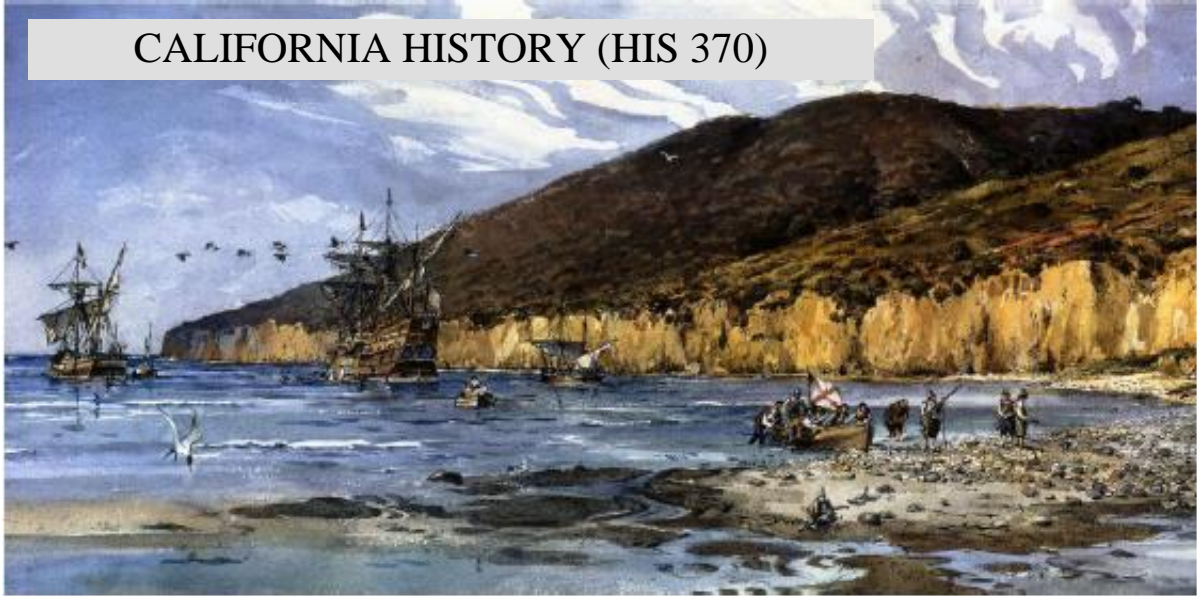


CALIFORNIA HISTORY (HIS 370)



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 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 study and teach history primarily for four reasons.

First, God created it 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, Madame Tingly, 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* ISBN 0-375-75794-5 (please purchase the Modern Library edition)
Francis P. Farquhar, *History of the Sierra Nevada* ISBN 978-0-520-25395-7

Grading:

Attendance is required. Non-attendance can lower grade up to one grade point.

Participation is required. Lack of participation in classroom discussion can lower grade up to one point.

Grade: "Canvas" assignments & attendance: 35% Selfie Tour of SD History, The Midterm: 15% Book Notebooks: 15% The Final: 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:** California's Isolation and Topography. Santa Catalina Island: Layers of history and the emphasis on health and stewardship in California History.
2. **Ancient Californians:** Political stability and structures among coastal Indians. Tomols and Ti'ats. Comparisons with Indians in Mexico and New Mexico. Discuss: *Librado: Eye of the Flute*
3. **The Political Ideals of the Pax Hispanica:** The Crusader-Missionary ideal and world strategy. Conquistadors v. Spanish-Christian Humanism. Charles V (Carlos I), Cortes, Mendoza, Cabrillo, and Urdaneta. Discuss *Journal of Cabrillo Voyage*.
4. **Santa Fe, La Paz, Monterrey, and Monterey :** The Count of Monterrey, Viscaino & Fr. Ascención. Discuss *Carmelite Mission Plan*.

5. California as Mission-field: Franciscans, Dominicans, Jesuits, and Carmelites. Frs. Kino & Salvatierra. Baja California as a Jesuit Republic. The Pious Fund for the Californias. Discuss Herbert H. Bolton on Admiral Atondo and Eusebio Kino from *Rim of Christendom: A Biography of Eusebio Francisco Kino*.

6. Spain and California in the Geopolitics of North America: Presidios and Missions 1768-1774
Galvez, Portolá, Serra, and Crespi. Discuss *Crespi's journal of Portolá Expedition*.

7. (Saint) Fr. Serra, Indian Neophytes, and the Mission Project, 1769-1784: Historiography about Serra, Indian membership and land ownership issues. Discuss *The founding of Mission San Antonio and San Jose in Fr. Palou's biography of Serra* and Kennedy's "St. Junípero of California."

8. The "Enlightened" Plan for Colonization of California 1775-1780s: Santa Barbara and the Pueblos of San Jose and Los Angeles. Enlightenment, Humanist Towns, and Secularization. Bucarelli, Neve, and Anza. Discuss *Readings from the biography of Gov. Neve*.

9. The Mission-Presidio-Pueblo Establishment, 1800-1810: Fr. Lasuen, Pablo Tac, Destruction of San Diego Mission, Mission San Luis Rey. Disease among the Indians. Discuss: *Pablo Tac as "Indigenous Scholar"* and *Shipek Pushed into the Rocks 1*.

10. Midterm October 6.

11. The Republic of Mexico and the 1824 Federalist Constitution of *Estados Unidos Mexicanos*: Independence of Mexico. Discuss meaning of Terms: "Liberal" "Republic" "Federal" "Centralized & Decentralized" "Patriarchy" and "Enlightenment."

12. The Struggles and Issues of Establishing a New Republics: Comparing United States of Mexico and the United States of America. G. Washington and Santa Anna. The Alamo and the "Revolutions" of 1835-36. Richard Henry Dana. Discuss Dana's *Two Years Before the Mast* (Fill out first assignment in notebook for the book)

13. The Hope of Stability in Mexican California, 1834-35: Gov. Figueroa, José de la Guerra, and William Hartnell. Secularization of the Missions, Indian Pueblos and Schools. Discuss the readings about José de la Guerra, and William Hartnell. Discuss second assignment in notebook for Dana's *Two Years Before the Mast*.

14. Richard Henry Dana's Mexican California: Discuss Assignments 3 and 4 in Dana Notebook.

15. Finish Dana and Discuss *Island of the Blue Dolphin*. Discuss Assignment 5 in Dana Notebook.

**Fall Break Option: Sailing to Catalina Island
October 23-25. 6 Students**

16. Alvarado, Castro, and Vallejo. Pio and Andreas Pico. Stockton, Kearny, and Fremont, 1836-1848. The Last Years of Mexican California, The expansion of Ranchos, The Bear Flag Revolt, The Mexican American War, and Treaty of Guadalupe-Hidalgo. Discuss *Fremont's Memoir*.

17. Attempts at Order and Decline into Chaos, 1848-1865: A State Constitution in Monterey, Attempts at Indian Pueblos, Indians lose land, Indian Protection, and Indian massacres. Discuss video *Ishi in Two Worlds*. Discuss *Kevin Starr on Tejon Ranch*.

18. Management of Resources, Infrastructure, and Colonization, 1850-1869. Read in class: *Coast Mappers*. The Banning Family and the Mormon claim to Southern California. The Big Four and the Railroad. Discuss *Nordhoff's California for Health, Pleasure, and Residence*.

19. Francis Farquhar's *History of the Sierra Nevada*: California History from the perspective of the interior. Discuss pp. 23-92, 107-116.

20. California Leadership in Stewardship, Conservation, and Preservation: The Whitney Survey, Big Trees, Yosemite, John Muir, The Sierra Club, Santa Barbara Declaration of Environmental Rights, and the Coastal Commission. Discuss Farquhar pp. 129-172, 201-245.

21. California Leadership in Progressivism (1870s-1930s): Political Progressivism and Cultural Progressivism. Education, YMCA & YWCA. Phoebe Hearst and Ellen Scripps. Discuss "Phoebe Hearst's "Gospel of Wealth" and Scripp's Handout.

22 Progressivism and the Culture of Southern California (1870s-1930s): Charles Lummis and Spanishness. Abbot Kinney's Venice and *Eucalyptographia*. Joshiah Widney, USC, PLNU, and *Race Life of the Aryan Peoples*. Women's Clubbishness. Discuss Kevin Starr's *Art and Life in the Southland*.

**Due by December 24: Selfie Tour of San Diego History
(See instructions below)**

23. Progressivism and Indian Reservations: Helen Hunt Jackson. Zephyr Englehardt and renewal of Catholic Missionaries. Federal Policy: Assimilation/Individualism or Independence/Tribalism. 1868 Grant's reservations and "Peace Policy" to avoid violence. 1887 Dawes Act and individual allotments on reservations, 1934 Indian Reorganization Act and tribal governance. Casinos, US Grant Hotel, and "Blood Quanta" issues. Discuss Shipek *Pushed into the Rocks 2*.

24. High Thinkers, Little Landers, Simple Livers, Sun Seekers, and Religious Reformers (1870s-1930s): Utopia, Intentional Living, and Planned Communities: Kaweah and the Karl Marx Tree, Katherine Tingley and Point Loma Theosophists, Torrance, and E. G. Lewis's Atascadero Women's Colony and Palos Verdes Estates. Discuss: Starr on Upton Sinclair.

25. WW2 and Post WW2: Profiting from War. The Navy and Air Industry. Filipino and Chinese "Allies?". Japanese Internment. Earl Warren. Gov. "Pat" Brown and the "Master Plan of Education," the California Aqueduct, and the Freeway System. Richard Nixon. Discuss 1942 video on Japanese Relocation.
<https://www.youtube.com/watch?v=OgkNaK6fviA>

26. The Importance of Cesar E. Chavez: Relations with Mexico. Braceros & Guest-Workers. Ronald Reagan, "Jerry" Brown, and Delores Huerta: Discuss Etulain on Chavez. And video:
<https://www.youtube.com/watch?v=HgMkX4eE3bs>

28. Review for Final

29. Review for Final

Selfie Tour of San Diego History: As a group or as an individual, take a selfie-style picture, preferably an interesting picture, of you with the following. The professor will give you a historical guide with a map. You will write a historical note about the importance of each site.