FALL 2019
GEOGRAPHY 50AC
CALIFORNIA

145 Dwinelle Hall
Tuesday / Thursday, 5:00-6:30

Instructor: Seth Lunine, Ph.D.
slunine@berkeley.edu
Office Hours: Thur. 2:30-4:00, 591 McCone Hall, or by appointment.

GSIs
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Discussion Sections, all held in McCone Hall
101.  F. 3-4 (room 575)  103.  Tu. 12-1 (room 135)  105.  Tu. 4-5 (room 145)
102.  Tu. 11-12 (room 135)  104.  W. 11-12 (room 145)  106.  Th. 12-1 (room 135)

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 similar questions: 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 challenges?

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, plunder, 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—mining machinery, agribusiness, film, aerospace, electronics, and information technology—attests to California’s enduring eminence as an incubator of technological innovation. If California was currently a
country, it would have the 5th largest economy in the world. 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 Anglo-American, Chinese, Mexican, Japanese, “Okie,”
African American, Southeast Asian, and Latinx 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: environmentalism,
the Black Panthers Party, the Tax Revolt, 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 African American, Asian American, European American, Latinx, and Native
American communities that have created and recreated the state, while considering the instability
and historical novelty of these categories themselves. In doing so, we will engage in an ongoing
conversation about the historical contingencies and contemporary contexts that define race and
difference, with special attention to how oppression and inequality are created and challenged in
distinctive ways in California. We will also situate California within broader historical forces
shaping American life, such as regional capitalism, the Great Migration, suburbanization,
environmental degradation, and gentrification.

Above all, California is a contradiction. It is a symbol, a myth, and a talismanic lifestyle. And
there is always a disjunction 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 landscapes, the production of space, relations between nature and
culture, and regional differentiation. Class meetings will consist of lectures and periodic
individual and group activities designed to help us synthesize course materials and understand
how our own experience and knowledge shapes our perceptions of the California and its people,
as well as of ourselves and each other. In doing so, we will pursue ways to think critically about
the state we inhabit and what it may become.
LEARNING OUTCOMES

Through successful participation in the course, students will:

• Gain a critical understanding of major themes in historical and contemporary California through key concepts in geography, including regional differentiation, the transformation of nature, the production of space, and cultural landscapes;
• Develop a theoretical understanding of race and ethnicity based on geographically- and historically-specific accounts of African Americans, Asian Americans, European Americans, Latinx, and Native Americans in California;
• In addition to geographical inquiry, identify and explore approaches and insights from a range of disciplines, including political economy and cultural studies;
• Develop academic skills, including critical reading strategies, essay composition, traditional and experimental research methodologies, and test-taking skills.

REQUIRED TEXTS

Required:
Course readings are compiled in a Geography 50AC Reader, which costs ~$50 and is available at Vick Copy, 1879 Euclid Avenue on the north side of campus. Please email Vick Copy in advance to order your reader (readers@vickcopy.com). Be sure to thoroughly review Vick Copy’s return policies before purchasing the reader.

I will also post all the articles in the Reader on our bCourse website.

Recommended:
Richard Walker and Suresh Lodha, The Atlas of California: Mapping the Challenges of a New Era (Berkeley: University of California Press, 2014). ISBN: 978-0520272026. Available at the University Book Store, though you are free to purchase it from any retailer. The Atlas of California is recommended but not required. It is a great resource, especially for students new to California, but we will not spend much time discussing it during class.

COURSE REQUIREMENTS

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

Discussion Section (20%)
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. Formats 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 and experiment with ideas as we explore California.

**Midterm Exam (20%), Tuesday, October 8**

The midterm exam will be taken in class and will likely consist of short answer and essay questions. *A review handout including key terms and practice questions will be distributed on Thursday, October 3.*

**Course Project (30%), due Thursday, December 5**

Please see project descriptions on page 15.

**Final Exam (30%), Thursday, Dec 19, 11:30 - 2:30 (location TBD)**

The final exam will be taken in class and will likely consist of short answer and essay questions. The exam will cover lectures and readings from the second half of the course (10/15-12/5). A review handout including key terms and practice questions will be distributed on 12/5 and several review session will be offered during RRR week.

**COURSE GRADING & EVALUATION**

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Course grades will be comprised by the total points earned on all five components listed above. I will curve scores if I think it fair. A curve can only help your grade; I will not bring grades below the standard scale.

The deadline for changing your P/NP grading option is November 1. For more information on P/NP grading options see: https://ls.berkeley.edu/advising/academic-progress/grades/passednot-passed-grades

**COURSE POLICIES**

**Learning Environment:** We will cover some contentious topics in this course and you are not required to agree with your classmates, GSI, or instructor. But you are required to treat everyone with respect and listen to their ideas. Both students and instructors have rights to academic freedom. Please respect the rights of others to express their points of view in the classroom.
Readings: Readings are essential to this course. Complete each reading before the lecture for which it is assigned.

We will watch several videos during class or discussion section. Videos should be treated as text in that they are required and may be included on exams.

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 attendance at any time during, which may affect your course grade.

If students miss lecture or section for any reason, the burden is on the students to make up the work and to make a decision whether they can continue in the course.

No make-up examinations will be permitted except in case of documented emergency.

Absences may be excused in the case of a documented medical or family emergency.

Laptops and other Digital Devices: Please turn off your phones and refrain from using laptops and other digital devices during lecture (with the exception of a documented need to type or use a digital device rather than take handwritten notes). Your performance in the class will benefit, according to recent research, see: http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop.

Take notes! Engaged listening and note taking are important skills. Bring pens and paper to every lecture and discussion section for note-taking, writing exercises, and in-class assignments.

Students with “Disabilities” or Special Needs: The fundamental principles of nondiscrimination and accommodation in academic programs establish that students may not, on the basis of their “disabilities,” be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any University program or activity. If you require academic accommodations for this course, please obtain a Letter of Accommodation from the Disabled Students’ Program (see: https://dsp.berkeley.edu/students/accommodations-and-services ). Once you receive your Letter of Accommodation, please make an appointment with your instructor or GSI to confirm. We will provide all requisite accommodations.

Reasonable Accommodation for Students’ Religious Beliefs, Observations, and Practices: In compliance with Education code, Section 92640(a), it is the official policy of the University of California at Berkeley to permit any student to undergo a test or examination, without penalty, at a time when that activity would not violate the student's religious creed, unless administering the examination at an alternative time would impose an undue hardship which could not reasonably have been avoided.
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.

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/

STUDENT RESOURCES

Berkeley Student Learning Center: http://slc.berkeley.edu
Offers peer tutoring, writing support, and other academic resources.

Disabled Students’ Program: http://www.dsp.berkeley.edu
Provides a wide range of resources to ensure equal access to educational opportunities, including advising, assessment, note-taking services, and academic accommodations.

Tang Center Services: http://uhs.berkeley.edu/students/counseling/cps.shtml
Offers immediate and long-term counseling services to assist students with a variety of concerns about academic success, mental health, life management, career planning, and personal development.

Office for the Prevention of Harassment & Discrimination (OPHD): https://ophd.berkeley.edu
Ensures that UC Berkeley provides an environment free from discrimination, harassment, and sexual violence. OPHD takes reports alleging discrimination and harassment on the basis of categories including race, color, national origin, gender, age, sexual orientation/identity, including allegations of sexual harassment and sexual violence.
LECTURE & READING SCHEDULE

Introductions & Overviews. We start with a sweeping survey of California and review the syllabus. I also explain what you can expect from the course, and offer suggestions for doing well.

Th. 8/29. Welcome to California (Geography 50AC)!

Module 1. Lands and Lives. California’s geomorphic diversity and biological richness is unparalleled in the US. 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 indigenous populations profoundly influenced Californian ecologies over millennia. Our investigation of perceptions and uses of California land continues with an examination of the frontier and the irrevocable damage to indigenous lifeways and landscapes caused by Spanish, Mexican, and Russian colonialism.

Tu. 9/3. Native Californians, Native Californias


Th. 9/5. Colonial Californias

- Chris Perez, Grants of Land in California Made by Spanish or Mexican Authorities (1982), selections.

Module 2. California Capitalism. 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, 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 distinctive mode of regional development within a broader, comparative framework by examining how generic categories of capital, industry, and class assumed decidedly Californian characteristics. We 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. We then see how symbiotic relations between resource extraction and industrial innovation fueled California’s 19th century economic development, and directly influenced national patterns of economic expansion.

Tu. 9/10. Gold & Genocide


Th. 9/12. Resource Rushes & Regional Development


Module 3. Racial Order & Class Hierarchy. An examination of geographical and historical processes of racial formation, and the simultaneous constitution of social hierarchies for Asian, Latinx, 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 racial differences. 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 space 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.

Tu. 9/17. Race Formations


• Benjamin Lloyd, “A Night Stroll Through Chinatown,” in Lights and Shades in San Francisco (1876), 254-66. Note: this is a primary source written in 1876. The depiction of Chinese people in San Francisco’s Chinatown is despicable yet such literature is crucial for understanding the places and processes we are investigating.

Th. 9/19. Chinatowns

• Bessie B. Stoddart, “The Courts of Sonoratown,” *Charities and the Commons* (1905), 295-299.

**Module 4. Urban Origins.** In this module, we compare the origins and early evolution of San Francisco and Los Angeles. We see how San Francisco transformed from the “instant city” to the western industrial and financial capital of the US, largely by examining relations between resource extraction, industrialization, and real estate development. We then investigate the development of Los Angeles beginning with a metropolitan economy based foremost on real estate development and local boosters selling an idyllic, “whitewashed” Los Angeles to Protestant America. We then look at the decimation of regional 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 influenced California cities for the ensuing century.

**Tu. 9/24. Imperial San Francisco**

• *Review Brechin, Imperial San Francisco* (assigned 9/17)

**Th. 9/26. Sunshine & Noir in Southern California**


**Module 5. 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 technological 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 an array of industrial, logistics, and marketing firms that changed the country’s dietary practices and perceptions. 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 both documented and undocumented immigrants.
Tu. 10/1. Central Valley Commodity Chains


Th. 10/3. The Harvest Labor System


Tu. 10/8. MIDTERM EXAM

**Module 6. The Carceral State.** This module grapples with California’s historical geography of criminalization and imprisonment as a technique of social control and considers the rise of a prison-industrial complex. We then 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 transformed California and 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 begin to consider the durable inequalities that World War II made possible.

Th. 10/10. Criminalization


Tu. 10/15. New Deals & Military Mobilizations


**Module 7. Metropolitan Expansion & Social Movements.** Suburbanization reconstituted the form, economy, and culture of the metropolis while reconfiguring 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 the suburbs while withdrawing funds from increasingly African-American central cities. These divisions crucially influenced how different groups experienced California cities and helped precipitate an array of social movements. Focussing on (1) the black power politics of community defense and empowerment and (2) the tax revolt of white suburban homeowners, we examine how oppression was both created and contested in California’s metropolitan spaces.

**Th. 10/17. The Suburban Solution**


• *Recommended: Atlas of California:* “Highways & Transportation” (64-65).

**Tu. 10/22. Urban Renewal**

• Review Avila (10/17)

**Th. 10/24. Black Power & Tax Revolts**


**Module 8. Environment & Ethnicity, Risk & Resilience.** This module discusses the pervasive threat of “natural disasters,” including earthquakes, climate change, drought, and wildfires.
Considering that these environmental hazards are largely human-made, rather than simply “natural disaster,” we focus on not only who is most at risk but also how we can mitigate the physical damage and social fallout of impending disasters. We then see how environmental hazards expose the deeply entrenched, racialized injustices that structure everyday life in California. We investigate which segments of society are exposed to the greatest social, economic, and health risks caused by pollution and other environmental hazards.

Tu. 10/29. Living on the Edge

• Section assignment

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

Th. 10/31. Environmental Racism & Environmental Justice


Module 9. Silicon Valleys. Silicon Valley’s technological dynamism, worldwide connections, unparalleled prosperity, monolithic corporations, and nimble start-ups benefit our lives and livelihoods in innumerable ways. But rather than celebrating heroic or iconoclastic entrepreneurs, we focus on industrial clustering, specialized venture capital, and labor exploitation as the basis of Silicon Valley’s growth. Indeed, the glittering symbol of California is tarnished in the Bay Area by wildly uneven growth, a widening wealth gap, shamefully unfordable housing, dire homelessness, a plethora of low-wage work, and racial and gendered disparities across careers and sectors. Rather than unanticipated consequences or unfortunate outcomes, we see how these contradictions are embedded in the very logic of a preeminent success story of contemporary capitalism.

11/5. “Disruptions”


11/7. Digital Divides

Module 10. Re-Segregation. Perhaps nowhere in the US has gentrification been more conspicuous than in the San Francisco Bay Area and Metropolitan Los Angeles. 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. 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.

Tu. 11/12. Forced Out


Th. 11/14. The Suburbanization of Poverty


Module 11. The Contemporary “Ethnopolis”. This module explores new patterns of Latinx and Asian American 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 see how multi-ethnic suburbs not only house a new, low-wage workforce but also contain new spaces of identity articulated in the cultural landscape. We close by comparing entrenched concentrations of working class impoverishment in the Greater Eastside with the suburban cosmopolitanism of the West San Gabriel Valley, which may represent a new relationship between race and place in California.
Tu. 11/19. “The Latinx Metropolis”


Th. 11/21. Multi-Ethnic Suburbanization


Course Project Workshop *(sections do not meet this week)*

Tu. 11/26. Course Project Workshop

Th. 11/28. Thanksgiving Holiday

Module 12. Catch-Up, Wrap-up & Review

Tu. 12/3. The Present Moment of Peril and Possibility in California


Th. 12/5. Final Exam Review

*** Course Project due at the beginning of class

**FINAL EXAM:** Th. 12/19, 11:30 - 2:30 (location TBD)
COURSE PROJECTS

We will discuss these projects extensively during discussion sections

Please choose one of the following two options for your course project. Both projects are intended to help you relate your own experiences and interests to the topics and concepts discussed in lectures, sections, and assigned readings. Be sure to consult our Geography 50AC library page as you begin your project design and research: https://guides.lib.berkeley.edu/geog50ac.

The course project is due at the beginning of class (5:10) on Thursday, December 5.

Option 1: Mapping My Place Project

This project consists of two parts: (a) a map and (b) an accompanying analytical essay.

(1a) 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 into a place of your choice, and into California more generally.

Choose a geographical area in California and draw a map of it. Any scale is acceptable—a building, a street, a neighborhood, a town, a city, a metropolitan region, a county, a geomorphic region, or the state itself. Depending the scale of your place, use Social Explorer or Policy Map, planning documents, your memory, interviews, google maps and other internet visualization sources, 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. Consider several of the following themes and elements, though this is not an exhaustive list:

- **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, such as a gang injunction? 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 and expression: Are there any museums and galleries? Murals or graffiti?

“Nature”: Can you find any traces of the “natural” 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?

Your map may be academic, whimsical, 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—get as creative as you like (but don’t use glitter!). 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. Your map should include a title, a scale, a north arrow, and a legend explaining any icons.

Check 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). Also see our course library page: http://guides.lib.berkeley.edu/c.php?g=235920&p=1566260

(1.b) The Essay

Your essay should be at least seven 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 explain 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 that is pertinent to the course;
• Directly relate your map to concepts, arguments, or issues found in at least two course readings, though you may need to incorporate additional sources;
• Be structured by an explicit argument and organized with an introduction, body, and conclusion;
• Reference readings with a standard citation style of your choice;
• Be proofread and free of grammatical errors and typos.
Option 2: Photo Essay

The Photo Essay Project consists of two parts: (a) a coherent set of 10 to 12 photographs and (b) an accompanying analytical essay.

(2.a) The Photos

Compose a photo essay of 10 to 12 images related to a key course topic. Each photo must be your own, unless you chose to use several historical photographs, which requires approval from your GSI. The subject(s) and location(s) of the photos is up to you. You will NOT be graded on the artistic quality of your photos. Instead, the photos should collectively provide insights into a course theme, concept, or issue (that is, do not create photo essays like “Places I Like to Eat” or “Where I Grew Up”).

Before you do this project, please familiarize yourself with the National Press Photographers Association code of ethics (http://nppa.org/code_of_ethics).

(2.b) The Essay

Your essay should be at least seven typed, double-spaced pages with 1-inch margins and a 12-point font. You may organize your writing as a typical essay or as extended captions for each photo or groups of photos. If you choose the latter, an introduction, clear argument, and conclusion is required. In either case, a good essay will:

- Clearly describe the point of your photo essay and explain its significant;
- Demonstrate how your photos provide insight into the area under investigation and into a broader topic that is pertinent to the course, rather than simply providing descriptions or examples of course topics;
- Directly relate your photos to concepts, arguments, or issues found in at least two course readings, though you may need to incorporate additional sources;
- Be structured by an explicit argument and organized with an introduction and conclusion;
- Reference readings with a standard citation style of your choice;
- Be proofread and free of grammatical errors and typos.