GEOG 105: California Cultural Landscapes
Spring 2013

Professor: Dr. LaDonna Knigge
Office location: 533 Butte Hall
Telephone: (530) 898-5881
E-mail: We will be using Blackboard Learn (BbL) Message system for course correspondence. In the event of emergency, contact via campus email: lknigge@csuchico.edu

Office hours: Mon 1:00 – 4:00 PM, Thur 10:00 – 11:00 PM or by appointment

Class days, time place: Tues/Thur 3:30 – 4:45 PM 101 Butte Hall

NOTE: This syllabus is subject to change. Effective Date February 10, 2013

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 inter-ethnic 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 Requirements:


Online Companion Website: [http://www.grtep.com](http://www.grtep.com)

**Course Usage of Blackboard Learn (BbL) Learning Management System (LMS)**

Copies of the course syllabus and major assignments may be found on Blackboard Learn (BbL). You are responsible for regularly checking the online resources, which is accessed through the Chico State Portal at [http://portal.csuchico.edu](http://portal.csuchico.edu). You should check our course website on BbL every few days and always on Monday mornings, for announcements. If you have any questions regarding accessing BbL, see me or contact the student help desk at helpstu@csuchico.edu or (800) 780-4837. [http://www.csuchico.edu/stcp/about/gethelp.shtml](http://www.csuchico.edu/stcp/about/gethelp.shtml)
Students are responsible for all class materials and should be prepared for lectures by reading any assigned texts. Specific requirements include: Lecture attendance and note taking, map quizzes, homework exercises, weekly chapter exams, and a final exam.

**Course Structure**
The course will be structured to include lectures, films, discussions, quizzes, activities, and exams. You are required to purchase the 2nd edition textbook which comes packaged with an access code for the online course companion website. [http://www.grtep.com](http://www.grtep.com) This website contains chapter exercises, problem sets and a chapter quiz. Three of the chapters also have map quizzes. You are required to complete all of the chapter exercises and problem sets. I will not collect the chapter exercises, but will randomly collect the problem sets. I may assign certain problem sets during the semester.

The semester has been divided up into three units. Each unit will culminate with an exam. The final exam will not be cumulative and will consist of multiple choice, true/false, matching, and possibly short answer. I will show several videos in class to give us all a break from regular class and to see some pieces of the world. We will also have in-class or on-campus activities and/or quizzes.

NOTE: Please let me know if you know you are going to miss class. We will be using BbL message service for this class. If you have an emergency, you may email me by campus email lknigge@csuchico.edu. Please put course and section number (GEOG 102-02 or GEOG 102-03) in the subject line if you use my campus email.

**Evaluation & Grading Policy**

Evaluation points are assigned as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Three map quizzes online (10 points each)</td>
<td>30</td>
</tr>
<tr>
<td>Introduce Yourself</td>
<td>5</td>
</tr>
<tr>
<td>Bidwell Mansion Tour</td>
<td>20</td>
</tr>
<tr>
<td>13 online chapter quizzes (10 points each, 10 pts extra credit available)</td>
<td>120</td>
</tr>
<tr>
<td>Class participation, attendance, activities or exercises</td>
<td>25</td>
</tr>
<tr>
<td>Exam #1</td>
<td>100</td>
</tr>
<tr>
<td>Exam #2</td>
<td>100</td>
</tr>
<tr>
<td>Exam #3</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

**Course Grade:** Will be determined by class participation, online quizzes and map quizzes, and three exams. Grading on exams, assignments and on the course is based on the following scale:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Letter Grade</th>
<th>Percent</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
<td>74-76</td>
<td>C</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
<td>70-73</td>
<td>C-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
<td>64-66</td>
<td>D</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
<td>60-63</td>
<td>D-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>&lt;60</td>
<td>F</td>
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</table>

**Assignments**

**Introduce yourself on BbL Discussion Board:** Please briefly introduce yourself to the class on BbL Discussion Board. **Introduce yourself** 5 points

**Online quizzes.** Each chapter has an online quiz that will be administered through the online companion website. You will complete these quizzes on your own on during the week that the chapter is assigned. The quizzes will be open from 8:00 a.m. on Wednesday until 8:00 a.m. on Saturday of the week assigned. You should do the chapter exercises and problem sets before you do the quiz. Most questions for the unit exam will come from these quizzes. There are thirteen chapter quizzes. Twelve have been included in the grading scheme, so if you complete all quizzes you can receive up to 10 points of extra credit or you may miss one quiz and not lose any points.

**12 quizzes @ 10 points each** 120 points
Map quizzes. There are three map quizzes included in the online course companion website. You will complete these quizzes during the assigned week.

3 map quizzes @ 10 points each          30 points

Chapter exercises and problem sets: Each chapter has a set of exercises and problem sets. Please complete these before class during the week they are assigned. They will prepare you for the online quizzes. Chapter exercises and problem sets will not be graded, but you are expected to complete them. I will randomly collect the problem sets during the semester.

Exams: There will be three unit exams during the semester. They will be given online and will consist of multiple choice, true/false, matching, and possibly short answer. The final exam will not be cumulative.

3 Exams at 100 points each          300 points

Bidwell Mansion tour: We have arranged for a visit to Bidwell Mansion. Tickets will be distributed and you are expected to attend on your own time. You must get your ticket date stamped and write short description of your visit. This paper should not be more than one page in length.

Bidwell Mansion Tour          20 points

Professor’s Responsibility
It is the professor’s responsibility to be organized, informative and enthusiastic about the course material. I will be available during office hours to answer questions about course materials, assignments or exams.

As a guide to the learning process, the Professor will make every effort to accommodate different learning styles by using various methods of instruction—including traditional lecture, class discussion, hands-on activities, field work, and film and video when available.

Classroom Protocol
It is the Professor’s responsibility to ensure that classroom decorum is maintained. We will discuss classroom conduct at the beginning of class and revisit the topic periodically throughout the semester. Please see me if you have issues with classmates’ behavior (side conversations, laptop, cell phone or other technology usage). Any behavior that disrupts the learning process will not be tolerated and may result in the student(s) being dropped from the class. The procedure for removal from the classroom is as follows: First offense - a verbal admonishment will be given to the disruptive student. Second offense - seating assignment will be given and may result in temporary removal from class and/or an office visit. Third offense - permanent removal from class. An ‘F’ will be awarded for the class.

The classroom should be a safe place where all ideas, as long as they do not include bigotry, intolerance or hatred, can be expressed freely and openly. Please listen to me and to other students, and frame your commentaries in the spirit of supportive and constructive criticism. Use non-sexist language when speaking and writing.

Dropping and Adding
You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found http://www.csuchico.edu/catalog/. You should be aware of the new deadlines and penalties for adding and dropping classes.

University Policies and Campus Resources

Academic integrity
Students are expected to be familiar with the University’s Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: http://www.csuchico.edu/sjd/integrity.shtml.
coordination of your academic accommodations. Students with disabilities requesting accommodations must register with the ARC Office to establish a record of their disability. Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date. The ARC phone number is 898-5959. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. The Accessibility Resource Center website is http://www.csuchico.edu/arc/index.shtml

IT Support Services
Computer labs for student use are located on the first and fourth floor of the Meriam Library, Room 116 and 450, Tehama Hall Room 131, and the Bell Memorial Union (BMU) basement. http://www.csuchico.edu/itss/labs/index.shtml. You can get help using your computer from IT Support Services; contact them through their website, http://www.csuchico.edu/itss. Additional labs may be available to students in your department or college.

Student Services
Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: http://www.csuchico.edu/current-students.

Student Learning Center
The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is online at http://www.csuchico.edu/slc. The University Writing Center has been combined with the Student Learning Center.

General Education
Geography 102 is part of General Education Area D1: Individual and Society in the following three of the ten GE pathways: Diversity Studies, International Studies and Sustainability. According to EM1033, Area D are Social Science courses and you are required to take a minimum of 12 semester units dealing with human social, political, and economic institutions and behavior and their historical background.

Students learn from courses in multiple Area D disciplines that human social, political and economic institutions and behavior are inextricably interwoven. Through fulfillment of the Area D requirement, students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Students will explore the principles, methodologies, value systems and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation are excluded from Area D. Coursework taken in fulfillment of this requirement must include a reasonable distribution among the subareas specified, as opposed to restricting the entire number of units required to a single subarea.

While your major course of study will prepare you for your life’s work, General Education is what creates a common intellectual experience for students in all majors, helping you discover that knowledge in one field is connected to knowledge in another, that there is always more to know, and that what you know affects the way you live. Beginning in fall 2012, the new General Education Pathway Program offers students not only an integrated learning experience across the University’s academic disciplines, but also the opportunity to earn an interdisciplinary minor in one of ten subjects.

Pathway Minors
The Pathways program allows students to earn an interdisciplinary minor simply by completing 18 units within a Pathway. The benefits of deciding to choose a GE Pathway and earn an interdisciplinary minor while completing GE are many. GE Pathways have been created by groups of committed faculty members with a passion for their Pathway theme. Courses in a Pathway contain shared thematic content, allowing you to learn about a subject deeply from multiple points of view. You can declare a Pathway minor via the Portal in your Student Center; your Pathway minor will appear on your transcript upon graduation.

To complete an interdisciplinary Pathway minor, you must complete 18 units across the disciplinary areas of a single Pathway, including nine units of upper division within the same Pathway. You may count one Foundation course associated with your Pathway toward the 18 unit minor. For more information about Pathway minors, and for assistance with course selection, visit GE Pathways Minors and consult with an advisor in Academic Advising Programs, SSC 220. http://catalog.csuchico.edu/viewer/12/GENED.html

You, like many new students, may be uncertain about your choice of a major or career field. Thus, in addition to the primary goal of broadening your awareness and understanding, an early focus on GE may help you become better acquainted with yourself and discover and deepen your interests and abilities in various academic disciplines and programs. If you are undeclared or uncertain about your major, carefully review programs you are considering, taking note of required GE courses and modifications. If you have questions regarding the General Education program and which requirements you must follow, see an Academic Evaluator in Student Services Center room 110, or call the Evaluations Office at 530-898-5957.
<table>
<thead>
<tr>
<th>Date</th>
<th>WK 1</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 29, 31</td>
<td>WK 1</td>
<td>Understanding the California Landscape: Elements of Geography</td>
<td>Chap 1: pg 1-11</td>
<td>Register for Online website Introduce Yourself on BbL Complete Ch 1 Exercises &amp; Problem Sets Quiz Friday 8:00 – 6:00</td>
</tr>
<tr>
<td>WK 2 Feb 5, 7</td>
<td>WK 2</td>
<td>Landscapes &amp; Elements of Geography Geological History &amp; Landforms</td>
<td>Chap 1 (finish) &amp; 2: pg 13-33</td>
<td>Chap 2 Exercises &amp; Problem Sets Quiz Wed 8:00 am to Sat 8:00 am</td>
</tr>
<tr>
<td>Feb 12, 14</td>
<td>WK 3</td>
<td>California Climate: Scales and General Controls</td>
<td>Chap 3: pg 39-56</td>
<td>Chap 3 Exercises &amp; Problem Sets Quiz Wed 8:00 am to Sat 8:00 am</td>
</tr>
<tr>
<td>Feb 19, 21</td>
<td>WK 4</td>
<td>California Flora and Fauna: Diversity, Hazards and Conservation</td>
<td>Chap 3: pg 57-73</td>
<td>Chap 4 Exercises &amp; Problem Sets Quiz Wed 8:00 am to Sat 8:00 am</td>
</tr>
<tr>
<td>Feb 26, 28</td>
<td>WK 5</td>
<td>Chap 4: California Flora and Fauna: Diversity, Hazards and Conservation</td>
<td>Chap 4: pg 57-73</td>
<td>Friday Online Exam #1 Chap 1-4 Bbl Portal Open 8:00 am to 8:00 pm</td>
</tr>
<tr>
<td>Mar 5, 7</td>
<td>WK 6</td>
<td>California Native American Landscapes</td>
<td>Chap 5: pg 75-94</td>
<td>Chap 5 Exercises &amp; Problem Sets Quiz Wed 8:00 am to Sat 8:00 am</td>
</tr>
<tr>
<td>Mar 12, 14</td>
<td>WK 7</td>
<td>Tuesday: Guest Speaker Dr. John Cloud, NOAA California Coastal Landscapes Spanish Exploration &amp; Settlement Patterns in Alta California</td>
<td>Chap 6: pg 95-112</td>
<td>Chap 6 Exercises &amp; Problem Sets Quiz Wed 8:00 am to Sat 8:00 am</td>
</tr>
<tr>
<td>Mar 16-22</td>
<td>WK 8</td>
<td>SPRING BREAK</td>
<td>NO CLASSES</td>
<td></td>
</tr>
<tr>
<td>Mar 26, 28</td>
<td>WK 9</td>
<td>Mexican Rancho Era: Settlement and Development by &quot;Los Californios&quot;</td>
<td>Chap 7: pg 113-124</td>
<td>Chap 7 Exercises &amp; Problem Sets Quiz Wed 8:00 am to Sat 8:00 am</td>
</tr>
<tr>
<td>April 2, 4</td>
<td>WK 10</td>
<td>Gold Rush: the US Takes Over—The World’s Cultures Move into Northern California</td>
<td>Chap 8: pg 125-149</td>
<td>Chap 8 Exercises &amp; Problem Sets Quiz Wed 8:00 am to Sat 8:00 am</td>
</tr>
<tr>
<td>April 9, 11</td>
<td>WK 11</td>
<td>Gold Rush: The Beginnings of Modern California and the Rise of Southern California</td>
<td>Chap 8 (finish) &amp; 9: pg 155-182</td>
<td>Chap 9 Exercises &amp; Problem Sets Quiz Wed 8:00 am to Sat 8:00 am</td>
</tr>
<tr>
<td>April 16, 18</td>
<td>WK 12</td>
<td>California Agriculture and Irrigation Agriculture “Cultures”</td>
<td>AAG – LA April 9 – 13</td>
<td>Tuesday Exam #2 Chap 5-9 Thursday Video: Mulholland’s Dream</td>
</tr>
<tr>
<td>April 23, 25</td>
<td>WK 13</td>
<td>California Agriculture and Irrigation Agriculture “Cultures”</td>
<td>Chap 10: pg 183-210</td>
<td>Chap 10 Exercises &amp; Problem Sets Quiz Wed 8:00 am to Sat 8:00 am</td>
</tr>
<tr>
<td>April 30, May 2</td>
<td>WK 14</td>
<td>Urban-Rural California: Water, Land and Design</td>
<td>Chap 11: pg 211-228</td>
<td>Chap 11 Exercises &amp; Problem Sets Quiz Wed 8:00 am to Sat 8:00 am Video</td>
</tr>
<tr>
<td>May 7, 9</td>
<td>WK 15</td>
<td>The Rise of the Modern California Landscape</td>
<td>Chap 12: pg 229-248</td>
<td>Chap 12 Exercises &amp; Problem Sets Quiz Wed 8:00 am to Sat 8:00 am</td>
</tr>
<tr>
<td>May 14, 16</td>
<td>WK 16</td>
<td>California: Paradise or Gritty Reality?</td>
<td>Chap 13: pg 249-275</td>
<td>Chap 13 Exercises &amp; Problem Sets Quiz Wed 8:00 am to Sat 8:00 am</td>
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<tr>
<td></td>
<td>FINAL</td>
<td>Final Exam Thursday May 23</td>
<td>2:00 – 3:50 PM</td>
<td>Exam #3</td>
</tr>
</tbody>
</table>

* You are required to do the Exercises and Problem Sets for each chapter found on the online companion website at [http://www.grtep.com](http://www.grtep.com)
I will not collect the Exercises and may randomly collect the Problem Sets. Please read the chapter and complete these assignments before class the week they are assigned. Online quizzes will be available on Fridays between 8:00 am and 6:00 pm. They will be graded. They will prepare you for the quizzes and exams. Online quizzes will be made available on Wed at 8:00 a.m. and will close on Saturday at 8:00 a.m. You are required to complete them within set amount of time during the scheduled week.

*Class Schedule is Subject to Change at Professor’s Discretion*

*Effective date of schedule: February 10, 2013*