



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

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.)

Miriam Pawel, *The Crusades of Cesar Chavez* (ISBN 978-1-60819-73-2)

Rick Kennedy, *The Winds of Santa Ana: Pilgrim Stories of the California Bight* (ISBN 9781666736137)

Mary Ritter, *More than Gold in California*

A Notebook dedicated to this class--must bring to every class--with notes/responses from the Canvas assignments. Notebooks will be part of class discussion and be reviewed by the professor at the time of the final.

Grading:

Attendance 25%, Class assignments 5%, Research Paper 35%, Research Paper process 5%, 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.

Research Paper Requirements:

Write a paper centered on an important person,

10-12 pages long (text w/o images) with 12 pt 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. (In general, academically respectable sources, have an authority as an author along with footnotes or endnotes, bibliography, and index. Check with professor for questionable 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.

Introduction and Early California

1. Class Intro, Research Paper Topic, Point Loma, and Walking Tour of Neighborhood. Being aware of the historical evidence around you.

2. Discuss Research Papers: Topics and Requirements

3. Ancient Californians, Diversity of Indians, Example of Chumash: 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

5. The Political Ideals and Pacific Ocean Aspirations for a *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: *Account of Cabrillo Voyage*

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

Viceroy Zúñiga the Count of Monterrey, Viscaino, Fr. Ascención, and Monterey Bay. Jesuit "Republics" in Paraguay. 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*. Watch the trailers for movies about Jesuit missionaries: "The Mission," "Black Robe," and "Silence."

7. Geopolitics of First Missions and Presidios (c. 1768-1770):

The First Treaty of Paris, 1763, José de Galvez, the Visitador of New Spain, Franciscans instead of Jesuits, St. Junípero Serra; Portolá and Crespi. Discuss *Crespi's Journal of Portolá Expedition* and Kennedy's "St. Junípero of California."

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

Carlos III of Spain, 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*

9. The Mission System, San Luis Rey, and Apolinaria Larenzana (1790s-1820s):

The Mission System: "neophyte," "secularization," "slavery," mission "alcaldes," land ownership. Pablo Tac, and Fr. Peyri. The 1824 Indian Revolt on the Santa Ynez River and 1827-28 Estanislao Revolt. 1833 Malaria Epidemic in the Central Valley. Discuss Apolinaria Larenzana

The Territory of California in the United States of Mexico

10. 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*. Governor Echeandía. Secularization and Indian "emancipation." Discuss "Mexico Plan for California" and "Allen Light: Black Steward"

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

Gov. José Figueroa, José de la Guerra, William Hartnell. Indian Pueblos, Multi-racial schools, Wedding in Santa Barbara, and development north of San Francisco. Transition of Mexican hopes into later United States. Discuss Figueroa's *Manifiesto* and Hartnell's School.

Colonization of California by the United States of America

12. U.S. Colonization (1848-1870): Martial Law, Gold Rush, Coast Survey, Whitney Survey, Statehood, and U.S. Civil War. The Big Four, the Train and the End of Isolation.

ORAL PRESENTATION OF PAPER: October 22

RESEARCH PAPER DUE: October 22

13. U.S. Colonization (1848-1870): Protestant Missionaries in Hawaii and Dispossession of Indians in California. Ishi. Discuss Nordhoff on Colonization of Hawaii and Northern California

The Progressive Era (1870s-1930s)

14. The Railroad and End of Isolation. The Response of Political and Cultural Progressivism.

Discuss Longstreth on San Francisco.

15. The Progressivism of Jack London, HH Jackson, and Mary Ritter. Discuss readings from Jackson and London on Canvas. Begin reading Mary Ritter's *More than Gold in California*.

16. Female Education: Mary Ritter, Phoebe Hearst, and Ellen Scripps. Finish Ritter's *More than Gold in California*.

17. High Ideals of Theosophy in Point Loma, La Jolla, Scripps Ranch, and Atascadero.

Theosophy at Point Loma, Katherine Tingley, Atascadero Women's Colony, and the Civic Idealism at Scripps Ranch and at La Jolla. Discuss Molly McClain's article on the Scripps Family.

18. Progressive Era Ecology and Conservation, John Muir, and the Coastal Commission: Discuss John Muir's *Wind Storm*.

19. Civil Rights and Racism: Angel Island, Japanese Internment, and the Mendez Case 1947. Discuss readings from Munemitsu's *The Kindness of Color*.

20. Cesar Chavez and the Aftermath of WW II. Discuss Miriam Pawel's *The Crusades of Cesar Chavez* chapters 1-8. (to page 77).

21. Presentation by Robin Lang about the history of her property and racism in Bonita. Continue reading from *Crusades of Cesar Chavez*--Chapters 9-16 (pp. 77-182) due next class.

22. Cesar Chavez and California Indians in the 20th century: The Sherman School in Riverside, 1934 Indian Reorganization Act and tribal governance as Indian "New Deal," Casinos, US Grant Hotel, and "Blood Quanta" issues, along with Cesar Chavez and Delores Huerta. Discuss chapters 9-16 (pp. 77-182) of *The Crusades of Cesar Chavez*.

23. Cesar Chavez 3, La Paz, Utopian Plans, and California Politics since the 1960s: 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 and take notes on Chavez's utopian hopes in chapters 31-32, 37, 39-40, Epilogue of Miriam Pawel's *The Crusades of Cesar Chavez*

24. Class Review and Christianity in California: Discuss *Winds of Santa Ana* pp. 1-77

25. Class Review and Christianity in California: Discuss *Winds of Santa Ana* pp. 77-183

Review for Final

Final: Thursday Dec. 19 at 10:30am-1pm.

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.*