

FALL 2019
GEOGRAPHY 50AC
CALIFORNIA

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

Instructor: Seth Lunine, Ph.D.

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Office Hours: Thur. 2:30-4:00, 591 McCone Hall, or by appointment.

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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 (rom 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 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 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

Section:	20%
Midterm Exam:	20%
Course Project:	30%
Final Exam:	30%

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

- Kat Anderson, "Introduction," in *Tending the Wild* (2005), 1-10.
- William Bauer, "Stop Hunting Ishi," *Boom: A Journal of California* (2014), 46-50.
- *Recommended: Atlas of California*, "Land & People" (17), "Land & Nature" (18-19).

Th. 9/5. Colonial Californias

- James Sandos, "Between Crucifix and Lance: Indian-White Relations in California, 1769-1884," in *Contested Eden: California Before the Gold Rush* (1998), 196-229.
- Chris Perez, *Grants of Land in California Made by Spanish or Mexican Authorities* (1982), selections.
- *Recommended: Atlas of California*, "Colonialism & Native Californians" (22-23).

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

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

Th. 9/12. Resource Rushes & Regional Development

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

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

- Tomas Almaguer, "Introduction" in *Racial Fault Lines: The Historical Origins of White Supremacy in California* (1994), 1-16.
- 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

- 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*, (2015), 47-74.
- 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

- 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.

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

- Richard Walker, *The Conquest of Bread: 150 Years of Agribusiness in California* (2004), selections.
- Tim Bean, “The Cannabis Frontier,” *Edge Effect* (2016).
- *Recommended: Atlas of California*, “Agribusiness” (50-51).

Th. 10/3. The Harvest Labor System

- Don Mitchell, “*La Casa de Esclavos Modernos*: Exposing the Architecture of Exploitation,” *Journal of the Society of Architectural Historians* (2012), 451-461.
- Laura-Anne Minkoff-Zern & Christy Gertz, “Farmworkers—The Basis and Bottom of the Food Chain,” *Race, Poverty & Environment* (2011), 17-19.

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

- Roger Daniels, “Incarcerating Japanese Americans,” *OHA Magazine of History* (2002), 19-23.
- Jonathan Simon, “California’s New Carceral Logic,” *BOOM* (2016), 22-30.
- *Recommended: Atlas of California*, “Crime & Incarceration” (38-39).

Tu. 10/15. New Deals & Military Mobilizations

- Gray Brechin, “A New Deal for California: Recovering a History Hidden in Plain Sight,” *Boom: A Journal of California* (2014), 64-70.
- Joshua Jelly-Schapiro, “High Tide, Low Ebb,” in *Infinite City: A San Francisco Atlas* (2010), 57-65.
- *Recommended: Atlas of California*, “Military Power” (38-39).

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

- Eric Avila, “The Nation’s White Spot,” in *Popular Culture in the Age of White Flight* (2004), 20-64.
- *Recommended: Atlas of California: “Highways & Transportation”* (64-65).

Tu. 10/22. Urban Renewal

- Review Avila (10/17)

Th. 10/24. Black Power & Tax Revolts

- Donna Jean Murch, “Survival Pending Revolution,” in *Living for the City: Migration, Education, and the Rise of the Black Panther Party in Oakland, California* (2010), 169-190.
- Jack Citrin, “Proposition 13 and the Transformation of California Government,” *California Journal of Politics and Policy* (2009), 1-9.

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

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

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 unaffordable 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”

- Richard Walker, “Tech City,” in *Pictures of a Gone City*.
- *Recommended: Atlas of California, Chapter 3, “Economy & Industry” (43-49, 52-53).*

11/7. Digital Divides

- Rick Paulas, “A New Kind of Labor Movement in Silicon Valley,” *The Atlantic* (2018).

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

- Jan Lin, “Protesting Displacement and the Right to the City: Anti-Gentrification Activism in Northeast Los Angeles,” *BOOM: A Journal of California* (2019).
- Rebecca Solnit, “Death by Gentrification: The Killing that Shamed San Francisco,” *The Guardian*, 21 Mar. 2016.
- *Recommended: Atlas of California*, “The Bay Area” (58-59) and “Real Estate” (61-63).

Th. 11/14. The Suburbanization of Poverty

- Kneebone & Berube. “Poverty and the Suburbs: An Introduction,” in *Confronting Suburban Poverty in America* (2013), 1-12.
- *Recommended: Atlas of California*, Chapter 7, “Health & Education” (88-99).

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”

- Mike Davis, “The New Industrial Peonage,” in *Dead Cities and Other Tales* (2002).
- *Recommended: Atlas of California*, “Cities & Metro Areas” (54-57), “Greater Los Angeles” (60-61).

Th. 11/21. Multi-Ethnic Suburbanization

- Wendy Cheng, “The Changes Next Door to the Diazes: Suburban Racial Formation in Los Angeles’s San Gabriel Valley,” *Journal of Urban History* (2013).
- *Recommended: Atlas of California*, “Unauthorized Immigration” (28-29) and Chapter 8, “Inequity & Social Divides” (101-111).

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

- Shawn Schwaller, “Greetings from Bakersfield,” *BOOM: A Journal of California* (2018).

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 significance;
- 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.