

Basic Course Information

Semester	Fall 2017	Instructor Name	Mary Jo Wainwright
Course Title & #	History 222 History of California	Email	maryjo.wainwright@imperial.edu
CRN #	11186	Office	Room 1710
Classroom	Room 404	Office Hours	T: 4:30 to 6:00 p.m. TH: 1:00 to 2:00 p.m.
Class Dates	8/15/17 to 12/7/17	Online Office Hours	M: 5:00 to 6:00 p.m. (online) W: 3:00 to 3:30 p.m. (online)
Class Days	Tuesday and Thursday	Office Phone #	760-355-6527
Class Times	11:20 a.m. to 12:45 p.m.	Units:	3

Course Description

History 222 is a survey of the historical development of California from its earliest times to the present. The course provides an overview of both the physical characteristics and the diverse peoples of California and how they interacted and influenced the history of the state and its economic, social, cultural, and political institutions. At the completion of this course students will have a broad understanding of the most important ideas, personalities, movements, and events in California history. Students will also gain skills in analytical thinking, reading, and writing and learn to analyze and interpret primary and secondary sources of history.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Read, comprehend and recall key information from a historical text. (ILO1)
2. Analyze a historical text and differentiate between the facts and the author's interpretation and main thesis. (ILO1, ILO2)
3. Evaluate the level of bias and reliability of a historical text. (ILO1, ILO2, ILO4)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Identify and describe the geographical regions and characteristics of California
2. Describe the origins and cultural characteristics of California's diverse native peoples.
3. Describe the Spanish exploration and settlement of California, the mission system, and analyze its impact on California Indians.
4. Analyze the effects of Mexican rule, the secularization of the missions, the development of the hide and tallow trade and the rise of the Californios.
5. Explain the impact of the Gold Rush and American annexation on the development of the economic, political, social, and cultural institutions of California.
6. Analyze the impact of the completion of the transcontinental railroad on California's economy and political institutions.
7. Describe the progressive reform movement and its long-term impact on California's governmental institutions, regulations, and political process.
8. Explain the development of water distribution systems, regional controversies over water resource exploitation and the resulting environmental destruction.
9. Describe the impact of the Great Depression, World War II, Cold War politics, student protest movements, the rise of black radicalism, and the emergence of the counterculture in the 1960s on the development of California, especially the impact on population growth and new industries that laid the groundwork for future economic expansion with global implications.

10. Explain how California Indians, Latino Americans, Asian Americans, African Americans, and Anglo Americans contributed to the development of California and shaped its society.
11. Analyze the often problematic interactions between these diverse groups from the perspective of each in the context of the changing historical circumstances and events.
12. Describe modern California politics, including the political and economic developments under the administrations of Edmund Brown, Ronald Reagan, Jerry Brown, George Deukmejian, Pete Wilson, Gray Davis and Arnold Schwarzenegger.
13. Analyze contemporary issues facing the state, including the pressures of population growth, environmental impact, social and cultural institutions, and the quality of life in California.
14. Critically evaluate and analyze primary and secondary sources of information on the history of California.

Textbooks & Other Resources or Links

1. **California: An Interpretive History**, Rawls/Bean, 10th edition, McGraw-Hill, 2011
ISBN: 9780073406961 Textbook Website: www.mhhe.com/rawls10e
2. **Wild Men: Ishi & Kroeber in the Wilderness of Modern America**, Douglas Cazaux Sackman, Oxford University Press, 2011, ISBN: 9780195178531
Assignments, additional readings, and resources are posted in Canvas:
<https://imperial.instructure.com/login/canvas>

Course Requirements and Instructional Methods

Instructional Methods: Lectures, including material not covered in your readings, class discussions requiring your active participation, student oral presentations, and films will supplement your required readings. Both outside and in-class writing assignments are required. Students should actively read the textbooks, bringing any questions you have about the material to class, and take careful notes in class. **Completing the assigned readings before you come to class will greatly increase your understanding and success in this class.**

EXAMS: (200 points total) Two exams are required. There are no make-up exams, unless you make arrangements with the instructor **BEFORE the exam**. Any uncoordinated, unexcused missed exam will result in a score of "0" for that exam. **Bluebook(s), a scantron (100) and a No. 2 pencil must be brought to each exam.** Bluebooks and scantrons can be purchased in the college bookstore.

ASSIGNMENTS: (Up to 150 points): A variety of written assignments, both in class and outside, will be given throughout the semester based on weekly readings, lectures, class discussions, or films shown in class (5 to 50 points each). Papers will include short opinion papers (1 to 2 pages), and one book review (3-5 pages). There will also be online discussions in Canvas. **If you miss class, you might miss one of these assignments, and there are NO make-ups on these assignments.** All assignments, discussions, and due dates will be posted in Canvas so please check the Canvas Announcements often so that you don't miss anything. Each student can expect to complete at least 7 to 10 pages of written work in this course.

Late Assignments: Late assignments will be accepted until the graded assignment is returned to students, but **lose 5 points per day** it is late. **It is the student's responsibility** to find out if they missed an assignment and to turn it in at the same time as the rest of the class. **You DO NOT get extra time to turn in assignments just because you are absent.** Students should make arrangements to turn in the assignment to the instructor's mailbox or office, if unable to bring it to class. In an extreme emergency, I will accept an assignment by email but only once per semester per student.

Course Grading Based on Course Objectives

The course grade is based on total points accumulated during the semester. **There is a possible total of up to 350 points.** Very **limited extra credit** points may be available, either through some class participation activity, group work or perfect attendance. **Failing to turn in regular assignments will prohibit you from being able to earn extra credit points.** Final grades are calculated as follows: 90-100% (A), 80-89% (B), 70-79% (C), 60-69% (D), below 60% (F).

Last Day to Add: August 26, 2017

Last to Day to Drop Class with a "W": November 4, 2017

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details. If you are in class anytime during the semester but stop coming to class and do not withdraw officially, you will receive an F.
- Regular attendance in all classes is expected of all students. Attendance will be taken every class period. If you are late or leave early, you may be marked absent. It is your responsibility to make sure I know you were in class. Students who stay for less than two-thirds of the class are considered absent. Students are responsible for all materials, assignments, or information given in class, regardless of whether you were in class. **A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped.** For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences, however do not take this class if you will have to miss more than two classes as a result of these activities, because it will seriously impact your ability to successfully complete the course.

Classroom Etiquette

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class unless otherwise permitted by the instructor.
- **Food and Drink** are prohibited in all classrooms. Water bottles with lids/caps are the only exception.
- **Disruptive Students:** Coming in late, leaving and returning during class, and leaving early is disruptive. Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- **Children/visitors in the classroom:** Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.
- **Active Participation:** It is not okay to talk, sleep or do homework for another class. Class will end on time, so don't pack up early and disrupt the class. The best way to pass this class is to pay attention and ask questions when you don't understand something. Take notes because it will help you to study for the exams.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!!)].

Academic Honesty

I will meet individually with anyone I suspect of plagiarism or cheating. Make sure you understand the following:

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **Plagiarism** is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.

- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

I am glad to meet individually with students to discuss any problems, questions, or concerns about the course. You can drop by my office during office hours or you can make an appointment to meet with me. You can also leave a message on my voice mail or send me an email. During the week, I try and respond within 24-48 hours. My complete class and office hour schedule is posted outside Room 1710.

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313 if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Reading Assignments/Exams

Readings should be completed by the date assigned.

August 15 & 17	Introduction to Course – The California Dream/Geography Read: Rawls, Chapter 1 Canvas Readings: California Dream Lecture, End of California
August 22 & 24	The Original Californians Read: Rawls, Chapter 2 Canvas Readings: Major Indian Culture Groups Assignment Due: California Dream Discussion – Due 8/24
August 29 & 31	Spanish/Mexican Period Read: Rawls, Chapters 3 and 4 Canvas Readings: Anza Expedition, Spanish Mission Documents/Controversy The Indian Testimony
September 5 & 7	Mexican California, American Infiltration & Conquest Read: Rawls, Chapters 5, 6, and 7 Canvas Readings: Bear Flag Revolt Assignment Due: Spanish Mission Discussion – Due 9/5
September 12 & 14	Gold Rush, Statehood, Crime and Punishment Read: Rawls, Chapters 8, 9, and 10
September 19	Land Grants, Racial Oppression, Culture Read: Rawls, Chapters 11 and 12 Canvas Readings: The Peralta Story, Lamsen Diary, Peralta Newspaper Articles
September 21 & 26	The Railroad, The Terrible 70's, Politics, Economic Growth Read: Rawls, Chapters 13, 14, 15, 16, 17
September 28	Mid-Term Exam (Chapters 1-17)
October 3 & 5	RR Politics, Labor & Capital, Reform, and Progressivism Read: Rawls, Chapters 18, 19, 20, 21, and 22 Canvas Readings: The Big Four Discussion Assignment Due: Big Four Discussion – Due 10/5
October 10 & 12	The Twenties, Water Read: Rawls, Chapters 23 and 24
October 17 & 19	The Great Depression, Dust Bowl Read: Rawls, Chapters 25 and 26
October 24 & 26	World War II Read: Rawls, Chapter 27 Canvas Readings: Japanese Internment Discussion & Quotes
October 31 & November 2	Cold War Politics, Agribusiness, Diversity & Conflict Read: Rawls, Chapters 28, 29, and 30 Assignment Due: Internment Discussion – Due 10/31

- November 7 & 9** **The Sixties**
Read: Rawls, Chapters 31 and 32
- November 14 & 16** **Recent Politics, Environment and Energy**
Read: Rawls, Chapters 33 and 34
Assignment Due: 1960s Discussion – Due 11/14
Book Review Due: 11/19
- November 20-24** **Holiday - No Classes**
- November 28 & 30** **New California Economy, Contemporary Society**
Read: Rawls, Chapters 35 and 36
- December 5 & 7** **FINAL EXAM (Chapters 18-36)**

A Bluebook, a scantron (100 count) and a No. 2 pencil must be brought to all exams.

*****Tentative, subject to change without prior notice*****