



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 or student sailing trip pops up, I will be in my office MWF 2-3pm. I am usually in my office Tu and Thur mornings. 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 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 a 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 regional manifestations of cultural/political intentions—especially the ideals of the Roman Catholic *Pax Hispanica*, the “Enlightened Republic” of Mexico, and the “Progressive Movement” of the United States. We follow the history of California Indians from the beginning to the end of the course. Of special interest are Junipero Serra, John Muir, and Cesar Chavez, three men whose works in Californian have gained world-wide attention and have distinctive California aspects to their work. We pay particular attention to Phoebe Hearst, Ellen Scripps, Kathryn Tingley, and the distinctly feminine side of Progressivism in California. 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:

Richard Henry Dana, *Two Years Before the Mast* (please purchase the Modern Library edition)
ISBN-10: 0375757945 ISBN-13: 978-0375757945

Charles Nordhoff, *California for Health, Pleasure, and Residence; a Book for Travellers and Settlers*
ISBN-10: 1375934600 ISBN-13: 978-1375934602

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

Ronald Wells, *California Dreaming: Society and Culture in the Golden State*
ISBN-10: 1532602383 ISBN-13: 978-1532602382

Grading:

Attendance and daily reading notes 20%, Special Handout Notes and Selfie Tour 20% , Midterm 15%, Final 15% , Research Paper 30%

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.

Class Outline:

1. Class Intro: Isolation and Topography's effect on California History. Ancient Indians, Principal Bays, Rivers, Point, Islands of the California, Layers of history: Point Loma

Ancient Indian:

Spanish:

Mexican:

United States: Issues of Conquest, 1846-1869

Progressive Era, 1870-1930

Modern California, 1930s-today

2. Ancient Californians:

History different from Archeology and Anthropology

Political 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 *Chinigchinich*

3. The Political Ideals of the Pax Hispanica (c. 1540s)

The Crusader-Missionary ideal as a world strategy.

Charles V (Carlos I), Viceroy Mendoza, Juan Cabrillo, Andrés de Urdaneta, O.S.A. and "Galleon Trade"

Being careful with terms such as "conquistador," "conquest," "taking possession," and "friendship."

Discuss *Journal of Cabrillo Voyage*

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; Oñate and founding of Santa Fe

Franciscans, Dominicans, Jesuits, and Carmelites.

Baja California as a Jesuit Republic. *The Pious Fund for the Californias*.

Comparison with British Jamestown and French Quebec; John Elliot and Jean de Brebeuf.

Discuss *Carmelite Mission Plan*.

Discuss: Admiral Atondo and Eusebio Kino from *Rim of Christendom: A Biography of Eusebio Francisco Kino*.

5. Geopolitics of Missions and Presidios (c. 1768-1780s):

The First Treaty of Paris, 1763 and "Geopolitics." Captain Cook in the Pacific.

José de Galvez, the Visitador of New Spain, St. Junípero Serra; Portolá and Crespi.

Be careful with terms: "Neophyte" Indians; "Secularization" of missions; "slavery," "dispossession."

Careful understanding of individual situations: Some missions run better than others.

Consider why a "monjerio."

Discuss *Crespi's Journal of Portolá Expedition* Kennedy's "*St. Junípero of California*." And video

<https://www.youtube.com/watch?v=tUgFiILPaA>

6. Pueblos and the Colonization of California (c. 1775-1780s):

Carlos III, Viceroy Bucarelli and "Enlightenment."/ Enlightenment v. Patriarchy

Governor Neve. Juan Bautista de Anza.

Humanist notion of "town life." Pueblos: San Jose and Los Angeles.

Presidio Villages: San Diego, Monterey, San Francisco, and Santa Barbara

Founding of Santa Barbara. Indian participation

Discuss *Readings from the biography of Gov. Neve*.

7. The Mexican War of Independence (c. 1810-1830s):

The 1824 Federalist Constitution of Estados Unidos Mexicanos

"Republic" "Federal" "Centralized" v. "Decentralized" "Territory" v. "State"

Slavery v. Freedom, Church together with State.

Territorial Government of California: *Diputación* and *Jefe Politico*

Mission *Alcaldes* and Pueblo *Alcaldes*

Gov. José María de Echeandía –secularization and Indian "emancipation."

Discuss: *Pablo Tac* & *Island of the Blue Dolphin*

8. Mexican California (c. 1824-36):

Problems: "Rancho" grants increase; 1824 Rebellion at Santa Inez River Missions; 1833 Malaria Epidemic in the Central Valley;

Jacksonian America, Texas, and Relations with Latin America

Dana Family as old "Federalist"

RH Dana Jr. and "Jacksonian Democracy"

Discuss Dana's *Two Years Before the Mast* Chaps 1-3, 6, 8 (Fill out first assignment in notebook for the book)

9. Ideals and Realities of Mexican California (1833-36):

Gov. José Figueroa. José de la Guerra. William Hartnell.

Indian Pueblos and Schools.

Discuss Dana's *Two Years Before the Mast* Chaps 9-16 (Fill out second assignment in notebook for the book)

10. Mexican California and the Pacific World (1833-36):

Dana's History of California—any problems?

Multi-national and multi-ethnic life in San Diego, Santa Barbara, and San Francisco

Dana's account of "Hope." Hawaii's history and Hawaiians in California

Discuss Dana's *Two Years Before the Mast* Chaps 17-20 (Fill out assignments 3 in notebook for the book)

Discuss from *California Dreaming* the Kennedy chapter on Dana, pp. 111-129.

11. Struggles of Mexican California (1833-46):

Ecological disaster of fur trade; Political Reliance on Ranchos; California "Independence" in 1836

"Young Californios" –Vallejo, Castro, and Alvarado

Gov. Juan Bautista Alvarado; Gov. Pio Pico and Rancho Santa Margarita

Discuss Dana's *Two Years Before the Mast* Chaps 21-28 (Fill out assignments 4 in notebook for the book)

12. The Mexican-American War (c. 1846-1849):

Jesse Benton Fremont and John C. Fremont. Fremont's Thoughts on Indians

Unnecessary Violence: Andrés Pico and Battle of San Pasqual & Unofficial treaty at Cahuenga Pass.

Treaty of Guadalupe-Hildalgo: The rights of the conquered.

Military Government of California: Later history of Mexico

Discuss Dana's *Two Years Before the Mast* Chaps 29-30 and "Concluding Chapter" (Fill out assignments 5 in notebook for the book)

13. Oral Presentation of 3 Images you will use in your research paper. Answering questions. Feb. 22

HALF-WAY DONE PAPER DRAFT DUE—Feb. 27

14. U.S. Colonization: Gold Rush, Contitution, Indians, and Land Issues (1848-1865):

US immigration before 1848

Gold Rush and Story of Sutter's rancho/fort compared to Tejon rancho/fort.

"Mariposa Battalion" and Dispossession of Yosemite

Local and National Indian "protection." 18 Treaties.

Discuss from *California Dreaming* the Wells chapter on Race, pp. 12-29.

15. U.S. Colonization: (1850-1870s): Coast Survey, Railroad, and Civil War

Discuss Charles Nordhoff, *California for Health, Pleasure, and Residence; a Book for Travellers and Settlers*, chapters 5, 6, 7.

16. Discuss Charles Nordhoff on Southern California, chapters 8, 11, 13, 14

17. Discuss Charled Nordhoff, chapters 17, 19, 20, 24, 25, 26.

San Diego Selfie-Tours Due—March 18

18. California Leadership in Stewardship and Conservation (1850-1970s):

The Coast and Whitney Surveys

Ellwood Cooper, Abbot Kinney, and *Eucalyptographia*.

John Muir, The Sierra Club, The Santa Barbara Oil Spill 1969-70 and Declaration Environmental Rights

The Coastal Commission

Discuss *California Dreaming*, Anderson on Engaging Landscapes, pp. 53-70.

19. Progressive Movement: Politics and Culture (1870s-1930s):

The "Gilded Age" and "Robber Barons" The Big Four on Nob Hill

Political Progressivism and Cultural Progressivism: Initiative, Referendum, Recall.

"Clubishness," Phoebe Hearst, Ellen Scripps, and Pearl Chase

Charles Keelor and "The Simple Home," Little Landers.

Katherine Tingley and Point Loma Theosophists. E. G. Lewis's Atascadero Women's Colony.

Discuss "*Phoebe Hearst's 'Gospel of Wealth'*"

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20. Religion, Progressivism, and Spirituality (1870s-1970s):

Protestant and new Catholic Educational Institutions

Founding of Pasadena and Henry Huntington

Church of the Nazarene, Biola Fundamentals, Azusa Street Pentacostalism, & Four Square holiness.

Joshiah Widney and *Race Life of the Aryan Peoples*. (Inglewood and Aryan Temple at PLNU)

Neo-Evangelicalism and the Founding of Fuller Seminary

The Jesus Movement and Calvary/Vineyard churches.

21. WW2 Civil Rights

Japanese Immigration and Internment

Discuss 1942 video on Japanese Relocation. <https://www.youtube.com/watch?v=OgkNaK6fviA>

Korematsu Decision

1934 Indian Reorganization Act and tribal governance---Indian "New Deal"

1988 Limited Gaming on Indian Lands in California

Casinos, US Grant Hotel, and "Blood Quanta" issues.

Zephyryn Englehardt and Catholic Missionaries, Helen Hunt Jackson, Florence Shippek

Earl Warren.

22. Discussion of Bible Belt to Sun Belt by Darren Dochuk

Discuss: Intro, chaps 2, 3, 7, and pp. 209-222.

23. Discussion of Bible Belt to Sun Belt by Darren Dochuk

Discuss: Intro, chaps 10-12 and Epilogue.

24. Politics and the Importance of Cesar E. Chavez

Relations with Mexico. Braceros & Guest-Workers.

Delores Huerta

Discuss Etulain on Chavez. And video: <https://www.youtube.com/watch?v=HgMkX4eE3bs>

25. The "Golden Era" of California

The Master Plan of Education

Hydrology and the California Aquaduct

William Pereira and Irvine

Pete Wilson and the urban renewal of San Diego

"Pat" Brown, "Jerry" Brown, and Ronald Reagan

26. Tax Revolt, Prop 13, CSET Test Practice**27. Review for Final**

Selfie Tour of San Diego History Due!

28. Review for Final

Final: May 1: 2:30-4pm

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.

California Aspirations: Possible Research Topics:

Rindge Family at Malibu
Philip K. Wrigley at Catalina Island
Azusa Street Revival and Birth of Pentecostalism
Joseph Widney
Phineas Bresee
Aimee Semple McPherson
George Pepperdine
John Birch Society
Charles (Chuck) Smith and Calvary Churches
Jesus People Movement
Larry Norman and Solid Rock Records
Tim and Beverly LaHaye
Church Girard and Maranatha Music
Pat Boone
Walter Knott & Knott's Berry Farm
Chabad Judaism in Southern California
Founding of Fuller Seminary
Reuben Torrey, Lyman Stewart, and the Fundamentals
Henrietta Mears, Hollywood Presbyterian Church, and Forest Home
Jared Torrance and Irving Gill
John Wimber and the Vineyard Movement
William Pereira and Irvine
Quakers in Whittier
William Smythe and Little Landers
Luther Burbank
Edward Lewis and Atascadero
Paramahansa Yogananda and Self-Realization Fellowship