

## HIST122 : California History

### General Information

Author:	<ul style="list-style-type: none"><li>Michelle Stonis</li><li>Ramos, Hazel</li><li>Kronbeck, Elizabeth</li></ul>
Course Code (CB01) :	HIST122
Course Title (CB02) :	California History
Department:	HIST
Proposal Start:	Fall 2025
TOP Code (CB03) :	(2205.00) History
CIP Code:	(54.0101) History, General.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000072462
Curriculum Committee Approval Date:	11/27/2024
Board of Trustees Approval Date:	01/21/2025
Last Cyclical Review Date:	11/27/2024
Course Description and Course Note:	HIST 122 is a survey of the discovery, exploration, and settlement of California. Students are introduced to topics including the development of particular political, economic, and social institutions in addition to California's relationships with the United States and the rest of the world.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>
Mode of Delivery:	<ul style="list-style-type: none"><li>In-Person</li><li>Remote</li><li>Hybrid</li><li>Online</li></ul>
Author:	No value
Course Family:	No value

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>History</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade with Pass / No-Pass Option

### Course Support Course Status (CB26)

Course is not a support course

## General Education and C-ID

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to both UC and CSU

### Transferability Status

Approved

IGETC Area	Area	Status	Approval Date	Comparable Course
4F-History	History	Approved	08/17/1999	No Comparable Course defined.

CSU GE-Breadth Area	Area	Status	Approval Date	Comparable Course
D6-History	History	Approved	08/18/1997	No Comparable Course defined.

Cal-GETC	Area	Status	Approval Date	Comparable Course
Area 3B: Humanities	Humanities	Pending	No value	No Comparable Course defined.
Area 4: Social and Behavioral Sciences	Social and Behavioral Sciences	Approved	09/02/2025	

## Units and Hours

### Summary

<b>Minimum Credit Units (CB07)</b>	3
<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	54
<b>Total Course Out-of-Class Hours</b>	108
<b>Total Student Learning Hours</b>	162

### Credit / Non-Credit Options

**Course Type (CB04)**

Credit - Degree Applicable

**Noncredit Course Category (CB22)**

Credit Course.

**Noncredit Special Characteristics**

No Value

**Course Classification Code (CB11)**

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

 Cooperative Work Experience Education Status (CB10)
**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

**Course Student Hours****Course Duration (Weeks)** 18**Hours per unit divisor** 54**Course In-Class (Contact) Hours**

Lecture 54

Laboratory 0

Studio 0

**Total** 54**Course Out-of-Class Hours**

Lecture 108

Laboratory 0

Studio 0

**Total** 108**Time Commitment Notes for Students**

No value

**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

**Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation****Advisory**

ENGLC1000 - Academic Reading and Writing (in-development)

**Objectives**

- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.

- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

## Entry Standards

Entry Standards	Description
No value	No value

## Course Limitations

Cross Listed or Equivalent Course	Description
No value	No value

## Specifications

**Methods of Instruction**

Methods of Instruction	Lecture
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Methods of Instruction	Discussion
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Methods of Instruction	Multimedia
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Methods of Instruction	Field Activites (Trips)
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Methods of Instruction	Presentations
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## Out of Class Assignments

- Essays (e.g., an argumentative essay that evaluates the relative importance of pull and push factors leading to the immigration of at least three different social/ethnic groups into California)
- Research paper (e.g., research paper using secondary sources to trace the economic, political, or social development of California since World War II)

- 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

Exam/Quiz/Test

Presentation (group or individual)

Exam/Quiz/Test

Exam/Quiz/Test

#### Rationale

Midterm examination

Instructor evaluation of class student presentations (e.g., evaluation of group presentations on the culture of the California Missions)

Instructor evaluation of students work (e.g., identification terms assessment to determine accuracy and effectiveness)

Final examination

#### Textbook Rationale

No Value

#### Textbooks

Author	Title	Publisher	Date	ISBN
California: An American History	John Mack Faragher	Yale University Press	September 19, 2023	978-0300274233

#### Other Instructional Materials (i.e. OER, handouts)

No Value

### Learning Outcomes

#### Course Objectives

Recognize the rich and varied Indian cultures of California.

Explain the motivations for the Spanish exploration and the settlement of Alta California and development of "Hispanic California" before the American conquest.

Explain the acquisition of California by the United States.

Discuss the role of agriculture and water in California's economic and political development.

Describe the impact of migration upon California's economy and society.

Examine the development of the uniquely California forms of art, literature, and architecture.

## SLOs

### Compare and contrast various historical concepts and different interpretations of the history of the state of California.

Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

*SOC 5*  
Social Sciences Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world

*HIST*  
History AA-T Degree Engage in wide reading, deep thinking, and clear communication about the vast record of human experience

Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come

*HIST*  
History - AA-T Engage in wide reading, deep thinking, and clear communication about the vast record of human experience.

Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come.

*ILOs*  
General Education apply methodologies used by social and behavioral scientists  
recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions

### Differentiate the impact of race, ethnicity, gender and class within the state of California.

Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

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Social Sciences Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world

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Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come.

*ILOs*  
General Education apply methodologies used by social and behavioral scientists  
list examples of cultural and social organizations

recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions

### Critique various political, economic and social forces that have been key to the State's development and its influence on National affairs

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
<i>SOC 5</i> Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
<i>HIST</i> History AA-T Degree	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience  Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come
<i>HIST</i> History - AA-T	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience.  Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come.
<i>ILOs</i> General Education	apply methodologies used by social and behavioral scientists  list examples of cultural and social organizations  recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions

## Course Content

### Lecture Content

#### Indian Culture at the Time of Conquest (3 hours)

- Native American stereotypes
- Indigenous cultural diversity
- Tribal politics and community relations

#### The Spanish Arrival (3 hours)

- Spanish expeditions from Europe
- Discovery and exploration of Alta California
- Settlement of Alta California: mission, pueblo, presidio
- The formative years

#### California Missions and Ranchos (6 hours)

- Franciscan missionaries
- Spanish soldiers
- Mission Indians
- The heyday of the ranchos
  - Social life and customs
  - Economic realities: hides and tallow

#### Acquisition of California by the United States (3 hours)

- Manifest Destiny and American Expansionism]
- Arrival of Anglos
  - Boston merchants
  - Fur trappers and explorers
  - Pioneers and settlers
- Bear Flag Revolt
- Mexican-American War

#### Gold Rush (3 hours)

- Sutter and the discovery of gold
- Gold fever and international interests
- The 49ers
- Transforming an economy

**Early Statehood (3 hours)**

- New political realities
- Vigilantes and filibusters
- Race relations
  - Mexican land grants and taxation
  - Chinese
  - African Americans

**Railroads, Mines, and Politics (3 hours)**

- The Central Pacific and government land grants
- Labor and exploitation in railroad construction
- The Big Five and silver
- Money and politics

**Economic Developments (3 hours)**

- Agriculture and the small farmer
- Rise of agribusiness
- Agriculture labor
  - Oriental labor
  - Migratory labor
  - Organizing labor

**Images of California (3 hours)**

- Literature
- Art
- Architecture
- The California stereotype

**Land, Water, and Politics (6 hours)**

- Early water projects
  - Hetch-Hethy
  - Owens Valley
  - Colorado River
  - Central Valley Project
  - California Water Project
- North-South water conflicts
- Conservation movements
  - Early conservation movements
  - Modern conservation movements
  - Saving Mono Lake

**Immigration (3 hours)**

- Mexican immigration
- Japanese immigration
- Southeast Asian immigration
- Affirmative action and ethnic minorities

**World War II and the Growth of California (3 hours)**

- Experience of military personnel
- Industry moves west
- The post-war boom
- Aerospace and the war economy

**Counter Culture and California Politics (6 hours)**

- Academic freedom and San Francisco State
- The Free Speech Movement
- Car Top Rally and People's Park
- Anti-war movement
- Berkeley in the 1960s
- Gay Liberation and the ongoing LGBTQ Movement
- Radicals become politicians

**Equality in California's Political Climate (6 hours)**

- Race relations in California
- Homelessness
- Gated communities and gentrification
- Immigration policies

**Total hours 54**

### **Additional Information**

**Repeatability**

Not Repeatable

**Justification (if repeatable was chosen above)**

No Value

**Is it possible this course will have a material fee?**

No Value

**I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):**

No Value

**What term(s) will this course be offered?**

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

No Value

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value

### **Resources**

**Did you contact your departmental library liaison?**

No

**If yes, who is your departmental library liaison?**

No Value

**Did you contact the DEIA liaison?**

No

**Were there any DEIA changes made to this outline?**

No

**If yes, in what areas were these changes made:**

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

- No

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value