CALIFORNIA STATE UNIVERSITY-CHICO

Fall 2012

GEOGRAPHY 105
CALIFORNIA CULTURAL LANDSCAPES

Instructor
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Course Description

This course introduces students to the physical/biological setting and historical cultural geography of California. It uses a broad overview approach to examine the spatial and temporal changes in the California landscape resulting from the interaction of various cultural groups with their environment through agricultural production, water use, other resource extraction, urban development, and inventing the California dream. California may be a ‘state of mind’—as bumper stickers say—but it is also has a profound effect on the rest of the U.S. (if not the world) through its industries and cultural elements and its many cultural landscape identities. Whether it is California cuisine, high technology, mass media, ethnic diversity, or gender/sexual representation, its wealth and diversity in both human and natural resources in general has contributed to its extraordinary resilience, making it a center of technological, agricultural, and cultural innovation. This is a GE lower division course in Cultural and Social Institutions. It also is a GE approved U.S. ethnic diversity course. The course is in two GE pathways: Food Studies and Diversity.

GE OBJECTIVES: The principal charge to GE is to provide students opportunities to develop understanding of human behavior and the use of social theory, concepts, and analysis in application to human interaction. Class, race, ethnic, and gender issues should be integrated into courses in this area whenever possible. A course must, in a significant way, deal with human behavior. In each course, students must demonstrate learning:

- in social science methods and perspectives,
- in historic as well as contemporary perspectives and influences, and
• in several relevant theoretical and methodological approaches.
• the development and variation of cultural and social institutions; and
• how cultural and social development and variations affect groups, institutions, and behavior.

**Geography 105 will address in particular four GE Learning Objectives:**

1. **Critical thinking:** Students will exercise critical thinking in analyzing human-environment interactions, the events, explanations for, and effects of the Spanish Conquest and settlement, Mexican Rancho era, and U.S. take over and development of California. This will include subsequent collective responses of indigenous peoples and the changing ethnic character of immigrants in various geographical regions of California and the cultural landscapes that are developed through agriculture, industry and settlement patterns. **Assessment:** Map activities and quizzes, Exercises 6, 7, 8

2. **Social Responsibility:** Students will demonstrate enhanced factual knowledge of the development over time and space of the physical geographic landscape and subsequent interactions with socio-cultural characteristics of pre-Columbian, Spanish conquest, Mexican Rancho era, U.S. colonialism and contemporary California that will help them recognize responsibilities to become engaged in the states various local, regional and statewide initiatives. **Assessment:** Quizzes and exams, Exercises 5, 9

3. **Diversity:** Students will be able to describe the predominant cultural patterns over time and space, and interethnic relations between cultures and the regional/local societies in which they exist. **Assessment:** Map activities and quizzes, Exercises 4, 5, 6, 7, 8

4. **Sustainability:** The course provides a foundation upon which to build a better understanding of the human interrelationships with the physical environment. Students will learn to think critically about California’s geographic environment by examining the effect of the environment on humans and human impact on the physical geographic environment. **Assessment:** Map activities and quizzes, Exercises 1, 2, 3 and 4

**Course and Pathway Objectives:**

**Food Studies Pathway:** With its rich agricultural lands, rural labor migration, agroindustries and biotechnology research, California is a world center of food production. Students will learn how the physical geographic landscapes of California have shaped the state’s vocation as a producer of food, and how much of the state’s cultural diversity is linked to its agricultural history. The following *Food Studies* pathway learning objectives are attained through the exploration and critical examination of California through space and time.

• Understand the social, cultural, and historical contexts of food.
• Contextualize agricultural issues within global trends.
• Understand the basic resources necessary for food production (land, soil, water, nutrients, energy).
• Identify the environmental challenges caused by intensifying food production to feed increasing populations.
• Explain the consequences (especially, environmental and cultural) from loss of local food production.
• Describe and explain how the food system contributes to economic well-being and prosperity.

Diversity Pathway: Students in this course study the spatial and temporal changes in the California landscape resulting from the interaction of various cultural groups with their environments through agricultural production, water use, other resource extraction, and urban development. The following learning Diversity pathway learning objectives are attained through the exploration and critical examination of California through space and time.
• Understand the contribution of California Native American culture to a diverse landscape
• Understand the role played by colonialism in settlement patterns and cultural diversity
• Understand how resource extraction affects settlement patterns and cultural diversity
• Describe and understand the significance of water distribution to settlement patterns and regional economies
• Understand how contemporary immigration contributes to a diverse cultural landscape

Course Format

This Fall Section of GEOG 105 is entirely web-based. There are no meetings in a classroom. Students learn about the geographical cultural and physical aspects of California through textbook, website readings, videos, and completion of some assignments. Student learning assessment is accomplished through graded evaluation of textbook chapter exams, assignments, and a final exam. Students are responsible for their own work. This web-based class requires a lot of self-discipline, good writing skills, and a desire to learn. Students in online courses need to allocate adequate time to complete the required assignments. Students are required to complete all class assignments on time.

Effective communication is essential in an online class. Students are required to read class BlackBoard Learn announcements, discussion-board postings and messages. In addition, students are encouraged to post discussion board questions, and to talk to the instructor via the class BlackBoard Learn Message center.

Course Goals and Objectives
1. Written communication: Students will enhance their skills in written communication through writing assignments linked to course content.

2. Critical thinking: Students will exercise critical thinking in analyzing human-environment interactions, the events, explanations for, and effects of the Spanish Conquest, Mexican Rancho era, and U.S. take over and development of California. This will include subsequent collective responses of indigenous peoples and the changing ethnic character of immigrants in various geographical regions of California and the cultural landscapes that are developed.

3. Students will demonstrate enhanced factual knowledge of the development over time and space of the physical geographic landscape and subsequent interactions with socio-cultural characteristics of pre-Colombian, Spanish conquest, Mexican Rancho era, U.S. colonialism and contemporary California.

4. Students will be able to describe the predominant cultural patterns over time and space, and inter-ethnic relations between cultures and the regional/local societies in which they exist.

Class Requirements and Student Responsibilities

Students enrolled in GEOG 105 are required to learn and use BlackBoard Learn. All exams and exercises are accessed and completed through the use of BlackBoard Learn software. There will, however, be two assignments that will require students to snail mail me their answer sheets from the textbook. Watch for these in the Syllabus when they come up.

Students enrolled in GEOG 105 are required to have an adequate computer and software that can access the Internet and allow completion of the class assignments. See the Chico Distance and Online Education website for specific technical requirements. For help with computer problems, see Student Computing: How to get help.

GEOG 105 students are advised to start and complete their required class work early. All material in this class is accessed via the Internet. Occasional technical problems with Internet access will occur (especially on weekends and evenings). Computer problems are normal. Make sure you have alternate access to the Internet (a second computer, public library, etc.) Students are responsible for turning in all course assignments on time.

Students in this online course are responsible to respect the opinions of others. Opinions on ethnic matters are commonly deeply felt. Ridicule and provocation have no place in university education. Student online behavior in classroom discussion board postings and email communications is governed by the CSU-Chico Student Computing: Acceptable Use Policy.

Academic Honesty
Students are required to do their own work. Using work done by other students is cheating. If you include material in your class paper that is from a source not cited, that is plagiarism. Both cheating and plagiarism are violations of CSU-Chico University Policy. Student violations of University Policy will result in disciplinary action. For more information on academic honesty, see the Student Judicial Affairs section of the University Catalog.

**Class Assignments**

**Textbook Readings:** each week students will read assigned chapters from the course textbook. In addition, there are two short novels for assigned reading and they will have an exam on their content and meaning. Start reading “Unquenchable” first, then later in the semester “Tortilla Curtain”. Look to the syllabus calendar for details.

**Exercises:** Each week students will complete an exercise involving California geography website material and questions from the assigned textbook reading. These exercises are not submitted for grading, unless specifically requested by the instructor. Student learning of material in the exercises is assessed through (nearly) weekly chapter exams.

**Exams:** Each week GEOG 105 students complete an exam taken from the current exercise. Each quiz consists of twenty-five questions worth one-point each. Students have twenty minutes to complete each quiz. Quiz question answers submitted after the twenty-minute time limit are not accepted. These exams are open each Friday from 3-5PM—see schedule below for details. Missed quizzes cannot be made-up. If you are a DSS student please arrange with me through DSS ahead of time if you need extra time.

**Short Novel Assignments:** All GEOG 105 students are required to complete two exams on the assigned novels during the semester. Look for their exam times in the syllabus calendar.

**Final Exam:** This exam is an evaluation of student learning of material presented in this class. The final exam contains one-hundred questions taken from all exercises and the novels. The Final Exam will be posted during finals week. Exact date and time of availability will be available during dead week.

**Class Assignment Make-up Policy:** GEOG 105 students are required to complete all assignments by their due dates. Exams, the final exam, and short novel exams normally cannot be submitted after 5 PM on their due date. Fifteen free points are given to all students to take care of a problem such as a missed quiz. See the University Catalog for information concerning class incompletes, drops, and withdrawals from the university. Students should contact the instructor as-soon-as-possible for major emergencies.
Grading (subject to change as assignments can be added or deleted)

Chapter 1 textbook questions 10 Points
Chapter 3 textbook questions 25 Points
Twelve exams 300 Points
Two book exams 100 Points
Final exam 100 Points
Total 575 Points (see note below)

Note: 15 free points are not counted in the class grade computation.

Grading Rule

A 93-100%
A- 90-92.99%
B+ 87-89.99%
B 83-86.99%
B- 80-82.99%
C+ 77-79.99%
C 73-76.99%
C- 70-72.99%
D+ 65-69.99%
D 60-64.99%
F <60%

Required Texts


All class exercises and quizzes are keyed to this textbook. Make sure all pages are in the text, especially the exercises at the back of each chapter. If missing pages return it for a complete textbook.

Buy the two short paperback novels for this class:

This textbook can be ordered online from the Associated Students Bookstore. The textbook can be ordered from other online sources including from Amazon http://www.amazon.com and the publisher KendallHunt http://www.kendallhunt.com/. Make sure that the book is in stock and use priority shipping. You are required to have the textbook in time to complete Assessment Quiz One by the end of the first week of the semester.
CLASS SCHEDULE

NOTE: All weekly Exercises are posted by 5 PM on Fridays, unless noted in Syllabus calendar. Weekly Exams are available on Fridays starting at 3 PM and ending by 5 PM. Exam grades are normally posted on the following day. The Final Exam is posted during Finals Week-TBA.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Text chapters</th>
<th>Assessments</th>
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<tr>
<td>Aug 27-31</td>
<td>Course Introduction- instructor and students; Concepts in Geography, Understanding California</td>
<td>1</td>
<td>EXAM</td>
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<td>Sept 3</td>
<td>HOLIDAY</td>
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<tr>
<td>Sept 4-7</td>
<td>Concepts in Geography, Understanding California--CONTD.</td>
<td>1</td>
<td>EXAM</td>
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<tr>
<td>Sept 10-14</td>
<td>Landforms: Shapes and Materials, Plate tectonics, Geologic Natural Hazards, Geomorphic regions. Chapter 1 Assignment from TEXTBOOK in my mailbox by Sept 7th</td>
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<td>EXAM</td>
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<td>Sept 17-21</td>
<td>Climate: Elements and Controls, Climate Regions, Atmospheric Natural Hazards Chapter 3 Assignment form TEXTBOOK in mail by 21st</td>
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<td>EXAM</td>
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<td>Sept 24-28</td>
<td>California Plants and Animals: Conservation and Fire Hazards</td>
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<td>Oct 1-5</td>
<td>Native American Landscapes, Ethnicity and the Environment.</td>
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<td>Oct 8-12</td>
<td>Spanish Arrival and Mission Era: Exploration and Settlement Patterns</td>
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<td>Oct 15-19</td>
<td>Mexican Rancho Era</td>
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<td>Oct 22-26</td>
<td>Gold Rush: U.S. Take Over and The World Rushes In</td>
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<td>Oct Nov 29-2</td>
<td>Beginnings of Modern California and Rise of Southern California: Railroad, Landscape, and Progressive Notions</td>
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<td>EXAM</td>
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<td>Nov 5-9</td>
<td>Robert Glennon’s “Unquenchable” – Book Review Exam</td>
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<td>Nov 12</td>
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<td>Nov</td>
<td>13-16</td>
<td>California Agri-“cultures” and Irrigation Farming</td>
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<td>19-23</td>
<td>THANKSGIVING HOLIDAY</td>
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<td>Nov</td>
<td>26-30</td>
<td>Water: Urban Imperialism and Institutional Development</td>
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<td>Dec</td>
<td>3-7</td>
<td>T.C. Boyle’s “Tortilla Curtain” – Book Review Exam</td>
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<td>Dec</td>
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<td>Rise of Modern California: WWII and Beyond; Modern California: The Geography of the Future Has a Past</td>
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<tr>
<td>Dec</td>
<td>17-21</td>
<td>FINALS WEEK</td>
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* Subject to change by instructor with no notice provided.