



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	HIST
Course Number:	128
Descriptive Title:	History of California
Division:	Behavioral and Social Sciences
Department:	History
Course Disciplines:	History
Catalog Description:	This course is a survey of the history of California with an emphasis on the geographical, political, socio-economic and cultural development of the state. The role of ethnic minorities and women from pre-European times to the present will also be discussed.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	Eligibility for English C1000 or equivalent
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	Prior to July 1992
Transfer UC:	Yes
Effective Date:	Prior to July 1992
General Education: ECC	Area 2A - Social and Behavioral Science
Term:	
Other:	
CSU GE:	Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English, Area D - Social Sciences
Term:	
Other:	
IGETC:	Area 3B - Humanities, Area 4 - Social and Behavioral Sciences
Term:	
Other:	
Cal-GETC:	
Term:	

Other:	
Student Learning Outcomes:	SLO #1 Developing and Arguing a Persuasive Historical Thesis Students will develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural themes or patterns in the history of California. SLO # 2 Applying Historical Methods to Source Analysis Students will apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis in an essay addressing issues in the history of California.
Course Objectives:	1. Identify and describe the major geographical features of California and how they impacted the State's development. 2. Compare and contrast the major periods in California history and their significance to the political development of the State. 3. Evaluate the role and contributions of minorities and women to California history. 4. Evaluate the social and cultural impacts of both the Spanish and Mexican periods in the creation of modern California. 5. Identify and assess the contributions of major historical figures to California history. 6. Describe significant social, economic, and cultural developments in California history.
Major Topics:	I. Geography of California (4 hours, lecture) A. Major Land Forms B. Flora and Fauna C. Climate and its Effects D. Natural Forces Affecting the Environment II. Native Americans (3 hours, lecture) A. A Linguistic and Cultural Overview III. Spanish Exploration and Colonization (3 hours, lecture) A. Establishment of Missions, Presidios and Pueblos B. Foreign Exploration and Cultural Patterns IV. Mexican California (3 hours, lecture) A. Political, Social and Economic Developments B. Land Grants and Ranchos C. Hide and Tallow Trade D. Arrival of American Fur Traders, Trappers, and Cultural Life E. Arrival of American Overland Pioneers

V. The War with Mexico, 1846-1848 (3 hours, lecture)

- A. Origins of the War
- B. The Bear Flag Revolt
- C. United States Invasion of California
- D. The Treaty of Guadalupe Hidalgo

VI. The Gold Rush (4 hours, lecture)

- A. Discovery of Gold
- B. Society and Culture
- C. Immigration
- D. Economic Impact

VII. Pre-Statehood, 1848-1850 (3 hours, lecture)

- A. Military Rule
- B. Constitutional Convention

VIII. Early Statehood Years, 1850-1860 (3 hours, lecture)

- A. California and the Civil War
- B. The Land Problem

IX. Social and Economic Developments, 1850-1870 (3 hours, lecture)

- A. Nativism
- B. Indian Wars
- C. Agricultural and Urban Growth
- D. Transportation Development
- E. Roads, Railroads, Ships

X. Culture and Politics, 1870-1918 (3 hours, lecture)

- A. Writers and Reformers
- B. Growth of Education
- C. The Progressive Movement

D. The First World War

XI. Material and Population Growth, 1900-1930 (3 hours, lecture)

A. Oil Industry

B. Automobile Age

C. Water and Conservation

D. Labor Movements

E. Mexican Immigration

XII. The Depression Decade (3 hours, lecture)

A. Economic Dislocation

B. Dust Bowl Migration

C. Utopian Plans

XIII. 20th Century Cultural Developments (3 hours, lecture)

A. Fads and Cults

B. Literary Trends

C. Radio, Films and Television

XIV. The Second World War and Post-War California (4 hours, lecture)

A. Japanese American Relocation, Racial Unrest

B. Economic Growth

C. The Rise of Southern California

D. Politics

E. Emigration from the Midwest and the South

XV. California in the 1960s and 1970s (3 hours, lecture)

A. The Vietnam War and Social Unrest

B. Civil Rights Movements

XVI. California in the 1980s to the Present (3 hours, lecture)

A. Environmental Issues

B. Reapportionment and Tax Revolts

	C. Agriculture D. Politics and Immigration E. Economic Growth F. The Era of Limits XVII. The Future of California (3 hours, lecture) A. The Environment B. Education C. Economic Growth and Development D. Ethnic Diversity E. California in the New Millennium
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	California has often been seen by many newly arriving migrants and immigrants as a land of great opportunity. Yet, for many of these new arrivals, life in the Golden State has been anything but that. In a three- to five-page typed essay, based on your reading of California, A History, chapters 3-5, discuss the negatives that run alongside the California Dream, with particular focus on the issues of racial discrimination, poverty, and worker abuse. As you develop your essay, what feature of California in this era is the most important and why?
Critical Thinking Assignment 1:	In a three- to five-page typed essay, evaluate the impact of the Second World War on California. How did the war change race relations? What was the war's impact on the state's economic infrastructure? Lastly, how is the legacy of the Second World War still with California today?
Critical Thinking Assignment 2:	<i>Heroes and Villains</i> is a theme that runs throughout California history. In a three- to five-page typed essay, compare and contrast the lives and times of three villains and three heroes in California History.
Other Evaluation Methods:	Essay Exams, Multiple Choice, Term or Other Papers
Instructional Methods:	Discussion, Lecture, Multimedia presentations
If other:	

Work Outside of Class:	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Cherny, Robert W.; Lemke-Santangelo, Gretchen; and de Castillo, Richard Griswold, <i>Competing Visions: A History of California</i>. Version 1. <i>Saint Mary's College Open Access Books</i>. (2021). https://digitalcommons.stmarys-ca.edu/book-gallery/1. Licensed under CC BY-NC-SA 4.0 Andrew F. Rolle, Arthur C. Verge, <i>California: A History</i>, 8th ed., Harlan Davidson Press, 2015. (Discipline Standard)
Alternative Texts:	
Required Supplementary Readings:	Arthur C. Verge, <i>Paradise Transformed: Los Angeles During the Second World War</i> , Kendall Hunt Publishing Company, 2001. (Discipline Standard)
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	Eligibility for English 1A/C1000 or equivalent
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	Students need to be able to read and effectively analyze college level texts, and they need to be able to write a paper that persuasively proves an original thesis. A student needs to have good reading skills to understand and interpret information provided in their textbooks. Also, writing is required for essay questions and papers assigned. Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion.

	Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques. Utilize comprehension and vocabulary strategies to improve reading rate. Select and employ reading strategies to interpret the content of a college level textbook, with special focus on constructing a thesis statement and providing valid support. Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	L. Brown and R. Clark
Date:	09/01/1964
Original Board Approval Date:	
Last Reviewed and/or Revised by:	Sandra Uribe
Date:	03/18/2025
Last Board Approval Date:	06/26/2025
Effective Term:	FA 2026