HISTORY 240-AA: HISTORY OF ETHNIC GROUPS IN CALIFORNIA

A survey of the social, economic and political history of ethnic groups in California with emphasis on minority communities. A general appraisal of historical and contemporary achievements, contributions and experiences of selected ethnic groups in California. Analyses of theories on race relations from historical, psychological, sociological and legal perspectives. Partially satisfies American History and Institutions requirement. Recommended: Eligibility for ENGL 836. Transfer: UC; CSU (D2a).

REQUIRED TEXTBOOKS:
1. Clark Davis & David Igler, THE HUMAN TRADITION IN CALIFORNIA
2. Gordon Bakken, CALIFORNIA HISTORY: A TOPICAL APPROACH

You Must Bring Both Texts To Class After August 31, 2014
For In-class Quizzes and Exercises

METHODS OF EVALUATING STUDENT ACHIEVEMENT: [Subject to Change]
1. Four (4) In-Class Short Essay & Scantron Examinations (Each Exam 20% of Grade)
   a. Exam I (20% of Grade) – September 26, 2014
   b. Exam II (20% of Grade) – October 31, 2014
   c. Exam III (20% of Grade) – December 05, 2014
   d. Exam IV (20% of Grade) – December 19, 2014
2. Vocabulary and Identification Exams (20% of Grade)
   a. Vocabulary/Identification Exam I (5% of Grade) – To Be Announced
   b. Vocabulary/Identification Exam II (5% of Grade) – TBA
   c. Vocabulary/Identification Exam III (5% of Grade) – TBA
   d. Vocabulary/Identification Exam IV (5% of Grade) – TBA
3. Surprise Quizzes
4. In-Class Participation & Contribution
5. CAVEAT: Students MUST drop the class lest an F grade!
   Last Day To Drop Class Is Monday, November 17, 2014
6. Final Examination (20% of Grade) - [Friday, December 19, 2014 – 8:10-10:40am]
7. Grading Scale: A = 100-92%  B = 91-86%  C = 85-78%  D = 77-70%
   This course is NOT graded on a curve!
   If You Need Extra Credit Points to Pass A College Course, Go Back To High School

OUTLINE: (Subject to Change)
I. Introduction – August 18, 2014 - Recurring Themes & Theories on Prejudice, Discrimination and Race Relations
II. Vocabulary Quiz – September 05, 2014

III. EXAMINATION I (20% of Grade) - on Prejudice and History of U. S. Immigration – September 26, 2014

IV. EXAMINATION II (20% of Grade) - History of Native American Indians and Latino Americans in California - October 31, 2014

V. EXAMINATION III (20% of Grade) – December 05, 2014 on African- and Asian-Americans

VI. Women in California and Future Trends

VII. FINAL EXAMINATION (20% of Grade) – Friday, December 19, 2014 – 8:10-10:40am

Grading Scale: A = 100-92% B = 91-86% C = 85-78% D = 77-70%
This course is NOT graded on a curve!

A = Excellent performance. Work is exemplary and worthy of emulation by others. Student is in full attendance and constructively contributes to the learning environment. An excellent student will synthesize, evaluate, apply, and understand all knowledge presented in class lectures and reading assignments.

B = Above average performance. All assignments are complete and exhibit a complete understanding and an ability to apply concepts.

C = Average performance. Accomplishes only the minimum requirements. Oral and written communication is at an acceptable level for an undergraduate student.

D = Barely demonstrates understanding at the most rudimentary level. Work is minimally passing. Definitely not a worthy undergraduate college student.

F = Work is totally unsatisfactory, characterized by incompleteness, lateness, and incompetent demonstration of understanding and application. Needs a reality check - why are you taking up space and consuming oxygen here? Do not waste my time!!

Skyline College Policy for Appropriate Use of Hand-held and Wireless Technology and Behavior in the Classroom

This instructor prohibits any use of any hand-held or wireless technology that substantially disrupts learning opportunities, degrades the learning environment, promotes academic dishonesty or illegal activities. Students unsure of whether an activity is appropriate are encouraged to ask their instructors. Students are also encouraged to notify their instructors of disruptive behavior they observe. Students who require access to hand-held or wireless technology as assistive measures for documented disabilities may use them according to their accommodations as provided by the Disabled Student and Services Program.

Sanctions for violation of this policy will be determined by the instructor and may include dismissal from the class, attendance penalties or loss of class participations points, zero grades on quizzes or examinations, failure in the class, or other penalties that the instructor determines to be appropriate. These
sanctions are explicitly stated in the College’s Student Code of Conduct. The possible consequences are disciplinary suspension and expulsion of students. These consequences will affect your transfer and employment opportunities.

Use of any electronic devices during examinations is strictly prohibited. Familiarize yourself with the Skyline College Student Handbook regarding Student Code of Conduct regarding specifically “Dishonesty (such as cheating, plagiarism, or knowingly furnishing false information to the College and its officials).”

Each student has the obligation to know and uphold the College Rules and Regulations. Students who engage in disruptive behavior – conduct that interferes with the instructional, administrative, or service functions of the course – can be subject to disciplinary action, including suspension and/or expulsion from the course and/or college. Specifically, cell phone interruptions, the use of iPods, and other electronic devices, habitual profanity or vulgarity, and continued willful disobedience will result in disciplinary action. Reference the Student Code or Conduct for further description of unacceptable disruptive behavior.

STUDENT LEARNING OUTCOMES (SLO’S):
Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of the interrelationships among the diverse cultural, economic, political, and social forces in California and to know how each culture’s worldview impacts the reaction to domestic and extraneous exigencies.

2. Demonstrate an understanding of class, gender, and ethnic diversity within California, and be able to discuss those differences as well as to recognize the various ethnic groups within California and the difficulties each encounters.

3. Demonstrate their knowledge of the geography of California.

4. Demonstrate skill in critical thinking by analyzing the readings, artifacts, audio-visual materials, or primary sources utilized in the course.

5. Demonstrate skill in explaining how ethnicity, religion, language, economics, culture, and history have affected development and relationships in California.

6. Explain how ethnicity, religion, language, economics, culture, and history have affected development and relationships in California.

SPECIFIC INSTRUCTIONAL OBJECTIVES:
Upon successful completion of this course, students will be able to:

1. Integrate the interrelationships among the diverse cultural, economic, political, and social forces in California and to explain how each culture’s worldview impacts the reaction to domestic and extraneous exigencies.

2. Compare and contrast class, gender, and ethnic diversity within societies, and cultures in California, and be able to analyze those differences as well as to recognize the various ethnic groups within California and the difficulties each encounters.

3. Describe the geography of California.

4. Demonstrate skill in critical thinking by analyzing all the various readings, artifacts, audio-visual materials, lectures, and primary sources utilized in the course.
1. **Students will be required to write paragraphs with clear main ideas, major and minor supporting detail, unity, coherence, and correctness**
   As apart of the examination process, students are required to write essays which describe and explain issues pertaining to ethnic history in California, including diverse cultures, economies, and societies. Students are required to write these essays using major historical perspectives and provide specific examples from text, lectures and audio-visual materials. Therefore, students are expected to take notes during class lectures.

2. **Students will be required to organize, narrate, describe, classify, analyze, compare, and contrast written material.**
   Student essays require analyses of social issues using historical facts, concepts and perspectives. When scholarly journals are required, students compare and contrast their observations with textbooks, lectures and audiovisual materials.

3. **Students will be required to use text-based writing to paraphrase, summarize, respond, quote, and document sources with emphasis on the academic forms of analyses, classification, comparison/contrast, and argument or expostulation.**
   Students are required to comprehend and grasp pertinent historical facts as evaluated by multiple-choice questions, short essays, fill-ins and identifications.

4. **Students will be required to distinguish between facts and opinions.**
   Students are required to read and study from textbooks, lectures and audio-visual materials for examination.

5. **Students will be required to identify and locate major geographic regions, countries, rivers, mountains, and deserts.**
   Students are required to read and study from historical maps of California.

**EVALUATION.** Your grade is determined by the TOTAL points accumulated at the conclusion of the semester. These points are selected from the examinations, quizzes, and semester project. However, students must complete and submit ALL assignments and examinations. Approach this class as if it was a marathon - long and steady - and not a sprint. It is the responsibility of the student to officially withdraw from class within published deadlines to avoid penalty grades and fee obligations.

**EXAMINATIONS & QUIZZES:** The examinations will be of three (3) different formats:

a) short essays
b) **JEOPARDY!**-style fill-in; and
c) Multiple-choice Scantron. Always have Scantron sheets and #2 lead pencils at the ready.

There will be NO make-up on missed quizzes and examinations unless given catastrophic and apocalyptic reasons.

Tardy students will NOT be permitted to take quiz or exam after the first student submits the said quiz or exam and leaves class.

This instructor does NOT practice "social promotion". Do NOT expect to pass this college course by coming to class and "marinating."
PAGERS AND CELLPHONES: To minimize disruption during class lectures and class discussions, all pagers and cell phones **MUST** be turned off. If they go off during class, **25** points will be deducted per incident from your points total. If pagers and cell phones go off during examinations or quizzes, the instructor will deduct **100** points per incident from your points total. You are not so important that the President of the United States or the Secretary-General of the United Nations must have ready access to you.

ASSIGNMENTS. Students are required to submit assignments of **ORIGINAL** inspiration. By "original inspiration" students are **NOT** permitted to plagiarize or to heavily paraphrase. Plagiarism and heavy paraphrasing will **NOT** be tolerated, and they may subject students to academic discipline or college expulsion. Student works may be submitted for comparison to (www.plagiarism.org) or other suitable sites. Students must submit TWO (2) copies of their research project with bibliography. The research project must be **TYPED**. Staple the pages together and avoid the cost of buying expensive folder covers. You should **ALWAYS** keep a photocopy of ALL your works submitted.

HANDOUTS. Class handouts will be distributed only **ONCE**.

ATTENDANCE. Students are expected to attend **ALL** class sessions. If you have any planned absences, please notify the instructor **IN ADVANCE**. Notification of pending extended absences must be submitted in writing. You may leave messages for the instructor on the Skyline College Voice Mail (650) 738-4358 or wongja@smccd.edu

CAVEAT. In order to derive the full benefits of reinforcement in learning material, you must attend class and maintain pace with all reading, writing and researching assignments. It will be extremely difficult to "catch up" or "to cram." Students should read with comprehension at a minimum reading speed of one (1) page per minute. Students should anticipate 2-3 hours of study time for each contact hour (i.e., hour of class time). It is advisable to form study groups. In coordination with the DSPS Office, reasonable accommodations will be provided for eligible students with disabilities. If you do not yet have an accommodation letter, please contact the DSPS Office at (650) 738-4280.

Reading List for Clark Davis & David Igler, *The Human Tradition in California*
01. Karr and Igler, “Introduction” p. xi

I. EXAMINATION I (20% of Grade) - on Prejudice, Race Theories & Definitions, and History of U. S. Immigration Based on Class Lectures and Assigned Readings – **September 26, 2014**

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Reading List for Clark Davis & David Igler, *The Human Tradition in California*
03. Steven Karr, “Pablo Tac: The Native Peoples in Precontact California” 1
04. Douglas Cutter & Irish Engstrand, “Father President Mariano Payeras: A View of the California Missions” 15
05. Miroslava Chavez-Garcia, “Guadalupe Trujillo: Race, Culture, and Justice in
Mexican Los Angeles” 31

06. Brian Roberts, “Alfred Doten: Diversity and the Anglo Forty-niner” 47

Reading List for Gordon Bakken’s, *California History: A Topical Approach*

07. Danelle Moon, “Educational Housekeepers: Female Reformers and the California Americanization Program, 1900-1927” 108

08. Lisa Emmerich, “Managing the Gold Rush: California Indians and California History” 1

09. Ronald Woolsey, “Wagon Wheels West: Trailblazers and Settlers in Mexican California” 22


II. EXAMINATION II (20% of Grade) on Native American Indians and Latino Americans in California History Based on Class Lectures and Assigned Readings - October 31, 2014

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Reading List for Clark Davis & David Igler, *The Human Tradition in California*


Reading List for Gordon Bakken’s, *California History: A Topical Approach*


17. Nancy Taniguchi, “Stigmatizing Okies” 146

III. EXAMINATION III (20% of Grade) - History of African Americans and Asians in California Based on Class Lectures and Assigned Readings – December 05, 2014

Vocabulary and Identification Exams (20% of Grade)

a. Vocabulary/Identification Exam I (5% of Grade) – To Be Announced

b. Vocabulary/Identification Exam II (5% of Grade) – TBA

c. Vocabulary/Identification Exam III (5% of Grade) – TBA

d. Vocabulary/Identification Exam IV (5% of Grade) – TBA

IV. FINAL EXAMINATION (20% of Grade) – Friday, December 19, 2014

- 8:10am-10:40am