

COURSE OUTLINE

**History 122
California History**

I. Catalog Statement

HIST 122 is a survey of the discovery, exploration, and settlement of California. Emphasis is placed development of particular political, economic, and social institutions, along with California's relationships with the United States and the rest of the world.

Total Lecture Units: 3.0

Total Course Units: 3.0

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48.0

Recommended Preparation: Eligibility for ENGL 101.

II. Course Entry Expectations

Skills expectations: Reading 6, Writing 6, Listening/Speaking 6, Math 2.

Prior to enrolling in the course, the student should be able to:

1. read at the 12th grade level or higher;
2. understand abstract and complex collegiate reading selections;
3. write an organized and grammatically correct essay which focuses on a central idea and employs specific details;
4. complete a research paper, write essay exams, or complete other types of writing assignments;
5. communicate learning, conceptual understanding and critical analysis skills through writing research papers, essay exams, or other types of writing assignments;
6. learn material through class discussion and lecture;
7. add, subtract, multiply, and divide using whole numbers, fractions, and decimals;
8. convert fractions and decimals to percentages.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. show an understanding and appreciation for the rich and varied Indian cultures of California;
2. explain the motivations for the Spanish exploration and settlement of Alta California;
3. discuss the social and cultural development of "Hispanic California" before the

- American conquest;
4. understand the rationale and motives for the American conquest of California;
 5. trace the growth and the impact of the Gold Rush on California;
 6. compare and contrast the social, political, and ethnic developments of California since 1850;
 7. discuss the role of agriculture and water in California's economic and political development;
 8. describe the impact of World War II upon California's economy and society;
 9. examine the development of the uniquely California forms of art, literature, and architecture;
 10. assess the impact of the student movements of the 1960's on California's political and cultural development;
 11. discuss contemporary ethnic and racial relations throughout the State.

IV. Course Content

Total Faculty Contact Hours = 48 Hours

- | | | |
|----|---|---------|
| A. | Indian Culture at the Time of Conquest | 3 hours |
| | 1. Native American stereotypes | |
| | 2. Indigenous cultural diversity | |
| | 3. Tribal politics and community relations | |
| B. | The Spanish Arrival | 3 hours |
| | 1. Spanish expeditions from Europe | |
| | 2. Discovery and exploration of Alta California | |
| | 3. Settlement of Alta California: mission, pueblo, presidio | |
| | 4. The formative years | |
| C. | California Missions and Ranchos | 6 hours |
| | 1. Franciscan missionaries | |
| | 2. Spanish soldiers | |
| | 3. Mission Indians | |
| | 4. The heyday of the ranchos | |
| | a. Social life and customs | |
| | b. Economic realities: hides and tallow | |
| D. | Acquisition of California by the United States | 3 hours |
| | 1. Manifest destiny and American expansionism | |
| | 2. Arrival of Anglos | |
| | a. Boston merchants | |
| | b. Fur trappers and explorers | |
| | c. Pioneers and settlers | |
| | 3. Bear Flag Revolt | |
| | 4. Mexican-American War | |
| E. | Gold Rush | 3 hours |
| | 1. Sutter and the discovery of gold | |

2. Gold fever and international interests
 3. The 49ers
 4. Transforming an economy
- F. Early Statehood 3 hours
1. New political realities
 2. Vigilantes and filibusters
 3. Race relations
 - a. Mexican land grants and taxation
 - b. Chinese
 - c. African Americans
- G. Railroads, Mines, and Politics 3 hours
1. The Central Pacific and government land grants
 2. Labor and exploitation in railroad construction
 3. The Big Five and silver
 4. Money and politics
- H. Economic Developments 3 hours
1. Agriculture and the small farmer
 2. Rise of agribusiness
 3. Agriculture labor
 - a. Oriental labor
 - b. Migratory labor
 - c. Organizing labor
- I. Images of California 3 hours
1. Literature
 2. Art
 3. Architecture
 4. The California stereotype
- J. Land, Water, and Politics 3 hours
1. Early water projects
 - a. Hetch-Hethgy
 - b. Owens Valley
 - c. Colorado River
 - d. Central Valley Project
 - e. California Water Project
 2. North-South water conflicts
 3. Conservation movements
 - a. Early conservation movements
 - b. Modern conservation movements
 - c. Saving Mono Lake
- K. Immigration 3 hours

1. Mexican immigration
 2. Japanese immigration
 3. Southeast Asian immigration
 4. Affirmative action and ethnic minorities
- L. World War II and the Growth of California 3 hours
1. Experience of military personnel
 2. Industry moves west
 3. The post-war boom
 4. Aerospace and the war economy
- M. Counter Culture and California Politics 6 hours
1. Academic freedom and San Francisco State
 2. The Free Speech Movement
 3. Car Top Rally and People's Park
 4. Anti-war movement
 5. Berkeley in the 1960s
 6. Radicals become politicians
- N. Ethnicity and Race in Contemporary California 3 hours
1. Race relations in California
 2. Race relations in Los Angeles: a melting pot?

V. Methods of Instruction

The following methods of instruction may be used in the course:

1. lecture;
2. multimedia;
3. discussion;
4. online;
5. presentations;
6. field activities/trips.

VI. Out of Class Assignments

The following out of class assignments may be used in the course:

1. essays (e.g. an argumentative essay which evaluates the relative importance of pull and push factors which led to the immigration of at least three different social/ethnic groups into California);
2. research paper (e.g. research paper using secondary sources to trace the economic, political or social development of California since World War II);
3. group projects (e.g. prepare a class presentation that shows the interactions of the different social groups which comprise a typical Spanish-era California mission).

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

1. midterm examinations;
2. instructor evaluation of class student presentations (e.g. evaluation of group presentations on the culture of the California Missions);
3. instructor evaluation of students work (e.g. evaluation of identification terms to determine accuracy and effectiveness);
4. final examination.

VIII. Textbook(s)

Rawls, James J. and Walton Bean. *California: An Interpretive History 10th Edition*.
New York: McGraw Hill, 2012. Print.
14th Grade Reading Level. ISBN: 9780073406961

IX. Student Learning Outcomes

Upon successful completion of the required coursework in California History, the student will be able to:

1. compare and contrast various historical concepts and different interpretations of the history of the state of California;
2. differentiate the impact of race, ethnicity, gender & class within the state of California;
3. critique various political, economic and social forces that have been essential to the State's development and its influence on National affairs.