% (Friday, March 6)

Himes Essay: 25% (Due Friday, April 10)

Final Exam: 40% (Tuesday, May 12)

Course Description

This course is an introductory survey of California's history. Thus, the class will start by discussing some of the central themes that structure our study of the California's past. Among the more important topics we will revisit throughout the semester are the following: historical perceptions of California as a land of opportunity and inclusion versus a place of exploitation and exclusion, radical political experimentation, intergenerational conflicts, human migrations and demographic transformations, diversity versus assimilation, and environmental adaptation and stewardship versus economic development and the conquest of environmental constraints.

Chronologically, the course begins by examining how the environment shaped the emergence of distinct indigenous cultures in pre-contact California. Then, we will explore the founding of the missions, the Mexican-American War, and the Gold Rush. All of these events reveal the ways that religion, racism, and greed enabled the tragedies suffered by California's diverse native cultures during continued European expansion. The Gold Rush simultaneously precipitated a more diverse society and more violent and racist reactions by whites to that diversity, as they viewed the Chinese, Mexicans, California Indians, and other groups as economic competition, alien cultures, racially inferior, and/or easily exploited. Tensions between distinct groups and communities help frame many of the case studies we will examine, especially immigrants and migrants such as the Chinese, the Japanese, Filipinos, "Okies," African-Americans, and Mexicans. Each of these groups experienced these tensions in ways that not only shaped their lives but the larger society and politics of California during key periods in the state's history.

As we proceed through the second half of the nineteenth century, changes wrought by railroads and the expansion of agriculture help illuminate the rapid development of California's economy and the establishment and growth of many new communities. Next, the class examines the causes and consequences of urban growth in San Francisco and Los Angeles with special attention paid to corruption and reform, natural disasters, water politics, and the cultural significance of Hollywood. Then, we will explore the economic, sociological, and political aspects of the "Okie" migration during the Great Depression and its legacies for later generations. After examining the economic and demographic transformations of California driven by World War II and suburbanization, we turn our attention to intergenerational tensions arising from debates over civil rights, free speech, women's liberation, identity politics, and anti-communism. Students will also read about the origins, growth, and increasing solidarity of LGBT communities in California.

The class will repeatedly analyze the changing roles played by women in California history. The instructor will also challenge students to understand a variety of conceptual approaches to California history. For example, we will discuss how gender has been socially situated and culturally constructed. Similarly, students will learn how members of the LGBT community have historically been forced to define their gender and sexuality in terms that emphasize their deviance from the hegemonic paradigm of heteronormativity rather than allowing individuals the freedom to enjoy autonomous lives and identities. Ultimately, no history of California would be complete without an emphasis on two major themes: the impacts of the initiative process and Mexican immigration. By highlighting where these two themes converge we will discuss the power of language to shape political campaigns and distort perceptions of less powerful groups. In particular, we will explore how supporters of Propositions 13, 187, and 8 all deployed language in culturally coded ways to evoke specific emotional reactions intended to legitimate the persecution and disenfranchisement of vulnerable minorities.

Exams: Both the midterm and the final exam will consist of short-essay identifications and longer essays based on both course readings and lectures. Possible essay prompts for the midterm and the final will be circulated a week in advance of each exam. Students will need to purchase bluebooks (or greenbooks) for both exams.

Primary Source Analysis: This assignment requires students to craft an analysis of at least two primary sources, one of which will be drawn from Louise Amelia Knapp Smith Clappe's *The Shirley Letters*. **Please Note that instructions for the execution and submission of this assignment will be handed out the first day of class.**

Himes Essay: This assignment will require students to craft an essay that analyzes the novel, *If He Hollers Let Him Go*, by Chester Himes. **Please Note that instructions for the execution and submission of this assignment will be posted on bcourses by Friday, January 30.**

Cheating or Plagiarism: Plagiarism is a form of academic dishonesty, violating the Berkeley Campus Code of Student Conduct. According to the Code:

"Plagiarism includes use of intellectual material produced by another person without acknowledging its source."

Plagiarism is a serious violation of academic and student conduct rules and is punishable with a failing grade and possibly more severe action. For more information, consult the following UC Berkeley websites:

- Student Affairs' Cite Responsibly Guide- how to avoid plagiarizing

More specifically for this course, the following all qualify as cheating and/or plagiarism in my view: failure to cite sources, the repeated absence of quotation marks where warranted, presenting someone else's ideas or work as your own, and using notes, books, or electronic devices during in-class exams. The act of plagiarism on any course work will result an automatic 0/F for that particular assignment and may also result in a failing course grade.

Laptops and Other Electronic Equipment: The use of laptops or other electronic devices (phones, kindles, tablets, and the like) to take notes during my lectures is expressly prohibited. You may NOT use them. If you require accommodations that exempt you from such restrictions, please contact me immediately. Please refrain from texting or manipulating your phone or other gadgets while in class. If I see you fiddling with your phone that means you are disrupting my lecture, and I will make a point of stopping to get your attention. More generally, please act courteously out of respect for me and your fellow students during both lectures and discussions. Thank you.

Class Calendar

Week I

(Assigned Reading: Anderson, M. et al., “A World of Balance and Plenty: Land, Animals, and Humans in a Pre-European California,” **bcourses**, and Sandos, *Converting California*, pp.xiii-82)

Wednesday, January 21: “Golden Promises: Paradox, Perception & Perspective”

Friday, January 23: 1) “Meanings on the Margins” 2) “Adapting to the Mosaic: Settlement & Diversity in Indigenous California”

Week II

(Assigned Reading: Sandos, *Converting California*, pp.83-184)

Monday, January 26: “Adapting to the Mosaic” Continued

Wednesday, January 28: “Geopolitical Imperatives: Exploring California & Establishing Missions”

Friday, January 30: “Reconstituting Communities: Mortality, Resistance & Cultural Change at the Missions”

Week III

(Assigned Reading: Excerpts from *The Shirley Letters*, **bcourses**, and Michael Magliari, “Free State Slavery: Bound Indian Labor and Slave Trafficking in California’s Sacramento Valley, 1850-1864,” **bcourses**)

Monday, February 2: 1) Library Resources Orientation 2) “Reconstituting Communities” Continued

Wednesday, February 4: 1) Discussion of Sandos, *Converting California*

2) “*Vaqueros*, Bank Notes, and Seigneurial Societies: Mexican California”

Friday, February 6: “Bank Notes” Continued

Week IV

(Assigned Reading: Cothran, *Remembering the Modoc War*, pp.1-110)

Monday, February 9: “American Incorporation: The US-Mexican War, Statehood, and The Compromise of 1850”

Wednesday, February 11: “Resurrecting Cibola: Migration & Opportunity during the Gold Rush”

Friday, February 13: “Exclusion, Exploitation & Extermination: The Treatment of the Other(s) during the Gold Rush”

Week V

(Assigned Reading: Cothran, *Remembering the Modoc War*, pp.113-197)

Monday, February 16: **No Class/Academic and Administrative Holiday**

Wednesday, February 18: 1) Discussion of excerpts from Shirley Letters & Magliari Article

2) “From Hydraulic to Hard Rock: The Comstock Lode & the Industrialization of Mining”

Friday, February 20: 1) “From Hydraulic to Hard Rock” Continued 2) “Farmers versus the Octopus: Railroads, Agriculture & Simplified Stories”

Week VI

(Assigned Reading: Chapters 4-5 from Muir, *My First Summer in the Sierra*, link to Sierra Club website on **bcourses**, and Mabalon, *Little Manila is in the Heart*, pp.1-60)

Monday, February 23: “Farmers versus the Octopus” Continued (**Primary Source Analysis Due**)

Wednesday, February 25: “From Gold Mountain to Angel Island & Beyond: Chinese Immigration, Exclusion & Assimilation”

Friday, February 27: 1) Discussion of Cothran, *Remembering the Modoc War* 2) “From Gold Mountain to Angel Island” Continued

Week VII

(Assigned Reading: Mabalon, *Little Manila is in the Heart*, pp.61-148)

Monday, March 2: “Mystic, Scientist, Advocate: The Life & Work of John Muir”

Wednesday, March 4: “Manufacturing Dreams: The Birth of Hollywood and the Growth of Los Angeles”

Friday, March 6: **Midterm Exam**

Week VIII

(Assigned Reading: Himes, *If He Holler Let Him Go*, Entire)

Monday, March 9: “Disaster, Reform & Social Engineering: The 1906 Earthquake and California’s Progressives”

Wednesday, March 11: “Crises, Coercion & Confrontations: Labor, EPIC & the Great Depression”

Friday, March 13: “New Arrivals: Okies & Other Migrants”

Week IX

(Assigned Reading: Mabalon, *Little Manila is in the Heart*, pp.149-216)

Monday, March 16: “‘Water is for Fighting Over’: Resources, Law & Communities in Conflict”

Wednesday, March 18: Film: *Cadillac Desert: Episode One (Mulholland’s Dream)*

Friday, March 20: Film: *Cadillac Desert: Episode One (Mulholland’s Dream)*

Week X

(Assigned Reading: Mabalon, *Little Manila is in the Heart*, pp.217-298)

Monday, March 23: Spring Recess

Wednesday, March 25: Spring Recess

Friday, March 27: Spring Recess

Week XI

(Assigned Reading: Mabalon, *Little Manila is in the Heart*, pp.299-350, and Oropeza, *¡Raza Sí! ¡Guerra No!*, pp.xvii-46)

Monday, March 30: “The Second Gold Rush: WWII & the Remaking of California”

Wednesday, April 1: “Resentment, Rage, and Hysteria: Japanese Internment & Racial Conflict in WWII”

Friday, April 3: 1) Discussion of Himes 2) “Master Plans: Education & Infrastructure”

Week XII

(Assigned Reading: Oropeza, *¡Raza Sí! ¡Guerra No!*, pp.47-112, and Excerpt from Faderman & Timmons, *Gay LA*, **bcourses**)

Monday, April 6: 1) “Counter Cultures, Urban Unrest: Racial and Generational Conflicts in Cold War California” 2) Clips from Watts Riots coverage & *Berkeley in the Sixties*

Wednesday, April 8: “Building the Future: Suburbanization & the High-Tech Economy”

Friday, April 10: Film: *Cadillac Desert: Episode Three (Mercy of Nature)* **(Himes Essay Due)**

Week XIII

(Assigned Reading: Oropeza, *¡Raza Sí! ¡Guerra No!*, pp.113-182, and Excerpt from Peter Schrag, *Paradise Lost*, **bcourses)**

Monday, April 13: 1) “From Suffrage & Suburban Warriors to Congressional Leadership: Women in California History & Politics”

Wednesday, April 15: “Allegory and Escapism in the Land of Make-Believe: Hollywood & the Politics of Pop Culture since WWII”

Friday, April 17: Film: *The Times of Harvey Milk*

Week XIV

(Assigned Reading: Oropeza, *¡Raza Sí! ¡Guerra No!*, pp.183-201, and Martinez, excerpt from *Crossing Over*, **bcourses)**

Monday, April 20: Film: *The Times of Harvey Milk*

Wednesday, April 22: 1) Discussion of Mabalon, *Little Manila is in the Heart* 2) “Battles for Rights & Respect: LGBT Communities in California”

Friday, April 24: “Reagan’s Rehearsal & Jerry’s Audition: Image, Ambition & Austerity in California Gubernatorial Politics”

Week XV

(Assigned Reading: None)

Monday, April 27: “From *Braceros* to *Chicanos*: Mexican-Americans since WWII”

Wednesday, April 29: 1) Discussion of Oropeza, *¡Raza Sí! ¡Guerra No!* 2) “An Ungovernable State?: Prop 13 and Direct Democracy Politics”

Friday, May 1: “Watts Revisited?: The Los Angeles Riots of 1992” 2) Evaluations

(Final Exam: Tuesday, May 12 from 7 to 10pm)