

**Gerald Shenk and David Takacs**  
**Social and Environmental History of California**  
CSU Monterey Bay, 2002

**Welcome:**

ESSP/SBS 385 will introduce you to significant aspects of the histories of many of the racial and ethnic groups in California History and their relationships to the non-human environments around them. We will look at human immigration and ethnic communities in California and the impacts of these immigrants on California's diverse landscapes. We will pay particular attention to the dynamic dialectic between landscape and cultures: how have physical conditions shaped the evolution of California's diverse cultures, and how have the choices people have made shaped the physical landscape around them?

We hope that you will come to understand yourselves as historical beings in relationship to each other and to the Earth. You have been shaped by the peoples and the landscapes of this state, and you, in turn, shape the people and places around you. As you become more adept at historical investigation in this class, we hope that you will come to see history as a tool you can use to understand and shape the world you live in.

**What We Expect of You**

**1. Collaboration**

Gerald and David wish to facilitate a community of teachers and learners. Although we think you might learn something from us, we also think you have a lot to learn from each other. At the heart of the learning experience will be the four hours/week you spend in the class with your fellow students. Due to the collaborative nature of this class, you can't simply stay home and get the notes from someone else: you must be in class. You also have responsibilities as a teacher: your classmates and we will learn from you. Therefore we ask that you come to class each day, on time, prepared, and ready to participate fully. We hope you will arrive with an openness to negotiation and compromise, a willingness to give and receive constructive criticism from your colleagues and the professors.

**2. Attendance**

Effective collaboration in the context of this learning experience requires your warm body at each session. We recognize that occasionally emergencies may force you to miss a session. Please talk with Gerald or David if you're having difficulties.

Class starts at 6 pm promptly, when we will ask you to write a brief response to a question that prepares you for class. Your responses will contribute points to your final grade. We'll do everything we can to make sure you leave by 7:50 pm.

### 3. Responsibilities to Each Other

You will be responsible for mentoring, teaching and learning from your peers in this course. In addition to learning from each other in class, you will be reading and commenting on each other's work. We hope you will take this responsibility as seriously as we do.

We expect that you will come to class prepared to engage fully in whatever activity we undertake. This means you've done the reading, writing, and thinking for that day. At the end of the semester, your classmates and we will evaluate the quality of your participation; they will consider how much they've learned from you in this class. Our goal is that everyone gets full credit for this portion of her or his grade.

### 4. Readings

You'll do some of this, too. The readings for each week are listed in the course calendar. We will discuss them in the class period on the date under which they are listed on the calendar; the writing exercise at the beginning of each class will usually ask you to reflect on the assigned readings for that day. The standard for U.S. social science and humanities courses is generally 100-125 pages per week; however, due to our heavy emphasis on written work and civic engagement, we will not be assigning quite this much. We expect you to invest an average of eight hours work outside of class each week. If you have difficulty completing the required work for this class in that period of time, please see us. We will be assessing in class whether you have read carefully the assigned reading for that day.

We use five sources of printed material for this course: 1) Carolyn Merchant, ed.: Green Versus Gold: Sources in Environmental History (Washington D.C.: Island Press, 1998) This is available at the campus store. 2) Patricia Nelson Limerick: Something in the Soil: Legacies and Reckonings in the New West (New York: W.W. Norton, 2000); 3) Frank Bardacke, Good Liberals and Great Blue Herons (Santa Cruz: Center for Political Ecology, 1993). This will cost \$10 and we will sell it to you in class. 4) John Steinbeck, The Harvest Gypsies: On the Road to the Grapes of Wrath (Berkeley: Heyday Books, 1988). This will be available at the campus store. 5) A selection of electronic course reserve or photocopied readings. If you do not wish to buy the Merchant, Limerick, Bardacke, or Steinbeck texts, the Library will have a copy of both of them on two-hour reserve.

## 5. Writing

Writing will come in several formal and informal shapes and flavors. Be prepared to write a lot in this course. Virtually all the writing you do builds towards the major project for this class, which is the Historically Informed Political Project (HIPP). We often work in class on writing you do, so *all writing assignments will always be due at 6pm in class*. Gerald and David also work on a tight schedule as we strive to give you feedback as rapidly as possible. Please see our guide to the Historically Informed Political Project for further details. Your written work should always be typed, pagenumbered, proofread, spellchecked, and stapled before you come to class.

Mark Gleason will be working in ASAP as a tutor for this course. He will have regularly scheduled hours dedicated to helping you do the writing assignments in this class on Tuesday evenings. He will be contacting you with further, more specific information.

If you do not have one already, you should have a writing handbook -- something that tells you about bibliographies and footnotes and parallelism and subordination and active voice and semicolons and all that. This is not just for this course: you'll use this the rest of your education and for the rest of your lives.

If you would like some clues for what your professors look for in good writing -- and additional clues as to why so many of your (other) professors write so poorly -- please read Patricia Nelson Limerick's 'Dancing With Professors: The Trouble with Academic Prose,' pp333-341 of Something in the Soil.

## 6. Oral Communication

We expect you to contribute in a thoughtful and reflective way to small group and class discussions. In addition to this daily responsibility, you will give a more formal presentation on your political project in May.

## 7. Portfolio

At the conclusion of this course, you will hand in a portfolio of all the written work you have completed. We will provide you with further guidelines for portfolio standards and format later in the course. You should save all of your written work (including rough drafts) throughout the course.

## What You Can Expect of David and Gerald

### 1. Collaboration

The foundation of CSUMB's educational philosophy is that we "all learn from and teach one another in an atmosphere of mutual respect." This means that your professors approach this learning experience in the spirit of collaboration, with an openness to negotiation and compromise and a willingness (even eagerness) to hear constructive criticism from you.

## **2. Attendance**

Effective collaboration requires the physical presence of Gerald and David at each seminar session. While occasionally emergencies may force us to miss a session, whenever possible we will inform you in advance should we need to be absent. We will make every effort to ensure that any absences by your professors do not result in a greater burden on you. Tardiness by anyone is an insult to those who arrived on time. Gerald and David are committed to respecting your promptness by being in class at the scheduled hour.

## **3. Office Hours and Appointments**

Your professors' office hours are indicated on the first syllabus page. This is a commitment to be available to you, and the other students enrolled in our classes on a first-come first-served basis during that time unless you are given advance notice that we will be unable to hold announced office hours. In the latter case, alternative times will be made available to you. You may also make appointments with Gerald and David at times other than the announced office hours. We are committed to honoring such appointments when we have agreed to them.

## **4. Readings**

We have chosen readings that we think are interesting and important. You may expect us to have done all of the assigned reading for this course and to hold ourselves to the same deadlines that apply to you.

## **5. Reading, Commenting on and Returning Written Material**

Gerald and David will read and comment on writing that you have turned in to them with the same care and thoroughness that they expect you to put into your writing. Normally, you may expect your formal essays to be returned to you within one week from the dates on which you submit them. (The first full draft of your HIPP, due 22 April, may be the exception.) Should unforeseen circumstances make this impossible, we will inform you before the end of the one-week period and negotiate with you a reasonable alternative date for the return of your work.

## **6. Interpersonal Relations**

You may expect your professors to treat you with fairness in grading and with respect both in group settings and in private conferences. Gerald and David will refrain from acts or words that would intentionally humiliate or embarrass you in front of your peers. Should they embarrass or humiliate you unintentionally, they hope that you will immediately inform them of the effects of their words or actions on you so that they may become more sensitive in the future. Your professors will be your allies in class in the event one or more of your peers should attack you unfairly or embarrass or humiliate you. You may expect Gerald and David to respect differences of gender, sexual orientation, race, ethnicity, religion, learning styles, abilities and political views without privileging some over others.

## 7. Evaluation

ESSP does not permit the pass/fail grading option; and so even though this is a joint ESSP/SBS class, we will only give out letter grades. Note that 25% of the points are yours if you simply attend class on time and prepared and if you participate thoughtfully in class.

Class Preparation/Daily Class Assessments: 15%

Class Participation :10%

Historically Informed Political Project Preliminary Work (See HIPP guide for further explanation): 45%

HIPP Final Essay: 25%

HIPP presentation: 5%

How total points translate into grades:

95-100: A

90.5-94.5: A-

87.5-90: B+

83.5-87: B

80.5-83: B-

77.5-80: C+

73.5-77: C

Please earn more than 73.5 points, as this is the cutoff for a “C” grade. You must receive a grade of “C” or higher if you are to earn credit for having fulfilled your Democratic Participation ULR, or your US Histories ULR (or the equivalent California GE requirements) or to receive credit for this as an MLO 4 course or a concentration course in ESSP.

You must hand in and receive passing grades for both the major projects of the course in order to get a “C” or higher and therefore receive credit for the appropriate ULRs/GE course.

We only give incompletes in cases of emergency. Expect to finish this course before leaving for summer break. By allowing incompletes, we feel we enable students to do less than their best work. We also cannot function if students are constantly giving us work from previous semesters when we are trying to give our full attention to our current students. If you do not complete the course by summer break, we will not give an “incomplete”; rather, you will receive a “no credit” for taking the course, and will not be permitted to make up the work.

We’re serious about all this, but we’re not jerks. If you have any problems during the semester, you should come speak with us. Also note that if you work hard in this course and come to class prepared and enthusiastic, you will do very well.

**A Note on the Scholarship of Teaching:** As professors, we have responsibilities towards advancing “scholarship” in our chosen fields. Recently, we’ve been defining our area of scholarship as the scholarship of teaching and learning. In particular, we’ve been thinking about, and writing about how best to teach so that students become effective, ethical, self aware participants in the civic lives of their communities. At some point in the future, after the course ends, we might ask to cite some part of your work as evidence in our writing. You would then have the opportunity to deny our request; to allow us to cite your work anonymously; or to allow us to cite your work, with due credit given to you. If in any way this interferes with your ability to learn in this class, please come talk with us, or talk with Dr. Amy Driscoll, CSUMB’s Director of Teaching, Learning and Assessment, at 582-4517. In addition, if you’d like to talk with us further about this kind of work – including ways to collaborate, possibly as part of your capstones – please talk with us.

**A note for students with disabilities:** Students with disabilities who may need accommodations should see us by February 6 during office hours. Or, please contact: Student\_Disability\_Resources@csumb.edu or <http://www.csumb.edu/student/sdr/>

## Expected Outcomes

### DEMOCRATIC PARTICIPATION ULR

| Outcome  | Met By   |
|--|--|
| <p><b>Outcome 1:</b> Students know general principles and major provisions of the Constitution of the United States and California.</p>  | <p><b>-Laws and the Constitution</b> essay for March 4<br/>           -In-Class discussion and assessment of readings: U.S. Constitution, "The Constitutional Debate over Race and Rights," "People v. Hall."<br/> <b>-Policy Recommendations</b>, for May 6</p> |
| <p><b>Outcome 2:</b> Students comprehend the historical contexts and political philosophies at work at the time of the framing of the U.S. and California constitutions.</p>   | <p><b>-Laws and the Constitution</b> essay for March 4<br/>           -In-Class discussion and assessment of readings: U.S. Constitution, "The Constitutional Debate over Race and Rights," "People v. Hall."<br/> <b>-Policy Recommendations</b>, for May 6</p> |
| <p><b>Outcome 3:</b> Students understand how both the national and California Constitutions have changed and the relations of power, interests, and concerns that those changes reflect.</p>   | <p><b>-Laws and the Constitution</b> essay for March 4<br/>           -In-Class discussion and assessment of readings: U.S. Constitution, "The Constitutional Debate over Race and Rights," "People v. Hall."<br/> <b>-Policy Recommendations</b>, for May 6</p> |
| <p><b>Outcome 4:</b> Students have the ability to compare U.S. and California political institutions and practices with other forms of governance.</p>   | <p><b>-What Is Politics</b> essay for Feb 11<br/> <b>-Political Project</b><br/>           -Readings and in-class discussions on California Indians, Spanish &amp; Mexican California, and immigrants to California</p>  |
| <p><b>Outcome 5:</b> Students understand and are able to use tools of political action in a political project undertaken at the local, state, or national level. Students reflect on the values and assumptions that inform their political participation.</p> | <p><b>-What Is Politics</b> essay for Feb 11<br/> <b>-Political Project</b><br/>           -In-class discussions and reflections on politics, values and assumptions.<br/> <b>-HIPP</b> final report.</p>  |

## U. S. HISTORIES ULR

| Outcome  | Met by  |
|--|---|
| <p><b>Outcome One: Historical Understanding</b></p> <p>Provides a comparative description and analysis of the diverse peoples and histories of the United States over a significant time period (at least one hundred years) which must include the peoples of California.</p>   | <p>-In-class written responses to assigned readings (see course calendar)</p> <p><b>-Observing Connections/Thinking about History</b> essay for Feb 4</p> <p><b>-Social &amp; Environmental Histories/Connecting the Local outwards</b>, essay for March 11.</p>  |
| <p><b>Outcome Two: Critical Thinking</b></p> <p>Uses critical thinking skills needed to read, understand and interpret historical scholarship.</p>   | <p>-In-class written responses to assigned readings (see course calendar)</p> <p><b>-Historical Research Beginnings</b> essay for Feb 25</p> <p><b>-Social &amp; Environmental Histories/Connecting the Local outwards</b>, essay for March 11.</p> <p><b>-Annotated Bibliography</b> for March 25</p> <p><b>-Two Beautiful Pages</b> for April 1 &amp; 8</p> <p><b>-HIPP</b> final report.</p> |
| <p><b>Outcome Three: Historical Research Methods</b></p> <p>Employs basic methodological approaches that will enable students to become their own historians.</p>  | <p><b>-Observing Connections/Thinking about History</b> essay for Feb 4</p> <p><b>-Social &amp; Environmental Histories/Connecting the Local outwards</b>, essay for March 11.</p> <p><b>-Two Beautiful Pages</b> for April 1 &amp; 8</p> <p><b>-HIPP</b> final report.</p>   |
| <p><b>Outcome Four: Historical Writing</b></p> <p>Interprets and integrates Outcome One (historical knowledge), Outcome Two (historical analysis) and Outcome 3 (historical application) in well-written essays and additionally (if appropriate), in another form, such as a multimedia presentation or WEB page.</p> | <p><b>-HIPP</b> final report</p>  |

## COURSE CALENDAR



FLEXIBILITY is one of the keys to success for all members of the CSUMB community. We are not laying out an entire semester's worth of work because we don't know who you are yet, because we don't know what you want and need, and because we want to take advantage of interesting opportunities as they might arise. Here are tentative plans for the first few weeks. Note that you need to complete assignments by the date under which they're listed. (For example, the assignment listed under January 30 is due in class on January 30.)

**Mon Jan 28.** Introduction to class and to each other. See Weds January 30 for assignment due in class on Wednesday.

**Weds Jan 30**

**Reading:** Limerick, "Disorientation and Reorientation: The American Landscape Discovered from the West." pp.186-213 of Something in the Soil. As you read, please think about the following: 1) What is the thesis, or main idea, of Limerick's essay? 2) Why is she writing this essay? What does she want you to understand about the world? 3) Why is history important, according to Limerick?

**Mon Feb 4 HIPP Due: Observing Connections/Thinking About History.** See Historically Informed Political Project (HIPP) guide for this assignment.

**Weds Feb 6 Reading:** Limerick, "Introduction" pp.14-28 **plus** Any essay from Chapters 1 or 3 of Carolyn Merchant's Green Versus Gold. In class, we will ask you to interpret the essay you chose from Merchant in light of any of the themes Limerick discusses in her Introduction.

**Mon Feb 11**

**Reading:** Complete Frank Bardacke's Good Liberals and Great Blue Herons for today. Frank Bardacke will join us in class today. **HIPP Due in class: What is politics?**

**Weds Feb 13**

**Reading:** Merchant, Ch. 13 429-459. In class, we will talk about politics and the political projects conducted by these authors you read.

**Mon Feb 18**

**HIPP Due: Defining a Political Project**

**Weds Feb 20**

**Reading:** Merchant, Ch. 2 & pp 291-293.

**Mon Feb 25.** Origin Myths

**Due: Historical Research Beginnings**

**Reading:** Genesis 1-4

**Weds Feb 27** Native Americans and Spanish Missionaries

**Reading:** 1) Merchant, 67-73, 177-185; 2) Douglas Monroy, "Brutal Appetites" from Thrown Among Strangers: The Making of Mexican Culture in Frontier California: (Berkeley: University of California Press, 1990).

**Mon March 4** The Constitution

**HIPP Due: Laws and the Constitution**

**Reading:** U.S. Constitution and Amendments 1-10, 14.

**Weds March 6** California Constitution and the Mexican-American War

**Reading:** 1) Robert F. Heizer & Alan J. Almquist, "Constitutional Debate on Race and Rights, 1849"; 2) The People v. Hall, Oct. 1, 1854. These excerpts are from their book The Other Californians (Berkeley: University of California Press, 1971).

**Mon March 11**

**Reading:** Limerick: "The Gold Rush and the Shaping of the American West" (pp.214-227)

**HIPP Due: Social and Environmental Histories/Connecting the Local Outwards**

**Weds March 13**

**Reading:** 1) Merchant, chapter 4; 2) Susan Johnson, "Bulls, Bears, and Dancing Boys: *Radical History Review* 60:4 Fall 1994 (5-37); 3) Optional: Limerick, "John Sutter: Prototype for Failure."

**Mon March 18, Mon March 20: Spring Break!**

**Mon March 25:**

**HIPP: Annotated Bibliography**

**Weds March 27 Reading** in Merchant, pp 9-12, 141-143, 194-199, 213-219, 239-245, 267-280, 283-287, & primary documents online and in handout (two broadsides & three news clippings from the *Cleveland Gazette*).

**Mon April 1**

**HIPP Due: Beautiful Page**

**Reading:** Mark Spence, "Dispossessing the Wilderness: Yosemite Indians and the National Park Ideal, 1864-1930." (*Pacific Historical Review* Feb 1996 65 (1))

**Wednesday, April 3**

**Reading:** Merchant pp 143-146, 253-259, 287-291 and one of the following: Gray Brechin, "Preface" and "Water Mains and Bloodlines" from Imperial San Francisco (Berkeley: University of California Press, 1999); or Don Mitchell, "Labor and Landscape: The Wheatland Riot and Progressive State Intervention," from The Lie of the Land (University of Minnesota Press: Minneapolis, 1996).

**Mon April 8:**

**HIPP Due: Another Beautiful Page**

**Wednesday, April 10:**

**Reading:** John Steinbeck, The Harvest Gypsies.

**Monday April 15 Reading:** 1) Glenna Matthews, "The Los Angeles of the North: San Jose's Transition from Fruit Capital to High Tech Metropolis," (*Journal of Urban History* 25(4): 459-476, 1999) 2) Kitty Calavita, excerpts from Inside the State: The Bracero Program, Immigration, and the I.R.S. (New York: Routledge, 1992).

**Wednesday April 17 Reading:** 1) William Issel, "'Land Values, Human Values, and the Preservation of the City's Treasured Appearance': Environmentalism, Politics, and the San Francisco Freeway Revolt" (*Pacific Historical Review* 611-645, 1999); 2) Mike Davis, "The Case for Letting Malibu Burn" from his book Ecology of Fear: Los Angeles and the Imagination of Disaster (New York: Metropolitan Books, 1998).

**Mon April 22 HIPP Due: Complete First Draft of HIPP**

**Wednesday, April 24**

**Reading:** Either Susan Stryker & Jim Van Buskirk, excerpts from Gay by the Bay: A History of Queer Culture in the San Francisco Bay Area (San Francisco: Chronicle Books, 1996) or Staff of the Los Angeles Times, "Understanding the Riots: Los Angeles Before and After the Rodney King Case" (Los Angeles: Los Angeles Times, 1992).

**Monday April 29**

**HIPP Due: Political Project Progress Reports**

Political project reports

**Wednesday, May 1:**

Political project reports

**Monday May 6**

**HIPP Due: Policy Recommendations**

Political project reports

**Wednesday May 8:**

Political Project Reports

**Monday May 13:**

Nothing due. We go to Watsonville to visit Frank Bardacke.

**Wednesday May 15**

Nothing due. Final Reflections in class.

**Monday 20 May**

**No class.**

**HIPP Due: Final HIPP**

**Reader Contents:**

Douglas Monroy, "Brutal Appetites" from Thrown Among Strangers: The Making of Mexican Culture in Frontier California: (Berkeley: University of California Press, 1990)

Robert F. Heizer & Alan J. Almquist, "Constitutional Debate on Race and Rights, 1849";  
2) The People v. Hall, Oct. 1, 1854. from The Other Californians (Berkeley: University of California Press, 1971)

Susan Johnson, "Bulls, Bears, and Dancing Boys: *Radical History Review* 60:4 Fall 1994 (5-37)

Mark Spence, "Dispossessing the Wilderness: Yosemite Indians and the National Park Ideal, 1864-1930." (*Pacific Historical Review* Feb 1996 65 (1)

Gray Brechin, "Preface" and "Water Mains and Bloodlines" from Imperial San Francisco (Berkeley: University of California Press, 1999)

Don Mitchell, "Labor and Landscape: The Wheatland Riot and Progressive State Intervention," from The Lie of the Land (University of Minnesota Press: Minneapolis, 1996)

Glenna Matthews, "The Los Angeles of the North: San Jose's Transition from Fruit Capital to High Tech Metropolis," (*Journal of Urban History* 25(4): 459-476, 1999)

Kitty Calavita, excerpts from Inside the State: The Bracero Program, Immigration, and the I.R.S. (New York: Routledge, 1992 )

William Issel, "'Land Values, Human Values, and the Preservation of the City's Treasured Appearance'": Environmentalism, Politics, and the San Francisco Freeway Revolt" (*Pacific Historical Review* 611-645, 1999)

Mike Davis, "The Case for Letting Malibu Burn" from his book Ecology of Fear: Los Angeles and the Imagination of Disaster (New York: Metropolitan Books, 1998)

Susan Stryker & Jim Van Buskirk, excerpts from Gay by the Bay: A History of Queer Culture in the San Francisco Bay Area (San Francisco: Chronicle Books, 1996)

Staff of the Los Angeles Times, "Understanding the Riots: Los Angeles Before and After the Rodney King Case" (Los Angeles: Los Angeles Times, 1992)

**Gerald Shenk and David Takacs**  
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CSU Monterey Bay, 2002  
**HISTORICALLY INFORMED POLITICAL PROJECT (HIPP)**

We have developed this course around five overarching skills that we feel are central to any student's college education and crucial if you are to be effective participants in the civic lives of your communities after college. We hope this course will:

1. help you to become more keenly alert to the world around you;
2. use what you observe to identify systemic relationships in that world;
3. acquire historical information that helps you make sense of those systemic relationships;
4. use what you have learned to take intentional action in the world; and
5. engage in ongoing self reflection as you take action.

In the major project for this course, we ask you to further develop these skills in a context that is meaningful for you.

We call this exercise the **Historically Informed Political Project (HIPP)**. What is a "political project"? Any activity is political if it affects how people in a society govern themselves. In this class, we invite you to embark on a political project that reflects your own personal values and assumptions about the world you live in, and that illustrates a concept of "politics" that you develop.

We ask that your political project engage with a California issue that has both environmental and social dimensions. You will

- define a political project;
- describe the values and assumptions you carry into the project, and reflect on how those values and assumptions change as a result of engaging in the project;
- conduct historical research that helps you understand how your issues of interest came to be;
- conduct the project itself, investing at least ten hours in your community work;
- and make a set of policy recommendations informed by both your historical research and your community experience.

Successfully carrying out a political project also requires that you become aware of ways the public life around you is organized, and that you study how social organization either fosters or impedes progress towards your goals. In the United States, two large and interconnected systems of power provide the contexts within

which we act politically. These are representative democracy and capitalism. Because of the pervasiveness of these systems it is virtually impossible for persons living in the United States today to act in any way that does not at the same time reflect the imperatives of those systems and affect the lives of others through those systems. This insight is the source of the slogan that was popularized by the women's movement in the 1970s: "The personal is political." Nothing that you do is purely personal or private. Within the context of representative democracy and capitalism, virtually everything you do has some kind of impact on others. This means that part of what you must do for your political project is to demonstrate your understanding of this connection between the personal and the public or political with respect to the issue you have chosen.

Public systems of governance include, but are not limited to, those institutions that we normally think of as the government at the city, county, state or national levels. Other systems that people use to order or structure their own and others' activities include labor unions, neighborhood associations, universities, organizations that disseminate information for the purpose of changing the ways people behave (e.g. LandWatch of Monterey County or the National Rifle Association), and any other special interest groups that have clearly identifiable political goals. It would be helpful if you chose a Monterey County issue, because you can help us all understand this place in which we now live, and because the research will probably be easier – but any California issue that interests you is fine. You may also concentrate on a local dimension of a national or international issue. Remember that you will be engaged in a local community as part of your political project, so your issue must be local enough to be able to work for meaningful change here.

As you research the history of your problem, we would like you to keep two things in mind: 1) We would like you to use historical analysis to help you understand how the problem that interests you came into existence. How has the situation that interests you developed? Why are people acting as they do now? Why does the landscape look the way it does now? 2) By coming to understand how and why the problem has developed as it has, you should be uniquely poised to offer policy prescriptions for the future. History is not static: you, in fact, have the ability to help direct the future flow of history. Given what you know about how your problem came to be, how should people behave or act or legislate? How does what you've learned about the history of your problem help you offer creative solutions to the problem?

As we hope you are learning/will learn from this class, all “problems” or “issues” have interrelated social and environmental components. Whatever problem or issue you choose, we expect an analysis of how social and environmental factors have interacted to create or construct this problem, and we expect you to include social and environmental factors in solutions you propose to this problem.

You are welcome to work with classmates on your political project. You may design this project with classmates, conduct the project cooperatively, and share research. But we ask that you choose distinct topics for your historical research, and we require that all your written work is yours alone.

### **How in the world will you accomplish all this?**

We believe – and student feedback confirms – that this will be one of the most difficult projects you undertake during your CSUMB education. We also believe – and, again, student feedback confirms – that if you engage seriously with the project, this will be one of the most rewarding projects you undertake during your CSUMB education.

To help you complete this project in the most rigorous, enjoyable way possible, we have separated it into eleven assignments that we'd like you to complete before the final draft is due. Each assignment is due Monday in class at 6 PM (see schedule below). In a classroom where all simultaneously act as teachers and learners, this means you will sometimes be asked to share your work with others in peer review. As parts of this project ask you to share personal reflections, you may choose to keep anything *deeply* personal out of the material you might share with classmates or instructors.

Gerald and David will return each assignment with feedback the following Monday in class. Note that 45% of your grade is determined by how well you complete the preparatory work. *We will not accept late assignments except in cases of emergency.* If you are having problems, please talk to us. But if you do not turn in the assigned work by Monday at 6 PM, and you do not have an extremely compelling reason for not turning in your work, you will not get credit for it. More importantly, we will not be able to give you feedback on your project as it evolves. We believe that every one of you can do a beautiful job on this project – at least, that's the goal we will work hard to help you achieve – but it will be much harder to complete your project with a minimum of frustration and a maximum of good experience without explicit guidance. In addition to our written feedback, we are always available to help you during our posted office hours.

Please note that a good grade on this project does not depend on complete success in meeting your political goals. Rather, your grade depends on how diligently and thoughtfully you have engaged in your political project, how thoroughly you have examined the history behind your project, and how eloquently and thoughtfully you have written your essay.

Below we provide a set of outcomes for the project. When we assess your work in May, we will be looking for each of these outcomes in your work. This will seem overwhelming at first: **Don't panic!** Remember: You have almost four months to



complete this work, and you will receive lots of guidance from your classmates and from your instructors along the way.

**Assessment for Historically Informed Political Project  
SBSC/ESSP 385/Spring 2002**

A) Outcomes that address the structure, organization, and mechanics of writing:

- 1) Your essay has a clear main point or thesis (or clear main points and theses) that guides you and your reader through your essay. In other words, it should be clear at all times why you're telling the reader what you're telling the reader.
- 2) Your essay has an introduction that thoughtfully prepares the reader for the analysis you are going to provide.
- 3) Your essay has a conclusion that helps the reader reflect on the analysis you have just provided.
- 4) Each paragraph in your essay is coherent; it does one thing and does it well. This usually means that each paragraph has a topic sentence that makes it clear what the paragraph is about.
- 5) Your essay has an overall coherence and focus with effective transitions between paragraphs.
- 6) Your essay exhibits careful attention to spelling, syntax, grammar, and punctuation.
- 7) You have clearly cited all of your material. If you have taken material from outside of class readings, you have provided full citations. Where you have taken material from class readings, you have provided full citations. If you have quoted classmates' ideas, you have given them credit. Where you are introducing voices from your political project, you have quoted them fairly, but maintained their anonymity. If you are using primary sources, you have described what they are and where you've found them.
- 8) All material that you have taken word- for-word from another source is in direct quotes. All language that is not in direct quotes is your own language.

B) Outcomes that address content drawn from class discussions and assigned readings:

- 9) Your essay shows clear evidence that you have listened carefully throughout the semester: you have attempted to understand the points of view of your classmates, of the authors you've read, of people with whom you've interacted during your political

project. If they have helped you change your mind, you have explained how. If you disagree with them, you explain, respectfully, where and how you differ.

10) In your essay, you cite at least three sources we've assigned for this course, using them to illustrate themes you develop in your essay. Each document and essay in Merchant is a separate source.

11) Your essay includes at least one theme from the course that helps you illustrate how this project ties into themes in California history.

12) You explain whether your issue of concern is a "social" issue, an "environmental" issue, or both. This means you have defined what you mean by those terms "social" and "environmental."

13) You explain the "environmental" factors one needs to understand in order to understand the social history of your problem.

14) You explain the "social" factors one needs to understand in order to understand the environmental history of your problem.

15) You take at least one insight from your understanding of the U.S. Constitution that helps explain or interpret your issue. What do you learn about the issue from studying the Constitution? What do you learn about the Constitution from researching your issue and engaging in your project?

### **C) Outcomes that address your own life experience and positionality:**

16) You have explicitly discussed the values, biases, and assumptions you bring into your project. In other words, you've explained what the reader needs to know about *you* in order to understand the project you've completed. To put it another way, you've analyzed how your positionality biases your epistemology.

17) You explain how your values, biases, and assumptions about the world have been challenged, reinforced, deepened or changed as a result of conducting your political project and the research that informs it.

### **D) Outcomes that address content drawn from your independent research for your HIPP projects:**

18) You describe which aspects of this issue are unique to the geographic region in which it occurs. What aspects of this issue are unique to Monterey County? To California? To the United States?

19) You draw from at least 4 secondary sources (historians or other scholars) that have provided information pertinent to this issue. At least one of these sources must be from an historian. You describe how these scholars have analyzed this issue, and what their analyses contribute to your analysis.

20) You draw from at least 2 primary sources (census records, public documents, laws or policy statements, eyewitness accounts, oral histories, scientific analyses, maps, plants). You must include and analyze at least one map as one of your 2 primary sources. You explain what each primary source says about your issue, and explain why each source is appropriate to use.

**E) Outcomes that address knowledge and expertise you gained from conducting your political project:**

21) You define “politics” clearly and explain why your political project fits your definition of “politics.”

22) You define your political goal, and explain why this political goal is important to you.

23) You explain the strategies you have used to work towards this goal that are appropriate to the goal and appropriate to your values. You explain how effective those strategies were, what you might do differently next time, and why.

24) You describe the community organization you have worked with, and explain why you have chosen this group and what you have learned about this group as a result of working with them.

25) You have invested at least ten hours in your political project work.

26) You explain whether or not you made progress towards your political goal. Did you succeed completely? Did you fail completely? Something in between?

27) You provide a description of at least one policy issue that your research and political project help you understand. Who has determined the current policy? Who enforces it?

28) You make a set of recommendations on future directions for this policy that stem from your research and political project. You explain why your ideas are better possible future directions to take, drawing on historical research you’ve conducted and the political project you’ve engaged in. You explain how your biases and values shape the policy prescriptions you make.

**F) Outcome that transcends everything else:**

29) You survive to the end of the semester.

## Schedule of Assignments

As we have noted, all assignments are due in class at 6 PM: you will sometimes share your work with others in class. Gerald and David will return your assignments one week after you submit them. We will not accept late assignments, and you will not get credit for the assignment, except in cases of emergency: please talk with us if you cannot submit an assignment by the time it is due. The date next to each assignment is the date the assignment is due. After each assignment, we have listed how many points (out of 100 total) each assignment counts for in your final grade.

### → (Mon 4 Feb) Observing Connections/Thinking about History (3 points)

In this assignment, we are asking you to observe and to think about how your observations might teach you something about history. We would like you to begin making systemic connections between yourself, the landscape around you, and the people around you. While the explicit connections you make about your site won't necessarily appear in your HIPP, your considerations about "history" might.

a) Before you go out on your field trip, we'd like you to answer the following questions:

What is "history"?

What is "social history"?

What is "environmental history"?

2. We'd like you to take a field trip (think about carpooling!) to one of the following four sites:

- a) Fishermen's Wharf in Monterey. (There are actually a few Fishermen's Wharves in Monterey: we want you to tour two of them – the one where all the tourists go, and the one to its right/east (as you're facing the tourist pier), is a working fishers' wharf.) (There is public transportation from CSUMB to Fishermen's Wharf.)
- b) Any agricultural field between Ft. Ord and Salinas. If you exit the back route off Ft. Ord, make a right on Reservation Rd. and make your first left, you'll find plenty of landscapes for contemplation.

- c) The boardwalk in front of the Inn at Spanish Bay in Pebble Beach. To reach this by public access, go to Asilomar State Beach in Pacific Grove; walk to the south end of the beach, and continue on the boardwalk. You'll see Spanish Bay inland from the water.
- d) Any spot along Cannery Row in Monterey.

Please spend at least 1-2 hours at your site. We want you to be careful scholars, recording what you see at your sites. What relationships do you see among people? What relationships do you see between people and the landscapes around them? What does the built environment tell you about relationships between people, or about relationships between people and the landscapes around them? -----→Continued

Please feel free to talk with those you find at work and at play, and report back on what you learn. Of course, you should feel free to include any pertinent information that we don't address in our questions here.

3. In a 500-750 word essay (2-3 pages), we'd like you to consider these questions:

What evidence do you see that might help you understand the social and environmental history of this place?

In particular, what evidence do you see in the relationships between people that help you understand the social history of the people you are studying?

What evidence do you see in the relationships between people and the landscape that might help you understand the environmental history of this place?

What evidence do you see in the built environment that helps you understand the social and environmental history of this place?

Your essay should have a thesis statement. That is to say, you should organize your thoughts around one main point that you want your reader to understand. What is the most important idea you came up with as a result of your observations? Use that idea to organize your answers to our questions.

Please include at least one idea from Patricia Limerick's book that helps you understand the relationships you've observed.

→ (Monday 11 Feb) What is politics? (3 points)

For today, you should have finished Frank Bardacke's Good Liberals and Great Blue Herons. Frank Bardacke will be visiting us in class to discuss his book and talk about politics.

In a one page thought piece, please answer the following questions: What is "politics"? What counts as "politics" for you? How does your conception of "politics" differ from Bardacke's? Do you ever act politically? If so, what forms do your political activities take?

### →(Monday 18 Feb) Defining a Political Project (3 points)

As described above, the historically informed political project is the core work for this class. Today's assignment is perhaps the most crucial assignment of the semester, so we ask that you invest sufficient care. Your answers to these questions need not be in the form of an essay. We expect it will take you 500-750 words to answer these questions. Remember: This will be the backbone for the rest of your work this semester.

First, we would like you to revisit your definition of "politics" from last week. Now that you've read and met Bardacke and we've discussed "politics," what counts as "politics" for you?

We would like you now to define the political project you're going to work on (remember, you'll be investing a minimum of ten hours of community work) and research during the semester:

- a) What is your issue?
- b) What is the political project?
- c) With what organization will you be working?
- d) Why will you be working with them?
- e) What specific activities and strategies will you employ?
- f) What are your goals for the project?
- g) How will the activities and strategies you've chosen help you to achieve your goals?
- h) It is not an accident that you've chosen this project. Your personal history shapes your interest in this issue and leads you to pursue your interest in a certain way. Please tell a story from your personal history that helps us understand why this issue is important to you and why you have decided to conduct the project in the way you've named. This personal history might be a) an event you participated in; b) something that happened to you; c) a connection to a significant person who has shaped your life; d) some way that your race, economic standing, gender, ethnicity, sexual orientation, religious identity, or some other factor has shaped you; e) any other life experience you've had. **Important:** We will be sharing these stories in class. While we are asking that you make a personal connection to the political project you've chosen, we are not asking you to divulge anything that would be uncomfortable for a classmate to learn about you.

### →(Monday 25 Feb) Historical Research Beginnings (3 points)

Please prepare a 1-2 page proposal for how you will do the historical research that informs your political project. At very least, this will include:

- a) A description of the issue you're investigating. You've already chosen a political project connected to some local issue that is important to you. Remind us of what this issue is and what current-day policy relevance this issue has.
- b) Explain what kinds of historical sources you'll be using to help you understand your issue. What will be pertinent? Where will you look? What kinds of primary documents will you use?
- c) Do a brief literature search in the CSUMB library electronic journal indexes under Resources, A-Z, for scholarly references you might use to help you understand and analyze your research topic. Most of these indexes give you the option to select only refereed journals, and to exclude book reviews. (A refereed journal is one where scholars' work is reviewed and approved by their peers before the work is published.) Find three scholarly sources relevant to your topic and provide a complete bibliographic reference to each at the end of your proposal.
- d) Please review the contents of Merchant, Limerick, and Bardacke; they contain many, many possible ideas that you might want to investigate and resources you might want to use. Please cite one chapter from Bardacke or one article from Merchant or one essay from Limerick as a useful source for your historical investigations.
- e) What is your research question? That is to say, we'd like you to state in 1-2 sentences what is the central question you're trying to answer in your research. This, more likely than not, will eventually lead you to a thesis statement that will form the backbone of your essay.
- f) Please name at least one theme we've explored thus far in class that you can use to help you illustrate/understand your research question.

→ **(Mon 4 March) Laws and the Constitution** (3 points)

No matter what political project you're pursuing, the United States Constitution addresses your issue of concern.

1. First, please read the U.S. Constitution and Amendments 1-10 & 14.
- b) Please find one law (Federal, State, or Local) that pertains to your issue, and read the text of that law. (It may be that the law is so long and complicated that you will not want to read the entire law. Please read enough so that you understand what the law does and how it pertains to your political issue.)
- c) Please find two items from the U.S. Constitution that helps you understand the history of your issue better, and explain the connection between the Constitution and your issue.

This is a difficult assignment. If you are struggling with connections between The Constitution and your project, consider some of these hints: Look carefully at the

powers given to Congress (Article I, Section 8, and the Bill of Rights (Amendments 1-10); What does the Constitution say about property? What does it say, specifically, about individual freedoms? Which freedoms does it mention? What does it say, specifically, about equality of opportunity? What does it say about who makes and enforces laws?

→ **(Mon 11 March) Social and Environmental Histories/Connecting the Local Outwards** (3 points)

First, please read Patricia Limerick, "The Gold Rush and the Shaping of the American West" (pp. 214-227).

Each of your projects is embedded in multiple social and environmental histories, and each has local, state, and national connections. In a thought piece of about two pages, please:

- 1820 Explain whether your issue is primarily a "social" issue, an "environmental" issue, or both.
- 1821 This means you must define clearly what you mean by those terms "social" and "environmental." Please use at least one example from Limerick's essay that will help your reader understand the differences between "environmental" and "social" issues.
- 1822 Explain the "environmental" factors one needs to consider in order to understand the social history of your problem.
- 1823 Explain the "social" factors one needs to consider in order to understand the environmental history of your problem.
- 1824 Explain what aspects of your research and political project are unique to the geographic region in which it occurs. That is to say, what about your project is unique to Monterey County?
- 1825 How does your issue connect to the rest of the state of California? Is anything about your issue unique to the state of California?
- 1826 How is your issue connected to U.S. history beyond California State borders? Again, examples from Limerick's essay will help you explain the connections between local, state, and national histories.

→ **(Mon 25 March) Annotated Bibliography** (5 points)

Please prepare an Annotated Bibliography consisting of at least 4 secondary sources (not including readings we've done for class) -- and 2 primary sources that you will use in your individual research project. By an annotated Bibliography, we mean not merely a list of references, but a list where each reference has a brief



description of what the reference is about, and how it helps you understand your project. A sample annotated bibliography reference for a secondary source might look like this:

→ Takacs, David. "Return From Oblivion: The True Story of Sea Otters on the Central Coast of California." In Gerald Shenk, ed., A Long, Long, Long History of the State of California (Monterey: Really Obscure Publishing Company, 2002). In this article, Takacs traces how various groups of Californians have viewed sea otters as resources during the last 200 years of the state's history. Once seen only as a source of economic revenue for their valuable fur, otters today are seen as a valuable commodity that attracts thousands of visitors to the area each year. This is important for my research project, as I am attempting to understand why Californians have decided that protection of the sea otter is more important than exploiting them for immediate economic gains.

→ **(Mon 1 April) Beautiful Page** (3 points)

For class today, please prepare one beautiful page that could go in your final project.

First, we want you to state clearly your research topic and research question.

Then, we want you to explain how at least *three* of the readings we've done so far for class (readings that everyone has read) help you to think about the history of your problem. We'd like you to choose readings that help you *interpret* or *understand the context* for your historical problem, as opposed to readings that provide factual information about your historical problem. Dedicate one paragraph for each reading. So this assignment should contain four paragraphs: one where you clearly explain your research topic, and one paragraph each that explains how the reading from class helps you think about your research topic.

For example: Let's say your research project seeks to understand the social and environmental history of how Californians have thought about otters in Monterey Bay. We don't want you to simply pull facts from your readings about when otter hunting started and what date the otters returned to this area. Rather, we'd like you to choose readings that help you understand how Californians have thought about (and therefore treated) the non-human inhabitants with which we share this land. Among the readings you could choose for this topic would be *Genesis*, various Indian creation myths from Merchant, Monroy's "Brutal Appetites," Bardacke, various readings from Limerick, and the U.S. Constitution. None of these documents mention otters – but each of them offers a perspective on how California's inhabitants have conceived of themselves as part of, or as apart from, the world around them.

→ **(Mon 8 April) Another Beautiful Page** (3 points)

For class today, please prepare another beautiful page or two that could go in your final project.

As we did last week, we want you to state clearly your research topic and research question.

Then, we want you to explain how at least *three* of the sources you've chosen that are unique to your project help you to think about the history of your problem. At least one of these sources should be a primary document, and at least one should be a secondary document. We'd like you to choose readings that help you *interpret* or *understand the context* for your historical problem, as opposed to readings that provide factual information about your historical problem. Dedicate one paragraph for each source. So this assignment should contain four paragraphs: one where you clearly explain your research topic, and one paragraph each that explains the connection between your research project and the source you're using

→ **(Mon 22 April) First Draft of HIPP Essay Due** (10 points)

Yikes!

We'd like you to submit a polished draft of your final project.

Please refer to the set of outcomes we've listed for the final project. You'll find if you've been diligently turning in your assignments, you've already completed a draft of nearly all the elements of the essay. (Some of those outcomes we haven't asked you to address explicitly yet. You may attempt to address them here, or you may leave them out of this draft without penalty.)

The difficult part here will be tying everything together. It will be crucial that your essay have a thesis statement, some main point that you will use to tie together all your ideas together. We will have worked on crafting these statements in class; be sure you have one.

In your draft, please indicate what you still need to include in your essay, sort of a "coming attractions" for your attentive reader.

Please note that the more complete your draft, the better the quality of feedback we can provide you. Our past experience indicates that students who invest a lot of effort for this draft invariably produce a finer final product.

→ **(Mon 29 April) Political Project Progress Report** (3 points)

By this date, you should be done or nearly done with your political project work. In a 2-3 page thought piece, we'd like to know (and this will be part of the final draft of your essay)

- How did your work go? Please explain exactly what you did to complete your political project work. Did you succeed completely in meeting your goal? Did you fail completely? Something in between? Did your goal change along the way?

- If you worked with an agency or organization, what did you learn about it? Would you continue your work with it? Why or why not?
- What did you learn about “politics” and political participation? Did your definition of “politics” change?
- As a result of this experience, are you more or less likely to participate politically in your communities? Why?
- Refer back to the values and assumptions about the world you wrote about when you began the course. How have those values and assumptions changed as a result of your political participation? Please explain what about the experience led to these changes: be explicit as possible about making connections.
- Please explain how at least two historical themes you’ve explored in your essay help you make sense of your political participation.

**→(Mon 6 May) Policy Recommendations (3 points)**

In a thought piece of about 2 pages (and this should be part of your final essay), please explain:

1. What public policy/policies have you encountered in the course of your political project that you’d like to see changed (or that you think works quite well as is)? Who has determined the current policy? Who enforces it?
2. What possible future directions would you like this policy to take and why?
3. How has the historical research you’ve done led you to suggest these future directions?
4. How has the political work you’ve done led you to suggest these future directions?
5. How do your biases and assumptions about the world shape the policy recommendations you’re making?
6. What have you learned about the Constitution as a result of doing this work? How does the Constitution restrain or facilitate the work you’ve been doing?
7. How do your biases and assumptions about the world shape the policy recommendations you’re making?

**→Mon 20 May Final HIPP Project Due (25 points)**

