

Syllabus

History 10: History of California
De Anza College
Social Sciences and Humanities Division
(Revised: April 4, 2025)

Course Information

- Course Title: History of California
- Course Number: 10
- Quarter, Section, Control Number (CRN): **Spring 2025, 50Z, 48257**
- Credit Hours: 4
- Meeting Time and Location: Online through Canvas
- Caution: This is a four-unit class that is twelve weeks long; more reading is assigned and more study time is required each week compared to a three-unit class that is sixteen to eighteen weeks long. You can do this! I'm here to help. Make sure to allocate enough time each week to work on this class.

Instructor Information

- Instructor: David Bush
- Office Hours: Tuesdays, 8:00 a.m. to 10:00 a.m. Office hours are held online through the Canvas messaging system
- Contact Email: For the quickest response, email me through Canvas. I answer emails within forty-eight hours, excluding weekends and holidays. If you do not receive a reply within this time frame, please send me another message. If you are unable to access Canvas, my college email address is bushdavid@fhda.edu.

Catalog Course Description

- Description: This course covers California history from Native American cultures to the present. Emphasis is placed on introducing students to the discipline of history through cultural, social, economic, political, and environmental resource issues. The course includes practice in critical analysis of primary and secondary sources.
- Advisory: EWRT 1A or EWRT 1AH or ESL 5.

Course Objectives

The student will be able to:

- A. Recognize and evaluate the nature of the historical discipline and apply critical thinking skills within a multi-cultural diverse approach of the historical method to the critical examination and interpretation of primary and/or secondary sources.
- B. Apply a broad cross-disciplinary knowledge of the history of people and events as a basis for understanding the development of indigenous cultures in pre-Columbian California through primary and/or secondary sources.
- C. Compare and contrast the border land histories of California in a geo-political context under Spanish, Mexican, and United States rule prior to 1848 through primary and/or secondary sources.

- D. Analyze and evaluate the evolution and application of national and state constitutional law, national and state legislation, and direct democracy so as to obtain an informed interpretation of important issues in California political and legal history through primary and/or secondary sources.
- E. Compare and contrast the historical experiences of various groups (e.g., Native Americans, Spanish, Mexican, or Europeans, Asian, African-American) so that major theoretical and analytical issues relevant to race, ethnicity, gender, and sexual orientation can be evaluated in the development of California society and history.
- F. Appraise the interactive role of specific events, movements, and individuals in affecting social change, and assess why such movements and individuals were able to have historical agency directed towards change.
- G. Summarize the rise of California to the status of being an economic force in global world economies, analyze its causes and effects, and comprehend the interdependence of such a relationship.
- H. Explain and evaluate the connections between "imagined" California as a state of mind, the role of technological change, and popular consumer culture.
- I. Demonstrate through writing and speaking skills based on a multi-cultural historical method how knowledge of the past and a critical sense of history contribute to understanding and addressing critical present day issues and challenges.

Student Learning Outcomes

- Demonstrate and apply knowledge of Native American through the present California history to construct defensible statements of meaning and evaluation about this period's developments.
- Identify, critically evaluate, and interpret Native American through present California primary documents to construct historical analysis.

Course Content

- A. Recognize and evaluate the nature of the historical discipline and apply critical thinking skills within a multi-cultural diverse approach of the historical method to the critical examination and interpretation of primary and/or secondary sources.
- B. Apply a broad cross-disciplinary knowledge of the history of people and events as a basis for understanding the development of indigenous cultures in pre-Columbian California through primary and/or secondary sources.
- C. Compare and contrast the border land histories of California in a geo-political context under Spanish, Mexican, and United States rule prior to 1848 through primary and/or secondary sources.
- D. Analyze and evaluate the evolution and application of national and state constitutional law, national and state legislation, and direct democracy so as to obtain an informed interpretation of important issues in California political and legal history through primary and/or secondary sources.
- E. Compare and contrast the historical experiences of various groups (e.g., Native Americans, Spanish, Mexican, or Europeans, Asian, African-American) so that major theoretical and analytical issues relevant to race, ethnicity, gender, and sexual orientation can be evaluated in the development of California society and history.

- F. Appraise the interactive role of specific events, movements, and individuals in affecting social change, and assess why such movements and individuals were able to have historical agency directed towards change.
- G. Summarize the rise of California to the status of being an economic force in global world economies, analyze its causes and effects, and comprehend the interdependence of such a relationship.
- H. Explain and evaluate the connections between "imagined" California as a state of mind, the role of technological change, and popular consumer culture.
- I. Demonstrate through writing and speaking skills based on a multi-cultural historical method how knowledge of the past and a critical sense of history contribute to understanding and addressing critical present day issues and challenges.

Required Texts (Three (3) Books Required)

- Two (2) required books:
 - Cherny, Robert W.; Lemke-Santangelo, Gretchen; and de Castillo, Richard Griswold. [*Competing Visions: A History of California*](#). 2nd ed. Saint Mary's Digital Commons (2021). This book is free and online.
 - Houston, Jeanne and James Houston. [*Farewell to Manzanar*](#). New York: HarperCollins Publishers, (1973) 2017. ISBN: 9781328742117.
- Select one (1) of these books:
 - Hurtado, Albert L. [*Intimate Frontiers: Sex, Gender, and Culture in Old California*](#). Albuquerque: University of New Mexico Press, 1999. 9780826319548.
 - Miranda, Deborah A. [*Bad Indians: A Tribal Memoir*](#). Berkeley: Heyday Books, 2013. 9781597142014.
 - Mosley, Walter. [*Devil in a Blue Dress*](#). 1990. 9781982150341.
 - Ruiz, Mona. [*Two Badges: The Lives of Mona Ruiz*](#). (1997) 2005. 9781558854550.
 - Steinbeck, John. [*In Dubious Battle*](#). (1936) 1992. 9780143039631.

Required Computer Hardware and Software

- Students need access to a computer that is capable of quickly and reliably accessing websites.
- A web browser is required for this course.
- There are PDF documents in the class, so a PDF reader is required. Search "PDF reader" in your favorite web browser to locate free PDF software.

Statement of Instructional Methods

This is an online course using Canvas learning management software. Access the class website by [logging in to Canvas](#). All assignments will be submitted through Canvas. It is expected that students enrolled in this class know how to use Canvas and navigate through websites. Canvas is easy to use, but students new to Canvas should study - explore – De Anza's [On the Road with Canvas: A Student Guide](#). For Canvas login instructions and other questions, see De Anza's [Get Help with Canvas](#) web page.

The class is divided into several modules. (A link to the Modules page is found in the left-hand-column menu of the Canvas class home page.) In most cases, modules include: assigned readings, an objective quiz (or quizzes), a discussion forum and, sometimes, an essay.

Regular and Substantive Contact Throughout the Term

This is an online and asynchronous distance education course. This course is more like a face-to-face class rather than a correspondence course. In this class there is a schedule with regular due dates for objective and subjective assignments throughout the term; weekly discussion board participation is a graded requirement to ensure regular and substantive contact.

Students must access the class at least three days each week in order to regularly participate in class discussions, check for announcements, read and reply to private messages, send questions to the instructor, watch assigned videos, and complete weekly graded assignments.

Evaluation and Grading

Writing Requirement

There is a significant amount of writing required in this class. It's all manageable, and I'm here to help. You can do this! Make sure to plan ahead and keep up on the work.

Note: To demonstrate your college-level, reading, writing, and historical analysis skills, there is a 1,000-word essay and three short essays (each 300 to 500-words) assignments; this is a total of 1,900 to 2,500 words. These assignments required the analysis of assigned primary and secondary sources to create an historical argument within a college-level essay.

In addition to these assignments, three posts are required each week in the discussion boards.

Quizzes

- Quizzes are based on assigned readings.
- Quizzes open at 12:01 a.m. and close at 11:59 p.m. See the Class Schedule document for dates. Quizzes must be submitted before 11:59 p.m. on the due date.
- Each quiz is timed and must be taken in one sitting. Once a quiz is begun, the quiz timer will not stop for any reason (technical glitch, power outage, accidentally logging off from the class website, and all other reasons).
- One day after each quiz closes, the quiz's answer key will become available. If you have a question or concern about one of your quizzes, the deadline to contact me about a quiz is five school days after the quiz opens for review.
- See the Instructions and Student Resources Module for additional quiz instructions.
- Syllabus Quiz:
 - The Syllabus Quiz must be taken within the first few days of the start of the class; however, this quiz is primarily for your benefit, and you can take it as often as needed at the beginning of the term to earn a 100 percent score.
 - The quiz is not worth any points, but it must be taken, and a 100 percent score earned, before the rest of the course work becomes accessible.
 - People who do not take the Syllabus Quiz at least one time before the deadline listed in the Class Schedule will be dropped from the class.

Essay

- There is a 1,000-word essay based on assigned primary and secondary source readings. **(This is nothing to worry about. This is a standard five-paragraph college essay. There is plenty of time to write the essay. Clear instructions are provided, and I am here to answer your questions.) You can do this!**

- The essay opens at 12:01 a.m. on a module's start date and close at 11:59 p.m. on a module's due date. Work must be submitted before 11:59 p.m. on the due date.
- Work is usually graded and returned within one week, but no longer than two weeks, after the due date.
- If you have questions or concerns about your essay grade, you must send me a private message through the class website within five school days of my announcement that all essays have been graded. In your one private message, you must clearly detail the specific reasons why you think a category grade is, or category grades are, incorrect. If you would like me to review parts of your essay, I may regrade the whole assignment, and the essay grade may increase, remain the same, or decrease. I will reply to your message to regrade your essay within two weeks (but more likely within less than one week). My reply and regrade are final.
- Rewriting the essay after it has been graded is not an option, so carefully read the essay instructions and the Essay Grading Rubric before submitting your essay.
- See the Instructions and Student Resources Module for additional essay instructions.

Discussions

- Students are expected to participate in class by making relevant, thoughtful, detailed, constructive and respectful posts on the current discussion board at least three times each week. For this class, a week begins Monday and ends the following Sunday.
 - At least one of your weekly posts should be made by Wednesday night.
 - At least one post each week needs to be a reply to another student.
 - One post in Module 2, Module 3, Module 4, and Module 5 needs to be based on an assigned film from each module. Films are accessed through the college and watched online.
 - For grading purposes, posts need to be made at least one day (twenty-four hours) apart; however, students are encouraged to make more than three posts each week, and it is acceptable to make more than one post each day.
- Posts should be based in fact – not in feelings or personal beliefs, and should demonstrate one's careful study of assigned sources and critical thinking skills. Avoid ranting and flaming posts; such posts are unprofessional – be kind to people in the class.
- Grading Discussions:
 - The Module 1, Week 1 of Class discussion board will be graded to ensure you have an early and clear idea about the posting requirements.
 - After the first week of class, I will randomly grade some week's discussion boards and not others. I also may ask you to grade your own discussions or the discussions of other people in the class (peer review). Students will not know which week's posts will or will not be graded, so do your best work every week. Also, students may be asked to submit posts as part of a test.
 - If you have questions or concerns about your discussion assessment grade, you must send me a private message through the class website within three school days after a discussion board has been graded. In your one private message, you must clearly detail the specific reasons why you think a category grade is, or category grades are, incorrect. If you would like me to review some of your week's postings, I may regrade the whole assignment, and the assessment grade may increase, remain the same, or decrease. I will reply to your message to regrade your essay within one week. My reply and regrade are final.
 - The discussion board postings may not be rewritten, submitted a second time after being graded, or made up later in the term.

- See the Instructions and Student Resources Module for additional information on making discussion board posts.

Tests

- There is a midterm and a final test in the class.
- You must take the tests on your own; you may not have help from anyone else when taking the exams.
- The tests have objective, subjective questions, and short-essay questions.
- There are at least three subjective short-answer questions; each is 300 to 500-words long and requires the demonstration of college-level, reading, writing, and historical analysis skills.
- The tests are open only for a few days, and the tests may be taken just once.
- Detailed information about the tests will be posted in class about one week before each test opens.

Promoting a Civil Learning Environment

- I presume that everyone in this class wants to participate in a productive learning environment. To foster such a positive educational community, we need some basic ground rules.
- Debating topics, challenging quiz questions, asking for clarification about a grade, disagreeing with an historical interpretation presented in the class, and so on is acceptable and encouraged if expressed in a civil and professional manner befitting the academy. My goal is to create a community where participants may disagree without being disagreeable.
- Avoid unprofessional conduct such as rude, insulting, trolling, or sarcastic comments. In extreme cases, discussion board posts may be deleted. Let me emphasize, it is fine to disagree – just remain calm and polite while focusing on the assigned topic rather than attacking a fellow student or the instructor. Such uncivil and unprofessional behavior will impact your grade.
- Demonstrate objective, logical, and reasoned analysis; use accurate information and appropriate academic language; be supportive and encouraging of others even when disagreeing with another person’s work; and exhibit professionalism in tone and content of all communications.
- Please follow “[The Core Rules of Netiquette](#)” when participating in all discussion boards. See the “Discussion Board Instructions” document in the Instructions and Student Resources Module for additional important information on posting in this class.

Points Per Assignment Category

Assignments	Maximum Points	Approximate Percent of Course Grade
11 Quizzes (lowest 2 textbook quiz dropped)	57 Points	17 Percent
4 Discussion Assessments	48 Points	15 Percent
1 Essay	100 Points	30 Percent
2 Tests	125 Points	38 Percent
Total	330 Points	100 Percent

Course Letter Grade Scale

Letter Grade	Percent Range	Point Range
A+*	97 to 100 Percent	320 to 330 Points
A	93 to 96 Percent	307 to 319 Points

A-	90 to 92 Percent	297 to 306 Points
B+	87 to 89 Percent	287 to 296 Points
B	83 to 86 Percent	274 to 286 Points
B-	80 to 82 Percent	264 to 273 Points
C+	77 to 79 Percent	254 to 263 Points
C**	70 to 76 Percent	231 to 253 Points
D+	67 to 69 Percent	221 to 230 Points
D	63 to 66 Percent	208 to 220 Points
D-	60 to 62 Percent	198 to 207 Points
F	0 to 59 Percent	0 to 197 Points

*The "A+" letter grade will appear on student's transcript but is calculated as a 4.0.

**The California Educational Code does not allow for a "C-" grade.

Course Grade Determination

- Grades are based on the quality of the work submitted – not on the amount of effort put into the work. Now, there is often a correlation between how hard one works and one's grade, but simply working hard does not guarantee any particular grade.
- Course grades are based on the percentage of points earned in the class; total points in the class may change.
- Warning: During the course, your class grade average and your letter grade displayed in the Canvas grade book may be inaccurate because of the way Canvas calculates grades.
- All students enrolled in the class at the end of the term will receive a course grade.
- FW – Failure to Withdraw. “This grade indicates that a student has stopped participating in a course after the last day to officially withdraw, without achieving a final passing grade, and the student has not received college authorization to withdraw under extenuating circumstances” (De Anza [Grades and Grades Changes web page](#)).
- The instructor has absolute and final discretion in awarding grades.

Class Policies

Class Participation

While this is an online class, it is not an independent study class where a person works at their own pace. Nor is this a correspondence course. This class requires students to regularly and substantively interact with each other and the instructor. Also, this class has a schedule, due dates, and class participation. We travel this history road together. Class participation (through discussion board posts) is a weekly, and critical, part of this class.

Attendance

Students are responsible for accessing the class at least three days each week in order to check for announcements and private messages, accessed assigned readings, participate in class discussions, and complete quizzes and other assignments. Simply accessing the class does not count as attendance. Attendance in an online class requires substantive participation (making a post or submitting work) in the course. Students who do not regularly attend class risk being dropped; see the Drop Policy (below) for more details.

Self-Motivation

One key difference between taking a class online compared to a traditional class is that the online class requires significantly more self-discipline. The student is responsible for monitoring her or his own progress. If you are not self-motivated and self-disciplined, it would be better for you to take this course in the traditional way.

Missed Quizzes or Assignments

Print out a copy of the Class Schedule (found in the Syllabus Module) and keep it handy. This has all the due dates for the class. Because you know all the due dates far in advance and because you may take the quizzes and submit the written work anytime during the extended period a module is open, late work is not accepted beyond the one-day late period.

Computers crash, servers become busy, power is interrupted, and the internet occasionally goes down for a short time. If you wait until the last six hours, or even the last day, to turn in work and you experience a technical issue, that is not an excuse for late work because assignments are open over an extended period of time during which the work may be submitted. Not having an assigned book is not a valid excuse for late work. Advice for your whole life: expect the unexpected. Submit your work early.

Instructor Initiated Drops

Anyone registered in the class before the first day of the quarter must complete the Syllabus Quiz before 11:59 p.m. on Wednesday, or be dropped from the class on Thursday.

If you add the class late, to avoid being dropped take the Syllabus Quiz within forty-eight hours of adding the class.

After Census Day, students who do not submit the essay, skip two or more objective quizzes, do not make posts during two weeks (consecutive or nonconsecutive), or any combination of the above between the Census Day and the "W" drop deadline will likely be withdrawn from the class.

College Policies

Drop Policy

It is the student's responsibility to drop the class. You must notify the Admissions Office if you want to drop the class.

Withdrawal Policy

It is the student's responsibility to withdraw from the class. You must notify the Admissions Office if you want to withdraw from the class.

Incomplete Policy

College's Incomplete Policy: "Academic work is incomplete for unforeseeable, emergency and justifiable reasons at the end of the term. At least 75% of the class must have been completed to qualify for Incomplete status" (De Anza [Grades and Grades Changes web page](#)). See the catalog for the full college policy. Dave's incomplete policy: In addition to the above requirements, to be consider for an Incomplete you (1) must make the request after the last day to withdraw from the class, (2) must have completed all work, or missed no more than two quizzes or two graded discussion boards,

due in the class before the day you request an Incomplete and (3) must have at least a 68 percent grade average on work you have submitted.

Academic Integrity

Please read the [De Anza College Academic Integrity](#) web page for policies that apply to this class. Any student caught violating the Academic Integrity policy risks receiving an "F" for that assignment. Students who violate the Academic Integrity policy may be reported to the dean. All other board, district and college policies are in effect and apply to this class.

The use of artificial intelligence (AI) tools, such as ChatGPT, Marmot, and so on, is not permitted in this class, and the use of AI will be treated as plagiarism and a violation of the college's Academic Honesty Policy.

Accommodation of Disability

To obtain disability-related accommodations, students must contact the De Anza [Disability Support Services \(DSS\)](#) as early as possible in the quarter. To contact DSS, you may: visit DSS in the Registration and Student Services Building, Room 141; email DSS at dss@fhda.edu, call DSS at (408) 430-7681 (for the hearing impaired, the video phone number is (408) 864-5650). If you already have an accommodation notification from DSS, please contact me privately (by sending me a Canvas private message through our class website) to discuss your needs.

Financial Aid

Visit the [De Anza College Financial Aid Office](#) to find out if you can get money to pay for your classes, books, supplies, and many other expenses. Visit in person by going to the Baldwin Winery Building, call the office at (408) 864-8718, or send an email to FinancialAid@deanza.edu.

Office of Student Services

Both I and the college want you to be successful. The college offers many support services for students including: health support, emergency cash grants, veterans support, LGBTQ+ support, academic counseling and support, mental health support, and much more. For links to these services, please see the [Office of Student Services](#) website.

Tentative Course Sequence (Class Schedule)

The Class Schedule document found below lists all the due dates for the term. Read the Course Schedule now. This is an important document; print it out and keep it handy.

Disclaimer

The above is subject to change at the discretion of the instructor (a.k.a. "The Decider").

One Last Note

Why attend a history class? Besides obtaining GE units, it is impossible to fully understand the present without knowledge of the past. Over two thousand years ago the Roman statesman and author Cicero expressed this point when he wrote, "To be ignorant of what occurred before you were born is to remain always a child." Similarly, a statement, commonly attributed to Marcus Garvey, connects history and community: "A people without the knowledge of their past history, origin, and

culture is like a tree without roots." To be an adult and to have a resilient community, individuals and groups need to set aside the myths taught to children and honestly struggle with the complicated reality of the past. Let's be courageous enough to do that together!

Class Schedule

(Revised: April 4, 2025)

Class: History 10: History of California
Instructor: David Bush
Quarter: **Spring 2025**
College: De Anza College
Learning Management System: Canvas

Listed below are the important dates for the term including all assignment due dates. Module web pages and assignments will open and close on the dates listed. Work opens at 12:01 a.m. on the start date and closes at 11:59 p.m. on the due date. Work must be submitted between these times. See the Syllabus Module and Instructions and Student Resources Module for fun and exciting information on class policies, quizzes, discussion boards, the essay, grading, and much more.

Week 1 (April 7-12)

Getting Started (Monday – Wednesday)

Study: Read and study the documents in the Syllabus Module and in the Instructions and Student Resources Module.

Quiz: For the Syllabus Module, there is one quiz, the Syllabus Quiz. The quiz may be taken as many times as needed to earn a perfect score. **Important: you must take this quiz to remain in the class.** (For people adding the class late, the Syllabus Quiz should be completed within forty-eight hours of adding the class.)

Posts: Make two (2) discussion board posts in the Class Introductions forum during the first week of class.

Module 1: Historiography (Wednesday – Saturday)

Study: Read the documents in Module 1.

Quiz: There is one quiz on the information in Module 1.

Posts: Make two (2) posts in the Module 1, Week 1 of Class discussion board.

Week 2 (April 14-19)

Instructor's Drop Day: Anyone who has not taken the Syllabus Quiz for any reason before this day will be dropped from the class (**Monday, April 14**).

Last day for students to drop class with no record of grade (**Sunday, April 20**).

Module 2: California Indian, Spanish, Mexican, and Gold Rush Periods (Pre-1542 to 1850s)

Study: *Competing Visions*, 2nd ed.: Chapters 1 and 2, and the other assigned sources in the module.

Quiz: There is one quiz this week on Chapters 1 and 2. The quiz may be completed late through Sunday.

Posts: Make three (3) posts in the Module 2, Week 2 of Class discussion board. Post may be made late through Sunday.

Week 3 (April 21-26)

Module 2: Continues

Study: *Competing Visions*, 2nd ed.: Chapters 3 and 4, and the other assigned sources in the module.

Quiz: There is one quiz this week on Chapters 3 and 4.

Posts: Make three (3) posts in the Module 2, Week 3 of Class discussion board.

Week 4 (April 28 – May 3)

Module 3: Statehood, American Civil War, Railroads, and Increasing Diversity (1850s to 1910s)

Study: *Competing Visions*, 2nd ed.: Chapters 5 and 6, and the other assigned sources in the module.

Quiz: There is one quiz this week just on Chapters 5 and 6.

Posts: Make three (3) posts in the Module 3, Week 4 of Class discussion board.

Week 5 (May 5-10)

Module 3: Continues (Monday – Thursday)

Study: *Competing Visions*, 2nd ed.: Chapter 7, and the other assigned sources in the module.

Quiz: There is no quiz this week.

Posts: Make two (2) posts in the Module 3, Week 5 of Class discussion board. Posts may not be made late this week.

Midterm (Friday – Saturday)

See the Midterm General Instructions module for more details.

Week 6 (May 12-17)

Module 4: The Gilded Age, Progressivism, Economic Boom, the Great Depression, and World War II (1870s to 1960s)

Study: *Competing Visions*, 2nd ed.: Chapter 8, *Farwell to Manzanar*. Part 1, and the other assigned sources in the module.

Quiz: There is one quiz this week on Chapter 8 and *Farwell to Manzanar*. Part 1.

Posts: Make three (3) posts in the Module 4, Week 6 of Class discussion board.

Week 7 (May 19-24)

Holiday: Saturday and Sunday is the Memorial Day Weekend Holiday; there is no class work due (Saturday - Sunday, May 24-25).

Module 4: Continues

Study: *Competing Visions*, 2nd ed.: Chapter 9, *Farwell to Manzanar*. Part 2, and the other assigned sources in the module.

Quiz: There is one quiz this week on Chapter 9 and *Farwell to Manzanar*. Part 2.

Posts: Make three (3) posts in the Module 4, Week 7 of Class discussion board.

Week 8 (May 27 – 31)

Holiday: Monday continues the Memorial Day Weekend Holiday; there is no class work due. (Monday, May 26).

Module 4: Continues

Study: *Competing Visions*, 2nd ed.: Chapter 10, *Farwell to Manzanar*. Part 3 and Afterword, and the other assigned sources in the module.

Quiz: There is one quiz this week on Chapter 10 and *Farwell to Manzanar*. Part 3.

Posts: Make three (3) posts in the Module 4, Week 8 of Class discussion board.

Last day to drop class with a "W." **(Friday, May 30).**

Week 9 (June 2-7)

Module Book: Book Analysis and Essay

Study: The book you selected to read.

Quiz: There is one quiz on the book you selected to read. This quiz is not dropped.

Posts: Make three (3) posts in the Book Analysis, Week 9 of Class discussion board.

The essay is due this week. Essay may be submitted late through Wednesday of Week 10.

Week 10 (June 9-14)

Module 5: Post-World War II and Modern California (1960s to 2020s)

Study: *Competing Visions*, 2nd ed.: Chapter 11, and the other assigned sources in the module

Quiz: There is one quiz this week on Chapter 11.

Posts: Make three (3) posts in the Module 5, Week 10 of Class discussion board.

Week 11 (June 16-21)

Holiday: Juneteenth Holiday; there is no class work due. (Thursday, June 19).

Module 5: Continues

Study: *Competing Visions*, 2nd ed.: Chapters 12 and 13 and the other assigned sources in the module

Quiz: There is one quiz this week on Chapters 12 and 13.

Posts: Make three (3) posts in the Module 5, Week 11 of Class discussion board.

Week 12 (June 23-27)

Final (Monday – Tuesday)

See the Final General Instructions module for more details.

Anonymous Class Evaluation: See this module's introduction page for details (**Monday – Wednesday**).

Last Day of Class (**Friday**)

Days After Class

Course Grades Posted: Log in to the class and look at your grade. If you have any last-minute concerns, email me immediately. Course grades may be posted sooner, so keep checking the announcements during this time period. (**Monday, June 30**)

Grades submitted to Admissions and Records Office: Course grades will be sent to the Admissions Office at 9:00 a.m. on **July 1**; at this point, I do not adjust grades. Course grades may be submitted sooner, so keep checking the announcements.

The Class Schedule is subject to change at the discretion of the instructor (a.k.a. “The Decider”).