

Introduction to Culture and Natural Resource Management

Instructor: Kurt SpreyerEmail: kspreyer@berkeley.eduOffice hours: Wednesday, open 11a-12:30p and by appointment 12:30-1pLocation: Remote. Time: M, W, F. 11a-12p

- Zoom access: [See the Zoom link on bCourses for the invitation to all lectures.](#)

Team 50AC:

- [Lucy Andrews](#) (ACES Fellow)
- [Sarah Atkinson](#) (Head GSI)
- [Mickey Boakye](#) (GSI)
- [Sasha Nikolaeva](#) (GSI)
- [Noriko Kusumi](#) (GSI)
- [Tiffany O'Dwyer](#) (GSI)
- [Maggie Raboin](#) (GSI)
- [Katherine Wolf](#) (ACES Fellow)
- [Anna Yip](#) (GSI)

Course content. This course explores historical and contemporary experiences of Black, Indigenous, European American, Asian American, and Latinx communities in relation to natural resources. We start with the contention that natural resource management is premised upon historically and culturally distinct relationships between humans, nature, and associated social and economic systems. These, in turn, are conditioned by struggles between individuals, groups, and institutions over access to and control of land, water and other resources. We focus on political economy, property, ecology, identity, and narrative to investigate complex relationships between humans and nature, and how these have influenced urban and rural social life and landscapes. For instance, we examine how racial difference has shaped American Indian rights to and management of forest resources in northern California, Chinese American access to farmland in the California Delta, social and environmental histories in the East Bay, and divergent experiences of New Orleans residents before, during and after Hurricane Katrina.

Learning objectives. ESPM 50AC offers students a range of learning experiences by integrating research, public engagement, and creativity in an interdisciplinary curriculum.

This course is designed to facilitate students' understanding of the following:

- Relationships between natural resource management and race in the U.S.
- Policy and ethical dimensions of natural resource management
- Critical understanding of identity and power relations in the U.S.

Additionally, this course is designed to cultivate students' interests and abilities in the following:

- Holistic, systems-based, and multi-disciplinary approaches to complex phenomena
- Critical thinking, reading and analysis
- Short essay writing and group project work
- Understanding one's own experiences, roles and actions in society
- Informed, critical, creative and self-reflective civic engagement

Remote education. Remote teaching and learning present many challenges, which are compounded by the crises of public health, climate, recession, racial injustice, and political extremism affecting all of our lives in one way or another. Here is some essential information that should help us all get through the remote learning experience and anticipated contingencies as smoothly as possible.

Instructional modalities & lecture recordings and materials:

- Synchronous lectures are on most Mondays and Fridays and asynchronous lectures are on most Wednesdays. Lecture recordings will be posted in the Media Gallery and the Unit modules. Please see the syllabus for weeks with alternative scheduling.
- Lecture materials: Read, view or listen to all material listed under a given lecture before attending or viewing the lecture.

bCourses: It is essential that you check bCourses for assignment sheets, announcements, lecture outlines and slides (posted before lectures), etc. Explore the bCourses site and learn how we will use the ‘tools’ on the left side of the homepage. You will receive email notifications for all course announcements.

Zoom: Please present yourself and act in an appropriate and professional manner while on Zoom.

- Accessing synchronous lectures and sections on Zoom:
 - Zoom access: [See the Zoom link on bCourses Home Page for all lectures.](#)
 - Zoom Meeting ID for lecture and Spreyer office hours: 949 3995 88316 / Passcode: 654512
 - Section: See the Sections Module on bCourses and your section syllabus for information.
- Logging in: Class starts on Berkeley time, at 11:10am and ends at noon PST.
- Mute: You will be muted upon log in. Please remain muted unless making a comment.
- Chat: Please use chat only for course-related purposes during lecture, such as posting or responding to a question or comment to other students or sharing valuable course-related information.
- Speaking during lecture: It is difficult in such a large class to have many vocal comments in any given lecture. But we certainly want to foster an open dialogue and sense of community in the class, and we will try to accommodate everyone’s wish to ask questions and make comments.
- Zoom camera: You are encouraged (not required) to leave your camera on during class.
- Names: Please use your given or chosen name. We encourage you to include personal pronouns.
- Backgrounds. Please use appropriate, non-distracting backgrounds.
- Technology requirements and resources: If you lack access to computing or internet connectivity resources, please notify us in the [ESPM 50AC Pre-semester Survey](#), see the [Student Technology Equity Program](#) for access to equipment. Also see [Student Technology Services](#).
- Zoom app: Download your free [Zoom app](#) provided by the University.

Accessing Course materials: Course materials are available in the formats listed below.

- ESPM 50AC E-reader: Download from the [bCourses Home page](#).
- Individual documents: Links to each reading, video, audio recording, and web page are in the syllabus and the bCourses Unit Modules. Texts are also in the Course Reading Materials folder in the Files Tool, and video and audio recordings are also in the Media Gallery Tool on bCourses.
- Lecture slides and outlines: Lecture outlines and slides will be posted before each class on bCourses the Units Modules and in the Units folders in the Files Tool.
- Lecture videos: These can be accessed in the Units Modules and Media Gallery. Recordings may be viewed only in bCourses and cannot be downloaded.
- Berkeley Library Proxy Server: Please note that you may need access to the [Berkeley Library Proxy Server](#) to access some online video materials.

Office hours

Open and private office hours: Kurt will hold open office on most Wednesdays, 11a-12:30p, and 12:30-1p on days without pre-reserved private meetings during that time. The Zoom meeting ID and passcode are the same as those for lecture. During weeks with synchronous lectures on Wednesday, Kurt will hold office hours on Mondays, 11a-12:30p, and 12:30-1p, unless an alternative time is announced. Kurt will hold private office hours sessions, 12:30-12:45p and 12:45-1p at the end of open office hours. Sign up for a 15-minute private office hours meeting on [Google Calendar](#). The Zoom meeting ID and passcode are the same as those for lecture. For other times, please email Kurt.

GSI office hours: See the [Section & GSI Module on bCourses](#) and your section syllabus.

Contingency Plans and Support Services

Personal or Family Emergency/Crisis: If you experience a personal or family (however you define family) emergency or crisis *of any kind* please take care of yourself by seeking support and services:

- Reach out to including friends, family, and anyone else who you think can offer you support.
- Contact [University Health Services](#) for physical and mental health needs.
- Contact the University [Disabled Students Program](#) if you feel that you need accommodations.

If you feel the emergency will impair your ability submit assignments, complete assigned readings and attend or view lecture, or may affect your ability to complete the course, please do the following:

- Contact your GSI and/or Kurt. We are here to support you.
- Complete the [Personal Emergency & Crisis Form](#), which is intended to help us help you in the context of the course primarily in terms of developing personalized contingency plan for completing assignments, reading material, etc., You do not need to provide any information that you do not want to share in the form. We respect your privacy and will not share information from this form with anyone but your GSI, the Head GSI, and Kurt.
- Complete the [Section Absences Form](#) if you miss section.
- Complete the [Late Assignment Submission Form](#) if you submit an assignment late.

Power service interruption: If electricity is temporarily unavailable in Berkeley due to rolling blackouts or other reasons, we will try to communicate instructions regarding contingency plans for lecture, section, assignment submission, etc. If we are unable to communicate with the class or you are unable to receive communications, you should assume that all events (lecture, section, assignment submission, etc.) scheduled on the syllabus that you are unable to access during the power outage will be made available through bCourses soon after power is restored.

If you are unable to attend section or submit an assignment on time due to electricity outages where you are residing (elsewhere than Berkeley and the East Bay), you should complete the Section Absences and or Late Assignment Submission Forms (as appropriate). No one will be penalized for section absences or late submission of assignments due to power outages, and you will be allowed sufficient time to compensate for the period during which you were unable to access power before submitting assignments on a revised schedule.

Remote learning information and support:

Library

- [Berkeley Library](#)
- [Remote Learning Resources](#)
- [Library services and resources during COVID-19](#)
- [Berkeley Students Technology Equity Program](#)

Accommodations

- [Academic Accommodations Hub](#)
- [Student Technology Equity Program \(STEP\)](#)
- [Coronavirus \(COVID-19\) Information](#)
- [DSP Program](#)

Health

- [UC Berkeley Basic Needs Center](#)
- [CalFresh Berkeley](#)
- [University Health Services](#)
- [Student Technology Equity Program \(STEP\)](#)
- [Wildfire Smoke and Air Quality](#)

Campus Planning

- [Spring 2021 FAQs](#)

Course requirements. The course entails synchronous and asynchronous content, assignments, tests and class participation. Come to (or view) lecture and attend section having completed assignments and reading, and ready to engage. Bring your intelligence, your curiosity, your creativity, and the hard work that got you here, and you are likely to learn a lot ... and get an A.

Participation: To get the most out of class and engage fully, please complete all reading before lecture, take notes on reading, lecture and sections material, and actively reflect on the value and meaning of course content. Consistent lecture and section attendance (or viewing of asynchronous instruction, as appropriate) is expected of all students. Come to section prepared to actively engage in discussing course readings and lecture content. Your participation grade will be based on a combination of attendance and active participation in section, lecture and office hours.

Quizzes: Complete quizzes on lecture and reading assignments in the [bCourses Quiz Tool](#).

- Quiz content: Each quiz contains 10 multiple-choice questions covering only material from the current week's assigned readings, videos and lectures (e.g., the week 4 quiz covers week 4 materials). See the "Sample Quiz" in the Quiz tool on bCourses for an example of quiz content.
- Required number of quizzes: **You must complete at least 10 quizzes.** You may take up to 12 quizzes and apply 10 scores.
- Time limit: You have a 20-minute time limit for each quiz.
- When to take quizzes: Quizzes will be available on bCourses by 10p on Monday of a given week and must be completed by 10p the following Sunday (e.g., the week 4 quiz will be posted by 10p Monday [2/8], and must be completed by 10p Sunday [2/14]).
- How to take quizzes: The quizzes are open book. Please take all quizzes individually and do not share information about questions with other students until the quiz has been closed for the week.
- Grading: Each quiz is graded on a 10-point basis. You must attain at least 7/10 to get a passing grade and receive credit for completing the quiz assignment for a given week. If you fail to get at least 7/10, you may re-take the quiz up to five times until you pass. You will receive 10 points per completed quiz assignment with a score of 7/10 or higher, for a total of 100 points for the semester.

Exams: Exams cover lectures, readings, videos, and points raised in discussion section.

- Midterm (MT): This exam includes the following components:
 - Asynchronous, take-home element available 2p, W (3/10) to 11a, F (3/12)
 - Synchronous, in class element, 11a-12p, F (3/12)
- MT Review session: An asynchronous audio review will be available one week before the MT. Listen to this before attending the synchronous MT review session, 11a-1p, W (3/10).
- MT Conflicts: If you have a significant conflict for the asynchronous and/or synchronous MT elements, you will be able to register to take the MT at an alternative time within two weeks of the original exam on the [Alternative MT Form](#).
- Final exam (FE): This is an asynchronous, take-home, exam covering content from Units III and IV and concepts from the entire course. It will be available 2p, W (5/5) to 10p, T (5/11). There will be no formal review session for the FE.
- Review sheets: Review sheets for the MT and FE will be available one week before the exams.

Assignments

Assignment and test abbreviated title key: Course documents will often refer to assignments by the abbreviations used in the assignment title key. Please use the abbreviations in this key to title all assignments at the top of the first page, in file titles, and in email headings.

- Reading Reflections: RR3, RR6
- Family and Natural Resources Paper: FNR paper
- Extra Credit: XC1, XC2, XC3
- Final Project: FP
 - Project Description: FPD
 - Option (1C, 2A, 3B, etc.): FP – O1C, O2A, O3B, etc.
 - Progress Report: FP PR
 - Final Draft: FP Final Draft
- Exams: Midterm (MT); Final Exam (FE)
- Quizzes: Q1, Q2, Q3, etc.

Assignment, quiz and exam schedule:

Week	Assignment	Due on bCourses	Quiz
1	No assignment due		No quiz
2	No assignment due		Quiz
3	RR3*	10a or earlier, day of section	Quiz
4	No assignment due	10a or earlier, day of section	Quiz
5	a) Early FP Registration* b) FNR paper	a) 10p, S (2/14) b) 10p, F (2/19)	Quiz
6	RR6	10a or earlier, day of section	Quiz
7	FP Description & Registration	10p, M (3/1)	Quiz
8	Midterm Exam	Take-home: 2p, W (3/10) to 11a F (3/12) + in class exam	No quiz
9	No assignment due		Quiz
10	No assignment due		Quiz
11	No assignment due		Quiz
12	FP Progress Report	10p, Su (4/4)	Quiz
13	No assignment due		Quiz
14	No assignment due		No Quiz
15	No assignment due		Quiz
16	FP Final Draft	10p, Su (5/2)	No quiz
17	Final Exam	Take-home only: Available 2p, W (5/5) to 10p, T (5/11)	No quiz

* The FP Early Registry is due 10p, M (2/15) for Option 2, community partner engagement FPs. All FP Descriptions (including community partner engagement FPs) and all other FP Registrations are due 10p, M (3/1). See FP assignment sheet for info.

Assignment submission: See assignment sheets in the [bCourses Assignments Module](#).

- Due dates: The due dates are listed in the syllabus. **Do not use assignment due dates for RRs on bCourses**, which are set for the last discussion section of the week.
- Late submissions & extensions: If you must submit an assignment late due to health, lack of power access, or other reasons for which you might reasonably expect an extension, please complete the [Late Assignment Submission Form](#) as soon as possible.

Assignment pagination and titling protocol:

- First page titling: In the upper right-hand corner include your first and last name, abbreviated assignment title, the date, your GSI's name, and your section number in 10-point font. Title the paper in the top center of the first page in 12-point font.
- RRs & FNR paper file titling: "ESPM 50 - Abbreviated assignment title (see title key for abbreviations) - Your Last Name, Your First Name - S'21" (Ex. "ESPM 50 – RR6 – Atkinson, Sarah – S'21")
- FP assignment file titling: "ESPM 50 - Abbreviated assignment title (see title key for abbreviations) - Any title you wish to give to the project – S'21"

- **Pageination:** Include page numbers on all documents longer than one page.

Grading. There is no curve for this class. An A grade is 95% of the point value of any given assignment (e.g., an A grade for an assignment worth 40 points is 38/40). We rarely give grades above an A for assignments and class participation. Your final grade is based on a 1000-point system, with the following point value grade breakdown:

A+ = 1000	B- = 800-819	D = 620-679
A = 920-999	C+ = 780-799	D- = 600-619
A- = 900-919	C = 720-779	F = < 600
B+ = 880-899	C- = 700-719	P/NP = 700
B = 820-879	D+ = 680-699	

Grade expectations, rubrics and standards: If you complete all reading and assignments at a reasonably high level of quality and actively engage in section, you will earn at least a B, and quite possibly an A for the semester. Most assignments have a rubric that will be used by GSIs and be available to students. Beyond the specifics of particular assignment rubrics, grading is based on the quality of the following, per the instructions for each specific assignment:

- Writing (or other form of presentation) content
- Writing (or other form of presentation) form
- Understanding of the material
- Conceptualization and argument
- Depth of thought, creativity, etc.
- Organization and formatting
- Use of appropriate sources
- Clear demonstration of appropriate effort and time-commitment
- Following the assignment guidelines and responding appropriately to the prompt

Tracking your grade: **BCourses is NOT set up to track your final grade**, so please don't contact us to inform us that your grade percentages appears incorrect in bCourses (unless, of course, there is a data entry mistake in one of your assignment scores). Instead, you'll need to keep track of your grade based on the following:

Midterm	180 points
Final exam	180 points
Quizzes	100 points
Final project	250 points total for 3 assignments
Reading Reflections	100 points total for 2 assignments
Family and natural resources paper	60 points
<u>Class participation</u>	<u>130 points</u>
Total	1000 points
Extra credit	up to 30+ points

Incomplete grades and repeating the course: If you experience a situation during the semester that you feel seriously hinders your ability to complete multiple assignments and/or complete the course in a satisfactory manner, you may request an Incomplete grade. During this time of uncertainty, there is nothing wrong with exercising this option under any number of circumstances. To inquire about receiving an Incomplete grade for the semester, please contact Kurt <kspreyer@berkeley.edu>. The sooner you do this, the better, but you may do so at any time during the semester. If you have questions or concerns regarding incomplete grades or repeating the course if you receive an F or NP grade, please see [Academic Course Policies](#).

Attendance

Lecture: Synchronous lecture attendance is strongly encouraged, but not required. You may view lecture recordings any time before the following lecture, and you are responsible for all lecture recordings from a given week on that week's quiz.

Section: Discussion section attendance is required.

- Section absences: Absences may be excused due to illness or injury to yourself or a family member (however you define family), DSP accommodations, athletic events, and any number of "personal" reasons. All other absences will be unexcused, unless otherwise determined by your GSI.
- Section Absence Form: If you miss section for any reason (excused or unexcused), complete the [Section Absences Form](#) within two weeks of the absence. In the form, you may explain your absence and request that it be excused. If you cannot complete the form within two weeks for any reason, please contact your GSI to inform them of your inability to complete the form.
- Privacy: We respect your privacy and will not share reasons for absences with non-instructors. If you wish to not specify the reason for your absence and/or inability to complete the Section Absence Form in your message to your GSI, please specify the reason as "personal", and there is no need to provide further details if you do not wish to share them.

Section absence penalties: If you do not follow these instructions, your absences will be unexcused.

- If you complete the form, and your absence is excused, you will receive no deduction.
- If your absences are unexcused, you will receive the following deductions:

1 absence: 0 points	2 absences: 20 points
3 absences: 35 points	4 absences: 50 points
5+ absences: deduction at discretion of instructor	

Course affiliations and Requirement fulfillment

ESPM 50AC has the following affiliations:

- [American Cultures Engaged Scholars \(ACES\) program](#): ESPM 50AC is part of the ACES program, which supports relationships between the course and community partner organizations (CPOs).

ESPM 50AC fulfills the following requirements for undergraduates:

- [American Cultures Requirement](#)
- Historical Studies, L&S Breadth
- Philosophy & Values, L&S Breadth
- Social & Behavioral Sciences, L&S Breadth
- Humanities & Environment Course Thread
- Sciences and Society Course Thread

Questions and communications. Do the following to assure that your course content and logistics questions are addressed in a timely manner, while minimizing the burden of email communications on all:

1. Know what you are asking: Articulate your question(s) clearly, precisely, and concisely.
 2. Do your due diligence: **Check the course syllabus**, readings, assignment sheets, bCourses, etc. for course and course content questions.
 3. Get crowd-sourced answers using the bCourses Discussion Tool: Post your question on the bCourses Discussion Tool and wait at least 24 hours for replies from other students.
 4. GSIs: Contact your GSI and/or HGSI by email (not on bCourses) using the subject heading below if you don't receive a satisfactory response on bCourses within 24 hours.
 5. Dr. Spreyer: If your GSI and HGSI are unable to offer you a satisfactory response, contact Kurt by email at kspreyer@berkeley.edu. Kurt will not view or respond to messages sent on bCourses.
- Office hours: Or just attend office hours to discuss your questions in greater depth.
 - Sensitive or emergency questions and comments: Please feel free to contact any instructor directly at any time with sensitive or emergency questions or comments.
 - Message titling protocol: The subject line for all emails to instructors should be titled: "ESPM 50 - Question or message description" (e.g., ESPM 50 - bCourses Question).

DSP Accommodations. If you require accommodations due to a disability or medical condition, contact the Disability Services Program (DSP) to coordinate reasonable accommodations, and submit your accommodation letter through the DSP Program as early in the semester as possible. There is no need to send it directly to an instructor, unless you have specific concerns that are not documented in the letter. We will be sure to provide your accommodations, including extra time on all quizzes and exams and deadline extensions, as appropriate. For more information about DSP services and accommodations please see the [DSP Program](#) site. During this uncertain and stressful time we encourage you to recognize the availability and value of the DSP program as a resource for all students, regardless of whether you have received accommodations in the past.

Reproduction of class materials and notes. Students may not broadly share their notes beyond other students in the course or reproduce, share, or distribute notes, lecture videos or other class materials made available by the instructor for commercial purposes or compensation. Campus-wide policies regarding reproduction of class materials and notes are clearly stated in [this document](#). Our greatest concern is that you **refrain from sharing course material on course note sharing and selling sites such as Course Hero**. These sites are often used in a way that may undermine engaged, critical understanding of course material. If you post course material to one of these sites you will be asked to remove it immediately, and you may suffer a grade penalty at the discretion of the instructor. If you share any course materials with a person or enterprise for compensation, you will receive an F for the semester.

Academic Integrity and Plagiarism. Plagiarism is a BIG problem at UC Berkeley. While some students purposefully plagiarize by submitting purchased term papers or failing to cite sources, etc., many others simply don't understand proper referencing of ideas and information. See the [UC Berkeley Library Citation](#) Guide for guidance on avoiding plagiarism. Additionally, self-plagiarism, submitting your own work from another course or context without citing it, is not allowed. If you are uncertain about whether you have plagiarized, check with your GSI before submitting. And understand that we use Turnitin plagiarism detection software for bCourses submissions.

UNIT I: HURRICANE KATRINA AND BLACK COMMUNITIES IN NEW ORLEANS

This unit introduces subjects that frame our study of culture, race and natural resource management in the course. First, we discuss concepts associated with the American Cultures requirement. Then we set the stage for understanding historical relationships between resource use and the experiences of different racial groups by examining social relations, ecosystems, and infrastructure development in New Orleans and southeastern Louisiana before, during, and after Hurricane Katrina. We emphasize that culture and nature are not separate but shape one another. And we explore power relations, property rights and visions of the social contract.

WEEK 1

- Section: Discussion sections do not meet this week.

Jan 20. Course introduction: American Cultures and natural resources

- Format: Synchronous

Jan 22. Hurricane Katrina and environmental history

- Format: Synchronous

Kelman, Ari. “[In the shadow of disaster: Rebuilding in harm’s way.](#)” The Nation, vol. 282, no. 1 (Jan 2, 2006). 1-3.

Worster, Donald. “[Doing environmental history.](#)” Carolyn Merchant ed., Major Problems in American Environmental History (2005). 2-9.

Lecture Supplement: View in Media Gallery after lecture (19 minutes)

WEEK 2

- Section: Discussion sections meet for the first time this week. To prepare for section, please **read the syllabus** and RR and FNR assignment sheets and explore the [ESPM 50AC bCourses site](#) thoroughly.
- Quiz: [Quiz 2 \(Q2\)](#) includes materials from January 22 and all of week 2. See the [Quiz tool](#) on bCourses for information on quizzes and see [here to see a sample quiz.](#)
- Survey: Please complete the [ESPM 50AC Pre-semester Survey](#) by 10p, Su (1/24)

Jan 25. In the Low Ground: Physical and Racial Geographies in New Orleans

- Format: Synchronous

Campanella, Richard. “[An Ethnic Geography of New Orleans.](#)” Journal of American History, 94 (Dec 2007). 704–715.

Madrigal, Alexis C. “[What we’ve done to the Mississippi River: An explainer.](#)” Atlantic (May 19, 2011). 1-12.

[100 Years of Mismanagement Leading to Collapse](#)

Recommended: Film. [New Orleans – The Natural History](#). 51 mins.

Jan 27. Faubourg Tremé

- Format: Asynchronous

Video: [Faubourg Tremé. The Untold Story of Black New Orleans](#). 56 mins.

- On the webpage, click the 56:11 minute version in the upper right of the screen. You may not be able to access the film in Firefox. Chrome, Safari, and other browsers should work.
- To view this film, you may need access to the [UCB library proxy server](#).
- Download the [Faubourg Tremé discussion questions](#) before viewing. Be prepared to discuss in lecture.

Solnit, Rebecca. “[Repercussions: Rhythm and resistance across the Atlantic](#).” Rebecca Solnit and Rebecca Sedeker eds., [Unfathomable City: A New Orleans Atlas](#) (2013). 98106.

Recommended: Flaherty, Jordan. “[We won’t bow down: Culture and resistance in New Orleans](#)” [Floodlines: Community and Resistance from Katrina to the Jena Six](#) (2010). 4-28.

Jan 29. Racial Formation and Representation

- Format: Synchronous

Omi, Michael and Howard Winant. “[Racial formation](#).” [Racial Formation in the United States from the 1960s to the 1990s](#) (1994). 53-69.

Video/podcast: Interview with John A. Powell. [Race: The Power of an Illusion](#). 10 mins

Recommended: [Race: The Power of an Illusion](#). Explore the site and write an [extra credit essay](#), if you like.

WEEK 3

- Section: Be prepared to discuss the environmental history of New Orleans, as well as racial formation.
- Quiz: [Q3](#)
- Assignment submission: [RR3](#) due 10a or before section (for sections meeting before 10a), the day of your section.

Feb 1. Race and Power

- Format: Synchronous

Powell, John A., et al. “[Towards a transformative view of race: The crisis and opportunities of Katrina](#).” Chester Hartman and Gregory D. Squire eds., [There is No Such Thing as a Natural Disaster](#) (2006). 59-84.

Video: [Hegemony - 10 Minute Philosophy – Terms](#). 13 mins.

Feb 3. Structural racism and media representation

- Format: Synchronous

Video: [George W. Bush, Kanye West, and Amy Goodman interview of Eric Michael Dyson \(Mar 6, 2006\). Democracy Now](#). 24 mins. View from 35:40 minutes in the program.

Yassin, Jaime Omar. “[Demonizing the Victims of Katrina: Coverage painted hurricane survivors as looters, snipers and rapists](#).” [FAIR](#) (November 2005). 1-5.

Appiah, Kwame Anthony. [The Case for Capitalizing the B in Black](#). The Atlantic. (June 18, 2020). 1-9.

Lecture Supplement: View in [Media Gallery](#) after lecture (33 minutes)

Feb 5. Racial Projects, Housing Projects, and Engineering Projects

- Format: Asynchronous

Film: [New Orleans: Recovery or Removal?](#) GRITtv with Laura Flanders. 25 mins.

Lewis, Josh. “[A river cresting in New Orleans: A complex choreography of water, technology and bureaucracy that only sometimes serves people and nature.](#)” 1-16.

Woods, Maxwell. “[‘Stop Calling Me Resilient’: Addressing Environmental Degradation in Louisiana.](#)” [Edge Effects](#) (May 9, 2017). 1-6.

Teller, Paul. “[Pro-Free-Market Ideas for Responding to Katrina and High Gas.](#)” 1 page.

WEEK 4

- Section: Be prepared to discuss race, power and racism in the context of Hurricane Katrina.
- Skim the Final Project (FP) assignment sheet before section. If you are interested in a community partner engagement FP, read the community partner profiles and register by 10p, M (2/15).
- Quiz: [Q4](#)

Feb 8. Property as Social Process

- Format: Asynchronous (63 minutes)

Macpherson, C.B. “[The meaning of property.](#)” C.B. Macpherson, ed., [Property: Mainstream and Critical Positions](#) (1981). 1-11.

“[ESPM 50 – Control, use and usufruct property rights](#)”

Feb 10. Revolutionary Values: Property, Liberty and the American Social Contract

- Format: Synchronous

Locke, John. “[Property.](#)” [Second Treatise on Government](#) (1689). 10-18.

[The Declaration of Independence](#) (1776).

[Audio and Text Lecture Supplement:](#) “Models of Social Incorporation into American Society” (Available in Files>Units & Lecture folder. View/read after lecture)

Recommended: Deloria Jr., Vine. “[Minorities and the Social Contract.](#)” [Georgia Law Review](#), vol. 20, no. 917. (1985-1986): 917-34.

UNIT II: NATIVE AMERICANS, EUROPEAN AMERICANS AND NATURAL RESOURCES

We examine historical Indigenous and European American natural resource management practices, focusing on divergent concepts of nature and property, the implications of colonialism, and involvement in emerging global trade for native populations and environments. Then we explore representations of American Indians and the frontier in the popular imagination, and federal resource management policy regarding Native Americans. Finally, we consider Native resource management practices in California, with a case study on Yurok forest management. Throughout, we seek to understand how land has moved from Indigenous to European American control and the significance of this for people and ecosystems.

Feb 12. Native Resource Management in the Northeastern Woodlands

- Format: Synchronous

Merchant, Carolyn. "[From Corn Mothers to Puritan Fathers.](#)" Ecological Revolutions: Nature, Gender, and Science in New England (1989). 69-85.

"[Corn Mother \(Penobscot\).](#)" Richard Erdoes and Alfonso Ortiz ed., American Indian Myths and Legends (1984). 11-13.

[A note on terminology regarding Indigenous People in the United States.](#)

WEEK 5

- Section: No Monday Section meetings this week. Students with Monday sections are encouraged, but not required, to attend any alternative section this week only.
- Quiz: [Q5](#)
- Assignment submission:
 - o [Early FP Registration](#) due 10p, S (2/14) *for community partner engagement FPs only.* See the FP assignment sheet for information.
 - o [FNR paper due](#) 10p, Friday (2/19).

Feb 15. President's Day. No Lecture

Feb 17. Settler Colonist Resource Management in New England

- Format: Asynchronous (106 minutes)

Cronon, William. "[Bounding the land.](#)" Changes in the Land: Indians, Colonists, and the Ecology of New England (1988). 54-81.

Recommended: Nash, Roderick. "[Introduction](#)" and "[Prologue.](#)" Wilderness and the American Mind (2001). Xi-xiv; 1-7.

Feb 19. Changing Landscapes in the (New) World

- Format: Synchronous

Cronon, William. "[A world of fields and fences.](#)" Changes in the Land: Indians, Colonists, and the Ecology of New England (1988). 127-53.

Jefferson, Thomas. "[Thomas Jefferson extols the agrarian ideal.](#)" Carolyn Merchant ed., Major Problems in American Environmental History (2005). 134.

WEEK 6

- Section: Be prepared to discuss and compare Native American and colonist natural resource management.
- Quiz: [Q6](#)
- Assignment submission: FP Description and Registration due 10p, F (2/26). See FP assignment sheet.
- Assignment submission: [RR6](#) due 10a or earlier the day of section.

Feb 22. The North American Fur Trade

- Format: Asynchronous (87 minutes)

Wolf, Eric R. "[The fur trade.](#)" Europe and the People without History (1982). 158- 172; 192-194.

Feb 24. The Ecological Indian?

- Format: Asynchronous (75 minutes)

Krech, Shephard. "[Fire.](#)" The Ecological Indian: Myth and History (1999). 101-22.

Tallbear, Kimberly. "[Shepherd Krech's The Ecological Indian: One Indian's Perspective.](#)" International Institute for Indigenous Resource Management (Sept. 2000): 1-5.

Film: [Tending the Wild](#). Episode 1: Cultural Burning. 19 mins.

Recommended: Episode 2: Keeping the River. 18 minutes
Episode 3: Weaving Community. 15 minutes
Episode 4: Decolonizing the Diet. 15 minutes
Episode 5: Gathering Medicine. 12 minutes

Recommended: Gilio-Witaker, Dina. "[The Problem with the Ecological Indian Stereotype.](#)" Tending the Wild (Feb. 7, 2017). 1-7.

Feb 26. The Frontier: Myth and Rurality

- Format: Synchronous

Dunbar-Ortiz, Roxanne. "[This Land.](#)" An Indigenous Peoples History of the United States (2014). 1-14.

Limerick, Patricia Nelson. "[What on Earth is New Western History](#)" Montana: The Magazine of Western History, Summer, 1990, Vol. 40, No. 3 (Summer, 1990). 61-64.

Scott, Donald M. "[The Religious Origins of Manifest Destiny.](#)" 1-3.

Recommended: Frederick Jackson Turner Explains the [Significance of the Frontier in American History](#), 1893. Carolyn Merchant ed., Major Problems in American Environmental History, 3rd ed. 293-94.

WEEK 7

- Section: Be prepared to discuss the natural resource management, social incorporation and representation of Native peoples across contexts based on week 6 readings and lecture.
- Quiz: [Q7](#)

Mar 1. “Inventing the Indian”

- Format: Synchronous

Schimmel, Julie. “[Inventing the Indian](#)” William H. Truettner, ed., [The West As America: Reinterpreting Images of the Frontier, 1820-1920](#) (1991). 149-89.

* Refer to the “[Schimmel Images](#)” slides while reading the Schimmel article.

Haozous, Bob. “[Indian Speak.](#)”

Mar 3. American Indian Policy 1: Federal Powers

- Format: Asynchronous (72 minutes)

Deloria Jr., Vine and Clifford M. Lytle. “[American Indians in historical perspective.](#)” [American Indians, American Justice](#) (1983).” 1-8.

Kidwell, Clara Sue. “[The Effects of Removal on American Indian Tribes.](#)” 1-7.

Mar 5. American Indian policy 2: Wardship and Sovereignty

- Format: Synchronous

Deloria Jr., Vine and Clifford M. Lytle. “[American Indians in historical perspective.](#)” [American Indians, American Justice](#) (1983).” 8-24.

Podcast: Robertson, Mary Jean. “[Reflections from Occupied Ohlone Territory.](#)” 3 mins.

WEEK 8

- Section: Be prepared to work on the Federal Indian Policy Table.
- Quiz: No quiz this week.

Mar 8. Managing the Yurok Forest. Guest Speaker: Professor Lynn Huntsinger

- Format: tba

Huntsinger, Lynn and Sarah McCaffrey. “[A Forest for the Trees: Forest Management and the Yurok Environment, 1859-1994.](#)” [American Indian Culture and Research Journal](#) 19:4 (1995). 155-92.

Abourezk, Kevin. “[‘This was always our home’: Yurok Tribe welcomes indigenous leaders to forest.](#)” Indianz.com. September 28, 2018.

Mar 10. Review. Listen to the MT Review audio beforehand and bring your questions.

- Synchronous

Mar 12. MT Exam: Asynchronous m/c element available 2p, W (3/12) to 11a, F (3/14) Synchronous, in class, essay element, 11a-12p, F (3/12)

UNIT III: ASIAN AMERICANS AND NATURAL RESOURCES IN CALIFORNIA

We study Asian American immigration and life in California, focusing on the experiences of Chinese and Japanese Americans between the Gold Rush and the Second World War. We consider their roles in the development of mining, transportation and agriculture, and their relationships with European Americans and the state.

WEEK 9

- Section: Be prepared to discuss your final project ideas in section.
- Quiz: [Q9](#)
- Required FP Workshops: 11a-12:30p, W (3/17). See FP Assignment sheet.

Mar 15. Capitalism and the American West

- Format: Synchronous

Podcast: [Capitalism versus Communism](#). Philosophize This.

[Capitalism Quotes](#).

Mar 17. California Prospector Capitalism

- Format: Asynchronous (56 minutes)

Walker, Richard. "[California's Golden Road to Riches. Natural Resources and Regional Capitalism, 1848-1940.](#)" Annals of the Association of American Geographers, 9 (1) (2001). 167-99.

Mar 19. Chinese Immigration and Labor

- Format: Synchronous

Takaki, Ronald. "[Overblown with hope: The first wave of Asian immigration.](#)" Strangers from a Different Shore: The History of Asian Americans (1989). 21-42.

Dr. Weirde and Kevin J. Muellen. "[The Six Companies.](#)" 1-4.

WEEK 10 SPRING BREAK – NO CLASS

WEEK 11

- Section: Be prepared to discuss week 9 lecture and reading materials.
- Assignment: Watch video, "[Becoming American: The Chinese Experiences.](#)" See instructions these instructions on bCourses with links to videos.

Mar 29. Chinese Immigrants and the California Gold Rush

- Format: Synchronous

Chang, Iris. "[Gold rushers on Gold Mountain.](#)" The Chinese in America (2003). 38-46.

Rohe, Randall. "[Mining's impact on the land.](#)" Carolyn Merchant ed., Green Versus Gold: Sources in California's Environmental History (1998). 125-35.

Mar 31. Building the Transcontinental Railroad

- Format: Asynchronous (82 minutes)

Chang, Iris. "[Building the transcontinental railroad.](#)" The Chinese in America (2003). 53-62.

White, Richard. "[Labor in Nature.](#)" Railroaded: The Transcontinentals and the Making of Modern America (2011). 225-29.

Apr 2. Chinese Immigrant Identity, Exclusion and Resistance

- Format: Synchronous

Trauner, Joan B. "[Chinese as Medical Scapegoats, 1870-1905.](#)" California History Magazine. 1978. Or read [online here](#).

[The Poetry of Angel Island](#). KQED Pacific Link. *Read the Introduction and four poems.

Okiihiro, Gary Y. "[Extending democracy's reach.](#)" Clyde A Milner II ed., A New Significance: Re-envisioning the History of the American West (1996). 168-73.

Recommended: Kingston, Maxine Hong. "[The Grandfather of the Sierra Nevada Mountains.](#)" China Men. (1980). 125-59.

WEEK 12

- Section: No section this week due to the election.
- Quiz: [Q11](#)

Apr 5. Chinese Laborers and Farmers in the California Delta

- Format: Synchronous

Chan, Suchen. "[New World Delta and Potato Kings](#)" and This Bittersweet Soil (1986). 160-62; map on page 166; 171-203.

Apr 7. Japanese Immigration and Agriculture

- Format: Asynchronous (60 minutes)

Takaki, Ronald. "[Ethnic solidarity: The settling of Japanese America.](#)" Strangers from a Different Shore: The History of Asian Americans (1989). 179-197.

Podcast only (text and films recommended, but not required): Myrow, Rachel [Hard Row to Hoe: Japanese farming in the Santa Clara Valley.](#) KQED, The California Report (2015). Scroll down homepage to see podcast. 7 mins.

Apr 9. Guest speaker Kaz Mori will discuss his concentration camp experiences

- Format: tba

Okiihiro, Gary Y. and David Drummons. "[The concentration camps and Japanese Economic Losses in California Agriculture 1900-1942.](#)" Roger Daniels et al. ed., Japanese Americans: from relocation to redress (1991). 168-75.

Saiki, Barry. "[The uprooting of my two communities.](#)" Roger Daniels et al. ed., Japanese Americans: from relocation to redress (1991). 15-17.

WEEK 13

- Quiz: Q13
- Assignment: Final Project Progress Report due 10p, Su (4/4)
- Optional FP Workshops: 11a-12:30p, W (4/16). Come for feedback and trouble-shooting help. See FP Assignment sheet.

Apr 12. California Agriculture and Immigration 1: Readings tba

- Mode tba

Apr 16. California Agriculture and Immigration 2: Readings tba

- Mode tba

Apr 18. California Agriculture and Immigration 3: Readings tba

- Mode tba

UNIT IV: COMMUNITIES AND LANDSCAPES OF THE BAY AREA

We explore intersecting social and environmental issues in California, focusing on the historical development of landscapes and communities in the East Bay, with a side-trip down the L.A. River.

WEEK 14

- Quiz: Q14

Apr 19. What is (the Nature of) the Bay Area?

- Format: Synchronous

Solnit, Rebecca. "[Poison / Palate: The Bay Area in your body.](#)" Rebecca Solnit ed., Infinite City: A San Francisco Atlas (2010). 51-56.

Shapiro, Joshua Jelly. "[Shipyards and Sounds: The Black Bay Area since WWII](#)" AND "[High Tide, Low ebb.](#)" Rebecca Solnit ed., Infinite City: A San Francisco Atlas (2010). 57-67.

Recommended: Oakland Museum of California and the San Francisco Estuary Institute. [Reading the Landscape: A field guide for in and around the San Francisco Bay Area](#) (n.d.). 1-30 (*This is a very quick read).

Apr 21. Making the East Bay: Land, Capital and Communities

- Format: Asynchronous (59 minutes)

McClintock, Nathan. "[From Industrial Garden to Food Desert: Demarcated Devaluation in the Flatlands of Oakland, California.](#)" Alison Alkon and Julian Agyeman eds., Cultivating Food Justice: Race, Class, and Sustainability (2011). 89120.

Walker, Richard. "[Oakland Rising: The Industrialization of Alameda County.](#)" 2005.

Grable, Chance. "[De Fremery Park and Recreation Center West Oakland.](#)" 2015.

Apr 23. Environmental Racism and Environmental Justice in West Oakland

- Format: Synchronous

Video: Pulido, Laura. [Environmental Racism](#). 8 minutes.

Johnson, Nathaniel. "[A Highway Runs Through it. Inside the Push to Tear Down Oakland's Freeway.](#)" Grist, Apr 17, 2019.

Podcast: Klivans, Laura. "[West Oakland Environmental Justice Leaders on What's Changed in the Neighborhood. KOED](#)". 3 minutes.

Recommended: [Cal Enviroscreen 3.0](#). See the first web page, and explore the larger site.

WEEK 15

- Section: Final section meeting this week. Be prepared to the Bay area and environmental justice in the East Bay.
- Quiz: [Q15](#)
- Assignment: [Final Project due](#) 10p, Su (5/2). (Week 16)

Apr 25. Guest speaker tba

- Format: Synchronous

Apr 27. Going with the flow and scrambling for eddies: Can environmentalism be made great again?

- Format: Asynchronous

Price, Jenny (2008). "[Remaking American Environmentalism: On the Banks of the L.A. River.](#)" [Environmental History](#) 13.3 (July, 2008): 536-55.

Apr 29. Course Wrap up

- Format: Synchronous

Text and Video: Angelou, Maya. "[On the Pulse of Morning](#)" (1993).

Final Exam: Asynchronous, take-home, exam. Available 2p, W (5/5) to 10p, T (5/11).