

## ***Instructionally Related Activities Report Form***

SPONSOR: History Chair Frank Barajas

PROGRAM/DEPARTMENT: History

ACTIVITY TITLE: History Community Seminar

DATE (S) OF ACTIVITY: December 3, 2019

Please submit via email to the IRA Coordinator along with any supporting documentation at [david.daniels@csuci.edu](mailto:david.daniels@csuci.edu) within 30 days after the activity. Thank you for your commitment to engaging our students!

### **A. ADDRESS THE FOLLOWING QUESTIONS:**

- (1) PROVIDE A DESCRIPTION OF THE ACTIVITY;
  - (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?
  - (3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?
  - (4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?
  - (5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?
  - (6) WHAT DID YOU LEARN FROM THE PROCESS?
  - (7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)
  - 8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.
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### **B. ATTENDEE LIST- SUPPORTING DOCUMENT:**

In addition to the report form, *in a separate document*, attach to your email a list of attendees complete with each student major and grade level. This for IRA Committee reference only and will not be published on the IRA website. Include your name and the title of your IRA activity on the document.

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### **C.IMAGES FROM ACTIVITY:**

Finally, attach to your email up to 6 images demonstrating student participation (under 2 MB total) with captions/titles. Please attach these photos in .JPEG format directly to email. Thank you!

### **(1) PROVIDE A DESCRIPTION OF THE ACTIVITY**

The goal of the History Community Seminar is to invite CI students and history practitioners in the community (K-14 educators, museum professionals, etc) in our service area to enjoy a lecture by an expert in a field of history. Often these talks are geared to be useful for K-14 teachers to use in their own classes, and to inspire students thinking of embarking on a career in teaching or to think about graduate school. The History Program wishes to continue inviting renowned scholars outside of our campus so that local educators and students can benefit from a cutting-edge perspective on local, national, or global history.

### **(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?**

Professor Josh Sides of CSU Northridge spoke about the impact of the Homestead Act on California from 1862-1920s. This lecture primarily spoke to the content and learning objectives of the U.S. History survey (Hist 270 and 271) and California History and Culture (Hist 369)

### **(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?**

Students and the instructor of the courses listed above attended. In additions, educators from local high schools, museums, and libraries attended. They included but were not limited the SEABEE Museum of Port Hueneme, the Museum of Ventura County, and Newbury Park High School.

### **(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?**

Consider the goals and objectives of the program, there were not weaknesses.

### **(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?**

The History Program should budget money to hire staff or student assistance to promote the program in the community further.

### **(6) WHAT DID YOU LEARN FROM THE PROCESS?**

I learned that there is a thirst in our community for the presentation of historical knowledge by academics on the cutting edge of their discipline.

### **(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)**



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ACTIVITIES**

**C H A N N E L  
L A N D S**

Diana Moreno

Chicana/o Studies 350, CHS 350

Dr. Frank Piñon Barajas

December 4, 2019

**Homestead California**

In the lecture provided by Josh Sides, he explains to the audience about his book that explains the importance and history of California during the Homestead Act. The Homestead Act was when 1.6 million Americans from West and East, came to California during 1862-1940s. What the intention was, is for these Americans to have 160 acres of land-if they lived on it for 5 years and “proved it,” another way of saying they’d improve the property. With the land, they had to make an effort to grow the crops around, and make a home from scratch. This is where the challenging part was, because there was no guarantee success on these crops since nobody had worked with the soil or land, and if they couldn’t make anything last through different conditions of weather, they’d essentially die. If, by chance, you do not die, you get to keep that land. However, surviving required you to already have the means of 1,000-2,000 to maintain the land itself. In the end, for 57,000 California residents, they were lucky enough to keep the acres of land. This is what Sides refers to in his book, “A Home for the Poor Man: Homesteading in California and the Making of a Dubious Dream.” Here, he states the Narrative Challenges, Interpretive Challenges, Data Challenges, and Mapping Challenges. Narrative Challenges were when he discusses the claims of how many received their property back. Many were still taken from their property, even if they had created it. One of the people he discussed had his property destroyed to the ground because the people in the town, or property owners, needed it for their own building. Infuriated, the man blew up their things and was arrested. His fury may be justified, but still surprising and alarming. It must’ve been frustrating if you spent years working on something to have it taken away from you. Mapping was another aspect he discussed, where he displayed through a thermal-looking map, all the green spots being spots where he made showed the audience how many places in California, how many homes and property, were built off of the HomeStead Act. It was shocking to see California had this kind of history, since this sounds more of a southern or eastern thing to have been done. Nevertheless, a lot of California’s history is based off of other people migrating here, so it’s no surprise the white people did it as well.

**(8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.**

CSU Northridge Professor Josh Sides accepted an honorarium of \$500.00 to present a lecture at CI’s Fall 2019 History Community Seminar on Tuesday December 3<sup>rd</sup>. Most of the balance of the IRA award for this proposal was meant for another renown historian, this time from the East Coast, on May 5<sup>th</sup>. But the cancellation of classes that remained in the Spring semester as of March 16<sup>th</sup> due to the COVID-19 pandemic forced the postpone of this event to the next academic year. It is hoped that the balance of the awarded monies can be rolled over to the next semester.



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**B. ON SEPARATE DOCUMENT, PLEASE ATTACH ATTENDEE LIST  
(PERSONALLY IDENTIFIABLE INFO REMOVED)**

**C. PLEASE INCLUDE UP TO 6 IMAGES AS ATTACHMENTS TO YOUR  
SUBMISSION**







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# INSTRUCTIONALLY RELATED ACTIVITIES

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HISTORY COMMUNITY SEMINAR

# Homesteading in the

1862 – 1920s

Tuesday, Dec. 3, 2019 at 5:30 p.m.

at the John Spoor Broome Library, Room 2325

Presented by Dr. Josh Sides, Professor of History  
and Whitsett Chair at California State University Northridge Sponsored by  
CSU Channel Islands History program and Instructionally Related Activities **Parking permit  
can be purchased from permit dispensers at the cost of \$6**

The University encourages persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation, or have questions about the physical access provided, please contact Disability Accommodations and Support Services at [accommodations@csuci.edu](mailto:accommodations@csuci.edu) or call 805-437-3331 as soon as possible, but no later than seven (7) business days prior to the event. Golden State