PROF. GENDZEL’S HIST 189A STUDY GUIDE FOR FALL 2015

Do you feel overwhelmed by names, dates, facts, and details when you listen to Prof. Gendzel’s lectures, watch the videos, or do the reading for this class? What are you supposed to know? What’s going to be on the tests? Relax—follow this Study Guide and you’ll be ready for Prof. Gendzel’s exams.

WHAT’S ON THE EXAMS?

Exam #1 (Sept. 24) covers all readings, lectures, and videos for Weeks 1-6. Exam #2 (Oct. 29) covers all readings, lectures, and videos for Weeks 7-11. Most of the Final Exam (Thurs., Dec. 10, 12:15-2:30 PM) covers readings, lectures, and videos for Weeks 12-17. In addition, the Final Exam will include one comprehensive essay question that covers all readings, lectures, and videos for the entire semester. All exams will combine multiple-choice and essay questions. Refer to the syllabus for daily lecture topics and weekly reading assignments.

EXAM FORMAT & GRADING

Exam #1 and Exam #2 will each consist of two parts. Part 1 will be 25 multiple-choice questions: 15 from the readings, 10 from the lectures/videos. Part 2 will be an essay question based equally on readings and lectures/videos. For each exam you will choose ONE of two essay questions in Part 2 and write an essay that answers all parts of the question. Part 1 of each exam is worth 50 points (each question = 2 points) and Part 2 is worth 50 points, so both exams will be graded on the standard 0-100 scale: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 59 or below = F.

The Final Exam will consist of 3 parts: Part 1 will be 25 multiple-choice questions (15 from the readings, 10 from the lectures/videos). All multiple-choice questions on the Final Exam will cover material after Exam #2. The Final Exam will have NO multiple-choice questions on readings or lectures/videos from before Exam #2. Part 2 of the Final Exam will be an essay question covering readings and lectures/videos after Exam #2, drawn equally from readings and lectures/videos. You will have two essay questions in Part 2 from which to choose. Together, Part 1 and Part 2 of the Final Exam will be equivalent in format to Exam #1 and Exam #2 and will be graded on the standard 0-100 scale (50 points for Part 1, 50 points for Part 2). Part 3 of the Final Exam will be a comprehensive essay question covering the ENTIRE course, drawn equally from readings and lectures/videos. You will choose ONE of two essay questions in Part 3. It will be worth 50 points, so the Final Exam is worth 150 points in total. (See the Course Syllabus for point totals needed to earn course grades.)

MULTIPLE-CHOICE QUESTIONS ON READINGS

These questions will test only the most important aspects of assigned readings—not random or insignificant details. Reading questions will be quite specific, however, in order to test if you are doing the assigned reading. Each multiple-choice question will specify a particular week’s reading assignment and a particular document, essay, or book chapter referenced by author, by book, and sometimes by title. Individual documents or essays in Major Problems, specific chapters in the other assigned books, or any other assigned readings could appear in the multiple-choice reading questions on exams. Answer solely on the basis of reading assignments for this class, not anything that you may have read, heard, or seen elsewhere.
Here is a sample multiple-choice question on the reading:

WEEK 2: James Houston, “The Place Called California” (*Major Problems, Chap. 1, Essay 1, pp. 2-9*) concludes with an account of the first
a. description of California by a European writer
b. encounter between Europeans and California Indians
c. massacre of California Indians by Spanish soldiers
d. founding of a Spanish mission in California

CORRECT ANSWER: (a) — The last two pages of Houston’s essay are about “the first writer to give us a detailed account of what this region looked like as European settlement began,” from the diary of Fray Juan Crespí in 1769. The question does not ask you about precisely where Crespí went, or where he was born, or the date of the earthquake he experienced, or any other minor details. Note also that (b), (c), and (d) are clearly wrong answers—but you would have to read the essay to know that. Here is another sample multiple-choice question on the reading:

WEEK 2: Betty Goerke suggests at the beginning of Chap. 1 of *Chief Marin: Leader, Rebel, and Legend* that modern Californians transported back to California in 1780 would first notice
a. the lack of human population
b. the lack of pollution
c. the stillness and silence
d. the colder climate

CORRECT ANSWER: (c) — Read the first two pages of this chapter and you’ll see that it has nothing to do with (a), (b), or (d). But if you haven’t read the chapter, you probably won’t be able to guess the correct answer. Every multiple-choice question on the readings will be like this: you must do the readings to answer correctly. You won’t be able to guess. Remember: if you don’t keep up with the reading assignments listed in the syllabus, you will probably fail the exams.

MULTIPLE-CHOICE QUESTIONS ON LECTURES

These questions will test only the most basic and important aspects of lectures and videos—not insignificant details. Lecture and video questions will be quite specific, however, because they are intended to identify who is coming to class, paying attention, and taking notes. Don’t worry about minor, non-essential details: multiple-choice questions on lectures and videos will only test material listed in the outlines or list of terms for each week. Answer solely on the basis of lectures and videos for this class, not anything that you may have read, heard, or seen elsewhere. Every lecture or video contains material that will appear in multiple-choice questions. Here is a sample multiple-choice question on the lectures:

WEEK 2: According to the most generally accepted theory, the California Indians were descended from
a. migratory hunters from Asia
b. shipwrecked Chinese sailors
c. the Aztecs of Mexico
d. the Incas of Peru
CORRECT ANSWER: (a) — The lecture on “The First Californians” explained that the prevailing anthropological theory about the California Indians holds that they were descended from migratory hunters from Asia who reached California as they were populating the rest of the Americas. Here is another sample multiple-choice question on the lectures:

WEEK 2: The two most common items of trade among the California Indians before the arrival of Europeans were
a. bows and arrows
b. guns and knives
c. salt and obsidian
d. acorns and fish

CORRECT ANSWER: (c) — The lecture on “The First Californians” explained that the most common trade items among the California Indians were salt from the coast and obsidian from the interior. The lecture outline listed salt and obsidian, indicating that they might appear on a multiple choice exam question. Some other possible answers given here were also mentioned in the lecture, but (c) is the one BEST answer, and you have to choose one.

ESSAY QUESTIONS
Essay questions will ask you to synthesize material from multiple readings, lectures, and videos. Each question will cover broad themes that occur in more than one week’s readings, lectures, or videos, such as contrasts or conflicts between different groups of people, or the causes and effects of broad economic, social, and political changes, or various migrations and movements. No essay question will ask anything narrow or nit-picky about any particular reading, lecture, or video. The historian’s task is to organize vast amounts of information into a coherent story that proves a point by making an argument supported by evidence; this is what you must do in your essays. Essay questions will require you to combine information from multiple readings, lectures, and videos. Your essays will be graded EQUALLY on your use of readings (50%) and lectures/videos (50%). Discuss lectures and videos in sufficient detail to prove that you paid close attention to them; discuss readings in sufficient detail to prove that you read them. ESSAYS BASED SOLELY ON LECTURES AND/OR VIDEOS WILL NOT RECEIVE A PASSING GRADE. Keep this in mind as you write your essays: you MUST provide clear evidence that you attended class AND did the readings.

HOW TO ANSWER ESSAY QUESTIONS
Read the questions carefully: don’t answer some question that you were hoping to see, answer one that actually appears on the exam. Make sure that you answer all parts of the question. Pack in lots of specific examples to prove that you did the work for this class. Use lots of relevant, detailed information and specific, detailed examples from the readings in particular. Most students can reproduce lecture and video material in their essays, but you must also write about the readings in detail in order to earn a passing grade. Fill your essays with relevant, detailed information: cite specific lectures/videos and specific examples from the readings. You must do more than simply REFER to readings; you must USE EXAMPLES and provide DETAILED INFORMATION from the readings. You do not need to cite page numbers, provide footnotes, or quote anything word-for-word. But you must discuss the readings in sufficient detail to PROVE conclusively that you actually read them.
Before you start writing an essay, think about what each question is asking. Choose the question that allows you to use the most information, details, and examples from readings and lectures in your answer. Consider making a brief outline in the back of your exam booklet before you start writing. (Outlines are optional and will not be graded.) Answer the question directly without a long-winded introduction or any random information irrelevant to the question. Your essay must have a THESIS, which means a basic argument in direct response to the question. Your essay must also have lots of EVIDENCE in the form of specific examples and detailed information from the readings and lectures/videos to support your thesis. You will be graded on the presence or absence of such information, its relevance to the question, and how well you use it.

Do not simply recopy your notes or any passages from the readings. No essay question will ask you to do that. Instead, find relevant information in your notes that you can insert into your essay to prove your points AND to prove that you went to class, paid attention, and did the assigned readings. Be specific, not vague. Do not assume that Prof. Gendzel “already knows” the material. Show that YOU know the material. Discuss relevant people, events, movements, organizations, legislation, trends, and ideas; cite specific chapters, essays, and documents from the books, and specific lectures and videos; give lots of examples; explain your evidence; show how it all supports your thesis. Don’t make passing reference to things: develop your examples in detail, relate them to your thesis, and always stay focused on the question. Here is a sample comprehensive essay question that could appear on the Final Exam:

“California is a place where people who don’t want to work make people of another race work for them.” Discuss this statement with regard to California up to 1900. Who refused to work and who did they make work for them? Discuss multiple racial groups.

Think about how you would answer this question. Notice that it has multiple parts. Notice that it requires you to use multiple readings, lectures, and videos. Remember, you will be graded on how well you use BOTH the readings AND the lectures/videos, so DON’T rely solely on lecture and video material. You MUST find relevant information and examples from the readings to support your thesis, and you MUST discuss the assigned books in enough detail to prove that you read them. Don’t just MENTION the assigned books; USE information and examples from the books as evidence to support your argument in your essays. REMEMBER: ESSAYS BASED SOLELY ON LECTURES AND/OR VIDEOS WILL NOT RECEIVE A PASSING GRADE.

**HOW MUCH SHOULD YOU WRITE?**

Write as much as you can—as long as everything that you write is relevant! Every bit of evidence from the readings and the lectures/videos helps—if you can demonstrate that it supports your argument and directly answers the question. With open-notes exams (see below), you might be tempted to simply recopy long passages from your notes, hoping that somehow it will all “count.” But remember, your essay must have a THESIS—a core argument that answers the question, supported by lots of EVIDENCE from the readings and multiple lectures/videos. You must explain WHY the information that you provide answers the question, and HOW it supports your thesis; do not assume that this is “obvious” or that the reader “already knows” the answer. Always explain WHY you’re saying what you’re saying: why is this information relevant? How does it relate to the question? You must CONNECT the information you provide to the question you’re answering if you want it to “count.”
OPEN NOTES EXAMS
Exams in all of Prof. Gendzel’s undergraduate classes are closed-book, but open-notes. As explained in the syllabus and in class, you may refer to your own handwritten notes during all exams. Therefore, you should concentrate on taking good notes on the lectures and videos (when you are in class) and on the assigned readings (when you are not in class). Organize your notes by daily lecture topics and by daily reading assignments so that you can find the right information quickly. You may NOT refer to any books, laptops, computers, tablets, recorders, electronic devices, anyone else’s notes, or anything typed, printed, word-processed, or photocopied during exams. If you keep your handwritten notes in a binder or in a notebook, remove EVERYTHING ELSE from the binder or notebook. Prof. Gendzel may inspect your notes, binder, or notebook during the exams; any unauthorized materials will be confiscated with possible penalties for cheating (see syllabus under “Academic Integrity”).

TAKING NOTES ON LECTURES & VIDEOS
Use the daily outlines and lists of terms to focus on the main topics and important details of every lecture or video. You do not need to write down names, dates, and statistics UNLESS they appear in the outline and list of terms for the day. When listening to a lecture, try to understand the main point that Prof. Gendzel is making about each topic. If he starts telling a story, what’s the point? What is he trying to prove? Don’t try to transcribe every word; instead, try to grasp the underlying significance of each story and Prof. Gendzel’s main points. Do the same with videos: use the list of terms to focus your attention and your notetaking. Organize your notes by week, because multiple-choice questions on the lectures will reference that information.

Every lecture and/or video contains information that will be on exams. If you miss class, you can download the outlines and the lists of terms from the course website. You may borrow someone else’s notes for a class that you missed, but you may NOT refer to anyone else’s notes or any photocopied materials during exams. You must rewrite anyone else’s notes in your own handwriting if you want to use those notes during an exam. Remember, no use of computers, phones, laptops, tablets, recorders, or any other electronic devices is allowed in the classroom without Prof. Gendzel’s written permission in advance. You may NOT refer to anything typed, printed, word processed, or photocopied during exams, and you may NOT refer to any electronic devices, either.

TAKING NOTES ON THE READINGS
Don’t try to transcribe the assigned readings word for word. Instead, organize your notes by weekly assignments listed in the syllabus. Multiple-choice questions on the readings will specify Week 1, Week 2, Week 3, etc., followed by author, title, and chapter. This is why you should write down the author and title of everything you read. Use that information to focus your notetaking on the author’s main point in each individual reading. For example, when you read Chap. 1 of Betty Goerke’s Chief Marin, you can tell from the title (“The Natural World of the Coast Miwok”) that this chapter is about the landscape and resources of Marin County, California, at the time of Marino’s birth. This should alert you to focus your note-taking on that subject. You do NOT need to write down every name, date, fact, and detail that Goerke mentions. Historians don’t expect their readers to memorize particular facts; instead, historians use facts as evidence in support of a thesis—their overall interpretation of the past.
So as you read Chap. 1 of *Chief Marin*, try to figure out Goerke’s thesis. What are her most important generalizations about the Coast Miwok and their natural world? How does she support her thesis with evidence? Your notes should focus on Goerke’s main argument in this way, while including some specific examples that you could use in writing an essay.

Goerke and other historians mention many names and dates, but you need only record information about a few of the most important individuals, groups, events, and concepts that are discussed at length, not just in passing. For example, exam questions on the first few chapters of Goerke’s *Chief Marin* might ask you about main characters such as Huicmuse/Marino, Father Vicente Santa María, General Mariano Vallejo, Governor Juan Bautista Alvarado, and Father Juan Amorós. Multiple-choice questions on the exams will ask you about key events, main characters, overall interpretations, and significant issues discussed in the readings—not about any minor events, minor characters, or random statistics or dates that get mentioned only briefly in passing. Don’t obsess over particular details other than the most basic facts: who, what, where, and when. Try to grasp the main point and the most essential information in everything you read. What are the basic facts of the story? How does the author interpret those facts?

After you read a chapter in any of the assigned books, or a document or essay in *Major Problems*, write down a few sentences summarizing what you just read while it is still fresh in your mind. You should organize your notes by weekly assignments labeled clearly by author, title, and source. Remember, on the exams, multiple-choice questions on the reading will specify the week assigned, the author’s name, and a specific chapter, document, or essay. Organize your notes the same way so that you can quickly find the information you need.

**WHAT TO BRING TO EXAMS**

1. Bring a T&E 200 answer sheet available for purchase in the Spartan Bookstore and elsewhere on campus. Do not bring any other kind of Scantron or answer sheet. T&E 200 answer sheets are the BIG blue ones (8½” x 11”), NOT the little green slips.

2. Bring a #2 pencil to fill in bubbles on your T&E 200. Make sure that your pencil is sharp and has a good eraser; otherwise, bring a separate eraser. If you must erase during the exam, erase completely, so that only one bubble per answer is marked.

3. Bring a large-size (8½” x 11”) exam booklet of any color, available for purchase in the Spartan Bookstore. Bring more than one if you think you are likely to need them. Bring only BLANK exam booklets to the exams. Do NOT write in them before the exam.

4. Bring TWO ink pens with blue, black, or blue-black ink. Always bring two in case one runs out. You MUST write your essays in INK, NOT in pencil. It’s OK if you have to cross something out.

5. Bring your own handwritten notes that you wrote yourself with a pencil or a pen on paper. There is NO LIMIT to the amount of such notes that you may bring and refer to during the exam. However, you may NOT refer to books, anyone else’s notes, any typed, printed, word-processed, or photocopied materials, any computers, laptops, tablets, phones, recorders, or any other electronic devices.
WHAT TO DO DURING EXAMS

1. Arrive on time, sit quietly, and do not talk to anyone during exams. Go to the bathroom BEFORE the exam so that you do not bother other students by getting up and leaving the room. Once the exam has begun, do NOT leave the room without Prof. Gendzel’s permission.

2. Make your calls and check your messages before the exam. Then TURN OFF your phone, laptop, computer, tablet, recorder, and any other electronic devices. Put your devices away where you cannot see, hear, use, or access them in any way. Prof. Gendzel will be monitoring the classroom and cheating will be penalized (see syllabus).

3. Write your name at the top of your T&E 200 answer sheet LAST NAME FIRST. Leave a space between your last name and your first name. Darken the corresponding bubbles under each letter of your name. Write your name, date, and HIST 189A on the front of your exam booklet.

4. When you get your copy of an exam, write your name on the exam in the space provided where it says “WRITE YOUR NAME HERE.” Yes, you may write on the exam itself—but you will only be graded on your T&E 200 answer sheet and your essays.

5. Read each multiple-choice question carefully. Choose the one best answer for each question. Every question has one answer that is always better (i.e., more correct) than the other answers. Choose the one best answer based strictly on the readings and lectures for this class, not any other source, and darken the corresponding bubble on your T&E 200 Scantron.

6. Answer all multiple-choice questions and leave none blank. Every correct answer is worth two points. Blank answers are worth ZERO points. There is no deduction for wrong answers. Guess if you are uncertain. If you can eliminate some answers as definitely wrong, you improve your odds. NEVER LEAVE BLANKS!

7. In writing your essays, use INK (not pencil) and make your handwriting legible. Do not skip lines unless your handwriting is exceptionally large or sloppy. Write on both sides of the page unless your ink bleeds completely through the paper. Do NOT write in pencil. Do NOT write in the top, bottom, left, or right margins of each page.

8. You may freely consult your own handwritten notes during the exam. Flip pages quietly and do not share information or communicate with anyone else. Keep your eyes on your own notes and your own exam. Do NOT look at anyone else’s notes or answers under penalty of cheating (see syllabus). Do NOT speak to, communicate with, signal, help, distract, or bother anyone else during the exam.

9. Use all of your available time. There is no bonus for completing exams early. Use your time to do your best, get all the answers right, and pack in lots of relevant course material into your essays. If you are late to an exam, you will receive no extra time, so don’t be late. If you miss an exam, see the syllabus policy for scheduling a possible makeup exam (ONLY with official documentation of a personal emergency).
10. When you are finished, if you still have time, add some more relevant information from the readings and the lectures/videos to your essay and check your T&E 200 answer sheet. Make sure that no question is left blank and that none has more than one answer marked. Turn in your copy of the exam, your exam booklet containing your essay(s), and your completed T&E 200 answer sheet to Prof. Gendzel at the front of the room. After he has checked everything, you may leave the room quietly.

11. DO NOT take the exam with you when you leave the room. Leaving the room with any image, copy, or record of an exam, or transmitting, sharing, streaming, uploading, broadcasting, or posting any information about an exam in any way, is strictly forbidden and constitutes cheating (see syllabus for the penalty for cheating).

12. There is no time in class to go over exams in detail. If you want to know which multiple-choice questions you missed on any exam and how to improve your scores, make an appointment with Prof. Gendzel. Your success is important to him, but he can’t help you if you don’t ask for help.

13. Exam #1 and Exam #2 are worth 100 points each and the Final Exam is worth 150 points. Consult your syllabus if you want to know how your exam scores “count” in your course grade, or what scores you “need” in order to “get” a certain grade in the course.