NATIONAL ENDOWMENT FOR THE
Humanities

DIVISION OF **EDUCATION PROGRAMS**

Narrative Section of a Successful Proposal

The attached document contains the narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful proposal may be crafted. Every successful proposal is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the program guidelines at http://www.neh.gov/grants/education/landmarks-american-history-and-culture-workshops-school-teachers for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: The Spanish and Mexican Influence on California, 1769–1884

Institution: California State University, Northridge

Project Director: Josh Sides

Grant Program: Landmarks of American History and Culture Workshops

Grant Program: Landmarks of American History and Culture: Workshops for School Teachers

CFDA Number: 45.163

Project Title: The Spanish and Mexican Influence on California: 1769-1884

Participants: Social Studies and History Teachers, Grades 6-12

Project Dates: Workshop 1: July 25-29, 2011; Workshop 2: August 1-5, 2011.

Project Director: Dr. Josh Sides, Whitsett Professor of California History and Director of the Center for Southern California Studies, California State University, Northridge.

Synopsis: While the United States history and social studies standards in most states recognize the importance of the Mexican-American War (1846-1848), too few of them emphasize the broader impact of Spaniards and Mexicans in the Southwest generally, and California in particular. And yet, the Spanish and Mexican influence on California has been profound, and it has deeply shaped the evolution of what became the American West. "The Spanish and Mexican Influence" workshop seeks to enrich teachers' understanding of the period between the establishment of the first Spanish mission in California in 1769 and the publication of the Ramona in 1884, a book that provided a popular – though historically inaccurate – account of the era that informed American understandings of the period for many subsequent generations. The History Department at California State University, Northridge seeks to substantively enhance the curriculum of social studies and history teachers (grades 6-12) throughout the United States by helping them develop an understanding of the Spanish and Mexican influence on California by focusing on 5 key themes illustrated by historical landmarks: *land use* at Rancho Los Cerritos, *religion* at Mission San Fernando, *architecture* at the Los Angeles Plaza, *ethnic conflict* at the Yorba-Slaughter Adobe, and *historical memory* at Rancho Camulos.

GRANT10556165 -- Attachments-ATT2-1235-narrative.pdf

INTELLECTUAL RATIONALE

Justification

In 1769 the Spanish asserted their claim to the land of California by establishing a system of missions and by bestowing large land grants upon a select group of Spaniards. Their motivation was to repel encroachments by the Russians and the British, and to create a thriving trade corridor between California and the other Spanish outposts in Arizona, New Mexico, and Texas. In the course of this process, the Spanish grafted their ideas about land use, religion, architecture, and race and ethnicity onto the landscape of California. Though the indigenous inhabitants of California often resisted the implementation of values largely at odds with their own, they were generally ill equipped to launch more than sporadic rebellions, and their population was soon decimated by the onslaught of European diseases. Thus, Spanish ideas about land use, religion, architecture, and race and ethnicity soon proliferated in California, and retained their prominence – with some modifications – even after Mexicans claimed California for themselves in 1821. After the United States acquired California at the conclusion of the Mexican American War in 1848, arriving Americans simultaneously challenged and adopted these prevailing Spanish patterns. The outcome of that process of cooption, cooperation, and conflict, was modern California.

Importance

The acquisition of California and the American Southwest in the Mexican-American War represented the second largest territorial expansion in United States history after the Louisiana Purchase. And yet, outside of California and parts of the Southwest, the importance of that acquisition, and the history of the region's inhabitants, is not fully appreciated. "We Americans have yet to really learn our antecedents," Walt Whitman wrote in 1883. "We tacitly abandon ourselves to the notion that our United States have been fashion'd from the British Island only . . . which is a very grave mistake." Samplings of both popular social science/history textbooks for grades 6-12, and science/history standards throughout the country, suggest that what was true in 1883 is still true in 2010. For example, the otherwise superb History Alive! (grades 6-8) devotes

GRANT10556165 -- Attachments-ATT2-1235-narrative.pdf

only a single page to the entire period which Dr. Sides' workshop proposes to cover. The American Promise (grades 9-12) is comprehensive and superbly reflects the integration of new historiographical trends in its Fourth Edition. Nonetheless, this book chiefly emphasizes the impact of territorial expansion on the United States, rather than explaining the complex legacy left by the region's former inhabitants. Similarly, otherwise strong teaching standards from selected states require students to understand, for example, only the "Spanish settlements in Florida, the Southwest, and California" (grade 5) and "the territorial acquisitions resulting from the Mexican War" (grades 10 or 11). Another requires that students (grades 10 or 11) only understand "the causes and consequences of the Mexican War, including events preceding the war, border disputes between the U.S. and Mexico [and] the Mexican Cession and the Gadsden Purchase."

Landmarks, Contribution to Workshop Goals, Topics

Dr. Josh Sides seeks to complement existing textbooks and state-level teaching standards by providing social science/history teachers, grades 6-12, with a rigorous, content-rich, five-day, workshop at five sites of historical significance in Southern California.

• ***Rancho Los Cerritos.*** In order to explore the theme of *land use*, teachers will first visit Rancho Los Cerritos, which is located 44 miles from the CSUN campus in the city of Long Beach. Prior to the arrival of the Spanish, indigenous communities occupied this site as early as 3,000 BP. By the 1200s, Uto-Aztecan-speaking migrants from the Great Basin moved into the area, serving as part of the larger wave of migrations reshaping southern California and the greater Southwest. By 1500, the Tataviums built the village of Tibahanga on the future site of Los Cerritos. Tataviums tended to protein-rich acorn orchards surrounding the village, harvested local grasses, berries, and seeds for food, and traded for Chumash olivella shell beads or interior Akimel O'odham-woven cotton. Many of these grasses were crucial not only to the Tataviums, but to all southern California Natives who selectively burned fields and hillsides to produce and protect the most useful species. The incursion of Spanish livestock, plants and people after the 1770s threatened many of these grasses. Nonetheless, after two generations of contact, the

GRANT10556165 -- Attachments-ATT2-1235-narrative.pdf

Tataviums continued to trade with coastal and interior native traders while also incorporating Spanish agriculture and livestock onto their land. Land use patterns shifted away from acorn orchards and seed harvesting and towards intensive agriculture, particularly the cultivation of wheat and corn. In 1784, Manuel Nieto received a 300,000-acre grant incorporating Los Cerritos and specializing in livestock and corn. After Nieto's death in 1804, his daughter Manuela Cota received the Rancho Los Cerritos parcel and as with most of southern California during the early nineteenth century, intensively raised horses and cattle. After her death in 1843, Cota's children sold Los Cerritos to the American ranchero John Temple. Temple dramatically expanded livestock production to 15,000 head of cattle during the 1840s while also building an expansive garden (many trees from this garden still exist today). After the 1862-3 drought, though, land use patterns once again changed dramatically, as Rancho Los Cerritos was sold to Flint, Bixby & Co. for $20,000. The Flint and Bixby families specialized in wool production and turned Los Cerritos into a major sheep pasture, raising more than 30,000 sheep. As quickly as the sheep boom began, the industry collapsed by the 1870s and Bixby subdivided parcels of Los Cerritos to dairy farmers and bean/barley/alfalfa growers. Conducting the historical tour and the lecture that day will be Dr. Natale Zappia, an Assistant Professor of History at Whittier College, a specialist in environmental and land-use history, the author of the dissertation "The Interior World: Trading and Raiding in Native California, 1700-1863" (UC Santa Cruz, 2008), the co-author of The Many Faces of Edward Sherriff Curtis: A Collection of Portraits and Stories from Native North America (Seattle: University of Washington Press, 2006), and the Executive Director of the Garden School Foundation in Santa Monica, California.

• ***Mission San Fernando:*** To explore the theme of *religion*, teachers will visit Mission San Fernando, located 6 miles from the CSUN campus. Established in September of 1797, the San Fernando Mission quickly grew to become one of California's largest due to its location in the geographic center of Chumash country. Mission priests are estimated to have conducted more than one thousand baptisms there, and today it serves as the archival center for the archdiocese of the City of Los Angeles. Teachers will take an historical tour of the grounds, led by Dr. Steven

GRANT10556165 -- Attachments-ATT2-1235-narrative.pdf

Hackel, and then a tour of the archives, led by the director of the archives. The archives contain documents detailing the history of the Mission and the early inhabitants of the region. After a working-lunch, Dr. Hackel will deliver the afternoon lecture, in which he will explore the Chumash cosmology, the Spanish interpretation of the sacrament, indigenous interpretations of the sacrament, the creation of liturgical art in California, and the customs of Baptism in Mission San Fernando and in California more broadly. Hackel is an Associate Professor of History at the University of California, Riverside, the author of the multiple-award-winning Children of Coyote, Missionaries of St. Francis: Indian-Spanish Relations in Colonial California, 1769-1850 (Chapel Hill: University of North Carolina Press, 2005), and the Project Director for the Early California Population Project a the Huntington Library in San Marino, California.

• ***Los Angeles Plaza:*** The third site will be the Los Angeles Plaza, 28 miles from the CSUN campus, where Dr. Merry Ovnick will lead an historic tour and conduct a lecture on the *architecture* of the Plaza, and of Spanish and Mexican era California more broadly. Founded in 1781, and relocated to its current site after a flood in 1815, the Plaza became the hub of transportation, communication, and culture even as residents of the growing Spanish pueblo fanned out across the flood plain of the Los Angeles River in the mid-nineteenth century. Today, the Plaza retains its vital function as a gathering place for Latin American immigrants, particularly on Sundays when overflow crowds attend mass at the historic Nuestra Señora de Los Angeles Church (1822). The historic Los Angeles Plaza affords teachers the opportunity to compare several examples of early vernacular architecture and the introduction of professional design. The Avila adobe (1818) and the Church of Our Lady, Queen of the Angels (1818-22), modified several times, represent the Spanish colonial era frontier limitations on style and accommodation to functionality. In 1858 the Plaza gained a mark of civilization: a Masonic Temple (1858) in the Italianate style by architect Ezra F. Kysor. Former Mexican Governor Pio Pico invested a fortune in a luxury hotel, the Pico House (1869-70), also Italianate by Kysor. The Merced Theater (1870) followed suit, illustrating the city's dawning sophistication. An 1855 wine shop, an 1887 boarding house, and 1884 fire house exemplify typical vernacular forms of

GRANT10556165 -- Attachments-ATT2-1235-narrative.pdf

their eras, and the 1890 Garnier business building makes some pretensions to Romanesque style. Dr. Ovnick is an Associate Professor of History CSUN, the past president of the Southern California Chapter of the Society of Architectural Historians, a Board Member of the California Cultural and Historical Endowment, the editor of the Southern California Quarterly, and the author of Los Angeles: The End of the Rainbow (Los Angeles: Balcony Press, 1994).

• ***Yorba-Slaughter Adobe:*** Teachers will learn about the theme of *ethnic conflict* at the Yorba-Slaughter Adobe in the City of Chino, 65 miles from the CSUN campus. The site is historically significant because the land grant upon which the adobe sits was approximately 80,000 acres. Because of its size, it represented a great potential treasure for early Americans arriving to California. One of those was a man named Isaac Williams, who settled near the Yorba Adobe. Williams' house became the site of one of the few battles in California during the Mexican American war, the "Battle of Chino." During that battle, in September of 1846, Mexicans defeated twenty-four American soldiers, but it was a rare victory in an era of swift land-conquest by Americans. Against the backdrop of both the Yorba Adobe, and the battlefield site, Dr. Daniel Lewis will explain the history of ethnic conflict leading up to the Mexican-American war by performing as Mariano Guadalupe Vallejo, and influential Mexican politician deposed during the war. In addition to being the Chair of the Department of History at California State Polytechnic University, Pomona, and the author of two books on Latin American history -- The History of Argentina (New York: Greenwood Press, 2001) and A South American Frontier: The Tri-Border Region (New York: Chelsea House Publishers, 2006) -- he is also a renowned Chautauqua performer and a past contributor to TAH professional development workshops for K-12 teachers in Southern California. Dr. Lewis will explore the often-harsh transition from the rancho economy of the Mexicans to the capital-intensive economy of the Americans, paying close attention to the making and remaking of racial hierarchies in American California.

• ***Rancho Camulos:*** At the conclusion of the Mexican American War, many incoming Americans became enchanted by California's Spanish and Mexican past, though they seldom understood it. The publication of Helen Hunt Jackson's Ramona in 1884 fueled further

GRANT10556165 -- Attachments-ATT2-1235-narrative.pdf

excitement about what was, in essence, a "fantasy past." No site illustrates the theme of *historical memory* better than Rancho Camulos, deeded by the Mexican Government to Antonio Del Valle in 1839. The actual history of Camulos – its rise as the preeminent wine and orange supplier in Southern California by the 1870s – is remarkable, and illustrative of several workshop themes. But it is its role in Helen Hunt Jackson's Ramona that makes it most illustrative of our theme of *historical memory*. Jackson visited Camulos, among other ranchos in the region, as part of her research for Ramona, and though the setting of the book is a composite of all of her research, most Americans believed that Camulos was the "home of Ramona" shortly after its publication. Consequently, Camulos became California's first great tourist attraction, a marketing tool for local boosters and railroad executives, the site of D. W. Griffith's 1910 film of the same name, featuring "America's Sweetheart," Mary Pickford. Guiding us through both the actual history of Camulos and the "imaginary past" that it inspired will be Dr. Phoebe Kropp, Assistant Professor of History at the University of Colorado, Boulder. Kropp is the author of numerous articles on California and the American West, and the book California Vieja: Culture and Memory in a Modern American Place (Berkeley: University of California Press, 2006).

Intended Impact on Teachers

Ultimately, by focusing on these five themes and sites, and engaging in curricular-development activities described below in the "Content and Design" section, Dr. Josh Sides' proposed workshop will vastly expand both the individual knowledge and the teaching curriculum of American social science and history teachers, grades 6-12. Furthermore, CSUN is uniquely qualified to provide this kind of workshop for four primary reasons. First, CSUN is geographically proximal to the sites we plan to visit, each one of which has been designated both as a California Historical Landmark and either a National Historic Landmark or a site on the National Register of Historic Places. Second, the Department of Education designated CSUN as a Hispanic Serving Institution in 1997, and a central focus of CSUN's mission is to connect Latin American history with United States history; Third, the Department of History at CSUN occupies a central position for scholars of California and the West because of the Whitsett

GRANT10556165 -- Attachments-ATT2-1235-narrative.pdf

Endowment. Established in 1986, the Whitsett Endowment has allowed CSUN's Department of History to host some of the most dynamic programming, and the most creative scholars in the nation, largely through our lecture series, an annual graduate seminar in California History and the annual Whitsett Lecture. The fine scholars assembled for this grant proposal are illustrative of network of individuals we can draw upon, largely due to the Endowment. Finally, and consistent with its mission as a Hispanic-Serving Institution, CSUN's Oviatt Library Special Collections possesses numerous rare documents from the Spanish and Mexican period to enhance the curricular component of the workshop. In several instances, in fact, CSUN possesses the only known copy of a document, as is detailed in "Content and Design" section below. Complementing the Oviatt's resources are those of the Huntington Library in nearby San Marino.

CONTENT AND DESIGN

Structure of Workshop

The agenda for each day will be as follows:

8:00-9:00: Discussion of assigned readings during working breakfast led by Dr. Josh Sides

9:00-10:00: Travel to landmark (varies)

10:00-12:00 Historical tour by onsite professional historian

12:00-2:00: Curricular enhancement engaging with primary documents by master teachers, working lunch culminating in group presentations of a document integrated into their curriculum

2:00-4:30: Lecture by professional historian followed by wide-ranging discussion

4:30-5:30: Travel back to CSUN (varies)

Details of Daily Schedules for Each Site including Assigned and Recommended Readings, Field Trip Site, Scholars's Presentation, and Discussion Topics

Day 1: **Monday**

Theme: Land-Use

Site: Rancho Los Cerritos

GRANT10556165 -- Attachments-ATT2-1235-narrative.pdf

Professional Historian: Dr. Natale Zappia

Master Teachers: Mary Miller and Mark Elinson

Assigned Reading: David J. Weber, The Spanish Frontier in North America (New Haven: Yale University Press, 2009)

Primary Documents for Working Lunch:

- √ Excerpts from Miguel Venegas, A Natural and Civil History of California, first published in Madrid in 1758 and translated in 1759. Venegas was a Jesuit priest who provided some of the first and most detailed accounts of the landscape of Southern California, containing, as the subtitle suggested "an accurate description of that country, its soil, mountains, harbours, lakes, rivers and seas; its animals, vegetables, minerals and famous fishery for pearls"
- √ Excerpts from Cynthia Null, Natives Plants as used by Southern California Indians (Pasadena: Eaton Canyon County Park, 1982). Teachers will be divided into small groups to evaluate primary documents and will conduct curricular activities led by the master teachers. The goal of the working-lunch will be to incorporate material on Spanish and Mexican land-use patterns into US history and social studies curriculums.

Day 2: Tuesday

Theme: Religion

Site: Mission San Fernando

Professional Historian: Dr. Steven Hackel

Master Teachers: Mary Miller and Mark Elinson

Assigned Reading: Steven Hackel, Children of Coyote, Missionaries of Saint Francis: Indian-Spanish Relations in Colonial California, 1769-1850 (Chapel Hill: University of North Carolina Press, 2005)

Primary Documents for Working Lunch: During this working lunch, teachers will read four short primary documents.

GRANT10556165 -- Attachments-ATT2-1235-narrative.pdf

- √ A Spanish padre transcribed the first "Three Worlds of the Chumash" in the early 1800s. It represents the first detailed account of indigenous spiritual practices, as seen through the eyes of a Spaniard.
- √ The second document, "Captain Alejandro Malaspina Praises the Beneficial Impact of the Spanish Missions, 1792," reveals a somewhat predictable account of indigenous misery prior to Spanish arrival.
- √ "Father Geronimo Boscana Describes the San Juan Capistrano Indians, 1832," grudgingly concedes that the natives had long-established spiritual patterns that closely resembled Christianity.
- √ Finally, "Pablo Tac Approves of his Tribe's Conversion, 1835" is one of the few extant documents in which an indigenous Californian extols the virtues of the Spanish mission project. Teachers will be divided into small groups to evaluate primary documents and will conduct curricular activities led by the master teachers. The purpose of the activities will be to instill in teachers an appreciation for both indigenous and Spanish interpretations of spirituality and to incorporate this understanding into their curriculum.

Day 3: Wednesday

Theme: Architecture

Site: Los Angeles Plaza

Professional Historian: Dr. Merry Ovnick

Master Teachers: Mary Miller and Mark Elinson

Assigned Reading: William Estrada, The Los Angeles Plaza: Sacred and Contested Space (Austin: University of Texas Press, 2008)

Primary Documents for Working Lunch: Participants will spend their working lunch studying documents pertaining to the architectural history of the Plaza.

- √ The first document is a series of photographs taken in the Plaza between 1857 and 1895 to document its early growth. Part of the Arthur M. Ellis Collection of Photographic Negatives at the Huntington Library, these photographs contain rich architectural detail;

GRANT10556165 -- Attachments-ATT2-1235-narrative.pdf

- √ The second document is a series of correspondences, part of the John D. Gilchriese Collection at the Bancroft Library at UC Berkeley, from Pio Pico to business associates in the 1860s about the construction of the Pico House. Taken together, these documents explore the architectural history of the Plaza and demonstrate the concrete legacy left by Spaniards and Mexicans on the modern Los Angeles landscape.

Day 4: Thursday

Theme: Ethnic Conflict

Site: Yorba-Slaughter Adobe

Professional Historian: Dr. Daniel Lewis

Master Teachers: Mary Miller and Mark Elinson

Assigned Reading: Leonard Pitt, The Decline of the Californios: A Social History of the Spanish-Speaking Calfornians, 1846-1890 (Berkeley: University of California Press, 1999)

Primary Documents for Working Lunch: Participants will study three sets of documents during the working lunch at the Yorba-Slaughter Adobe.

- √ The first is a set of scanned documents from the George William and Helen Pruitt Beattie Collection at the Huntington Library in San Marino, California. This unique collection of features five first-hand accounts of the Battle of Chino which detail the escalating racial tension between Mexicans and white Americans.
- √ The second document is Libro de Avaluos del ano de 1854, a Los Angeles assessor's book written by the last Mexican Governor of California, Pio Pico. CSUN's Oviatt Special Collections possesses the only known copy of this book and will furnish participants with scanned excerpts. These excerpts reveal the extent to which property owners in Los Angeles remained almost exclusively Spanish or Mexican even six years after the conclusion of the Mexican American war.
- √ The final document from the Oviatt, which is also believed to be the sole copy in existence, is the "Title Deed Abstract and Taxation Records to part of the Rancho Los Feliz, 1845-

GRANT10556165 -- Attachments-ATT2-1235-narrative.pdf

1900." This document reveals the painful process by which Mexican owners were divested of their land claims at a quickening pace in the 1860s.

Taken together, these documents not only reveal racial and ethnic tension, but also demonstrate the material effects of that tension, namely the disappearance of a Mexican, land-owning, elite.

Day 5: Friday

Theme: Historical Memory

Site: Rancho Camulos

Professional Historian: Dr. Phoebe Kropp

Master Teachers: Mary Miller and Mark Elinson

Assigned Reading: Phoebe Kropp, California Vieja: Culture and Memory in a Modern American Place (Berkeley: University of California Press, 2006)

Primary Documents for Working Lunch: Participants will read and discuss 3 sets of primary documents, divide into small groups based on grade-level, and develop curricular activities with the aide of master teachers Mary Miller and Mark Elinson at Rancho Camulos. The first document will be an excerpt from Helen Hunt Jackson's novel Ramona; Then, in order to emphasize the disparity between actual conditions at Rancho Camulos and Helen Hunt Jackson's romantic portrayal, participants will study the photographs of Carleton Watkins, William H. Fletcher, and J.C. Brewster. Watkins, widely regarded as the premier photographer of the early American era in California, documented the decrepit conditions of Rancho Camulos and its indigenous labor force. By contrast, the photographs of Fletcher and Brewster – printed after the publication of Ramona in 1884 – featured hand-colored and elaborately staged "ranch scenes." Finally, participants will read excerpts from Los Angeles City Council meetings concerning the planning of Olvera Street, the Spanish/Mexican themed tourist trap created in the 1920s. In these transcripts participants can see the confusion that emerged in modern Los Angeles about the

GRANT10556165 -- Attachments-ATT2-1235-narrative.pdf

origins of the city, with councilmen trying to sort out the terms “Spanish,” “Mexican,” “Latin Americans,” and “Mediterranian.”

FACULTY AND STAFF

Project Director—Dr. Josh Sides

Dr. Sides holds the Whitsett endowed professorship in California history at California State University, Northridge, the only such endowed position in the state of California. He is also the Director of the Center for Southern California Studies, where he directs research and programming. He is the author of numerous articles and the books: L.A. City Limits: African American Los Angeles from the Great Depression to the Present (Berkeley: University of California Press, 2004); Erotic City: Sexual Revolutions and the Making of Modern San Francisco (New York: Oxford University Press, 2009); and editor of Post-Ghetto: Reimagining South Los Angeles (Berkeley: University of California press, forthcoming).

Professional Historians

Dr. Steven Hackel: Dr. Hackel is an Associate Professor of History at the University of California, Riverside. He is the author of Children of Coyote, Missionaries of Saint Francis, which won the five major book awards. He is currently writing Father Junipero Serra: California’ Founding Father (forthcoming, Hill and Wang) and editing the anthology, Alta California: Peoples in Motion, Identities in Formation, 1769-1850 (forthcoming, Huntington Library and University of California Press). Hackel is the Director of the Early California Population Project (ECPP) at the Huntington Library. Under Hackel’s guidance, ECPP has collected, quantified, and mapped data on 110,000 individuals who lived in California before 1850.

Dr. Phoebe Kropp: Dr. Kropp is an Assistant Professor of History at the University of Colorado, Boulder. She is the author of numerous articles on California and the American West, and the book California Vieja: Culture and Memory in a Modern American Place (Berkeley: University of California Press, 2006). In addition to winning multiple academic awards and

GRANT10556165 -- Attachments-ATT2-1235-narrative.pdf

prizes, Dr. Kropp has presented her work to diverse audiences from the Huntington Library to the United States Air Force Academy.

Dr. Daniel Lewis: Dr. Lewis is the Chair of the Department of History at California Polytechnic University, Pomona, and a prolific scholar of Latin American history. He has authored numerous articles and the books The History of Argentina (New York: Greenwood Press, 2001) and A South American Frontier: The Tri-Border Region (New York: Chelsea House Publishers, 2006). He is also a renowned Chautauqua performer and a past contributor to TAH workshops for K-12 teachers in Southern California.

Dr. Merry Ovnick: Dr. Ovnick is an Associate Professor in the Department of History at CSUN. She is the author the book Los Angeles: The End of the Rainbow (Los Angeles: Balcony Press, 1994) which won the Pflueger Award for Distinguished Research and Writing by the Historical Society of Southern California. She is the editor of the Southern California Quarterly, the past president of the Southern California Chapter of the Society of Architectural Historians, and currently serves on the Peer Review Panel of the California Cultural and Historical Endowment. She is also the author of numerous articles, most recently, "The Mark of Zorro: Silent Film's Impact on 1920s Architecture in Los Angeles," California History 86:1 (2008): 28-59.

Dr. Natale Zappia: Dr. Zappia is an Assistant Professor of History at Whittier College. He is the co-author of The Many Faces of Edward Sherriff Curtis: A Collection of Portraits and Stories from Native North America (Seattle: University of Washington Press, 2006) and the author of "The Interior World: Trading and Raiding in Native California," his PhD dissertation which he is currently revising for publication. Zappia is also a Master Gardener and the Executive Director of the Garden School Foundation, a Santa Monica-based non-profit which supports garden-based learning initiatives in low-income schools in Los Angeles.

Master Teachers:

Mark Elinson, Master Teacher: Mr. Elinson is a curriculum consultant and workshop leader at the International Institute at UCLA. Mr. Elinson was a Social Studies Teacher in the

GRANT10556165 -- Attachments-ATT2-1235-narrative.pdf

Los Angeles Unified School District from 1969 to 2003, during which time he was the recipient of multiple teaching awards, including the Social Studies Teacher of the Year award, given by the California Council for Social Studies, and the O'Flaherty Distinguished Teaching Award, given by the Historical Society of Southern California.

Mary Miller, Master Teacher: Ms. Miller is the Co-Director of the UCLA History-Geography Project. In her thirty-nine years as a teacher a Middle School teacher in the Los Angeles Unified School District, Ms. Miller won numerous awards, including Teacher of the Year (1989), Distinguished Geography Teaching Award of Merit (1991), and the Johns Hopkins University award for Outstanding Educator (1995). She currently co-directs TAH grants with the Glendale Unified School District and the Los Angeles Unified School District, while maintaining an active academic profile, presenting her work on curricular-development at annual meetings of the American Historical Association, the California Council for Social Studies, and the Huntington Library, among many others.

Administrative Staff:

Natalie Klasky: Ms. Klasky is an undergraduate student at CSUN, with professional experience well beyond her years. A perpetual name on the Dean's list for her academic achievement, Natalie has also served the public interest as an intern for California State Senator Mark Ridley-Thomas, U.S. Senator Dianne Feinstein, Los Angeles Mayor Antonio Villaraigosa, and L.A. City Councilmember Tom LaBonge. Ms. Klasky will oversee administrative duties in the month prior to the workshops and will assist on-site during the workshops.

SELECTION OF PARTICIPANTS

The workshop will be open to social studies and history teachers for grades 6-12 in public, private, parochial, and charter schools who currently teach anywhere in the United States. NEH guidelines for eligibility and selection criteria will follow. Applicants will be required to submit a resume and a short essay in which they describe how the workshop will influence their curriculum, and in which they detail what skills they possess for facilitating the integration of the

GRANT10556165 -- Attachments-ATT2-1235-narrative.pdf

material. The selection committee will strive to assemble a group of teachers. Applications will be reviewed by a committee consisting of: Dr. Josh Sides, Project Director; Mary Miller, Master Teacher; Dr. Natale Zappia, Professional Historian. We will promote the workshop through the following venues: National Council for the Social Studies, the National Association for Humanities Education, the National Education Association, and the list-serves: H-TAH and H-TLH (Teaching American History and Teaching and Learning History, respectively).

PROFESSIONAL DEVELOPMENT

Participants will be awarded certificates of completion, indicating contact hours of the workshop.

INSTITUTIONAL CONTEXT

Founded in 1958, California State University, Northridge (CSUN) sits on a 356-acre site on a former rancho in the San Fernando Valley region of the city of Los Angeles. With more than thirty-five thousand full-time students, CSUN is the largest campus in the 23-campus California State University system. Because approximately one-third of the student body is Latino, the campus was designated as a Hispanic Serving Institution by the Department of Education in 1997. The campus is also a national leader in renewable energy and sustainable growth, with one of the largest photovoltaic systems of any university in the nation, and the single largest fuel cell power plant of any university in the world. In its commitment to preserve the environment in which it operates, and to serve the population that surrounds it, CSUN is truly a model of social and scholarly responsibility.

Befitting a university of this sort is its extraordinary set of conference facilities and scholarly resources. Daily working breakfasts will take place in the Whitsett Room, a generous gift from the Whitsett Foundation. The Whitsett Room, which operates under the auspices of the History Department, contains more than two thousand volumes of rare, first edition works on early California history, all of which are available for browsing by workshop participants. Additionally, the room has two drop-down screens, LED projectors, and both stationary and

GRANT10556165 -- Attachments-ATT2-1235-narrative.pdf

laptop presentation modules. The room, like the rest of the campus, is also networked wirelessly, and all participants will have wireless Internet access throughout their stay.

Participants will also benefit from having access to the Delmar T. Oviatt Library Special Collections, which will be scanning rare primary documents for Master Teachers to use in working lunches. Participants will be able to download all of these documents for their own curricular needs after they complete the workshop. Additionally, because of CSUN's proximity to the Huntington Library, and Dr. Sides' longstanding relationship with the Huntington Library staff, participants will also gain access to rare documents from that collection.

The College of Social and Behavioral Sciences at CSUN will provide portable LED projectors and laptops for our working lunches so that Master Teachers may more effectively engage in curricular activities with participants at the historical sites.

Housing will be provided through Campus Conference Services, which has a state-of-the art facility for guests. Amenities included in each residence include air conditioning, wireless and plug-in Internet access, swimming pool, computer lab, and laundry facilities. Participants will be given linens and will share rooms with one other guest in a suite format at the rate of $31.00/night. Private rooms are also available for $45.00/night. For dinners, participants may purchase "dining dollar cards" ($10.95 for all you can eat) at Geronimo's Food Court in the Campus Conference Services complex. See Appendix 5 for detailed Housing Facility Information.

DISSEMINATION AND EVALUATION

As professional historians with a strong interest in public history, the core faculty in this project share a strong commitment to, and experience with, making history accessible. To this end, and in consultation with our master teachers, the Project Director will create a website in which we share new curricular models with a global audience. In addition to posting curricular models based on the Spanish and Mexican Influence on California, we will post all of the primary documents used in working lunches that both participants and non-participants can easily download for class use. Finally, there will be a blog on the site where participants can

discuss the implementation of Spanish and Mexican era material in their curricula. We will promote the website through targeted mailings to the National Council for the Social Studies, the National Association for Humanities Education, and the National Education Association, and through electronic postings at: H-TAH and H-TLH (Teaching American History and Teaching and Learning History, respectively).

Program evaluation will occur in two stages. In the first stage, participants will respond to a questionnaire at the end of the workshop. The questionnaire will measure: participant satisfaction, participant learning, and participants' specific plans to integrate material. In the second stage, participants will be given a second questionnaire 6 months after the completion of the workshop in which they reflect on the implementation of workshop material and present student learning outcomes that reflect that implementation. The data from both questionnaires will be analyzed and presented on the workshop website.

GRANT10556165 -- Attachments-ATT2-1235-narrative.pdf

Appendix 2: Detailed Reading List

Required Books:

Estrada, William. The Los Angeles Plaza: Sacred and Contested Space. Austin: University of Texas Press, 2008.

Hackel, Steven. Children of Coyote, Missionaries of Saint Francis: Indian-Spanish Relations in Colonial California. Chapel Hill: University of North Carolina Press, 2005.

Kropp, Phoebe. California Vieja: Culture and Memory in a Modern American Place. Berkeley: University of California Press, 2006.

Pitt, Leonard. The Decline of the Californios: A Social History of the Spanish-Speaking Calfornians, 1846-1890. Berkeley: University of California Press, 1999 [1966].

Weber, David. The Spanish Frontier in North America. New Haven: Yale University Press, 2009.

Primary Documents for Use during Working Lunches with Master Teachers:

"Battle of Chino, original accounts by B. D. Wilson, Jose Lugo, Stephen Foster and Luis Rubidoux," George William and Helen Pruitt Beattie Collection, Huntington Library, San Marino, California.

Brewster, J. C. "Camulos Ranch Scenes," San Buenaventura, Calif. : J.C. Brewster, Photographer, ca. 1899.

"Captain Alejandro Malaspina Praises the Beneficial Impact of the Spanish Missions, 1792," in Major Problems in California History

Documentos Para la Historia de California, Bancroft Library, University of California, Berkeley.

Ellis, Arthur M. Collection of Photographic Negatives at the Huntington Library.

"Father Geronimo Boscana Describes the San Juan Capistrano Indians, 1832," in Major Problems in California History

Fletcher, William H., "Ramona scenes," [ca. 1890]

Gilchriese, John D. Collection of photographs from the Bancroft Library, University of California, Berkeley.

Jackson, Helen Hunt. Ramona (1884)

Libro de Avaluos del ano de 1854

Los Angeles City Council, "Olvera Street Planning Minutes"

Mexican Diseños (property maps) from Bancroft Library, University of California, Berkeley.

"Pablo Tac Approves of his Tribe's Conversion, 1835" in Major Problems in California History

"Three Worlds of the Chumash," in ed. Sucheng Chan and Spencer Olin, Major Problems in California History (Independence, KY: Cengage Learning, 1996)

"Title Deed Abstract and Taxation Records to part of the Rancho Los Feliz, 1845-1900."

Various Documents, Archive of the Archdiocese of Los Angeles, Mission San Fernando

Various Documents, Cave J. Couts Collection, Huntington Library

Various Documents, De Valle Family Papers, Los Angeles County Natural History Museum

Venegas, Manuel. A Natural and Civil History of California, first published in Madrid in 1758 and translated in 1759.

GRANT10556165 -- Attachments-ATT4-1237-appendices.pdf

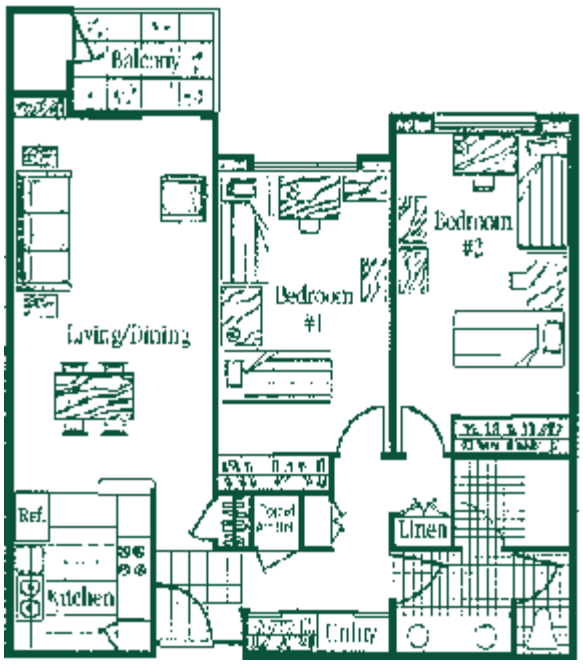
Appendix 3: Map of Historical Sites

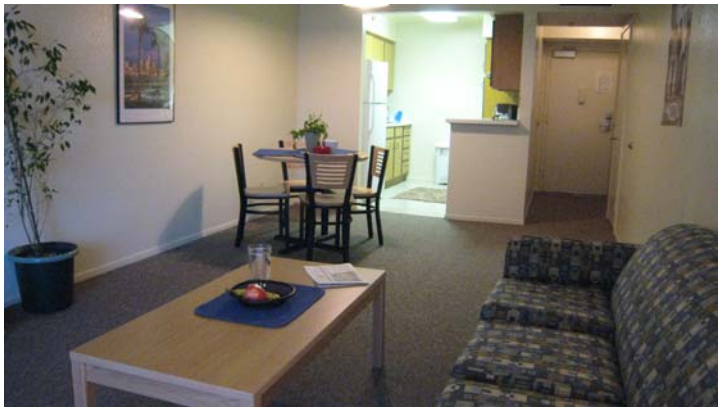
HOLD YOUR CONFERENCE AT CSUN IN SUMMER 2010
Location, Quality, affordability and versatility

Stay in University Park Apartments:

California State University, Northridge, Conference Services offers apartment-style accommodations. Our conference suites are two-bedroom apartments that occupy up to four guests. Each apartment has a living room, a full bathroom, and a private balcony. Most apartments have kitchens. Plus, all apartments are furnished with beds, desks, sofas, tables and chairs. Room rates include double or single occupancy on a per person, per night basis and include linen for each guest.

Typical Floor Plan





Singles – $44.00 per person per night

Occupancy is one person assigned to a bedroom, with one or two other participant's assigned to the opposite bedroom.

Doubles – 31.00 per person per night

Occupancy is two persons assigned to a bedroom, with one or two other participants assigned to the opposite bedroom.

Please ask us about our discounted June rates.

Amenities

- Air Conditioning is available in all apartments.
- Wireless and plug-in computer network access can be accessed in all apartments.
- Outdoor recreation areas such as basketball and volleyball courts and swimming pools are located within the complex and available to all conference guests.
- Access to a Computer Lab is available.
- Conference, common rooms, small study rooms and classrooms are available.

- Laundry facilities are located in the lobby of each building.
- Special Catering can be arranged for large groups in outdoor facilities.
- Ample parking is located adjacent to each building.
- Close to multiple Los Angeles attractions.

Dining Options

University Dining Services

Geronimo's

Geronimo's is the primary dining area in student housing for conference guests. During 2010 this facility was renovated into a dazzling new food court. Conference groups can also arrange for catering or use several of the dining areas on the main campus. Conference groups are encouraged to work with the conference office to arrange and purchase food packages prior to their arrival.

University Catering Services

The University Club

The University Club, surrounded by the San Fernando Valley's famous orange grove, is the best-kept secret in Northridge. The facilities at The University Club are available for receptions, social functions, meetings, and elegant banquets. Four private rooms along with an outdoor garden and gazebo provide a unique setting for any event. Capacity ranges from 5 to 300.

The University Club is located on the Southeast side of campus. The management and staff of the University Club are dedicated to providing you with the finest services and cuisine. The University policies require that conference groups wishing to provide catered food and beverages to participants must contract with the University Club catering services when the event or meal is located on campus. A complete menu is available upon request and includes a variety of:

Beverage Services	Bakery/Dessert	Salads	Breakfast Entrees
Lunch Entrees	Sandwiches	Picnic Baskets	Boxed Lunches
Dinner Entrees	Side Dishes	Buffet Items	Appetizers /Hors d' Oeuvres

A wide variety of additional services including rental of rooms at the University Club, dance floors, photographers/videographers, pianists, DJ's, floral arrangements, and valet parking, among other things, may also be requested.

General Information

Conference Style Meeting Space

Student Housing

In addition to comfortable sleeping accommodations the facilities in Student Housing also includes several classrooms and lounges perfect for meetings, break-out sessions, and relaxation. Outdoor recreation is also plentiful in Student Housing, with 2 swimming pools, basketball court, volleyball court and several spacious open lawn areas for other outdoor activities.

University Student Union & Satellite Student Union

With two on-campus sites to choose from, the versatile facilities at the University Student Union and Satellite Student Union can easily accommodate any event from intimate receptions to trade shows and conferences. Meeting planners will enjoy a wide array of amenities including audiovisual support, full-service catering, convenience store, public telephones, and both indoor and outdoor relaxation areas. Room sizes range from conference rooms with the capacity of 10 - 14, to meeting rooms with the capacity of 20 - 100, to multipurpose rooms with the capacity of 120-300 located in student housing and up to 800 on the main campus at the University Student Union.

Classroom, Theatre and Athletic Space

The University Corporation - Licensing

A variety of Classroom and Athletic space is available for use during the summer conference season. Sizes range from a capacity of 10 to a capacity of 150, and styles range from traditional classrooms to auditoriums. Several small theatres are hosed in our Music and Theatre buildings, and a Performing Arts Center is located near the Student Union. Our athletic facilities can accommodate activities such as Tennis, Soccer, Softball, and Basketball, just to name a few.

Ropes Course

The Department of Leisure Studies & Recreation has a recently renovated Ropes Course on-site. The Ropes Course is an alternative to traditional classroom learning by providing participants with an adventurous activity that requires utilization of goal setting and problem solving skills and strengthens their relationships with other team members.

INSURANCE

A Certificate of Insurance and an endorsement page, naming the University and its Auxiliaries as additionally insured, must be on file in the Conference Services Office not less than 10 days prior to occupancy. Keys will not be distributed to conference guests without the appropriate Insurance documentation on file.

Non-Room and Board Services

In addition to providing room and board, the Conference Services staff will be happy to arrange all your conference needs, including meeting space reservations, audio/visual needs, catering, and other campus facility usage. Rates for these services will be discussed based on your needs, and a 15% charge will be assessed for coordination of non-room and board services.

Lost Room Keys and Meal Cards

Charges for a lost or misplaced room key and meal card which cannot be collected from the individual participant will be charged to the conference organization.

Parking

Parking is available on campus by permit only. Permits must be purchased daily. For an extended stay special permits may be obtained for the period of your stay. Parking permits are $5.00 per day and may be ordered in advance or purchased from campus dispensers with your credit card or cash upon arrival. Parking is enforced 24 hours a day, seven days a week.

Reservations, Contracting, Deposits, and Payments

The Conference Services staff can assist you in making an initial reservation of space for you or your group. Once the initial reservation is made we will forward a Proposal and Conference License Agreement to you outlining the expected costs and contractual details of your stay at Cal State Northridge. Your reservation will be officially reserved upon receipt of a non-refundable deposit and signed License Agreement by the Conference Services Office. The amount of your deposit, less any penalties, is subsequently deducted from total conference charges. In some cases, additional deposits may be required. Full payment of all fees indicated in your Conference Services License Agreement. A complete participation list must be provided to the Conference Services Office no later than 15 days prior to your contracted date of arrival. Changes to the services indicated in your Conference Services License Agreement will be reflected in a Payment Summary provided at the end of your stay and must be paid within 30 days of the completion of your program. Disputes related to charges on your final Payment Summary must be made, in writing, within 30 days of receipt of the Payment Summary.

Cancellation Policy

Once a License Agreement has been signed cancellations made within 30 days of the conference start date, but no more than 10 days, will result in a cancellation fee equal to 85% of the total charges. Cancellation of the conference prior to the check in date by 10 days or less will result in a cancellation fee equal to the total charges outlined in the Initial Payment Form signed by the Conference Organization.

TO MAKE A RESERVATION:

Call Karla La Rosa, Conference Service Manager at (818) 677-4986 or 6106.

Directions

Conference Services Office

The Conference Services office is located within the Student Housing Office at **17950 Lassen Street** on the North side of the Cal State Northridge campus. Two visitor parking meters are located in front of the office.

Via the San Diego Freeway (405): Heading north: Exit at Nordhoff St. / Left on Nordhoff to Zelzah Ave. / Right on Zelzah to Lassen St. / Left onto Lassen. / Student Housing Office on Left - Parking Lot F9. **Heading south**: Exit at Nordhoff St. / Right on Nordhoff to Zelzah Ave. / Right on Zelzah to Lassen St. / Left onto Lassen. / Student Housing Office on Left - Parking Lot F9.

Via the Ventura Freeway (101): Heading west: Exit at Reseda Blvd. / Right on Reseda to Lassen St. / Right on Lassen. / Cross Lindley Ave. / Student Housing Office on Right - Parking Lot F9. **Heading east**: Exit at Reseda Blvd. / Left on Reseda to Lassen St. / Right on Lassen. / Cross Lindley Ave. / Student Housing Office on Right - Parking Lot F9.

Via the Ronald Reagan Freeway (118): Heading west: Exit at Reseda Blvd. / Right on Rinaldi St. to Reseda. / Right on Reseda to Lassen St. / Left on Lassen. / Cross Lindley Ave. / Student Housing Office on Right - Parking Lot F9. **Heading east**: Exit at Reseda Blvd. / Right on Reseda to Lassen St. / Left on Lassen / Cross Lindley Ave. / Student Housing Office on Right - Parking Lot F9.

There are several maps of the University, Student Housing & Conferences and the local area at our website: **http://housing.csun.edu/maps**