

# HIST M143: HISTORY OF CALIFORNIA

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**Originator**

hhernandez

**Co-Contributor(s)**
**Name(s)**

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**College**

Moorpark College

**Discipline (CB01A)**

HIST - History

**Course Number (CB01B)**

M143

**Course Title (CB02)**

History of California

**Banner/Short Title**

History of California

**Credit Type**

Credit

**Start Term**

Fall 2022

**Formerly**

HIST M08 - History of California

**Catalog Course Description**

Surveys California from the earliest Native cultures to the present. Examines the political, social, cultural, and economic developments in California and their impact on the United States.

**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

**Faculty notes on field trips; include possible destinations or other pertinent information**

Go to a historic site or a museum

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**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 | explain the significant themes, issues, and contributions identified in the study of California history.                           |
| 2 | identify the value of the study of California history.   |
| 3 | demonstrate an understanding and appreciation of the contributions that individuals made to the development of California history. |

**Course Objectives**

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

- |   |   |
|---|---|
| 1 | define the social, economic, and environmental movements that have influenced California. |
| 2 | evaluate the perceptions which shape the expectations and realities of Californians.      |
| 3 | analyze the history of California government and political reform movements.              |
| 4 | examine the impacts and obstacles of diverse communities in California.                   |

- 5 interpret historical documents relevant to California history.
- 6 assess the importance and impact of California in American culture and history.

## Course Content

### Lecture/Course Content

#### (33%)

- Native Cultures: diversity, regional characteristics, values
- Spanish/Mexican California Explorers
- Mission system: intent and impacts
- Civilian settlers: pueblos and ranchos Russian presence Rancho elite
- Beginnings of American California American conquest
- The Donner
- Party Gold Rush—myth and reality
- John C. Fremont
- Constitution of 1849 and statehood
- Law and Order/Vigilance Committees

#### (30%)

- Southern Pacific RR/the "Big Four"
- Chinese immigration
- Workingman's Party/Constitution of 1879
- Urban development
- Modoc War/extermination of the Yahi
- Conservation and national parks
- Progressive and political reform
- Agribusiness

#### (37%)

- Hollywood: beginnings, movie industry
- Prohibition
- 1930s Depression: influx/labor issues/political change
- World War II: population growth/industrialization
- Japanese American internment, Zoot Suit Riots/Port Chicago Riot
- Governors Earl Warren and "Pat" Brown
- Postwar suburban developments
- Hollywood strikes/House Un-American Activities Committee (HUAC)
- Hearings/Nixon v. Douglas
- Walt Disney and Disneyland
- Environmental battles: Mineral King, Diablo Canyon
- Silicon Valley and tech industry
- Modern issues and challenges

### Laboratory or Activity Content

None

## 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):

Classroom Discussion

Essay exams

Group projects

Individual projects

Journals

Objective exams

Oral presentations  
 Projects  
 Participation  
 Quizzes  
 Reports/Papers/Journals  
 Reports/papers  
 Research papers  
 Written analyses  
 Written compositions  
 Written homework

**Instructional Methodology**

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

Audio-visual presentations  
 Collaborative group work  
 Class discussions  
 Distance Education  
 Demonstrations  
 Group discussions  
 Instructor-guided interpretation and analysis  
 Lecture  
 One-on-one conference  
 Readings

**Describe specific examples of the methods the instructor will use:**

Instructor will lecture and use PowerPoint and videos to enhance the visual learning process. Students will be put into groups and asked to read sources and answer questions collectively. Students will conduct research projects, gathering information from the library pertaining to the history of race and present their research projects to the class.

**Representative Course Assignments**

**Writing Assignments**

in-class or take-home essays analyzing primary source documents such as the journals of the Franciscan missionaries.  
 comparison of individuals, events, movements.  
 analysis of historical documents.

**Critical Thinking Assignments**

examine and interpret historical documents relevant to California's development.  
 evaluate historical novels or films set in California.

**Reading Assignments**

Reading course texts, supplemental readings, and handouts.  
 Reading and annotating articles from scholarly journals such as *California History* published by the California Historical Society.

**Outside Assignments**

**Representative Outside Assignments**

Internet research on topics such as the changing population demographics of California.  
 assigned readings on the impacts and obstacles of diverse communities in California.  
 museum and/or historic site visit such as the Ronald Regan Presidential Library or Mission San Buenaventura.

**Articulation**

**Equivalent Courses at 4 year institutions**

University	Course ID	Course Title	Units
CSU San Bernardino	HIST 270	California History	4
Cal Poly San Luis Obispo	HIST 208	Survey of California History	4

**Comparable Courses within the VCCCD**

HIST R104 - History of California

HIST V59 - History of California

## **District General Education**

### **A. Natural Sciences**

### **B. Social and Behavioral Sciences**

#### **B2. Social and Behavioral Sciences**

Approved

### **C. Humanities**

### **D. Language and Rationality**

### **E. Health and Physical Education/Kinesiology**

### **F. Ethnic Studies/Gender Studies**

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

## **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**

D Social Sciences

Approved

### **Area E: Lifelong Learning and Self-Development**

### **Area F: Ethnic Studies**

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

## **UC TCA**

UC TCA

Approved

**IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 4: Social and Behavioral Sciences**

Approved

**Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

**Description**Rawls, James, and Walton Bean. *California: An Interpretive History*. 10th ed., McGraw-Hill, 2011.**Resource Type**

Textbook

**Description**Rolle, Andrew, and Arthur C. Verge. *California: A History*. 8th ed., Wiley-Blackwell, 2014.**Resource Type**

Textbook

**Description**Coodley, Lauren. *California: A Multicultural Documentary History*. Pearson, 2008.**Resource Type**

Textbook

**Description**Starr, Kevin. *California: A History*. Reprint ed., Modern Library, 2007.**Resource Type**

Textbook

**Description**Rice, Richard B., et al. *The Elusive Eden: A New History of California*. 5th ed., Waveland Press, Inc. 2019.**Library Resources****Assignments requiring library resources**

Research for papers, projects, and book reviews using the Library's print and online resources. Research using historical journals and specialized databases.

**Sufficient Library Resources exist**

Yes

**Example of Assignments Requiring Library Resources**

Utilize library resources to locate, examine and interpret historical documents relevant to California's development.

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

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
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. Provide students with an online schedule of class events using the "calendar" tool in the online course shell.
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources.
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature.
Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations.
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom.

**100% online Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. Provide students with an online schedule of class events using the "calendar" tool in the online course shell.



E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources.
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature.
Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations.
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom.

**Examinations**

**Hybrid (1%–50% online) Modality**

- Online
- On campus

**Primary Minimum Qualification**

HISTORY

**Review and Approval Dates**

**Department Chair**

04/16/2021

**Dean**

04/19/2021

**Technical Review**

09/02/2021

**Curriculum Committee**

9/7/2021

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

MM/DD/YYYY

**Board**

MM/DD/YYYY

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000435076

**DOE/accreditation approval date**

MM/DD/YYYY