

HIUS 114A. California History 1542–1850

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. +

Tu Th 3:30-4:50pm in CSB 004
Spring Quarter 2024

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Office Hours: Tuesday 1:00-3:00pm in RWAC 920

YOU WILL LEARN ABOUT:

- Indigenous Peoples who have lived in California for thousands of years
- Spanish, Russian, Mexican and United States colonization and state-building projects
- Economies and labor regimes from ranching to mining and their ecological impact
- How this era in California's history has been remembered and mythologized

YOU WILL ALSO LEARN HOW TO:

- Ask historical questions and think like a historian
- Efficiently and strategically read and identify major arguments in articles and books
- Analyze primary sources (documents created in the past) to use as historical evidence
- Research and contextualize primary sources to gain a richer understanding of past events

ASSESSMENT

Participation and Engagement: 40%

Midterm Essay: 25%

Final Essay: 35%

Participation and Engagement (40%):

- Attend, engage, and participate in class in person. I'll use polls, Q&A, and other in-class prompts to record your attendance and participation. *You do not need to purchase an iClicker.* We will be using the free tool [Slido](#).
- ***Please come to class ready to participate in discussions of course readings, ideally with readings ready on your laptop, tablet, or as printed copies. We will spend a significant amount of class time close reading and discussing primary sources.***
- You can also earn participation by attending my office hours, emailing me about course content, chatting with me before or after class, or otherwise showing your active engagement and what you're learning.

Extra Credit:

Extra credit opportunities may be provided. Stay tuned!

LATE & MISSED WORK POLICY

- You can skip **TWO days of class**, no questions asked. These can be taken during the same week or spread out. You don't need to ask permission or let me know that you're taking them. I will automatically drop these from your final grades at the end of the semester. If you miss more than this, you will lose points.
- You can have an automatic **48-hour extension** for the midterm and final essays. You do not need to explain why you need them or ask permission. Simply submit within the first 48 hours after the assignment is due. If you need more time, please **contact me** before the end of the 48 hours, and we will work out a plan based on your individual situation. *Work submitted after 48 hours without any communication with me will lose points.*

CODE OF CONDUCT

This course discusses violence, sexual violence, colonialism, genocide, and racism. These are important topics to confront, and it is equally important that we do so in a safe, respectful, and empathetic atmosphere. Please be gentle with yourself and with one another. Reach out to me any time with any concerns, thoughts, or reflections.

MATERIALS AND COMMUNICATION

- No book purchases are required—everything is available through Canvas.
- Have your phone, tablet, or laptop ready to participate in class activities and use [Slido](#).
- During the week, I respond to emails within 24 hours. Emails sent after 5pm Friday will receive a response by 10am Monday.

ACADEMIC INTEGRITY POLICY

Plagiarism is using the thoughts, ideas, and/or words of other people without giving them credit. Very simply, you must put quotation marks around every sequence of two or more words that are not yours, and you must give credit through citations that identify *exactly who and where* those thoughts came from. All work in this class is to be completed on your own.

Representing the work of ChatGPT or other Generative Artificial Intelligence (GenAI) tools *as your original work* in this course is explicitly prohibited. You are welcome to ask historical questions to GenAI tools or use them as a part of your research process, but you may not use those words as your own. If you choose to use these tools, I will also expect you to reflect on and critique their use as well as use other research strategies.

If you are worried about plagiarism because you are unsure of how and what to cite properly, please reach out to me *before the assignment is due*. If you are considering plagiarism or the use of GenAI Tools because you don't feel you have the guidance, time, or confidence needed to

articulate your own thoughts, please reach out to me *before the assignment is due*. I will help you with these issues and help you avoid these serious consequences. I will report suspected academic integrity violations to the Academic Integrity Office. Consequences may include failing the course. [Read the full UCSD policy](#)

ACCESSIBILITY & UNIVERSAL LEARNING

This class is committed to accessible and inclusive learning for every student. Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter (paper or electronic) issued by the [Office for Students with Disabilities](#). Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department *in advance* of any exams or assignments.

This class will be podcasted (sound) and slides will be posted after lectures. This is for accessibility and for your reference, not as a substitute for attending class.

HOW TO SUCCEED IN THIS COURSE

- **Stay engaged:** Come to class, keep up with weekly readings.
- **Ask for help:** Please ask for help early and often with anything that you're struggling with, via email, before or after lecture, or in office hours. I am here to help you learn!
- **Put in the time:** Doing well in a history class is not a natural ability, but a set of skills built over time. Be patient with yourself, and trust that if you devote time to working on these skills, you will improve.
- **Take care of yourself:** You will do your best work in class if you are sleeping well, eating well, and taking breaks. Your health is the most important thing. **If you are feeling ill, please do not come to class.** You will not be penalized for being sick. Just let me know. Extensions and skips are designed for you to use them!

WEEK ONE: DEEP HISTORIES OF INDIGENOUS CALIFORNIA

Tu April 2: Welcome and Course Introduction

Th April 4: Indigenous California

Reading:

- Kat Anderson, *Tending the Wild: Native American Knowledge and the Management of California's Natural Resources* (2005) (Chapters 1 & 4, pp 13-40; 125-155)

WEEK TWO: CALIFORNIA'S WIDER WORLD

Tu April 9: Indigenous Connections

Th April 11: Early European Explorers

Reading:

- Natale Zappia, *Traders and Raiders: The Indigenous World of the Colorado Basin, 1540-1859*, UNC Press, 2014, (Intro & Ch 1, pp 1-52)

- “Official Account of the Rodriguez Cabrillo Expedition,” *Lands of Promise and Despair* (pp 33-37)

WEEK THREE: SPANISH MISSION COLONIZATION

Tu April 16: Missions and Ecological Transformation

Th April 18: Indigenous Life in the Missions

Reading:

- Lisbeth Haas, “The Politics of the Image,” in *Saints and Citizens* (pp 83-115)
- Pablo Tac, “Conversion of the San Luiseños of Alta California,” in Lisbeth Haas, *Pablo Tac, Indigenous Scholar: Writings on Luiseño Language and Colonial History, c. 1840*, 2011

WEEK FOUR: REVOLTS AND REBELLIONS

Tu April 23: Life Beyond and Against the Missions

Th April 25: *No class, work on your midterm essay!*

Reading:

- Deborah Miranda, “The End of the World: Missionization,” in *Bad Indians: A Tribal Memoir* (2016) (pp 18-45)

WEEK FIVE: RUSSIA AND THE PACIFIC ECONOMY

Tu April 30: California in the Pacific Economy

Th May 2: Russian California

MIDTERM ESSAY DUE Monday, April 29 at 9pm

Reading:

- *Statement of my captivity among the Californians* by Vassili Petrovitch Tarakanoff ; written down by Ivan Shishkin, & translated from the Russian by Ivan Petroff, with notes by Arthur Woodward, Los Angeles : Glen Dawson; 1953
- “Kashaya Accounts of Life at Fort Ross,” in *So Far From Home: Russians in Early California* (2012), pp 197-209

WEEK SIX: MEXICAN CALIFORNIA

Tu May 7: Mexican Liberalism and Indigenous Peoples

Th May 9: Visions of Mexican Alta California

Read:

- Lisbeth Haas, “All of the Horses are in the Possession of the Indians,” *Saints and Citizens* (pp 116-139)
- Enrique Virmond, “Report on Alta California,” (1826), *Lands of Promise and Despair* (350-354)

WEEK SEVEN: SECULARIZATION AND WAR

Tu May 14: Native American Mission Secularization

Th May 16: The Bear Flag Republic and the Mexican-American War

Reading:

- José Antonio Anzar (1835), “Life in a Secularized Mission,” *Lands of Promise and Despair* (397-400)
- “Narrative of Mrs. Rosalia Leese, Who Witnessed the Hoisting of the Bear Flag in Sonoma on the 14th of June, 1846,” in *Testimonios* (2006), pp 17-29

WEEK EIGHT: U.S. CALIFORNIA

Tu May 21: U.S. Conquest and California Statehood

Th May 23: The Garra Revolt

Reading:

- Act for the Government and Protection of Indians (1850)
- Search [California Digital Newspaper Collection](#) for an article on Antonio Garra

WEEK NINE: GOLD AND GENOCIDE

Tu May 28: Gold Rush Economy and Demography

Th May 30: California Indian Genocide

Reading:

- Louise Ameila Knapp Smith Clapp, Letter the Fifteenth, in “Shirley Letters from the California Mines”
- Susan Lee Johnson, Ch 2 “Domestic Life in the Diggings,” *Roaring Camp: The Social World of the California Gold Rush* (2000), pp 99-139

WEEK TEN: MYTH, MEMORY, AND THE PRESENT

Tu June 4: Mission Mythologies

Th June 6: Early California Legacies in the Present

Reading:

- Helen Hunt Jackson, *Ramona* (1884) (pp 1-63, Chapter 1-5)

FINAL ESSAY DUE: Thursday, June 13 @ 9pm