

American Studies 395: California Cultures

Spring 2012: Tuesdays and Thursdays

Time:_____ Room:_____

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Course Description

This course examines topics in California's social and cultural history and culture and society in present-day California. We will begin by examining the Spanish exploration, mapping, and conquest of California in the 16th century and end with issues pertaining to California in the 21st century, but while topics in the course are presented in a linear historical fashion, we will also examine how many of the historical topics covered relate to present-day California. We will examine myths and realities related to California in the past and present, the movement of people to the Golden State throughout its history, race, ethnic, and class relations, changes related to notions of gender, economic booms and major political moments, the image of California in popular culture, and the various experiences of the different peoples that have called and continue to call California home. We will also explore the way memory is used, and in some cases, the way California history is taught in the state's public school system. Although this course includes Northern California at certain points, a significant portion of the material is skewed towards the greater Los Angeles region so you can learn more about the region of California to which you currently live in.

Readings

Books: The following books are required and can be purchased online, at The Little Professor Bookstore (725 North Placentia Avenue, Fullerton), and the Titan Bookstore.

Los Angeles Plaza: Sacred and Contested Space by William David Estrada

A World of Its Own: Race, Labor, and Citrus in the Making of Greater Los Angeles, 1900-1970 by Matt Garcia

Popular Culture in the Age of White Flight: Fear and Fantasy in Suburban Los Angeles
by Eric Avila

Golden State, Golden Youth: The California Image in Popular Culture, 1955-1966
by Kirse Granat May

Blackboard/Hyperlink: Additional readings, as listed on the syllabus, can be found on Blackboard. Some of these readings are also hyperlinked on the syllabus.

Learning Goals

Learning Goals: American Studies 395 is designed to satisfy general education CSUF requirements in the categories of “explorations in the social sciences” (category D.5) and “cultural diversity” (category Z). In AMST 395, we will:

- Examine problems, issues, and themes in a variety of cultural, historical, social and geographical contexts (from different disciplinary and interdisciplinary perspectives) and analyze and critically evaluate the application of social science concepts and theories to particular historical, contemporary, and future problems or themes.
- Analyze and critically evaluate constructs of cultural differentiation, including ethnicity, gender, race, class, and sexual orientation, and their effects on the individual and society.
- Demonstrate :an understanding that culture is socially constructed and fundamental to social interaction; an appreciation of the complex relationships that various factors such as gender, ethnicity, race, sexual orientation, religion, and class bring to a discussion of society and culture; and an understanding of the diversity and relationships within and among cultures in our increasingly interconnected world.
- Recognize and evaluate how one’s cultural history affects one’s sense of self and relationship to others.

Assignments and Grading Plan

Essay (100 points)
Quiz 1 and 2 (90 points – 45 points each)
Midterm Exam (100 points)
Final Exam (100 points)
Attendance/Participation (75 points)
Total Points Possible: 465

Essays: With the essay, you will be asked to write a four to six page essay on one or more of the topics covered during the semester. Expectations for the essay will be thoroughly described before the essay is due (the essay is due on the last day of the regular semester).

Quizzes: A study guide will be posted on Blackboard five to seven days before each quiz. The study guide will have a list of twenty terms and eight to ten short answer questions and you will be asked to define ten of the terms and answer five of the questions (You will not be notified as to which terms and questions will be selected for the quizzes).

Midterm and Final: A study guide with six essay questions will be posted on Blackboard five to seven days before both exams and you will be asked to answer two of the essay questions in a blue book (You will not be notified as to which two you will be asked to answer). The Final examination date and time can be found at the following link:

<http://www.fullerton.edu/admissions/CurrentStudent/finalexaminations.asp>.

Attendance/Participation: Your participation is judged on positive contributions to discussions, your demonstration that you've read the assigned readings and brought the assigned readings to class, and your ability to illustrate that you're following along with the topic at hand and thinking critically about the topics we cover. If you arrive to class after roll call, it is your responsibility to check to see if you were counted as being present. If you are excessively late or leave early, you may be counted absent. If you do miss class, it's your responsibility to obtain lecture notes from a neighbor or during office hours.

Blackboard: All grades are available on blackboard and grading ranges from the "+" range to the "-" range (for example: A+ = 97% to 100%; A = 94% to 96%; A- = 90% to 93%). 90% to 100% is "A" range, 80% to 89% is "B" range, 70%-79% is "C" range, 60% to 69% is "D" range, and below 60% is in the "F" range.

Plagiarism and Disruptive Behavior

It is assumed that you will do your own work. Plagiarism is the copying of the words of others without a citation, the copying of the words of others at unreasonable length with citation, or the general copying of another person's writing structure (This includes the internet). Plagiarism will not be tolerated. When you copy the ideas of another author, you must cite your source. When you use the words of another author, you must use quotation marks as well as cite your source. In text quotations generally should not exceed three lines and you should generally use no more than a few in each paragraph. The penalty for an act of "literary theft" will range from an F on the assignment in question to an F in the course. The university's policy on plagiarism can be found in the current CSUF Catalog and at the following link: <http://business.fullerton.edu/ethics/files/UPS300-021.pdf>.

The university's definition of what constitutes disruptive behavior can be found at the following link: <http://ehis.fullerton.edu/OHS/OCCSafety/ViolencePreventionStudent.pdf>.

Reading Policy

It is essential that you to complete the readings and bring the assigned readings to class. All reading assignments should be read by the day they are listed on the syllabus. While reading, take note of what you think are the major points expressed by the authors, aspects of the readings that stick out to you, and any questions you have. I may, at times, pass out reading questions and/or short lists of topics or ask you to key in on certain issues in the readings to help guide your reading.

Course Schedule

January 24: Introduction

January 26: Spain's New World, 1500s-1821

Read: *The Queen of California* by Garci Rodríguez Ordonez de Montalvo (Blackboard)

January 31: Spain's New World, 1500s-1821

Read: Estrada, *Introduction* and Chapter One: *Cultural and Historical Origins The Naming of Santa Ana and Los Angeles* by Juan Crespi (Blackboard), [A Model of Tradition: Some Educators Believe Mission Era is Overemphasized by Maureen Magee](#) (Blackboard/Hyperlink), and [Laws that Shaped L.A.: Why L.A. Isn't a Beach Town by Jeremy Rosenberg](#) (Blackboard/Hyperlink)

February 2: Mexico California, 1821-1848

Read: Estrada, Chapter Two: *The Rise and Decline of the Mexican Plaza, The Bear Flag Party* by Mariano Vallejo (Blackboard) and [Battlefield L.A.: Where and Why War Came to Southern California by Nathan Masters](#) (Blackboard/Hyperlink)

February 7: The California Gold Rush Era, 1849-1860s

Read: *A Frontier Lady* by Sarah Royce (Blackboard)

February 9: The California Gold Rush Era, 1849-1860s

Read: *The Life and Adventures of Joaquin Murrieta the Celebrated California Bandit* by John Ridge (Blackboard) and *The Unending Mexican War* by William Deverell (Blackboard)

February 14: The Southern California Boom, 1880s-1920s

Read: Garcia, *Introduction* and Chapter One: *The Ideal Country Life, Roses, Oranges, and the Amazing Summerland by Nathan Masters* (Blackboard/Hyperlink), [Pasadena at 125: Early History of the Crow City by Nathan Masters](#) (Blackboard/Hyperlink), [Summer Skiing and California's Switzer-land by Nathan Masters](#) (Blackboard/Hyperlink), [A Brief History of Palm Trees in Southern California by Nathan Masters](#) (Blackboard/Hyperlink)

February 16: The Southern California Boom, 1880s-1920s

Read: Estrada, Chapter Six: *Reforming Culture and Community* and Garcia, Chapter Two: *The Colonia Complex Revisited: Racial Hierarchies and Border Spaces in the Citrus Belt, 1917-1926*

February 21: The Southern California Boom, 1880s-1920s

February 23: The Great Depression and Working Class Politics, 1920s-1930s

Read: Garcia, Chapter Three: *Friends of the Mexicans?* and *Out of the Heartland* by James Gregory (Blackboard)

February 28: Quiz 1

March 1: California and World War II

Read: *World War II Transforms California's Economy* by Gerald D. Nash (Blackboard) and *Marye Stumph Recalls Her Work Experiences in an Aircraft Factory* by Marye Stumph (Blackboard)

March 6: California and World War II

Read: Garcia, Chapter Five: *Citrus in the War Years* and [Mendez Case at the Center of New Curriculum by Theresa Cisneros](#) (Blackboard/Hyperlink)

March 8: California and World War II

Read: *California at War* by Eric Avila (Blackboard) and *Los Angeles Geopolitics and the Zoot Suit Riot, 1943* by Eduardo Obregón Pagán (Blackboard)

March 13: Midterm

March 15: Cold War California and the New Right, 1950s-1960s

Read: Avila, *Preface, Acknowledgments*, Chapter One: *Chocolate Cities and Vanilla Suburbs* and Chapter Three: *The Spectacle of Urban Blight*

March 20: Suburban California, 1950s and Beyond

Read: May, *Introduction* and Chapter One: *Suburban Eden*

March 22: Suburban California, 1950s and Beyond

Read: Avila, Chapter Four: "A Rage for Order" (Optional Readings: Kirse Granat May, Chapter 2 and 3)

March 26-30: Spring Recess – No Class

April 3: Suburban California, 1950s and Beyond

Read: Avila, Chapter Five: *Suburbanizing the City Center*

April 5: Suburban California, 1950s and Beyond

Read: Avila, Chapter Six: *The Sutured City*, and [Before "Carmageddon": A Photographic Look At the Construction of 5 SoCal Freeways by Nathan Masters](#) (Blackboard/Hyperlink)

April 10: Suburban California, 1950s and Beyond

Read: May, Chapter Five: *Wish They All Could Be California* and Chapter Six: *Beach Blanket California*

April 12: California's New Left, 1960s-1970s

Read: May, Chapter Seven: *Berkeley and Watts*

April 17: California's New Left, 1960s-1970s

Read: May, Chapter Eight: *Reagan's Conservative Wave*

April 19: Quiz 2

April 24: Deindustrialization, Urban Rebellion, and Conservatism, 1960s and Beyond

Read: Avila, Epilogue: *The 1960s and Beyond* and George Sanchez, *Face the Nation: Immigration, and the Rise of Nativism in Late Twentieth Century America* (Blackboard)

April 26: Deindustrialization, Urban Rebellion, and Conservatism, 1960s and Beyond

May 1: Deindustrialization, Urban Rebellion, and Conservatism, 1960s and Beyond

Read: *Straight Into Compton: American Dreams, Urban Nightmares, and the Metamorphosis of a Black Suburb* by Josh Sides and *L.A. Gang Tours: Just Ghettotainment?* by Erin Aubry Kaplan (Blackboard)

May 3: Deindustrialization, Urban Rebellion, and Conservatism, 1960s and Beyond

Read: [Ice Cube Documents Raiders Love in "Straight Outta L.A."](#) by Greg Braxton (Blackboard/Hyperlink) and [Cube Roots: Revisiting the Raiders and N.W.A. in Ice Cube's 'Straight Outta L.A.'](#) by Dave Itzkoff (Blackboard/Hyperlink)

May 8: Black Flight, White Fright, and the Rise of the Latino Metropolis and Multiethnic Global Cities, 1970s-2010

Read: *La Frontera's Siamese Twins* and *The Latino Metropolis* by Mike Davis (Blackboard)

May 10: Closing Comments...

DUE: Essay