

San José State University
College of Social Sciences/History
Hist 170, Special Topics in American History: Santa Clara Valley
History, Section 1, MW 3-4:15 pm, Spring 2019

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. 9-11 am
Class Days/Time:	MW 3-4:15 pm
Classroom:	DMH 163
Prerequisites:	Upper division standing (Junior or above)
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 Format

Technology Intensive, Hybrid, and Online Courses

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.

Faculty Web Page and MYSJSU Messaging

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.

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 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 Goals, 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

Matthew, Glenna. *Silicon Valley, Women, and the California Dream: Gender, Class and Opportunity in the Twentieth Century*. Stanford: Stanford University Press, 2003 I SBN 0-8047-4796-2 (Available in bookstore or online)

Pitti, Stephen. *The Devil in Silicon Valley: Northern California, Race, and Mexican Americans*. Princeton: Princeton University Press, 2003. ISBN 0-691-09287-7 (Available in bookstore or online).

Ruffin II, Herbert. *Uninvited Neighbors: African Americans in Silicon Valley, 1790-1990*. Norman: University of Oklahoma, 2014. (Available in bookstore or online)

Other Readings

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

Other technology requirements / equipment / material

Weekly in-class online exercises require that student bring in their laptops or ipads to complete these activities.

Library Liaison

Monday, Nyle

Phone: (408) 808-2041

Email: Nyle.Monday@sjsu.edu

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

20% **Participation** (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.

4% **All Class 2nd Week Discussion Question and Answer Assignment:** 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 Turbian/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, SHORTENED TITLE, p. 15.

If you have any stylistic questions, please consult the Chicago Manual of Style online: http://www.chicomanualofstyle.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. On Wednesday of discussion weeks, each person will lead 1 small discussion group. I will give you approximately 4 questions the week ahead.

4% Discussion Leaders Questions and Footnoted Answers: The day before their discussion, on 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". Write the question and then answer. Use Type 12 pt New Times Roman font, 1 inch margins around, single spaced, and Turbian/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.

10% **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 11 pm 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):**

- a. 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 20 minute actual interview.

- b. **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 permission form (signed if they are willing to donate to SJSU Special Collections in the Library, or write across top-Not willing to donate by 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 2 primary sources (one can be the oral history interviewee) and at least 3 secondary sources (2 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, a slide/frame of a location map, frame/slide history of place and any historic sites associated with your topic, frame/slide rephotography of a picture then and now of your topic, frame/slide draft bibliography 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.

Extra Credit Options: 4% (This will be graded) 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:

1. **Joshua Hendy Iron Works** (see Ruffins and Matthews): 401 E. Hendy Ave, Sunnyvale, CA. Now Northrop Grumman Marine Systems. Inside is Iron Man Museum: Joshua Hendy Iron Works Museum (ironmanmuseum.com). Only open by appointment for tour (Extra Credit if you take tour and write up: 1 ½ page description, 1 ½ page analysis using footnotes to tie back to readings and class). Schedule tour: 408-735-2020.
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).

On Campus:

SAN JOSE'S LOWRIDER CULTURE EXHIBIT, browse the exhibit (take a self there) and attend one of the following (take a selfie there):

Feb. 16 Saturday 3-5 pm MLK Jr Library Rm 225 5th Floor, "Lowrider Culture and Society" panel

March 16 Saturday 3-5 pm MLK Jr. Library Rm 225 5th Floor, "The Future of Lowriding in San Jose" panel.

In the Community:

History San Jose:

"Breaking the Mold: San Jose's Oldest Foundry" Photos by Philip Krayna, Jept. 27/2018-July 21, 2019; Tues-Sat. Hours 12-5 pm, Arbuckle Gallery at the Pacific Hotel 1650 Senter Road, San Jose, CA

Feb. 2 2-4 pm "Firehouse Talks: Robin Chapman Present Historic Bay Area Visionaries" \$10 public (tickets: <https://hsjtalks.brownpapertickets.com>) at Empire Firehouse, 635 Phelan Ave., San Jose

Los Altos History Museum:

October 18, 2018 through March 31, 2019 (contact museum for hours they are open and student rate)

Main Gallery

The story of Juana Briones is a tale of resilience, ingenuity and business savvy – the hallmarks of Silicon Valley. Juana Briones was an early entrepreneur who owned several businesses, many parcels of land, was a talented midwife and traditional healer in what is now Los Altos, Los Altos Hills, Palo Alto, San Jose, and San Francisco.

Exhibit Description

As the daughter of members of the Jaun Bautista de Anza Expedition, Jauna's life spanned from the early days of the San Francisco Presidio, to California statehood, to the building of Stanford University near her final home in Mayfield, now part of Palo Alto. The exhibition promises to elicit intergenerational conversations about California's roots and will include contributions from local youth originating from a two-week **Summer Workshop** focused on creating exhibit works for the exhibition.

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 1/2 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 snap shot 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 1/2 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 Cannery 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 Arbuttle 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>) 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

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) 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.”

Grading Information

Points/Percentages

97-100=A+	94-96=A	90-93=A-
87-89=B+	84-86=B	80-83=B-
77-79=C+	74-76=C	70-73=C-
67-69=D+	64-66=D	59-63=D-

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.
- Only one extra credit assignment will be accepted (unless you do a specified 2nd extra credit) and it is worth 5% of your grade.
- 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.
- 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](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

- NO LAPTOPS ARE ALLOWED IN CLASS. Notes must be taken in pen or pencil. Exceptions must have Disability Resource Center documentation.
- Be respectful, if you are not YOU WILL BE ASKED TO LEAVE CLASS.
- KEEP ALL CELL PHONES OFF
- 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>), is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) 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.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video,

slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

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 refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Hist 170 Sec 1 Topics in U.S. History: Santa Clara Valley History, Sp 2019

Course Schedule

This schedule is subject to change with fair notice through SJSU email notification and Canvas updates. Finish all readings for the week by the first class on Monday.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1 MW	1/28 & 30/2019	<i>Introduction and Native Americans & Colonial Spanish Period</i>
2 M&W	2/4 & 6/ 2019	<p><i>Cont'd Colonial Spanish Period and Mexican Period</i></p> <p><u>Readings for Monday</u> Pitti, Chap: Introduction and Chap 1 “The Devil’s Destiny” See Canvas Module 1 to read: “Estanislao’s Rebellion”, <u>Elusive Eden</u>; Ruffins, Chap 1 pp 15-23 (on African American history up through Mexican period)</p> <p><u>In class:</u> Monday Quiz on Discussion Questions</p> <p>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</p> <p>Wednesday: All class discussion. Sign up to lead a discussion during the semester</p> <p>Last day to drop classes Feb 5</p>
3 M&W	2/11 & 13/2019 Class	<p><i>Early Americanization, onset of Capitalist Agriculture in Dry Wheat Farming, Decline of the Californios and Early African American Period</i></p> <p><u>Readings for Monday:</u> Pitti: Chap. 2 “The Golden State”, Chap. 3 “Transnational Industries” Matthews: Chap. 1 pp. 13-22 Ruffins: Chap. 1 pp. 23-47</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><u>In class:</u> Quiz on Monday We will discuss how to do Heritage Tour Assignment</p> <p>Tuesday: <u>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.</u> Each component to the answer should be around ¼ to 1/3 page. <u>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.</u></p> <p>Wednesday discussion groups.</p> <p>Last Day to Add Class Feb. 12</p> <p>Extra Credit Possibility: Saturday Feb. 16 3-5 pm, Rm 225 2nd Floor MLK, Jr. Library “Low Rider Culture and Society”</p> <p>Work on Heritage Tour Assignment</p>
4 M&W	2/18 & 20/ 2019	<p><i>Asians: Chinese, and Japanese</i></p> <p><u>Readings for Monday :</u> On Canvas: read 3 chapters on JAPANESE LEGACY</p> <p><u>In class:</u> Monday Quiz from Discussion Questions Film “Heinleinville: One of San Jose’s Chinatowns” Go over Community History Project and Oral History Project</p> <p><u>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.</u> Each component to the answer should be around ¼ to 1/3 page. <u>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.</u></p> <p><u>Wed 3-4:15</u> Film Clip, “Return to the Valley: San Jose’s Japanese Experience” Discussion Group</p> <p>Work on Heritage Tour Assignment</p>
5	2/25 &	<i>The Early 20th Century, Valley of the Hearts Delight Canneries, 1900s-1920s</i>

Week	Date	Topics, Readings, Assignments, Deadlines
M&W	27/2019	<p><i>with Italians, Portuguese, Mexicans, and African Americans</i></p> <p>Readings for Monday: Pitti: Chap. 4 “Residence in Revolution” Matthews: Chap. 1 pp. 22-47 Ruffins: Chap. 2 pp 48-63</p> <p>In class: Film Clips: Monday Quiz from Discussion Questions</p> <p><u>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.</u> Each component to the answer should be around ¼ to 1/3 page. <u>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.</u></p> <p><u>Wed.</u> Discussion Group and go over possible previous models and student research topics for Final Projects, pass out handouts on possibly topics. Go over criteria of how to pick a topic. Not more than one person per topic. Review potential topics with professor.</p> <p>Work on Heritage Tour <u>Assignment</u></p>
6 MW	3/4 & 6/2019	<p><i>African Americans of the Early 20th Century & The Great Depression of the 1930s</i></p> <p>Pitti: 5 “Striking Identities” up to p. 120 Matthews: Chap. 2 “The Fruit Industry Workforce at High Tide: A Wave of Militancy Hits the Valley” Ruffins: Chap. 2 pp. 63-70</p> <p>In class: Film Clips: Monday Quiz from Discussion Questions</p> <p>Monday: Possible Guest Speaker Dr. Steve Milner, past chair of African American Studies, speaking on African Americans in Santa Clara Valley 1850 to WWII.</p> <p><u>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.</u> Each component to the answer should be around ¼ to 1/3 page. <u>Single space answers and double space between questions. Use Turabian/Chicago Style footnotes citations for</u></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><u>each of your answers, or each answer will only received up to a C.</u></p> <p><u>Wednesday Bring Computer: In Class Photo Analysis Exercise</u></p> <p>Wednesday Discussion Group & Sign up for your Final Community History Project Topic</p> <p>Work on Heritage Tour Assignment</p>
7 MW	3/11 & 13/2019	<p><i>Project Research: Oral History and 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 the quizzes and assignments given in class)</i></p> <p><u>Reading for Monday:</u> Canvas: On go to the Week 7 Module and read: Dolores Hayden Chapters “Workers’ Landscapes and Livelihoods” and “Re-Interpreting Latina History at the Embassy Auditorium”</p> <p><u>Monday:</u> Quiz In class oral history exercises. Review of Community History Topics. Class Embedded Archivist will conduct In-class exercise familiarizing yourself with the California Room and Special Collections.</p> <p><u>Wednesday:</u> we will meet Nyle Monday, History Librarian at SJSU/MLK Jr Library Classroom 213. Nyle Monday will go over using digital and library collections.</p> <p>STUDENTS MAKE APPOINTMENTS WITH SUZANNE GUERRA TO GO OVER RESEARCH TOPICS AND BEGIN RESEARCH THIS WEEK AND NEXT WEEK</p> <p>Extra Credit: Saturday March 16 3-5 pm Rm. 225 2nd Floor MLK Jr. Library, “The Future of Lowriding in San Jose” sponsored by the California Room</p> <p>Heritage Walking Tour Due on Thursday March 14th 11 pm to Canvas</p>
8 M&W	3/18 & 20/ 2019	<p><i>Familiarizing Yourself with the Archives on Campus continued</i></p> <p><u>Monday:</u> Meet on 5th Floor of MLK Jr. Library in front of the Elevators. We are getting a guided tour of the Low Rider Exhibit, Sponsored by the California Room</p> <p><u>Wednesday:</u> Meet on 5th Floor in front of elevators. Kathryn Blackmer Reyes</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>will discuss the resources of the Africana, Asian American, Chicano, & Native American Studies Center (AAACNA). We will then go for orientation to California Room, Staff will review their collections and research tools. Leilani Marshall will also describe the Sourisseau Academy to students.</p> <p>STUDENTS CONTINUE TO MEET WITH SUZANNE GUERRA ABOUT THEIR RESEARCH PROJECTS</p> <p>Oral History Proposal Due Thursday March 21st 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. 2nd page should be a list of the questions you will ask the interviewee during the 15 minute actual interview.</p> <p>Over Spring Break contact your oral history interviewee and conduct a preliminary informational interview, afterwards create questions for the actual 15 minute interview you will conduct with the interviewee around your topic.</p>
9 M&W	3/25 & 27/2018	<p><i>Continue Archive Research</i></p> <p>Monday: Meet in The Shiro Room next to Special Collections on 5th Floor of SJSU Library with Craig Simpson, Director, to give overview of Special Collections</p> <p>Wednesday: Meet in California Room to Complete Primary Document Assignment related to their Final Project in California Room or Special Collections</p> <p>STUDENTS MEET THROUGHOUT WEEK WITH SUZANNE GUERRA</p> <p>Final Project Proposal Due Thursday March 28th 11 pm to Canvas</p>
	4/1-5 th /2019	<p><i>Spring Recess-Work on Oral History</i></p>
10	4/8&10/2019	<p><i>Social Impact of WWII, The Cold War and Post World War II Era on the Valley</i></p> <p>Readings for Monday: Matthews: Chap 3 "War and Cold War Shape the Valley: The Birth of a Metropolis and The Death of Union Democracy" p. 95-111 Pitti: Chap. "Striking Identities" p. 120-end of Chapter, and Chap. 6 "Braceros and Business Machines" Ruffins: Chap. 3 "World War II and Postwar Santa Clara County, 1941-1953"</p> <p>In class:</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Film Clips: Monday Quiz on Discussion Questions</p> <p><u>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.</u> Each component to the answer should be around ¼ to 1/3 page. <u>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.</u></p> <p>Wednesday Discussion Group</p>
11 M& W	4/15 & 17/2019	<p><i>Rise of African American Civil Rights in the Valley and SJSU: 1950s- 1960s</i></p> <p><u>Readings for Monday :</u> Ruffins: Chaps 4, 5, 6, 7</p> <p><u>In class:</u> Monday Quiz from Discussion Questions and Urla Hill will speak on Speed City and Harry Edwards</p> <p><u>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.</u> Each component to the answer should be around ¼ to 1/3 page. <u>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.</u></p> <p>Wednesday: Discussion Group</p> <p>Mid-Final Project Assignment Due Thursday April 18th 11 pm to Canvas, return comments will be given the following week through email.</p>
12 M&W	4/22 & 24/2019	<p><i>Rise of Mexican American Civil Rights in the Valley and SJSU, 1950s-1970s</i></p> <p>Reading: Pitti: Chap. 7 "Political Power" and Chap. 8 "Silicon Valley" Matthews: Chap. 4 "Toward Silicon Valley" pp. 137-140</p> <p><u>In class:</u> Tuesday: <u>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.</u> Each component to the answer should be around ¼ to 1/3 page. <u>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.</u></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Wednesday Quiz from Discussion Questions and discussion group
13 M&W	4/29 & May 1st/2019	<p><i>The Rise of Technology in Silicon Valley and Its Impact on the Valley (Race, Class & Environmental Problems)</i></p> <p>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”</p> <p>In class: Monday: Quiz and Film on Silicon Valley History</p> <p>Tuesday: <u>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.</u> Each component to the answer should be around ¼ to 1/3 page. <u>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.</u></p> <p>Wednesday: Discussion Group</p> <p>ALL EXTRA CREDIT DUE TO CANVAS BY Tuesday April 30th, 2019 11 PM. No late assignments will be accepted!!</p> <p>ORAL HISTORY PROJECT DUE TO CANVAS Sunday May 5th 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.</p>
14 M&W	5/6 & 8/2019	<p><i>Sign up for Mandatory Meetings with Professor/Embedded Archivist on M, W, F to Finish Final Projects during this week</i></p> <p>MANDATORY-All students must sign up to meet with Prof. McBane and Ms. Guerra on Monday, Wednesday, or Friday to review your final project. Bring your projects to show us.</p>
15 M	5/13/2019	Final Projects Due Monday 5/13/19 at 11 pm to Canvas. Come to class to pick up your papers and to hand in any CDs, flash drives, permission forms, etc. No Final Exam

