

History 345: California History
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11:00-11:50
MWF Peters 105
Spring 2012
x3381

SYLLABUS

Class Website is available at:

<http://teacherweb.com/CA/CaliforniaLutheranUniversity/Reaves/apt5.aspx>

To make an appointment to see me, please stop by my office and sign up for one.

1. COURSE DESCRIPTION: A comprehensive overview of the history of California from the time of the Native American to today presented through class lecture, films, field trips, Internet experiences and contemporary reading.

2. OBJECTIVES:

Course Objectives:

1. To give the student an overview of California history beginning with the Native Americans who first inhabited the land. The class will then proceed through the Spanish conquest, the eras of Mexican rule, the gold rush and the pursuit of statehood.
2. To explore the roots of California's diversity from the 18th century to the present
3. To learn some of the historical roots of California's political and social issues today.
4. To analyze, evaluate and interpret historical evidence.
5. To improve reading, writing, listening and speaking skills.
6. To create a more informed voter in the 21st century.
7. To develop techniques for teaching history to K-12 school students.
8. To expand the student's knowledge of the internet and its resources.
9. To enhance the student's awareness of his or her geographic setting.
10. To involve the student in site visitations for learning enhancement.

The following **CLU Educational Objectives** are addressed in this course:

- Development of Critical thinking skills in Objectives 4, 6, and 7.
- Information literacy in Objective 8
- Written communication skills as reflected in the ten short analysis papers
- Historical, cultural and global perspectives on diversity

As outlined in the **CLU History Departmental Goals**, students who successfully complete this course will:

- Analyze and comprehend primary source texts
- Use periodization and chronology as organizing principles
- Demonstrate knowledge of major historical events and their significance

ACADEMIC SERVICE LEARNING (fulfilling class objectives 2 and 7)

10% of grade

Prepare in small groups a 15 minute presentation aimed at third graders. The lesson must highlight various diverse groups in local California History including: the Chumash, the Spanish, Basques, Norwegians, Chinese and African Americans. The students will be delivered a prompt for an essay and a manila envelope to place the essays and pictures in. There will be a pre and post evaluation.

OBJECTIVES: Organize and collaborate on a standards based lesson:

Present a 15-20 minutes lesson to third graders
Interact in a classroom
Evaluate a summative assessment for third grade
*****TURN IN A COPY OF THE LESSON PLAN**

Presentation is DUE by March 30. See dates below.

January 18	Hand out syllabus to History 345 outlining student role in service learning
February	Outreach to schools, students plan collaborative lesson plan
March 2	Students visit school and make presentations, collect student Responses by March 30

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

3.2 Students describe the American Indian nations in their local region long ago and in the recent past.

1. Describe national identities, religious beliefs, customs, and various folklore traditions.
2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
4. Discuss the interaction of new settlers with the already established Indians of the region.

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.