1. **COURSE ID:** HIST 310  
**TITLE:** California History  
**Semester Units/Hours:** 3.0 units; a minimum of 48.0 lecture hours/semester  
**Method of Grading:** Letter Grade Only  
**Recommended Preparation:**  
Eligibility for ENGL 838 or 848.  
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  
**CSU GE:**  
CSU GE Area C: ARTS AND HUMANITIES: C2 - Humanities (Literature, Philosophy, Languages Other than English)  
CSU GE Area D: SOCIAL SCIENCES: US 3  
**IGETC:**  
IGETC Area 3: ARTS AND HUMANITIES: B: Humanities  
IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: F: History

3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**  
Survey of major topics in California’s rapid growth, including the Indian culture; exploration and Spanish colonization; the mission-ranchero era; the Mexican period; the American takeover; the Gold Rush and the Vigilante era; the constitutional, political, and economic growth of the State; federal policy and programs involving California.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
Upon successful completion of this course, a student will meet the following outcomes:  
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. Explain the role of geography as a delineating factor in the unique historical growth, economic power, and ethnic diversity of California.  
3. Explain the evolution and development of the state government and the constitution of California from 1850 to recent times as well as the role played by state government in the region’s development.  
4. Demonstrate a college-level knowledge of chronology and factual material necessary to explain major historical trends in the region’s development.

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;  
5. fulfill a requirement for a degree at this college as well as in the California State University system.

6. **COURSE CONTENT:**  
**Lecture Content:**  
1. Overview of California History  
   a. Survey of varied geography
b. Current census comparisons, north to south
c. Current population as compared to other nations
d. Growth of population in the post-World War II
e. Ethnic differences since World War II
f. Agricultural potential
g. Mineral potential

II. Delayed colonization of Alta California, 1542-1769
   a. Discovery and initial exploration
   b. European attitudes toward
c. Francis Drake; English claim
d. California as a buffer zone
e. Fears of English/Russian imperialism

III. Spanish California
   a. Sacred expedition–Portola & Serra
   b. The Native Californian. Numbers and characteristics
c. Mission system. Spanish attitudes toward natives
d. Missions, what they were and were not
e. Limited success and major failures of mission system

IV. Native Californians
   a. Origins
   b. Characteristics of lifestyle
c. Treatment by Spaniards, Mexicans, Americans
d. Explaining dramatic decline in numbers, 1769-1900

V. Mexican California
   a. Differences Spanish to Mexican
   b. Limited population; lack of viable institutions, a state that never existed
c. Yankee traders along the coast, economic imperialism
d. Secularization of missions and meaning
e. Rancho, Rancheros, the disintegration of Mexican control
f. Creation of the California – who was this unique being?
g. Insidious American infiltration; leaving consciences at Cape Horn
h. Russians and Fort Ross
   i. Mariano Vallejo and John Sutter
   j. Thomas Oliver Larkin

VI. Americans and Manifest Destiny
   a. Major American intellectual movement
   b. U.S. Naval operations along California coast
c. Mexican War, 1846-1848
d. American military operations
e. Military-diplomatic confrontation
f. Treaty of Guadalupe Hidalgo

VII. Gold Rush and Statehood
   a. Beginning of the mineral frontier
   b. Creating the Golden State; unbalancing the nation
c. Land Act of 1851
d. Sectional issues and California
e. Uniqueness of nation’s first “American” society
f. Far reaching meaning of gold discovery, a continuing movement

VIII. Law, Order, Race
   a. Laws but no order; vigilante justice
   b. Ethnic upheavals
   c. Settling Mexican land tenure
   d. Chinese immigration
IX. Coming of the Railroad
   a. Tracks across the Sierra Nevada
   b. The Big Four builders of Pacific Railroad
   c. Chinese: Solving a labor crisis; slavery or not?
   d. The railroad monopoly
   e. A girdle of steel around loins of nation; completing a transcontinental railroad
   f. Railroad moves south
   f. The Octopus

X. Populating: San Francisco to the South
   a. Settlement of the San Joaquin Valley
   b. Revisiting Los Angeles
   c. Significance of the railroad
   d. Building agricultural empire

XI. Civic corruption and reform
   a. Reform: San Francisco Los Angeles
   b. Hiram Johnson and the Progressive movement
   c. Curbing capitalistic abuses

XII. Water crisis, an ongoing saga
   a. San Francisco and Spring Valley
   b. Search for water supply
   c. John Muir and battle for Hetch Hetchy
   d. Hetch Hetchy Dam and system
   e. Michael O’Shaughnessy and William Mulholland
   f. Owens Valley project

XIII. Paul Bunyan’s adopted state
   a. Rise of the lumber industry, generating a new bonanza
   b. Fortunes from the forests
   c. California supplies the Pacific basin: Hawaii, Australia, South America
   d. Harvesting the forests
   e. Ever widening environmental and conservation concerns

XIV. Depression and California
   a. Economic crisis and state
   b. New immigration in Southern California
   c. New Deal in California
   d. San Francisco’s major construction projects

XV. Second World War
   a. Japanese relocation
   b. Shipbuilding
   c. Aviation industry

XVI. Since World War II
   a. Cold War
   b. Silicon Valley
   c. Student upheavals
   d. Crises in education, mental health, penal system
   e. Growing political deadlock, partisan chicken
   f. Politically, financially on the edge

7. REPRESENTATIVE METHODS OF INSTRUCTION:
   Typical methods of instruction may include:
   A. Lecture
   B. Discussion
C. 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. EXAMPLE: Although historians have consistently referred to Mexican California, given political realities, demographics, economic and international considerations, Mexican California never existed.

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

9. REPRESENTATIVE METHODS OF EVALUATION
Representative methods of evaluation may include:
A. Class Participation
B. Exams/Tests
C. Papers
D. Quizzes
E. Written examination

10. REPRESENTATIVE TEXT(S):
Possible textbooks include:

Origination Date: August 2010
Curriculum Committee Approval Date: February 2014
Effective Term: Fall 2014
Course Originator: Kevin Henson