
Hispanic California, 1542-1848

Professor:	Ruben G. Mendoza, Ph.D., Director, CSUMB Institute of Archaeology Campus Building 17, Room 117; Voice: 831-582-3760; Fax: 831-582-3566 Email: archaeology_institute@csumb.edu ; Internet: http://archaeology.csumb.edu Lab Phones: 831-582-5380 or 831-582-5381
Arch Lab Assistant:	Genetta Butler (genetta_butler@csumb.edu)
Website Technician:	Christian Graves (admin@archaeology.csumb.edu)
Meeting Location:	Campus Building 82, Room B115; 6:00-7:50 pm, Tuesdays & Thursdays.
Office Hours:	Thursdays, 3:00-5:00 (Building 58-137) and By Appointment.
Campus Locations:	CSU Monterey Bay Map

Course Description

Seminar participants will delve into the lives of those Hispanic and Mexican peoples and personalities that undertook the pioneering exploration and colonization of early California from 1542 through 1848. Drawing on first hand accounts, primary resource documents, and oral histories of the period, we will explore the (a) pre-Hispanic or indigenous communities of the California central coast, (b) the earliest Hispanic *entradas* or incursions into Alta California, (c) Spanish colonial missions and monasteries of the California central coast, (d) Mexican Independence and rebellion in early California, (e) Secularization and the decline of the California missions, (f) Alta California in the age of the Mexican Republic, and (g) the conquest and decline of the early *Californio* colony. *CRN 41265/41266, THR, 6:00P - 7:50P, 82-B115, 08-23-04 to 12-19-04.*

Required Texts

Beebe, Rose Marie, and Robert M. Senkewicz (eds.). 2003. Lands of Promise and Despair: Chronicles of Early California, 1535-1846. A California Legacy Book. Berkeley: Heyday Books. [ISBN: 1-890771-48-1]

Menchaca, Martha. 2002. Recovering History, Constructing Race: The Indian, Black, and White Roots of Mexican Americans. Austin: University of Texas Press. [ISBN: 0-292-75254-7]

Bouvier, Virginia Marie. 2004. Women and the Conquest of California, 1542-1840: Codes of Silence. Tucson: University of Arizona Press. [ISBN: 0-816-52446-7]

Book Review Options

Monroy, Douglas. 1993. Thrown Among Strangers: The Making of Mexican Culture in Frontier California. Berkeley: University of California Press. [ISBN: 0-520-08275-3]

Pitt, Leonard. 1999. Decline of the Californios: A Social History of the Spanish-Speaking Californias, 1846-1890. With a new Introduction by Ramon A. Gutierrez. Berkeley: University of California Press. [ISBN: 0-520-21958-9]

Rosenus, Alan. 1999. General Vallejo and the Advent of the Americans: A Biography. Berkeley: Heyday Books. [ISBN: 1-890771-21-X]

Learning Outcomes

Community Participation

The purpose of the CP ULR is to foster the development of **self-reflective, culturally aware** and **responsive** community participants through reciprocal service and learning

Outcomes:

1. Demonstrate critical self-reflection of one's own assumptions and stereotypes.
2. Comprehend own social and cultural group identities and the relative privilege or marginalization of each.
3. Demonstrate intercultural communication skills.
4. Demonstrate knowledge of the demographics, socio-cultural dynamics and assets of a specific local community.
5. Examine and analyze a community issue in the context of systemic inequities.
6. Enter, participate in, and exit a community in ways that do not reinforce systemic injustice.
7. Demonstrate reciprocity and responsiveness in service work with community.

Evidence:

- Reflective journals
- Summative paper addressing progress toward outcomes
- Evaluation by community supervisor
- Presentations to class
- Participation in class discussion
- Poetry, collage, media presentation

Criteria

- Complexity and depth
- Cultural awareness
- Critical personal reflection
- Analysis of power relations
- Sensitivity and respect
- Responsive accountability

SBSC Major Learning Outcomes

This course variously addresses the **MLO 2** (Methods), **MLO 3** (Disciplinary) and **MLO 4** (Applied) areas of the SBSC Major Learning Outcomes. **Note:** If you are taking this course in order to satisfy the second semester

requirement for the SBSC core course, your reading list will be supplemented for that purpose, and you will be required to submit an annotated bibliography of those readings completed in this section for the purposes of preparing for the development of the final annotated bibliography due for your capstone project.

Assessment/Grades

It should be noted that the basis for grading and assessment of this section might be subject to variation from what is noted below in the event that the class shifts its emphasis for the purposes of study options and those projects undertaken. Any changes will be subject to class discussion and consensus where appropriate.

Participation: Because this course will require your in-class participation in discussion, lab exercises, and use of the Discussion Forum, *20 percentage points* of your final grade will be assessed by way of your attendance and participation. Participation will in part be assessed by way of the timely and thorough completion of (a) *Online Journal or Discussion Forum entries* completed on a weekly basis, and (b) the documentation of in-class *Lab Deliverables* (see below) via the *Discussion Forum* and through the submission of supporting class materials related to the Lab Deliverables. Because most Discussion Forum journal entries will be completed during class time, and will address class discussions, participation, and lab exercises, it is critical that your participation be reflected in the Online Journal. See online journal links at: <http://archaeology.csumb.edu/phpbb2/>

Reader Response Papers: Approximately *five two-page reader response papers* will be completed by you and submitted in hardcopy as double-spaced narratives that provide sufficient detail so that the instructor can assess your thorough completion and understanding of the readings and or discussion themes assigned. The Reader Response papers will account for approximately *25 percentage points* of your total grade. The reader response papers will be graded at *5 percentage points* each per minimum two-page essay if they demonstrate your thorough understanding and reflection of the readings. Three points will be given if a partial understanding of the readings are reflected, and two percentage point will be offered if the essay was completed but did not reflect a clear understanding of the readings assigned.

Midterm and End Term Reviews: Midterm assessments will be based on your successful completion of a book review summary of any one or more of those books listed in the Book Review Options section above. The Midterm review is worth *15 percentage points*, and the Endterm Review is worth an additional *15 percentage points*. Finally, you should note that much of what we cover in *weekly labs* will require you to bring to class the text edited by Rose Marie Beebe and Robert M. Senkewicz (2001) titled *Lands of Promise and Despair: Chronicles of Early California, 1535-1846* as this work contains many of those documents and translations to be used in discussion and in the development of the final group project.

Internet Archives Project: So that we can address the requirements of the Community Participation and US Histories ULRs, your final project – and your work through weekly labs -- will necessarily require that you meet the objectives of, or demonstrate proficiency in, those requirements specified for successful completion of each ULR specified. The Final Project, as such, will aim to create a collectively (class) designed and configured Internet site that incorporates period documents, historic images, written or audio narratives, video, and related multimedia that have a bearing on the theme of Hispanic California, 1542-1848. Our weekly Discussion Forums will serve to review readings, and use said readings as a basis for storyboarding the development of the Internet Archives Project devoted to that aspect of Hispanic California specific to the California Central Coast.

Your option to the collectively developed Internet project so noted is to submit a final project paper (of no less than 10 typewritten double-spaced pages) with content based on your own research from reliable primary and secondary historical sources. The final project is worth *25 percentage points* towards your final grade. Please note that each of you has the potential to achieve a total score of 100 points.

- | | |
|--|------------|
| • Participation (Forums & Discussions): | 30% |
| • Reader Response Papers (10 @ 2% each): | 20% |
| • Midterm Review (Monroy, 1993): | 15% |
| • Endterm Review (Pitt, 1999): | 15% |

• Internet Archives Project Contribution:	25%
Total:	105%

Classroom Expectations

Please note that I will not accommodate any Incomplete grades, except by written medical excuse, and you are expected to submit your work on time. It should be noted that completion of an Incomplete grade rarely affords anything more than a B grade for those students requiring additional time via an Incomplete. Because I will take attendance from time to time, and your participation in labs is required, please note that your attendance will not be counted if you are more than *10 minutes late to class*. Where your professor's attendance is concerned, I will notify the class in advance of any days that might require my absence; except in the case of an unforeseen illness. In those instances where I may be late to class, I will attempt to notify a designated student by telephone on the morning in which the late showing might be necessitated. Otherwise, please do not hesitate to contact me by email at archaeology_institute@csumb.edu or by phone at 831-582-3760.

Internet Communications

Internet Contact: You may e-mail your questions and requests for advising via the FirstClass Intranet student e-mail accounts available to you (archaeology_institute@csumb.edu), or you may stop by my office during posted office hours (see Office Hours, above). When submitting typewritten assignments, *please e-mail one copy, and submit a second copy in print form* so that I can provide comments and assessment suggestions. Please note that the SBS Peer Counselors are available in Building 17 for your assistance.

<http://archaeology.csumb.edu>