San José State University  
College of Social Sciences/History  
Hist 170, Topics in American History: Santa Clara County History, Section 1, MW3-4:15 pm, #27732, Sp 2020

Course and Contact Information
Instructor: Dr. Margo McBane, Ph.D.
Office Location: DMH 321
Telephone: 408-924-5530
Email: margo.mcbane@sjsu.edu; be sure to write your class number in your email subject
Office Hours: Wed. 9:30-11 am
Class Days/Time: MW 3-4:15
Classroom: DMH 354
Prerequisites: Upper Division standing (Junior or above, or else professor approval case-by-case basis)

GE/SJSU Studies Category: GE. Please note that History 170 courses may be repeated for credit if different topics are selected. No credit is allowed for this course to History majors or minors. Completion of this course fulfills the F1-U.S. History portion of the American Institutions graduation requirements

Course Description
History 170, Topics in American History, investigates selected periods and problems in the national past beginning with colonization. In this section, we will focus on the history of Santa Clara Valley and how race, gender, ethnicity and citizenship have contributed to the history of a regional identity from the Native American period to the present. Discussions and assignments will highlight cultural encounters between diverse men and women in the social, political and economic development of the valley. This class is project driven using Public History research methodologies to complete the research project during the semester.

Course Format, Faculty Web Page and MYSJSU Messaging
This class includes in-class online activities. Students must bring their own laptops, iPads or iPhones to engage in these activities and to receive the attendant credit.

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on SJSU Canvas learning management system course website. Grades will also be posted on the course Canvas website. You may message me through Canvas or my email: margo.mcbane@sjsu.edu. Please write the course number you are in on the subject line. You are responsible for regularly checking with the messaging system through your SJSU email address to learn of any updates.

GE Learning Outcomes (GELO) and Course Learning Outcomes (CLO)
History 170 courses are reading and writing classes that also include considerable interaction with one’s student peers. After successfully completing this course students will be able to:

1. Cite specific examples of both change and continuity in the lives of “ordinary” Santa Clara Valley residents from the 17th century through the Modern Era, within the context of US history.

2. Analyze the variety of choices and opportunities available to all Santa Clara Valley residents, depending on race and gender, within the context of US history.

3. Describe the social, political and economic consequences of various government policies.

4. Recognize both the attributes and limitations of various Santa Clara Valley leaders.

5. Recognize constructive interactions between people across different cultural, racial and gender conditions within Santa Clara Valley.

These outcomes meet the following GELO and CLIO relevant requirements:

GELO 1 and CLO 1: Describe the principal events, developments ideas, politics, and international relations in all the territories now in the United States from the beginnings of this society until the present (From GE Guidelines, Area US1);

CLO2: Analyze certain subtopics including the continent’s earliest inhabitants, colonization, slavery, the American Revolution and the early Republic, territorial expansion, economic development, political reform and reaction, Civil War and Reconstruction, foreign relations, wars and conflicts, religious, labor and civil rights movements, feminism, environmentalism, and identity politics (From GE Guidelines, Area US1);

CLO3: Consider women and gender relations, the history and experience of racial and ethnic minorities, immigration to the United States and the experiences of immigrants, and patterns of race and class relations (From GE Guidelines, Area US1);

CLO4: Read, write, and think critically about U.S. history.

The GELO and all four CLOs will be assessed by a combination of weekly quizzes, graded weekly discussion group questions, in-class online exercises, a heritage tour assignment, as well as a mid and final Community History Project Evaluation and Oral History Project Evaluation.

**Required Texts/Readings (Required)**

**Textbook**


Other Readings
Additional articles required for certain weeks will be available on the Canvas webpage through Weekly Modules for the course.

Library Liaison
History Library Liaison
Monday, Nyle
Phone: (408) 808-2041
Email: Nyle.Monday@sjsu.edu

SJSU Archivist
Carli.lowe@sjsu.edu

Hist 170 Class Archives Adviser
Suzanne Guerra
707-845-5219
sguerra@humboldt1.com

California Room
Dr. Martin Luther King, Jr. Library, 5th Floor
150 E. San Fernando St.
San José, CA 95112
1-408-808-2167
Hours
Mon 1:00 PM - 6:00 PM
Tue-Fri 11:00 AM - 6:00 PM
Sat 1:00 PM - 6:00 PM
Sun CLOSED

SJSU Special Collections
Craig Johnson, Director
Phone: 408-808-2062
Email: special.collections@sjsu.edu
Location: 5th Floor
Hours
Monday: 11am - 6pm
Tuesday: 11am - 6pm
Wednesday: 11am - 6pm
Thursday: 11am - 6pm
Friday: 11am - 5pm
Saturday: 1pm - 5pm
Sunday: Closed

Course Requirements and Assignments
“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.” For
this 3 unit course you are expected to spend 2.5 hrs. a week in class and 6.5 hours out of class. More details about student workload can be found in University Policy S16-9 at http://www.sjsu.edu/senate/docs/S16.9.pdf.

This course will combine lectures, film, and discussion and outside project work using Public History methods each week. Students are expected to read closely and carefully, and to come prepared to discuss the documents and books assigned. Please bring the readings to class so that we can examine them in detail.

Late papers will be penalized 1 grade per day beginning one minute after the due time (not per class) even over weekends, except those assignments that specify NO LATE ASSIGNMENTS. ALL PAPERS MUST BE SUBMITTED ONLY THROUGH Canvas. NO ASSIGNMENTS WILL BE ACCEPTED THROUGH EMAIL. Make up exams or an incomplete for the course will only available with a doctor’s excuse or an extreme emergency. Students unable to attend class must contact the teacher, but get notes from other students. One extra credit worth 5% of grade will be available. All footnotes will be Turabian/Chicago Style footnotes. If you have any stylistic questions, please consult the Chicago Manual of Style online: http://www.chicagomanualofstyle.org/tools_citationguide.html

Final grades will be based upon: Points/percentages

- **Participation**: 20% (this grade includes participation in weekly discussion groups, in-class interaction during class time and completion of film notes). If you are absent on discussion days, or days we show films, you must complete the discussion questions and send them to me by email, or you must watch the films in IRC (listed under our course name) and complete the film questions and hand them in to me in hard copy in class. If you are sick on quiz days, you will not be able to make up the quiz but if you email me about your illness before class I will excuse you from class that day unless we show a film, and then you must complete the film notes to be excused from class.

- **All Class 2nd Week Discussion Question and Answer Assignment**: 4% on Tuesday evening at 11 pm, each class member must hand in the questions and answers to Canvas, titled “All Class 2nd Week Discussion Question and Answer Assignment”. Write the question and then answer. Use Type 12 pt. New Times Roman font, 1 inch margins around, single spaced, and Turban/Chicago Style footnotes. If you have no footnotes your assignment cannot receive more than a D. Late papers will be downgraded one grade for each 24 hr. period and only accepted up to 48 hours late on Canvas. Each component of the question must have at least a 1/4 to 1/3 page answer using from the week’s readings. DO NOT USE OUTSIDE SOURCES!

To do Chicago/Turabian style footnotes: go into "Word," click on "References," click on insert either footnotes or endnote. Once you insert after sentence. It drops you to either the bottom of the page (footnote) or end of essay (endnote). Here is how to cite.

1. Ronald Takaki, FULL TITLE (place: publisher, date), p. 12
2. Sylvia Hoffert, FULL TITLE (place: publisher, date), p. 14
3. Ibid. (refers to the source above, which in this case is Hoffert)
4. Takaki, p. 15.

If you have any stylistic questions, please consult the Chicago Manual of Style online: http://www.chicagomanualofstyle.org/tools_citationguide.html.

Everyone in class will hand in by Tuesday night 11 pm the 2nd week of class the questions and answers to Canvas, titled 2nd Week All-Class Question and Footnoted Answer Assignment. No late papers will be accepted for this assignment. These answers must be approximately 1/4 to 1/3 page
per question component (typed 12 pt. New Times Roman font, 1 inch margins around, single spaced) and double spaced between questions. All answers must have cited footnotes from the week’s readings.

7%  **Weekly Discussion Leader Facilitation and Questions Concerning Readings** You will be given the Quiz and Discussion Questions the week before. You will be randomly given a question to answer from the weekly discussion questions (each worth 3%; best 8 out of 13 weeks)

3%  Discussion Leaders: You will sign up to be a discussion leader on the 2nd week of class for the following weeks of class. Most discussions will be held on Wednesdays (although there are some exceptions in the syllabus). Each person will lead 1 small discussion group. I will give you approximately 4-6 questions the week ahead.

4%  Discussion Leaders Questions and Footnoted Answers: The day before their discussion (if a Wednesday discussion then the day before is Tuesday evening at 11 pm), each discussion group leader must hand in the questions and answers to Canvas, titled “Weekly Discussion Leader Questions and Answers”. Unless specified, you must write and answer 2 additional questions beyond the questions the professor has provided. Write the question and then answer. Use Type 12 pt. New Times Roman font, 1 inch margins around, single spaced, and Turabian/Chicago Style footnotes. If you have no footnotes your assignment cannot receive more than a C. Late papers will be downgraded one grade for each day and only accepted up to 2 days late on Canvas. Each component of the question must have at least a 1/4 to 1/3 page answer using from the week’s readings. When you lead the discussion, you will first ask your group the questions given by the professor, if time permits you may ask your own added questions.

24%  **Weekly Quiz on Weekly Discussion Questions Concerning Readings** (Best 6 out of 10 @ 4 points each) You will be given one question from the weekly discussion questions to answer.

12%  **Heritage Walking Tour Assignment**. The professor will provide you with the background reading, the walking instructions, and what you need to do to write and submit the assignment to Canvas. YOU MUST CONTEXTUALIZE EACH SITE, TELLING ITS IMPORTANCE TO US AND CALIFORNIA HISTORY BEFORE DESCRIBING ITS LOCAL SIGNIFICANCE. EACH SITE MUST HAVE AT LEAST 1 FOOTNOTE CITATION FROM THE ASSIGNED COURSE READINGS. Assignments will drop a grade a day beginning after the 11pm deadline on the due date. No assignments will be accepted after 2 days lateness. See below Course Schedule for due date.

12%  **Oral History Project (2 components):**

  2%  **Oral History Proposal**: If you need ideas come to talk to me. At top of proposal list interviewee’s name, birth date, location/s lived, contact info with address, email and phone. In one large paragraph (double spaced) describe the interviewee’s general life
story and how it ties to your research topic. 2nd page should be a list of the questions you will ask the interviewee during the 15 minute actual interview.

10% **Oral History Interview:** conduct a 15 minute interview with a person involved in your topic. Follow the assignment instructions passed out in class. Hand in a transcript, photo of the interviewee to Canvas, and submit the interview through the cloud. You must transcribe the interview (see format on instructions). You must also hand in a signed permission form if they are willing to donate to SJSU Special Collections in the Library. If not, write across top: "Not willing to donate but willing to be interviewed for this assignment."

23% **Final Local Community History Research Project (3 components)**

2% **Project Proposal Assignment:** The Project Proposal should be 2 pages. The 1st page is a proposal of the topic of place in Santa Clara Valley that you plan to create into a final project using the local archives. The 2nd page should be a works-in-progress Annotated Bibliography of the primary and secondary sources you plan to use. In this preliminary Annotated Bibliography you should list at least 1 primary source (one can be the oral history interviewee) and at least 1 secondary source (This can be class textbooks) that you have discovered to date. The annotation for each source is a brief 2 sentence description of each source and one sentence stating how it ties to your research project topic.

6% **Mid-Local Community History Project Assignment:** See syllabus for due date (after the 1st 4 weeks of introduction to the archives and beginning research, you will be required to submit a story board for your video, PowerPoint, or webpage (Includes Frames/slides: Frame 1 title and credits, 6 out of the 16 draft frame/slides on the overview history, one slide/frame image of a location map, one frame/slide image of history of place and any historic sites associated with your topic, a Now & Then frame/slide rephotography with a historic picture and a present day image of the same place associated with your topic, frame/slide draft bibliography with at least 2 secondary sources and 2 primary sources sources).

15 % **Final Local Community History Project** –See syllabus for due date. You may create a PowerPoint (28-36 slides), (4-6 minute) mini doc or webpage. This final project will incorporate your archive research presented into a general project history in your PowerPoint slides, a (5-7 minute) mini documentary or a webpage; your oral history interview and photos; and your Walking/Driving Tour Map into an instructive exhibit on your community topic that includes a bibliography page. Submit to Canvas YOUR COMMUNITY HISTORY POWERPOINT/WEBPAGE AND A SIGNED PERMISSION FORM releasing your power point to be posted on the web. Any late or modified projects will be downgraded a grade a day beginning after class of the due date unless you have a doctor’s note or professor’s prior approval for extended time!!! BEST PROJECTS WILL BE LINKED TO SPECIAL COLLECTIONS FEATURING ONLINE STUDENT PROJECTS ON LOCAL HISTORY. See Project instructions for final count of how many primary and secondary sources you need to list.

NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”
“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

**Final Examination or Evaluation**

This class will have the completion of a final project instead of a final examination or evaluation. Please see the syllabus for the submission date of your final project

**Grading Information**

- The adequate completion of an assignment is a C. If there are writing problems that make the assignment difficult to read, it automatically drops to a D or F. If students do not complete the minimum page requirement of the assignment, it drops to an F.
- All assignment grades are continuously updated on the Canvas course website.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

**Determination of Grades**

<table>
<thead>
<tr>
<th>Points/Percentages</th>
<th>97-100=A+</th>
<th>94-96=A</th>
<th>90-93=A-</th>
</tr>
</thead>
<tbody>
<tr>
<td>87-89=B+</td>
<td>84-86=B</td>
<td>80-83=B-</td>
<td></td>
</tr>
<tr>
<td>77-79=C+</td>
<td>74-76=C</td>
<td>70-73=C-</td>
<td></td>
</tr>
<tr>
<td>67-69=D+</td>
<td>64-66=D</td>
<td>59-63=D-</td>
<td></td>
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Work must be handed in at the due date and time specified on the Course Schedule below. Any assignment handed in after the date and time will be considered 1 day late and drop a full grade every 24 hours for 2 days. No assignments will be accepted after 2 days lateness. No LATE Extra Credit or Final Projects will be accepted. All assignments are due on Canvas.

**Extra Credit Options: 5%** (This will be graded) Only 1 extra credit will be accepted. You must hand it in to Canvas by 11pm on the due date. See syllabus for due date for EXTRA CREDIT. No late extra credit assignments will be accepted. Here are following options. You may do one of the following:


2. Events on Campus and Community: Take a picture of yourself at the event, write 1 ½ page description of what happened, and 1 ½ page analysis comparing and contrasting to class lectures, readings, films using Turabian/Chicago Style footnotes (minimum of 900 words or you will only receive a C).
3. Movie/Documentary Analysis (ask professor about other possibilities) suggestions: write 3 pages. In the first 1 1/2 pages describe the chosen extra credit assignment. In the final 1 ½ pages compare and contrast the history subject matter of the extra credit assignment to our class-related materials ON SANTA CLARA VALLEY HISTORY (readings, films, discussion groups, lectures). You must use footnote citations in the analytic section of your extra credit essay, referencing readings, lectures, and films from class. All extra credit assignments are due no later than the last day of class. IF YOU DO NOT USE FOOTNOTE OR WRITE 3 PAGES YOU WILL ONLY RECEIVE 50% CREDIT. This should be at least 900 words total or you will only receive a C.

A. Cesar Chavez
B. Jobs (2013) The story of Steve Jobs' ascension from college dropout into one of the most revered creative entrepreneurs of the 20th century. Starring Ashton Kutcher as Steve Jobs.
C. The Social Network (2010) Harvard student Mark Zuckerberg creates the social networking site that would become known as Facebook but is later sued by two brothers who claimed he stole their idea and the co-founder who was later squeezed out of the business. Directed by Aaron Sorkin.

4. If you are interviewing an older immigrant (at least 20 years older than yourself) who was born outside this country, you may receive extra credit for submitting your interview to the FIRST DAYS PROJECT (you may submit an audio, video or transcript, and you need to also include a photo that was taken at the time or near the time of immigration): http://www.firstdaysproject.org/submit. To receive this credit you must take a snapshot of the page you completed for the interview submission on the website and then submit to the extra credit assignment on Canvas as a Word document that includes at the top: your name, the class: Hist 170 Sec (specify: 1 or 2) Spring 2017, the date, and the Extra Credit Assignment title: First Days Project Interview Submission; include the names of the immigrant whose interview you submitted; then include a snapshot of the completed interview page. I will then verify that indeed you did submit an interview.

5. Analysis of websites: write 3 pages. In the first 1 1/2 pages describe the chosen extra credit assignment. In the final 1 ½ pages compare and contrast the history subject matter of the extra credit assignment to our class-related materials ON SANTA CLARA VALLEY HISTORY (readings, films, discussion groups, lectures). You must use footnote citations in the analytic section of your extra credit essay, referencing readings, lectures, and films from class. All extra credit assignments are due no later than the last day of class. IF YOU DO NOT USE FOOTNOTES OR WRITE 3 PAGES YOU WILL ONLY RECEIVE 50% CREDIT. This should be at least 900 words total or you will only receive a C.

a. See History San Jose website for online exhibits:

Cannery Life: For over 100 years, the Del Monte Corporation and its ancestors — the California Packing Corporation, the California Fruit Canners Association and the San José Fruit Packing Company — processed high quality fruits and vegetables in San José, California. The center of Del Monte’s production was Plant Number 3, a sprawling complex on an irregular triangular site between San Carlos Street, Auzerais Avenue and Los Gatos Creek. Discover the history of Del Monte’s Plant Number 3 through its years of service from 1893 to 1999. Learn firsthand about cannery life from several Plant #3 employees through their video oral histories.

Dairy Hill: Dairy Hill is in a small group of hills which stand in the midst of the Santa Clara Valley, about four miles south of downtown San José. The home of birds, butterflies, people and cows, Dairy Hill in the year 2000 was one of the last undeveloped pieces of land in the Valley. Discover the history
of Dairy Hill by exploring the place and its surroundings, meeting the people who lived and worked here, and seeing the things that make this hill unique.

**Eastside Art & History:** Eastside San José is one of the city’s most vibrant, colorful, and historic areas. A large part of this district was once commonly referred to as Sal Si Puedes (Get Out If You Can), a name that reflected the many physical and socio-economic challenges for the community residents. Launched in July 2014, Eastside Art & History uses six key sites in the current Mayfair and Arbuckle neighborhoods to provide an introduction to the Eastside history, culture and its important legacy. Each of these sites is connected to the past that is largely unseen today, and each has public art that speaks directly to the history, culture and people who have made the Eastside so remarkable. Eastside Art & History brings these locations and artwork together to shed new light on familiar surroundings.

**Good Old Sandlot Days:** History San José has contributed historic photographs to this site dedicated to documenting California’s baseball teams going all the way back to pre-1900.

**Google Cultural Institute:** Launched in February 2014 in partnership with the Google Cultural Institute, exhibits such as *Artist For Hire: Painting for the Santa Clara Valley* and *San José: City With a Past* reveal the depth and variety of History San José’s collection.

**Label Legacy:** The Muirson Label Company operated in San José from 1916 until 1970 as the only label printing company in the Santa Clara Valley. The Muirson Company and its talented artists created some of the most striking labels for the products of the Valley of Heart’s Delight. Discover the history of the Muirson Label Company by exploring the place and its workings, meeting the people who founded and grew the company, and seeing the things that made Muirson a nationally recognized leader in the industry.

**Lou’s Village:** Learn how one family restaurant brought San José together for 60 years. When Lou’s Village opened in 1946, it offered a smorgasbord, barbecued dinner, and dancing in its 5,500 square foot building. For decades, Lou’s was known for offering live entertainment in addition to quality food. Over its long and colorful history, millions of guests enjoyed entertainment, parties and fine food at Lou’s Village.

**Perham Collection of Early Electronics:** The Perham Collection of Early Electronics is the legacy of radio pioneer Douglas McDonald Perham (1887-1967), an early wireless experimenter and radio broadcaster, and a life-long collector. The collection parallels Perham’s career and documents early electronics in the West, particularly the Santa Clara Valley, from the early 1900s to 1960. Formerly on display at the Foothill Electronics Museum at Foothill College in Los Altos Hills, the Collection was transferred to History San José in 2003.

**San José Neighborhoods:** San José, California, consists of 178.2 square miles and over 900,000 residents. In this metropolis there are hundreds of unique neighborhoods each with its own story. Neighborhoods of San José (There is also a separate website at [https://www.sanjose.org/neighborhoods](https://www.sanjose.org/neighborhoods)) offers residents and visitors an introduction to the history of each neighborhood and provides access to related objects, photographs, and documents in the History San José collection and library.

**There Was a Chinatown Here: Objects and Stories from Downtown San José:** Most people who come to downtown San José have no idea that there was a Chinatown here. In fact, in the 1880s, it was one of the largest Chinatowns in California with over 1,000 residents. The remains of the Market Street Chinatown lay buried under downtown San José for almost 100 years. During the construction of the Fairmont Hotel and the Silicon Valley Financial Center, archaeologists discovered buried trash pits left from the Chinatown. The artifacts that they found give important clues to what daily life was like there. This exhibit highlights five of those artifacts, currently on view at the Chinese American Historical Museum at History Park.

**750 Ridder Park Drive: Documenting the Former Headquarters of the Mercury News:** The *Mercury News* is one of California’s oldest continuously published daily newspaper, as well as Santa Clara County’s oldest operating commercial business, beginning its life as the *San Jose Weekly Visitor* in 1851. After several locations in downtown San Jose, the paper moved in 1967 to 750 Ridder Park Drive, just off the Nimitz Freeway (I-880), where it remained until the paper’s owner sold the
property to Super Micro Computer, Inc. This website documents the 312,000-square foot production facility at Ridder Park Drive, and the paper’s history, as well as those reporters and production workers who saw the paper transition from printing presses to digital content.

   b. See the online exhibit at The Computer History Museum (Mountain View):
   Write a 1 ½ page summary and a 1 ½ page analysis tying the event back to local history using footnotes (at least 3 footnote citations). Without 3 footnotes, you will only receive a C or less. This should be at least 900 words total or you will only receive a C.
   Computer History of Silicon Valley- “Revolution”:
   http://www.computerhistory.org/revolution/. Be sure to view all the subpages including the 2 sub-exhibits and The Key Words pages.

6. Additional possibilities announced in class as they occur

Classroom Protocol

   • Be respectful, if you are not you will be asked to leave class
   • Keep all cell phones off
   • Do not accept cell phone calls in class
   • Do not text in class
   • Remain in class until our session is officially over
   • No side-talking during class or you will be asked to leave
   • Come to class on time, if you do not you will miss the weekly quizzes and cannot make these up
   • If you appear intoxicated or drugged, you will be asked to leave class.

University Policies

Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (http://www.sjsu.edu/gup/syllabusinfo), which is hosted by the office of undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. CHEATING ON EXAMS OR PLAGIARISM (PRESENTING THE WORK OF ANOTHER AS YOUR OWN, OR THE USE OF ANOTHER PERSON’S IDEAS WITHOUT GIVING PROPER CREDIT) WILL RESULT IN A FAILING GRADE AND SANCTIONS BY THE UNIVERSITY. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.
**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to see the numerous online resources offered, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan on Facebook.

**SJSU Counseling Services**

The SJSU Counseling Services is located at 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors provide consultations on student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. For more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

**SJSU Food Assistance**

Are you finding yourself struggling to afford food while attending SJSU? You are not alone. The most recent Student Affairs survey found that approximately half of SJSU students are sometimes skipping meals due to cost. The good news is SJSU Cares has a few major programs - the Spartan Food Pantry and CalFresh application assistance. Each can help you get the food you need to focus on your education. Additionally, there are many other food resources available on campus and in the surrounding community.

Spartan Food Pantry:
The Spartan Food Pantry is the first full service, staffed, walk-in pantry offering non-perishable goods, fresh produce, and refrigerated goods at SJSU. No student should have to face food insecurity. [We define those in need as students who have limited or uncertain access to nutritious and safe foods because of a lack of money and other resources.]

Sp 2020 hours will start the first day of the semester. Monday 1-6PM; Wednesday-Friday 11AM-4PM

**Location:** Diaz Compean Student Union (exterior entrance across from Engineering Rotunda)

**Eligibility:**

• must be currently enrolled (summer) or future enrolled SJSU student who has had prior enrollment.
• must bring their Tower ID Card & reusable grocery bags
• earn a gross annual income of $33,348* or less (no documentation required)
**Hist 170, Topics in American History: Santa Clara County History, Section 1, MW3-4:15 pm, #27732, Sp 2020**

The schedule is subject to change with fair notice and these changes will be announced on Canvas with an update on the Canvas posted syllabus.

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</thead>
</table>
| 1    | 1/27-29/2020 | *Introduction and Spanish Period (This topic is re-arranged due to availability of guest speak on Natives on Bay Area)*  
**Readings for Wednesday**  
Pitti, Chap 1 “The Devil’s Destiny”  
Article on Canvas, Module Weeks 1 and 2: “Estanislao’s Rebellion”, Elusive Eden |
| 2    | 2/3-5/2020  | *Cont’d Mexican Period and Native American Period*  
**Readings for Monday**  
See Canvas Module 1 to read: “The Ohlone: Back From Extinction” in THE OHLONE PAST AND PRESENT (just the non-crossed out section). Quiz on this reading and next week’s readings will take place next WEDNESDAY.  
**In class:**  
Monday: We will go over Heritage Walking Tour Assignment. Sign up to lead weekly Discussion Group during the semester.  
Tuesday: All students must hand in to Canvas By Tuesday at 11 pm the answers to this week’s discussion under “All Class Discussion Questions and Answers” Assignment. Each component to the answer should be around ¼ to 1/3 page and use Turabian/Chicago Style footnote citations. NO LATE ASSIGNMENTS WILL BE ACCEPTED  
Wednesday:  
Quiz tying Discussion Questions for Weeks 1 and 2 to class presentations.  
Wednesday: Guest Speaker on Ohlone |
| 3    | 2/10-12/2020 | *Early Americanization, Decline of the Californio and Onset of Capitalist Agriculture in Dry Wheat Farming,*  
**Readings for Wednesday:**  
Matthews: Chap. 1 pp. 13-22 |
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<th>Week</th>
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<td><strong>In class:</strong> Wednesday Quiz tying discussion questions to class presentations 2nd half of class Wednesday: Discussion Group Work on Heritage Tour Assignment</td>
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| 4    | 2/17-19/2020| **Asians: Chinese, Japanese and Filipino**  
**Readings for Monday:** On Canvas: read the 3 posted chapters on JAPANESE LEGACY  
**In class:** Monday: Guest Speaker: Mr. Ragsac on “History of Filipinos in San Jose”  
Wed: Film “Heinleinville: One of San Jose’s Chinatowns”  
Go over Community History Project and Oral History Project  
Quiz on Discussion Questions and how they tie to class presentations  
Film Clip: “Return to the Valley: San Jose’s Japanese Experience”  
2nd ½ of class: Discussion Group and go over past student projects and possible student research topics for Final Projects, pass out handouts on possible topics. Go over criteria of how to pick a topic. Pick a topic based on an elder you know who has an interesting story or life. Not more than one person per topic. Review potential topics with professor. |
| 5    | 2/24-26/2020| **The Early 20th Century, Valley of the Hearts Delight Canneries, 1900s-1920s with Italians, Portuguese, Mexicans**  
**Readings for Monday:** Pitti: Chap. 4 “Residence in Revolution” |
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<td>Matthews: Chap. 1 pp. 22-47</td>
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<td><strong>In class:</strong></td>
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<td>Film Clips:</td>
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<td><strong>Wednesday:</strong> Quiz tying discussion questions to class presentations</td>
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<td>Wednesday: Discussion Group</td>
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<td>Work on Heritage Tour Assignment</td>
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<td>6</td>
<td>3/2-4/2020</td>
<td><strong>African Americans of the Early 20th Century &amp; The Great Depression of the 1930s</strong></td>
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<td>Pitti: 5 “Striking Identities” up to p. 120</td>
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<td>Matthews: Chap. 2 “The Fruit Industry Workforce at High Tide: A Wave of Militancy Hits the Valley”</td>
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<td>Ruffins: Chap. 1 pp. 23-47, Chap. 2 pp 48-70</td>
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<td><strong>In class:</strong></td>
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<td><strong>Monday:</strong> Guest Speaker Jan Adkins on African Americans</td>
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<td><strong>Wednesday:</strong></td>
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<td>• Quiz tying discussion questions to class presentations.</td>
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<td>• <strong>Oral History Review and Exercises</strong></td>
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<td>• Discussion Group &amp; Sign up for your Final Community History Project Topic</td>
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<td>Heritage Walking Tour Due on Sunday March 8th 11 pm to Canvas</td>
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<td>3/9-11/2020</td>
<td><strong>Project Research: Familiarizing Yourself With the Archives on Campus (for the next 3 weeks, you must attend all research sessions or you will be downgraded for lack of participation in class)</strong></td>
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<td><strong>Monday:</strong> Guest Speaker to our class: Carli Lowe (SJSU Special Collections Archivist) will talk about how to do archive research</td>
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<td><strong>Wednesday: (tentative)</strong> Meet on 2(^{\text{nd}}) Floor in SJSU Library Room 219. For an orientation of the Library and Library Websites by Nyle Monday, History Librarian. Director Kathryn Blackmer Reyes of the Africana, Asian American, Chicano/a and Native American Center will discuss her holdings.</td>
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<td>STUDENTS MAKE APPOINTMENTS ON SIGN UP SHEET TO GO OVER RESEARCH TOPICS AND BEGIN RESEARCH NEXT WEEK</td>
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<td>Work on develop oral history proposal and final project proposal</td>
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| 8    | 3/16-18/2020 | **Familiarizing Yourself with the Archives on Campus continued**  
**Monday:** Meet in The Shiro Room next to Special Collections on 5\(^{\text{th}}\) Floor of SJSU Library with Craig Simpson, Director, to give overview of Special Collections. Leilani Marshall, Archivist, will discuss the Sourrisseau Collection held in Special Collections  
**Wednesday:** Meet on 5\(^{\text{th}}\) Floor California Room, Staff member Ralph Pearce will review their collections and research tools. |
|      |            | STUDENTS MEET WITH SUZANNE GUERRA CLASS ARCHIVES ADVISER ON MONDAY, TUESDAY, WEDNESDAY OR FRIDAY ABOUT THEIR FINAL RESEARCH PROJECTS AND ORAL HISTORY INTERVIEWS |
|      |            | Work on your final project proposal and oral history proposal.                                                                                         |
| 9    | 3/23-25/2020 | **Continue Archive Research**  
**Monday:** Meet in California Room to Complete Primary Document Assignment related to their Final Project in either the California Room or Special Collections  
Wednesday: Work on your Oral History Proposal (Due Thursday) and Final Project Proposal (Due Sunday), both due this week. STUDENTS CONTINUE TO MEET MONDAY, TUESDAY OR WEDNESDAY WITH CLASS ARCHIVES ADVISER SUZANNE GUERRA ABOUT FINAL RESEARCH PROJECTS AND ORAL HISTORY INTERVIEWS  
**Oral History Proposal Due Thursday March 26, 11 pm to Canvas. Comments from Professor will be made on Canvas before you conduct your interview.** Oral History Proposal (2 pages): At top of proposal list interviewee’s name, birth date, location/s lived, contact info with address, email and phone. In one large paragraph (double spaced) describe the interviewee’s general life story and how it ties to your research topic. 2\(^{\text{nd}}\) page should be a list of the questions you will ask the interviewee during the 15 minute actual interview. Your final oral history is due in a month. Contact your oral history interviewee and conduct a preliminary informational interview, afterwards create questions |
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<td>for the actual 15 minute interview you will conduct with the interviewee around your topic.</td>
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<td><strong>Final Project Proposal Due Sunday March 29 11 pm to Canvas</strong></td>
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<td>TRY TO COMPLETE Oral History interviews over Break, in order to not fall behind</td>
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<td>3/30-4/1/2020</td>
<td>Spring Break</td>
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<td>10</td>
<td>4/6-8/2020</td>
<td><strong>Social Impact of WWII, The Cold War and Post World War II Era on the Valley</strong></td>
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<td><strong>Readings for Wednesday and Monday after Spring Break:</strong></td>
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<td>Matthews: Chap 3 “War and Cold War Shape the Valley: The Birth of a Metropolis and The Death of Union Democracy” p. 95-111</td>
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<td>Pitti: Chap. “Striking Identities” p. 120-end of Chapter, and Chap. 6 “Braceros and Business Machines”</td>
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<td><strong>Monday:</strong></td>
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<td>Final on Japanese after the war</td>
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<td>Ruffins: Chaps 4, 6, 7</td>
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<td>Monday Guest Speaker: (either Urla Hill of Dr. Steven Millner)</td>
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|      |            | Tuesday: **Discussion Group Leaders will answer professor’s questions for week and hand them to Canvas by Sunday 11 pm under “Weekly Discussion**
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<td>Continue working on your Oral History Interview and Final Project</td>
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|      |            | **Monday Reading:**  
Pitti: Chap. 7 “Political Power” and Chap. 8 “Silicon Valley”  
Matthews: Chap. 4 “Toward Silicon Valley” pp. 137-140 |
|      |            | Monday: Guest Speaker Mr. Jesus Flores “Low-Riders and The Chicano Movement in San Jose” |
|      |            | Tuesday: **Discussion Group Leaders will answer professor’s questions for week and hand them to Canvas by Tuesday 11 pm under “Weekly Discussion Leader Questions and Answers” Assignment.** Each component to the answer should be around ¼ to 1/3 page. **Single space answers and double space between questions. Use Turabian/Chicago Style footnotes citations for each of your answers, or each answer will only received up to a C.** |
|      |            | **Wed. In Class**  
Quiz tying readings to class presentations  
2nd ½ of class: Discussion Group |
|      |            | ORAL HISTORY PROJECT DUE TO CANVAS Sunday April 26 11 PM.  
Oral History Project (TRANSCRIPT, EMBEDDED PHOTO OF INTERVIEWEE AND OTHER PHOTOS IF AVAILABLE OF INTERVIEWEE’S LIFE-EXTRA POINTS ON ASSIGNMENT, AND INTERVIEW SUMMARY SHEET and photo shot or scan of PERMISSION FORM SIGNED IF THEY ARE WILLING TO SUBMIT TO ARCHIVE OR WRITE ON TOP OF FORM THAT THEY GAVE PERMISSION TO USE FOR PROJECT BUT NOT TO DONATE TO ARCHIVE and hand in Sunday night to Canvas (using google cloud for your audio and/or video interview). Be sure to email me access to your google cloud. |
| 13   | 4/27-29/20 | **The Rise of Technology in Silicon Valley and Its Impact on the Valley (Immigration, Race, Class & Environmental Problems)** |
|      |            | **Readings for Monday:**  
Matthews: Chap. 4 “Toward Silicon Valley” remainder of chapter; Chap. 5 “New Immigrants and Silicon Valley: Struggles, Successes and Transformations”, Chap. 6 “The Valley and ‘Feminist Capital of the Nation’”, and 7 “The Global Economy on the Home Front: A Tale of Two Valleys” |
|      |            | **In class:**  
Monday: Possible Guest Speak (Dr. Hein Duc Do on Vietnamese Immigrants) and Film on Silicon Valley History (continued on Wed). |
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<td><strong>Wed:</strong> Quiz tying discussion questions to class presentations 2nd ½ of class: Discussion Group Mid-Final Project Assignment Due Saturday May 2nd 11 pm to Canvas, return comments will be given in meetings the following week</td>
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<td>14</td>
<td>5/4-6/2020</td>
<td><strong>Sign up for Mandatory Meetings with Professor or Class Archives Adviser Suzanne Guerra on M, T, W, F to Finish Final Projects during this week</strong> MANDATORY Meetings-All students must sign up to meet with Prof. McBane and Ms. Guerra on Monday, Tuesday, Wednesday, or Friday to review your final project. Bring your projects to show us. ALL EXTRA CREDIT IS DUE TUESDAY May 5th 11 pm to Canvas. No late papers accepted.</td>
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<td>15</td>
<td>5/11/2020</td>
<td>Final Projects Due Monday 5/11 at Noon to Canvas. Come to class for final evaluation, to pick up your papers and to hand in any CDs, flash drives, permission forms, etc. Your Final Project replaces Final Exam.</td>
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