

Course Outline

COURSE: HIST 3 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2020 **CURRICULUM APPROVAL DATE:** 06/09/2020

SHORT TITLE: HISTORY OF CALIF

LONG TITLE: History of California

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

A study of California's history from pre-contact with Europeans to the present day. Social, cultural, economic, political and environmental issues will be explored towards an understanding of California's history. **ADVISORY:** Eligible for English 1A.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Identify historical trends in California's economic, political, social, technological, and cultural life using evidence from research and course materials, especially primary documents

Measure of assessment: Research project, written assignments, written tests.

2. Analyze the historical complexities of California's ethnic, class, gender, and sexual dynamics.

Measure of assessment: Research project, written tests.

3. Critique California's use of natural resources, assessing the impact on your own lived experience.

Measure of assessment: Written assignments, written exam

4. Demonstrate and refine research and civic engagement skills using local and state topics and activities.

Measure of assessment: Research projects, service and reflection, project-based learning, skills demonstrations.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 06/09/2020

HOURS 4

California Exceptionalism: geography and history.

PERFORMANCE OBJECTIVES: Students will locate and explain California's unique geographic and climatic advantages; students will explain the ways in which geography has influenced California culture in the past and how the influences continue. Students will be able to describe how

California indigenous peoples lived socially and materially in relation to the land, the climate, and each other.

OUT-OF-CLASS ASSIGNMENT: Students will complete reading assignments, survey their immediate geography and climate and relate contemporary natural history conditions to lifestyle.

HOURS 6

Indigenous California and early contact.

PERFORMANCE OBJECTIVES: Students will be able to

explain differing patterns of Spanish, English, Russian and other early explorations of California. Students will explain multiple cultural, economic and political differences between European world

views and indigenous worldviews. Students will explain the religious and military nature of Mission settlements, discuss Mission goals, and evaluate how well they were met. Students will describe

how indigenous Californians resisted, adopted, and escaped Mission influences. Students will be able to explain factors leading to clashes between Spanish Fathers and indigenous groups.

OUT-OF-CLASS

ASSIGNMENT: Students will complete reading assignments, and write on related topic/s. Students may begin first research projects

HOURS 3

Mexican administration and US expansionism/statehood.

PERFORMANCE OBJECTIVES: Students will discuss the reasons for Spain's declining interest in California. Students will evaluate the status of California indigenous people during the Mexican period, and compare their lives with those of the Californians of the period. Students will examine the methods

used by Mexican governors to secularize and rationalize the California economy. Students will

compare the rancho system with the Mission system that preceded it. Students will analyze patterns of US infiltration of California during the Mexican period, with reference to local cases. Students

will compare constitutions of Mexican and US periods. Students will understand how the US attained California and why. Students will be able to explain the development of a state government, & to

delineate early state issues and their resolutions. Students will be able to place California's statehood within the context of the Compromise of 1850 and the concurrent national debate over slavery.

OUT-OF-CLASS ASSIGNMENT: Students will do related readings and writing. Students will understand how the transition from Spanish to Mexican rule affected the Mission system and the settlement of California.

HOURS 6

The Gold Rush, Statehood, and Masculine California.

PERFORMANCE OBJECTIVES: Students will contextualize the Gold Rush as the largest voluntary migration in human history to

date. Students will differentiate the patterns of immigration among various ethnic groups, and describe typical experiences for various stakeholders. Students will compare mining methods and trace the development of privatized mining. Students will be able to evaluate the effects of the Gold Rush upon California's indigenous population, its ecosystem and its economy. Students will describe short-term and long-term effects the Gold Boom had upon the state's development. Students will discuss how land title disputes shaped California's development, including on the local level. Students will assess the impact of the foreign miners' tax and exclusionary legislation upon California.

OUT-OF-CLASS ASSIGNMENT: Students will do related readings and writings, and begin research projects

HOURS 6

The Beginnings of a Modern Economy.

PERFORMANCE OBJECTIVES: Students will be able to explain the importance of the Big Four and other robber barons in the development of a modern

state economy. Students will explain the political power of Southern Pacific and other railroad companies, and the emerging oil industry's influence on the state's development. Students will be able

to trace the development of California's agricultural economy. Students will describe banking and finance, agriculture, manufacturing, and transport in early California. Students will explain

California's mixed allegiances and their consequences, during the Civil War. Students will evaluate the causes of the Depression of the 1870s. Students will evaluate the efforts of working people to

organize in their own interests, and of robber barons to maintain control of assets. Students will assess the literary contributions of the contemporaneous California writers, and the development of

various political and cultural institutions.

OUT-OF-CLASS ASSIGNMENT: Students will do related reading and writing. Students will present their research in class as part of panel discussions.

HOURS 4.5

Water--Urban vs. rural, North vs. South

PERFORMANCE OBJECTIVES: Students will assess the development of factions in California water wars, and be able to trace the growth of a state water

system and policy through a century of contention. Students will contrast the needs and growth patterns of rural and urban areas, Northern and Southern parts of the state. Students will explain why LA

overtook SF as the state's key urban area.

OUT-OF-CLASS ASSGNMENT: Students will do related reading and writing.

HOURS 4.5

The Progressive Era and WWI

PERFORMANCE OBJECTIVES: Students will

identify national and state issues that were of importance in this era. Students will assess the long-term impact of reforms such as the initiative/referendum system, women's suffrage, and the

development of free or low cost higher education. Students will understand labor-management struggles in the context of the growing economy, and will contrast traditional union tactics with Wobley

organization of the 1910s. Students will be able to differentiate between the political philosophies of various important groups. Students will describe the origins, battles, and impact of the

conservation movement and identify its main philosophies.

OUT-OF-CLASS ASSIGNMENT: Students will do related reading and writing.

HOURS: 3

Oil, Cars, Movies: California in the 20s

PERFORMANCE

OBJECTIVES: Students will describe the effect upon Californians of WWI. They will measure the impact of the three industries upon California's ecosystem, population, and economy. Students will debate the merits of public vs. private power industries, and explain the cultural impact of various California innovations upon the rest of the world.

OUT-OF-CLASS ASSIGNMENT: Students will do related reading and writing, and will research today's legacy of privatized ownership of public resources in California, or a relevant contemporary issue.

HOURS 3

The Great Depression: EPIC and Dustbowl refugees

PERFORMANCE

OBJECTIVES: Students will put California's Depression experience into a national context. They will explain the Dustbowl crisis & its impact upon the state. Students will evaluate New Deal federal programs in California. Students will be able to apply Upton Sinclair's EPIC principles to current issues, and will understand how the EPIC campaign changed California's political landscape. Students will summarize the demographic complexity of California in the 1930s, and consequent possibilities for common struggle & frequent conflict. Students will describe the consequences of harsh immigration legislation upon the Pacific Rim states. Students will explain how California's "factories in the field" changed the relationship between farmer, laborer, and consumer.

OUT-OF-CLASS ASSIGNMENT:

Students will do related reading and writing. Students will initiate oral history work with a native Californian. Students will do related reading and writing, and continue with oral history work.

HOURS: 4.5

Wartime, Rosie, and Consumer Culture

PERFORMANCE OBJECTIVES: Students will explain California's role in defense during WWII. They will be able to explain what impact federal spending had

on the war-time economy & post-war era, and how workplaces became both unionized and, in some cases, desegregated during the war. Students will identify and analyze complex racial politics in wartime California, and evaluate justifications given for the internment of Japanese-American Californians, and others, during the war. Students will predict the effects of the war on the state's economy and future.

OUT-OF-CLASS ASSIGNMENT: Students will do related reading and writing, and continue with oral history work.

HOURS 4.5

California as innovator: the Sixties revolution and backlash

PERFORMANCE OBJECTIVES: Students will discuss the role baby-boomers played in re-defining academia in the 1960s. Students will describe and evaluate the events & politics involved in the Free Speech Movement, and will be able to describe the various movements for Black, Chicano, Native American, women's, gay and lesbian civil rights. Students will trace the rise of Cesar Chavez and the United Farm Workers, and will understand the Alinsky tactics used by UFW farm-workers.

Students will describe the cultural aspects of the UFW campaigns, and will assess the impact of the UFW organizing from the vantage point now afforded them. Students will evaluate the successes and failures of the movement against the war in Vietnam, and will discuss the contributions of its various constituents in California.

OUT-OF-CLASS ASSIGNMENT: Students will do related reading and writing, and will continue with oral history work.

Hours 3

California as innovator: the Silicon revolution

PERFORMANCE OBJECTIVES: Students will describe cultural and social innovations originating in California during the Brown Administration

and beyond it. Students will compare Democratic with Republican governorships in the 70s and 80s. Students will describe the rise of ethnic voting blocs and politics, and will investigate the development of various counter-culture institutions, from self-help groups to vegetarian restaurants. Students will evaluate the impact of ballot initiatives with ethnic content passed during the 1990s, particularly Props. 209 and 187. Students will use demographic projections to make predictions about the future of the state. Week 17: Students will describe the history of Silicon Valley and be able to explain basic silicon chip technology. Students will measure the importance of Silicon Valley to the state, national, and global economies. Students will evaluate the positive and negative effects of rapid growth along the 101 corridor north and south of San Jose. Students will make predictions about the future of Silicon Valley and the products it produces.

OUT-OF-CLASS ASSIGNMENT: Students will do related reading and writing.

HOURS 2

METHODS OF INSTRUCTION:

Readings, class discussion and exercises, lecture, cooperative learning groups, oral history assignment, panel presentations, guest speakers, films, field work including service learning projects, and videos when appropriate.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours:

Assignment Description:

Students will complete reading assignments, survey their immediate geography and climate and relate contemporary natural history conditions to lifestyle.

Students will do related reading and writing, and will research today's legacy of privatized ownership of public resources in California, or a relevant contemporary issue.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 50.00 %

50% - 80% Written homework; Reading reports; Essay exams; Term papers Project presentations Oral histories other community-based research presentations

Problem-solving assignments

Percent of total grade: 10.00 %

10% - 20% Quizzes; Exams

Skill demonstrations

Percent of total grade: 5.00 %

5% - 10% Class performance

Other methods of evaluation

Percent of total grade: 5.00 %

5% - 20%

REPRESENTATIVE TEXTBOOKS:

Recommended Representative Textbooks
Hicks, et al. The Literature of California. UC Press,2000.
or other appropriate college level text.
ISBN: 9780520222120
Reading Level of Text, Grade: 14 Verified by: LHalper

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C2, effective 201570

GAV D2, effective 201570

GAV F, effective 201570

CSU GE:

CSU C2, effective 201570

CSU D, effective 201570

CSU D6, effective 201470

IGETC:

IGETC 3B, effective 201570

IGETC 4F, effective 201570

CSU TRANSFER:

Transferable CSU, effective 201570

UC TRANSFER:

Transferable UC, effective 201570

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: HIST

CSU Crosswalk Course Number: 3

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000182438

Sports/Physical Education Course: N

Taxonomy of Program: 220500