

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

HISTB99NC : Landmarks in California History Site Visits

General Information

Author:	<ul style="list-style-type: none"> • Oliver Rosales • Stratton, Jason • Moseley, William • McCrow, Richard • Garcia, Olivia
Course Code (CB01) :	HISTB99NC
Course Title (CB02) :	Landmarks in California History Site Visits
Department:	History
Proposal Start:	Fall 2022
TOP Code (CB03) :	No value
CIP Code:	(32.0108) Developmental/Remedial English.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	Pending
Course Description:	This course introduces students to local historic landmark sites in the southern San Joaquin Valley associated with the historic leadership of Cesar Chavez and the farm worker movement. A historical overview of the landmark sites prepares students for engaging on-site visits to historical landmarks in California history related to the leadership of Cesar Chavez and the farm worker movement. Field trips may be required.
Submission Rationale:	<p>New Course</p> <p>This is a for a NC course sequence at the request of Chancellor Christian, which she wishes to be offered as a winter pilot in 2022-23, targeting our Delano dual enrollment students with the possibility of future expansion.</p>
Author:	No value

Minimum Qualifications

Discipline requiring a Master's Degree:	<ul style="list-style-type: none"> • Chicano Studies • Ethnic Studies • History • Peace Studies
Disciplines in which a Master's Degree is not usually available:	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

Total Course In-Class (Contact Hours) 9

Total Course Out-of-Class Hours 18

Total Student Learning Hours 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

Course Student Hours

	In Class	Out of Class
Lecture Hours	0.5	1
Laboratory Hours	0	0
Activity Hours	0	0

Course Duration (Weeks) 18

Hours per unit divisor 54

Course In-Class (Contact) Hours

Lecture	9
Laboratory	0
Activity	0
Total	9

Course Out-of-Class Hours

Lecture	18
Laboratory	0
Activity	0
Total	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	Field Trip
Rationale	Attend historical landmark site visits associated with César Chávez and California's farm worker movement and history, including the National Chavez Center in Keene, California, and other landmark sites in located in the southern San Joaquin Valley.
Methods of Instruction	Discussion
Rationale	No value
Methods of Instruction	Lecture
Rationale	No value
Methods of Instruction	Guest Speakers
Rationale	No value
Methods of Instruction	Audiovisual Presentations
Rationale	No value
Methods of Instruction	Required Reading
Rationale	No value

Assignments

Sample Assignment: Using CANVAS studio, create a 3-5 minute narrative reflection about your experience visiting local historical landmarks related to California farm labor history. Using photographs or digital images related to each site, create a narrative reflection considering the following questions: 1) What did you enjoy most about the site visits? 2) What did you learn from the public history displays about California farm labor at each site? 3) What questions do you have that remain unanswered about the history of the subjects presented at each site? What more could you research or want to know about each landmark site? 4) Do you think that more people in your local community should know about and visit these historical

landmarks, why or why not?

Methods of Evaluation

Rationale

Other

Attend and engage historic landmark site visits

Other

Complete summary reflections on site visit experience

Equipment

No Value

Textbooks

Author

Title

Publisher

Date

ISBN

No Value

No Value

No Value

No Value

No Value

Other Instructional Materials

Description

Cesar Chavez Special Resource Study

Author

National Parks Service

Citation

<https://parkplanning.nps.gov/document.cfm?documentID=55866>

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 local historic landmarks that highlight the significance and diversity of California's farm labor history.

2. Upon successful completion, the student will be able to examine and understand the role of historic leadership through engagement with local, state, and federal landmarks, museums, and cultural heritage resources.

3. Upon successful completion, the student will be able to develop and accelerate historical thinking and understanding of the connection between the past and contemporary places that includes local, state, and federal historic landmarks, museums, and other cultural heritage resources.

CSLOs

1. Upon successful completion of the course, the student will be able to analyze the role of local historic landmarks related to California farm labor history. Expected SLO Performance: 70.0
2. Upon successful completion, the student will be able to apply experiential learning through site visits to historical landmarks associated with the leadership of California's farm labor movement history. Expected SLO Performance: 70.0
3. Upon successful completion, the student will be able to develop and accelerate historical thinking and understanding of the connection between the past and contemporary places that includes local, state, and federal historic landmarks, museums, and other cultural heritage resources. Expected SLO Performance: 70.0

Outline**Course Outline****History Landmark Site Visits in California's San Joaquin Valley**

1. National Chavez Center @ La Paz (Keene, California) (3 hrs)

- A. Founding of La Paz
- B. Retreat, Growth, Community Building
- C. Public History Displays
- D. Functions of La Paz
- E. Photographing the movement

Reading: Excerpts from Cesar Chavez Special Resource Study (<https://parkplanning.nps.gov/document.cfm?documentID=55866>)

2. Greater Delano Area Historical Landmarks (3 hrs)

- A. Forty Acres
- B. Agbayani Village
- C. Filipino Hall
- D. Our Lady of Guadalupe Church,
- E. Delano Cemetery (Larry Itliong grave site)
- F. Murals in Delano (Arts and remembering history)

Reading: *El Plan de Delano* (The Plan of Delano, ca. 1966); Excerpts from Cesar Chavez Special Resource Study (<https://parkplanning.nps.gov/document.cfm?documentID=55866>)

3. Allensworth State Park, Allensworth, California (1.5 hrs)

- A. Black migration & the American Far West
- B. Tuskegee West
- C. Building community
- D. Challenges to growth
- E. Enduring Legacies

Reading: Excerpts from Cesar Chavez Special Resource Study (<https://parkplanning.nps.gov/document.cfm?documentID=55866>)

4. Sunset Labor Camp, Weedpatch (1.5 hrs)

- A. Okie Migration
- B. Dust Bowl
- C. Okie culture & identity
- D. Migrant Lives
- E. Enduring Legacies

Reading: Excerpts from Cesar Chavez Special Resource Study (<https://parkplanning.nps.gov/document.cfm?documentID=55866>)

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)

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.

Virtual tours related to the site visits, using primary source historical photographs and available virtual tours, will be made available as an option for students unable to participate in physical site visits.

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)
- Class Announcements
- 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
- Interactive Applications / Software
- 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
- 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