

Community Studies 133: Making California

Spring, 2015

Instructor: Tracy Perkins
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Class: Tuesdays and Thursdays, 2-3:45
College 8, room 242

Office hours: Tuesday and Thursdays, 4-5
College 8, 3rd floor, room 332

“The challenge of modernity is to live without illusions and without becoming disillusioned.”

- Antonio Gramsci

Catalog Description

Examines key moments in the development of California to provide understanding of the challenges and opportunities facing California today. Particular focus will be given to abiding tensions around wealth and poverty, opportunity and exclusion, and progressive and conservative politics.

The aims of this course are to:

- Learn about key moments in California’s political history, and how they relate to contemporary California.
- Practice applying the sociological imagination to key events in California’s history.
- Show how the experience of living in California intersects with race, class, gender and other social categories of difference.
- Improve reading, analysis, and discussion skills.
- Learn basic principles of public communication.
- Improve media literacy skills.
- Create a productive, respectful and creative learning environment and intellectual community in class.
- Support the creation of Cal Ag Roots, a new project to educate Californians about the history of industrial agriculture.

Required Readings

- *What’s Going On? California and the Vietnam Era* will be available at the Literary Guillotine half way through the second week of classes. All other readings will be available on e-commons.
- Please do the readings in the order they are listed on the syllabus. The sequencing of the readings often reflects debates in the field as they develop over time.

- Please bring the day's readings to class every day.

Class Time

Our class time will take a variety of formats, including lecture, large group discussion, small group discussion, film, class activities, and time for individual written reflection. I encourage you to ask questions during lectures.

Reading Responses

You are responsible for writing one reading response for the readings covered for each class session. The response should cover all of the readings assigned for that day. These will be uploaded into the "assignments" section of our class website on e-commons. Please boldface the authors' names to make it easy for me to see where you are discussing each reading. Please cut and paste your text into the space available, do not upload or attach separate documents. Each reading response should be 300-400 words long, and should include

- 1) a brief description of the key points made in that day's readings
- 2) your analysis of the readings
- 3) any questions you may have

Over the course of the quarter you will write 15 reading responses for the 17 class sessions between, and including, April 2 – May 28. You may upload your responses until 9 am of the day on which the readings are due, when e-commons will close the assignment. Late responses will not be accepted. Each response is worth 2 percentage points of your final grade. If you complete readings responses for all of the readings for all 17 class sessions, you will receive 2 extra credit points towards your final grade.

Website and Multimedia Essay

For this project, you will select a key moment in California history about which to educate the public. Assignment prompts will be passed out to help you complete the project as the quarter progresses. Together, all of our projects will add up to a "People's History of California." This project will involve three main tasks, none of which require prior technical skills:

- 1) Using your sociological imagination to analyze a key moment in California history. What happened? How was the event shaped by the broader historical moment and social trends of the time? What was its impact on the world then and now?
- 2) Presenting your argument in a visual, user-friendly way through a curated list of YouTube videos and other online content, which you will link together with your own writing. This content will be featured on a Google website that you will build yourself. The website will also contain other content of your own creation, which will be outlined in class.

Participation

Your class participation will be graded based upon:

- Attendance
- Completion of the class activities
- Your attentiveness
- Active participation in discussion
- Respectful interaction with other students>>>

Grading

	Due date	% of course grade
Participation		10%
Reading Responses	9am of the day the readings are due	30%
Website		
- Draft list of readings	April 16	5%
- Create skeleton website (no written content)	April 23	5%
- Draft argument	April 30	5%
- Draft website (with written content)	May 12	15%
- Final website (with written content)	Chronological order, last 3 days of class	20%
- Presentation	Chronological order, last 3 days of class	10%

Late Policy

Late assignments can be turned in to me anytime between the end of the class in which they are due and 48 hours after the end of class for reduced credit. You do not need to ask my permission to take advantage of this opportunity. Late reading responses will not be accepted.

Class Attendance

- Class attendance is mandatory. Failing to come to class or arriving to class late will hurt your overall grade for this course.
- Your attendance will be a significant part of your class grade. All absences, regardless of cause, are marked as an absence. Since there are no excused/unexcused absences in class, you do not need to ask my permission to miss class nor explain your reasons to me after an absence unless you want to. Although it won't change your grade, I am always happy to listen if you need someone to talk to about problems happening in your personal life.

- If you come to class after attendance has already begun or been completed, it is your responsibility to speak with me after class to make sure I mark you as present.

Communications

- The less time I spend responding to individual e-mails, the more time I have to prepare for leading a high-quality class. To that end, before you send me a question via e-mail, first check my syllabus to see if the information you want is listed there. Also, I will not respond to questions about the *concepts* covered in class via e-mail. These are best asked in class or office hours.
- I will use your UCSC e-mail account for any outside of class communication with you. You are responsible for checking this account regularly. If you do not check it daily, I suggest you set your UCSC account to forward to the account that you do check daily

Plagiarism

- Any act of academic misconduct, such as cheating or plagiarizing on exams, is a serious violation of the University's norms of conduct. Students who plagiarize or cheat on assignments or exams receive an F in the course and will be reported to their College Provost for further sanctions. Read the Student Guide to Academic Integrity for more information: http://undergraduate.ucsc.edu/acd_integrity/student.html

Disability

- If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization from the Disability Resource Center (DRC) to me during my office hours in a timely manner, preferably within the first two weeks of the quarter or at least two weeks prior to an exam. Contact DRC at 831-459-2089 or by email at drc@ucsc.edu. Please also let me know how I can best support your learning during class.

Resources

- Other writing support and general tutoring: http://www2.ucsc.edu/lss/tutorial_services.shtml
- Forwarding your UCSC e-mail: <https://www2.ucsc.edu/its/cgi-bin/chpobox>
- How to get tested for a learning disability: http://drc.ucsc.edu/current_students/doc_guidelines_ld2.shtml
- Counseling and psychological services: <http://www2.ucsc.edu/counsel/>

Class Schedule

March 31: Visions of California

- Perkins, Tracy and Julie Sze. 2011. "Images from the Central Valley." *Boom: A Journal of California* 1(1):70-80. Retrieved on March 30, 2015 from <http://www.boomcalifornia.com/2011/03/images-from-the-central-valley/>
- Miller, Kristin. 2013. "Postcards from the Future: Utopian North, Dystopian South." *Boom: A Journal of California* 3(4): 12-26. Retrieved on March 30, 2015 from <http://www.boomcalifornia.com/2014/02/postcards-from-the-future/>

April 2: California and the Sociological Imagination

- Walker, Richard A. and Suresh K. Lodha. *The Atlas of California: Mapping the Challenges of a New Era*. Berkeley: University of California Press.
 - Introduction
- Mills, C. Wright. 2000. *The Sociological Imagination*. New York, NY: Oxford University Press, Inc.
 - The Promise, pg. 1-11

April 7: Dispossession

- Solnit, Rebecca. 2010. *Infinite City: A San Francisco Atlas*. Berkeley: University of California Press.
 - Map 1: The Names Before the Names
 - "A Map the Size of the Land," by Lisa Conrad
- Solnit, Rebecca. 1994. *Savage Dreams: A Journey into the Landscape Wars of the American West*. Berkeley: University of California Press.
 - 218-228
 - 268-293

April 9: Racialization in Early California

- Almaguer, Tomas. 1994. *Racial Fault Lines: The Historical Origins of White Supremacy in California*. Berkeley: University of California Press.
 - Introduction
 - Ch. 1: "We Desire Only a White Population in California": The Transformation of Mexican California in Historical-Sociological Perspective.

April 14: Water Development, part 1

- Hundley, N. 2001. *The Great Thirst: Californians and Water -A History*. Berkeley, University of California Press.
 - Ch. 4: Urban Imperialism: A Tale of Two Cities

April 16: Water Development, part 2

- Hundley, N. 2001. *The Great Thirst: Californians and Water -A History*. Berkeley, University of California Press.
 - Ch. 5: Hydraulic Society Triumphant: The Great Projects

April 21: Agricultural Intensification

Speaker: Ildi Carlisle-Cummins, Cal Ag Roots

- Fairfax, S. K, L N. Dyble, G. T. Guthey, L Gwin, M. Moore and J. Sokolove. *California Cuisine and Just Food*. Cambridge, MA: The MIT Press.
 - Ch. 3: California Agriculture and Conventional Food
- Perkins, Tracy. 2015. *In Her Own Words: Remembering Teresa De Anda, Pesticides Activist*. Retrieved on March 27 at www.rememberingteresa.org.

April 23: Farm Labor

Screen: Cesar's Last Fast

- Stoll, S. 1998. *The Fruits of Natural Advantage: Making the Industrial Countryside in California*. Berkeley, University of California Press.
 - Ch. 5: White Men and Cheap Labor
- Ganz, Marshall. 2009. *Why David Sometimes Wins: Leadership, Organizing, and Strategy in the California Farm Worker Movement*. New York: Oxford University Press.
 - Ch. 5: The Great Delano Grape Strike

April 28: The Great Migration and WWII

- Wilkerson, Isabel. 2010 *The Warmth of Other Suns: The Epic Story of America's Great Migration*. New York: Vintage Books.
 - Selections.
- Solnit, Rebecca. 2010. *Infinite City: A San Francisco Atlas*. Berkeley: University of California Press.
 - Map 8: Shipyards and Sounds
 - "High Tide, Low Ebb," by Joshua Jelly-Schapiro

April 30: The New Left and Ethnic Nationalism

- Eymann, M. & C. Wollenberg (Eds.) 2004. *What's Going On? California and the Vietnam Era*. Berkeley, University of California Press
 - Ch. 1: "California and the Vietnam War: Microcosm and Magnification," by Charles Wollenberg
 - Ch. 6: "Long, Hot California Summers: The Rise of Black Protest and Black Power," by Clayborne Carson
 - Ch. 7: "Chicano and Chicana Experiences," by George Mariscal

May 5: Backlash and the Move to the Right

Screen: “From First to Worst” (Morrow Report/PBS, 2003)

- Eymann, M. & C. Wollenberg (Eds.) 2004. *What’s Going On? California and the Vietnam Era*. Berkeley, University of California Press
 - Ch. 3: “Ronald Reagan and the Triumph of Conservatism,” by Jules Tygiel
- Schrag, Peter. 2006. *California: America’s High-Stakes Experiment*. Berkeley: University of California Press.
 - Ch 2: Dysfunction, Disinvestment, Disenchantment, pgs. 89-122

May 7: Incarceration

- Gilmore, R W. 2007. *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*. Berkeley, University of California Press.
 - Ch. 1: Introduction
 - Ch. 3: The Prison Fix

May 12: High Tech and the Politics of Individualism, part 1

Speaker: Kristin Miller

- Eymann, M. & C. Wollenberg (Eds.) 2004. *What’s Going On? California and the Vietnam Era*. Berkeley, University of California Press.
 - Ch. 2: “Next Stop – Silicon Valley: The Cold War, Vietnam, and the Making of the California Economy,” by Marc Jason Gilbert.
- Turner, Fred. 2006. *From Counterculture to Cyberculture: Steward Brand, the Whole Earth Network, and the Rise of Digital Utopianism*. Chicago, IL: The University of Chicago Press.
 - Introduction

May 14: High Tech and the Politics of Individualism, part 2

- Packer, G. 2013. Change the World: Silicon Valley transfers its slogans—and its money—to the realm of politics. *The New Yorker*. May 27.
- Burleigh, Nina. 2015. What Silicon Valley Thinks of Women. *Newsweek*. January 28. Retrieved on March 30, 2015 from <http://www.newsweek.com/2015/02/06/what-silicon-valley-thinks-women-302821.html>.

May 19: The New Majority

- Schrag, Peter. 2006. *California: America’s High-Stakes Experiment*. Berkeley, University of California Press.
 - Ch. 1: The New California

- Bonilla-Silva, Eduardo. 2014. *Racism without Racists: Color blind racism and the persistence of racial inequality in America*. Oxford, UK: Rowman and Littlefield Publishers.
 - Ch. 9: “*E Pluribus Unum*, or the Same Old Perfume in a New Bottle?”

May 21: Immigrant Rights

- Bloemraad, Voss, Lee (Eds.) 2011. *Rallying For Immigrant Rights: The Fight for Inclusion in 21st Century America*. Berkeley, University of California Press.
 - “The Protests of 2006: What They Were, How Do We Understand Them, Where do We Go?”
- Hinch, Jim. 2014. “Illegally Brilliant: A California Dreamer at Berkeley.” *Boom: A Journal of California* 4(1):62-69. Accessed on March 30, 2015 at <http://www.boomcalifornia.com/2014/04/illegally-brilliant/>

May 26: Embattled Politics

- Schrag, P. 2011. “Drowning Democracy: Our century of voter initiatives.” *Boom: a Journal of California* 1(3):13-29.
- Mathews, J and M. Paul. 2011. “How to Fix a Broken State.” *Boom: a Journal of California* 1(1):25-35.

May 28: The Future of the California Dream

Speakers: Asad Haider and Robert Cavooris, UC Student-Workers Union, United Auto Workers Local 2865

- Douglas, J. 2011. “Can We Save the College Dream? The death and life of California’s public universities.” *Boom: A Journal of California* 1(2):25-42.
 - <http://comunicacao.ffe.usp.br/sites/comunicacao.ffe.usp.br/files/Texto2.pdf>
- Annie McClanahan, “Coming Due: Accounting for Debt, Counting on Crisis,” in special issue “The Struggle for Public Education in California,” C. Newfield and C. Lye, eds., *The South Atlantic Quarterly* 110(2):539-545

June 2: Student Presentations

June 4: Student Presentations

June 10, 7:30-10:30 pm Student Presentations