Modesto Junior College  
Course Outline of Record  
HIST 129

I. **OVERVIEW**  
The following information will appear in the 2011 - 2012 catalog

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<th>Course</th>
<th>Department</th>
<th>Units</th>
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<td>HIST 129</td>
<td>History</td>
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*Recommended for Success:* Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

Survey of California history from the first peoples to inhabit this region through the present. The course explores the intersection of politics, the economy, society, culture, and geography and the way it has contributed to the formation of contemporary California. Emphasis comparing and contrasting the historical development of California to that of the rest of the nation.

Field trips might be required.  
*(A-F or P/NP - Student choice)* Lecture  
Transfer: (CSU, UC)  
General Education: (MJC-GE: B ) (CSU-GE: D6 ) (IGETC: 4F )

II. **LEARNING CONTEXT**  
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   a. **HISTORICAL TOPICS**

      i. California Indigenous Cultures
      ii. Spanish Exploration; the Conquest and its Impact
      iii. Spanish Colonial Period (the Mission System)
      iv. Mexican California (from Mission to Rancho)
      v. The Mexican-American War
      vi. The Gold Rush period, statehood, and vigilantism
      vii. The Era of Railroad Domination
      viii. Agriculture, Agribusiness, and Agricultural Labor
      ix. Water development; the environemnt
      x. Race, gender, and ethnicity in California
      xi. Industrialization and its Discontents: Populism, the labor movement, Progressivism
      xii. The Rise of Southern California
      xiii. The Great Depression
      xiv. World War II and the California Economy
      xv. The Cold War and the Sixties in California
xvi. Contemporary problems of California

b. HISTORICAL ANALYSIS SKILLS

i. Demonstration of knowledge of historical information such as names, chronologies and periodization, terms and concepts.

ii. Understanding of the diversity and complexity of the historical context that shapes human experience.

iii. Understanding of the interrelatedness of historical events as expressed in such concepts as continuity and change, causation, interdependence of cultures, and the interaction between differing groups and societies.

iv. Ability to take a position on a debatable historical issue and use historical data as evidence to support position.

v. Analysis of primary and secondary sources.

vi. Understanding of the concepts of bias and point-of-view as they relate to historical thinking.

vii. Formulation of important historical questions through inquiry.

viii. Determination of the significance of different kinds of historical change

ix. Understanding that although the past tends to be viewed in terms of present values, a proper perception of the past requires a serious examination of the values of the time

< ii>Ability to articulate the above modes of historical thinking and analysis through critical writing and/or discussion.

• ENROLLMENT RESTRICTIONS

1. Advisories

Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

2. Requisite Skills

Before entering the course, the student will be able to:

A. Read and comprehend college level texts.

• HOURS AND UNITS

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<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tr>
<td>Lect</td>
<td>54</td>
<td>3.00</td>
</tr>
<tr>
<td>Lab</td>
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3 Units
METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lectures that provide frameworks for content knowledge and historical analysis skills (i.e. didactic and dialectical/Socratic method).

2. Reading and comprehension assignments in textbooks, monographs and primary source documents that encourage deep learning.

3. Use of printed and hand-produced materials (wall maps, overheads, handouts) and multimedia materials (text, audio, still images, video delivered via electronic devices).

4. Active learning exercises and student-centered learning techniques (discussions, 'one minute papers', debates) designed to teach students to assess and appraise historical developments then draw their own conclusions.

ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

A. Reading assignments of approximately 30 - 60 pages (weekly).

B. Readings in primary source documents, and/or scholarly journals (weekly or bi-weekly).

C. Typed essays or projects that demonstrate content knowledge and understanding of historical analysis skills, totaling approximately 1,500 to 2,000 words (one to two per term).

D. Discussion board or journal writing, based on textbook and supplementary readings, totaling approximately 200 words per assignment (weekly or bi-weekly).

E. Preparation for in-class quizzes and examinations based on reading assignments and class lectures/discussions. Exams include a significant written component (two to three exams per term).

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

A. Written in-class essays based on analytical questions.

   1. Explain the political (statehood), economic (multiplier effect), and social (demographic, gender, and race relations) impact of the Gold Rush on California. The material for the answers is contained in lectures, the textbook, and Borthwick's *Three Years in California*.

B. Analytical papers that ask students to use evidence from primary and secondary sources to answer a historical question. May be in the form of a research paper, discussion board entry or critical essay.

   1. Using lecture material, chapter 11 of the textbook, the excerpts from the Guadalupe Hidalgo Treaty, and the articles by Pitt, Gates, and Monroy, describe the evolution of landholding patterns in Mexican California (1821-1848), and then the fate of the Mexican land grants and the Californios after 1848.

C. Book or article reviews of scholarly work that ask students to identify the author's main arguments and offer a critique of those arguments. May be in the form of formal review essay, discussion board entry or journal.

   1. California's large-scale commercial agriculture was, and is, characterized by the concentration of land ownership, its high level of capitalization and mechanization, and the use of non-white (typically immigrant) workers, who work long hours for marginal wages. In 1935 Carey...
McWilliams characterized the labor performed in California's agriculture as resembling that performed in factories rather than that on typical small to medium size farms. McWilliams' narrative ran counter to the standard Anglo-American discourse of the farmer who worked his farm by the sweat of his brow and was supposedly the foundation of American democracy. As you read the excerpt by McWilliams, and the articles from the Sacramento Bee, compare and contrast the issues of using cheap labor faced by farm workers, growers, the public, and the government.

**TEXTS AND OTHER READINGS (TYPICAL)**


2. Other: Primary and secondary source documents relating to themes and topics in History 129. Typical sources might include (but are not limited to) autobiographies, governmental documents, sermons, diaries, film, letters, scholarly articles. These sources may be found in peer-reviewed journals, in online databases, in publisher websites, or in books.

**DESIRED LEARNING**

**A. COURSE GOAL**

*As a result of satisfactory completion of this course, the student should be prepared to:*

use an understanding of California's political, social, and cultural historical developments to draw causal relationships between California's past and its present realities.

**B. STUDENT LEARNING GOALS**

*Mastery of the following learning goals will enable the student to achieve the overall course goal.*

**A. Required Learning Goals**

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

a. Identify and describe the major events, developments, and contributions of the major social actors in creating a unique regional culture;

b. Identify, describe, and interpret the most important political, social, and economic changes, and continuities, in the historical development of California;

c. Identify and discuss the role of gender in the shaping California society;

d. Evaluate the importance, influence, and impact of immigration, and race and ethnic relations to the historical development of California;

e. Identify and discuss the development and impact of social classes to political, economic, and social change;

f. Analyze the impact of political, ideological, and social movements in California history;

g. Assess California's role in national and international affairs;

h. Describe and analyze the economic development of California from pre-conquest to the present. Include an assessment of the role of labor and the labor movement(s).

**METHODS OF ASSESSMENT (TYPICAL)**

**A. FORMATIVE ASSESSMENT**
A. Written quizzes
B. Discussions
C. Objective quizzes
D. Homework assignments

B. SUMMATIVE ASSESSMENT

A. Essay examinations that require demonstration of historical analysis skills and content knowledge. Typical length: 600 - 1,200 words.
B. Formal essays that require demonstration of historical analysis skills and content knowledge. Collective typical length: 1,500 - 2,500 words.
C. Projects and presentations that include significant critical analysis of historical topics. Typical length: 750 - 1,000 words.
D. Objective examinations that measure knowledge of historical information.