

HIST R104: HISTORY OF CALIFORNIA

Originator

khughes

College

Oxnard College

Discipline (CB01A)

HIST - History

Course Number (CB01B)

R104

Course Title (CB02)

History of California

Banner/Short Title

History of California

Credit Type

Credit

Start Term

Fall 2020

Catalog Course Description

This course presents a survey of Native American, Spanish, Mexican and American periods of California while considering the political, economic, social, and cultural evolution of the state.

Taxonomy of Programs (TOP) Code (CB03)

2205.00 - History

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours**Carnegie Unit Override**

No

In-Class**Lecture****Minimum Contact/In-Class Lecture Hours**

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience**

Paid**Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | Students will describe the location and culture of at least two Native American tribes in the area that eventually became California. |
| 2 | Evaluate the major historical developments of the Mexican era in California. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | Arrange major and significant occurrences in California history in proper chronological order. |
| 2 | Recognize the relationship between specific developments in California and the more general trends in the history of the United States. |
| 3 | Explain the connection between historical events and the growth and development of California. |
| 4 | Interpret historical data as to its meaning and its significance in explaining the flow of California history. |
| 5 | Analyze and appraise various interpretations and explanations of the course of California history and test existing theories and approaches by referring to primary sources and constructing their own valid and logical interpretations and explanations. |
| 6 | Relate specific historical events to the appearance, development or continuation of certain basic American values, political, social and economic perspectives that have in turn influenced the development of the state of California. |
| 7 | Identify the pluralistic cultural foundations of California history and society. |

Course Content**Lecture/Course Content**

1. The land and its resources
2. Ancient and native inhabitants of California
 1. Theories of the origins and characteristics of the first inhabitants
 2. The culture of California natives
3. Spanish discovery and early exploration
 1. Colonial policies of New Spain
 2. The early expeditions mapping and naming California
4. Spanish settlement of California

1. Expeditions and Missions
2. Politics of colonization and the limited emergence of civil communities
5. The effects of global politics and revolution
 1. Great Power rivalries and republican principles
 2. Mexico's struggle for independence
6. American infiltration and conquest
 1. Traders, trappers and settlers
 2. Manifest Destiny and the Mexican War
7. The Gold Rush
 1. The impact of the discovery and the convergence of gold seekers on California
 2. Social and ethnic strains of the wild frontier
8. Statehood and urbanization.
 1. The transition to being a state
 2. San Francisco
9. Emergence of a frontier economy
 1. Mining, banking and agriculture
 2. Railroads, monopolies and speculation/depression
10. The politics and culture of late 19th century California.
 1. The Chinese question
 2. The Gilded Age and social criticism in California
11. The emergence of the modern American dream in California
 1. Technology, movies and the boom psychology of the American mind
 2. Populism and Progressivism in California
12. The Great Depression in California
 1. Labor, strife and radical politics
 2. Migrations and the evolution of Californian communities
13. World War II and California
 1. War-time prosperity
 2. Social and Constitutional issues
14. Post War life in California
 1. Politics and parties
 2. Suburban California and population explosions
 3. Conformity and suspicions
15. The Psychedelic 1960s
 1. Hippies and Free speech movements
 2. Conservative energies and radical exhaustion
16. The eras of limits
 1. Swinging between conservative and liberal agendas
 2. Tax revolt and its implications
17. Environment energy and economy
 1. Protectionism, poisons, and petroleum dependency
 2. the post-industrial economy
18. New California
 1. Social and human trends in modern California
 2. The culture of the coast

Laboratory or Activity Content

NA

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams

Essays

Group projects

Individual projects

Objective exams

Quizzes

Reports/papers

Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Computer-aided presentations
 Class discussions
 Distance Education
 Group discussions
 Internet research
 Lecture

Describe specific examples of the methods the instructor will use:

1. The instructor will have interactive lectures (allowing for questions, discussions, and exercises). These lectures will be complemented with the visuals provided by PowerPoint slides and short documentaries. The lectures will give students a fundamental understanding of the material as well as the critical thinking experiences needed to be proficient in the discipline.
2. Students will be instructed on how to research and compose a formal essay (for a Blue Book exam), how to research and write a research paper, and/or how to critically evaluate a primary source and explain its significance in writing.
3. Students be guided into class discussions about the course material, either in groups in a traditional classroom or in discussion forums for online classes.

Representative Course Assignments

Writing Assignments

1. Rough drafts to assigned questions that may appear on essay exams (ex. What were the major achievements and failures of the Mexican Era in California History?).
2. Research papers that include citations and a bibliography (ex. research an event, location, or person who had an impact on California History).
3. Reviews about the merits of a particular historical resource, such as primary sources or documentaries (ex. *Berkeley in the Sixties*).

Critical Thinking Assignments

1. The students may write argumentative papers that use critical thinking to choose a side in an historiographical debate and investigate the relevant primary sources needed to support their chosen position.
2. Students may participate in class and small group discussions, perhaps examining the Gold Rush experiences found in the primary source writings of "Dame Shirley" (online students will do the same using discussion boards).
3. Students may select a historically significant topic from California History (with the consultation and approval of the instructor), then research the topic, and present their findings to the class with PowerPoint slides (ex. The Bracero Program in California).

Reading Assignments

1. A survey text chosen for the course (ex. *The Elusive Eden*).
2. A document or primary source reader.
3. Supplemental handouts prepared by the instructor or downloaded from a reputable Internet sources (ex. a detailed timeline of the Bear Flag Revolt).

Other assignments (if applicable)

1. Creating maps and timelines that help students internalize the geographic and chronological dynamics of California History.
2. Watching and evaluating documentaries for the purpose of writing a review, but also for the purpose of supplementing the perspectives provided by the lectures and assigned readings.
3. Museum visits that require a written and/or oral report.

Outside Assignments

Representative Outside Assignments

1. Students may be required to read a resource and write short summaries of the key ideas in each section of a textbook chapter or article.
2. Student may be required to compose rough drafts in response to potential essay exam questions (emphasis on how to compose a formal essay).
3. Students may be required to conduct research for a paper or a presentation.

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Rawls, J., Bean, W. (2012). *California: An Interpretive History*, 10th Ed. (Newest Edition). McGraw-Hill.

Resource Type

Textbook

Description

Rice, R. et al. (2019). *The Elusive Eden: A New History of California* (5 ed.). Waveland Press

Resource Type

Textbook

Description

Cherny, R.W., Lemke-Santangelo, G., Griswold del Castillo, R. (2014). *Competing Visions: A History of California*, 2 Ed (Newest Edition). Boston Wadsworth, Cengage Learning. 1133943624

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students.
Asynchronous Dialog (e.g., discussion board)	Discussion boards where students respond to an instructor question and other students reply.
E-mail	Contacting students with important updates or expressing concern over their progress, but also replying to student concerns and questions.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students.
Asynchronous Dialog (e.g., discussion board)	Discussion boards where students respond to an instructor question and other students reply.
E-mail	Contacting students with important updates or expressing concern over their progress, but also replying to student concerns and questions.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students.
Asynchronous Dialog (e.g., discussion board)	Discussion boards where students respond to an instructor question and other students reply.

E-mail

Contacting students with important updates or expressing concern over their progress, but also replying to student concerns and questions.

Examinations

Hybrid (1%–50% online) Modality

Online

On campus

Hybrid (51%–99% online) Modality

Online

On campus

Primary Minimum Qualification

HISTORY

Review and Approval Dates

Department Chair

08/31/2020

Dean

08/31/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000105537

DOE/accreditation approval date

MM/DD/YYYY