Introduction to Culture and Natural Resource Management

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Course content: This course explores historical and contemporary experiences of African Americans, American Indians, European Americans, Asian Americans, and Latinos in relation to the use of natural resources. We start with the contention that natural resource management is premised upon historically and culturally distinct relationships between humans and nature, and associated social and economic systems. These, in turn, are conditioned by struggles between individuals and groups over access to and control of land, water and other resources. We focus on political economy, property, ecology, identity, representation 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 Indian rights to forest resources and management practices in northern California, Chinese American access to farmland in the California Delta, the environmental and social contexts of water management and drought in California, and divergent experiences of New Orleans residents before, during and after Hurricane Katrina.

Learning objectives
This course is designed to facilitate students’ understanding of the following:
- Relationships between natural resource management and identity 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 and self-reflective civic engagement
Course requirements: Students must participate in four course elements: lecture, discussion section, papers and tests. Exams cover lectures, readings and points raised in discussion section, and weekly quizzes are designed to assess comprehension of reading material. The papers allow you to engage in depth with the course material. In discussion section, you have the opportunity to explore the readings and lectures and discuss your own ideas. So, go to lecture and section having completed the reading and be ready to engage!

Quizzes: You must complete 6 of the 12 quizzes on reading assignments that are available in the Quiz tool on bCourses by Friday at 10am each week that you choose to take a quiz. These cover only material from the current week’s assigned readings, and are designed to assess whether you have completed the reading material. Each quiz is graded on a 10-point basis.

Grading: Your final grade is based on a 1000-point system.

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Readings: The reader is available in two volumes from Odin Readers, and can be purchased at University Press Bookstore at 2430 Bancroft St. Alternatively, you can buy used readers through the ESPM 50 reader exchange, to which all enrolled students have access through bCourses. In addition to the reader, you are required to select one of the following books, all of which are available at the ASUC bookstore and often can be found used at local bookstores or on-line. Please do not purchase any of these books until the assignment has been explained in class.


Electronic resources:

*bcourses*: Check bCourses for assignment sheets, resources, announcements, lecture outlines and PPT slides (posted before lectures), unit web sites, etc. You will be notified of all new postings by an email announcement. You are responsible for knowledge of all bCourses posts.

Course email: The subject line for all email messages to Dr. Spreyer and GSIs should be titled: “ESPM 50 – student last name, first name – your specific message subject.” The instructors are not responsible for responding to messages that are improperly titled.

Academic dishonesty 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 do so simply because they don’t understand how to properly reference ideas and information. It is your responsibility not to plagiarize. See http://www.lib.berkeley.edu/instruct/guides/citations.html and “Understanding plagiarism” in the assignments folder on bCourses and for guidelines on avoiding plagiarism. If you are uncertain about whether you have plagiarized material, check with your GSI before you submit an assignment.
WEEK 1

Section: Discussion sections do not meet this week.

UNIT ONE: AFRICAN AMERICANS AND HURRICANE KATRINA IN NEW ORLEANS

This unit introduces subjects that frame our study of culture 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 recent events in New Orleans before, during and after Hurricane Katrina. We emphasize that culture and nature are not separate, but shape one another. And we explore property rights at the intersection of culture and nature and in visions of the social contract.

Unit web sites: See the Units folder on bCourses for each unit.

Section: Discussion sections do not meet this week.

Aug 26. Course introduction: American Cultures and natural resources

Aug 28. Hurricane Katrina and environmental history


WEEK 2

Section: All discussion sections meet for the first time this week.

Aug 31. In the low ground: society, geography and identity in New Orleans

http://www.journalofamericanhistory.org/projects/katrina/


100 years of mismanagement leading to collapse.
**Sep 2. Faubourg Tremé: Local stories and historic events**

*Film in class: Faubourg Tremé*


**Sep 4. Experiences of Katrina: race, class and marginality**


* Use real media player ([http://realmedia.com](http://realmedia.com)) or another application to view this.

** To view the video, click on “real video stream” below the program title on the web page. Go to the beginning of the segment at 35:40 minutes in the program.

Solnit, Rebecca and Rebecca Snedeker. Unfathomable City: A New Orleans Atlas (2014). *Select one map-based essay from the selections posted in the “Unfathomable City” folder, in the “Unit I reading materials” folder on bCourses.

**WEEK 3**

*Section:* Monday discussion sections do not meet this week. Weekly reflections are due for all sections, except those on Monday, in section and on bCourses the day of your section by 10am or before sections meeting earlier than 10am. This week only, students in Monday sections should submit weekly reflections on bCourses by 10am, Friday (9/11) and in hard copy in section during week 4 (along with the week 4 reflections assignment).

**Sep 7. Labor Day Holiday. No class**

Recommended: [http://www.pbs.org/newshour/bb/business/september96/labor_day_9-2.html](http://www.pbs.org/newshour/bb/business/september96/labor_day_9-2.html)


**Sep 9. Rebuilding New Orleans and restoring Louisiana’s wetland ecosystems**


Sep 11. Property as social process


WEEK 4

Section: Weekly reflections due in section and on bCourses the day of your section by 10am or before sections meeting earlier than 10am.

Sep 14. Revolutionary values: property, liberty and the American social contract


The Declaration of Independence (1776).

UNIT TWO: NATIVE AMERICANS, EUROPEAN AMERICANS AND NATURAL RESOURCES

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

Sep 16. Northeastern woodlands Indian resource management


Sep 18. Colonist resource management in New England


**WEEK 5**

Section: FNR paper due in section and on bCourses the day of your section by 10am or before sections meeting earlier than 10am.

Sep 21. Changing landscapes in the New World


Sep 23. The North American fur trade


Sep 25. The ecological Indian?


**WEEK 6**

Section: Weekly reflections due in section and on bCourses the day of your section by 10am or before sections meeting earlier than 10am.

Sep 28. The frontier: myth and rurality

Limerick, Patricia Nelson. “Introduction: Closing the frontier and opening western
History;” “Property values.” The Legacy of Conquest: The Unbroken Past of the

Scott, Donald M. “The Religious Origins of Manifest Destiny.”
http://nationalhumanitiescenter.org/tserve/nineteen/nkeyinfo/mandestiny.htm

Sep 30. Inventing the Indian

*Come to class prepared to discuss images from this lecture’s powerpoint presentation.

**A powerpoint file titled “Schimmel images,” with all of the images in the
Schimmel article, is available in the Inventing the Indian lecture folder on
bCourses. Please use this while reading the Schimmel article.

Oct 2. Indian policy 1: federal powers

Deloria Jr., Vine and Clifford M. Lytle. “American Indians in historical perspective.”

Kidwell, Clara Sue. “The Effects of Removal on American Indian Tribes.”
http://www.nhc.rtp.nc.us/tserve/nattrans/ntecoindian/essays/indianremoval.htm

WEEK 7

Section: No assignment due

Oct 5. Indian policy 2: wardship and sovereignty

Deloria Jr., Vine and Clifford M. Lytle. “American Indians in historical perspective.”

“Rupert Costo (Cahuilla) condemns the Indian New Deal, 1986.” Albert Hurtado and

“Ben Reifel (Brulé Lakota) praises the legacy of John Collier, 1986.” Albert Hurtado
and Peter Iverson eds., Major Problems in American Indian History (2001). 460-
62.

Oct 7. Managing the Yurok forest

Huntsinger, Lynn and Sarah McCaffrey. “A Forest for the Trees: Forest Management
and the Yurok Environment, 1859-1994.” American Indian Culture and Research

Oct 9. Midterm 1 – Bring a large blue (or, better yet, green) book for the exam.
UNIT THREE: HISPANOS AND THE COMMONS

We examine resource management in the Rio Grande Valley of northern New Mexico, focusing on social and environmental history, Spanish and Mexican land grants, cultural heritage and identity and the expansion of the market economy under American sovereignty. Then we consider issues associated with common pool resources, sustainability and environmental justice in terms of approaches to rangeland management in the region.

WEEK 8

Section: Come to section having read the final paper assignment sheet or the final group assignment sheet, and the document titled “Getting started and following through on your final paper,” all of which are available in the “Final Project” folder on bCourses.

Oct 12. Hispano culture, land and resource management


Handout: Cultures and ecosystems of the upper Rio Grande Valley. *Available in the Unit III resources folder.

Oct 14. Conquest, the state and economic development


Handout: Land grant adjudication. *Available in the Unit III resources folder.

Oct 16. Tierra o Muerte (land or death)

Film in class: Tierra o Muerte.


Handout: Tierra o Muerte worksheet. *Available in the Unit III resources folder.
WEEK 9

Section:  All students should attend a section on your book choice. The book weekly reflections assignment is due in the section that you attend this week.

Oct 19. The commons: tragedy and sustainability


Handout: Evaluating long term sustainability of CPR systems.
*Available in the Unit III resources folder.


Oct 21. Social and environmental change in northern New Mexico rangelands


OR (choose one or the other reading, and be prepared to discuss it in section).


Handout: Environmental change in northern New Mexico rangelands.
*Available in the Unit III resources folder.

Oct 23. Rangeland management, sustainable development and environmental justice in Rio Arriba


Handout: Sustainable development and environmental justice.
*Available in the Unit III resources folder.

UNIT FOUR: 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 10

Section: Weekly reflections due in section and on bCourses the day of your section by 10am or before sections meeting earlier than 10am.

Film: Becoming American: The Chinese Experience. Gold Mountain Dreams. The url and required segments of a streaming version of this film will be posted on bCourses by October 23. View this film online by Friday (10/30) or see a screening of the film on Tuesday night (10/27). Time and location tba.

Oct 26. Unit introduction: Asian immigration and California


Oct 28. Chinese and the California gold rush


Oct 30. Building the railroads


WEEK 11

Section: Final paper topic paragraph due on bCourses the day of your section by 10am or before sections meeting earlier than 10am.

Nov 2. Chinese exclusion and resistance


Nov 4. Chinese laborers and farmers in the California Delta

Chan, Suchen. “New world delta” and “Potato kings.” This Bittersweet Soil (1986). 160-62; map on page 166; 171-91; 192-203.


Recommended: Locke, Ca. photos: http://www.scrapbookpages.com/photoessays/Locke/

Nov 6. Japanese immigration and agriculture


WEEK 12

Section: Wednesday sections do not meet this week. All other sections meet. Final paper outline due on Friday (11/13) by 6pm on bCourses.

Nov 9. Guest speaker Kaz Mori will discuss his internment experience.


UNIT V: CALIFORNIA WATER RESOURCE MANAGEMENT

We will dive into historical and contemporary water resource management issues in California, emphasizing the interplay of shifting socioeconomic and cultural contexts as they shape the development and implementation of water resource science, policy and management. We will conclude with two lecture periods in which students will present their final project research on issues associated with water and drought in the Golden State.

Nov 11. Veterans Day Holiday. *No Class*

Nov 13. California waterscapes and water rights

http://www.ppic.org/content/pubs/report/R_211EHR.pdf

Austin, Chris. “Maven’s Notebook: California’s water systems.” nd.
http://mavensnotebook.com/the-notebook-file-cabinet/californias-water-systems/

WEEK 13

Section: No assignment due.

Nov 16. Plumbing the Golden State: infrastructure in a hydraulic society

http://www.ppic.org/content/pubs/report/R_211EHR.pdf


Nov 18. Delta blues: water wars and reconciliation


KQED Quest. “California’s deadlocked Delta.” nd.
http://science.kqed.org/quest/delta-map/

Video: California’s water supply on shaky ground. Apr 29, 2015.
http://www.kcet.org/shows/socal_connected/stories/environment/californias-water-supply-on-shaky-grounds.html
Nov 20. Looking to the future: Managing Water as a “public commodity”


Other readings tba

WEEK 14

Section: No section this week.

Final paper draft 1 due Sunday (11/22) on bCourses and by email to peer reviewers by 6pm

Nov 23. Floods, flumes, and fantasies: Pondering the L.A. River


Nov 25 & 27. Thanksgiving Holiday. No class

WEEK 15

Section: Final paper peer review due in section and on bCourses the day of your section by 10am or before sections meeting earlier than 10am.

Nov 30. Student presentations 1: Dust Bowl 2.0 meets Godzilla El Niño

Readings tba

Dec 2. Student presentations 2: Is the solution to diminution a personal resolution or a water management revolution?

Readings tba

Dec 4. Course wrap up


Video. http://www.youtube.com/watch?v=HDtw62Ah2zY
# Assignment, quiz and exam schedule

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<td>Week 9</td>
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<td>Week 11</td>
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<td>O1 FP Paragraph</td>
<td>O3 PROTIAB</td>
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<td>Quiz</td>
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<td>Week 12</td>
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<td>+ O1 FP Outline</td>
<td>O2 Outline, Annotated Bib &amp; Task Inventory 1</td>
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<td>Quiz</td>
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<td>Week 13</td>
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<td>O3 Draft 1 &amp; Storyboard</td>
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<td>Week 14</td>
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<td>++ O1 FP Draft 1</td>
<td>O2 Draft 1 &amp; Progress Reports</td>
<td>## O3 Peer Review</td>
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<td>O3 Presentation</td>
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<td>Week 16</td>
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<td>+++ O1 Final Paper &amp; Peer review response</td>
<td>### O2 Final Paper, PR response, Task Inventory 2</td>
<td>### O3 Final Paper &amp; Task Inventory 2</td>
<td>Quiz</td>
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<td>Week 17</td>
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<td>^ Exam</td>
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* WR3: Monday sections submit WR by 10am, Friday (9/11)
+ O1 FP outline & O2 Outline, Annot. Bib. and Task Inventory 1: Assignment due F (11/13) 6pm
++ O1 FP draft 1: Assignment due S (11/22) 6pm
+++ O1 Final paper: Assignment due Wednesday (12/9) on bCourses by 6pm.
# O3 Subject area check in: See Option 3 assignment sheet for information.
## O3 Peer Review: due Monday (11/23) by 6pm on bCourses and to PR partners
### O2/O3 Final paper & Task Inventory 2: Assignment due Wednesday (12/9) on bCourses by 6pm.
^ Final exam: Monday (12/14), 11:30-2:30. Location tba.

**Assignment submission:** Unless otherwise noted in the syllabus, all assignments are due in hard copy in your discussion section and on bCourses on the day of your section meeting by 10am or before section if your section meets earlier.

**Quizzes:** You must complete your choice of any 6 of the 12 quizzes.