GROSSMONT COLLEGE

 COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 05/18/2021

 GCCCD Governing Board Approval: 06/15/2021

# HISTORY 124 – HISTORY OF CALIFORNIA

 1. Course Number Course Title Semester Units

 HIST 124 History of California 3

 Semester Hours

 3 hours lecture 48-54 total hours 96-108 outside-of-class hours 144-162 total hours

 2. Course Prerequisites

 None

 Corequisite

 None

 Recommended Preparation

None

 3. Catalog Description

 Survey of the political, social, and economic development of the State of California from pre-Columbian Native Americans to the present. Emphasis upon European exploration and interaction with California’s Native Americans, Spanish colonization, Mexican California, statehood, late 19th century, pre-WWI Progressive Era, 1910s and 1920s, Depression Era, WWII, Post-WWII era, 1960s to the 1990s, and early 21st century. Course will also include a unit of study in California State and local government.

 4. Course Objectives

 The student will:

1. Analyze historical sources to formulate a purposeful historical thesis.
2. Explain relationships between causes of historical events and their effects.
3. Evaluate current events relevant to California, connecting common ideas and problems from the present to past periods of California history.
4. Describe and differentiate California’s diverse geography, topography, ecology and climate.
5. Analyze California’s demographic composition.
6. Describe and differentiate the numerous and diverse Californian Native American tribes and their cultures.
7. Describe early European exploration and Native American interaction in 16th and 17th century California.
8. Analyze the conquest and governing methods of colonial Spain in California.
9. Discuss the role of Spanish friars and the construction of California missions.
10. Describe the political, cultural and economic features of Mexican California.
11. Describe and trace the United States’ acquisition of California from Mexico and the subsequent path to statehood.
12. Describe the founding and history of California’s major cities – Sacramento, San Francisco, Los Angeles, and San Diego.
13. Discuss and analyze the drafting and features of California’s constitution and summarize the roles of the state legislature, executive and judicial branches.
14. Examine the relationship between the federal government and California state government and the principles of state and local government.
15. Discuss California’s major events during the late 19th century.
16. Analyze California’s major events and challenges for each decade throughout the 20th century, especially during the Progressive Era, WWI, Depression, WWII, and post-WWII.
17. Describe the challenges, events and goals of organized labor in California.
18. Examine and differentiate the rise of major economic industries within California.
19. Analyze the plight, struggles and injustices of women, indigenous groups and ethnic minorities in California.
20. Examine the role of race, ethnicity, social class and gender in California’s historical events.
21. Analyze what makes California unique as a state and as an economic and social unit within the United States.
22. Analyze California’s economic and social change, cultural and intellectual movements, and the importance of science, technology and the military in California's development.
23. Explore the significance of evolving multi-cultural diversity in California.
24. Compile list of books and non-print resources on relevant historical topics and events in order to research historical topics.
25. Critique readings about the history of California.

5. Instructional Facilities

 Standard Classroom

 6. Special Materials Required of Student

 None

 7. Course Content

 a. Historical Periods and Events

 1) Paleolithic/Neolithic human history in California

 2) Pre-Columbia Native Americans, e.g. Kumeyaay, Shoshone, Salinian, Tipai-Ipai

 3) 16th and 17th century European exploration – Spanish, French and Russian

 4) Spanish friars/Junipero Serra

 5) Missions/Presidios/Pueblos

 6) Spanish colonization

 7) Mexican California

 8) Bear Flag Revolt/Mexican-American War

 9) Compromise of 1850/Early Statehood

 10) California during the American Civil War

 11) Late 19th century California

 12) Chinese and Japanese anti-immigration laws

 13) Progressive Era in California

 14) San Francisco Earthquake (1906)

 15) WWI, Roaring 20s and Depression Era

 16) WWII – Defense Industry and Japanese-American Internment Camps

 17) Post-WWII California

 18) Counter Culture/Campus and Social Protests – 1960s and 1970s

 19) Zoot Suit/Watts/L.A. Riots

 20) California during 1980s and 1990s

 b. Famous Explorers/Adventurers/Military Commanders

 1) Hernan Cortes

 2) Juan R. Cabrillo

 3) Francisco Coronado

 4) Sebastian Vizcaino

 5) Gaspar de Portola

 6) Juan Bautista de Anza

 7) Francis Drake

 8) Jedediah Smith

 9) John Fremont

 10) James Beckwourth

 11) Donner Party

 12) John Drake Sloat

 13) Robert F. Stockton

 14) Stephen W. Kearny

 c. Political Leaders

 1) Hiram Johnson

 2) Earl Warren

 3) Edmund “Pat” Brown

 4) Ronald Reagan

 5) Richard Nixon

 6) Jerry Brown

 7) Tom Bradley

 8) George Deukmejian

 9) Pete Wilson

 10) Dianne Feinstein

 11) Willie Brown

 12) Gray Davis

 13) Arnold Schwarzenegger

 14) Norman Mineta

 15) Sam I. Hayakawa

 16) Nancy Pelosi

 17) Antonio Villaraigosa

 d. State Government/Politics

1) California Constitution

2) Legislative Branch – Senate and Assembly

3) Executive Branch – Governor

4) Lieutenant Governor

5) Secretary of State

6) Treasurer

7) Attorney General

8) Judicial Branch – Supreme Court/Court of Appeals

9) Local Rule – Counties

 10) Initiative, Referendum, Recall

 11) Famous State Ballot Propositions

 e. Economy/Business/Industry/Labor

1) Gold Rush

2) Levi Strauss

3) Central Pacific – “Big Four”

4) Leland Stanford

 5) Chinese Laborers for Central Pacific

 6) Edward L. Doheny – Oil

 7) Mining/Fishing

8) Central Valley – Agriculture

9) Napa Valley – wine

10) Hollywood

 11) Hoover Dam/California Water Projects

 12) Highway Projects

 13) Walt Disney

 14) William Randolph Hearst – Publishing Empire

 15) Silicon Valley – computers

 16) Steve Jobs

 17) Defense Industry/Military Bases

 18) Aerospace Industry

 19) Conservative and Alternative Energy

 20) Dot com

 21) Workingmen’s Party

 22) Grangers “farmers clubs”

 23) Cesar Chavez – United Farm Workers

 24) Industrial Workers of the World (IWW)

 25) San Francisco General Strike (1934)

 f. Artists/Writers/Musicians

 1) Ansel Adams

 2) Allen Ginsberg

 3) Jerry Garcia

 4) Dorthea Lange

 5) Carlos Santana

 6) Alice Walker

 7) John Steinbeck

 8) Brian Wilson

 9) Amy Tan

10) Bret Harte

11) Helen Hunt Jackson

12) Jack London

13) Ambrose Bierce

14) Woody Guthrie

 15) Charles Fletcher Lummis

 16) William Saroyan

# 8. Method of Instruction

#  a. Lecture

#  b. Discussion and interpretation of primary documents and/or historical topics

#  c. Study guides or examination reviews

#  d. Multi-media presentations

#  e. Visual aids, such as PowerPoint slides, transparencies, video/DVDs, etc.

#  f. Internet websites

#  g. Guest speakers

 h. Collaborative projects

 i. Library resources: books, periodicals, databases, reference works, and internet resources pertaining to the History of California

9. Methods of Evaluating Student Performance

a. Objective tests involving true or false questions, multiple choice, or multiple answer, mapping, or sequencing, which build on knowledge over modules.

b. Quizzes that assess module mastery and SLOs via multiple choice, multiple answer, t/f, sequencing, mapping, or short lists.

c. Oral and written reports on course material involving the use of primary and secondary source material to analyze topics, discuss cause and consequences, and demonstrate course level knowledge of relevant events and people.

d. Written essays based on prompts requirement students to discuss historical events in context, with reference to relevant individuals and case and consequences.

e. Group/Discussion activities involving the analysis of primary and secondary sources related to course material with an eye towards recognizing bias and presentism.

f. Research papers (6-8 pages minimum, 600 word minimum) on significant events, people, concepts, or socio-cultural developments understood within their historical context and demonstrating knowledge of changes over time and consequences.

g. Midterm and final exam with a strong writing (essay) component to assess students’ critical thinking skills as well as the course content. Other types of questions might include multiple choice, multiple answer, listing, defining, mapping, sequences, true/false, and short answer.

10. Outside Class Assignments

 a. Prepare for an out of class essay of approximately 600 words about Spanish California by creating answers to sample essay questions, one of which will be asked in class. Preparation will involve reviewing evidence from lecture, discussions, readings and any supplemental materials to formulate a thesis in answer to the questions.

 b. Prepare an essay outside of class, comparing and contrasting Spanish and Mexican California, utilizing evidence from lecture, discussions, readings and any supplemental materials.

c. Conduct focused independent research and write a 6-8 page paper (minimum of 600 words) on a California history topic of the student’s individual choice. The paper must demonstrate how their subjects relate to larger questions or events in California history.

d. Prepare for group discussions about early California as a U.S. state, with each group focusing on different perspectives and experiences, such as religion, the role of women, education, literature, etc., utilizing evidence from course materials and independent research.

e. Analyze, in writing or via a group discussion, a primary source document utilizing course materials and independent research. Students will demonstrate how their document relates to larger questions or events in California history and its political institutions.

 f. Library and internet research with multiple sources and websites.

 g. Take home exams.

11. Representative Texts

 a. Representative Textbooks:

1. Rawls, James J. and Bean, Walton. California: An Interpretive History with Map Poster. 10th edition. New York: McGraw Hill, 2012.
2. Rice, Richard , et al. The Elusive Eden: A New History of California. 5th edition. New York: McGraw Hill, 2019.
3. Giventer, Lawrence. Governing California. 2nd edition. New York: McGraw Hill, 2007.
4. Cherny, Robert, Gretchen Lemke-Santangelo and Richard Griswold del Castillo. Competing Visions: A History of California. Boston: Houghton Mifflin, 2005.
5. Rolle, Andrew and Verge, Arthur. California: A History. 7th edition. Hoboken, NJ: Wiley, 2008.
6. Starr, Kevin. California: A History. New York: Modern Library Chronicles, 2007.
7. Gerston, Larry N. and Christensen, Terry. California Politics and Government: A Practical Approach. Belmont, CA: Wadsworth Publishing, 2011.
8. Coodley, Lauren. California: A Multicultural Documentary History. Upper Saddle River, NJ: Prentice-Hall, NJ, 2008.
9. Madley, Benjamin. An American Genocide: The United States and the California Indian Catastrophe, 1846-1873 (The Lamar Series in Western History). Newhaven, CT: Yale University Press, 2017
10. Isenberg, Andrew C. California Gold Rush. 18th ed. New York, NY: Bedford Books, 2018.
11. *Merriam- Webster Advanced Learner’s English Dictionary*. 9th Ed. 2016.

 b. Supplementary texts and workbooks:

1. Jackson, Helen Hunt. *Ramona: A Story*. Toronto: Copp, Clark, 2018.
2. Hicks, Jack, ed. et al. *The Literature of California*. Vol. I, *Native American Beginnings to 1945*. Berkeley, CA: University of California Press, 2000.
3. Beebe, Rose Marie and Senkewicz, Robert M. *Lands of Promise and Despair: Chronicles of Early California, 1535-1846*. Norman: University of Oklahoma Press, 2015.
4. Norris, Frank. McTeague. New York: Signet Classics, 2011.
5. Rayner, Richard. *The Associates: Four Capitalists Who Created California*. New York: W.W. Norton Publishing, 2009.
6. Steinbeck, John. The Grapes of Wrath. New York: Penguin Classics, 2006.
7. Street, Richard. *Beasts of the Field: A Narrative History of California Farmworkers, 1769-1913.* Stanford, CA: Stanford University Press, 2004.
8. Pinceti, Stephanie. *Transforming California: A Political History of Land Use and Development.* Baltimore, MD: John Hopkins University Press, 2003.

 9) Rarick, Ethan. *California Rising: The Life and Times of Pat Brown*. Berkeley, CA: University of California Press, 2006.

 Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

a. Analyze primary and secondary sources and explain how they support a thesis statement.

b. Explain relationships between the causes of historical events and their effects.

c. Describe a relevant individual involved in an historical event and explain his/her significance in this event.