

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	Gary Vargas	Date:	06/25/2020
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Department	Subject	Course Number	Title
History	History HIST	120	California History

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units	Total Units
3.00	3.00
Lecture Contact Hours	Total Contact Hours
48.00 - 54.00	48.00 - 54.00
Lecture Homework Hours	
96.00 - 108.00	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

B2 SOCIAL & BEHAVIORAL SCIENCES

General Education Justification:

B2 Students will examine complex issues in ethnicity and race relations and the development of government policy (GELO 1). Students will evaluate information through the research project (GELO 3), and develop respect for diverse peoples through the study of minority groups in state history (GELO 4).
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Maximum Enrollment:	40
Maximum Enrollment Justification:	Justification:
Grading Method:	Letter Grade or P/NP
TOP code:	2205.00

Can be Taken

1

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU

- Intercollegiate athletics course

- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course surveys California history from its geological origins to the present and explores the state's past by examining politics, economic trends, ethnicity, gender, and migration, social and cultural developments, the environment, and California's relationship to the rest of the United States and the Pacific Rim.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course looks at the social, political, cultural, ethnic, and economic history of California.

Need for the course:

This course fulfills a requirement for A.A.-T in History for Transfer - Associate in Arts, A.A.-T in Social Justice Studies for Transfer - Associate in Arts, Liberal Arts: Social & Behavioral Sciences Emphasis - Associate in Arts. It has historically been an essential course for Liberal Studies majors at CSUSB for the teacher track in California. It is also UC and CSU transferable, approved IGETC 4F and CSU GE D6 and meets lower division course units for UC History degree and works as a list B area 2 course option in the ADT. This course also contributes to the college's mission to support life-long learning by helping students develop a deeper understanding of their state's political, economic, and cultural development as well as its role in American and global history which will enhance their understanding of their lives as voters, taxpayers, and economic agents in one of the world's most dynamic economies.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

- ENGL 101 or
- Concurrent enrollment in ENGL 101.

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Analyze the relationship between California and other regions with respect to trade, migration, and politics
 2. Analyze economic trends and how cycles of depression and prosperity have affected the state’s development
 3. Assess ways that race, ethnicity, migration, and social change have affected California History
 4. Examine how climate and geography have shaped state history
 5. Consider examples of California’s cultural evolution within the context of specific periods and appraise their long term effects
 6. Compare the history of California to other states or regions of the US and value its unique character
 7. Describe how the iconography of the cultural history of California fits into the historical imagination of its inhabitants and serves as an attraction to outsiders

Course Content:

(please number the outline of main topics and subtopics)

- 1.The Setting: California Before Europeans
 1. Geography and Climate
 2. Native Americans
 - 2.The Spanish Phase
 1. Exploration
 2. Serra/Portola Expedition
 3. Missions, Presidios, Pueblos and other Spanish Institutions
 4. Consequences of the mission system and its impact on Native Americans
 - 3.California Under Mexico
 1. Land Grants, Cattle, and the Tallow and Hide Trade
 2. Secularization of the Missions
 3. The Arrival of Russians, Americans, and other Nationalities
 - 4.The American Phase
 1. Mexican-American War and Treaty of Guadalupe Hidalgo
 2. The Bear Flag Revolt and John C. Fremont
 3. Modes of Arrival—Land and Sea
 - 5.Gold Rush
 1. Geology and Economy of Gold
 2. Life in the Gold Fields
 3. Race and Gender
 4. Environmental Impact
 5. National Response to California Gold
 - 6.Early Statehood
 1. Constitution of 1849
 2. Vigilantes and Law and Order
 3. Anti-Chinese Sentiment
 4. The Civil War
 5. Impact of early statehood on Native Americans: Massacres and Genocide
 - 7.Railroad Era
 1. Transportation Before the Railroad
 2. Manifest Destiny
 3. Transcontinental Railroad
 4. Southern Pacific
 5. Workingman’s Party and the Chinese Exclusion Act
 - 8.Early Economy
 1. Rise of San Francisco
 2. Fruit
 3. Wheat
 4. The Rise of Southern California in the 1880s

5. Oil

9. Progressive Era

- 1. The Fight Against the Railroad
- 2. Hiram Johnson and the Election of 1910
- 3. Conservationism
- 4. Anti-Japanese Sentiment
- 5. Women’s Suffrage and Americanization
- 6. Prosperity and the South in the 1920s
 - 1. Water and Growth
 - 2. The Pacific-Electric
 - 3. The Automobile
 - 4. The Film Industry
 - 5. 1930s and the Depression
 - 1. Impact of the Depression
 - 2. Public Works—Golden Gate Bridge
 - 3. Depression Era Politics
 - 4. Labor and Migration: Longshoreman Strike and Repatriation of Mexican Americans
 - 5. John Steinbeck and the “Okies”
 - 6. World War II
 - 1. Military Preparedness
 - 2. Defense Industries—Ships, Planes, and Henry Kaiser
 - 3. Migration and Population Growth
 - 4. Ethnic, Gender, and Social Tensions
 - 1. Japanese Incarceration
 - 2. Port Costa and Race
 - 3. The Bracero Program
 - 4. Sleepy Lagoon and the Zoot Suit Riots
 - 5. Rosie the Riveter: Women and wartime industries

7. Science and High Tech

8. Postwar California 1945-60

- 1. Migration
- 2. Housing, the Suburbs, and White Flight
- 3. Education
- 4. Recreation and the Resurrection of Disney
- 5. Defense and Aerospace
- 6. Governors
 - 1. Earl Warren
 - 2. Goodwin Knight

9. Culture—Jack Kerouac and the Beats

10. The 1960s

- 1. Pat Brown
- 2. California Water Plan
- 3. Schools and Universities
- 4. Civil Rights: Women, Native-Americans, The Black Campus Protests
- 5. Reagan and the Rise of the Right
- 6. The 1970s
 - 1. The Reagan Administration
 - 2. Brown II: the Rise and Fall of Jerry
 - 3. Farm Labor Organizing
 - 4. Howard Jarvis and Proposition 13
 - 5. The Environmental Movement
 - 6. LGBT Community and the Aids
 - 7. 1980s and 1990s
 - 1. Republican Ascendancy

- 2. High Tech, the Computer, and Silicon Valley
- 3. Depression and Crisis of the 1990s
- 4. Recovery—Aerospace to Venture Capital
- 5. Backlash to the Environmental Movement
- 6. Recent California
 - 1. Governable? Grey Davis, Arnold Schwarzenegger, and Jerry Brown Foreign Trade and the Pacific Rim
 - 2. Migration and the New Californians
 - 3. The Depression and the economy of the late 2000s
 - 4. The future?

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
Integration: Lectures will use supporting visual materials that may include PowerPoint presentations and other digitally-generated images such as maps, charts, diagrams, photos, or film clips to expand upon information provided in the assigned materials, and provide the students with an organizational scheme with which to analyze the development of California history.
- **Method:** Discussions
Integration: As a class or divided into groups, students will use guided discussions or collaborative learning exercises to discuss primary source documents and major questions in state history.
- **Method:** Projects
Integration: The instructor will explain the methods, sources, and goals for a research project through which students will acquire additional knowledge about a select topic in California history, and to analyze and interpret the material researched in the form of an extended essay or multimedia presentation.
- **Method:** Field Trips
Integration: Instructor guided field trips can be used to provide students with the opportunity to experience the history of California through visits to missions, museums, libraries, and other historical sites; to serve as the basis for an assignment on a specialized topic.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Exams/Tests
Integration: Students are required to complete essay exams on questions designed to measure the student's ability to analyze, evaluate, and synthesize information in response to subjects, questions, or problems in California history. Students will be graded on organization, use of relevant evidence, and the quality of analysis in the conclusion. Exams may also consist of short answer, identifications of key people and events, multiple choice or true/false questions requiring students to demonstrate competence with factual knowledge.
- **Method:** Quizzes
Integration: Quizzes may consist of multiple-choice, true/false, fill-in, or short answer questions that require students to demonstrate competence with factual information or to analyze, evaluate, and synthesize information in response to themes, questions, or problems in the history of California that have been covered in the course materials.
- **Method:** Map Work
Integration: Map exercises can be used to assess the students' ability to identify important locations (political divisions, cities, ecological zones, bodies of land and water) and trace patterns of exploration, settlement, trade, and human migration (from both outside the state and within the state) in ways that demonstrate an understanding of California history.
- **Method:** Essay/Research Project:
Integration: Will require students to synthesize information from more than one source, evaluate the sources,

and develop a thoughtful, analytical conclusion about their research. Essays and projects will be graded based on presentation of evidence, organization, the quality of analysis in the argument, and proper documentation and citing of utilized sources.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

Sample Essay Question

Drawing on your knowledge of the readings, lectures, and class discussions, compare the impact of European culture in the Spanish, Mexican, and Anglo periods on California Native-Americans. In your conclusion, suggest some realistic ways in which these foreign cultures might have had a less destructive impact on the indigenous peoples.

Research Project

Create an original project based on five primary and secondary sources on a topic of your choice in the history of the California. In your project you must draw conclusions from the sources, track change over time, and write a thoughtful conclusion that connects your project to larger trends or developments in California history. Some suggested topics would be: the contributions to California’s culture of the Spanish and Mexican institutions (the Mission, Presidio, Rancho, and the Pueblo), the positive and negative effect of the Gold Rush, major political issues or challenges that faced settlers in the early history of the state (1846-69).

Textbooks:

- Richard Rice et al (2017). *The Elusive Eden: A New History of California* Waveland Press. ISBN: 978-1478634645
- Kevin Starr (2005). *California: A History* The Modern Library. ISBN: 978-0812977530

Other Resources:

Minimum Qualification

- History (Masters Required)