

Mt. San Jacinto College
Honors Course Outline Addendum

Submitted by:	Gary Vargas	Date:	06/25/2020
Course Discipline:	History		
Course Number:	HIST 120H	Honors Courses End in "H"	
Title:	Honors California History	Must begin with "Honors"	

Honors Course Objectives:

1. Develop advanced research techniques using both primary and secondary sources. In addition to the regular course objectives, the honors component will ask students to produce an original piece of research that will be an integrated, and in some cases multi-disciplinary, examination of the topic.
 2. Examine challenging primary and secondary source readings, research and writing problems in small group discussions. These discussions will cover major issues and important interpretations in California history with the instructor and other honors students.
 3. Develop advanced interpretive reading and writing techniques. Students will compose an extensive essay using analytical and comparative reading and writing skills to produce a critique of an important aspect of California's history.

Honors Course Content:

The content for History 120H is the same as for History 120 but the honors component will require students to do additional work above the survey level to explore issues in California history with greater depth and complexity. Students will engage in research that may involve working with both primary and secondary sources, studying major historiographical controversies and interpretive schools, and engaging in discussions with the instructor and other honors students about the discipline of history.

Some examples of a suitable subject area would be:

1. The causes and effects of waves of immigration to California.
2. The role of California in different periods of United States history.
3. California's participation in the history of the Pacific rim.
4. Comparing political trends in California to other parts of the United States.
5. Industrial developments unique to California (entertainment, aerospace, computer technologies, etc)

Honors Course Assignments:

Students will complete all regular course requirements for the regular section of History 120 and be graded according to the standards used for the rest of the class. Beyond that, honors students will complete requirements A) or B) listed below. Assignments C), D), E) or F) are optional and may be assigned if the instructor so chooses.

A) A research paper 10-15 pages long in MLA, Chicago, or APA format, on a topic that the student selects in consultation with the instructor. The paper must include a minimum of 5 college-level sources. Research may be conducted in a college or university library or the equivalent and should be based on the following: primary sources, secondary sources, major interpretive books, and articles. As part of this project, students may peer review one another's work. This paper does not

replace the standard term paper essay assigned to the regular class. Its purpose is to require the honors student to produce an additional paper with a more advanced level of analysis of a discrete topic, that expresses a deeper comprehension of it.

Possible honors research paper topics/questions include:

The legacy of the Spanish in California.

The history of Chinese and Japanese immigrants in California

The role of California in the post-WW2 economic and technological expansion.

Prominent California politicians on the state and federal level.

California's prominence in the countercultural movements of the 1960s.

B) Create a service-learning project in consultation with the instructor. Students will volunteer at a local history institution, museum, or organization wishing to document its own history, or similar location for a total of 10 hours over the course of the semester and enrich their volunteer experience by reading three articles related to historical preservation sites, museology, the politics of the visual representation of history, or similar topics. Students will submit a 5-8 page reflection paper that connects their volunteer experience to themes addressed in the course and the three articles, and a log of their hours signed by an employee of the institution where they are volunteering. The student will also make a short presentation of the final research project to their fellow honors students, the entire class, or the institution where they volunteered in the form of a lecture presentation that the instructor and other students in the course are invited to attend. The presentation must be at least 15 minutes long, followed by a question and answer session with the students and the instructor.

C) Assigned readings beyond the scope of the regular section of History 120. Additional primary documents, journal articles, or books will be assigned for reading, summary, and review. Sources expressing varied, contradictory, or controversial analyses and information on the same topic may be assigned to encourage critical thinking and a comprehension of varied perspectives of historical subjects. Students will engage in discussion of these assigned readings with the instructor during meetings outside regular class lectures.

Some recommended readings would be:

Inventing the Dream: California Through the Progressive Era by Kevin Starr

The Mirage Factory: Illusion, Imagination, and the Invention of Los Angeles by Gary Krist

The Age of Gold: The California Gold Rush and the New American Dream by H.W. Brands

An American Genocide: The United States and the California Indian Catastrophe, 1846-1873 by Benjamin Madley

City of Quartz by Mike Davis

D) A journal on assigned readings and writing assignments. Journal writing will help understanding and reflection on important subjects of the course and will help students organize their own questions and comments that can be used in class discussions.

E) A short presentation of the final research project to their fellow honors students or to the entire class. The presentation must be at least 15 minutes long, followed by a question and answer session with the students and the instructor.

F) A project outside normal class time designed by the instructor. For example, the instructor may lead a field trip to a museum exhibition on California History or show a film relevant to the course. Students would then write a short response paper expressing what they learned from the field trip or their interpretation of the film and subsequent small group

discussion. These kinds of activities will encourage students to draw parallels between the past and contemporary society and to experience history through a variety of media beyond the classroom.

Evaluation of Honors Course Assignments:

Honors students must successfully complete the regular course and honors assignments to receive honors credit.

Research papers will be assessed on clarity of argument, supporting evidence, the number and types of references consulted, depth of analysis, and historical accuracy. Oral presentations will be evaluated based on lucidity, organization, critical thinking, and originality of argument. Honors class discussions of supplemental readings will be judged based on student preparedness as well as the student's ability to summarize, critically analyze, and provide their own perspective on the assigned readings. Journal writings and field trips will be assessed based on organization, quality, and accuracy of student work. Service learning projects will be evaluated on the student's completion of the agreed upon number of volunteer hours as well as the quality of their reflection paper that integrates academic source material and their service learning experience, the number and types of references consulted, depth of analysis, organizational structure, grammar, and the connection back to themes associated with the course.

Additional Methods of Instruction:

To guide the honors students throughout the course of the semester the instructor will schedule a minimum of 3 meetings to discuss all aspects of the students' projects and establish due dates for evidence that their projects are progressing toward their goal within a reasonable timeframe. The students should be encouraged to meet with the instructor as needed to discuss any problems they may encounter in a timely manner, participate in all group discussions, and meet all deadlines set by the instructor for the completion of their project.

Instructors are also encouraged to instruct students in additional ways to explore the subject of their project via field trips, seminars, museum exhibitions, etcetera.