



**HISC 103:**

# **The Problem of California**

**Instructor:** Adrian Drummond-Cole

**Email:** [adrummondcole@ucsc.edu](mailto:adrummondcole@ucsc.edu)

**Course Meeting:** Tuesdays and Thursdays from 9am-12:30pm

**Office Hours:** Tuesdays from 1:30-2:30pm, or by appointment

## **Course Description:**

From Muir Woods to Hollywood and Silicon Valley to the Central Valley, California has helped shape politics and cultural production, both in the United States and across the globe. The rich diversity of the Golden State makes it an especially exciting site for studying the relations between divergent social, economic, cultural, political, and ecological forces.

In this course, students will investigate the histories, cultures, and geographies of California through five broad thematics: contagions, extractions, mobilities, enclosures, and liberations. Students will explore relations between power and place through ethnographic, archival, critical, and aesthetic lenses. Students will further examine the role of subjectivity within relations of inequality as well as struggles for political change.

This course fulfills one upper division course requirement for the minor in the History of Consciousness. This course also fulfills the ER (Ethnicity and Race) requirement in General Education.

## **Evaluation (totalling 100 points):**

- 10 Office Hours Attendance
- 30 Participation
  - 15 In-Class
  - 15 Online
- 30 Assignments
  - 15 News Article Analysis and Discussion Facilitation (Group)
  - 15 Archival Exploration (Individual)
- 30 Reading Responses or Final Paper

**Learning Outcomes:**

1. Gain a clear understanding of key thematics by reading and discussing weekly materials.
2. Develop greater interpretative reading practices by composing weekly questions or comments on course readings.
3. Acquire familiarity with news analysis and archival research methods through two hands-on assignments.
4. Complete a research paper or reading responses that include critical writing which demonstrates integrative, independent, and critical thinking.

**Learning Goals:**

1. Engage in class discussions and communicate ideas, demonstrating course preparation.
2. Frame key events, movements, and ideas on a range of subject areas in historical and contemporary contexts.
3. Respond to ideas to demonstrate an introductory understanding of critical historical and cultural understanding.
4. Research using a variety of sources ethically and according to academic citation protocols, and demonstrating familiarity with different research methodologies.
5. Write using an inquiring approach to course content through the use of critical thinking and evidence based reasoning (claim/evidence/analysis) in writing that is clearly communicated.

**Assignments:**

In this course, we will explore power and place in California both geographically and historically through a series of individual and group assignments. Assignments are organized in the table below with brief descriptions and their associated due dates. Assignment requirements are then explained in greater detail below.

<b>Assignment</b>	<b>Description</b>	<b>Due Date and Time</b>	<b>Points</b>
In-Class Participation	Read course texts, attend class, and contribute to discussions.	Weekly	15
Online Discussion Question/Remark	Post a discussion question or remark to Assignments on Canvas related to Tuesday's reading.	Weekly (4 total) by Monday night at midnight beginning June 29	15

News Article Post and Discussion Facilitation	Groups of two sign up to post one news article to Discussions on Canvas with brief analysis and help facilitate an in-class discussion.	Link and brief analysis posted by Tuesday at midnight of the week selected. Groups help lead discussion that Thursday	15
Attend Office Hours	Meet with Adrian to discuss the Archival Exploration or Final Paper.	Once before July 11	10
Archival Exploration	Identify and analyze a historical object or document from a digital archive. Submitted to Assignments on Canvas.	July 17 at midnight	15
<b>*Students choose between either three Reading Responses or one Final Paper*</b>			
Reading Responses	Write 2-3 page reading responses that engage with that week's course materials. Submitted by email.	Each week (3 total) by Sunday at midnight addressing the previous week's readings	30
Final Paper	Write 6-8 page research paper on a topic that explores one of the course thematics and draws on one current news article, one archival text or object, one course reading, and one text from outside the course readings. Submitted by email.	July 26 at midnight	30

**Office Hours Attendance:** Students will attend virtual office hours once before the end of Week 3 to discuss ideas for the Archival Exploration assignment and/or Final Paper.

**In-Class Participation:** Students attend class having read as much of the assigned readings as possible and contribute to in-class discussions. Each week, students work towards offering one question, suggestion, comment, or point of confusion per class in order to expect full credit.

**Online Participation:** Students post one discussion question or remark per week to Canvas. Posts engage a specific passage or section from the reading assigned for that week. Posts for the week are to be posted on Monday by midnight. Assignment is re-

peated once each week (4 total posts) beginning the second week of class.

**News Article Analysis and Discussion Facilitation:** In groups of two, students sign up to select a news reading and help facilitate an in-class discussion. Groups choose a recent article about a place in California from a newspaper or news magazine that deals in some depth with the week's theme. Students post a link to the news article and a brief analysis by Tuesday at midnight of the week selected. Groups then help lead an in-class discussion of the reading on the Thursday of that week.

After identifying an article, students write a brief analysis (1–2 pages) in which they summarize the article and describe why they have chosen it as well as how it relates to one of the course thematics. Groups interpret the problem(s) or issue(s) that the article raises and how it goes about framing these problem(s) or issue(s). Finally, groups evaluate the success of the article in its framing and addressing of its problem(s). This analysis is posted with the link to the news article.

Possible news sources may include: [Los Angeles Times](#), [San Francisco Chronicle](#), [The Sacramento Bee](#), [The Fresno Bee](#), [Monterey County Weekly](#), [Point Reyes Light](#), [Alta California](#), [The California Sunday Magazine](#), or groups may select among hundreds of other [California Newspapers](#) available online through our library.

**Extra Credit News Posts:** Individual students may post to Canvas a link to a newspaper article about California related to one of our course thematics accompanied by one paragraph explaining why the student has selected the news article, how it relates to one or more of our class themes or class readings, and a brief interpretation. Each post is worth 1 point of extra credit. Students may repeat this assignment for up to 4 points of extra credit.

**Archival Exploration (2-3 pages due Friday, July 17 at midnight):** Students identify and analyze an object or document that pertains to both California and one of the course thematics. The written analysis will consist of a detailed description of the object or document as well as an interpretation of its relevance and importance to one of the course themes. Archives appropriate for identifying an object or document include:

- [UCSC Library Digital Collections](#)
- [UCSC Library Regional History Project](#)
- [Calisphere](#)
- [Online Archive of California](#)
- [Oakland Museum of California Collections](#)
- [County and Regional Histories & Atlases: California](#)
- [HathiTrust Digital Library](#)
- [Internet Archive](#)

**Reading Responses:** Students are required to submit three weekly reading responses of 2-3 pages that engage with that week's course material. Reading responses are submitted by email by Sunday at midnight each week (after the relevant class meetings). Reading responses must attempt to draw closely from some course material from that week in order to pursue some argument, specific line of inquiry, concern, question, defense, or critique.

**OR**

**Final Paper (due Sunday, July 26 at midnight):** Students are required to submit one 6-8 page research paper, choosing a topic that explores one of the course thematics in consultation with the instructor. Successful final papers demonstrate a critical understanding of and approach to course thematics and must draw on one current news article, one archival text or object, one course reading, and cite one text from outside the course readings. Final papers are submitted by email.

**Important Summer Session Remote 2020 Deadlines:**

Session 1:

Drop: Monday, June 29

Request for "W": Friday, July 10

Session 2:

Drop: Monday, August 3

Request for "W": Friday, August 14

8-Week:

Drop: Monday, July 6

Request for "W": Friday, July 24

10-Week:

Drop: Monday, July 6

Request for "W": Friday, July 24

Summer is unique. **You will not be dropped for non-attendance or non-payment.**

You must drop yourself. Dropping before the deadline results in a full-tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).

For all dates and deadlines, including 'change of grade option' (P/NP) and grades due, here is the summer academic calendar: <https://summer.ucsc.edu/studentlife/index.html>

For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email [summer@ucsc.edu](mailto:summer@ucsc.edu).

### **DRC Remote Accommodations:**

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. Operations continue via remote appointments. If you have questions or concerns about exam accommodations or any other disability-related matter, email the DRC Schedulers at [drc@ucsc.edu](mailto:drc@ucsc.edu) for an appointment.

### **Small Group Tutoring:**

Small Group Tutoring (SGT) supports students academically to advance educational equity by designing inclusive learning environments outside of the classroom. In SGT, you can expect the Tutor to facilitate cooperative group activities designed to have students work together on the course content and develop study skills for the course. SGT is offered at least three times each week for the entire quarter. The Tutor is an undergraduate student who took the class, did well, and is trained to facilitate group sessions to focus on students' needs to succeed in the course. SGT is open to all students enrolled in the class and they must sign up on our online system: TutorTrac. When students sign up for SGT, they are committing to attend every week. For Summer 2020, students can begin signing up for tutoring on **Monday, June 22rd** and tutoring will begin **Wednesday, June 24th**. Students only have to sign up once for tutoring and their appointments will repeat weekly. Sign-ups will close on **Friday, August 14th** for all Summer Session Sign-Ups. This means that after **August 14th**, no new students can sign up for tutoring.

Want SGT to be successful for you? Bring your books, lecture notes, questions, and be open to working collaboratively with your peers. You can sign up using this link: <https://ucsc.go-redrock.com/tracweb40/NoAccess.4sp?errText=insufficient%20credentials%20to%20view%20content>

You can also find the link on our website: <https://lss.ucsc.edu/index.html>

### **Academic Dishonesty:**

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are

expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Integrity page](#) at the Division of Undergraduate Education.

### **Title IX:**

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. [Information about the Title IX Office](#), the [online reporting link](#), applicable campus resources, reporting responsibilities, the [UC Policy on Sexual Violence and Sexual Harassment](#), and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at [titleix.ucsc.edu](http://titleix.ucsc.edu).

The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using our [online reporting link](#).

For more information please visit the [Title IX Operations under Covid-19](#) page.

### **Required Texts:**

- Digital copies of all course readings and films are available on [Canvas](#) and/or online through the [UCSC Library's Course Reserves](#).

## Course Schedule

### Week 1. Contagions

**Tuesday, June 23:** Introductions. What is it to problematize? Where is Calafia? When is California?

**Recommended Reading:**

Tomás Almaguer. "Introduction" and "'We Desire Only a White Population in California': The Transformation of Mexican California in Historical-Sociological Perspective." In *Racial Fault Lines: The Historical Origins of White Supremacy in California*. Pp. 1-41. (41 pages)

**Thursday, June 25:** Bodies, environments, permeabilities, contagions.

**Read:**

Linda Nash. "Body and Environment in an Era of Colonization." In *Inescapable Ecologies: A History of Environment, Disease, and Knowledge*. Pp. 16-48. (33 pages)

**Review:**

Richard Walker and Suresh Lodha. "Introduction" "Land & Nature," "Colonialism & Native Californians," "Air Pollution," "Water Pollution," and "Healthcare: Quality and Outcomes." In *The Atlas of California: Mapping the Challenges of a New Era*. Pp. 9-14, 17-19, 22-23, 84-87, 90-91. (17 pages)

### Week 2. Extractions

**Tuesday, June 30:** Human and nonhuman ecologies and mineral plunder

**Read:**

Gray Brechin. "The Pyramid of Mining" In *Imperial San Francisco: Urban Power, Earthly Ruin*. Pp. 13-70. (58 pages)

**Thursday, July 2:** Hydropolitics

**Review:**

Richard Walker and Suresh Lodha. "Workforce," "Agribusiness," "Water Supply," "Water Use," and "Hunger & Homelessness." In *The Atlas of California*:

*Mapping the Challenges of a New Era*. Pp. 46-47, 50-51, 68-69, 104-105. (8 pages)

**Recommended Reading:**

Mark Arax. "[A Kingdom from Dust](#)." *The California Sunday Magazine*. (31 Jan., 2018) (~33 pages)

**Week 3. Mobilities**

**Tuesday, July 7:** Suburban Los Angeles

**Read:**

Eric Avila. "The Nation's "White Spot": Racializing Postwar Los Angeles." In *Popular Culture in the Age of White Flight: Fear and Fantasy in Suburban Los Angeles*. Pp. 20-64. (45 pages)

**View:**

[Made in L.A.](#) (2007) Dir. Almudena Carracedo.

OR

[Los Angeles Plays Itself](#) (2003) Dir. Thom Andersen.

**Thursday, July 9:** Suburbs reconsidered

**Review:**

Richard Walker and Suresh Lodha. "Economy & Industry" and "Urban Areas." In *The Atlas of California: Mapping the Challenges of a New Era*. Pp. 42-65. (24 pages)

**Recommended Readings:**

Karen Tongson. "Empire of My Familiar." In *Relocations: Queer Suburban Imaginaries*. Pp. 112-158. (47 pages)

**Week 4. Enclosures**

**Tuesday, July 14:** Imprisonment in the Golden State

**Read:**

Ruth Wilson Gilmore. "The Prison Fix," and "Crimes, Croplands, and Capitalism." In *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*. Pp. 88-180. (93 pages)

**Thursday, July 16:** Enclosure or open space

**Review:**

Richard Walker and Suresh Lodha. "Politics, Governance, & Power" and "Inequality & Social Divides." In *The Atlas of California: Mapping the Challenges of a New Era*. Pp. 30-41, 100-111. (24 pages)

**Recommended Reading:**

Mine Okubo. *Citizen 13660*. (207 pages)

**\*Archival Exploration Due by Friday, July 17 at midnight\***

**Week 5. Liberations**

**Tuesday, July 21:** Black Power and the Black Panther Party in Oakland

**Read:**

Joshua Bloom and Waldo E. Martin Jr. "The Correct Handling of a Revolution" In *Black Against Empire: The History and Politics of the Black Panther Party*. Pp. 65-98. (34 pages)

**View:**

[\*The Black Panthers: Vanguard of the Revolution\*](#) (2015) Dir. Stanley Nelson

**Recommended Reading:**

Robert O. Self. "Black Power." In *American Babylon: Race and the Struggle for Postwar Oakland*. Pp. 217-255. (39 pages)

**Thursday, July 23:** The future of problems and the problem of futures

**Recommended Reading:**

Emily K. Hobson. "24th and Mission: Building Lesbian and Gay Solidarity with Nicaragua." In *Lavender and Red: Liberation and Solidarity in the Gay and Lesbian Left*. Pp 97-119. (23 pages)

**Recommended Viewing:**

[\*Screaming Queens: The Riot at Compton's Cafeteria\*](#) (2005) Dirs. Victor Silverman and Susan Stryker

**\*Final Paper due by Sunday, July 26 at midnight\***