

GEOGRAPHY 50AC CALIFORNIA

106 Stanley Hall
Mon, Wed, Fri: 2:00-3:00
Fall 2016

Lecturer:

Dr. Seth Lunine
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Office Hours: 561 McCone Hall, Wed. 3:10-5:00 or by appointment

Discussion Sections

All held in 135 McCone Hall

101 Mon. 4-5
102 Tues. 10-11
103 Tues. 12-1
104 Wed. 11-12
105 Wed 4-5
106 Thur. 12-1

COURSE OVERVIEW

“California is no ordinary state,” Carey McWilliams argued in 1949, “it is an anomaly, a freak, the great exception among the American states.” Just two decades later, Wallace Stegner claimed that “California is like the rest of America, only more so.” Whether it is perceived as an exception, a microcosm, or a harbinger, each of these notions begs a similar question: how can we understand California’s distinctiveness? How has a history of explosive growth, rapid transformation, and incessant experimentation created both our astonishing advantages and our devastating problems?

If anything, California is diverse. It is an assemblage of distinct geomorphic provinces, each shaped by extreme, often violent forces. Yet the ferocity of earthquakes, fires, and floods was matched by the avarice, plundering, and brutality enacted against California’s complex indigenous populations by European colonialists and then Anglo Americans beginning with the Gold Rush. California’s “natural wealth” is better understood as a product of human ingenuity, and exploitation. Gold attracted the people, created the wealth, and sparked the innovations that

“unlocked” other resources. A succession of dynamic industries—agribusiness, film, aerospace, electronics, microprocessors, and information technology—attests to California’s enduring eminence as an incubator of technological innovation. If California were currently a country, it would have the 8th largest economy in the world, and the 34th largest population. What happens in California has global significance.

Migration enabled this dynamism. Motivated and entrepreneurial by virtue of their very presence in California, the historical succession of Chinese, Mexican, Japanese, “Okie,” African American, Southeast Asian, and Latina/o newcomers shows that the “California Dream” is entangled with economic opportunity. Their experiences have converged and diverged to create California and its legendary cultural hybridity and vitality. But the state’s greatest advantage poses some of its biggest challenges. The interactions and divisiveness of massive and variegated populations help explain the formation of the “inner-city” and the recent suburbanization of poverty, as well as farmworkers who are treated as essential as a class but expendable as individuals. The conflation of populism and xenophobia during economic crises figures heavily into California’s politics from The Chinese Exclusion Act in 1882 until today. An array of distinct social movements emerged from California’s unequal social relations: the Black Panthers Party, the Tax Revolt, environmentalism, and the feminist movement, to name but a few.

Indeed, California may be defined by the people who have come here, and we will focus on their experiences. Because this is an American Cultures course, we will study the overlapping and interacting ethnic, racial, and linguistic communities that have created and recreated the state. We will also situate California within the broader historical forces shaping American life, such as capitalist development, race formations, suburbanization, environmental degradation, the Great Migration, and contemporary gentrification.

Above all, California is a contradiction. It is a symbol, a myth, and a talismanic lifestyle. And there is always a disjuncture between what the Golden State promises and what it delivers. Terrestrial paradise or a plundered province? California Dream or cruel illusion? We will address these questions, and many more, using themes and concepts of the discipline of geography, such as cultural landscape, the production of place, relations between nature and culture, and regional capitalism. Equally important, we will explore how our own experiences and knowledge shape our perceptions and understandings of California.

REQUIRED TEXTS

Richard Walker and Suresh Lodha, *The Atlas of California: Mapping the Challenges of a New Era* (Berkeley: University of California Press, 2014). Available at the University Book Store.

Other assigned readings are compiled in a *California Reader*, which costs ~\$40 and is available at Vick Copy, 1879 Euclid Avenue on the north side of campus.

All assigned readings will be posted on our bCourse website and held on reserve at the Earth Science Library located in 50 McCone Hall.

COURSE REQUIREMENTS & POLICIES

Learning Environment: We will cover some contentious topics in this course and you are not required to agree with your classmates, GSI, or lecturer. But you are required to treat everyone with respect and listen to their ideas.

Attendance: *Attendance is indispensable for doing well in this course.* You are required to come to lectures and discussion sections on time. The professor reserves the right to take formal attendance at any time, which may affect your course grade.

Readings: *Readings are essential to this course.* Please complete each reading before the lecture for which it is assigned. Films should be treated as text in that they are required and may be included on exams.

Bring pens and paper to every lecture and discussion sections for note-taking, writing exercises, and in-class assignments.

Take notes! I will not post powerpoint slides on bCourses; engaged listening and note taking are important skills.

Students with Disabilities or Special Needs: Please bring these to my attention through the Disabled Student Program as soon as possible. We will provide all requisite accommodations.

Course Web Site: Our course has a web site at bCourses.berkeley.edu. It is crucial that you check the page regularly for course updates and other announcements.

Eating & Drinking are prohibited in 106 Stanley Hall.

Laptops and other Digital Devices: We have found that the use of laptop computers and other digital devices is very distracting. Please refrain from using laptops and other digital devices during lecture. Turn off your smart phones—*no texting during lectures or discussion sections.*

Please talk to me if you have specific needs or requirements involving the use of a digital device during lecture.

ACADEMIC INTEGRITY

Academic integrity is a joint endeavor among not only students but the entire academic community in all scholarship and scholarly activity. *In this course each of us is responsible for fostering an environment of honesty, fairness, and respect.*

UC Berkeley has strict policies concerning academic misconduct and dishonesty. The University defines academic misconduct as “any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community” (*UC Berkeley Code of Student Conduct*). This typically involves (1) plagiarism: copying text or ideas from another source without appropriate reference; and (2) cheating: fraud or dishonesty in an academic assignment, including examinations. Cheating, plagiarism, and other academic misconduct will result in a failing grade on the assignment, paper, quiz, or exam in questions and will be reported to Student Judicial Affairs. For more information about intentional academic misconduct and attendant consequences see: <http://advocate.berkeley.edu/conduct/>

GRADING & ASSIGNMENTS

Each of the four parts of the class described below must be completed for a passing grade.

Section – 25%

Sections will consist of active, hands-on exercises that will give you an opportunity to share your ideas and insights, as well as your questions and concerns, about lectures and readings. Format will vary and may include discussions, reading response, group exercises, test preparation, map quizzes, and projects designed to help you contextualize and analyze your own experiences in California. In section we will learn from each other and create a safe environment to ask questions, experiment with ideas, and ‘think out loud’ as we explore California.

Midterm Exam – 25%

Monday, October 3

The midterm exam will be taken in class and will likely consist of short identification and essay questions.

Mapping My Place Project – 25%

Due Friday, December 2

The Mapping My Place Project is designed to help you relate your own experiences and interests to topics and concepts discussed in lectures, sections, and assigned readings. Your project is due at the beginning of class on Friday, December 2. *Please see description below.*

Final Exam – 25%

Thursday, December 15, 3:00-6:00

The final exam will be taken in class and will likely consist of short identification and essay questions.

LECTURE & READING SCHEDULE

Week 1. Introductions & Overviews

We start with a sweeping survey of California and some of the concepts from the discipline of geography that will structure the course. We will also review the syllabus, explain what you can expect from the course, and offer suggestions for doing well.

Wed. 8/24. Welcome to Geography 50AC

Fri. 8/26. Geography, the Drought, and the Salton Sea

Week 2. Land & Life

This week, we examine California's diverse geomorphic regions and unparalleled biological richness. From the end of the Pleistocene Era until today, these "forces of nature" have resolutely influenced human cultures and economies. Rather than a crass *environmental determinism*, however, we will see how intentional intervention and management by California Indians profoundly influenced Californian ecologies over millennia. Our investigation of California land continues with an examination *the frontier* and the irrevocable damage to indigenous lifeways and landscapes caused by Spanish, Mexican, and Russian colonialism.

Mon. 8/29. Native Californians, Native Californias

Atlas of California: "Land & People" (17), "Land & Nature" (18-19).

Kent Lightfoot and Otis Parrish, "Why California Indians Matter," in *California Indians and Their Environment: An Introduction* (2009), 2-13.

Wed. 8/31. Frontiers

Atlas of California: "Colonialism & Native Californians" (22-23).

James Sandos, "Between Crucifix and Lance: Indian-White Relations in California, 1769-1884," in *Contested Eden: California Before the Gold Rush* (1998), 196-229.

Fri. 9/2. Borderlands

Micheal Dear, "Bajalta California," *Boom: A Journal of California* 4 (2014), 86-97.

Week 3. Resource Rushes & Regional Development

California's resource riches—beginning with gold and followed in rapid succession by mercury and silver, copper and coal, wheat and timber, oil and iron ore, and fish and fur—were no doubt exceptional compared to other US states. But how did rapid resource exploitation engender enduring economic success? We will seek to understand California's unique mode of regional development within a broader, comparative framework by examining how generic categories of capital, industry, and class assumed decidedly Californian characteristics. We will see how US territorial expansion and capitalist penetration transformed “nature” into natural resources. Specifically, we will look at how federal and state governments imposed a new system of private property through (1) the annihilation of indigenous populations and (2) the expropriation of Californio and Mexican landowners. Brief case studies of mining and dynamite will then show how symbiotic relations between resource extraction and industrial innovation fueled California's 19th century economic development, and directly influenced broader patterns of national industrialism.

Mon. 9/5. Holiday

Wed. 9/7. Gold & Genocide

Benjamin Madley, “Yuki Indians: Defining Genocide in Native American History,” *The Western Historical Quarterly* 39 (2008), 302-32.

Fri. 9/9. California Capitalism

Gray Brechin, *Imperial San Francisco: Urban Power, Earthly Ruin* (1999), selections.

Week 4. Racial Order & Class Hierarchy

An examination of the geographical and historical processes of race formation and the simultaneous constitution of social hierarchies for Asian, Latina/o, Native American, and White populations are essential for understanding Anglo American conquest. This week we study how racial and ethnic identities were created and challenged in California. We see how popular culture, the built environment, and the law helped define difference in space. Our examination of the frenzied pace of metropolitan development in San Francisco and paroxysms of economic crisis in California will enable us to contextualize the Chinese Exclusion Act, largely through an examination of race and place in San Francisco's Chinatown. A look at the realms of domesticity and work in Los Angeles illustrate not only the everyday experience of racialized oppression but also how daily acts of survival and community formation became meaningful feats of resistance and autonomy.

Mon. 9/12. Race Formations

Tomas Almaguer, “Introduction” and Chapter Six, ““They Can Be Hired in Masses; They Can Be Managed and Controlled Like Unthinking Slaves,”” in *Racial Fault Lines: The Historical Origins of White Supremacy in California* (1994), 1-16, 153-182.

Wed. 9/14. Chinatowns

Fri. 9/16. Border Cities

Isabela Seong Leong Quintana, “Making do, Making Home: Borders and the Worlds of Chinatown and Sonora Town in Early Twentieth-Century Los Angeles,” *Journal of Urban History* 41, (2015), 47-74.

Week 5. Building the Bay Area

This week we see how San Francisco transformed from the “instant city” to the western financial capital of the US, largely by examining relations between resource extraction, industry, and real estate development. We will also see how industrial development and metropolitan expansion were conjoined, mutually reinforcing processes that shaped the early Bay Area. Looking at resource processing and mining supply industries, we see how suburbanization has been a fact of life in California since the second half of the nineteenth century—not, as many assume, an invention of the 1950s.

Mon. 9/19. Imperial San Francisco

Review Brechin, *Imperial San Francisco* (assigned for 9/9)

Wed. 9/21. The Speculative Metropolis

James Curtis, ““The Chicago of the Far West’: Land Speculation in Alviso, California, 1890-1891,” *California History* 61 (1982), 36-45.

Fri. 9/23. Industrial Suburbs

Joseph Blum, “South San Francisco: The Making of an Industrial City,” *California History* 64 (1984), 114-134.

Week 6. Sunshine & Noir in Southern California

Key rail connections in the 1880s broke Southern California’s isolation from the national economy while local boosters initiated a surge of development by selling an idyllic Los Angeles to Protestant America. This week we look at the development of Los Angeles beginning with a

regional economy based in agriculture, real estate speculation, and the provision of specialized health and leisure services, particularly to wealthy white retirees. We also examine the everyday experiences of racialized oppression as long-resident Californios, and more recent Chinese communities, became the primary targets for Protestant “racial purification” after the American conquest of the Mexican Southwest. Finally, we look at the decimation of local labor movements and the role of public and private promoters in Los Angeles’ industrialization, which relied not only on movies, citrus, and oil but also on national branch plants, making Los Angeles the “Detroit of the West.” In all, we see the inception of patterns of metropolitan boosterism, speculative land development, vitriolic racism, industrial capital investment, and populist politics that shaped Los Angeles, and perhaps US metropolitan regions more generally, for the ensuing century.

Mon. 9/26. The Progressives’ Metropolis

Stephanie Leithwaite, “Race, Place, and Ethnicity in the Progressive Era,” in *A Companion to Los Angeles* (2010), 40-56.

Wed. 9/28. City of Industry

Mike Davis, “Sunshine and the Open Shop: Ford and Darwin in 1920s Los Angeles,” in *Metropolis in the Making: Los Angeles in the 1920s* (2001), 96-122.

Fri. 9/30. State Power & Metropolitan Development

Steven Erie and Scott MacKenzie, “Crown Jewels: Infrastructure and Growth,” *A Companion to Los Angeles* (2010), 216–32.

Week 7. MIDTERM EXAM & Agribusiness

Rather than family farmers toiling for self-sufficiency, agriculture in California is best understood as a business. We investigate the structure and interworkings of California’s booming agribusiness sector by focusing on innovation and cheap human labor as the basis for productivity and, therefore, profitability. First, we examine wealthy “growers”— not “farmers” in California’s singular form of agriculture—and the role of marketing cooperatives and an array of industrial, logistics, and marketing firms that changed the country’s dietary perceptions and practices. Next we look at the harvest labor system and the growers’ imperative of securing and exploiting cheap labor, which has resulted in cycles of labor recruitment and expulsion involving Chinese, Whites, Japanese, Punjabis, Mexicans, Filipinos, dustbowl migrants, Braceros, and undocumented immigrants.

Mon. 10/3. **Midterm Exam**

Wed. 10/5. Central Valley Commodity Chains

Atlas of California: “Agribusiness” (50-51).

Richard Walker, *The Conquest of Bread: 150 Years of Agribusiness in California* (2004), selections.

Fri. 10/7. The Harvest Labor System

Don Mitchell, “*La Casa de Esclavos Modernos*: Exposing the Architecture of Exploitation,” *Journal of the Society of Architectural Historians* 71 (2012), 451-461.

Week 8. The Federal Trigger

This week, we look at the causes and consequences of the “federal trigger” of government investment in California during the 1930s and 1940s. New Deal policies and the redistribution of resources helped revive California during the Great Depression but created policies and patterns for enduring racialized inequalities. We next explore how federal investment in military production has transformed California. We look at the new cultural landscape that formed during World War II in places like Richmond, where working-class Southern whites and, especially, African Americans arrived *en masse*, and we consider the durable inequalities that World War II made possible. We finish by grappling with California’s long history of criminalization and imprisonment as a technique of social control, and consider the rise of a prison-industrial complex.

Mon. 10/10. A New Deal for California

Wed. 10/12. Wartime Mobilizations

Atlas of California: “Military Power” (38-39).

Marilynn S. Johnson, “Migrant Ghettos,” in *The Second Gold Rush: Oakland and the East Bay in World War II* (1993), 83-112.

Fri. 10/14. The Carceral State

Atlas of California: “Crime & Incarceration” (38-39).

Roger Daniels, “Incarcerating Japanese Americans,” *OHA Magazine of History* 16 (2002), 19-23.

Mike Davis, “Hell Factories in the Field,” *The Nation*, February 20, 1995, 229-234.

Week 9. Metropolitan Expansion and Social Movements

So far we have looked at how migration, oppression, and identity formation of diverse populations composed California. This week, we shift our focus to the influence and experience of different racial and social groups in the expanding postwar metropolis. Suburbanization reconfigured racial, ethnic, and social divisions. Rather than reductive notions of “white flight” and “urban crisis,” we see how federal policies institutionalized discrimination and difference by allocating resources to mostly white homeowners in suburban municipalities while withdrawing funds from increasingly African-American central cities. These divisions crucially influenced how different social groups experienced the city and helped precipitate an array of social movements. Beginning with (1) white identity formation through suburban property acquisition and (2) the black power politics of community defense and empowerment, we examine “urban insurrections” and how oppression was both created and contested through metropolitan spaces.

Mon. 10/17. Uneven Metropolitan Development

Eric Avila, “The Nation’s White Spot,” in *Popular Culture in the Age of White Flight* (2004), 20-64.

Wed. 10/19. Suburban Whiteness & The Tax Revolt

Fri. 10/21. “Slum Clearance” & The Black Panthers

Robert Self, “Black Power,” *American Babylon: Race and the Struggle for Postwar Oakland* (2003), 217-255.

Video: National Brown Berets, “Chavez Ravine,” 2013.

Week 10. Environment and Ethnicity, Risk and Resilience

This week, we examine inequalities by looking at which segments of society are exposed to the greatest social, ecological, and health hazards caused by pollution and other environmental hazards. We also discuss the pervasive threat of natural disasters, including earthquakes, climate change, drought, and wildfires in California, focusing on who is most at risk and how we can mitigate the physical damage and social fallout of impending disasters.

Mon. 10/24. Environmental Racism

Atlas of California: Chapter 6, “Environment” (78-87),

Laura Pulido, “Geographies of Race and Ethnicity I: White Supremacy vs. White Privilege in Environmental Racism Research,” *Progress in Human Geography* 1 (2015), 1-9.

Wed. 10/26. Natural Disaster and Social Fallout

Mike Davis, "Los Angeles After the Storm: The Dialectic of Ordinary Disaster," *Antipode* 27 (1995), 221-241.

Fri. 10/28. Inexorable Droughts & Alternative Energies

Atlas of California: Chapter 5, "Water & Energy"

Matthew Gandy, "Riparian Anomie: Reflections on the Los Angeles River," *Landscape Research* 31 (2006), 135-145.

Week 11. The Contemporary "Ethnopolis"

The regional metropolis of Los Angeles, centered around the original settlement of El Pueblo de Nuestra Señora la Reina de los Angeles de Porciúncula, now stretches sixty miles outward in almost every direction, encompasses more than 160 separate municipalities in five counties, and ranks among the world's largest "megacities." This week explores new patterns of Latino settlement and the rise of multi-ethnic suburbs. Focusing on Metropolitan Los Angeles, we see how working class and ethnic identities are fluid and reconfigured by waves of immigration, industrial restructuring, and political machinations. We close by comparing entrenched concentrations of working class impoverishment with the *suburban cosmopolitanism* of the West San Gabriel Valley, which may represent a new relationship between race and place in California.

Mon. 10/31. The Latino Metropolis

Atlas of California: "Cities & Metro Areas" (54-57), "Greater Los Angeles" (60-61). And "Highways & Transportation" (64-65).

James Rojas, "The Enacted Environment: Examining the Streets and Yards of East Los Angeles," in *Everyday America: Cultural Landscape Studies after J.B. Jackson* (2003), 275-292.

Wed. 11/2. Multi-Ethnic Suburbanization

Atlas of California: "Unauthorized Immigration" (28-29) and Chapter 8, "Inequity & Social Divides" (101-111).

Mike Davis, "The New Industrial Peonage," in *Dead Cities and Other Tales* (2002), 3-22.

Fri. 11/4. Suburban Cosmopolitanism

Atlas of California: Chapter 7, “Health & Education” (88-99).

Wendy Cheng, “East of East: The Global Cosmopolitans of Suburban L.A.,” *Boom: A Journal of California* 5 (2015), 20-28.

Week 12. Innovative Industries

This week, we revisit the topic of technological innovation through discussing the economy, geography, culture, politics, and global significance of Hollywood and Silicon Valley.

Mon. 11/7. Hollywood

Allen J. Scott, “A New Map of Hollywood: The Production and Distribution of American Motion Pictures,” *Regional Studies* 39 (2002), 957-975.

Wed. 11/9. Silicon Valleys

Atlas of California: Chapter 3, “Economy & Industry” (43-49, 52-53).

Fri. 11/11. Holiday

Week 13: Gentrification

Nowhere in the US has gentrification been more conspicuous than in the San Francisco Bay Area. This week explores gentrification and the attendant suburbanization of poverty. We examine broad patterns of reinvestment in historically low-income neighborhoods and the rise of professional and technical employment in cities. We see why profitable property development is predicated on the displacement of working class communities of color, and why gentrification has perpetuated inequalities in income, health, and education along ethnic and class lines. We also look at the role of municipal governments in redeveloping urban cores and perpetuating patterns of inequality. Brief case studies include community displacement in San Francisco and “post-industrial” transformation in Emeryville, perhaps the greatest redevelopment project of its kind in the state. In all, we examine who benefits from the revitalization of our central cities, why poverty is increasingly centered in the suburbs, and why the fight for housing justice necessarily involves more than just affordable housing.

Mon. 11/14. Forced Out

Atlas of California: “The Bay Area” (58-59) and “Real Estate” (61-63).

Causa Justa / Just Cause, *Development Without Displacement: Resisting Gentrification in the Bay Area* (2014), selections.

Rebecca Solnit, "Death by Gentrification: The Killing that Shamed San Francisco," *The Guardian*, 21 Mar. 2016.

Videos: BuzzFeedYellow, "Kicked Out," 2015.

CBS News, "Signs of Division: Google Bus," 2014.

Wed. 11/16. The Suburbanization of Poverty

Kneebone & Berube. "Poverty and the Suburbs: An Introduction," in *Confronting Suburban Poverty in America* (2013), 1-12.

Fri. 11/18. The Emeryville Experiment

Week 14:

Mon. 11/21. TBA

Wed. 11/23 & Fri. 11/25. Thanksgiving Holiday

Week 15: Catch-Up, Wrap-up and Review

Mon. 11/28. The Present Moment of Peril and Possibility

Wed. 11/30. Final Exam Review

Fri. 12/2. Final Exam Review

Mapping My Place Project Due

MAPPING MY PLACE PROJECT

This project consists of two parts: (1) a map and (2) an accompanying explanatory essay. The intent of this project is to help you relate your own experiences and interests to the topics and concepts discussed in lectures, sections, and assigned readings. Your project is due at the start of class on **Friday, December 2**.

(1) The Map

There are many different kinds of maps and many reasons and motivations for making them. In this project you will create a map that expresses your own unique perspective and insights on a place of your choice—and on contemporary California.

Choose a geographical area in California and draw a map of it. For example, you may choose your street, neighborhood, hometown, or somewhere in the East Bay that is new to you. Use your memory, interviews, google maps and other internet sources, and/or onsite observations to design and draw your map. In addition to streets and other generic features, depict two elements or aspects of your place that are interesting or important to you. Use thought, care, and creativity while making your map, and consider the following questions and examples of themes and elements:

- Demographics: Who lives there? Who visits? Who is welcomed or excluded? How are ethnic, linguistic, or socioeconomic identities expressed in the landscape?
- Economics: Can you see signs of gentrification or disinvestment? New boutiques or cupcake shops? Check-cashing stores? Locally owned businesses or national chain stores, such as Starbucks? “For rent” signs and high vacancy rates? Are many houses recently renovated and painted? What is the mix of liquor stores, grocery stores, and community gardens? Have real estate developers adapted older industrial buildings for residential or commercial uses? What types of jobs and places of work can you detect?
- Politics: Is there a specific law or policy issue that affects your place? A site of conflict or contestation? What about policing or other types of surveillance?
- Connection: How is your place connected to other neighborhoods, cities, or parts of the world? Through roads, pipelines, or sewers? Public transportation or parking lots? Places of work? Specialized stores and retailers? Government agencies?
- Art: Are there any museums and galleries? Murals or graffiti?
- “Nature”: Can you find any traces of the natural or physical landscape, such as creeks, hills, or trees? Are these important for understanding the character of your place? Is pollution an issue?
- Social Rhythms: When is your area most lively? During rush hour? After school? On Sundays?
- “Sense of Place”: Does your area possess a unique character? How is it expressed spatially? Can you detect layers of historical development in the landscape, such as old signs or brick

facades? What do such historical vestiges tell you about the people who previously lived there? Why is your place special?

- Get as creative as you like: What is invisible? Are there any particular social spaces for teenagers? Can you show us how to survive an apocalyptic event—a zombie attack or a mega-earthquake?

Your map may be academic, whimsical, satirical, or personal—hopefully some combination of the four. You will not be graded on formal cartographic design or artistic skill. Instead, your map should demonstrate thought, care, and creativity. Hand drawn maps are perfectly acceptable, as are maps created on a computer. Your map should be at least the size of a standard piece of paper (8.5'x11') but certainly may be larger. Each map should include a title, a scale, a north arrow, and a legend explaining any icons.

Check the reserve desk at the Earth Science Library and our bCourse site for reference material and examples, such as Darin Jensen's *Mission Possible Atlas* (<http://missionpossiblesf.org>), Rebecca Solnit's *Infinite City*, and examples from the Hand Drawn Map Association (<http://handmaps.org>).

(2) The Essay

Your essay should describe and explain your map. You may choose to address the following questions: Why is the theme or the elements of your map interesting and important to you? What does your map say to someone unfamiliar with the place you mapped? What story does it tell? What issues does it depict and critique?

Additionally, your essay should relate your map to at least three course readings (though you may need to incorporate additional sources). How did the readings help you devise and design your map? Does your map illustrate or elaborate a key concept or argument from an assigned reading? Does it critique or refute an author? What does your map tell us about contemporary California? The key is to relate your observations to ideas, issues, or conflicts we have studied in class.

Your essay should be eight to ten typed, double-spaced pages with 1-inch margins and a 12-point font. In general, a good essay will:

- Clearly describe the point of your map and why it is significant
- Explain the relationship between the two mapped elements and how this relationship provides insight into the area under investigation and into a broader topic or issue that is pertinent to the course
- Be structured by an explicit argument and organized with an introduction, body, and conclusion

- Place your map in conversation with at least three authors that we have read in this course (you should connect your map directly with the ideas of these authors)
- Depict your perspective as the cartographer and writer (are you a longtime resident or a newcomer? Someone considering property values or seeking affordable housing?)
- Reference readings with a standard citation style
- Be proofread and free of grammatical errors and typos