

**AMERICAN STUDIES 395**  
**CALIFORNIA CULTURES**

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Office hours: Tuesdays 2:30-3:30, Thursdays 2:30-4:30 and by appointment

Fall 2013  
Section 16057  
Tu Th 11:30-12:45  
MH-453

**COURSE DESCRIPTION**

What is your California experience? Is it the same as the person sitting next to you? Why or why not? This course centers on California, both imagined and real. From visions of Hollywood movie stars to agricultural laborers; idyllic landscapes to dystopian futures—the West has fed the desires and fears of the nation and sometimes even the world. This course traces the social, political, and cultural history of California from the 19<sup>th</sup> century to the present. Throughout the semester, we will analyze an array of materials including essays, speeches, legal cases, songs, poems, paintings, photographs, novels, comics, and films. We will hear from Californians who were imprisoned during World War II and fought alongside César Chávez. Assigned readings will help us draw connections between these materials and broader themes such as immigration, the frontier, race and racial formation, media representation, social movements, labor, art, war, and subcultures. Utilizing interdisciplinary methods, we will trace the diverse histories and cultures of California to understand why the “California Dream” is more complicated than it seems.

**GENERAL EDUCATION REQUIREMENT**

- The prerequisite for this course is completion of the General Education category D1, “Introduction to the Social Sciences.”
- The course fulfills General Education category D.5, “Exploration in Social Sciences” and General Education category Z, “Cultural Diversity”

**COURSE OBJECTIVES AND LEARNING GOALS**

This course aims to teach students how to think critically about the intersections of race, gender, and class in California, past and present. Through class discussion, small group activities, and written work, students will learn analytical thinking, communication, and writing skills.

With its focus upon interdisciplinary American Studies and Social Science methods, this course meets the General Education category D.5, “Exploration in Social Sciences” and General Education category Z, “Cultural Diversity” by teaching students to:

- Recognize how Native Americans, Latinos, African-Americans, Asians, Anglos, and others have shaped the political, economic, and social landscape of California.
- Analyze a range of primary source materials, engage in critical and constructive discussions, and communicate effectively in writing.
- Examine problems, issues, and themes in the social sciences in greater depth; in a variety of cultural, historical, and geographical contexts; and from different disciplinary and interdisciplinary perspectives.
- Analyze and critically evaluate the application of social science concepts and theories to particular historical, contemporary, and future problems or themes, such as economic and environmental sustainability, globalization, poverty, and social justice.

- Analyze and critically evaluate constructs of cultural differentiation, including ethnicity, gender, race, class, and sexual orientation, and their effects on the individual and society.
- Apply theories and concepts from the social sciences to address historical, contemporary and future problems confronting communities at different geographical scales, from local to global.
- Understand that culture is socially constructed and fundamental to social interaction.
- Appreciate the complex relationships that various factors such as gender, ethnicity, race, sexual orientation, religion, and class bring to a discussion of society and culture.
- Comprehend that because we live in an inter-connected world, we need to understand the diversity and relationships within and among cultures.
- Recognize and evaluate how one's cultural history affects one's sense of self and relationship to others.

## **REQUIRED TEXTS**

The following books are required for this course and can be purchased at Little Professor Text Books (725 North Placentia Avenue, Fullerton, 92831):

- Stephanie Barron, Sheri Bernstein, and Ilene Susan Fort, eds. *Reading California: Art, Image, and Identity 1900-2000* (Los Angeles County Museum of Art and University of California Press, 2000)
- Carey McWilliams, *Southern California: An Island on the Land* (Layton, UT: Gibbs Smith Publisher, 2010)
- All of the other required readings are available on TITANIUM. Please print these readings and bring with you to class on the assigned days.

## **COURSE ASSIGNMENTS**

### Participation and Discussion Leaders (10% of final grade)

Your opinion matters and we want to know what you think! To get the most out of this class, it is essential that you take part in class discussions, small group activities, etc. In addition to daily participation, each of you will be responsible for acting as a “discussion leader” once during the semester. Approximately three students will act as discussion leaders per session. Refer to the course schedule below to see the available dates.

Each discussion leader will:

1. Meet outside of class to coordinate with fellow discussion leaders. Since there will be approximately three of you per session, you can divide the readings and plan your questions so that what you present in class is not redundant.
2. Share brief comments about the readings (around 2 minutes for each presenter). Rather than a summary of the readings, we want to know what you thought about them. What was interesting or surprising and why? Do you agree or disagree with the author and why?
3. Ask 1 to 2 questions sparked by the readings that you'd like for our class to discuss.

### Cultural Analysis Essay (25% of final grade)

In accordance with GE policies, this course has a writing component. In addition to the midterm and final exam essays, you will be responsible for writing one formal, cultural analysis essay 3 to 4 pages in length. For this paper, you will identify one primary source document through which you will explore a larger theme from the course. Your source may be a photograph, an advertisement, song, comic strip, newspaper article, government correspondence, etc. that you use to explore immigration, race, gender, environment, etc. Detailed instructions for the essay and a research/writing workshop will be given in class.

- Due Thursday, October 10: Proposal that introduces your primary source and the theme(s) that you plan to explore. Email me the word doc and PDF of your primary source by midnight.
- Due Thursday, November 7: Print your final essay and bring to class. Essays are due at the start of class.  
*Late essays will be reduced 1/3 of a letter grade for each day it is late.*
- (Optional) Due Tuesday, December 3: You have the option of rewriting the paper.  
*No late rewritten papers will be accepted.*

Midterm Examination, Thursday, October 3 (25% of your grade)

The in-class midterm exam will be a combination of ID, short answer, and short essay questions based on readings, lectures, films, and discussions covered through Tuesday, October 1<sup>st</sup>. Bring a blue book.

Final Examination, Thursday, December 19, noon-1:50 pm (40% of your grade)

The in-class final examination will be a combination of ID, short answer, and one long essay question. The final will be cumulative, but with a heavy emphasis on materials from the second half of the class. Like the midterm, you will be expected to reflect knowledge of the lectures, discussions, readings, and films. Students must engage fully with each of these components in order to receive the highest marks.

Bring a blue book. You may also bring one-page of notes for the essay portion of the exam. These notes may include an outline for your essay that includes a thesis statement, topic sentences for the body paragraphs, and bullet points to signal what you plan to discuss in each paragraph. It may not be the entire essay written out in advance. You will turn these notes in with the final exam.

*Extensions and make-up exams will only be given if there is an emergency. If an emergency arises, you must talk to me before the day of the exam or the essay due date.*

**GRADING STRUCTURE**

Participation and Discussion Leaders	10%
Cultural Analysis Essay	25%
Midterm Exam	25%
Final Exam	40%

Grades are calculated using a standard scale:

A+ 98-100; A 93-97; A- 90-92; B+ 88-89; B 83-87; B- 80-82; C+ 78-79; C 73-77; C- 70-72; D+ 68-69; D 63-67; D- 60-62, and F 0-59

**COURSE POLICIES**

We all play a critical role in the success of this class. By following the codes of conduct below, we will learn how to think critically and analytically, and how to productively articulate our thoughts. We will also learn how to actively listen, build upon each other's ideas, and create a democratic space where a multitude of perspectives are welcomed and valued.

By taking this course, you agree to:

- Attend class regularly
- Arrive on time
- Complete all of the assigned readings *before* coming to class and bring the assigned texts and/or print outs of the readings to class
- Actively engage in discussions
- Participate and contribute to group activities

- Be fully present when you are in class (i.e. turn off cell phones, no texting, no web surfing, no wandering in and out of the classroom, etc.)
- Keep up with the materials covered in lecture. If you miss a class, it is your responsibility to get notes from a classmate and come to office hours with any questions
- Do your own work. See the “Academic Honesty” section below.
- Come to my office hours with any questions, concerns about your performance in the class, etc. My office hours are Tuesdays 2:30-3:30, Thursdays 2:30-4:30, and by appointment

A note about contacting me via email: I prefer that you come to my office hours, but if you have a quick question feel free to email me. Before you contact me, please refer to your syllabus (also available on TITANIUM) to see if you can find the answer there. I will do my best to respond within 24 hours for emails received M-F. For emails sent after 5pm on Fridays or over the weekend, I will respond the following Monday.

Phone policy: No phones will be allowed in class. Please turn them off and keep them in your bags.

A note about computers and tablets: We live in a digital age (hooray!) but it can distract you and those around you from learning (boo!) So let's make a deal: I will do my utmost to keep you engaged and will allow you to use computers and tablets if they are being utilized to enhance your learning. Please only use these devices for note taking and following along with the powerpoint presentation. I know it seems impossible to stay off Facebook, Twitter, Instagram, etc. but out of respect for me and your classmates, please refrain from checking into your social media world—I promise you that it will still be there when class is over!

Student Accommodations: If you have a disability or special need for which you are or may be requesting an accommodation, please inform the instructor and contact the Office of Disability Support Services as early as possible in the term. The Office of Disability Support Services is located in University Hall 101. For more information, call (657) 278-3117 or visit their website at <http://www.fullerton.edu/DSS/>

Academic Honesty: Academic honesty is essential to maintaining an optimal learning environment. Cheating on exams or assignments is, of course, not permitted. Plagiarism—taking the work (words, ideas, concepts, data, graphs, artistic creation, etc.) of another whether that work is paraphrased or copied in verbatim or near verbatim form and offering it as one's own without giving credit to that source—will result in an automatic F on the assignment and will be reported to the campus Judicial Affairs Officer. All students are expected to understand and abide by the University's policies on Academic Dishonesty: <http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf>

Writing Center: The Writing Center offers all registered students the opportunity to receive writing assistance. In half-hour long sessions, students work with a tutor to create and/or improve specific assignments and, more importantly, to improve their overall writing skills. Tutors and students can work together to develop strong thesis statements, decide upon the best organization for a paper, improve sentence structure, and build an argument with sufficient evidence, for example.

The Writing Center is located on the first floor of Pollak Library North. Walk past the research desk, turn left after the clusters of computers, and look for the Writing Center Sign near the northwest corner. For more info call (657) 278-3650 or visit:

[http://english.fullerton.edu/writing\\_center/index.asp](http://english.fullerton.edu/writing_center/index.asp)

To schedule an appointment online go to:

[http://english.fullerton.edu/writing\\_center/appointments.asp](http://english.fullerton.edu/writing_center/appointments.asp)

University Learning Center: The goal of the University Learning Center is to provide all CSUF students with academic support in an inviting and contemporary environment. The staff of the University Learning Center is carefully selected and trained to assist students with their academic assignments, general study skills, and computer user needs. The ULC is located in Pollack Library North, 2nd Floor. The services that the ULC provide to the CSUF students include an open computer lab, tutoring, workshops, online tutoring, and collaborative learning. The online tutoring option allows students to submit their paper for constructive feedback. <http://www.fullerton.edu/ulc/>

Emergency Procedures: Please familiarize yourself with CSUF's emergency preparedness procedures. <http://prepare.fullerton.edu/>

\* NOTE: The contents of this syllabus are subject to change.

**COURSE SCHEDULE**RC = Stephanie Barron, et. al. *Reading California: Art, Image, and Identity, 1900-2000*McWilliams = Carey McWilliams, *Southern California: An Island on the Land*

\* = Readings available on TITANium as PDF's. Please print and bring to class.

**UNIT ONE: CALIFORNIA'S BEGINNINGS, REAL AND IMAGINED (1600s-1800s)**

<b>Topics</b>	<b>Date</b>	<b>Readings due <i>before</i> class</b>	<b>Assignments and Exams</b>
Week 1 Course Intro	Tu 8/27		
Week 1 California Imagined	Th 8/29	RC. Kevin Starr, "Carey McWilliam's California" (15-29) McWilliams. Introduction (vii-xxi)	Read entire syllabus. Come with ?'s and select 3 potential "discussion leader" spots.
Week 2 The Missions & Native Americans	Tu 9/3	McWilliams. Ch. 2, 3, & 4 (21-83)	
Week 2 Visions of Early California	Th 9/5		Discussion leaders:
Week 3 How to Conduct Research	Tu 9/10	McWilliams. Ch. 5, 7, 8, & 9 (84-95 & 113-182)	<b>Class meets in PLN-303</b>
Week 3 Gold Rush and Contact Zones	Th 9/12		Discussion leaders:

**UNIT TWO: MAKING CALIFORNIA MODERN (1900-1930s)**

Week 4 Bounty and Boosterism	Tu 9/17	RC. John Ott, "Landscapes of Consumption," (51-68) McWilliams. Ch. 11 & 12 (205-248) *John Muir, "Hetch Hetchy Valley"	<i>Midterm study guide will be available. Start studying. The exam is in 3 weeks.</i>
Week 4 Water! Water! Water!	Th 9/19		Discussion leaders:
Week 5 Archipelagos of Labor	Tu 9/24	RC. Sally Stein, "On Location" (171-197) McWilliams. Ch. 15 (314-329) *Carlos Bulosan, <i>America is in the Heart</i> (Group project: Chapters assigned in class)	<i>Have you found a primary source for the essay? Proposals are due in 2 weeks.</i>
Week 5 A Migrant's Story	Th 9/26		Group presentations on Bulosan
Week 6 Hollywood and Other Image Makers	Tu 10/1	McWilliams, Ch. 16 (330-339) RC. Carolyn Peter, "California Welcomes the World" (69-84) RC. Dana Polan, "California through the Lens of Hollywood," (129-152)	Discussion leaders:
Week 6 Midterm Exam	Th 10/3		<b>Midterm Exam</b> Bring blue book

UNIT THREE: WORLD WAR II AND POSTWAR CULTURES (1940s-1950s)			
Topics	Date	Readings due <i>before</i> class	Assignments and Exams
Week 7 Shifting Racial Landscapes during WWII	Tu 10/8	RC. Karin Higa & Tim Wride, "Manzanar Inside and Out," 315-338) *Robin D.G. Kelley, "The Riddle of the Zoot," (161-182)	Discussion leaders:
Week 7 Sam Mihara, "Memories of Heart Mountain" (guest speaker)	Th 10/10		<b>e-mail me</b> the primary source you plan to analyze along with the theme(s) you hope to explore <b>by midnight</b> .
Week 8 The Rise of Suburbs	Tu 10/15	*Dolores Haydn, "Sitcom Suburbs" *Michael Steiner, "Frontierland as Tomorrowland," (2-17)	
Week 8 "The Happiest Place on Earth"	Th 10/17		Discussion leaders:
UNIT FOUR: CALIFORNIA PROTEST CULTURES (1960s-1970s)			
Week 9 Vietnam in California	Tu 10/22	RC. Peter Selz, "The Art of Political Engagement" (339-351) *Dwight D. Eisenhower, "Farewell Address to the Nation" (often referred to as the "Military-Industrial Complex speech") *Linda Vo, "Building a Vietnamese Community" (84-109)	<i>Work on your cultural analysis paper.</i>
Week 9 <i>A.K.A. Don Bonus</i> (film)	Th 10/24		
Week 10 Dr. Juan Francisco Lara (guest speaker)	Tu 10/29	RC. John P. Bowles, "Shocking 'Beat' Art Displayed," (221-245) RC. Chon Noriega, "From Beats to Borders," (353-372) *César Chávez, "Sacramento March Letter, 1966" *Juan Francisco Lara, "En Memoria de César Chávez"	<i>You should have a draft of your cultural analysis paper. Come to me and the Writing Center with any questions. Final paper is due next Thursday.</i>
Week 10 The Beats	Th 10/31		Discussion leaders:
Week 11 Subcultures & Alternative Visions	Tu 11/5	RC. George Lipsitz, "Music, Migration, and Myth" (153-169) RC. Margaret Crawford, "Alternative Shelter" (249-270)	<i>Final edits and proofread your cultural analysis paper. It's due this Thursday.</i>
Week 11 <i>Dogtown and Z-Boys</i> (film)	Th 11/7		<b>Cultural Analysis Paper Due</b>

<b>UNIT FIVE: CALIFORNIA AT A CROSSROADS: BORDERS AND FUTURES (1980S TO PRESENT)</b>			
<b>Topics</b>	<b>Date</b>	<b>Readings due <i>before</i> class</b>	<b>Assignments and Exams</b>
Week 12 Roots and Rise of Conservatism	Tu 11/12	*Lisa McGirr, Introduction, Ch. 1, and Epilogue" <i>Suburban Warriors</i> (3-53 & 262-274)	Discussion leaders:
Week 12 Steven Cuevas, Tea-Party in OC (guest speaker)	Th 11/14		
Week 13 Violence and the Inner-City	Tu 11/19	RC. Sarah Schrank, "Picturing the Watts Towers," (373-385) *Edward T. Chang and Jeannette Diaz-Veizades, "The Media, the Invisible Minority, and Race," (59-80) *Esmeralda Bermudez, "The LA Riots: 20 Years Later" * <i>Los Angeles Times</i> "Voices from the Chaos"	
Week 13 <i>Sa-I-Gu</i> (film)	Th 11/21		Discussion leaders:
<b>WEEK 14 (NOVEMBER 25-NOVEMBER 29): FALL RECESS. ENJOY!</b>			
Week 15 Dystopia <i>Crash</i> (film, 2004)	Tu 12/3	*Anna Gorman, "Life in the Shadows, Family Law, Immigration Law Collide," <i>Los Angeles Times</i> , June 30, 2008, B1	<i>Final exam study guide available. Start preparing.</i>
Week 15 <i>Crash</i> (continued)	Th 12/5		
Week 16 Re-scripting California: Global & Ecological Futures	Tu 12/10	RC. Norman M. Klein, "Gold Fevers," (389-408) *Mike Davis, "Maneaters of the Sierra Madre," (197-271)	Discussion leaders:
Week 16 Closing remarks & final exam review	Th 12/12		<i>Any questions about the study guide? You should prepare your essay outline.</i>
Finals Week	Th 12/19 Noon-1:50 pm		<b>Final Exam</b> Bring a blue book Bring 1-page of notes for the essay portion