



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: History 128
Descriptive Title: History of California
Course Disciplines: History
Division: Behavioral and Social Sciences

Catalog Description:

This course is a survey of the history of California with an emphasis on the geographical, political, socio-economic and cultural development of the state. The role of ethnic minorities and women from pre-European times to the present will also be discussed.

Conditions of Enrollment:

Recommended Preparation Eligibility for English 1A

Course Length:	<input checked="" type="checkbox"/> Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: Effective Date: Prior to July 1992
Transfer UC: Effective Date: Prior to July 1992

General Education:

El Camino College:
2A – Social and Behavioral Sciences – American Society and History
Term: Fall 2010 Other:

CSU GE:
C2 - Humanities
Term: Fall 2010 Other:

D6 - History
Term: Fall 2010 Other:

IGETC:
3B - Humanities
Term: Fall 2010 Other:

4F - History
Term: Fall 2010 Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

Developing and Arguing a Persuasive Historical Thesis

Upon completion of History of California, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in California history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Identify and describe the major geographical features of California and how they impacted the State's development.
 - Essay exams
2. Compare and contrast the major periods in California history and their significance to the political development of the State.
 - Essay exams
3. Evaluate the role and contributions of minorities and women to California history.
 - Essay exams
4. Evaluate the social and cultural impacts of both the Spanish and Mexican periods in the creation of modern California.
 - Essay exams
5. Identify and assess the contributions of major historical figures to California history.
 - Essay exams
6. Describe significant social, economic, and cultural developments in California history.
 - Essay exams

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	4	I	Geography of California A. Major Land Forms B. Flora and Fauna C. Climate and its Effects D. Natural Forces Affecting the Environment
Lecture	3	II	Native Americans A. A Linguistic and Cultural Overview
Lecture	3	III	Spanish Exploration and Colonization A. Establishment of Missions, Presidios and Pueblos B. Foreign Exploration and Cultural Patterns

Lecture	3	IV	Mexican California A. Political, Social and Economic Developments B. Land Grants and Ranchos C. Hide and Tallow Trade D. Arrival of American Fur Traders, Trappers, and Cultural Life E. Arrival of American Overland Pioneers
Lecture	3	V	The War with Mexico, 1846-1848 A. Origins of the War B. The Bear Flag Revolt C. United States Invasion of California D. The Treaty of Guadalupe Hidalgo
Lecture	4	VI	The Gold Rush A. Discovery of Gold B. Society and Culture C. Immigration D. Economic Impact
Lecture	3	VII	Pre-Statehood, 1848-1850 A. Military Rule B. Constitutional Convention
Lecture	3	VIII	Early Statehood Years, 1850-1860 A. California and the Civil War B. The Land Problem
Lecture	3	IX	Social and Economic Developments, 1850-1870 A. Nativism B. Indian Wars C. Agricultural and Urban Growth D. Transportation Development E. Roads, Railroads, Ships
Lecture	3	X	Culture and Politics, 1870-1918 A. Writers and Reformers B. Growth of Education C. The Progressive Movement D. The First World War
Lecture	3	XI	Material and Population Growth, 1900-1930 A. Oil Industry B. Automobile Age C. Water and Conservation D. Labor Movements E. Mexican Immigration
Lecture	3	XII	The Depression Decade A. Economic Dislocation B. Dust Bowl Migration C. Utopian Plans
Lecture	3	XIII	20th Century Cultural Developments A. Fads and Cults B. Literary Trends C. Radio, Films and Television

Lecture	4	XIV	The Second World War and Post-War California A. Japanese American Relocation, Racial Unrest B. Economic Growth C. The Rise of Southern California D. Politics E. Emigration from the Midwest and the South
Lecture	3	XV	California in the 1960s and 1970s A. The Vietnam War and Social Unrest B. Civil Rights Movements
Lecture	3	XVI	California in the 1980s to the Present A. Environmental Issues B. Reapportionment and Tax Revolts C. Agriculture D. Politics and Immigration E. Economic Growth F. The Era of Limits
Lecture	3	XVII	The Future of California A. The Environment B. Education C. Economic Growth and Development D. Ethnic Diversity E. California in the New Millennium
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

California has often been seen by many newly arriving migrants and immigrants as a land of great opportunity. Yet, for many of these new arrivals, life in the *Golden State* has been anything but that. In a three- to five-page typed essay, based on your reading of *California, A History*, chapters 3-5, discuss the negatives that run alongside the *California Dream*, with particular focus on the issues of racial discrimination, poverty, and worker abuse. As you develop your essay, what feature of California in this era is the most important and why?

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In a three- to five-page typed essay, evaluate the impact of the Second World War on California. How did the war change race relations? What was the war's impact on the state's economic infrastructure? Lastly, how is the legacy of the Second World War still with California today?
2. *Heroes and Villains* is a theme that runs throughout California history. In a three- to five-page typed essay, compare and contrast the lives and times of three villains and three heroes in California History.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

- Essay exams
- Term or other papers
- Multiple Choice

V. INSTRUCTIONAL METHODS

- Discussion
- Lecture
- Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

- Study
- Answer questions
- Required reading
- Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Andrew F. Rolle, Arthur C. Verge. California: A History. 8th ed. Harlan Davidson Press, 2015.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

Arthur C. Verge. Paradise Transformed: Los Angeles During the Second World War, Kendall Hunt Publishing Company, 2001. Discipline Standard.

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification

B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation Eligibility for English 1A	Students need to be able to read and effectively analyze college level texts, and they need to be able to write a paper that persuasively proves an original thesis.

D. Recommended Skills

Recommended Skills
A student needs to have good reading skills to understand and interpret information provided in their textbooks. Also, writing is required for essay questions and papers assigned. ENGL 84 - Utilize comprehension and vocabulary strategies to improve reading rate. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL 84 - Select and employ reading strategies to interpret the content of a college level textbook, with special focus on constructing a thesis statement and providing valid support. ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques. ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by L. Brown and R. Clark on 09/01/1964.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 11/19/2018

Last Reviewed and/or Revised by: Arthur Verge

Date: 10/01/2018

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