

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
DEGREE CREDIT COURSE

Transfer course A.A. degree applicable course

(check all that apply)

COURSE NUMBER AND TITLE: History 121 History of California

UNIT VALUE: 3

MINIMUM NUMBER OF SEMESTER HOURS: 48

BASIC SKILLS REQUIREMENTS: Appropriate Language Skills

ENTRANCE REQUIREMENTS None

PREREQUISITE: None

COREQUISITE: None

RECOMMENDED PREPARATION: None

SCOPE OF COURSE:

The history of California from the origins of the native peoples to the present. Course focuses on the events and people who shaped the development of California with an emphasis on the many diverse cultural elements (native peoples, Hispanics, Anglo-Americans, Asians, African-Americans, Pacific Islanders, and Women) involved.

SPECIFIC COURSE OBJECTIVES:

Successful students will:

1. Identify and analyze important events and developments in California history.
2. Identify major contributing cultures in California history including native peoples, Hispanic, Anglo-American, Asian, African-American, Pacific Islanders, and women.
3. Assess the interactions of the various cultural groups as to conflicts and assimilation and how these interactions shaped California history.
4. Identify major geographical and environmental zones of California and their historical impact.
5. Identify and visit local points of historical interest.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

- I. Introduction: California the Realm of Diversity
- II. The Land of Diversity: The geographical and environmental dimensions of California.

Hist 121: History of California

- III. The First People:
 - A. Origins of the Native Peoples
 - B. Paleo-Indians of California
 - C. Historical Tribes of California:
 - 1. Regional Breakdown of Tribes
 - 2. Cultural Characteristics
 - D. European Impact Upon: The Dangerous Trade, Great Dying
 - E. Survival of the Native Peoples: Adaptation and Evolution

- IV. Hispanic California
 - A. European Invasion: Enabling Characteristics
 - B. The Emergence of New Spain
 - C. Exploring the land of "Califa:" Cabrillo and others.
 - D. The Missionary Impulse:
 - 1. Jesuit Expansion into Baja California
 - 2. The Franciscans and Alta California
 - 3. Father Serra and the California Missions
 - a. Founding and Development
 - b. The Mission Experience
 - c. Decline and Secularization
 - E. The Californios: Rancho, Pueblo, and Presidio
 - 1. Cultural Life
 - 2. Agriculture, Trade, and Commerce (External Contacts)
 - 3. Californio Survival

- V. The Coming of the Americans
 - A. First Americans: Fur Traders, Explorers, and Sea Captains
 - B. Early Settlers: Immigrants, Sutter
 - C. American Expansion and Aggression
 - D. Bear Flag Revolt, Mexican-American War, and the Treaty of Guadalupe Hidalgo

- VI. Gold Rush:
 - A. Discovery and the Spread of the Word
 - B. The World Rushed in: The 49ers, Routes and Processes of the Rush
 - C. The Gold Rush Experience in California
 - D. The Multi-Cultural Dimensions of the Gold Rush
 - 1. China and the "Gold Mountain"l
 - 2. Japanese Immigration
 - 3. Korean Immigration
 - 4. Pacific Islanders
 - 5. African-Americans and the Gold Rush
 - 6. Women and the Gold Rush Experience
 - E. Statehood
 - F. Multi-Cultural Turmoil and Vigilantism

Hist 121: History of California

- VII. American California:
 - A. Economic Development Beyond the Gold Rush
 - B. The Dynamism of San Francisco
 - C. Land Problems
 - D. California and the Civil War

- VIII. Gilded Age California:
 - A. The Modernization Equation: Industrialization, Urbanization, Immigration
 - B. Railroads and Robber Barons: Chinese Labor and the Transcontinental Railroad
 - C. Workers and Responses to Industrial Oppression
 - D. Agricultural Expansion
 - E. Dealing With Diversity: Discrimination, Nativism, and the end of the Indian Era

- IX. Progressive Era California:
 - A. Fighting the Machine
 - B. Fighting the Railroad: Frank Norris and The Octopus
 - C. Reform Activities: Japanese Immigration Restriction
 - D. The Great San Francisco Earth Quake
 - E. Conservation and Preservation: John Muir and Yosemite

- X. California During World War I and the Twenties:
 - A. Growth of Population and Material Wealth
 - B. The Rise of Los Angeles
 - C. Oil and the coming of the Automobile
 - D. Hollywood
 - E. Labor Strife and the IWW

- XI. California and the Politics of Water: LA and the Owens Valley

- XII. California in the Great Depression:
 - A. Utopian Schemes
 - B. Okies and The Grapes of Wrath
 - C. Mexicans and Filipinos

- XIII. World War II
 - A. War-time Expansion and Immigration
 - B. Cultural Conflicts: Zuit Suit Riots
 - C. Japanese Internment

- XIV. Post-War California:
 - A. Growth and Expansion: America's Greatest State
 - B. Economic Diversification: Defense Industries, Pat Brown Building Boom
 - C. Suburbanization
 - D. The 60's and 70's
 - 1. Student Movements
 - 2. Summer of Love and Hippies
 - 3. Civil Rights: Watts and Black Panthers
 - 4. Chicano Emergence: Caesar Chavez and the United Farm Workers

Hist 121: History of California

5. Women's Movement
6. Gay Movement

- XV. Contemporary California:
- A. Population, Extreme Diversity, and Over-Development
 - B. Pollution
 - C. Illegal Immigration
 - D. Struggle in South-Central
 - E. California Politics and the Nation
 - F. California and the Pacific Rim Economy
 - F. Confronting Our Diversity

REQUIRED READINGS:

A college-level California history text is the basic required reading. The specific one used may vary upon the instructor.

Rawls, James J. and Bean, Walton. California: An Interpretive History, 7th edition. New York: McGraw Hill and Company. 1997.

Required supplemental reading may also be included:

Kroeber, Theodora. Ishi: The Last of His Tribe. New York: Bantam Books, 1987.

Villasenor, Victor. Rain of Gold. New York: Bantam, Doubleday, Dell Publishing, 1991.

Dana, Richard Henry. Two Years Before the Mast. New York: Airmont Books, 1965.

Houston, Jeanne Wakatsuki, and Houston, James D. Farewell to Manzanar. New York: Bantam Books, 1973.

SUGGESTED READING:

These vary according to individual instructor and the requests of individual students. They may include a variety of secondary sources, historical journals, or monographs of particular subjects.

REQUIRED WRITING:

All students will be required to complete writing assignments. The details vary according to the individual instructor. Essay examinations, book reviews, and research papers on a topic emphasizing a multi-cultural aspect of California history may be required. The amount of writing will vary from individual instructor and student, but a minimum of ten pages is expected.

OUTSIDE ASSIGNMENTS:

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments. Outside assignments will include reading textbook and supplemental books, studying for tests, writing book reviews, and preparing research projects. Students will also be required to make two visits to local historical sites during scheduled visits with the instructor or on their own.

INSTRUCTIONAL METHODOLOGY:

Lecture

The lecture method of instruction is primary. Relevant media, slides videos, and computer-assisted activities are used when appropriate.

[Distance Education] not at this time?

Check all that apply:

- lecture**
- laboratory**
- lecture-laboratory combination**
- directed study**

This course may be offered as a distance education course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes No

If yes, check all that apply. (See guidelines for preparation for definitions.)

- telecourse**
- mediated instruction**
- computer assisted instruction**

GRADING POLICY AND STANDARDS (include methods of determining whether the stated objectives have been met by students):

Grading varies according to individual instructor:

Written Examinations:	70%
History Project:	20%
Book Reviews:	5%
Class Participation:	5%

IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?

Yes No Number of times course may be taken for credit:

Hist 121: History of California

If yes, identify specific provision of Title 5 Division 2 section(s) 55761-55763 and 58161 which qualifies course as repeatable:

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