



History and Political Science

**HIS 3070: History of California**

3 Units

*Spring 2025* ☼

**Meeting days/times (MWF 8:30am –9:35pm)** ☼

**Meeting location (Ryan 108)** ☼

**Final Exam: (day/time, Friday, May 9, 7:30 – 10:00 am)** ☼

<b>Information</b>	<b>Specifics for the Course</b>
<b>Instructor title and name:</b>	R. Kennedy
<b>Phone:</b>	619-849-2537
<b>Email:</b>	rkennedy@pointloma.edu
<b>Office location and hours:</b>	Colt 209 Mon: 9:45-11:45, 2:30-3:30 Tu-Thur by appointment Wed-Fri: 9:45-1:15

**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.

**General Education Mission** ☼

**Note:** For GE courses only

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

### **Course Description**⊕

**Note:** Describe the course's purpose and scope; include the **verbatim text of the university catalog** description for this course. You may follow this official catalog course description with an amplified description reflecting the way this particular course is designed.

### **Program and Course Learning Outcomes**⊕

**Note:** Program Learning Outcomes (PLOs) identify what students will know and be able to demonstrate in their chosen discipline upon graduation. Course Learning Outcomes (CLO's) are statements of what students are expected to know, understand and be able to do by the time they complete the course. For students it may be easier to communicate the learning outcomes in language like: "You will" instead of "the student will." CLOs are more specific learning outcomes that identify learning in an individual course. Course CLOs will be more detailed and specific than program PLOs however they should be general enough to provide flexibility and accommodate variation in specific content as the field evolves over time. CLO's for this course should be listed. If any PLO's are assessed in the course, the PLO(s) also needs to be listed with a brief description of the assessment to be used.

### **General Education Learning Outcomes**⊕

**Note for GE courses only:** For any General Education Learning Outcome (GELO's) assessed in the course, be certain to list those outcomes and a brief description of the assessment to be used. Additionally include a brief statement about the type of signature assignment that will be used to measure GE learning outcomes in this course.

1. Link to GE courses and assessment plan:  
<https://assessment.pointloma.edu/academic-assessment/general-education/assessment-plan/>
2. Link to GELO's: <https://pointloma-public.courseleaf.com/tug-catalog/general-education/>

3. <GE Learning Outcome(s) here>
4. <Signature Assignment(s) here>

### **Required Texts and Recommended Study Resources\***

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

**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***

**Janice Munemitsu, *The Kindness of Color* ISBN: 9780578946870**

### **Grading:**

Attendance 25%, Midterm 20%, Research Paper 25%, 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](http://libguides.pointloma.edu/CAhistory).

## Course Credit Hour Information⊕

**Note:** Use the information below for Online and Hybrid courses. 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 \_\_ unit class delivered over \_\_\_ 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 \_\_\_ total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

## Assessment and Grading⊕

**Grades:** Attendance 25%, Research Paper 25%, Midterm 25%, Final 25%

**Class Presentations:** Students will be asked to present to the class entries, travel notes, camping thoughts, sketches, poems, song lyrics, and thoughts from their class journal that deal with a wilderness subject appropriate to what we have been reading and studying. The presentation should promote heightened awareness of nature or wilderness issues along with promotion of specific ways of thinking about nature. The class will discuss student presentations.

**Midterm and Final Exam** will be essay questions based upon the assigned reading in the class.

**1. Class Intro, Research Paper Topic, Layers of History in Point Loma.** Being aware of the historical evidence around you.

**2. Discuss Research Papers: Topics and Requirements**

**3. Ancient Californians, Diversity of Indians, and Chinigchinich.** History as different from Archaeology and Anthropology. Relative Peace and Happiness in Ancient California. Comparison with Cahokia and Teotihuacan/Tenochtitlan. Dana Point. Discuss *Chinigchinich*.

### Spanish Hopes for California

**4. The Political Ideals and Pacific Ocean Aspirations for a *Pax Hispanica* (c. 1540s-1560s):**

The Crusader-Humanist-Missionary Ideal as Global Strategy: Failure in Mexico in the 1520s-30s. Hope for No Slavery, Happiness, and Human Flourishing. Charles V/Carlos I, Viceroy Mendoza.

**5. Cabrillo and the Indians on the Southern California Coast and Islands (c. 1540s-1560s):** Chumash Identity. Tomols and Ti'ats. Chumash Discuss: *Account of Cabrillo*

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

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

Viceroy Zúñiga the Count of Monterrey, Viscaino, Fr. Ascención. Jesuit "Republics" in Paraguay. Baja California as a Jesuit Republic. Discuss Ascención's *Carmelite Mission Plan*. Watch the trailers for movies about Jesuit missionaries: "The Mission," "Black Robe," and "Silence."

**7. Draw map & Geopolitics of First Missions and Presidios in Alta California (c. 1763-1770):**

The First Treaty of Paris (1763), San Blas Harbor, José de Galvez, the *Visitador* of New Spain, Franciscans instead of Jesuits.

**8. St. Junípero Serra, Captain Gaspar de Portolá, and Fr. Juan Crespi (1768-1770s).** First colonization expedition and Missions and Presidios for San Diego and Monterey. Discuss *Crespi's Journal of Portolá Expedition* and Kennedy's "*St. Junípero of California*."

**9. Governor Neve, Pueblos, and Colonization of California (c. 1775-1810s):**

Carlos III of Spain, Viceroy Bucarelli, The Founding of San Jose, Los Angeles, Santa Barbara, Enlightenment v. Patriarchy. Discuss *Readings from the biography of Gov. Neve*

**10. The Mission System, San Luis Rey, and Pablo Tac (1790s-1820s):**

"Neophyte," "secularization," "slavery," "alcaldes," and land ownership. Pablo Tac, and Fr. Peyri. Draw a map that includes all the California Missions on the Pacific coast. Discuss readings from *Pablo Tac*.

**11. Apolinaria Larenzana and The Hope of Gov. Neve (1790s-1820s):** Missions, Pueblos, Presidios, and Ranchos. Discuss readings from *Apolinaria Larenzana*.

### The Territory of California in the United States of Mexico

**12. 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's Plan for California"

**13. Mexican Struggles (c. 1824-1836):** 1824 Indian Revolt on the Santa Ynez River and 1827-28 Estanislao Revolt. 1833 Malaria Epidemic in the Central Valley, 1835 Russian Otter Hunting and the Lone Woman on San Nicholas Island. Discuss *Island of the Blue Dolphin*.

**14. Mexican Struggles, International Immigration on Point Loma, Hopes for Ranchos (c. 1820s-46):** Immigration, Allen Light and Wm. G. Dana's rancho, and 6 months on Point Loma in *Two Years Before the Mast*. Discuss readings on Allen Light and Hide Houses on Point Loma.

**15. High Hopes for Mexican California (1833-36):** Gov. José Figueroa, José de la Guerra, William Hartnell. Indian Pueblos, Multi-racial schools, and development north of San Francisco. Discuss Figueroa's *Manifiesto* and biography of *Hartnell*.

## Midterm

### Colonization of California by the United States of America

**16. U.S. Colonization (1848-1870):** Martial Law, Gold Rush, Coast Survey, Whitney Survey, Statehood, and U.S. Civil War. Attempts to take more of Mexico, Cinco de Mayo, Porfirio Diaz and Tijuana.

**17. U.S. Colonization (1848-1870):** 1850 Act for Protection of Indians. "Genocide" of Indians in California and California as Protestant and Jesuit Mission Field. Discuss readings from *American Genocide*

**18. John and Jessie Fremont, Statehood, Compromise of 1850, and Civil War:** Discuss Jessie Fremont reading.

### The Progressive Era (1870s-1930s)

**19. The End of Isolation: San Francisco and the Big Four.** Architecture as Historical Evidence. Discuss Longstreth on San Francisco.

**20. California For Health, Pleasure, and Residence:** Charles Nordhoff and the Promotion of Immigration to California. Agricultural Colonies, Sanitariums, and Bungalow Houses. Read Mary Ritter's *More than Gold in California* chaps 1-3.

**21. Higher Education in California, Mary Ritter, Phoebe Hearst, UC Berkeley:** Women's education, Mills College, Julia Morgan and YWCAs, Philanthropy and educational leadership by Phoebe Hearst and Jane Stanford. Pearl Chase in Santa Barbara. Discuss Ritter's *More than Gold in California* chaps 4-12

**22. High Ideals, Mary Ritter, Ellen Scripps, and Women's Clubs:** Atascadero, Point Loma and La Jolla. Finish Ritter's *More than Gold in California*.

**23. John Muir and Progressive Era Ecology and Conservation:** National Parks, The Sierra Club, Hetch Hetchy, and the Coastal Commission: Discuss John Muir's essay on Yosemite and write a paragraph in Muir-style.

### World War II and Afterwards (1940s to 2000)

**24. Dust Bowl Migration, Dorothea Lange, and Economic Boom of WW II:** Upton Sinclair, John Steinbeck, Dorothea Lange, and Wartime Immigration. Discuss videos of Lange and *Grapes of Wrath*.

**25. The Indian New Deal and Post WWII Sherman Indian School:** Identification and Registration on Tribes. Catholic Missionaries and Chapels. The Reservations of the San Luis Rey River. Sherman Indian School in Riverside. Discuss readings about the Sherman school after WW II.

**26. Angel Island, Japanese Internment, and the Mendez Case 1947.** Discuss Munemitsu's *The Kindness of Color*

**27. Rapid Growth, Ranch Houses, and Cesar Chavez:** Discuss Cliff May's Ranch Houses for *Sunset Magazine*. Yuma, Migrant Workers, and the Chavez family. Discuss Miriam Pawel's *The Crusades of Cesar Chavez* chapters 1-8. (to page 77).

**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.

**28. Cesar Chavez 2, Delores Huerta, Chicano Dignity and Indian Movement in 20<sup>th</sup> c:** Discuss chapters 9-16 (pp. 77-182) of *The Crusades of Cesar Chavez*.

**29. Cesar Chavez 3, La Paz and The Los Angeles of Tom Bradley and Paul Revere Williams:** 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*

**30. California as National Leader. Earl Warren and The Browns:** Master Plan of Education, Water.

**31. California Politics:** Herbert Hoover, Richard Nixon, and Ronald Reagan. Proposition 13. Recall.

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

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

**36. Class Review:** The History of Irvine and Santa Catalina Island

### **Final Examination Policy**⊕

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

**Note:** This note is relevant to the following two sections: Content Warning and Trigger Warning. These sections provide suggested syllabus components for courses that may contain uncomfortable or potentially triggering content or discussions.

### **Content Warning\***

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

### **Trigger Warning\***

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

### **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.

### **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 you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

### **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.

### **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 Recording Notification**⊕

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

### **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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## **Computer and Artificial Intelligence (AI) Policy\***

Computers and electronic devices are not to be used in class except special circumstance is approved by professor. No AI is to be used for any purpose in this class.

## **PLNU Academic Accommodations PolicyⓈ**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

## **Language and Belonging\***

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly

important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

### **Sexual Misconduct and Discrimination\***

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

### **PLNU Attendance and Participation Policy**⊕

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, 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 withdrawal date or, after that date, receive an “F” grade.

**Note:** The information below must be included under the “PLNU Attendance and Participation Policy” Section if you are teaching an Online or Hybrid course.

### **PLNU Course Modality Definitions\***

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
  - a. Synchronous Courses: At least one class meeting takes place at a designated time.
  - b. Asynchronous Courses: All class meetings are asynchronous.

2. **Hybrid Courses:** These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. **In-Person Courses:** These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

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.

### **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.

### **Loma Writing Center**

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)

### **Assignments At-A-Glance**

**Note: Faculty** are encouraged to post assignments in Canvas.

## **Lomabooks Instructions for Students**☺:

**Note:** For courses using materials available through Lomabooks

For both digital and print materials, please add these student instructions to your syllabus and Canvas Course. Prior to the start of class, the PLNU Bookstore will also be sharing student instructions in a standalone email on how to access their content.

*This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.*

*You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.*

*For more information about **LomaBooks**, please go: [HERE](#)*