

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

HISTORY 124 – HISTORY OF CALIFORNIA

3 hours lecture, 3 units

Catalog Description

Survey of political, social and economic development of the State of California from pre-contact Native Americans, Spanish explorations and Mexican California to the present. Emphasis upon European exploration and interaction with California's Native Americans, Spanish colonization, Mexican California, statehood, late 19th century, pre-WWI Progressive Era, 1910s and 1920s, Depression Era, WWII, Post-WWII era, 1960s to the 1990s, and early 21st century. Unit of study in California state and local government is included.

Prerequisite

None

Course Content

- 1) Geography and Geology of California
 - a. Geologic overview
 - b. Geographical regions, climate zones
 - c. Natural resources
- 2) Native California
 - a. Peoples by region and linguistic diversity (e.g. Chumash, Kumeyaay, etc.)
 - b. Political and social organization
 - c. Material culture: food, trade
- 3) Spanish California
 - a. California in the age of European discovery and conquest
 - b. Claiming California: Cabrillo, Vizcaino, Serra and the Sacred Expedition
 - c. The mission system and the Spanish Empire
 1. Spanish colonies compared to British and French North America
 - d. Native life and resistance in the mission system vs. the inland zone of native independence
- 4) Mexican California
 - a. Independence from Spain
 - b. Continuity and change in the mission zone (secularization of missions, ranchos, native exploitation and resistance)
 - c. Mexican law and constitution compared to distant neighbor of the United States
 1. US Constitution overview, the role of states, slavery
 - d. Rancho life (economy and culture)
 - e. American influence (the coastal trade, the fur trappers, the Oregon and California Trails)
- 5) The American Conquest of California
 - a. American designs on California
 - b. The Bear Flag Revolt
 - c. The Mexican-American War (a three-front conflict: Texas, Mexico, California)
 - d. The Treaty of Guadalupe-Hidalgo
- 6) From Gold Rush to Statehood
 - a. The discovery of gold, the 48ers, and the 49ers
 - b. National and international diversity of gold rush immigrants, experiences of the immigrants ("the world rushed in")

1. Gender and the Gold Rush: gender imbalance and the unique position of women in California
- c. Life in “the diggings” (gold rush communities)
- d. Economic impact of the gold rush (regional, national, and international impacts)
- e. Statehood and the California Constitution
 1. From military government to constitutional convention
 2. California in national politics (the slavery question)
- 7) California and the American Republic
 - a. Diversity, racial and ethnic conflict
 1. Discriminatory mining laws (anti-Chinese and anti-Mexican sentiment)
 2. To the Gold Mountain: Chinese experiences in California
 3. The accelerated destruction of native Californians
 - b. Culture in American California: California Contributions to American Culture
 1. Newspapers and magazines
 2. Important writers (e.g., Twain, Harte, Coolbirth)
 3. Religious life
- 8) California in the Age of the Civil War and Reconstruction
 - a. California and the union
 - b. The role of California in the Civil War
 - c. The Central Pacific Railroad and the transcontinental railroad.
 1. Innovations in engineering
 2. Labor and the role of the Chinese
- 9) The Age of Oligarchy
 - a. Transportation monopoly and “the Octopus”
 - b. State constitution of 1879
 - c. Racial politics: Chinese Exclusion and California’s impact on national politics
 1. Constitutional cases related to Chinese exclusion
 - d. Economic change: viticulture, citrus
 - e. Urbanization
 - f. Education and the arts
- 10) Labor, Capital, and Progressivism
 - a. Urban and rural labor movements
 - b. Anti-unionism
 - c. Progressive intellectuals and progressive politics
 1. Racism: the dark side of progressivism
 - d. Progressive Reforms (including the ballot initiative system)
 - e. World War I and the conservative triumph
- 11) The Rise of Southern California
 - a. The oil industry, the automobile, and rapid growth
 - b. Water projects and water politics (Owens River, Hetch Hetchy, Colorado River Aqueduct, etc.)
 - c. The birth of the film industry
- 12) The Great Depression
 - a. Politics (Sinclair, Republican California in the age of Roosevelt)
 - b. The New Deal in California
 - c. Agriculture: Labor migration (dust bowl migrants) and deportation of Mexicans and Mexican-Americans
 - d. Cultural life, arts and architecture (including the film industry)
- 13) World War II and the Transformation of California (“the Garrison State”)
 - a. Wartime industries (aircraft, ship building, agriculture)
 - b. Population growth and labor migration (including African-American labor migration)
 - c. War and racial politics: Japanese relocation, the Zoot Suit riots
- 14) Postwar California: Building the California Dream
 - a. Politics: Earl Warren, Edmund Brown, McCarthyism California style (impact on the arts)
 1. Structure of state and local government

- b. Economics and suburbanization: Cold War industries, the growth of California suburbs, and postwar prosperity
 - c. The growth of agriculture and labor issues (Bracero program, United Farm Workers)
 - d. Education: California's university and community college systems
 - 1. K-12 Education, segregation and desegregation (e.g. *Mendez* decision of 1946)
- 15) Social Change and the Limits of the Postwar California Dream
- a. Civil rights in California in comparison to the US in general
 - 1. Termination and increased pressure on Native Californians
 - 2. Discrimination and housing issues for African Americans (Watts riots) and Latinos
 - b. Pressures of population growth: America's most populous state
 - c. Environmental issues and the environmental movement (e.g. water projects and their limits)
 - d. The Vietnam War, campus politics
 - e. The Women's Movement
 - f. The Gay Rights Movement and issues (Harvey Milk, the AIDS epidemic)
 - g. Governors Reagan and Brown
- 16) The End of the Postwar Dream?
- a. Proposition 13 and the devastation of public education and services
 - b. Desegregation and "white flight"
 - c. Deukmejian and Wilson
 - 1. Prison building
 - d. Racial politics (L.A. riots, Proposition 187)
- 17) California in the 21st Century
- a. Political Turmoil
 - 1. Davis, Schwarzenegger, the return of Jerry Brown
 - 2. State government (lobbying, structural deficits, redistricting)
 - 3. Ballot initiatives: the ghost of progressive reform
 - b. The Great Recession and its aftermath in California
 - 1. Housing crisis
 - 2. Cuts to education and services
 - c. Demographics: America's most diverse state and first non-white majority state
 - d. Economics: new and old industries
 - 1. The computer and software industries
 - 2. Agriculture
 - 3. International trade
 - 4. Clean energy
 - e. Environmental Issues
 - 1. Climate change
 - 2. Drought

Course Objectives

Students will be able to:

- 1) Evaluate current events relevant to California, connecting common ideas and problems from the present to past periods of California history.
- 2) Identify California's geographic and demographic composition, and analyze the relationship between different geographic regions in the state.
- 3) Explore California in context of American history and world history.
- 4) Analyze what makes California unique as a state and as an economic and social unit within the United States.
- 5) Analyze the role of economic, ecological and social changes; cultural and intellectual movements; and the importance of science, technology and the military in California's development.
- 6) Identify major issues between the state and local governments.
- 7) Examine the relationship between the federal government and California state government.
- 8) Examine the role of race, ethnicity, social class and gender in California's development and analyze the significance of evolving multi-cultural diversity in California.

- 9) Describe the origins, evolution and processes of California state and local governments within the context of American history.
- 10) Discriminate between primary and secondary sources.
- 11) Identify significant events, themes, interpretations and figures of California history.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Quizzes/exams that measure students' ability to identify significant geographical areas and changes in political geography and relationships between geographical regions of the state.
- 2) Quizzes/exams that measure students' ability to describe the role of race, ethnicity, social class and gender in California's development and to analyze the significance of evolving multicultural diversity in California.
- 3) Quizzes/exams that measure students' ability to explain the origins, evolution and development of the California state and local government.
- 4) In-class group activities and writing assignments that measure students' ability to analyze, discuss and draw conclusions about major issues, themes and interpretations of California history and relate their significance to the present.
- 5) Research papers and/or written homework that measure students' ability to recognize, describe and explain cultural, economic, ecological, social changes and political changes in California history and to discriminate between primary and secondary sources.

Special Materials Required of Student

None

Minimum Instructional Facilities

Smart classroom with writing boards, overhead projector, map of California

Method of Instruction

- 1) Lecture and discussion
- 2) Small and large group discussion
- 3) Multimedia presentations
- 4) Guest speakers
- 5) Individual and group projects, structured in-class exercises
- 6) Auxiliary use of study groups, peer tutoring and/or instructional office hours

Out-of-Class Assignments

- 1) Reading assignments, reading response questions, reading journals
- 2) Map exercises
- 3) Field exercises including museum and library research and visits to historic sites

Texts and References

- 1) Required (representative examples):
 - a. James Rawls and Walton Bean, *California: An Interpretive History*. Tenth Edition. McGraw Hill, 2012.
 - b. Cherny, Lemke-Santangelo and Griswold del Castillo. *Competing Visions: A History of California*. 2nd edition. Cengage, 2014.
 - c. Rice, Richard. *The Elusive Eden: A New History of California*. Fifth Edition. McGraw Hill, 2020.
- 2) Supplemental:
 - a. Connolly Miskwish, Michael. *Kumeyaay: A History Textbook Vol 1: Precontact to 1893*. Sycuan Press, 2007.

- b. Beebe, Rose Marie and Robert M. Senkewicz. *Lands of Promise and Despair, Chronicles of Early California 1535-1846*. Heyday Books, 2001.
- c. Connolly Shipek, Florence. *Delfina Cuero*. Ballena Press, 1991.
- d. Hackel, Steven. *Junipero Serra: California's Founding Father*. Hill and Wang, 2013.
- e. *The Shirley Letters: From the California Mines, 1851-1852*. Heyday Books, 2001.
- f. *Life in a California Mission: Monterey in 1786: The Journals of Jean Francois De La Perouse*. Heyday Books, 1999.
- g. Brewster, Lawrence and Genie Stowers. *A Primer of California Politics*. 2nd edition. Cengage, 2004.
- h. Giventer, Lawrence. *Governing California*. 2nd edition. McGraw Hill, 2007.
- i. Chan, Olin and Paterson. *Major Problems in California History*. Houghton Mifflin, 1997.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Analyze, evaluate, and interpret primary and secondary sources.
- 2) Analyze and apply historical patterns and current events to students' own lives and experiences.
- 3) Analyze how power operates in society, through the categories of race, class, gender, ethnicity, and sexuality.
- 4) Develop and support an argument or thesis statement with historical evidence.