

## Application Details

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### Research and Development Minigrants for 2017-2018: Application Review

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**Application Title:** Race and Conquest in California's  
Nineteenth-Century Wine Industry

**Application ID:** #000059

**Review Deadline:** Jan 27, 2017 11:59:00 PM

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**Primary Appointment Title:** Assistant Professor

#### Proposal Summary:

Contemporary notions of California's wine-country conjure images of pastoral vineyards, cellars lined with fragrant oak barrels, and wineries that replicate Mediterranean architecture. Popular films, such as *Sideways* (2004) and *Bottle Shock* (2008), underscore the cultural significance of wine in California. As a tourist attraction, food product, and mainstay of the state's economy, California "Cabs" and "Pinots" occupy our popular imaginations like never before. Yet, we know remarkably little about this industry's history. Indeed, these stereotypes belie how the state's commercial wine industry was born amid the social turmoil and racialized violence in 19<sup>th</sup> century California.

My current research addresses these gaps in the historical narrative. My manuscript, *Fermenting Conquest: Race, Citizenship, and the California Wine Industry, 1769-1920*, examines California's wine industry from its inception in the Mission period through its demise following Prohibition. I examine the evolution of the wine industry across three distinct political regimes (Spanish, Mexican, and American) in order to reconceive winegrowing as a key economic engine for trade and agribusiness in nineteenth-century California and as an exemplar of racial exclusion and power. I argue that the wine industry operated as a nexus of conquest, racialization, and citizenship in 19<sup>th</sup> century California. I maintain that the defining characteristics of modern agribusiness—concentrated land ownership, racialized migrant workforce, and professionalized growers and trade groups—are rooted not in the citrus industry, as historians have previously thought, but in an earlier agricultural iteration, winegrowing. Further, this project demonstrates how the wine industry lay the foundation on which citrus would flourish between the 1890s and 1920s in southern California.

#### Comments to the Administrator(s):

Please note that I uploaded my CV twice. The system would not allow me to submit my application without uploading a co-applicant CV.

# **Julia Ornelas-Higdon, PhD**

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Assistant Professor of History  
California State University, Channel Islands  
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805.437.2051

## **Academic Appointments**

Assistant Professor, CSU Channel Islands, August 2015-Present

Lecturer, Loyola Marymount University, August 2014-May 2015

Affiliated Postdoctoral Scholar, Institute on California and the West, Huntington Library and University of Southern California, June 2014-June 2015

## **Education**

University of Southern California

Ph.D. in History August 2014

Committee: George Sanchez (Chair), William Deverell, Karen Halttunen, and Janet Hoskins

M.A. in History 2010

United States History: American West; Race and Ethnicity; Migration, Colonialism, and Imperialism

Pomona College

B.A. in History; Minor in Spanish, 2006

## **Teaching**

Assistant Professor, History Program, CSU Channel Islands

- HIST 270: History of the United States to 1877
- HIST 271: The United States Since 1877
- HIST 369: California History and Culture
- HIST 401: Immigration, Race, and Citizenship in the United States
- HIST 499: Capstone in History

Lecturer, American Cultures Studies, Loyola Marymount University

- A History of Ethnic America
- Race and Representations

## **Fellowships and Grants**

Faculty Grant, Center for Multicultural Engagement, CSU Channel Islands, Fall 2016.

Ford Foundation Dissertation Fellowship Program, Alternate, April 2012

Institute on California and the West Summer Fellowship, Summer 2012

Smithsonian Institution Latino Studies Fellowship Program, National Museum of American History, 2011-2012

Institute on California and the West-USC Foulke Fellowship 2011

EDGE-First Award, National Science Foundation and College of Arts and Sciences University of Southern California, 2009

Diversity Enhancement Summer Stipend Award, University of Southern California 2008 & 2010

Provost Fellowship, University of Southern California, 2007-2012

## **Presentations & Publications**

- “Racist Immigration Policies.” *Ventura County Star*. September 26, 2016.
- “Amendment Project: Eighteenth Amendment.” *Ventura County Report*, Online Edition. September 21, 2016.
- “Amendment Project: Fourteenth Amendment.” *Ventura County Report*, Print & Online Editions. August 24, 2016.
- “Amendment Project: Fifteenth Amendment.” *Ventura County Report*, Online Edition. August 24, 2016.
- “Wine, Whiteness, and Citizenship: Anaheim’s German Colony, 1850-1890;” Presenter and Panel Organizer, *Race, Science, and Disease: Nineteenth and Twentieth Century Nation-Building Through Agriculture*, 109<sup>th</sup> Annual Meeting of the Pacific Coast Branch of the American Historical Association, August 2016.
- Panel Chair, *The Process and Politics of Writing Chicana and Chicano History*, 109<sup>th</sup> Annual Meeting of the Pacific Coast Branch of the American Historical Association, August 2016.
- “Race, Immigration, and Agricultural Citizenship: Chinese Labor in California’s Nineteenth-Century Vineyards;” Presenter, *Race Work, and Gender on the Pacific Coast*, 48<sup>th</sup> Annual Conference, Western Association of Women Historians, May 2016.
- “California Wine, Conquest, and the Civilization of the Masses, 1870-1920;” Presenter, *Capitalism, Consumption, and the Construction of Social Orders*, 47<sup>th</sup> Annual Conference, Western Association of Women Historians, May 2015.
- “From Mission to Market: Manifest Destiny and the American Industrialization of Winemaking” Seventh Annual Western History Dissertation Workshop, Institute for the Study of the American West, Autry National Center; June 2012.
- “The Americanization of California Wine, 1848-1900” Colloquium, Smithsonian National Museum of American History, February 2012.
- “Viticulture, Race, and Conquest in 19th Century California” USC-EDGE FIRST Summer Institute Colloquium, University of Southern California; August 2009.
- “Viniculture and Winemaking in 19<sup>th</sup> Century California” Brown Bag Series in US Western/Borderlands History Huntington-USC Institute on California and the West; September 2008.
- “A Cultivating Enterprise: Viticulture and Winemaking in California, 1860-1895” Rocky Mountain Interdisciplinary History Conference, University of Colorado, Boulder; September 2008.

## **Service**

Center for Multicultural Engagement Advisory Committee, August 2016-Present  
Altar Installation, “Day of the Dead: A Celebration of Life,” CSU Channel Islands, November 2015.

## **Professional Memberships**

American Studies Association; American Historical Association; Organization of American Historians; Western History Association; Western Association of Women Historians

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**2017-2018 Mini-Grant Proposal**  
**Race and Conquest in California's Nineteenth-Century Wine Industry**

**Proposal Summary**

Contemporary notions of California's wine-country conjure images of pastoral vineyards, cellars lined with fragrant oak barrels, and wineries that replicate Mediterranean architecture. Popular films, such as *Sideways* (2004) and *Bottle Shock* (2008), underscore the cultural significance of wine in California. As a tourist attraction, food product, and mainstay of the state's economy, California "Cabs" and "Pinots" occupy our popular imaginations like never before. Yet, we know remarkably little about this industry's history. Indeed, these stereotypes belie how the state's commercial wine industry was born amid the social turmoil and racialized violence in 19<sup>th</sup> century California.

My current research addresses these gaps in the historical narrative. My manuscript, *Fermenting Conquest: Race, Citizenship, and the California Wine Industry, 1769-1920*, examines California's wine industry from its inception in the Mission period through its demise following Prohibition. I examine the evolution of the wine industry across three distinct political regimes (Spanish, Mexican, and American) in order to reconceive winegrowing as a key economic engine for trade and agribusiness in nineteenth-century California and as an exemplar of racial exclusion and power. I argue that the wine industry operated as a nexus of conquest, racialization, and citizenship in 19<sup>th</sup> century California. I maintain that the defining characteristics of modern agribusiness—concentrated land ownership, racialized migrant workforce, and professionalized growers and trade groups—are rooted not in the citrus industry, as historians have previously thought, but in an earlier agricultural iteration, winegrowing. Further, this project demonstrates how the wine industry lay the foundation on which citrus would flourish between the 1890s and 1920s in southern California.

**Proposal Narrative**

I am requesting a grant from the Faculty Research & Development Program at CSUCI to support my research and revisions of two chapters from this manuscript project towards its publication as a monograph, which is the standard of tenure and promotion under the History Program's Program Personnel Standards.<sup>1</sup> Specifically, I am requesting funding for reassigned time and participation in the Faculty Development Program offered by the National Center for Faculty Development & Diversity.

I am requesting reassigned time in order to revise one chapter (45 pages) of my monograph. This chapter, "Migration and Race-Making in California's Vineyards, 1860-1900," examines the labor and land structures in the San Gabriel Valley. Specifically, I pose the following research questions: 1) How did the work of wine industrialists reconfigure racial hierarchy and social belonging in California? 2) What did labor structures and patterns of migration reveal about industrialized agriculture? 3) What role did the wine industry play in transforming Southern California from a Mexican place to an American state? My objective is to answer these questions by analyzing the stories of key vineyardists in the San Gabriel Valley. For example, I examine the story of Leonard J. Rose, a German-American migrant to Southern California. His ranch, Sunny Slope (in present day Rosemead), included extensive vineyards,

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<sup>1</sup> In the field of history, monographs typically have 5-7 chapters of 30-40 pages each. Currently, my manuscript has six body chapters in addition to an introduction and conclusion.

orchards, and thoroughbred stables. Because Rose, an immigrant himself, employed diverse groups of Chinese, Mexican, and Indian workers, his winegrowing enterprise offers an important point of analysis for understanding the meaning behind inter-racial interactions. In this chapter, I explore how the migration of diverse individuals from Europe, Asia, and the Americas upended the existing racial hierarchies left over from Mexican California. I will expound upon my earlier research, which suggests that Chinese immigrants were among California's first migrant agricultural workers. My preliminary research suggests that labor hierarchies in the vineyards allowed landowners to assert their own whiteness and Americanization, which remained fragile in the eyes of those looking west from the eastern seaboard. I will explore how growers juxtaposed Mexican and Chinese workers against each other to restructure racial hierarchies and the boundaries of citizenship and belonging. Ultimately, I am framing this case study as a way of understanding what it meant to *belong* in 19<sup>th</sup> century Southern California in the decades following the Mexican War.

I am also requesting funds to participate in the National Center for Faculty Development and Diversity's (NCFD) flagship Faculty Development Program. During the 2016 spring and fall terms, I participated in short-term writers' boot camps sponsored by the NCFD. I found these online workshops to be especially useful professional training opportunities. The structure of the program helped me schedule pockets of time where I could integrate writing more systematically into my daily schedule, particularly on teaching days. I found the community support motivational because it provided important accountability for my writing. In 2017, I would like to participate in the Faculty Development Program to learn best practices for productivity as determined by academic research on faculty development while also revising the Introduction to my book project. My participation in this intensive mentorship program will increase my output and writing time, decrease stress, and propel my career forward more efficiently than trying to figure this out on my own. This is part of a larger goal to increase writing productivity and achieve a better balance between my scholarship and teaching, which is key as I move forwards towards tenure and retention. Revising my introduction will allow me to clarify the theoretical structure and argument of my monograph, which is key for approaching editors at academic presses and securing a contract for my manuscript.

### **Significance of the Project & Professional Development**

This project is significant within my field and for my professional development. Within the field of history of California and the West, this project uses the wine industry to reinterpret how conquest, race, and citizenship were defined and contested in 19<sup>th</sup> century California. This research also encourages historians to shift their understanding of how and when agribusiness developed. Essentially, I am arguing that racialized migrant labor in agribusiness developed much earlier than we previously thought. The roots of migrant agricultural labor lie not in citrus, as historians have previously argued, but rather in winegrowing. Because this grant proposal will support my scholarship for research, tenure, and promotion, this project is also significant for my professional development as a junior faculty member. These chapter revisions will enable me to make significant advances towards publishing my monograph, which remains the standard of scholarship in the field of history and is necessary for tenure under the Program Personnel Standards in the History Program. Lastly, I will use my revisions as the basis for further grant applications, such as the UCLA Institute of American Cultures Program.

### **Methodology, Research Plan, and Timeline**

This manuscript relies on historical research methods. I examine archival materials, historical newspapers, booster publications, agricultural trade group documents, and 19<sup>th</sup> century census data. During the summer of 2017, I will return to the archives at the Huntington Library in Pasadena, CA, to begin revise my introduction and to revisit collections pertaining to the key growers I am studying, as well as records pertaining to Chinese vineyard workers.

Because my project draws from my doctoral dissertation, I already have a solid manuscript on which to build. Reassigned time during the fall 2017 semester will provide ample time to revise the existing chapter and also expand the content. Enrollment in the Faculty Development Program will enable me to structure my writing and increase output. First, I will add a section analyzing the demographic data pertaining to Chinese and German vineyard workers. This discussion will draw from census data I have already collected. Second, I will expand my discussion of growers using new evidence materials from my archival research at the Huntington Library. Finally, I will revise the existing sections of the chapter manuscript. I am confident that I will be able to produce two polished chapter by the end of the fall semester.

### **Dissemination Plan & Assessment**

The primary goal of this project is to secure a book contract by late 2018 to publish my research as a monograph. Though this project is part of my research activities, it will also inform my teaching and engagement with our campus community. In particular, I will build on CI's mission pillars to use my research to emphasize diversity and multiculturalism in teaching American History. For example, in History 369: California History and Culture, students examine themes such as agriculture, labor, and race are key themes that students several times over the course of the semester. I will integrate this new research into lectures and discussions on agriculture and the creation of migrant labor in 19<sup>th</sup> and 20<sup>th</sup> century California. Because I teach History 369 at least once a semester, support for my research will go far in the classroom. This chapter will also allow me to expand my lessons on the significance of Chinese labor and culture in the United States, which will be pertinent for History 401: Immigration, Race, and Citizenship in the United States. Finally, I will offer a public presentation on campus and/or in the community to share my research findings.

I will also bring best practices from the Faculty Development Program back to our campus here at CI. Specifically, I will share the most effective strategies for community building and for establishing faculty-support networks on campus with my colleagues. I will also share my experiences with the co-directors of the Faculty Mentorship Program.

**Proposal Budget**

\$6000	<ul style="list-style-type: none"> <li>• 3 units of reassigned time, Fall 2017</li> <li>• Grant will support research, writing, and revisions of manuscript chapter, “Migration and Race-Making in California’s Vineyards, 1860-1900”</li> </ul>
\$3000	<ul style="list-style-type: none"> <li>• Tuition for Faculty Success Program, National Center for Faculty Development &amp; Diversity</li> <li>• Grant will support professional development for improving research and writing integration with teaching and service during the semester.</li> <li>• I will also revise the introduction to my book project.</li> </ul>
<b>\$9000</b>	<p><b>Total Budget Request</b></p> <ul style="list-style-type: none"> <li>• This grant will enable me to make significant revisions of my manuscript with the goal of publishing this monograph to meet the standards of scholarship for research, tenure, and promotion in the History Program at CSUCI.</li> </ul>

## Research and Development Minigrants for 2017-2018: Review Form

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**Routing Step:** Initial Committee Review

**Application Title:** Race and Conquest in California's  
Nineteenth-Century Wine Industry

**Application ID:** #000059

**Review Deadline:** Jan 27, 2017 11:59:00 PM

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### \*Project Goals and Outcomes:

*The proposal sets clear goals and outcomes for the project, and it explains the steps that will be taken to realize project goals.*

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### Rating Scale 1 (1 weakest to 11 strongest):

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### \*Research Plan and Methodology:

*The proposal conveys a complete and well thought-out plan for the project that describes the activities of all individuals involved in the project. If support is requested for student research assistance, the proposal must also include a description of their role in the project and how the faculty*

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### Rating Scale 2 (1 weakest to 11 strongest):

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### \*Professional Development Benefits for the Faculty:

*The proposed makes clear how the project will advance each individual applicant's or research, scholarship, creative activity, or innovation in teaching. The proposal discusses whether the applicant(s) intend to pursue external funding and identifies those external funding opportunities.*

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### Rating Scale 3 (1 weakest to 11 strongest):

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### \*Project Benefits:

*To what extent does the proposed qualify for special consideration (e.g., applicant is*

*probationary, applicant has not had minigrant funding in the past, applicant has been especially successful in the use of past minigrant funding, project scope is particularly ambitious but realizable).*

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**Rating Scale 4 (1 weakest to 11 strongest):**

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**\*Dissemination Plans:**

*The level and type of dissemination is appropriate for the project, its goals, and its outcomes.*

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**Rating Scale 5 (1 weakest to 11 strongest):**

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**\*Project Timeline:**

*The project goals and objectives are attainable within the timeline of the proposal.*

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**Rating Scale 6 (1 weakest to 11 strongest):**

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**\*Project Assessment:**

*The proposal describes how the product(s) of the project will be assessed and evaluated to determine the degree of success achieved.*

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**Rating Scale 7 (1 weakest to 11 strongest):**

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**\*Project Budget:**

*The proposed budget is reasonable in the context of the project description, and the project costs are necessary to achieve project goals and outcomes.*

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**Rating Scale 8 (1 weakest to 11 strongest):**

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**\*Other considerations:**

*To what extent does the proposed qualify for special consideration (e.g., applicant is probationary, applicant has not had minigrant funding in the past, applicant has been especially successful in the use of past minigrant funding, project scope is particularly ambitious but realizable).*

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**Rating Scale 9 (1 weakest to 11 strongest):**

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