

HIST 0020 - CALIFORNIA HISTORY

Catalog Description

Hours: 54 lecture

Description: Comprehensive survey of the history of California from prehistoric to contemporary times. Emphasis on the environment and the three main eras of human settlement: California Indian, Spanish and Mexican, and American periods. Study of diverse Indian groups; various movements of people over time and different perspectives on government, law, economics, and culture. Local, state, regional, national, Pacific Rim, and global issues. (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Analyze the origins of the American Constitution and its impact on California cultural developments with emphasis on race, class, gender and ethnicity.
- CSLO #2: Analyze the role of geography in major political, economic and social changes.
- CSLO #3: Compose coherent, persuasive academic historical arguments using correct academic citation methods.
- CSLO #4: Differentiate primary and secondary sources and how each are used to make historical claims.
- CSLO #5: Investigate major political, economic and social changes with emphasis on culture, race, class, gender and/or ethnicity.

Effective Term

Fall 2019

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Identify primary and secondary sources and describe their use as evidence in historical analysis;
2. Identify and analyze the significance of individuals and mass groups, ideas, and events in California history;
3. Compare and contrast settlement patterns, impact on the environment, and utilization of resources between the following eras: Indian, Hispanic, and American;
4. Describe and examine the impact of the Gold Rush period on California's economic, political, legal, and cultural development and its influence on the United States;
5. Compare and contrast the growth of northern and southern California and their unique economies, migration and land use patterns;

6. Examine ethnic communities, the effects of racism, and their struggles to gain equality and freedom;
7. Examine California's economic, political, and social movements within the context of those occurring throughout the United States;
8. Identify and explain California from many geo-political perspectives: an Indian homeland; a frontier for Spain, Mexico, Russia, and the U.S.; a destination for immigrants worldwide; a Pacific-Rim nation;
9. Identify and examine popular images of California created in myths and stereotypes from early Spanish accounts to the present; and
10. Evaluate California state government within a broad national context.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Literature & Language
 - AA/AS - Multicultural Studies
 - AA/AS - Social Sciences
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSU - US3 Hist/Const/Amer Idea
 - CSUGE - C2 Humanities
 - CSUGE - D6 History
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 3B Humanities
 - IGETC - 4F History

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Essay Examinations
 - Example: Compose a short-essay where you discuss and analyze the secularization of the California Missions—both what should have happened, based on the laws of the Catholic Church and the Mexican government, and what actually happened. Then discuss how secularization affected Californios and California Indians.
- Objective Examinations
 - Example: Students will be administered an objective exam with multiple-choice questions from chapters 1-5 from "Competing Visions" (CSLOs 2 & 5). 1. What was Judge Lorenzo Sayer's decision in the case of Edwards Woodruff v. North Bloomfield Gravel Mining Company, et.al., in 1884? a. he extended hydraulic mining because of society's overwhelming need for gold b. he halted hydraulic mining because of downstream destruction c. he threw out the lawsuit as unconstitutional since mining is a legal activity d. he allowed hydraulic mining to continue after fining the company \$30 million for environmental cleanup along the Yuba River. 2. The Yokut Indians included the following among their staple foods: a. whales; shellfish; acorns from coastal oaks b. pinion pine nuts; rabbits; and desert tubers c. salmon; acorns from valley oaks; elk and deer d. corn; beans; squash; pumpkins; tomatoes.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Lecture/Discussion: The instructor will assign reading from "Gold Rush Stories: 49 Tales of Seekers, Scoundrels, Loss, and Luck" on the impact of the gold rush period and have students compare historical events from primary sources during this period in writing. In class the instructor will divide students into small groups and have them compare their summary of assigned reading and their reactions to important historical developments. Instructor will finish conversation with a lecture/discussion that brings together the analysis of the various small groups (CSLOs 2 & 4).

Distance Learning

1. The instructor may choose to activate the LMS Google Doc Collaboration feature. This can be used to assign a semester-long collaborative research paper. The students will be assigned to work groups and asked to draw upon specific examples from "Game Changers" to compose a paper where the group analyzes how Proposition 1A (1966), Proposition 9 (1974), Proposition 13 (1978), and Proposition 140 (1990) have succeeded OR failed in accomplishing their stated goals. In addition, the paper would examine the long-term impact of each law on California government and politics. (CSLOs 1, 3, & 4)

Typical Out of Class Assignments

Reading Assignments

1. Based upon text reading "Competing Visions" on the post-World War II growth of California, students will discuss the material in class and as part of written examinations (CSLO 2 & 5). 2. Read chapter in text on "Game Changers" and prepared to summarize both orally and in a carefully written paragraph, the relationship between the Progressive Era reforms in the California Constitution, with national Progressive era reforms and amendments to the U.S. Constitution (CSLO 1 & 5).

Writing, Problem Solving or Performance

1. Based upon a visitation of a museum/historic site, write a 500-word essay analyzing the quality of historical interpretation using criteria studied in class (CSLO 3 & 4) 2. In the 1960's and 1970's different groups of Californians formed organizations to address issues of equality, political, and economic empowerment. Compose a 500 word essay in which you: A. Choose two types of Californians to discuss from among the following: African Americans, Mexican Americans, youth, and Lesbian, Gay, Bisexual & Transgender (LGBT) folx. B. Give examples of the organizations they formed, the goals and methods of these organizations, and their successes & challenges. C. How did these organizations re-shape the political, social, economic, or cultural landscape of California? (CLSO 3 & 5)

Other (Term projects, research papers, portfolios, etc.)

Required Materials

- Competing Visions: A History of California
 - Author: Robert W. Cherny Et. Al.
 - Publisher: Wadsworth/ Cengage
 - Publication Date: 2014
 - Text Edition: 2nd
 - Classic Textbook?:
 - OER Link:
 - OER:
- California: A History
 - Author: Kevin Starr
 - Publisher: Modern Library
 - Publication Date: 2007
 - Text Edition: Reprint
 - Classic Textbook?:
 - OER Link:
 - OER:
- Game Changers
 - Author: Steve Swatt Et. Al
 - Publisher: Heyday
 - Publication Date: 2015
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:
- California Government and Politics Today
 - Author: Mona Field
 - Publisher: Pearson-Longman
 - Publication Date: 2017
 - Text Edition: 15th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Gold Rush Stories: 49 Tales of Seekers, Scoundrels, Loss, and Luck
 - Author: Gary Noy
 - Publisher: Heyday/Sierra College Pres
 - Publication Date: 2017
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.