COURSE OUTLINE OF RECORD

Number: HIST G140
TITLE: California History

ORIGINATOR: Sunshine McClain
EFF TERM: Fall 2017
FORMERLY KNOWN AS:

CROSS LISTED COURSE:

SEMESTER UNITS: 3.0
HRS LEC: 54.0 HRS LAB: 0.0 HRS OTHER: 0.0
CONTACT HRS TOTAL: 54.0
STUDY NON-CONTACT HRS RECOMMENDED: 108.0

CATALOG DESCRIPTION:
This survey course traces the transformation of California from the prehistoric era to the present, highlighting the uniqueness of the state. This course will offer a colorful array of stories examining the diverse geography of the region and the many peoples who, over the centuries, have made California their home. Topics include the Indigenous peoples of California, early explorers, Spanish missions, Mexican ranchos, the Bear Flag Revolt, the California Gold Rush, Statehood, the Railroad era, Progressive Era reforms, Hollywood, the "West" as myth and memory, the Great Depression Era, World War II development, suburbanization, conflict and activism in marginalized populations, the new conservatism, ecological issues, the changing politics of the state and current events. Recommended for transfer students.

JUSTIFICATION FOR COURSE:

PREREQUISITES:
COREQUISITES:
ADVISORIES:

ASSIGNED DISCIPLINES:
History

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00
CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]
GRADING POLICY: Pass/No Pass [X] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]
OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]
TRANSFER STATUS: CSU Transferable [ ] UC/CSU Transferable [X] Not Transferable [ ]

BASIC SKILLS STATUS: Yes [ ] No [X]

LEVELS BELOW TRANSFER: Not Applicable
CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable

NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E

REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:
REQUIRED FOR DEGREE OR CERTIFICATE: No [ ] Yes [X]

Associate of Arts: Liberal Arts: Emphasis in Social and Behavioral Sciences (Associate in Arts) HISTORY (Associate in Arts for Transfer)
History (Associate in Arts for Transfer)
Liberal Studies for Elementary Education (Associate in Arts)

GE AND TRANSFER REQUIREMENTS MET:
PROGRAM LEVEL LEARNING OUTCOME(S) Supported by this course:

evaluate cultural, socio-political, and economic contexts through historical time.

employ interpretative skills to reach reasoned conclusions from historical evidence.

describe the structure, pace, and causal agents of changing historical contexts.

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. Exhibit knowledge and understanding of the course content by major areas through written work and/or other forms of testing consistent with college level expectations. (Application of knowledge SLO).

2. Demonstrate proficiency in research, analytical, and communication skills necessary to present compelling and original arguments displaying a critical understanding of historical context, cause/effect, and/or change and continuity. Analysis should draw on both primary and secondary historical sources. (Critical thinking skills SLO).

3. Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends. (Relevance of History SLO).

COURSE OBJECTIVES:

1. Identify, explain, and differentiate between the various cultures, societies, and states inhabiting California from pre-colonial times to the modern era.

2. Understand the cultural, social and economic, and political impact by California upon the United States.

3. Appraise historic events and individuals and deduce cause-and-effect relationships to explain dynamics of change and continuity within the state.

4. Recognize the importance of conflicting interpretations of California events and contextualize the past in its own terms.

5. Display investigatory and deductive skills analyzing a variety of source materials of California's past, including documentation in both primary and secondary sources, oral history, pictures and film.

6. Formulate essential questions, pose new interpretations, and make conclusions using both primary and secondary sources for specific California events.

COURSE CONTENT:

LECTURE CONTENT:

A. Geography and climate of California - Areas of settlement
B. California Indians
   1. Demography and culture
C. California becomes part of the Spanish Empire
   1. Spanish Exploration
2. Spanish Occupation
3. Short and long-term impact of the Mission System
4. Development of pueblos and ranchos

D. The Rancho Era
1. Under Spain 1800-1822
2. Under Mexico 1822-1848
3. Land grants in Spanish and Mexican periods
4. Development of hide and tallow trade
5. American Visitors

E. American rule-Manifest Destiny
1. The impact of the Oregon Trail
2. The Mexican American War
3. The Bear Flag Revolt
4. Short and long-term impact of the Gold Rush
5. The Compromise of 1850
6. California Constitution and Statehood

F. Integration, 1850-1890
1. California in the Civil War
2. The transcontinental railroad
   1. The Big Four
   2. Railroad politics
3. Dominance of Northern California

G. 1800’s onward
1. Growth of Southern California
2. Southern Pacific and Santa Fe
3. Early Environmentalism
   a. John Muir and Yosemite

H. 1900-1920s
1. San Francisco
   a. Earthquake and fire
   b. rebuilding
2. Opening the Panama Canal
3. Progressive Republicanism,
   a. Fighting the railroad
   b. New laws and initiatives
   c. Women’s Vote in California
4. A port at San Pedro
5. California: Legend and Fact
   a. Hollywood and the film industry
   b. Myth and movies about “The West”
6. Water, Money, Politics: 1900-1930
   a. Owens Valley, San Fernando Valley
   b. Growth of Los Angeles and San Francisco
   c. The California Aqueducts
7. 1920’s - automobiles and oil
8. highways

I. 1930’s
1. A sanctuary from depression - Orange groves
2. Okies culture in California
3. Upton Sinclair and the E.P.I.C. movement

J. 1940’s - war builds contemporary California
1. Aircraft in Southern California
2. Ships in Oakland
3. Manzanar and Japanese internment camps
4. Relations with Hispanic-American
a. The Zoot Suit Riots  
b. Mendez v. Westminster

K. California in the 1950s-1960s
1. The Loyalty Oath  
2. Blacklisting in Hollywood  
3. Freeways and suburbia  
4. Technology and Aerospace in California  
5. New Conservatism in Orange County  
6. Contesting views of the Watts Riot  
7. The Black Panther movement  
8. Governor Reagan  
9. Universities and counterculture

L. 1970- present
1. Harvey Milk and the gay rights movement  
2. Aides Epidemic in San Francisco  
3. Governor Brown, Part One  
4. Conservatism in the 1980s  
5. From Cold War to tourism in California  
6. The Rodney King Riot  
7. Enron and the Power Crisis

M. Challenges and Triumphs in California today

METHODS OF INSTRUCTION:
A. Lecture:  
B. Online:  
C. Hybrid:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:
Out-of-class Assignments:
Readings from Primary and secondary sources exercises and written responses are usually required by the instructor. Assessments may include but are not limited to: A take-home research paper which will assess students' ability to analyze primary sources, formulate historical questions, acquire information concerning historical time and place, and to report on historical implications.

Writing Assignments
Assessments may include but are not limited to:

A. Objective multiple choice questions which will assess the students' historical comprehension of the course lectures and secondary source reading.

B. Short essays and class assignments which will assess the students' analysis of historical people, events and ideas and issue their interpretation of historical sources.

C. Green-book essay examinations and research paper which will assess students to take a stance on a particular topic and formulate a cogent historical argument using both secondary and primary source material.

Reading Assignments
or


Selections of primary source materials from various points of view.

Newspaper articles highlighting current events.

METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Objective Examinations
Projects (ind/group)
Problem Solving Exercises
Oral Presentations

Demonstration of Critical Thinking:
The assignment of least one primary source analysis essay, allowing students to identify, contextualize, analyze and evaluate sources from various points of view, and to use conclusions from those sources to craft a coherent argument.

Required Writing, Problem Solving, Skills Demonstration:
For the on-site class, a 3-5 paragraph essay for midterm and final which require 1. specific details to assemble a historical argument and 2. create a clear and coherent conclusion for the chosen topic.

For the online class, three paragraph weekly discussions which evaluate various historical topics, using specific details to back up the argument.

Both on-site and online classes require a primary source analysis essay.

TEXTS, READINGS, AND RESOURCES:
TextBooks:

Other:
1. Novels by California authors
2. Syllabus
3. Primary sources from various points of view (Found on the course webpage, and/or printed out for students).
4. Newspaper articles relating to current events within the state.

LIBRARY:
Adequate library resources include: Print Materials
Non-Print Materials
Online Materials
Comments: