

Bakersfield College  
**Course Outline of Record Report**  
 10/06/2022

## HISTB98NC : Landmarks in California History

### General Information

<b>Author:</b>	<ul style="list-style-type: none"> <li>• Oliver Rosales</li> <li>• McCrow, Richard</li> <li>• Stratton, Jason</li> <li>• Moseley, William</li> <li>• Garcia, Olivia</li> </ul>
<b>Course Code (CB01) :</b>	HISTB98NC
<b>Course Title (CB02) :</b>	Landmarks in California History
<b>Department:</b>	History
<b>Proposal Start:</b>	Fall 2022
<b>TOP Code (CB03) :</b>	No value
<b>CIP Code:</b>	(32.0108) Developmental/Remedial English.
<b>SAM Code (CB09) :</b>	Non-Occupational
<b>Distance Education Approved:</b>	No
<b>Course Control Number (CB00) :</b>	No value
<b>Curriculum Committee Approval Date:</b>	Pending
<b>Board of Trustees Approval Date:</b>	Pending
<b>External Review Approval Date:</b>	Pending
<b>Course Description:</b>	<p>This course introduces students to local historic landmark sites in the southern San Joaquin Valley associated with the leadership of Cesar Chavez and the California farm worker movement. The course includes an introduction to the diversity of California's farmworker populations within the region since the early 20th century. Special focus is given to the leadership of Cesar Chavez, as well as histories of local landmark sites related to California's agricultural labor history. The course is designed to accelerate student learning through public history and lessons in historic leadership and civic engagement.</p>
<b>Submission Rationale:</b>	<p>New Course          Improvement to Program of Study</p> <p>This course is intended to be a pilot course at the request of Chancellor Christian and is to be offered, pending approval, for the winter intercession period, ideally, as a pilot for future growth potential in 2023. Ideally the course will be marketed initially to dual enrollment students in Delano with other future possibilities for community enrollment as well.</p>
<b>Author:</b>	No value

### Minimum Qualifications

<b>Discipline requiring a Master's Degree:</b>	<ul style="list-style-type: none"> <li>• Chicano Studies</li> <li>• Ethnic Studies</li> <li>• History</li> <li>• Peace Studies</li> </ul>
<b>Disciplines in which a Master's Degree is not usually available:</b>	No value

Disciplines in which a Master's Degree is not generally available BUT which requires a specific Bachelor's or Associate Degree: No value

### Course Development Options

**Basic Skill Status (CB08)**

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

**Rationale For Credit By Exam/Challenge**

No value

In-Service Course (required by California Penal Code)

**Course Special Class Status (CB13)**

Course is not a special class.

**Allowed Number of Retakes**

99

**Retake Policy Description**

This is a noncredit course. Student can re-enroll as many times as necessary to achieve satisfactory progress.

**Course Support Course Status (CB26)**

Course is not a support course

**Grade Options**

- Noncredit Grading (P/SP/NP, UG)

**Course Prior To College Level (CB21)**

No value

Allow Students To Audit Course

### Associated Programs

Course is part of a program (CB24)

**Associated Program**

**Award Type**

**Active**

César E. Chávez Leadership Certificate of Completion (In Development)

Certificate of Completion (NC)

Fall 2022

### Transferability & Gen. Ed. Options

**Course General Education Status (CB25)**

Y

**Transferability (CB05)**

Not transferable

**Transferability Status**

Not transferable

### Units and Hours

**Summary**

**Minimum Credit Units (CB07)** 0

**Maximum Credit Units (CB06)** 0

<b>Total Course In-Class (Contact) Hours</b>	9
<b>Total Course Out-of-Class Hours</b>	18
<b>Total Student Learning Hours</b>	27

**Credit / Non-Credit Options**

**Course Credit Status (CB04)**

Non-Credit

**Course Non Credit Category (CB22)**

Workforce Preparation.

**Non-Credit Characteristic**

Learning Assistance

**Course Classification Code (CB11)**

Workforce Preparation Enhanced Funding.

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education

Status (CB10)

Variable Credit Course

**Weekly Student Hours**

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	0.5	1
Laboratory Hours	0	0
Activity Hours	0	0

**Course Student Hours**

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	9
Laboratory	0
Activity	0
<b>Total</b>	9
<b>Course Out-of-Class Hours</b>	
Lecture	18
Laboratory	0
Activity	0
<b>Total</b>	18

**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

**Pre-requisites, Co-requisites, Anti-requisites and Advisories**

No Value

## Limitations on Enrollment

Limitations on Enrollment

Description

No value

No value

## Specifications

### Methods of Instruction

Methods of Instruction

Lecture

Rationale

Pre-recorded short accessible lectures related to course module topics will be posted in CANVAS

Methods of Instruction

Required Reading

Rationale

Students will be assigned a variety of OER and open access readings related to modular content and specific site visits associated with California historical landmarks

Methods of Instruction

Lecture / Discussion

Rationale

Discussion assignments using CANVAS will accompany each learning module

### Assignments

Sample Module Discussion Assignment:

In this discussion activity, share three passages from the modular reading related to Allensworth. Specifically, share three passages that you find insightful regarding the history of the racial settlement of African Americans in Allensworth, California. Explain briefly, in your own words, in 3-5 sentences per passage, why you found the passage from the reading insightful regarding the black experience in this part of rural California?

Sample Reflection Assignment:

In a 3-5 minute video using CANVAS studio, answer the following questions in a video narrative using historical imagery from class resources as background related to your video submission. 1) Which California landmarks presented in this course did you learn the most about and why? Which historical landmark are you most interested in visiting and why? In what ways did the historical background of the landmark sites discussed in this course shed light on the place that you live or your surrounding community?

Methods of Evaluation

Rationale

Other

Modular discussion and reflection activities

### Equipment

Access to computer or mobile device

### Textbooks

Author	Title	Publisher	Date	ISBN
John Dunne	Delano: The Story of the California Grape Strike	University of California Press	2007	9780520254336
Marco E. Lopez Quezada	My March With Cesar	Prickly Pear Publishing	2021	978-1-889568-01-0

### Other Instructional Materials

**Description** El Plan de Delano (ca. 1965-66)  
**Author** Luis Valdez  
**Citation** [https://chavez.cde.ca.gov/modelcurriculum/teachers/Lessons/Resources/Documents/plan\\_of\\_delano.pdf](https://chavez.cde.ca.gov/modelcurriculum/teachers/Lessons/Resources/Documents/plan_of_delano.pdf)

**Description** Interview with Leroy Chatfield (1963-1973)  
**Author** LeRoy Chatfield  
**Citation** [https://libraries.ucsd.edu/farmworkermovement/essays/essays/008%20Chatfield\\_LeRoy.pdf](https://libraries.ucsd.edu/farmworkermovement/essays/essays/008%20Chatfield_LeRoy.pdf)

**Description** Interview with Andrew Imutan (1965-1974)  
**Author** Andrew Imutan  
**Citation** [https://libraries.ucsd.edu/farmworkermovement/essays/essays/015%20Imutan\\_Andrew.pdf](https://libraries.ucsd.edu/farmworkermovement/essays/essays/015%20Imutan_Andrew.pdf)

**Description** Essays by UFW Volunteers (1960s)  
**Author** Various  
**Citation** <https://libraries.ucsd.edu/farmworkermovement/essay/essays-by-author/>

**Description** Cesar Chavez Papers  
**Author** Various  
**Citation** <http://libraries.ucsd.edu/farmworkermovement/documents/#ChavezPapers>

**Description** Revolution in the Fields Virtual Tour Exhibit  
**Author** Smithsonian Museum  
**Citation** <https://omnisightinc.com/virtual-tours/bakersfield-college/dolores-huerta-exhibit-virtual-tour/>

### Materials Fee

None

## Learning Outcomes and Objectives

### Course Objectives

1. Upon successful completion, the student will be able to demonstrate and gain an appreciation for leadership principles demonstrated through the history of California's farm labor movement.
2. Upon successful completion, the student will gain knowledge of the multicultural history of farm labor in the San Joaquin Valley.
3. Upon successful completion, the student will be able to develop and accelerate historical thinking and understanding of the connection between the past and present.

### CSLOs

1. Upon successful completion of the course, the student will be able to analyze the leadership principles demonstrated by California's farm labor history. Expected SLO Performance: 0.0
2. Upon successful completion of the course, the student will be able to demonstrate an understanding of the connection between historical struggles for equality and contemporary issues of leadership. Expected SLO Performance: 0.0
3. Upon successful completion of the course, the student will be able to analyze the contributions of leaders memorialized at local historic landmarks, museums, and other cultural heritage resources. Expected SLO Performance: 0.0

## Outline

### Course Outline

#### **Module 1: Introduction to California agricultural labor history (1870-1960) (3 hrs)**

Rise of Agribusiness in California, 1870-1920

California's Multiracial and diverse agricultural labor force, 1870-1930s

Farm workers and American labor law, 1890-1930s

Labor organizing, strikes, and efforts to improve the lives of farm workers, 1900-1960

Reading: Excerpts from Carey McWilliams, *Factories in the Field* (1939); Walter Goldschmidt, *As You Sow: Three Studies in the Social Consequences of Agribusiness*; Devra Weber, Darm Sweat, *White Gold: California Farm Workers, Cotton, and the New Deal*; David Iglar, *Industrial Cowboys: Miller & Lux and the Transformation of the American Far West, 1850-1920*

#### **Module 2: Farm Labor History in the Southern San Joaquin Valley (3 hrs)**

African American migration and agricultural labor (1880-1960s)

Filipino Americans and the "Delano manongs"

Okie Migrations & the Dust Bowl Era

Braceros

Reading: Excerpt from Lynn Hudson, *West of Jim Crow: The Fight Against California's Color Line*; Gabriel Thompson, *America's Social Arsonist: Fred Ross and Grassroots Organizing in the Twentieth Century*;

Film: *Delano Manongs* (PBS); "Bakersfield Sound," from *Country Music* (PBS)

**Module 3: Farm Worker Movement in California's Central Valley (3 hrs)**

National Farm Workers Association  
 Agricultural Workers Organization Committee  
 United Farm Workers  
 Women in the movement  
 Forty Acres, Filipino Hall, and other Delano historic landmarks  
 La Paz (Keene, CA)

Reading: Excerpts from John Dunne, *Delano: The Story of the California Grape Strike*

**Distance and Correspondence Education Criteria and Standards - Effective Spring 2022**

Please choose all of the delivery methods applicable to this course.

- Face to Face
- Hybrid (requires face to face meetings)
- Online (Flexible, purely online no face to face contact)
- Interactive (Scheduled, synchronous distance modality)

**Rigor statement:** The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses in regard to the course quality judgments made pursuant to the requirements of Section 55002. The same expectations applies to any local course quality determination or review process.

- Methods of evaluation and out of class assignments are the same as for a face to face course.

If the methods of evaluation differ from a face to face courses, please indicate what the differences are and why they are being used.

No Value

If the face to face course has a lab, field trip, or site visit explain how these components will be performed in the online course. Be sure to identify how the lab component will differ from a homework assignment.

No Value

All approved courses offered as distance education shall include regular, effective contact between instructor and students. Effective methods are expected to be utilized by all instructors teaching the course but are not limited to the choices below. Choose the methods demonstrating effective INSTRUCTOR/STUDENT contact for this course. (Choose all that apply)

- Discussion Forum
- Email and other online Messaging
- Face to face meetings (group or individual)
- Other Activities
- Virtual Field trip / Scavenger Hunt

All approved courses offered as distance education shall include regular, effective contact between instructor and students. Effective methods are expected to be utilized by all instructors teaching the course but are not limited to the choices below. Choose the methods demonstrating effective STUDENT/STUDENT contact for this course. (Choose all that apply)

- Discussion Forum

- Email other online messaging
- Online Group Work
- Interactive Video
- Other Activities
- Virtual Field trip / Scavenger Hunt

All approved courses offered as distance education shall include regular, effective contact between instructor and students. Effective methods are expected to be utilized by all instructors teaching the course but are not limited to the choices below. Choose the methods demonstrating effective STUDENT/CONTENT contact for this course. (Choose all that apply)

- Discussion Forum
- Email and other online messaging
- Virtual Field trip / Scavenger Hunt
- Archived Video / Recorded Lectures

Purely because of the delivery mode, will you require additional software or hardware beyond basic computer and web browser capabilities?

No

Federal and state regulations require that all online course materials be made available in an accessible electronic format. By checking both boxes below, the instructor is ensuring compliance with Section 508 of the Rehabilitation Act.

- Instructor will ensure the course is 508 compliant using the Course Management System and other tools as needed.
- Instructor will ensure textbook and any other courses materials are 508 compliant.

A good practice is that section size should be no greater in distance education modes than in regular face to face versions of the course. Will the online section for this course differ from face to face sections?

- No

If the online section of the course will differ in size from face to face sections, please provide a rationale for the size difference.

No Value

Provide supplemental information for all OTHER options chosen in the sections above.

No Value

Is this course being submitted for Correspondence Education approval?

- No