



**COURSE OUTLINE : HIST 122**

**D Credit – Degree Applicable**

**COURSE ID 004112**

**Cyclical Review: May 2018**

**Revision: October 2021**

**COURSE DISCIPLINE :** HIST  
**COURSE NUMBER :** 122  
**COURSE TITLE (FULL) :** California History  
**COURSE TITLE (SHORT) :** California History  
**ACADEMIC SENATE DISCIPLINE:** History

**CATALOG DESCRIPTION**

HIST 122 is a survey of the discovery, exploration, and settlement of California. Emphasis is placed development of particular political, economic, and social institutions, along with California's relationships with the United States and the rest of the world.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

**Total Course Units: 3.00**

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

**Total Contact Hours: 54.00**

**Total Out-of-Class Hours: 108.00**

Recommended Preparation: ENGL 100 or ESL 151.



**ENTRY STANDARDS**

	<b>Subject</b>	<b>Number</b>	<b>Title</b>	<b>Description</b>	<b>Include</b>
1	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
2	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
3	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
4	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
5	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
6	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
7	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes
8	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	Yes
9	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
10	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes
11	ESL	151	Reading and Composition V	Read and critically analyze various academic readings;	Yes
12	ESL	151	Reading and Composition V	summarize readings;	Yes
13	ESL	151	Reading and Composition V	organize fully-developed essays in both expository and argumentative modes;	Yes



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14	ESL	151	Reading and Composition V	compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;	Yes
15	ESL	151	Reading and Composition V	revise writing to eliminate errors in syntax, and grammatical constructions;	Yes
16	ESL	151	Reading and Composition V	employ basic library research techniques;	Yes
17	ESL	151	Reading and Composition V	compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.	Yes

**EXIT STANDARDS**

- 1 Recognize the rich and varied Indian cultures of California;
- 2 explain the motivations for the Spanish exploration and the settlement of Alta California and development of "Hispanic California" before the American conquest;
- 3 explain the American conquest of California;
- 4 discuss the role of agriculture and water in California's economic and political development;
- 5 describe the impact of migration upon California's economy and society;
- 6 examine the development of the uniquely California forms of art, literature, and architecture.

**STUDENT LEARNING OUTCOMES**

- 1 compare and contrast various historical concepts and different interpretations of the history of the state of California;
- 2 differentiate the impact of race, ethnicity, gender and class within the state of California;
- 3 critique various political, economic and social forces that have been key to the State's development and it's influence on National affairs.

**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

	Description	Lecture	Lab	Total Hours
1	Indian Culture at the Time of Conquest <ul style="list-style-type: none"> <li>• Native American stereotypes</li> <li>• Indigenous cultural diversity</li> <li>• Tribal politics and community relations</li> </ul>	3	0	3
2	The Spanish Arrival <ul style="list-style-type: none"> <li>• Spanish expeditions from Europe</li> <li>• Discovery and exploration of Alta California</li> <li>• Settlement of Alta California: mission, pueblo, presidio</li> <li>• The formative years</li> </ul>	3	0	3



3	<p>California Missions and Ranchos</p> <ul style="list-style-type: none"> <li>• Franciscan missionaries</li> <li>• Spanish soldiers</li> <li>• Mission Indians</li> <li>• The heyday of the ranchos               <ul style="list-style-type: none"> <li>◦ Social life and customs</li> <li>◦ Economic realities: hides and tallow</li> </ul> </li> </ul>	6	0	6
4	<p>Acquisition of California by the United States</p> <ul style="list-style-type: none"> <li>• Manifest Destiny and American expansionism]</li> <li>• Arrival of Anglos               <ul style="list-style-type: none"> <li>◦ Boston merchants</li> <li>◦ Fur trappers and explorers</li> <li>◦ Pioneers and settlers</li> </ul> </li> <li>• Bear Flag Revolt</li> <li>• Mexican-American War</li> </ul>	3	0	3
5	<p>Gold Rush</p> <ul style="list-style-type: none"> <li>• Sutter and the discovery of gold</li> <li>• Gold fever and international interests</li> <li>• The 49ers</li> <li>• Transforming an economy</li> </ul>	3	0	3
6	<p>Early Statehood</p> <ul style="list-style-type: none"> <li>• New political realities</li> <li>• Vigilantes and filibusters</li> <li>• Race relations               <ul style="list-style-type: none"> <li>◦ Mexican land grants and taxation</li> <li>◦ Chinese</li> <li>◦ African Americans</li> </ul> </li> </ul>	3	0	3
7	<p>Railroads, Mines, and Politics</p> <ul style="list-style-type: none"> <li>• The Central Pacific and government land grants</li> <li>• Labor and exploitation in railroad construction</li> <li>• The Big Five and silver</li> <li>• Money and politics</li> </ul>	3	0	3
8	<p>Economic Developments</p> <ul style="list-style-type: none"> <li>• Agriculture and the small farmer</li> <li>• Rise of agribusiness</li> <li>• Agriculture labor               <ul style="list-style-type: none"> <li>◦ Oriental labor</li> <li>◦ Migratory labor</li> <li>◦ Organizing labor</li> </ul> </li> </ul>	3	0	3



9	<p>Images of California</p> <ul style="list-style-type: none"> <li>• Literature</li> <li>• Art</li> <li>• Architecture</li> <li>• The California stereotype</li> </ul>	3	0	3
10	<p>Land, Water, and Politics</p> <ul style="list-style-type: none"> <li>• Early water projects <ul style="list-style-type: none"> <li>◦ Hetch-Hethy</li> <li>◦ Owens Valley</li> <li>◦ Colorado River</li> <li>◦ Central Valley Project</li> <li>◦ California Water Project</li> </ul> </li> <li>• North-South water conflicts</li> <li>• Conservation movements <ul style="list-style-type: none"> <li>◦ Early conservation movements</li> <li>◦ Modern conservation movements</li> <li>◦ Saving Mono Lake</li> </ul> </li> </ul>	6	0	6
11	<p>Immigration</p> <ul style="list-style-type: none"> <li>• Mexican immigration</li> <li>• Japanese immigration</li> <li>• Southeast Asian immigration</li> <li>• Affirmative action and ethnic minorities</li> </ul>	3	0	3
12	<p>World War II and the Growth of California</p> <ul style="list-style-type: none"> <li>• Experience of military personnel</li> <li>• Industry moves west</li> <li>• The post-war boom</li> <li>• Aerospace and the war economy</li> </ul>	3	0	3
13	<p>Counter Culture and California Politics</p> <ul style="list-style-type: none"> <li>• Academic freedom and San Francisco State</li> <li>• The Free Speech Movement</li> <li>• Car Top Rally and People's Park</li> <li>• Anti-war movement</li> <li>• Berkeley in the 1960s</li> <li>• Radicals become politicians</li> </ul>	6	0	6
14	<p>Equality in California's Political Climate</p> <ul style="list-style-type: none"> <li>• Race relations in California</li> <li>• Homelessness</li> <li>• Gated communities and gentrification</li> <li>• Immigration policies</li> </ul>	6	0	6
				<b>54</b>



**OUT OF CLASS ASSIGNMENTS**

- 1 essays (e.g., an argumentative essay which evaluates the relative importance of pull and push factors which led to the immigration of at least three different social/ethnic groups into California);
- 2 research paper (e.g., research paper using secondary sources to trace the economic, political or social development of California since World War II);
- 3 group projects (e.g., prepare a class presentation that shows the interactions of the different social groups which comprise a typical Spanish-era California mission).

**METHODS OF EVALUATION**

- 1 midterm examinations;
- 2 instructor evaluation of class student presentations (e.g., evaluation of group presentations on the culture of the California Missions);
- 3 instructor evaluation of students work (e.g., evaluation of identification terms to determine accuracy and effectiveness);
- 4 final examination.

**METHODS OF INSTRUCTION**

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

**TEXTBOOKS**

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
California: A History	Required	Random House	1	Print	Starr, Kevin	978-0812977530	2015