

**College of San Mateo
Official Course Outline**

1. **COURSE ID:** HIST 310 **TITLE:** California History
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours
Method of Grading: Letter Grade Only
Recommended Preparation:
 Eligibility for ENGL 838 or ENGL 848 or ESL 400.
 Any READ 400 level course.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 CSM - GENERAL EDUCATION REQUIREMENTS: E1. Option 2-Group 2: California State and local Government
 CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science
 CSM - GENERAL EDUCATION REQUIREMENTS: E5c. Humanities
CSU GE:
 CSU GE Area C: ARTS AND HUMANITIES: C2 - Humanities (Literature, Philosophy, Languages Other than English)
 CSU GE Area D: SOCIAL SCIENCES: DSI - Social Institutions
 CSU GE Area D: SOCIAL SCIENCES: US-3
IGETC:
 IGETC Area 3: ARTS AND HUMANITIES: B: Humanities
 IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 This course explores the history of California from pre-contact through the present. Topics include the civilizations of indigenous Californians; Pacific exploration; Spanish colonization; mission, pueblo, and rancho life; American expansion and the Gold Rush; railroad, agricultural and mineral booms; Progressive reform; the impact of the Great Depression and World War II; conflicts around water and environmental resources; counterculture, civil rights, and modern conservative movements; and the growth of Silicon Valley.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. Demonstrate a basic knowledge of California History.
 2. Use critical thinking and research skills in the interpretation, explanation, and communication of California History through primary and secondary sources.
 3. Discuss local and national constitutional and legal developments as they affected Californians.
 4. Analyze how gender, race, ethnicity, sexuality, and social class shaped Californians and impact the lives of people in California today.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 1. Critically evaluate and analyze the wide spectrum of peoples, forces and events that have contributed to the development of the modern state of California.
 2. Demonstrate familiarity with the basic historical and contemporary issues and problems in California History.
 3. Demonstrate critical, analytical, and evaluative skills in identifying and interpreting issues and problems of California society.
 4. Understand better the political processes of a democratic society and thus become a better informed participant in the political life of California and the United States.

6. **COURSE CONTENT:**
Lecture Content:
 - I. Overview of California History

1. Historiography of the American West
2. California Geography
3. Evolution of the California Environment
 - II. Native Californians
 1. Origins and Ecological Zones
 2. Political and Spiritual Institutions
 3. Science and Art
 4. Native Californian Communities Today
 - III. Pacific Exploration
 1. Initial Explorations
 2. Spanish “Discovery”
 3. Francis Drake and Nova Albion
 4. Trade with Asia: Manila Galleons and Canton
 5. Spanish Settlement: presidio, mission, pueblo
 - IV. Mexican California
 1. Mexico and The United States
 - A. Contrasting Independence
 - B. Contrasting Constitutions
 2. Secularization of the Missions
 3. Hide and Tallow Trade
 4. The *Californios*
 - V. Encroachment and Rebellion
 1. Russians and Fort Ross
 2. American and British Merchants
 3. Mountain Men and Surveyors
 4. Pioneers and John Sutter
 - VI. “Manifest Destiny”
 1. Mexican War and Treaty of Guadalupe Hidalgo
 2. Gold Rush
 3. Creation of a Constitution
 4. Indians and Statehood
 - VII. The Octopus: Railroads and Monopoly
 1. Civil War California
 2. The Pacific Railway Act
 3. The Central Pacific and the Big Four
 4. Chinese Labor
 - VIII. Law, Order, and Exclusion
 1. The 14th Amendment: Citizenship and Corporations
 2. Vigilantism: mobs, committees, and brigades
 3. Anti-Chinese Populism
 4. Panic and Depression in the 1870s
 5. A New State Constitution
 - IX. Controversies over Land and Water
 1. Building an Agricultural Empire
 2. *Lux v. Haggin*
 3. Wright Act and Irrigation Districts
 4. Search for Water Supply: Hetch Hetchy and Owens Valley
 5. Oil and Automobiles
 - X. Progressivism
 1. 1906 Earthquake and Fire
 2. Rise of Hollywood
 3. Reform: San Francisco to Los Angeles
 4. Hiram Johnson and National Politics
 5. The Panama Pacific International Exposition
 - XI. Forces of Conservatism and Great Depression
 1. Decline of Republican Progressivism
 2. Great Depression and New Deal in California
 3. Labor Unrest and General Strike 1934
 4. Farm Fascism and Agricultural Strikes
 - XII. WWII – California Transformed

1. Shipbuilding and Aircraft Industry
2. Japanese Relocation and Supreme Court Challenges
3. Zoot Suit Riots
4. Bracero Program
- XIII. Postwar Diversity and Conflict
 1. Cold War and Defense Spending
 2. Suburban Growth and Restrictions
 3. California's Red Scare
 4. Rancheria Act of 1958 and Indian Relocation
- XIV. Politics and Protest
 1. Anti-War and Student Movements
 2. Civil Rights Movements
 3. Farm Labor Organization and Strike
 4. Environmental Activism
- XV. An Era of Limits and New Opportunities
 1. Reagan and the Conservative Backlash
 2. "Small is Beautiful"
 3. Tax Revolt
 4. Rise of Silicon Valley
 5. New Waves of Immigration

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Field Trips
- E. Guest Speakers
- F. Other (Specify): Lecture and discussion. Audio, video and slide presentations to enhance the presentation of material. Individual reports and reviews demonstrating critical writing skills. Readings in primary and secondary materials to enhance analytical skills.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Students are required to deal with several broad interpretative essays combining evidence of book reading and research along with material derived from classroom lectures. Every effort is made to create assignments that cannot be lifted from the internet or any single source.

Reading Assignments:

Regular reading assignments from the required textbooks and other primary sources will be made through the instructor's syllabus.

Other Outside Assignments:

Library assignments and field trips at historic sites and with professionals in the fields of history and museum studies may be used to enhance student content knowledge and critical thinking.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Field Trips
- E. Group Projects
- F. Homework
- G. Oral Presentation
- H. Papers
- I. Portfolios
- J. Projects
- K. Quizzes
- L. Research Projects

M. Written examination

10. **REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Bean & Rawls,. *California: An Interpretive History*, 10th ed. New York: McGraw-Hill, 2012
- B. Starr, Kevin. *California, A History*, ed. Modern Library, 2005
- C. Rawls,. *New Directions in California History: A Book of Readings*, ed. McGraw-Hill, 2012
- D. Rice, Bullough, Orsi,. *The Elusive Eden: A New History of California*, 4th ed. Long Grove, IL: Waveland Press Inc., 2012
- E. Elinson, Yogi. *Wherever There's a Fight*, 1st ed. Berkeley, CA: Heyday Books, 2009
- F. Resendez, Andres. *The Other Slavery: The Uncovered Story of Indian Enslavement in America*, ed. Boston, MA: Houghton Mifflin Harcourt, 2016
- G. Saunt, Claudio. *West of the Revolution: An Uncommon History of 1776*, ed. New York: W. W. Norton & Co., 2015
- H. Cherny, Lemke-Santangelo, del Castillo. *Competing Visions: A History of California*, 2nd ed. Boston, MA: Cengage, 2014

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Course Originator: Tatiana Irwin