

SOLUTIONS MANUAL



living democracy

SECOND EDITION
BRIEF EDITION



DANIEL SHEA
JOANNE ORSHAN
CHRISTOPHER SMITH

CALIFORNIA CHAPTER NINETEEN

CALIFORNIA: HISTORICAL PERSPECTIVE

CHAPTER OVERVIEW

California's geography and climate played a key role in the state's development. Blessed with a temperate climate, productive coastlines, and extensive mineral wealth, California tempted immigrants in search of a better life to brave the treacherous journey.

California has been inhabited by Native Americans for more than 6,000 years. The arrival of Spanish settlers in the early 1700s, and the establishment of the mission system, had profoundly negative consequences for the indigenous peoples of California.

Mexico formally ruled California from 1822 until annexation by the United States in 1848. However, the Mexican government was unable to effectively control California, and *Californios* were generally left to rule themselves. The discovery of gold at Sutter's Mill in 1848 sparked a wave of immigration toward California and spurred the movement toward statehood. Completion of the transcontinental railroad in 1860 dramatically cut transit times between California and the rest of the United States, further fueling its economic development and encouraging immigration to the young state. At the same time, the railroad also led to the consolidation of political and economic power among the leading businessmen of the state. Reaction to the expanding powers of business interests led to the 1879 Constitutional Convention to revise the state's constitution. Similar concerns expressed during the Progressive era led to California's system of direct democracy.

The twentieth century witnessed the continuation of California's rapid economic growth. Increases in agricultural productivity, the discovery of large petroleum reserves, and the importance of California in the national defense industries helped fuel the state's economic boom throughout the first half of the twentieth century. Nevertheless, California faces considerable challenges in the contemporary era, including globalization, access to water and electricity, increasing poverty, limited educational funding, and growing budget deficits.

LEARNING OUTCOMES

- 19.1 What role has California's geography and climate played in the state's development?
- 19.2 What impact did immigration and Spanish and American settlement have on the native Californians?
- 19.3 What was the mission system? How did it function? And what impact did it have on the native Californians?
- 19.4 What was the Gold Rush and how did it affect California's statehood?
- 19.5 Who were the "Big Four" and what role did they play in California's development?
- 19.6 How did the Progressive era and the California Constitutional Convention affect California politics?
- 19.7 How did the transcontinental railroad affect California's integration into the United States?
- 19.8 What was the impact of World War II and the Cold War on California's development?
- 19.9 How does Proposition 13 influence California's contemporary budget crisis?
- 19.10 What are the major challenges facing California today?

Lecture Resources

Prologue and Introduction: How much of the past can be found in the present?

Lecture Notes: Despite a great deal of past successes in eliminating discriminatory practices in California, racial and ethnic tensions have been rising in recent years. Distrust between African Americans, Latinos and Asians has led to self-imposed segregation and in some cases violence in Los Angeles high schools. As the state becomes more diverse we must question whether these tensions can be diffused

Learning Outcomes: 19.10

I. Natural Characteristics and Native Californians

Lecture Notes: California's climate and geography have profoundly influenced the state's development.

A. A Lure and a Challenge: California's Land and Climate

Lecture Notes: California's coastline was one of the state's greatest attractions to early settlers. Northern California's coast offered a moderate climate and a wide array of edible fish and shellfish. Inland coastal valleys provided ample water, fertile soil, and plentiful timber. California also boasts considerable natural resources. The California Gold Rush began following the discovery of gold at Sutter's Mill in 1848. The discovery of other useful natural resources followed, including oil, chromium, tungsten, platinum, and mercury. The Sierra Nevada mountain range made migration to California challenging and most Spanish missions were established along the lowlands of Southern California because the areas approaching the Sierra Nevada range were unsuitable for agriculture.

Learning Outcome: 19.1

**Discussion Topics,
Activities,
and Assignments**

**Simulations and Internet
Activities**

Discussion: Have students discuss their own experiences with racial or ethnic intolerance? Why did it occur? What can be done to improve race relations in California?

Internet Activity: Watch the streaming video story from the *NewsHour* with Jim Lehrer on PBS Online (http://www.pbs.org/newshour/bb/business/jan-june04/immigration_reform_02-04.html). Ask students to outline the pros and cons of immigration and proposed immigration reforms.

Essay Question: Ask students to write an essay on the relationship between geography and politics, considering how the state's long coastline shaped the settlement patterns of the native Californians and Spanish colonists and how it continues to affect settlement today.

Critical Thinking Activity: Locate on a map the major population centers in California. Contrast those centers with the major centers of population in 1880. What changes do you notice? What factors might account for those changes?

Lecture Resources

B. Native American Settlement

Lecture Notes: Before the arrival of European settlers, as many as 300,000 Native Americans lived in California. The Native American population was very diverse, speaking approximately 135 different languages and living in small groups based on extended families or clans.

Learning Outcome: 19.2

Suggestion: Discuss the idea of tribal sovereignty and the relationship between native Californians and the state and federal government today.

C. Spanish Exploration and Settlement

Lecture Notes: Spanish colonization of California began in the sixteenth century. In 1519, Hernan Cortes landed at Vera Cruz, Mexico, and claimed the region for Spain. Juan Rodriguez Cabrillo discovered San Diego in 1542, marking the beginning of the expansion of the boundaries of New Spain northward. The first Spanish colony and Franciscan mission was established by Father Junipero Sera at San Diego in 1769.

Learning Outcome: 19.2

Illustrations: Table 19.1- Important Events in California History

	<p style="text-align: center;">Discussion Topics, Activities, and Assignments</p>	<p style="text-align: center;">Simulations and Internet Activities</p>
	<p>Class Activity: Define and discuss the concept of tribal sovereignty. What is tribal sovereignty and how do we see it expressed in California politics today?</p>	
		<p>Internet Activity: Visit the Four Directions Web site at http://www.fourdir.com/california_indians_index.htm. The site provides a brief overview of the history and populations of various California native peoples. Review the population estimates for the various tribes and consider the impact of Spanish colonization and Mexican and American annexation of California on the indigenous peoples of California.</p>

Lecture Resources

D. The Mission System

Lecture Notes: The mission system was the central mechanism for extending Spanish control over California. Missions consisted of three central institutions: the mission, which provided religious activities and attempted to convert Native Americans to Christianity; the pueblo, which acted as a center of trade and civilization; and the presidio, or military outpost. The use of the mission system made Spanish colonization of California increasingly profitable, but profitability was heavily dependent on the exploitation of native Californians.

Web Resources: The California Museum of Photography at the University of California at Riverside maintains a permanent collection dedicated to the California missions: <http://www.cmp.ucr.edu/collections/permanent/projects/survey/missions/default.html>. The California Mission Studies Association also maintains an excellent Web site: <http://www.ca-missions.org/>.

II. Mexican Control Yields to U.S. Annexation

Lecture Notes: Spain's preoccupation with European affairs led to formal control over California being transferred from Spain to Mexico in 1822. But Mexico had difficulty exerting control over California, and political instability made it difficult for Mexican governors to control the territory. The *Californios* had a strong sense of autonomy and independence from Mexico, and many *Californios* felt closer ties to the United States than to Mexico. Further, trade with and immigration from the United States led to close ties between the two. Manifest Destiny was a key doctrine of U.S. policy in the nineteenth century. John Fremont, son-in-law to Manifest Destiny advocate Senator Thomas Hart Benton, led two U.S. Army expeditions to explore the Pacific Northwest by 1845. In the process, Fremont mobilized *Californios* to support U.S. annexation and led the Bear Flag Rebellion, a revolt against Mexican control of California in 1846. Signed in 1848, the Treaty of Guadalupe Hidalgo formally ended the Mexican-American War and transferred approximately 40 percent of Mexico's territory, including California, to the United States in return for \$15 million.

Learning Outcome: 19.4

	<p style="text-align: center;">Discussion Topics, Activities, and Assignments</p>	<p style="text-align: center;">Simulations and Internet Activities</p>
	<p>Essay Question: Describe the social order of the native Californians. Assess the impact of immigration and the mission system on the native Californians.</p>	
	<p>Critical Thinking Activity: Ask your class to speculate on what might have happened to the American experience if the <i>Californios</i> had supported Mexican control of California.</p>	<p>Internet Activity: The Bancroft Library at the University of California at Berkeley maintains an excellent online exhibit of documents and photographs dealing with California’s annexation and drive toward statehood. Visit the Web site at http://bancroft.berkeley.edu/Exhibits/Looking/index.html and write a short reaction paper about what you find there.</p> <p>Internet Activity: Read “Five Views: An Ethnic Historic Site Survey for California,” available on the National Parks Service Web site at http://www.cr.nps.gov/history/online_books/5views/5views5.htm. Consider how the Mexicans’ and native Californians’ perspective of the U.S. annexation of California differs from the history usually told in American history textbooks.</p>

Lecture Resources

A. The Gold Rush and Statehood for California

Lecture Notes: The California Gold Rush begins following the discovery of gold at Sutter's Mill in 1848. More than 100,000 people move to California following President James Polk's mention of the discovery in his State of the Union speech. The Gold Rush ended in the 1860s with the discovery of silver at the Comstock Lode in Nevada.

Learning Outcome: 19.4

Print Resource: H.W. Brands, *The Age of Gold: The California Gold Rush and the New American Dream* (Anchor, 2003).

B. Legacies of the Gold Rush

Lecture Notes: The California Gold Rush leaves many lasting impacts on the state. Mass migration and settlement from the Eastern United States fuels the drive for statehood. Immigration from abroad, particularly from China and South America, sets the stage for the state's diversity. Debates over statehood for California at the federal level are delayed until Kentucky Senator Henry Clay articulates a compromise under which California may enter the Union as a free state while strengthening fugitive slave laws.

Learning Outcome: 19.4

Print Resource: H.W. Brands, *The Age of Gold: The California Gold Rush and the New American Dream* (Anchor, 2003).

Web Resource: *The Sacramento Bee's* Gold Rush Sesquicentennial Web site provides a lively overview of the Gold Rush and its legacies at <http://www.calgoldrush.com/>.

**Discussion Topics,
Activities,
and Assignments**

**Simulations and Internet
Activities**

Essay Question: Trace the process of California's movement toward statehood, including the role of the *Californios*, the Gold Rush, and Manifest Destiny. What was the most important event in the drive toward statehood for California? Why?

Discussion Topic: Respond to the assertion that the only real beneficiaries of the California Gold Rush were the merchants. Consider the varying impact of the Gold Rush on women, native Californians, the *Californios*, workers, and merchants. Why would so many people risk their lives immigrating to California for such a long shot?

Internet Activity: Visit the Web site of the Oakland Museum of California's Untold Stories of the Gold Rush exhibit at <http://www.museumca.org/goldrush/>. In particular, explore the exhibits concerning the impact of the Gold Rush on California's native and immigrant populations. Then write a short reflection on your visit.

Lecture Resources

i. Territorial Government

Lecture Notes: General Bennett Riley organizes California's territorial government without federal approval. By the time Congress considers statehood for California in 1850, California already has a government in waiting, which includes a state constitution, legislature, and executive. The new government reflects a mixture of the state's heritage, incorporating elements from the Spanish and Mexican past.

Learning Outcome: 19.4

Print Resource: J.S. Holliday, *Rush for Riches: Gold Fever and the Making of California* (University of California Press, 1999).

III. Early Years of Statehood

Lecture Notes: Knowing the value of California to increasing America's economic growth and power, there was a great need for a transcontinental railroad to connect California to the rest of the country. Travel time from New York to San Francisco could be cut from two months (overland) or six weeks (ocean route through the Panama Canal) to one week via railroad.

Learning Outcomes: 19.5 and 19.7

Print Resource: Kevin Starr, *California and the American Dream, 1850–1915* (Oxford University Press, 2007).

	<p style="text-align: center;">Discussion Topics, Activities, and Assignments</p>	<p style="text-align: center;">Simulations and Internet Activities</p>
	<p>Discussion Topic: Article IX, Sec. 21 of the California Constitution of 1848 mandated that California would be a bilingual state, recognizing both English and Spanish as official languages. The removal of this provision during the state’s second constitutional convention was particularly controversial. Should California be a bilingual state? Why or why not?</p>	

Lecture Resources

A.. The Big Four

Lecture Notes: The founders of the Central Pacific Railroad Company, collectively referred to as the Big Four, virtually controlled the state's economy. Eventually, they would control all major forms of transportation in the state, the industries that used them, and the political institutions that depended on them. They used land grants obtained during the construction of the railroad to expand their wealth and also subsidized state newspapers allowing them to control public opinion as well.

Learning Outcomes: 19.5 and 19.7

Print Resource: Kevin Starr, *California and the American Dream, 1850–1915* (Oxford University Press, 2007).

B. Revolt against the Railroads: The Second California Constitution

Lecture Notes: Protests against the Big Four began to gain momentum with the electoral successes of Denis Kearney's Workingmen's Party. Many members of the state's working class resented the political and economic influence of the Big Four. Pressure to limit the power of the Big Four resulted in the Second California Constitutional Convention of 1877. The convention drafted California's second constitution, which included a number of measures to limit economic and political inequality in the state. In the end, the new constitution failed to affect the economic and political inequality in the state or to weaken the power of the railroad barons due in part to widespread government corruption.

Learning Outcomes: 19.6 and 19.7

Web Resources: The California constitution is available online at <http://www.leginfo.ca.gov/const-toc.html>. The U.S. Constitution, available online at <http://www.usconstitution.net/>, and the 1848 California constitution, available online at http://www.ss.ca.gov/archives/level3_const1849txt.html, make for interesting comparisons.

**Discussion Topics,
Activities,
and Assignments**

**Simulations and Internet
Activities**

Discussion Topic: Debates over the relationship between wealth and political authority were particularly prominent during the days of the railroad barons, who were able to wield considerable power in state politics. Yet such debates are not confined to California's history. Consider how the distribution of economic power in California has changed from the Gold Rush through the establishment of the transcontinental railroad. Do economic interests have too much power in the state today? Why or why not?

Essay Question: Compare and contrast California's first and second constitutions. Discuss the most significant differences and the factors that account for these differences.

Simulation: Divide the class into groups (Workingmen's Party, Big Four, the Grange) and role-play the Second Constitutional Convention. Specifically, ask them to consider the reforms and compromises necessary to write the new constitution. What does each group expect from the government? How do they expect the government to operate? Afterward, ask them to reflect on how they were able to reach consensus and what difficulties they encountered in reaching an agreement.

Lecture Resources

IV. The Twentieth Century: The Progressive Era and Rapid Economic Growth

Lecture Notes: Hiram Johnson embodied the Progressive movement's national agenda, which sought to limit corruption in government and restore democratic principles across the country. Numerous Progressive reforms were implemented including ballot initiatives and recalls during Johnson's leadership of the state from 1911–1916. While opposing corruption, Progressives also had a deep respect for free-market capitalism and other middle-class values which were often at odds with working-class interests.

Learning Outcome: 19.6

Print Resource: Kevin Starr, *Inventing the Dream: California through the Progressive Era* (Oxford University Press, 1986).

A. Rapid Economic Growth

Lecture Notes: Several large-scale water projects led to the growth of the agriculture industry in Southern California. California's economic growth continued to thrive with the discovery of oil (for the increasing automobile industry) in the 1920s and the motion picture industry locating its home in Hollywood. The arrival of the Great Depression led many Americans to migrate west to California for work as described in John Steinbeck's acclaimed novel *The Grapes of Wrath*.

Learning Outcome: 19.8

Cultural Resources

In the News: The damage caused to California's agricultural sector by the freeze of early 2007 highlights the continued importance of farming to the state's economy. Indeed, most students would probably be surprised to learn that agriculture is more than twice as large as the next largest sector of the state's economy.

**Discussion Topics,
Activities,
and Assignments**

**Simulations and Internet
Activities**

Essay Question: In many ways, Progressive reforms were a call for more equitable access to the mechanisms of political opportunity and power. Do all Californians have equal access to political officials and institutions today? What are the most important variables in explaining contemporary political inequality?

Discussion Topic: Discuss the reforms introduced by the Progressives in the context of contemporary debates over political reform. Why have Progressive reforms been so long lived?

Internet Activity: Read Hiram Johnson's inaugural address, delivered January 3, 1911: http://www.californiagovernors.ca.gov/h/documents/inaugural_23.html. Identify specific elements of the ideology outlined in the speech and link them to the policies and reforms he is credited with instituting.

Class Activity: Read John Steinbeck's *The Grapes of Wrath* or watch a film version of the book. Discuss the reasons for the Joad family's migration to California and consider the contemporary reasons for (legal and illegal) migration today.

Internet Activity: Research the composition of the state's economy online. Ask students to map California's most important economic activities by location and sector.

Lecture Resources

B. World War II: The Boom Years

Lecture Notes: During World War II, California became a major center for the defense industry, and military production fueled economic growth and immigration to the state. World War II also saw the adoption of Executive Order 9066, which resulted in the internment of Japanese Americans in California, and the Bracero Program, which allowed Mexicans temporary employment status in the United States to harvest crops.

Learning Outcome: 19.6

Cultural Resources

In the News: Executive Order 9066 resulted in the detention without trial of thousands of Japanese Americans. Discuss the historical debate over the tradeoff between liberty and security and the parallels between Executive Order 9066 and the contemporary detention of “enemy combatants” in the war on terror.

C. The Post-War Years: The Boom Continues

Lecture Notes: World War II led to a dramatic growth in population and economic activity in California and that period of rapid economic growth and settlement continued into the post-war years. This era also saw the creation of many of the state’s fine public colleges and universities but also the beginnings of issues with urban and rural poverty.

Learning Outcome: 19.8

	<p style="text-align: center;">Discussion Topics, Activities, and Assignments</p>	<p style="text-align: center;">Simulations and Internet Activities</p>
	<p>Debate: Executive Order 9066, which mandated the internment of Japanese Americans, is frequently cited as a low point in the history of the American system of civil liberties and the rule of law. Yet at the time, it was argued that interning Japanese Americans was necessary for the maintenance of national security in a time of war. Divide the class into groups and have them debate: (a) the constitutionality of the program; (b) the need for the United States government to make reparations to those who were imprisoned; or (c) the tradeoffs between civil liberties and national security in a time of war.</p>	<p>Internet Activity: Read the majority and dissenting opinions of the U.S. Supreme Court in <i>Korematsu v. United States</i> (1944) http://www.tourolaw.edu/patch/Korematsu/. What did the Court rule in the Korematsu case? On what basis? Do you agree with the decision? Why or why not?</p>
	<p>Discussion Topic: When did California’s “Golden Age” end? Why?</p>	

Lecture Resources

C. The Late Twentieth Century: Economic Decline

Lecture Notes: Since the 1970s, California has faced numerous challenges resulting from globalization and the increasing scarcity of resources. The end of the Cold War hurt the state's defense industry and the high tech sector now serves as a key industry in California's economic environment. Many industries have relocated away from the state.

Learning Outcome: 19.10

Cultural Resources

In the News: Free Trade Agreements have become particularly controversial in recent years. Yet proponents of FTAs maintain that the benefits far outweigh the costs. Discuss globalization in the context of NAFTA and other FTAs. Have the class debate the pros and cons of FTAs.

V. California in the New Millennium

Lecture Notes: In recent years, California has faced a number of environmental challenges, including limited rainfall, potential drought, and an energy crisis; possibly leading to the recall of Governor Gray Davis in 2003. California has also been struggling to deal with the implications of Proposition 13, which cut property taxes and severely limited funds available for education in the state. A large increase in the state's prison population since the 1980s has placed an additional strain on state resources. The immigration marches on May 1, 2006 by Mexican-Americans in California and across the nation can be traced back to the work of the La Raza Unida party which worked to achieve political representation and reform for Mexican-Americans in California and Texas in the 1970s. California's system of direct democracy has allowed voters to make policy directly in many areas, including establishing term limits for legislators, mandating life imprisonment for particular crimes, and limiting property taxes.

Learning Outcomes: 19.9 and 19.10

Print Resource: Kevin Starr, *Coast of Dreams: California on the Edge, 1990–2003* (Knopf, 2004).

	<p style="text-align: center;">Discussion Topics, Activities, and Assignments</p>	<p style="text-align: center;">Simulations and Internet Activities</p>
	<p>Discussion Topic: Has California benefited or suffered from globalization? Why?</p>	<p>Internet Activity: Visit the Web site of NAFTA at http://www.nafta-sec-alena.org and discover what the agreement does. Then visit the Web sites of some of the critics of NAFTA, such as Public Citizen (http://www.citizen.org/trade/nafta/), and explore their concerns.</p>
	<p>Class Activity: Locate a political cartoon dealing with a contemporary debate in California politics. Ask students to identify the message of the political cartoon and to consider how the message is delivered. Have them present their cartoons to the class.</p> <p>Critical Thinking Activity: Discuss the impact of globalization on California. Identify any parallels between contemporary debates over globalization and historical debates over the importation of Chinese railroad labor and Mexican agricultural labor in the nineteenth and twentieth centuries, respectively.</p>	

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