

**GEOG105: CALIFORNIA CULTURAL LANDSCAPES**  
**Fall 2008**

**Instructor:** Dr. Dean Fairbanks, 527 Butte Hall, x5780, dhfairbanks@csuchico.edu, Office hours: MW 11-12, TR 10-11, F 1-2pm; and by arranged appointment only.

**Course Description:** This course introduces students to physical setting and historical cultural geography of California's changing cultural landscapes. 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. This is an approved General Education course under Area D, Sub-area D3: Cultural and Social Institutions.

**GE OBJECTIVES:** GEOG 105 is a **General Education (GE)** course in **Area D: Behavioral and Social Sciences, Sub-Area D3: Cultural and Social Institutions**. It is intended for those students with no previous college-level social science coursework. The GE Program at CSU, Chico has five goals:

- to improve reading, writing, critical thinking, discussion and speaking skills, mathematical reasoning, analysis and problem solving, and the ability to access, evaluate, and apply information;
- to instill efficient, effective learning skills that will keep the student on a path of perpetual intellectual curiosity;
- to enhance general knowledge and attitudes so that students have a well informed, integrated, and coherent picture of the universe and humanity, including the living and non-living physical universe; human cultures, societies and values; and the artistic and intellectual legacy of humanity;
- to broaden knowledge about the impact, perspectives, and contributions provided by cultural, racial, ethnic, gender, cognitive, and global diversity; and
- to provide, for each student, coherence, connectedness, and commonalty within broad areas of undergraduate education.

The principal charge to GE Area D 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.

Under Sub-Area D3: Cultural and Social Institutions students must demonstrate learning in

- the development and variation of cultural and social institutions; and
- how cultural and social development and variations affect groups, institutions, and behavior.

**Course Objectives:** The objectives of this course are to help students: 1) Develop a geographic understanding of California's changing cultural landscapes, including: a. the physical processes that shape the patterns on the Earth's surface, b. how these physical processes affect human cultures, c. how

various cultures have modified the physical environment, d. the patterns of human migration and settlement throughout the region, e. the role of interethnic relations in shaping these migrations and settlement patterns. 2) Develop the ability to think, read, and write critically in geographic thought.

**Course audience:** This course is an approved General Education course for both Area D3 and for Diversity (Ethnic) requirement.

**Course Requirements:** 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, reading quizzes, homework exercises, family migration paper, field trip research paper, two midterms, and final exam.

**Course Grade:** Will be determined by class participation, reading recall patterns, map quizzes, homework exercises, field trip report, research paper, midterm and final exam. See point breakdowns on each assignment in class packet.

**Course Text(s):**

Class reading and exercises. Available through WebCT/VISTA and handed out in the classroom.

California Atlas, 2<sup>nd</sup> edition. A.S. bookstore

Atlas of California, Donely, Allan, Caro and Patton. On reserve in the Library Reserve Book Room.

| Week<br>* | Topic*  | Reader | Exercises &<br>Quizzes*      |
|-----------|---|--------|------------------------------|
| 1         | Course Introduction, Concepts in Geography, Cultural Landscapes, California's basic themes <ul style="list-style-type: none"> <li>• Movie- "Z Boys" (2001)</li> </ul> |        |                              |
| 2         | Landforms: Shapes and Materials, Plate tectonics, Geologic Natural Hazards  |        | Exercise Due: "Location"     |
| 3         | Climate: Elements and Controls, Climate Regions, Atmospheric Natural Hazards <ul style="list-style-type: none"> <li>• Movie- "Earth Nectar" (1993)</li> </ul>         |        | Map Quiz: "Landforms"        |
| 4         | Marine and Terrestrial Environments, Flora and Fauna, Nature of Fire  |        | Exercises Due: "Climate"     |
| 5         | Ethnicity and the Environment, Native American Landscapes, Spanish Arrival and Mission Era  |        |                              |
| 6         | <b>MIDTERM #1</b>   |        |                              |
|           | Mexical culture: The Mexican Rancho Era, Gold Rush: the World Rushes In, US Take Over   |        |                              |
| 7         | Ethnic Conflict in Gold Period, Environmental Conditions- hydraulic mining, natural resource law, Water law, The Legacy of the Homestead Act                          |        | Map Quiz: "Rivers and Lakes" |
| 8         | Managing Federal Lands, Transportation and Settlement, 19 <sup>th</sup> Century Search for the Ideal Landscape (John Muir)  |        | Map Quiz: "Counties"         |

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|-----------------------------------|---|--------------------------------------|
| 9                                 | Rise of Southern California Myths, Arroyo School, California Architecture-North vs. South   |                                      |
| 10                                | Reclamation in California, California Agriculture, Irrigation Agri-cultures: Japanese, Filipinos, Mexicans <ul style="list-style-type: none"> <li>• Movies “Romance of the Lemon” and “California Agriculture”</li> </ul>   | Map Quiz:<br>“Cities”                |
| <b>MIDTERM #2</b>                 |   |                                      |
| 11                                | Factories in the Fields, Dust Bowl and Great Depression, “Okie” Cultural Landscapes   |                                      |
| <b>Family Migration Paper Due</b> |   |                                      |
| 12                                | World War II: Industry and Immigration, Urban Encroachment, Urban Water Imperialism <ul style="list-style-type: none"> <li>• Movies “Japanese Interment” and “The Bracero Program”</li> <li>• Movie- “Cadillac Desert” – Part 1</li> </ul>  | Exercise Due:<br>“Ethnic Settlement” |
| 13                                | Taming the Colorado River, Sacramento Valley Flood Control, Federal--Central Valley Project, State Water Project, Energy <ul style="list-style-type: none"> <li>• Movie – “Pleasure and Plagues on the Salton Sea” (2007)</li> <li>• Movie- “Cadillac Desert” – Part 3</li> </ul> | Map Quiz:<br>“Water delivery”        |
| <b>Term Research Paper Due</b>    |   |                                      |
| <b>Thanksgiving Break!</b>        |   |                                      |
| 14                                |   |                                      |
| 15                                | Mexican Re-conquest, “Mexical-Mexamerica”, Modern Asian Immigration, The African-American Experience  | Exercise Due:<br>“The Californias”   |
| 16                                | Recent Ethnic Refugees, Contemporary Urban Landscapes, Environmental issues, Economic and Social Woes, California Futures....   |                                      |
| 17                                | <b>FINAL EXAM</b>   |                                      |
| <b>TBA</b>                        |   |                                      |

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\*Note: Schedule subject to change without advanced notice given by lecturer.

**Assignments:** All homework will be due at the beginning of class following in class instructions on time requirements. No late or makeup work will be permitted, except in the case of bona-fide illness or emergency. There will be no extra credit assignments given; put your efforts into the assigned work. Cheating or plagiarism on any assignment will earn a student an “F” grade on that assignment.

**Map Quizzes:** Make-up map quizzes will not be given, except in the case of bona-fide illness or emergency. Cheating will earn a student an “F” grade on the map quiz.

**Papers:** Each student will write two papers: one on your families migration experience and cultural elements brought to California and the other will be a research report on a personal field trip in California. The topics and terms of each paper will be discussed in class, with detailed instructions to follow. In accordance with university and department literacy requirements, spelling, grammar, and composition will be taken into account when grading written assignments. Papers with ten or more mistakes in spelling, grammar or composition cannot receive higher than a “C”. **NOTE:** Plagiarizing from the Internet or other source material without due acknowledgement is not tolerated. Therefore hardcopy and digital (MS Word) files of your papers should be turned into the instructor for grading and uploaded to [www.turnitin.com](http://www.turnitin.com) (to be explained later). Students found to be plagiarizing material will be referred to the Student Judicial Council and will receive an “F” grade in the course.

**Attendance policy:** Attendance is expected at every class meeting. There is a considerable amount of information presented in lecture that is not necessarily covered directly in the text. Your reward for coming to class and taking notes will be that you get to use your notes and assignments on the exams. I understand, however, that personal things happen during any semester that you feel obligated to attend too therefore everyone is granted one excused absence. After this one, any unexcused absences will affect your final grade. We are all adults here, so let’s show respect to your fellow classmates and to the lecturer. Class lecture notes will not be provided to you if you cannot make class, instead rely on your fellow classmates for the notes you maybe missing.

**Course Etiquette:** Minor requests: Please, turn off cell phones in lecture to avoid disruption. Please do not eat in lecture (we’re ALL hungry!). Please do not bring drinks in glass bottles into lecture.

§ Student assignments will be handed back promptly in lecture. Any material not picked up in lecture period will be retained for one semester, and then discarded.

**Disability Support Services:** If you have a documented disability that may require reasonable accommodations, please contact Disability Support Services (DSS) for coordination of your academic accommodations. DSS is located across from Kendall Hall in the University Center building. The DSS phone number is 898-5959 or FAX 898-4411. Visit the DSS website at <http://www.csuchico.edu/dss/>.

**Statement on Academic Honesty:** Academic misconduct (as defined in the current California State University, Chico catalogue, pg 47, 635) will not be tolerated. Students are encouraged to discuss course materials inside and outside the classroom. However, all written material submitted by students must be their own work *exclusively*. No answers to questions cribbed from other students, other classes or the Internet. The highest standards of honesty are expected when taking exams: no sneaking, peeking or cheat sheeting. If you have any questions about what constitutes academic dishonesty, or the consequences of academic misconduct, consult the current university catalogue, the Office of Student Judicial Affairs (Kendall 110), or ask me.

**GEOG 105 California Cultural Landscapes  
Fall 2008 QUESTIONNAIRE**

**PLEASE FILL OUT AND RETURN TO LECTURER**

Status: Circle one (Undergraduate, Foreign exchange, Open University, Elder College, other)

Year of study: Circle one ( 1, 2, 3, 4, Other )

Your Major \_\_\_\_\_

Geographical Information:

Dominant ethnic background: \_\_\_\_\_ (i.e. Italian, Chinese, Costa Rican, Mixed, etc.)

Where were you born (city, county, state/province, country)?  
\_\_\_\_\_

Where did you live during high school (city, county, state/province, country)?  
\_\_\_\_\_

If you have a favorite place in California, where is it? \_\_\_\_\_

If you have a favorite region in California, where is it? \_\_\_\_\_

What do you find best about California? \_\_\_\_\_

What do you find unpleasant about California? \_\_\_\_\_

What two major issues, in your opinion, does California need to address now/in the future?

1. \_\_\_\_\_

2. \_\_\_\_\_

Any other comments (e.g., relevant special interests concerning this course or California)  
\_\_\_\_\_

Thank You,  
Dean