

## SOSC 302--03: *Temporal Concepts*

**Steve Herman: Instructor**  
**Spring 2017**  
**MW: 4:00 – 5:15PM**  
**Butte 505**

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**Office Hours: W: 5:15 – 6:15 PM**  
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### **A. Course Summary:**

This course focuses on the immigration and subsequent history of California's different ethnic groups. It explores their interactions and the effects on the social, political, and economic development of the state. The course is required for Liberal Studies majors. This is an approved General Education course. This is an approved US Diversity course.

### **B. Course Objectives/Goals:**

1. **Written Communication:** Students can express ideas in concise, coherent and grammatically correct prose.
2. **Oral Communication:** Students can deliver effective presentations using appropriate academic discourse and technologies.
3. **Quantitative Reasoning:** Students can interpret, analyze, and display quantitative information.
4. **Diversity:** Students will demonstrate knowledge of diverse cultural, ethnic, and social groups.
5. **Information Literacy:** Students can locate, evaluate and use needed information and sources in an ethical and legal manner.
6. **Critical Thinking:** Students can apply theories to real world situations in a reasoned and reflective manner by utilizing evidenced based methods from multiple disciplines.

### **C. Key *Content-Oriented* Objectives:**

1. Identify the impact of California's physical geography on its history.
2. Describe the geography, economic activities, folklore and religion of California's American Indian peoples.
3. Discuss the impact of Spanish exploration and colonization, including the mission system and its influence on the development of the agricultural economy of early California.
4. Describe Mexican rule in California and explore the causes of the war between Mexico and the United States and its consequences for California.
5. Describe the discovery of gold and its cultural, social, political and economic effects in California, including its impact on American Indians and Mexican nationals.
6. Explore the experiences of African-Americans in California, including the proscription of their rights as stated in the State Constitution. The contributions of Biddy Mason, Colonel Allensworth, and the many people who arrived during the *Second Great Migration* will be considered.

### **D. Optional Materials:**

1. Bean and Rawls, ***California: An Interpretive History*** (any recent edition)

### **E. Course Requirements:**

1. **Examinations:** Two exams will be administered this term, a midterm and a final. The midterm will be on **Wed., March 8**. The final exam (non-comprehensive) is **Mon., May 15, 6 PM**
2. **Map Quizzes:** Students are expected to attain competence in their knowledge of California place locations. Students will be assigned map completion exercises on a regular basis. **Quizzes** based on these homework assignments will be administered at the beginning of **five Wednesday class meetings**. (see \*below)
3. **Book Review:** An *in-class* written book review will take place on **Wed., April 19**.
4. **Media Review:** A brief review of a recommended movie is due by **Wed., May 3**. More information will be given in class.
5. **Attendance:** Absence usually has a detrimental impact on one's grade. It is difficult to compensate for what is lost when lectures, discussions, films, etc. are missed. Also students should note that quizzes and exams may not be made up unless prior arrangements are made with the instructor. See you in class!

#### F. Grading:

1. Grades will be determined by simple percentages, as follows: (There will be no curved grading.)

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

2. The maximum value of each assignment (or aggregate of assignments) are as follows (totaling 500 points):

<b>First Exam:</b>	<b>165 points</b> (33% of total course points)
<b>Second Exam:</b>	<b>165 points</b> (33%)
<b>Map Quizzes:</b>	<b>50 pts total</b> (10%)
<b>Book Review:</b>	<b>90 points</b> (18% total)
<b>Film Review:</b>	<b>30 points</b> (6%)

#### G. Weekly Schedule (tentative): (\* - Wednesday map quiz)

<b>January 23, 25</b> - Introduction.	<b>March 20, 22*</b> – 'California, USA'/late 1800's
<b>Jan. 30, Feb. 1,</b> – Intro/California Geography	<b>March 27, 29*</b> – Early 1900's (20 <sup>th</sup> Century)
<b>Feb. 6, 8</b> - Culture. <i>Ethnicity and Race</i>	<b>April 3, 5</b> – 20 <sup>th</sup> Century: Immigrants and Agriculture
<b>Feb. 13, 15*</b> – Native Americans	<b>April 10, 12</b> – 20 <sup>th</sup> Century: Urban Growth
<b>Feb. 20, 22*</b> - European Exploration/Colonization	<b>Apr. 17, 19</b> – Resources/ <b>Book Review (Wed.)</b>
<b>Feb. 27, Mar. 1*</b> – Spanish/Mexican California	<b>Apr. 24, 26</b> – Post-War California
<b>March 6, 8</b> – Gold Rush/ <b>First Exam (Wed.)</b>	<b>May 1. 3</b> – Present Issues/ <b>Film Review due Wed</b>
<b>March 13, 15</b> -- <b>SPRING BREAK</b>	<b>May 8. 10</b> – California: Future Prospects
	<b>May 15</b> - <b>(Monday) 6:00PM</b> – <b>Final Exam</b>

#### H. CSUC Academic Integrity Statement (<http://www.csuchico.edu/prs/EMs/2004/04-036.shtml>)

*California State University, Chico is committed to a campus culture that takes pride in fostering an environment of academic integrity, academic freedom, and high-quality learning environments. These efforts will be guided by the following statement:*

***The students, faculty, administrators, and staff of CSU, Chico are committed to a culture of honesty in which members of the community accept responsibility to uphold academic integrity in all they say, write, and create.***

**Any case involving violation of the University's *Academic Integrity* policy will be turned over to Student Judicial Affairs.**