



Cabrillo Landing at Point Loma.
Park Service

by Richard Schlecht in cooperation with the National

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

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 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 follow the distinctive histories of 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 land owners, 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 grown, 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.
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.

COURSE CREDIT HOUR INFORMATION⊕

Note: Acknowledging that the 2020-2021 academic year will not be utilizing a face-to-face modality in totality, the credit hour information below is required for the hybrid and online modality. To calculate the “estimated total hours” for the last blank space below, please multiply the number of units times 37.5.

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 15 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.

Required Books: A “4 unit class” with a research paper. This means that for it expects 8-12 hours of homework a week. All books can be purchased in cheap, used, paperback form. You must bring books to be discussed to class. Book discussions are based on the page numbering of the printed editions listed below. (No electronic devices. We will be comparing passages and flipping back and forth in books looking at the relationship between passages.)

Molly McClain, *Ellen Scripps: New Money and American Philanthropy* (ISBN 978-0-8032-9595-7)
Miriam Pawel, *The Crusades of Cesar Chavez* (ISBN 978-1-60819-73-2)

Required Bound Notebook for Lectures, Reading, and Class Assignments—20% of class grade. Must bring to every class. **Notebooks must separate class notes from reading notes.** Reading notes must have citations to pages or sections. Notebooks will be part of class discussion and be reviewed by the professor at the time of the final.

Grading:

Attendance 15%, Class assignments 15%, Research Paper 40%, Research Paper process 5%, 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:

Write a paper centered on an important person,

10-12 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 academically respectable sources, including books, journal articles, and primary sources.

Student must discuss their paper as it is being written with the professor. No surprises.

Unacceptable papers must be re-written with a C being the highest grade possible. Late papers also have C as their highest grade. Remember the librarians and professor want to help but you must not procrastinate.

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

Early California

1. Class Intro, Research Paper Topic: Isolation of California. Topography's effect on California History. Layers of history. Spanish, Mexican, and US aspirations. California as Mission Field.

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

Spanish California

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*

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 your 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. 1833 Malaria Epidemic in the Central Valley. Discuss Engelhardt on *The Mission System*.

8. Apolonaria Lorenzana, Secularization, and "Rancho" Grants (Spanish-Mexican Transition, 1810s - 1830s)

Ranchos as a political idea. Bodega and Vancouver, Apolonaria Lorenzana, Russians at Fort Ross, The Waning of Spanish California's *Pax Hispanica*.

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 Político*. Governors Echeandía and Victoria. Secularization and Indian "emancipation." Discuss Angustias de la Guerra girlhood memories of Independence.

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. Indian Pueblos, Multi-racial schools, Development north of San Francisco. Transition of Mexican hopes into later United States. Discuss articles on Figueroa's *Manifiesto*, Pueblo of San Pasqual, and Hartnell's School.

12. The Struggles of Mexican California (1836-1846)

California "Independence" in 1836, "Young Californios" –Vallejo, Castro, and Gov. Juan Bautista Alvarado. Read selections from *Island of the Blue Dolphin*. Visit this site <https://www.nps.gov/subjects/islandofthebluedolphins/index.htm>

Oral Presentation of Papers October 12 & 14.

5 Powerpoint Slides: Theme/Plan, Three images, List of Academic Sources Used

Colonization of California by the United States of America

13. U.S. Colonization (1848-1870s): Martial Law, Gold Rush, Statehood, and Indian Dispossession

"1850 Indian Protection Act," Ishi, Protestant Missionaries in Hawaii, Massacres of Indians in Northern California. Discuss selections of Nordhoff's *Northern California*.

14. U.S. Colonization (1848-1870s): Coast and Whitney Survey, Organizing Travel and Power.

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

Friday, November 12, 5pm: Research Paper Due

The Progressive Era (1870s-1930s)

15. Political Progressivism and Cultural Progressivism:

Anglo-Saxonization of California, Spanishness, Nativism, and Eugenics. Chinese Exclusion. Examples of Santa Barbara, Pasadena, and San Diego. Discuss Starr on Pasadena and Molly McClain's biography *Ellen Scripps* chaps 1-2.

16. Theosophy at Point Loma, Katherine Tingley, and the Civic and Educational Idealism at Scripps Ranch and at La Jolla.

Discuss the biography of Ellen Scripps, chapters 3, 4, 5, & 6.

17. Progressive Education, Kindergarten, Christian Education, Women's Education, Ellen Scripps,

Phoebe Hearst, Julia Morgan. Mills College. Stanford University and University of California, Berkeley. Point Loma Theosophist, Atascadero Women's Colony, Kindergarten, Asilomar. Discuss McClain's biography of Ellen Scripps, chapters 7, 8, 9, 10, 11.

18. Progressive Ecology: John Muir, Sierra Club, and Coastal Commission, Ellen Scripps and

Ecology We will discuss McClain's *Ellen Scripps* chapters 12,13,14,15 and conclusion along with discussing John Muir.

19. Southern California and the Rise of Pentecostalism, Fundamentalism, Neo-Evangelicalism and the

Charismatic Movement. William Seymour, Aimee Semple McPherson, Henrietta Mears, BIOLA, Fuller Seminary, Chuck Smith, Jesus People, Christian Rock n' Roll. Discuss readings from *The Charismatic Century*.

World War II and the Growth of California (1940s to present)

20. Upton Sinclair, Ending Poverty, World War II, Earl Warren, and Japanese Racism/Internment.

Discuss the conflict between California's foreign policy and the US concerning Japanese relations in the early 20th century in Kevin Starr chapter on California's War on Japan.

21. Post World War II Growth, Suburbs, Los Angeles and San Francisco. Cesar Chavez 1.

Read Miriam Pawel's *The Crusades of Cesar Chavez* chapters 1-8 (pp. 1-77)

22. Cesar Chavez 2 and California Indians in 20th century.

Sherman School in Riverside, 1934 Indian Reorganization Act and tribal governance as Indian "New Deal," Casinos, US Grant Hotel, and "Blood Quanta" issues. Cesar Chaves and Delores Huerta. Read Miriam Pawel's *The Crusades of Cesar Chavez* chapters 9-16 (pp. 77-182)

23. Richard Nixon, Pat Brown, Ronald Reagan, Pete Wilson, and Jerry Brown. Nancy Pelosi, Kamala

Harris, and Diane Feinstein. Master Plan of Education, Water, and Growth. Read Miriam Pawel's *The Crusades of Cesar Chavez* chapters 31-32, 37, 39-40, Epilogue.

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 online (distance education) outside of California.

INCOMPLETES AND LATE ASSIGNMENTS

Note: *You may use, revise, or delete this section as needed for your course.*

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

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 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 kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY ☼

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY⊕

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), 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 drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

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 students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#)

USE OF TECHNOLOGY⊕

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

ASSIGNMENTS AT-A-GLANCE

Note: Given the hybrid and online modalities being used in the 2020-2021 academic year, the content of the course schedule and assignments will be posted in Canvas.