

**HIST127AC:
California History**

Semester: Spring 2016

Instructor: Robert Chester

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Consultation Hours: Mondays, 11-12 & Wednesdays, 2-3

Required Texts

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

-Louise Amelia Knapp Smith Clappe, *The Shirley Letters: From the California Mines, 1851-1852*, Paperback, (Heydey Books, 2001), ISBN-13: 978-1890771003

-David Iglar, *Industrial Cowboys: Miller & Lux and the Transformation of the Far West, 1850-1920*, (University of California Press, 2005), ISBN-13: 978-0520245341

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

-Roger Daniels, *Prisoners without Trial: Japanese Americans in World War II*, Revised Edition, (New York: Hill and Wang, 2004), ISBN-13: 978-0809078967

-Mark Brilliant, *The Color of America Has Changed: How Racial Diversity Shaped Civil Rights Reform in California, 1941-1978*, Paperback, (Oxford University Press, 2012), ISBN-13: 978-0199927593

-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, PowerPoints, discussion questions for assigned readings, assignment instructions, and primary sources. The instructor will post a lecture outline to **bcourses** for each lecture given. These outlines will be posted at least one day in advance so students can bring copies to class to help them organize their notes. **Please see Note on Laptops and Other Electronic Equipment.**

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.

Preliminary Bibliography: 5% (Due Friday, February 12)

Annotated Bibliography: 10% (Due Friday, February 26)

Midterm Exam: 20% (Monday, March 7)

Japanese-American Internment Analysis Essay: 25% (Due Wednesday, April 13)

Final Exam: 40% (Tuesday, May 10)

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 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. 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 exploitable labor. 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 and activism of LGBT communities in California.

The class will also analyze the history of women and how gender roles have been demographically-contingent, socially-situated, and culturally-constructed in California. Similarly, students will learn how sexuality has both reflected and shaped this history, including the ways that deviance was defined according to the hegemonic paradigm of heteronormativity. Ultimately, no history of California would be complete without an emphasis of 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 from lectures and longer essays based on materials drawn from both course readings and lectures. Possible essay prompts for the midterm and the final will be circulated at least one week in advance of each exam. Students will need to purchase bluebooks or greenbooks for both exams.

Internment Analysis: This assignment requires students to submit their work at three stages. **Stage One:** students will submit a preliminary bibliography (**on February 12**). This bibliography should provide a minimum of five distinct primary sources drawn from JARDA (Japanese American Relocation Digital Archives <http://www.calisphere.universityofcalifornia.edu/jarda/>). **Stage Two:** students will submit an annotated bibliography with a minimum of five separate citations (**on February 26**). The annotations accompanying each citation must explain: 1) the type of source (e.g., letter, photograph, painting, government report, diary, newspaper), 2) the types of evidence and perspectives provided by the document, 3) a research question that this source could help answer. Students will use footnotes for the essay portions of this assignment. Annotated citations may include visual sources where appropriate and available. Both a more elaborate handout explaining the assignment and sample citations will be posted on **bcourses** during the first week of class. **Stage Three:** students will submit a six to eight page (1500-2000 words) essay that analyzes the distinct sources they have chosen (**on April 13**). Your analysis of the sources must also draw extensively on Roger Daniels' *Prisoners without Trial* and lectures to illuminate the broader context of Japanese-American experience and treatment before, during, and after WWII. **Students may not use or cite any sources outside of those that have been approved for this assignment. Students may not use any of the sources at the end of Daniels' Prisoners without Trial as one of their five archival primary sources for this assignment.** All essays are to be double-spaced and typed in 12-point Times New Roman font with one-inch margins. The essay portion of this assignment must be submitted Monday, April 14. **Important Note: Students who rely primarily on visual sources may need to use additional primary sources depending on the amount of demonstrable material evidence available in their sources. All three parts of this assignment must be submitted in both electronic and hardcopy form. Emails for your reader will be provided by the second week of class. All unexcused late submissions will result in a 10-point per day penalty.**

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: 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 O/F for that particular assignment and may also result in a failing course grade.

Accommodations, Laptops and Other Electronic Equipment: The use of laptops or other electronic devices (phones, kindles, tablets, etc.) to take notes during my lectures is expressly prohibited. You may NOT use them, unless you provide official documentation granting you an exemption. Students who require accommodations for notetaking or exams should 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 20: "Golden Promises: Paradox, Perception & Perspective"

Friday, January 22: 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 25: 1) Workshop on JARDA & Internment Assignment 2)"Adapting to the Mosaic" Continued

Wednesday, January 27: "Geopolitical Imperatives: Exploring California & Establishing Missions"

Friday, January 29: 1) Practice ID Quiz 2) "Reconstituting Communities: Mortality, Resistance & Cultural Change at the Missions"

Week III

(Assigned Reading: Clappe, *The Shirley Letters*, pp.ix-90 and Iglar, *Industrial Cowboys*, pp.1-18)

Monday, February 1: "Reconstituting Communities" Continued

Wednesday, February 3: 1) Discussion of Sandos, *Converting California*

2) "*Vaqueros*, Bank Notes, and Seigniorial Societies: Mexican California"

Friday, February 5: "Bank Notes" Continued

Week IV

(Assigned Reading: Clappe, *The Shirley Letters*, pp.91-151, Iglar, *Industrial Cowboys*, pp.19-59, and Michael Magliari, "Free State Slavery: Bound Indian Labor and Slave Trafficking in California's Sacramento Valley, 1850-1864," (**bcourses**))

Monday, February 8: "American Incorporation: The US-Mexican War, Statehood, and The Compromise of 1850"

Wednesday, February 10: "Resurrecting Cibola: Migration & Opportunity during the Gold Rush"

Friday, February 12: "Exclusion, Exploitation & Extermination: The Treatment of the Other(s) during the Gold Rush" (**Preliminary Bibliography Due**)

Week V

(Assigned Reading: Clappe, *The Shirley Letters*, pp.152-179 and Iglar, *Industrial Cowboys*, pp.60-146)

Monday, February 15: **No Class/Academic and Administrative Holiday**

Wednesday, February 17: 1) Discussion of excerpts from Shirley Letters

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

Friday, February 19: 1) "From Hydraulic to Hard Rock" Continued 2) "Farmers versus the Octopus: Railroads, Agriculture & Simplified Stories"

Week VI

(**Assigned Reading:** Iglar, *Industrial Cowboys*, pp.147-183 and John Muir, *My First Summer in the Sierra*, Chapters 4-5, link to Sierra Club website on **bcourses**)

Monday, February 22: “Farmers versus the Octopus” Continued

Wednesday, February 24: “From Gold Mountain to Angel Island & Beyond: Chinese Immigration, Exclusion & Assimilation”

Friday, February 26: 1) Discussion of Iglar, *Industrial Cowboys* and Magliari article 2) “From Gold Mountain to Angel Island” Continued (**Annotated Bibliography Due**)

Week VII

(**Assigned Reading:** Excerpt from Young, *Alien Nation*, (**Ebrary**) and Excerpt from Ngai, *Impossible Subjects*, (**bcourses**))

Monday, February 29: “Mystic, Scientist, Advocate: The Life & Work of John Muir”

Wednesday, March 2: “Disaster, Reform & Social Engineering: The 1906 Earthquake and California’s Progressives”

Friday, March 4: 1) Discussion of Muir Reading 2) “‘Water is for Fighting Over’: Resources, Law & Communities in Conflict”

Week VIII

(**Assigned Reading:** Daniels, *Prisoners without Trial*, pp.3-71 and Excerpts from John Steinbeck, *The Harvest Gypsies*, (**bcourses**))

Monday, March 7: **Midterm Exam**

Wednesday, March 9: Film: *Cadillac Desert: Episode One (Mulholland’s Dream)*

Friday, March 11: Film: *Cadillac Desert: Episode One (Mulholland’s Dream)*

Week IX

(**Assigned Reading:** Daniels, *Prisoners without Trial*, pp.72-137 and Himes, *If He Holler Let Him Go*, pp.vii-99)

Monday, March 14: “Manufacturing Dreams: The Birth of Hollywood and the Growth of Los Angeles”

Wednesday, March 16: Crises, Coercion & Confrontations: Labor, EPIC & the Great Depression”

Friday, March 18: “New Arrivals: Okies, Filipinos & Other Migrants”

Week X

(**Assigned Reading:** Himes, *If He Holler Let Him Go*, pp.100-203, and Brilliant, *The Color of America Has Changed*, pp.3-57)

Monday, March 21-Friday, March 25: **Spring Recess**

Week XI

(**Assigned Reading:** Brilliant, *The Color of America Has Changed*, pp.58-156)

Monday, March 28: “The Second Gold Rush: WWII & the Remaking of California”

Wednesday, March 30: “Resentment, Rage, and Hysteria: Japanese Internment & Racial Conflict in WWII”

Friday, April 1: Film: *Cadillac Desert: Episode Three (Mercy of Nature)*

Week XII

(Assigned Reading: Brilliant, *The Color of America Has Changed*, pp.157-226 and Excerpt from Faderman & Timmons, *Gay LA*, (bcourses))

Monday, April 4: 1) Discussion of Internment and Himes 2) “Master Plans: Education & Infrastructure”

Wednesday, 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*

Friday, April 8: “Building the Future: Suburbanization & the Rise of Silicon Valley”

Week XIII

(Assigned Reading: Brilliant, *The Color of America Has Changed*, pp.227-264 and Excerpt from Schrag, *Paradise Lost*, (bcourses))

Monday, April 11: 1) “From Suffrage & Suburban Warriors to Congressional Leadership: Women in California History & Politics”

Wednesday, April 13: “Allegory and Escapism in the Land of Make-Believe: Hollywood & the Politics of Pop Culture since WWII” (Essay Due)

Friday, April 15: Film: *The Times of Harvey Milk*

Week XIV

(Assigned Reading: excerpt from Martinez, *Crossing Over*, (bcourses))

Monday, April 18: Film: *The Times of Harvey Milk*

Wednesday, April 20: 1) “Battles for Rights & Respect: LGBT Communities in California”

Friday, April 22: 1) “Reagan’s Rehearsal & Jerry’s Audition: Image, Ambition & Austerity in California Gubernatorial Politics” 2) Discussion of Brilliant, *The Color of America has Changed*

Week XV

(Assigned Reading: None)

Monday, April 25: “From *Braceros* to *Chicanos* to Majority: Mexican-Americans since WWII”

Wednesday, April 27: 1) “An Ungovernable State?: Prop 13 and Direct Democracy Politics”

2) Discussion of Brilliant (cont’d) and Schrag, “The Spirit of 13”

Friday, April 29: “Watts Revisited?: The Los Angeles Riots of 1992” 2) Evaluations

(Final Exam: Tuesday, May 10 from 8 to 11am)