

History of California (HIUS 114A)
T/TH 2:00–3:20 /Winter 2014
Mandeville B-150

Instructor: Dr. Dana Velasco Murillo
Office hours: Tuesdays 12:30–1:30, Thursdays 12:30 to 1:30, and by appointment
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Course Overview:

This course surveys the history of California from the period just before Spanish contact in 1542 through California's admission to the Union in 1850. Topics include indigenous lifeways, the mission/presidio system, the development of San Diego and Los Angeles, the United States/Mexican War, the Bear Flag Republic, and the Gold Rush. California's early history offers an opportunity to consider the twilight of Spanish rule, indigenous responses to colonial institutions and authorities, and policies and practices leading to the United States' infiltration and take-over of the Spanish borderlands.

Required Texts and Readings:

1. Douglas Monroy, *Thrown Among Strangers: The Making of Mexican Culture in Frontier California* (UC Press, 1993).
2. Susan Lee Johnson, *Roaring Camp: the Social World of the California Gold Rush* (W. W. Norton & Company, Inc., 2000).
3. James A. Sandos, *Converting California: Indians and Franciscans in the Missions* (Yale University Press, 2008).
4. Al Hurtado, *Intimate Frontiers: Sex, Gender, and Culture in Old California* (University of New Mexico Press, 1999)
5. Selected readings on course overview (available through TED or UCSD Library).

Course Requirements:

Mid-term exam—in class	25% of grade
Final exam—in class	25% of grade
Primary source paper—2 pages	15% of grade

Choose one option (a or b): 35% of grade

- a. Research paper—8 to 10 pages in length
- b. Historic site proposal and presentation (explained below)

Class Schedule and Reading Assignments: (Readings should be completed by the indicated date)

Week 1:

January 6 Overview/Assignments

January 8 **Special Collections Library in-service (Seuss Room). Please meet in front of the Library at 2:00 sharp.**

Readings: *Converting California*, 1-32

Week 2

January 13 Indigenous Peoples of Alta California

Readings: *Converting California*, 33-68

January 15 Spanish Explorations of the US Borderlands

Readings: *Converting California*, 69-110

Week 3

January 20 Early Colonial Attempts: Cabrillo and the Manila Galleons

Readings: *Converting California*, 111-127 & 154-184

January 22 Secondary Source Library in-service (**in class**)
 Readings: *Thrown Among Strangers*, 3-50

Week 4
 January 27 Jesuits and the Baja California Missions
 Readings: Panich, "Missionization and the Persistence of Native Identity" (TED)

January 29 Spanish Colonists and Franciscan Missionaries
 Readings: *Thrown Among Strangers*, 51-99
Due: Primary Source Paper

Week 5
 February 3 The Mission System/Life at the Missions
 Readings: *Intimate Frontiers*, 1-19

February 5 Northward Expansion: Towns and Presidios
Thrown Among Strangers, 99-162

Week 6
 February 10 Independence and Mexican Rule
 Readings: *Intimate Frontiers*, 21-42

February 12 Midterm

Week 7
 February 17 The Californios
 Readings: Monroy, "The Californios" (TED)

February 19 Anglo-American Migration to California
 Readings: *Roaring Camp*, 58-95

Week 8
 February 24 The Gold Rush
 Readings: *Intimate Frontiers*, 45-73

February 26 The Mexican/American War
 Readings: *Roaring Camp*, 186-234

Week 9
 March 3 The Baja Californios
 Readings: *Roaring Camp*, 238-274

March 5 The Bear Flag Republic
 Readings: *Intimate Frontiers*, 75-141

Week 10
 March 10 Statehood
 Readings: *Thrown Among Strangers*, 163-203

March 12 California and historical heritage (Presentations?)
 Readings: *Thrown Among Strangers*, 203-32

March 17 Research Papers due by 5:00 p.m. @ my office

March 19 Final Exam @ 3:00

Instructor's Policies:

Plagiarism and academic honesty:

Please review university policy on plagiarism and academic honesty. You will receive a zero for any plagiarized assignment. Academic writing can be overwhelming. I am here to assist you. Please speak with me or another university representative about your options.

Attendance, Incompletes, and Extensions:

Attendance will not be monitored, but students should consider that lectures and exams form the basis of required assignments. Lecture outlines and notes will not be posted online. Incompletes will be given only for compelling personal/medical reasons. Points will be deducted from late papers.

Disability Statement:

Any student with a disability that requires accommodation in the classroom or for any aspect of this class (examinations, etc.) should notify the instructor immediately or contact the staff of the Office for Student with Disabilities (OSD), University Center, Room 202, (858) 534-4382. All information and documentation of disability is confidential.

Class Etiquette:

Conducive learning environments are free of distractions. Eating, personal communication, tardiness, and frequent entering and exiting of the room are not allowed. Please turn off cell phones before class. Use of laptops during lecture is not permitted. Students who ignore these policies will be asked to leave class.

The instructor reserves the right to make modifications to this course outline.

Guidelines for Research

Due Date: March 17th, 2015

Format and Submission:

Papers must be typed and double-spaced. Use standard margins and size 12 font Times New Roman. Only hard copies of papers will be accepted. Every student also must submit their paper to "turnitin" on TED. Papers must be turned in by the due date. I will deduct five points for every day a paper is late. *You will receive a zero for any plagiarized assignments.*

1. Primary Source Paper:

The paper must be developed around three primary sources from the UCSD Special Collections Library. You must select your primary sources by week 4. On January 29th, you need to submit a hard copy of a brief essay (2 pages) describing your sources. This essay is due at the beginning of class. The essay should include the following elements for each source in paragraph form:

1. Description of the source (type (for example, letter, map) date, location, length)
2. Provenance (what is its origins, why was it produced)
3. Content (what information can you glean from the source)
4. Bias/ perspective (what type of groups or perspectives might the source represent or not represent)
5. Some thoughts on what insights the source will contribute to the development of your topic

From week 6 to week 10 you will be asked to share one source with the class. This is not a formal presentation. You can share from your seat and you should speak for no longer than 1 minute. We just want to acquire a sense of the different sources available in our library. If possible, please bring a copy (just one that we can pass around) of the source (photocopy or image) to share with the class.

2. Choose from ONE of the following assignments:

a. Research Paper:

You are required to produce a ten-page paper (no longer than 12) on an early California topic (1542 to 1850) based on the three primary sources you selected from Special Collections. The paper also must be based on at

least three secondary sources (English or Spanish). Websites do not count as sources as the majority are not peer reviewed. Papers should be well organized and clearly written. They must have a thesis statement (argument), an introduction, a conclusion and footnotes (more on that below). You do not need a title page or a bibliography. Content should be primarily analytical rather than descriptive. I encourage everyone to attend my office hours to discuss their topic and sources.

b. Historic Site Proposal and Presentation

San Diego is home to several early California historical sites, including the Mission, Old Town, the Presidio ruins, Cabrillo Point, and the San Salvador site. Yet these sites are often ignored by visitors (and locals!) in favor of better known attractions, such as Sea World and Legoland. This paper asks you to create a five-page brochure that connects these sites and increases their visibility as tourist attractions. Your brochure must include:

- 1) Pictures from all five sites to include in your brochure. This means that you must travel to all five sites. You cannot use pictures from the internet so you must appear in your pictures!
- 2) A general name of your tour (for example, in Boston, they have a "Freedom Trail")
- 3) An overview of the tour, which explains how the sites are connected
- 4) A historical description of the site (based on secondary or primary sources) with an explanation of how the site developed into a historical attraction.
- 5) The importance of history: Make a compelling case for why history is just as important as black fish and brick toys. Why should tourists visit these sites? What will they learn about California, in particular, and the history of the Spain, Mexico, and the United States in general?
- 6) Describe the logistics of the tour route. Directions, prices....
- 7) You will need to present your proposal to the class during week 10.
- 8) Be creative! But be scholarly. Your brochure will need to include footnotes. Feel free to use primary sources in the brochure, but they are not required. Sloppy, short, or incorrect brochures will be graded accordingly.

All written assignments should adhere to the following guidelines:

Style and Mechanics:

Proper spelling, punctuation, and grammatical correctness are expected and count towards your grade. Please follow the guidelines of the *Chicago Manual of Style* in regards to issues such as citations and style. Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, and William Jr. Strunk's *The Elements of Style* (New York, 1999) are also useful references for this course and others.

Citations:

References must be cited in footnote form according to the *Chicago Manual of Style* (see a few examples below). You can find this book in the library and an abridged version is available at <http://www.chicagomanualofstyle.org/home.html>. Footnotes should be single-spaced.

Books:

Richard H. Collin, *Theodore Roosevelt's Caribbean: the Panama Canal, the Monroe Doctrine, and the Latin American Context* (Baton Rouge, LA, 1990), 126-45.

Articles:

Stephan Frenkel, "Jungle Stories: North American Representations of Tropical Panama," *Geographical Review*, 86.3 (1996): 336-73.

Guidelines for Readings

It is critical that you bring the assigned readings to class. In regards to the articles you need to download and print them (plan on spending fifty dollars in printing fees). I draw heavily on the readings when constructing the midterm and final.

The assigned readings cover much information. For the purposes of this course we focus particularly on some key features in the texts. Please consider the following activities for each assigned piece. **You will need to complete the highlighted activity in item one for each article.**

1. Argument—This is the key analytical component of the reading. What position is the author attempting to prove? Key words include—argue, believe, contend. The argument usually appears at the beginning of the piece and repeats throughout the text. Texts will have one main argument (but can have more) and several minor arguments. ***Highlight the argument(s) for each week's readings and three sentences in the text that support the argument. For the articles only: please collate and submit these sheets at the beginning of each class.***
2. Sources—These are the materials that the author uses to construct the text and form the basis of his/her argument(s). Historians draw from a wide range of sources, including primary and secondary. Primary sources are contemporary accounts of the period. Examples of primary sources include letters, reports, wills, and inventories. Secondary sources analyze and describe primary sources. Examples of secondary sources include textbooks, monographs, articles, and encyclopedias. Princeton University offers a concise web page on primary and secondary sources at <http://www.princeton.edu/~refdesk/primary2.html>.
3. Analytical versus descriptive—Texts contain both descriptive and analytical writing. We seek to identify the difference between the two so that we can incorporate both types in our research papers. Descriptive writing presents or describes information. Analytical writing interprets or analyzes the information.