

History 240gp<sup>1</sup>  
Syllabus  
History of California  
Spring Semester 2025

Professor **Philip J. Ethington** ([philipje@usc.edu](mailto:philipje@usc.edu))

Ethington Office Hours: Zoom WEDS 10-12 AM and by appointment.

Office Hours zoom link, recurring.

<https://usc.zoom.us/j/93818235387>

**Meetings:**

Lectures M, W, 2:00pm-3:20pm

Discussion Sections Friday 9,10,11,12

**Teaching Assistants:**

**Abby Gibson**

Email: [gibsonam@usc.edu](mailto:gibsonam@usc.edu)

Discussion Sections: Fri 9 and 10

Office Hours:

Zoom link:

**Maria Gutierrez-Vera**

Email: [mariag31@usc.edu](mailto:mariag31@usc.edu)

Discussion Sections: Fri 11 and 12

Office Hours:

Zoom link:

**OVERVIEW:**

This is a course about a big and important place. California, the fifth largest economy on Earth, the most populous and powerful of the 50 United States, is also a distinct geological and ecological province of North America, with a rare and alluring, but also unstable Mediterranean-type climate, which has attracted migrants for thousands of years from across the globe. It is the keystone of United States military-industrial power, and the birthplace and global home for the world's mass media and the information society that has grown up with the Internet.

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<sup>1</sup> From the USC Course Catalog: "Satisfies New General Education in Category B: Humanistic Inquiry  
Satisfies Global Perspective in Category H: Traditions and Historical Foundations  
Satisfies Old General Education in Category VI: Social Issues SEE APPENDIX FOR DETAILS

How on Earth did California come to be so rich and powerful? Who founded this place and why is it so rich and idyllic but also so unequal and violent, with extreme concentrations of poverty and exploitation? Who has ruled and managed the territory for its very long history, and how are its riches distributed among the many diverse peoples who have lived and worked here? What stories must we learn to understand the past and development of such a vast and varied place? And how reliable or mythic are those stories? Who writes the narratives of California History, why do they write them, and how do our own stories intersect with the narratives we encounter, both in the past and in the present of your own experience and of this course?

Our goal in this course is to come to a working understanding of this entire process, of peopling and making California over a long period of time, and of portraying and remembering that process in retrospect. The past is what happened. The narrative *about* that past, which ties everything that happened together into a *story*, is what we call its “history.” We shall seek to understand its natural evolution, the cultures of the people who made it, their relations to one another and to the natural environment, and the actions they took in many different contexts as California was ruled successively by Indigenous, Spanish, Mexican, and United States regimes.

Ethington will narrate California as a human construct built from a natural geographic province: Built over thousands of years by people pursuing their many different goals as individuals and as social cultures. He will present a grand narrative of a region as he has developed it in his forthcoming book, using chapters from that book in some readings for the class, and throughout the lectures. But there are no eternal truths in history. Ethington’s narrative is just one of the latest, and you are encouraged to interrogate it or question it as we go along, and present your own alternatives, so long as they are based in evidence.

### **How this course works:**

This is a Lecture + Discussion format General Education course.

Professor Ethington will present in-real-life lectures twice a week to the entire class, and the Teaching Assistants will run 25-person discussion sections every Friday. The discussion sections will count as 30% of your entire grade. Your grade in sections is entirely the assessment of your TAs. The lectures, by Ethington and several guest lecturers, will be highly visual engagements with the past, using historical photography, film, and audio recordings. The lectures are also interactive: students are encouraged to interrupt Ethington with questions, and conversely, Ethington will ask questions of the students.

Because these lectures are an interactive, face-to-face, and multimedia experience, our expectation is that you will be present in the lecture halls, so that you get the most out of this course. Documented Covid infections requiring isolation or other serious health or disability issues will justify attending via the hybrid zoom connection to the lecture hall, but this is an inferior medium and can only be utilized for documented medical/emergency reasons. *All zoom-based attendance of lectures must be approved by the instructor prior to the lecture. If*

*you just tested positive, email Ethington AND the TAs up to 10 minutes before the lecture starts, and we will set up the zoom for you and admit you.*

## **Focus on Los Angeles and Southern California**

For a variety of reasons, we shall focus much of our energy on Southern California. Because we take a place-based approach to studying the California past, it makes sense to learn about our own region (USC's region) with greater detail. "Southern California" is a perfect example of a "region": it is a distinct geological, biological-ecological, social, economic, and political region within California, and it has been the state's most powerful, wealthy, and populous region since the 1920s--a full century now. Any history of California, therefore, must pay great attention to Southern California: two US presidents (Nixon and Reagan) were "Angelenos," and the world's mass media and aerospace sectors have long been headquartered here.

San Francisco is the other great global, urban metropolis of the state, which is also the central metropolis of another great region: "The Bay Area." The Bay Area is the birthplace of the world's "information society," and was the capital city of the Pacific Coast for most of the 19th century, so we shall not neglect it! (Professor Ethington's first book, *The Public City* [1994], is a history of San Francisco from 1850-1900). He is currently completing an epic history of Southern California., so he will keep the two metropolitan regions in balance.

In short, we shall learn about the history of all regions of California, with a special focus on our own neighborhood.

## **GRADED ASSIGNMENTS**

Your grade in this class will be based on three sources of assessment:

### **1. LECTURE RESPONSES (15% of course grade)**

A short written response to each lecture. You will be given 10 minutes at the end of each lecture to write a few sentences about what you learned from that lecture. Prof. **Ethington will read these and if they are reasonable, good-faith responses you will be given full credit.** 1 point per lecture, 2 points per week, for 15 weeks. The amount for each one is small but the total is a very significant part of your class grade. ANSWER THESE TWO QUESTIONS: 1) What was the most important thing you learned from today's lecture?, and 2) Why is it important?

### **2. Main Written Assignment: WHO MADE CALIFORNIA? project. (55% of course grade)**

For the majority of your grade in this class, you will write two illustrated essays, each one a plan for an exhibit, or movie, or podcast, or some other mass medium, to teach the public "Who

Made California?" How you answer this question is up to you, but several elements are required.

- 1) You must have a thesis, which is an argument that has an implicit antithesis, or counter-argument, which is an answer to this question: "Who were the winners, and who were the losers (if any), WHY, and HOW?"
- 2) You must include an account of the following "actors" in this story:
  - a) Nature: Climate, plants and animals
  - b) Indigenous people: The first Californians
  - c) Rulers and Workers, and Social Divisions: The powerful and those who did the majority of work, considering overall questions of social division, such as race and gender
  - d) Immigrants: Those who came to the region as migrants or settlers.

For the first **WHO MADE CALIFORNIA? project**, the time period covered will be up to 1890; for the second, the period from 1890-2000. -

- a) **WHO MADE CALIFORNIA? #1** (25% of course grade)
- b) **WHO MADE CALIFORNIA? #2** (30% of course grade)

*Detailed guidelines forthcoming.*

### **3. DISCUSSION SECTIONS (30% of course grade).**

Your TAs will provide a separate syllabus detailing their weekly assignments and expectations. Attendance in the Friday sections and performance on their assignments counts heavily toward your final grade.

Grade scale:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

**Academic Integrity and Plagiarism** – presenting someone else's ideas as your own, either verbatim (exact words) or recast in your own words, ***without attribution*** (not citing/referencing/footnoting/acknowledging the source of the words or ideas) – is a

serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

## **Themes and Weeks, Overview**

(Week #)

### **Indigenous California**

1. Evolutionary Time and Climate Change: The California Floristic Province
2. The Peopling of California
3. Fire and Flood: Southern California Indigenous and their Landscape

### **Conquest California**

4. Spanish Invasion and Response
5. Mexican California
6. US Conquest and Gold Rush

### **Industrial-Imperial California**

7. The Octopus in the Garden
  - **Mon, 3/3 First WHO MADE CALIFORNIA? ASSIGNMENT DUE by the beginning of lecture**
8. California, Progressivism, and Revolutionary Mexico
9. The Rise of Hollywood and Mass Media

### **Military-Industrial California**

10. Agribusiness and the Great Depression
11. World War II
12. Cold War (Rise of Nixon and Reagan)

### **Global, Carceral, and Regenerative California**

13. The Sixties and Seventies: Cultural Revolution meets Political Counter-Revolution
14. Reaganism and Rebellion: 1980s and 1990s
15. Regenerative California: Ecological and Political Recoveries
  - **Tues, 5/12: Final WHO MADE CALIFORNIA? Assignment Due 1:00 PM PST**

**Assigned Books On Order with USC Bookstore (And you are free to find them however you wish)**

**NOTE: THESE ARE ONLY THE *WHOLE BOOKS* THAT ARE REQUIRED IN THIS COURSE. *THEY ARE NOT THE ONLY READING ASSIGNMENTS: MANY SHORTER ASSIGNED READINGS, both "secondary scholarship" and "primary documents" ARE TO BE FOUND IN THE SYLLABUS AND ON BLACKBOARD UNDER "ASSIGNMENTS."***

**Damon B. Akins and William J. Bauer Jr., *We Are the Land: A History of Native California*.** (Berkeley: Univ of Calif Press, 2021). ISBN-10: 0520280490; ISBN-13: 978-0520280496

**George J. Sánchez, *Boyle Heights: How a Los Angeles Neighborhood Became the Future of American Democracy*.** (Berkeley: Univ of Calif Press, 2021), ISBN-10: 0520237072; ISBN-13: 978-0520237070

**Anna Deavere Smith, *Twilight: Los Angeles, 1992*** (Anchor, 1994). ISBN-13: 978-0822218418; ISBN-10: 0822218410

### **ProQuest Historical Newspaper Database**

During some weeks of the course, you will conduct your own newspaper searches, in the historical database called ProQuest Historical Newspapers. This powerful platform can find even obscure notices of almost any search term (topic, name, date range, type of article, etc). This is a proprietary subscription database, so you must be credentialed by logging-in to

<https://my.usc.edu>

## Table of Weekly Themes and Assignments

Units and Weeks		Readings/Screenings/Weekly Assignments.
		Note: All readings and screenings are due completed by the beginning of the Weds Lecture, except assignments under "Primary Documents," which are due completed by the beginning of Friday Sections.
<b>Unit 1: Indigenous California</b>		
Week 1	<p>1/13 -- Lecture 1: Introductory, General Considerations about Regions, Geologic Formation, overview</p> <p>1/15 -- Lecture 2: California as a Bioregion</p> <p>1/17 -- Discussion Sections</p>	<p><b>Due 1/15:</b></p> <p><b>Read:</b></p> <p>"USC History Department Acknowledgement of the Tongva and Greater Indigenous Lands occupied by the University of Southern California."</p> <p><a href="https://dornsife.usc.edu/hist/home/department-of-history-land-acknowledgement/">https://dornsife.usc.edu/hist/home/department-of-history-land-acknowledgement/</a></p> <p><b>Read:</b></p> <p>Philip J. Ethington, <i>Ancient Metropolis</i>, Introduction , and Chapter 1, The Rise of the Rain Shadows: 26 to 2.6 Million Years Ago " PDF on Brightspace</p>
Week 2	<p>1/20 -- NO CLASS MLK DAY</p> <p>1/22 -- Lecture: The Region by nature and its First Rulers</p> <p>1/24: Discussion Sections</p>	<p><b>Required, by 1/22:</b></p> <p>Akins and Bauer, <i>We Are The Land</i>, "Introduction: Openings", plus Chap 1 "A People of the Land, A Land for the People." (pp 1-35)</p> <p>Philip J. Ethington, <i>Ancient Metropolis</i>,</p> <p>Chapter 2, "<b><i>The Region By Nature: Evolution of the South Coast Bioregion</i></b>" and</p> <p>Ch 3 "Megafauna Regis: The Mammoth Matriarchs of Southern California, 200,000 to 13,000 Years Ago" PDF on Brightspace</p>

<p>Week 3</p>	<p>1/27 -- Lecture: Acorn Aristocracies: The Chumash and Uto-Aztecs of Southern California</p> <p><b>Special Guest</b>, Masa Vestuto, Tribal Chairperson of the Barbareño-Ventureño Chumash.</p> <p>1/29 -- Lecture: World Networks and Spanish Conquest before 1769</p> <p>1/31 -- Discussion Sections</p>	<p>Required, by 1/29</p> <p>Ethington, <i>Ancient Metropolis</i>,</p> <p>Chapter 5: Classic 'išup-tovaangar, 500 CE to 1325 CE and Chapter 6: Late Classic 'išup-tovaangar in the World Networks of 1300-1769</p> <p>PDF on Brightspace</p> <p>Primary Documents: "The Three Worlds" in Blackburn, ed, December's Child: A Book of Chumash Oral Narratives. Collected by J.P. Harrington. UC Press, 1975. Pp 91-103 (12 Pages total). PDF on Blackboard</p>
<p><b>Conquest California</b></p>		
<p>Week 4</p>	<p>2/3 -- Lecture: Spanish Conquest in New California</p> <p>2/5 -- Lecture:</p> <p>2/7 -- Discussion Sections</p>	<p><b>Required, by 2/5</b></p> <p>Akins and Bauer, <i>We Are The Land</i>,</p> <p>Chap 2 "Beach Encounters: Indigenous People and the Age of Exploration." (pp 36-63)</p> <p>Chap 3 "Our Country before the Fernandino Arrived was a Forest: Native Towns and Spanish Missions in Colonial California, 1769-1810." (pp 64-95 )</p> <p>Watch: <a href="#">"The Great Indian Migration - Los Angeles 1772-1840"</a> by S. Hackel, et al. (2014)</p> <p>Primary Documents: (PDF on Blackboard under "Assignments," from "Chan and Olin".)</p>



		<p><b>NOTE</b> We are only assigning pages 59-69 of the chapter included in this PDF. If you wish to read the other materials you are welcome to.</p> <p>Required:</p> <p>“Father Luis Jayme Criticizes the Behavior of Spanish Soldiers” (1772) (pp 59-60)</p> <p>“Father Junipero Serra Reports the Destruction of the San Diego Mission, 1775” (pp 60-62)</p> <p>“Captain Allesando Malaspina Praises the Beneficial Impact of the Spanish Missions” (1792) (pp 62-63)</p> <p>“Lorenzo Asisara Narrates the Assassination of a Priest by Santa Cruz Indians” (1812) (pp 63-69).</p>
<p>Week 5</p>	<p>2/10 Lecture: Mexican California: Rancheros, Anglos, Russians, Swiss, Mormons, and Others.</p> <p>2/12 Lecture: Yaangna / La Placita / Olvera St/ El Pueblo de Los Angeles/ Spanish and Mexican Periods</p> <p>DISCUSSION SECTIONS 2/14</p>	<p>Required by 2/12</p> <p>Akins and Bauer, <i>We Are The Land</i>, Chap 4 “Working the Land: Entrepreneurial Indians and the Markets of Power, 1811-1849.” (pp 96-125)</p> <p><b>Primary Documents required by 9/22</b> (PDF on Blackboard)</p> <p>“Mexican California: A Study in Contrasts,” Read Introduction and the following documents, all pages from 84 to 95.</p> <p>A Mexican Commission Urges the Secularization of the California Missions” (1833)</p> <p>“Angustias de la Guerra defends the Virtue of the Mission Priests” (1878)</p> <p>“Richard Henry Dana Criticizes the Mexicans in California.” (1834)</p> <p>“Guadalupe Vallejo Reminisces about the Rancho Period.” (ends on 95)</p>

<p><b>Mini Assignment:</b> Visit the Natural History Museum across Exposition Blvd, where they have a major permanent exhibit called “Becoming Los Angeles,” EVALUATE the Exhibit for <b>what is included and what is left out</b>, based on your study of California history to this point. Write a 200-300 word critical evaluation <b>with at least two examples</b> and bring to your Discussion section.</p> <p><b>ADMISSION IS FREE FOR USC STUDENTS, SO BE SURE TO BRING YOUR ID.</b></p>		
Week 6	<p>US CONQUEST AND GOLD RUSH</p> <p>2/17 NO CLASS PRESIDENTS DAY</p> <p>2/19 Lecture: Lecture 1: US Conquest and Gold Rush (1840s-50s)</p> <p>DISCUSSION SECTIONS 2/21</p>	<p>Required by 2/19</p> <p>Chap 5 “The White Man Would Spoil Everything’: Indigenous People and the California Gold Rush, 1846-1873,” pp. 126-167.</p> <p>Required by 9/29 Documents: Screen: <i>Gold Rush Documentary</i>, TBA</p>
<p><b>Industrial-Imperial California</b></p>		
Week 7	<p>2/24 Lecture: Gold Rush to Industrial Capitalism in California,</p> <p>2/26 Lecture: Class Formation and the Great Upheaval in the US and California.</p> <p>2/28 DISCUSSION SECTIONS</p>	<p>Required by 2/26</p> <p>George J. Sánchez, <i>Boyle Heights: How a Los Angeles Neighborhood Became the Future of American Democracy</i>, Chapter 2 “Making Los Angeles,” Pages 17-38.</p> <p>SECOND READING TBA</p> <p>No primary documents assigned for this week.</p>
Week 8	<p>3/3 Lecture : California Progressivism and the Mexican Revolution</p> <p>IN-CLASS DEMONSTRATION OF</p>	<p>Required by 3/5</p> <p>George J. Sánchez, <i>Boyle Heights: How a Los Angeles Neighborhood Became the Future of American Democracy</i>, Chapter 3, “From Global Movements to Urban Apartheid,” 39-66.</p>

	<p>SEARCHING FOR NEWSPAPER ARTICLES ONLINE.</p> <p><b>*** FIRST WHO MADE CALIFORNIA? ASSIGNMENT DUE by the beginning of lecture, 3/3</b></p> <p>3/5 Lecture</p> <p>3/7 DISCUSSION SECTIONS</p>	<p>Documents: <b>**Bring to section next week**</b></p> <p>Newspaper Research, <i>The Los Angeles Times</i>, <b>1906-1914.</b></p> <p><b>Using Proquest Historical Newspapers, search and save five articles that you find</b>, using the search terms drawn from the readings and lectures for this week, including: "IWW" and "Revolutionary," "Speech," "Anarchist," "Japanese," "Alien Land," "Woman Suffrage," "Railroad regulation," "strike," "riot," "Syndicalism" Start here:</p> <p><a href="https://search-proquest-com.libproxy2.usc.edu/hnplatforms?accountid=14749">https://search-proquest-com.libproxy2.usc.edu/hnplatforms?accountid=14749</a></p> <p>.. And then select "Advanced" tab for searching. Enter your keyword, and if it is more than one word, put it in "quotes" so that the system searching for the two words together. Set the "specific time range" to 1910-1916. Once you find articles you want to save, download the "PDF."</p>
<p>Week 9</p>	<p><b>3/10 Lecture :The Rise of Hollywood and Mass Media: Part 1, 1890-1920s</b></p> <p>Scenes Shown in Lecture "The Kiss," Muybridge, 1880s</p> <p>"With a Kodak" Mack Sennett and DW Griffith (Biograph, 1909)</p> <p>Lois Weber, <i>The Hypocrites</i> (1915)</p> <p>(Explicated scenes from): DW Griffith, <i>Birth of a Nation</i> (1915). (the racist epic that launched the film industry)</p> <p><i>Within Our Gates</i> (Oscar Micheaux, 1920). One of the earliest surviving</p>	<p>Readings/Screenings, DUE BY 3/12:</p> <p>READ: "Los Angeles," in Akins and Bauer, pp. 262-269."</p> <p>+ New Article by Laura Isabel Serna... Mexican Extras in Silent Era Hollywood</p> <p>REQUIRED SCREENING: watch three silent films, which I will also give lectures about this week. :</p> <ol style="list-style-type: none"> <li>1) Buster Keaton's <i>The Goat</i> (1921). Great comedic story right on the themes of this week, shot in many Los Angeles locations. YouTube has an excellent colorized restoration of it, but it has a couple commercials, which you can skip. I will try to find an ad-free copy but for now, here is the YouTube Link. 23 Mins. <a href="https://youtu.be/GXjhVZPYRU">https://youtu.be/GXjhVZPYRU</a></li> <li>2) <i>Ramona</i> (D.W. Griffith, 1910) 16 mins. This is one of DW Griffith's earliest Los Angeles-Based Films, based on Helen Hunt Jackson's wildly popular 1884 novel. That novel and this film version of it created new myths about LA history. <a href="https://archive.org/details/Ramona_201408">https://archive.org/details/Ramona_201408</a></li> </ol>

<p>films by an African-American director, <i>Within our Gates</i> is a reply to Griffith's racist epic <i>Birth of a Nation</i>.</p> <p>Optional: Griffith, <i>A Corner in Wheat</i> (1909) 14 mins. <a href="https://archive.org/details/acornerinwheat_201703">https://archive.org/details/acornerinwheat_201703</a></p> <p><b>3/12 Lecture 2: Classic Hollywood in the "Big Eight" Studio Era: 1920s-1940s</b></p> <p>Scenes from:</p> <p>Charlie Chaplin, <i>The Kid</i> (1921)</p> <p>Buster Keaton, <i>The Cameraman</i> (1927)</p> <p>Pre-Code "Talkies" (1929-1934)</p> <p><i>Hell's Angels</i> Dir Howard Hughes (Howard Hughes, 1929)</p> <p><i>Gold Diggers of 1933</i> Dir Meryn LeRoy and Busby Berkeley (Warner Bros, 1933)</p> <p><i>It Happened One Night</i> Dir. Frank Capra (Columbia Pictures, 1934)</p> <p>Production Code Era:</p> <p><i>The Wizard of Oz</i> Dir Victor Fleming (M-G-M, 1939)</p>	<p>3) DeMille, <i>The Cheat</i> (1915) 58 mins. This is the longest, but also an early masterpiece by Cecil B. DeMille, and what became Paramount Pictures, Starring Sessue Hayakawa, who became one of the most successful Hollywood actors, even during the Anti-Japanese movement. This YouTube version is good enough, but I will try to find a better copy online. <a href="https://youtu.be/tLW8U7aP5KA">https://youtu.be/tLW8U7aP5KA</a></p>
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	DISCUSSION SECTIONS 3/14	
<b>SPRING BREAK 3/17-3/21</b>		<b>NO CLASSES</b>
<b>Military-Industrial California</b>		
Week 10	<p>The Revolutionaries and Reactionaries in the 1920s and 1930s</p> <p>3/24 Lecture: Agribusiness, Urban Labor, and the Great Depression</p> <p>3/26: Lecture</p> <p>DISCUSSION SECTIONS 3/28</p>	<p>Required by 3/24</p> <p>George J. Sánchez, <i>Boyle Heights: How a Los Angeles Neighborhood Became the Future of American Democracy</i>, ch 4 "Disposable People, Expendable Neighborhoods"</p> <p><b>Screen by 10/27</b></p> <p><b><i>The Grapes of Wrath (1940)</i></b></p> <p>NOTE: you need to be signed-in to USC credentials, at my.usc.edu. Start by logging in, then go to this link for USC Library's paid databases:</p> <p>STREAMING LINK:</p> <p><a href="https://libguides.usc.edu/c.php?g=495053&amp;p=7380950">https://libguides.usc.edu/c.php?g=495053&amp;p=7380950</a></p> <p>Then scroll to ""Feature Films for Education" , and when there, search for "Grapes of Wrath," and watch!</p>
Week 11	<p>Wartime California</p> <p>3/31 Lecture 1: World War II</p> <p>4/2 Lecture 2: The War At Home: Concentration Camps and the Zoot Suit Lynch Mobs</p>	<p>Read by 4/2</p> <p>Sanchez, <i>Boyle Heights</i>, Chapter 5 , pp. 97-129</p> <p>Primary Documents by 11/3</p> <p>Newspaper Research, <i>The Los Angeles Times</i>, 1939-1945.</p> <p>Using Proquest Historical Newspapers, search and save three (3) articles that you find, <b>using keywords or search terms drawn from the events, or people, that you learn about in the readings and/or lectures for</b></p>

	<p>DISCUSSION SECTIONS 4/4</p>	<p><b>this week.</b></p> <p>Start here:</p> <p><a href="https://search-proquest-com.libproxy2.usc.edu/hnplatformes?accountid=14749">https://search-proquest-com.libproxy2.usc.edu/hnplatformes?accountid=14749</a></p> <p>.. And then select “Advanced” tab for searching. Enter your keyword, and if it is more than one word, put it in “quotes” so that the system searching for the two words together. Set the “specific time range” to 1939-1945. Once you find articles you want to save, download the “PDF.”</p>
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**POSTWAR CALIFORNIA**

<p>Week 12</p>	<p>Contradictions of an Affluent Society: 1950s</p> <p>Lectures: 4/7 Part 1</p> <p>4/9 Part 2</p> <p>4/11</p> <p>DISCUSSION SECTIONS</p>	<p>Read by 4/9</p> <p>Eric Avila, “A Rage for Order”: Disneyland and the Suburban Ideal” PDF on Brightspace</p> <p>George Sanchez, <i>Boyle Heights</i>, Chapter 7.</p> <p>Screen, by 11/9</p> <p><i>Invasion of the Body Snatchers</i> (Dir Don Siegel, 1956) View this film using USC’s subscription database.</p> <p>“<b>Swank Digital Campus</b>, which you can find on this USC Library page of links to streaming services. BE SURE TO BE LOGGED-IN TO USC first:</p> <p><a href="https://libguides.usc.edu/c.php?g=495053&amp;p=7380950">https://libguides.usc.edu/c.php?g=495053&amp;p=7380950</a></p>
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<p>Week 13</p>	<p>THE NINETEEN-SIXTIES</p> <p>4/14 Lecture: “The 1960s in California, Part 1”</p> <p>In-class: Ronald Reagan, “A Time for Choosing” (27 Oct 1964), Ronald</p>	<p>Read by 4/16</p> <p>Mike Davis, “Riot Nights on Sunset Strip,” <i>Labour/Le Travail</i>, Vol. 59 (Spring 2007), pg. 199-214, <b>PDF on Blackboard, under “assignments”</b></p> <p>Sanchez, <i>Boyle Heights</i>, Chapter 8: Black and Brown Power in the Barrio,” pp. 185-212.</p> <p>Primary Documents by 11/17</p>
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	<p>Reagan presidential Library  <a href="https://youtu.be/_VBtCMTpveA">https://youtu.be/_VBtCMTpveA</a></p> <p>Mario Savio, "Bodies Upon the Gears," UC Berkeley, December 1964.  <a href="https://youtu.be/xz7KLSOJaTE">https://youtu.be/xz7KLSOJaTE</a></p> <p><i>The Times of Harvey Milk</i> (1984) trailer, The Criterion Collection  <a href="#">THE TIMES OF HARVEY MILK Trailer (1984) - The Criterion Collection</a></p> <p>4/16 Lecture: Rise of Nixon and Reagan, 1960s-1970s: "The Great Reaction"</p> <p>DISCUSSION SECTIONS  4/18</p>	<p>View Summer of Love, American Experience (PBS) You can access the documentary through USC's subscription to the digital service Alexander Street (you will need to sign into your USC account)  <a href="http://libproxy.usc.edu/login?url=https://video.alexandersstreet.com/watch/summer-of-love">http://libproxy.usc.edu/login?url=https://video.alexandersstreet.com/watch/summer-of-love</a></p>
<p>Week 14</p>	<p><b>4/21 Lecture</b></p> <p><b>4/23 Lecture</b></p> <p><b>4/25 DISCUSSION SECTIONS</b></p>	<p>Read by 4/23  <b>Anna Deavere Smith, <i>Twilight Los Angeles, 1992</i> (1994)</b></p>
<p>Week 15</p>	<p>4/28 Lecture 1:  Reaganism, Rap, and Rebellion 1980s-1990s</p>	<p>Read by 4/30:</p> <ul style="list-style-type: none"> <li>• Akins and Bauer, <i>We Are the Land</i>, "Native Spaces: Los Angeles," (pp. 262-269)</li> <li>• "Native Spaces: Berkeley and the East Bay," (pp. 299-305)</li> </ul>

	<p>4/30 Lecture 2: Abundance, Violence, Power, and Instability: California's Earth Mother In Severe Distress, 1945-2021</p> <p>And Review</p> <p>5/2 DISCUSSION SECTIONS</p>	<p>Read Primary Documents by 12/1:</p> <p>David Treuer (USC, English Dept, Ojibwe), "<a href="#">Return the National parks to the Tribes</a>," <i>Atlantic Monthly</i>, April 12, 2021.</p> <p>Rosanna Xia, "How the Waters off Catalina became a DDT dumping ground," <i>LA Times</i> <a href="https://www.latimes.com/projects/la-coast-ddt-dumping-ground/">https://www.latimes.com/projects/la-coast-ddt-dumping-ground/</a></p>
<ul style="list-style-type: none"> <li>• <b>Tues, 5/12: Final WHO MADE CALIFORNIA? Assignment Due 1:00 PM PST</b></li> </ul>		

## APPENDIX: Academic Conduct and Support Systems

### Academic Conduct:

**Plagiarism** – presenting someone else's ideas as your own, either verbatim (exact words) or recast in your own words, ***without attribution (not citing/referencing/footnoting/acknowledging the source of the words or ideas)*** – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

### Support Systems:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call  
[engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call



[engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421

[studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776

[dsp.usc.edu](http://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

[studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information

## APPENDIX: GE LEARNING GOALS

### GE-B. HUMANISTIC INQUIRY

We all are self-reflective. We try to make sense of what it means to be human and how to relate to one another. We seek to understand ourselves and the world around us and always think about how things could be, or should be, or might have been. Humanistic inquiry takes us into realms that lie at the heart of what it means to be a thinking, feeling person, and into realms of interpretation and analysis beyond what facts and figures alone can tell us.

Courses in humanistic inquiry encourage close engagement with works of the imagination—in words, sights, and sounds—understanding what it means to live another life and to see over the horizon. We explore language as a medium of artistic expression and communication. We study systems of language and thought. We seek to understand traditions that create different cultures—their concepts, values, and events in history—and see them in relation to one another. Our courses emphasize forms of representation and methods of interpretation, adopting broad perspectives that are chronological, disciplinary, and cross-disciplinary.

Students immerse themselves in arts and letters to think about their own place in history and in contemporary society, and inquire into our shared futures.

#### Learning Objectives

USC's Humanistic Inquiry program will introduce you to a broad range of courses and ways of thinking that will take you beyond the specialization of your major and significantly extend your ability to understand the human world and your place in it. The program will help you achieve six principal learning objectives.

In Humanistic Inquiry courses you will:

Courses in the GE Humanistic Inquiry category prepare students to:

- 1) Reflect on what it means to be human through close study of human experience throughout time and across diverse cultures.
- 2) Cultivate a critical appreciation for various forms of human expression, including literature, language, philosophy, and the arts, as well as develop an understanding of the contexts from which these forms emerge
- 3) Engage with lasting ideas and values that have animated humanity throughout the centuries for a more purposeful, more ethical, and intellectually richer life
- 4) Learn to read and interpret actively and analytically, to think critically and creatively, and to write and speak persuasively
- 5) Learn to evaluate ideas from multiple perspectives and to formulate informed opinions on complex issues of critical importance in today's global world
- 6) Learn to collaborate effectively through traditional and new ways of disseminating knowledge.

Having successfully met the learning objectives, you will have acquired both practical skills and more intangible competencies. You will master strategies for finding, reading and understanding relevant information from different genres, for analyzing complex problems, for making and evaluating compelling arguments, and for preparing effective presentations. You will become a clearer thinker and a stronger writer. You will know how to situate current events and ideas in the right historical and cultural context to be able to make better decisions. You will gain new insights and be inspired. You will be ready for a life of learning and creativity.

#### GE-H. TRADITIONS AND HISTORICAL FOUNDATIONS

Courses in this area examine the historical and cultural foundations of contemporary and past societies by studying enduring and influential literary, political, economic, philosophical, legal, ethical or religious traditions. Courses can examine multiple aspects of a single culture (for example, the literary and philosophical heritage of classical Greece or imperial China) or can trace the development of a fundamental idea or tradition across multiple cultures (for example, the attitude toward the natural world or the definition of a warrior).

#### Learning Objectives

Upon the completion of their Traditions and Historical Foundations course, students should:

- Be familiar with the history of a significant cultural tradition, practice, institution or idea
- Understand the historical transmission of such traditions, practices, institutions, and/or ideas within a significant cultural tradition.
- Be familiar with the significant writers, artists, practitioners, thinkers, groups, and/or leaders within such a history.
- Be able to analyze the significant texts that are part of such a history
- Understand the continuity between the past examples of a tradition and their later manifestations.