



History and Political Science

**HIS 3070: History of California**

4 Units

*Fall 2025* ☼

**Meeting days/times (MWF 8:30am –9:35am)**

**Meeting location: Rohr Sociology 108**

**Final Exam: (Monday, Dec. 15, 7:30am-10)**

<b>Information</b>	<b>Specifics for the Course</b>
<b>Instructor title and name:</b>	R. Kennedy
<b>Phone:</b>	619-849-2537
<b>Email:</b>	rkennedy@pointloma.edu
<b>Office location and hours:</b>	Colt 209 Mon: 1:30-4:00 Tu-Thur 9am-4pm Wed: 12-3:30 Friday: 9:30-11am

**PLNU Mission** ☼

**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Course Description** ☼

HIS 3070 California History is regional and local history with an eye on the big picture. The history of California offers distinctive perspectives especially on the complexities of Spanish and American imperialism, Christian missions and missionary methods, and Indian land ownership. We want to think about the many ways California fits into the larger cultural and political histories of Europe, the Americas, the Pacific, and the World. We follow the histories of various California Indians from the beginning to the end of the course. We pay close attention to the social aspirations of Spain's *Pax Hispanica*, the "Enlightened Republic" of Mexico, and the "Progressive Movement" of the United States. Of special interest will be the Mexican attempts to fulfill the Spanish hope of fair treatment of Indians as landowners, female Progressive-era philanthropists and culture-leaders such as Phoebe Hearst, Ellen Scripps, and Katherine Tingley, and U.S. racism directed toward the Pacific, especially the Chinese and Japanese. We also have a special interest in the important and widening influence of spiritual leaders such as missionary St. Junipero Serra, conservationist John Muir, Pentecostals William Seymour and Aimee Semple McPherson, civil rights leader Cesar Chavez, and worship-reformer Chuck Smith. Loss of global isolation, fast growth, and stewardship of natural resources is a theme in the second half of the course. Throughout the course we will pursue a heightened awareness of how history is layered in key places of distinctive topography, especially Point Loma and San Diego Bay. Many students plan to work in schools and museums, so we encourage not only analysis of history but also the role and use of California history in schools and museums.

### **Program and Course Learning Outcomes**⊗

1. Students will be able to evaluate and interpret various types of primary and secondary sources.
2. Students will be able to plan, structure, and give oral presentations on a person, event, or situation.
3. Students will be able to articulate the importance of studying California history.
4. Students will be able to identify ways to teach California History in schools and identify other career paths in history.

### **Required Texts and Recommended Study Resources\***

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Required text: Rick Kennedy *Winds of Santa Ana* 978-1-6667-3613-7

### **Grading:**

Attendance 25%, Three Research Presentations 45%, Selfie-Tour of San Diego 5%, Final 25%

Students are responsible for all emails sent by the professor to PLNU email addresses.

The professor, in concert with "the people" of the class, has the right to adjust and revise this syllabus during the course.

### **Three Research Projects and Requirements:**

In concert with your professor, pick a person, event, or situation of some sort (a river, the delta, a mission, port, town, park, bridge, museum, a school, a book, a painting, etc.) from each of the following three chronological periods:

1. Spanish/Mexican California
2. Gold Rush/Progressive Era California
3. Post WW II California

You may work alone or in partnership with another student.

You and your professor will agree on a topic.

You will orally present in class at the document projector a 10 minute presentation.

The presentation will include:

1. A handwritten paragraph (from each student) stating the topic, **the importance of the topic**, and information to support the importance. The **importance of the topic** is where presenters must be most thoughtful and creative, relating a person, place, or event to big issues discussed in class. (For example: Richard Henry Dana living on Point Loma in 1835-36. Importance: the diversity of coastal life in Mexican California. Or Indian Removal in Yosemite. Importance: The complexities, even ironies, in this tragic story of dispossession. Or Ellen Scripps and the Women's Colony of La Jolla. Importance: The Progressive Era's foundation in dynamic women's clubs.)

2. NO power-point presentations. Presentations include oral reading of at least three quotes from at least two physical books or a book and article. These physical books can come from the PLNU, professor's, or your personal library. The books must be brought to class and shown on the projector).

3. Presentations include a hand-drawn map (from each student) that relates directly to the topic.

Presentations are graded on evident effort.

**Ryan Library Help:** [libguides.pointloma.edu/CAhistory](http://libguides.pointloma.edu/CAhistory).

### **Course Credit Hour Information**⊕

**Note:** In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4 unit class delivered over 14 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

### **Class Titles:**

1. **Class Intro, Research Projects, Layers of History in Point Loma.**
2. **Discuss Presentation Topics and Requirements.**

**3. Ancient Californians, Diversity of Indians in North America:** History as different from Archaeology and Anthropology; Geography of Indian populations.

### Spanish Hopes for California

**4. The Political Ideals and Pacific Ocean Aspirations for a *Pax Hispanica* (c. 1540s-1560s):**

The Crusader-Humanist-Missionary Ideal as Global Strategy; Failure in Mexico in the 1520s-30s. Charles V/Carlos I, Viceroy Mendoza in 1540s.

**5. Cabrillo and the Indians on the Southern California Coast and Islands (c. 1540s-1560s):** *Account of Cabrillo Voyage.*

**6. Settlement Hopes and Pious Fund for Baja and Alta California (c. 1590s-1610; c. 1685-1710):**

Viceroy Zúñiga the Count of Monterrey, Viscaíno; Ascención's *Carmelite Mission Plan*; Eusebio Kino, Baja California as a Jesuit Republic.

**7. Geopolitics and Organization of First Missions and Presidios in Alta California (c. 1763-1770):** The First Treaty of Paris (1763), José de Galvez. Franciscans instead of Jesuits.

**8. St. Junípero Serra, Captain Gaspar de Portolá, and Fr. Juan Crespi (1768-1770s):** First colonization expedition; Missions and Presidios for San Diego and Monterey; *Crespi's Journal of Portolá Expedition.*

**9. Governor Neve, Pueblos, and Colonization of California (c. 1775-1810s):** Carlos III of Spain, Viceroy Bucarelli; The Founding of San Jose, Los Angeles, Santa Barbara; Enlightenment v. Patriarchy.

**10. The Mission System after Serra (1790s-1820s):** "Neophyte," "secularization," "slavery," "alcaldes," and land ownership.

**11. Secularization of the Missions, Apolinaria Larenzana and Pablo Tac (1810s-1840s):** Indian diseases, depopulation of the islands and Central Valley

### Student Presentations 1

#### The Territory of California in the United States of Mexico

**12. The Mexican War of Independence and California (c. 1810-1834):** The 1824 Federalist Constitution of Estados Unidos Mexicanos. Definitions: "Republic" and "Federal." Church and State. Territorial Government of California: *Diputación* and *Jefe Politico*. Colonization and Ranchos. Discuss "Mexico's Plan for California."

**13. Mexican Hopes and Struggles (c. 1824-1836):** Slow or Fast Secularization, Immigration, 1833 Malaria Epidemic in the Central Valley, Otter Hunting, and the Lone Woman on San Nicholas Island. Discuss *Island of the Blue Dolphin.*

**14. California in *Two Years Before the Mast* (c. 1835-36).**

**15. High Hopes for Mexican California (1833-36):** Gov. José Figueroa, José de la Guerra, William Hartnell. Indian Pueblos, Multi-racial schools, and development north of San Francisco. Discuss Figueroa's *Manifiesto*.

**16. The Dissolution of Mexican California and War with U.S. (1836-1848):** Gov. Alvarado, Sutter, and Chaotic Immigration. Gov. Pio Pico and Vallejo.

### **Colonization of California by the United States of America**

**17. U.S. War and Destabilization (1846-1870):** Martial Law, Gold Rush, and the Coast Survey. Attempts to take more of Mexico, Cinco de Mayo, Porfirio Diaz and Tijuana.

**18. U.S. Colonization (1848-1870):** 1850 Act for Protection of Indians. "Treaties" and "Genocide."

### **The Progressive Era (1870s-1930s)**

**19. The End of Isolation: The Coast Survey, Whitney Survey, and The Railroad. San Francisco Bay and The Delta.**

**20. Civilizing California after the Gold Rush: Missionaries, Higher Education, Phoebe Hearst, and Jane Stanford**

**21. California For Health, Pleasure, and Residence:** New style of colonists, Charles Nordhoff and the Promotion of Immigration to California. Agricultural Colonies, Sanitariums, Bungalow Houses, and Atascadero.

### **Presentations 2**

**22. Progressive Culture:** The Ellen Scripps Family, La Jolla Women's Colony, Women's Clubs and Networks, Mary Bennett Ritter and Julia Morgan.

**23. Progressive Culture:** Kathryn Tingley and the Universal Brotherhood and Theosophical Society at Point Loma

**24. John Muir and California's Role in Promoting Conservation:** Yosemite, The Sierra Club, Hetch Hetchy, Stephen Mather and the National Park, Santa Barbara Oil Spill and the Coastal Commission: Discuss John Muir essays.

### **World War II and Afterwards (1930s – 2000s)**

**25. Dust Bowl Migration, Ansel Adams, Dorthea Lange, and John Steinbeck**

**26. The Indian New Deal and Post WWII Sherman Indian School:** Identification and Registration of Tribes. Catholic Missionaries and Chapels. The Reservations of the San Luis Rey River. Sherman Indian School in Riverside. Discuss readings about the Sherman school after WW II.

**27. Angel Island, Japanese Internment, The Hirabayashi (1943), Korematzu (1944) and Mendez (1947) Cases.**

**28. Rapid Growth, Case Study Houses, Ranch Houses, and Irvine:** Cliff May, William Pereira, Sim Bruce Richards in Point Loma

**29. Walking Tour: Architecture as Historical Evidence. Immigration Patterns and Redlining of Neighborhoods.**

**30. Presentation by Robin Lang about the history of her property and family in Bonita.**

### **Presentations 3**

**31. California as National Leader. Earl Warren, Richard Nixon, The Browns, Ronald Reagan, and Prop 13.**

**32. Cesar Chavez, Delores Huerta, and *La Causa***

**33. Tom Bradley, Willie Brown, and Urban Development of Los Angeles and San Francisco**

**34. Class Review drawn from discussion of *Winds of Santa Ana*, chaps 1-6**

**35. Class Review drawn from discussion of *Winds of Santa Ana*, chaps 6-12**

Final Exam Policy: Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

### **Content Warning\***

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or

family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

#### Trigger Warning\*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

#### Incompletes and Late Assignments

#### Spiritual Care\*

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

#### State Authorization✪

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. **Refer to the map on [State Authorization](#) to view which states allow distance education outside California.**

### PLNU Copyright PolicyⓈ

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

### PLNU Recording NotificationⓈ

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

### PLNU Academic Honesty PolicyⓈ

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### Artificial Intelligence (AI) PolicyⓈ

**Note:** Point Loma Nazarene University supports academic integrity and the thoughtful integration of emerging technologies, including artificial intelligence (AI), in the learning process. Below are three sample statements reflecting varying levels of AI use permitted in this course. Faculty may select, adapt, or delete as appropriate.

**Note:** Consider this statement if you will not permit the use of AI.

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

**Note:** Consider this statement if you will permit some use of AI.

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text,

video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

**Note:** Consider this statement if you will permit free use of AI.

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI.

[MLA Style Center: Citing Generative AI](#)

[APA Style: How to Cite ChatGPT](#)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](#)

#### PLNU Academic Accommodations Policy☺

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

#### Language and Belonging\*

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs,

race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at [www.pointloma.edu/nondiscrimination](http://www.pointloma.edu/nondiscrimination).

#### Sexual Misconduct and Discrimination\*

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

#### PLNU Attendance and Participation PolicyⓈ

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

#### Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you’re in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)