



Cabrillo Landing at Point Loma.

by Richard Schlecht in cooperation with the National Park Service

Prof. R. Kennedy, Office: Colt Hall 209, Office Phone: 619-849-2537, Office Hours: Before and after class is usually a good time. Unless some official business, I will be in my office MWF mornings and 1-2pm. I am usually in my office Tu and Thurs between 10am and 2pm. Call if you want to make sure I am in the office. Drop ins or appointments are welcome.

Unlike others, our civilization has always been extremely attentive to its past.
Everything has inclined it in this direction: both the Christian and the classical heritage.

Our first masters, the Greeks and the Romans, were history-writing peoples.
Christianity is a religion of historians.

Other religious systems have been able to found their beliefs and their rites on a mythology nearly outside of human time.

For sacred books, the Christians have books of history, and their liturgies commemorate, together with episodes from the terrestrial life of a God, the annals of the church and lives of the saints.

Christianity is historical in another, and perhaps, even deeper sense.

The destiny of humankind, placed between the Fall and Judgment, appears to its eyes as a long adventure, of which each life, each individual pilgrimage, is in its turn a reflection. It is in time and, therefore, in history that the great drama of Sin and redemption, the central axis of all Christian thought, is unfolded."

-Marc Bloch, *The Historian's Craft*

(Bloch, a professor in France of Jewish ancestry, wrote this while in prison before being executed by the Germans in WWII for fighting with the French Resistance.)

We Christians are historians for four reasons.

First, God created history and put Jesus at the center of it.

God has some purpose for time, and we historians are "time detectives."

Second, within the fullness of God's time, there is the room for humans to create.

For some reason the Creator encourages humans to be creators.

We historians are the record-keepers and analyzers of human creativity:
the arts, sciences, politics, religions, philosophies, all of it.

Third, historians help encourage and perpetuate the communion of humanity:
the living and dead, strong and weak, victors and victims.

Listening is a historian's most useful tool. Empathy is our best method.

Wisdom and understanding are our highest goals.

Finally, historians are entrusted with a job both critical and judgmental.

We look for errors, lies, unintended consequences, and misguided goals.

We study the influence of Satan and the knots in which we tie ourselves.
 We honor the virtuous, disdain the irresponsible, and condemn the evildoers.
 We pass on to the next generation our criticisms and judgments in the hope of a better future.
 -Prof. R. Kennedy

"He that would seriously set upon the search for truth, ought in the first place to prepare his mind with the love of it. For he that loves it not, will not take much pains to get it; nor be much concerned when he misses it."

-John Locke, Essay Concerning Human Understanding IV.xix.1

Course Goal: HIS 370 California history is regional and local history with an eye on the big picture. 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 pay close attention to the distinctive acts and intentions in California—especially on-going Indian de-centralization, Spain's imperial *Pax Hispanica*, the "Enlightened Republic" of Mexico, and the "Progressive Movement" of the United States. We follow the distinctive history of California Indians from the beginning to the end of the course. Of special interest is the spiritual density of California as fertile ground for Christian missionaries such as Junipero Serra, conservationists such as John Muir, feminist philanthropists such as Phoebe Hearst and Ellen Scripps, spiritualists such as Katherine Tingley, Pentecostals such as William Seymour and Aimee Semple McPherson, Roman Catholic political visionaries such as Cesar Chavez and Gov. Pat Brown, and the Christian-rock/folk of the Jesus People movement. Throughout the course we will pursue a heightened awareness of how history is layered in key places of distinctive topography. We also learn to listen to architecture, urban design, and geography as historical evidence. 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.

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 write a research paper.
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 Books:

Testimonios: Early California Through the Eyes of Women trans Beebe and Senkewicz. (Univ of Oklahoma)
 ISBN 978-0-8061-4872-4

Charles Nordhoff, *Northern California, Oregon and the Sandwich Islands* (published in 1874, available in several versions.)

Kevin Starr, *Golden Dreams: California in an Age of Abundance 1950-1963* (Oxford)
 ISBN-10: 0199832498 ISBN-13: 978-0199832491

Christian Clifford, *Meet Pablo Tac: Indian from the Far Shores of California*
 ISBN 9781542529303

Bound (no ring binders) Notebook for Lectures, Reading, and Class Assignments—25% of class grade. Must bring to every class.

Grading:

Attendance 25%, Class assignments 20%, Research Paper 30%, Selfie-Tour of San Diego 5%, Final 20%
 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.

Research Paper Requirements: Apx 12 pages long (text w/o images) with 11pt font and normal margins. Must have footnotes in Chicago style. No need for a bibliography. Must have appropriate use of maps and images. Must include diverse sources, including academic journal articles and primary sources. Student must discuss their paper as it is being written with the professor. No surprises.

Ryan Library Help for Research Papers: libguides.pointloma.edu/CAhistory.

Class Outline: All topics will be covered and assessed by reading assignments, lecture with discussion, response to prompts on Canvas, research paper, and final exam.

Early California

1. Class Intro and Walk to PLNU Library for Research Paper: Isolation, Topography's effect on California History. Principal Bays, Rivers, Point, Islands of the California. Layers of history: Example of layers of history at Point Loma/Ballast Point: Ancient Indian, Spanish, Mexican, United States: 1846-1869, Progressive Era, 1870-1930s, WWII, and Modern California.

2. Ancient Californians: History as different from Archaeology and Anthropology. Relative Peace and Happiness in Ancient California. Comparison with Mexico and New Mexico. Southern Coastal Indians: Tomols and Ti'ats. Discuss: *Librado: Eye of the Flute* and the article on Anthropology and the Chumash Indians

3. The Political Ideals and Pacific Ocean Aspirations of the *Pax Hispanica* (c. 1540s-1560s)

The Crusader-Humanist-Missionary Ideal as Global Strategy: No Slavery, Happiness, and Human Flourishing Charles V / Carlos I, Viceroy Mendoza, Juan Cabrillo, Andrés de Urdaneta. Being careful with terms such as "conquistador," "conquest," "taking possession," and "friendship." Discuss: *Journal of Cabrillo Voyage*

Spanish California

4. Settlement of Northern New Spain (c. 1590s-1610; c. 1685-1710):

Viceroy Zúñiga the Count of Monterrey, Viscaino, Fr. Ascención, and Monterey Bay. Jesuit "Republics" in Paraguay; Franciscans, Dominicans, Jesuits, and Carmelites. Baja California as a Jesuit Republic. *The Pious Fund for the Californias*. Discuss Ascención's *Carmelite Mission Plan* and Admiral Atondo and Eusebio Kino from *Rim of Christendom: A Biography of Eusebio Francisco Kino*. On you own, watch the trailers for movies about Jesuit missionaries: "The Mission," "Black Robe," and "Silence."

5. Geopolitics of first Missions and Presidios (c. 1768-1770):

The First Treaty of Paris, 1763, and British/Russians in the Pacific, and "Geopolitics" of North America José de Galvez, the Visitador of New Spain, St. Junípero Serra; Portolá and Crespi. Discuss *Crespi's Journal of Portolá Expedition* and Kennedy's "*St. Junípero of California*."

6. Colonization of California (c. 1775-1810s):

Carlos III, Viceroy Bucarelli, St. Junípero Serra, Governor Neve, Juan Bautista de Anza. The Founding of San Jose, Los Angeles, Santa Barbara, Enlightenment v. Patriarchy. Discuss *Readings from the biography of Gov. Neve*

7. The Mission System and San Luis Rey (1790s-1820s):

The Mission System: "neophyte," "secularization," "slavery," mission "alcaldes," land ownership. Pablo Tac, Fr. Peyri, and Fr. Duran. The 1824 Indian Revolt on the Santa Ynez River and 1827-28 Estanislao Revolt. Discuss Engelhardt on *The Mission System*.

8. Apolonaria Lorenzana, Secularization, and "Rancho" Grants (Spanish-Mexican Transition, 1820s-1830s)

Ranchos as a political idea. Apolonaria Lorenzana, and 1824 Rebellion at Santa Inez River Missions; 1827-28 Estanislao Revolt, 1833 Malaria Epidemic in the Central Valley. Review: Spanish California in Spanish North America.

The Territory of California in the United States of Mexico

9. The Mexican War of Independence and California (c. 1810-1834):

The 1824 Federalist Constitution of Estados Unidos Mexicanos. "Republic," "Federal," "Centralized" v. "Decentralized," "Territory" v. "State," Church and State. Territorial Government of California: *Diputación* and *Jefe Politico*. Governors Echeandía and Victoria. Secularization and Indian "emancipation." Discuss *Island of the Blue Dolphin*.

10. Richard H. Dana Jr. in Mexican California (c. 1835-36):

"Jacksonian Democracy" in United States. Discuss Kennedy chapter "Dana, Evangelical Consciousness, and Colony of Hawaiians in San Diego," along with copied sections of Dana's *Two Years Before the Mast*. We will discuss Monterey, San Diego, San Francisco, Dana Point, and Santa Barbara.

11. High Hopes for Mexican California (1833-36):

Gov. José Figueroa, José de la Guerra, William Hartnell, Mariano Vallejo. Indian Pueblos, Multi-racial schools, Development north of San Francisco. Discuss articles on Figueroa's *Manifiesto*, Pueblo of San Pasqual, and Hartnell's School.

12. Testimonios of Juana Machado and Angustias de la Guerra about Mexican California. (1820s-1840s):

California "Independence" in 1836, "Young Californios" –Vallejo, Castro, and Gov. Juan Bautista Alvarado. Discuss *Testimonios* "Introduction," and pp. 119-144, 193-296.

13. The Mexican-U.S. War (c. 1846-1849) and Continuing War in Baja California:

Jesse Benton Fremont and John C. Fremont. Fremont's Thoughts on Indians from his *Memoir* Unofficial treaty at Cahuenga Pass. Treaty of Guadalupe-Hidalgo: The rights of the conquered. Military Government of California: Later history of Mexico. Tijuana and Mexicali. Discuss Wikipedia articles on "Gadsden Purchase" and "William Walker (filibuster)."

Colonization of California by the United States of America

14. U.S. Colonization (1848-1870s): Martial Law and Statehood

Gold Rush, Statehood, "1850 Indian Protection Act," Ishi, Sutter's Fort, Protestant Missionaries in Hawaii. Discuss Nordhoff's *Northern California* and Kevin Starr on Fort Tejon.

15. U.S. Colonization (1848-1870s): Coast and Whitney Survey, Organizing Travel and (eventually) Water

The Coast and Whitney Surveys. The Big Four, end of isolation, Nob Hill San Francisco, Anaheim. Water for San Francisco and Los Angeles. Discuss Nordhoff *California for Health, Pleasure, and Residence*.

16. March 12: Discuss Papers and Review Colonization 1848-1870. Turn in Notebooks for mid-semester grade

17. March 14: Paper Due and Class Presentations

The Progressive Era (1870s-1930s)

18. Political Progressivism and Cultural Progressivism:

Anglo-Saxonization of California: Architecture, Literature, Education, Spanishness. Malibu, Pasadena, Riverside, San Clemente. Henry Huntington, Charles Lummis, and Pearl Chase. Discuss Starr's "Art and Life in the Southland" and "Santa Barbara Heritage"

19. Conservation, Preservation, Ecology, the Sierra Club, and the Coastal Commission

Eucalyptus Tree Program. City Parks, State Parks, National Parks, and Conservation/Preservation leadership in California. Yosemite, Catalina Island, and Santa Cruz Island. Discuss John Muir's *Wind Storm in the Sierra*, the documentaries on Ansel Adams and the Santa Barbara Oil Spill.

20. Katherine Tingley, Phoebe Hearst, Ellen Scripps, Jane Stanford, and Progressive Education

The Beecher Sisters influence on Education, Point Loma Theosophist, Kindergarten, High Schools, Colleges and Universities. Stanford, UC Berkeley, Scripps College, Oceanographic Institute, Bishop's School. Asilomar. Progressive Values in the history of USC, Biola, PLNU. E. G. Lewis's Atascadero Women's Colony. Bungalows and Mission-Style Furniture. Discuss articles on Phoebe Hearst and Ellen Scripps, and video on Julia Morgan.

21. Race and Class in Progressive California, Indians, Filipino, Chinese, Japanese, and Depression Migrants

Sherman School in Riverside, 1934 Indian Reorganization Act and tribal governance as Indian "New Deal," Casinos, US Grant Hotel, and "Blood Quanta" issues. Anti-Chinese Legislation, Fear of Japanese, Internment Camps, Bracero Program. Zephyryn Englehardt and new Catholic Missionaries, Helen Hunt Jackson, and Florence Shipke. Ah Quin and George Marston in San Diego. Discuss Kevin Starr on "California's War with Japan" and video on Dorothea Lange.

A Less Distinctive Americanized California (1940s-present)**22. Wealth, Growth, and "Americanization"**

John Steinbeck's California. WW2 and Post-War Growth. Kevin Starr on San Diego "The Lisbon of the Pacific": Military Development, Oligarchy and Philanthropy, La Jolla, Mission Bay, Urban Planning, Tijuana and "Twin-City" relationship, Writers. George Marston, "Geraniums vs. Smokestacks." Discuss Kevin Starr *Golden Dreams*, chaps 3, and Kennedy "Lying in Plain Sight: La Jolla's Assemblage of Religious Art."

23. Los Angeles and the Lost hope for a Downtown in a "Supercity"

The Basin and the Harbor. Banning and Transportation, Doheny and Oil, Los Angeles from Pueblo to Supercity, Los Angeles Times, San Fernando Valley, Cardinal McIntyre, William Parker, Walter O'Malley and Dorothy "Buff" Chandler and the Downtown, Wilshire Blvd, Sam Yorty, Tom Bradley. Discuss Kevin Starr *Golden Dreams*, chaps. 5-6.

24. California and Post-War National Politics and Education

Master Plan of Education, Freeways, and Water. Earl Warren, Richard Nixon, Pat Brown, Ronald Reagan. Major Industries and locations of aerospace, electronics, and international trade. Proposition 13. Discuss: Kevin Starr, *Golden Dreams*: chaps, 7-8, 10.

25. The Beats, Big Sur Despair, and the "Silent Generation."

Oscar Lewis, City Lights Books, Lawrence Ferlinghetti, the *Howl* trial, Robinson Jeffers and "Inhumanism" in Carmel, Mysticism in Big Sur, Dharma Bums, Utopianism, Drugs, Despair on the Coast. "Silent Generation" and the education of Joan Didion, Jerry Brown, Diane Feinstein. Surfing. Architecture and Urban Planning of William Pereira and at Irvine (1950-1970s). Discuss: Kevin Starr, *Golden Dreams*: chaps, 11-13

26. Runaway Growth and People of Color

Largest State in Nation, "Inhumanism" and "Life Boat Ethics," Wallace Stegner, David Brower, Kay Kerr, Ishi, *Mendez v. Westminster School District*, Fred Ross, Watsonville Riots, Cesar E. Chavez & Delores Huerta, Jim Crow, Jess Unruh. Discuss: Kevin Starr, *Golden Dreams*: chaps, 15-16.

27. The Present State of California and Review for Final**28. Review**

Final: April 30, 1:30pm-4pm

Ideas for Possible Research Paper Topics: Important Californians before 1960s

Estanislao and Indian Discontent

Ishi

Ah Quin

Mariano Vallejo and Petaluma

Fred Korematsu and *Korematsu v. United States*

Lone woman in Island of the Blue Dolphin.

George Nidever in Santa Barbara

Governors: Neve, Figueroa, Alvarado, Johnson, Sinclair

Upton Sinclair—novelist and politician

Authors such as John Steinbeck, Jack London, Mary Austin, Robinson Jeffers, Kathrine and/or Frank Norris

Leyland and/or Jane Stanford

Historians: H.H Bancroft, Herbert Bolton, Josiah Royce

Ellen Scripps—all things Scripps such as college, oceanographic institute, hospital

Phoebe, George, or William Randolph Hearst

Charles Crocker, Mark Hopkins, and collectively the Big Four

Developers: Henry Huntington Abbot Kinney, Alonzo Horton, Pearl Chase, Katherine Tingley

E. G. Lewis and Women's Colony of Atascadero

Schools and Teachers: for example Daniel. C. Gilman, Joseph Widney, Phineas Bresee,

John Muir, Joseph LeConte, David Starr Jordon

Alfred Robinson

The Carrillo Family

The Castro Family

The Pico Family

The De la Guerra Family

Jessie and/or John Fremont

John Sutter and his fort

Peter Lassen and all things "Lassen"

John and Annie Bidwell

Donner Party

Edward Beale—Camels in Long Beach, Ft. Tejon, etc.

Jed Smith and other Mountain Men in Mexican California—troublemakers

George Davidson—Mt Davidson in San Francisco

Architects—Julia Morgan and others in Kirker's *California's Architectural Frontier*

Painters—William Keith, Anna Hills and Eucalyptus School of Painters

People depicted in Famous Movies: *China Town, There Will be Blood*, etc

Feel free to pick a person from your favorite region in California—but you want that person to have sources that you can use for your paper.

Final Examination Policy

Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved. Final times are set and regulated by the administration, not by the professor. If you need to change a final time, you must talk to the Dean, Dr. Jim Daichendt or Vice Provost, Dr. Holly Irwin.

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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. Faculty should follow and students may appeal using the procedure in the University Catalog. See Academic Policies for definitions of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See Disability Resource Center for additional information.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Undergraduate Academic Catalog.

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 modelled 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.