

Introduction to Culture and Natural Resource Management

Kurt Spreyer

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Office hours: Wednesday, open 11a-12:30p and by appointment 12:30-1p

Location: Remote. Time: M, W, F. 11a-12p

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

Team 50AC (aka Cloud Force 50):

- [Lucy Andrews](#) (ACES] Fellow)
- [Sarah Atkinson](#) (GSI)
- [Laura Belik](#) (GSI)
- [James Carney](#) (GSI)
- [Kayla Cathers](#) (GSI)
- [Jamon Franklin](#) (GSI)
- [MaFe Gonzalez](#) (GSI)
- [Christian Jordan](#) (GSI)
- [Cameron Lopez](#) (GSI)
- [Tiffany O'Dwyer](#) (GSI)
- [Eric Peterson](#) (Head GSI [HGSI])
- [Rina Priyani](#) (GSI)
- [Robert Shortt](#) (GSI)
- [Katherine Wolf](#) (ACES] Fellow)

Semester in the Cloud. ESPM 50AC is supported by the [Semester in the Cloud](#) program, offering an engaged online experience through synchronous and asynchronous learning.

Course content. This course explores historical and contemporary experiences of African American, Native American, 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 and 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 & recorded lecture and section materials: The course comprises synchronous, asynchronous and hybrid elements.

- **Synchronous lectures:** These are live lectures that will be delivered through Zoom. They are scheduled for most Mondays and Fridays during the semester, and will be posted as Zoom recordings by 2p on Mondays and Fridays.
- **Asynchronous lectures:** These are pre-recorded lectures that are scheduled for most Wednesdays during the semester, and will be posted on bCourses by 11a, Wednesdays.
- **Lecture-related materials:** Read, view or listen to all material listed under a given lecture before attending or viewing the lecture.
- **Section and section recordings:** All sections will meet synchronously. Each week, one of the course's 20 Discussion Sections will be recorded and posted in the Media Tool and the Unit modules on bCourses by 2p, Fridays.

bCourses: It is essential that you check bCourses for assignment sheets, resources, announcements, lecture outlines and slides (posted before lectures), unit resources, etc. Explore the bCourses site, and learn how we will use the 'tools' on the left side of the homepage. You will be notified of all bCourses announcements by email. **If you do not read the syllabus, assignment sheets and class announcements, all of which are on bCourses, you will not know what's going in the course from week to week!**

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

- **ESPM 50AC E-reader:** This includes all reading materials and links to online, audio and video materials. It can be downloaded from the bCourses Home page.
- **Individual documents:** Links to each reading, video, audio recording and web page are provided on the syllabus and in the bCourses Unit Modules. Texts are also available in the Course Reading Material folder in the Files Tool on bCourses. Video and audio recordings are also available in the Media Gallery Tool on bCourses. Some materials are on external web pages accessed through links on the syllabus and Unit Modules.
- **Lecture slides and outlines:** Lecture outlines and slides will be posted before each class on bCourses in the Units folders in the Files Tool, and in the Units Modules.
- **Lecture and section videos:** These can be accessed in the Media Tool and Units Modules on bCourses.
- **Viewing Videos:** Videos may be viewed only in bCourses, and cannot be downloaded.
- **University Library proxy server:** Please note that you may need access to the library proxy server to access some online video materials. For information, see: <http://www.lib.berkeley.edu/using-the-libraries/proxy-server>

Zoom: All synchronous lectures and sections will be delivered through Zoom. This is the first time using Zoom throughout the semester, and it will inevitably be a learning experience. Our Zoom protocols (which are subject to change) are as follows:

- **Accessing synchronous lectures and sections on Zoom:**
 - **Zoom access:** [See the Zoom link on bCourses for the invitation to all lectures.](#)
 - **Zoom Meeting ID for lecture and regular open office hours:** 949 3995 88316
 - **Zoom passcode:** 654512
 - **Section:** See your section syllabus for information
- **Logging in:** Class starts on Berkeley time, at 11:10 and ends at noon PST.
- **Mute:** You will be automatically muted when you log in. Please remain muted unless called upon to ask a question or make a comment.
- **Chat:** We want to foster an open dialogue and sense of community in the class, and we will try to accommodate everyone's wish to communicate in lecture. Our Zoom culture and norms are sure to evolve over the course of the semester. Please use chat only for course-related purposes during lecture, such as:
 - responding to a question posed by Kurt
 - asking the GSI co-host to let Kurt know that you have a question or comment
 - posing your own question or comment to other students
 - responding to another student's question or comment
 - sharing valuable course-related information with other students
 - etc.
- **Speaking on Zoom during lecture:** If Kurt or the GSI/Zoom Co-host ask for you speak, please speak up, and let us know what you're thinking. It may be difficult with 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 speak in lecture.
- **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 your personal pronoun preferences.
- **Backgrounds.** Please use appropriate backgrounds. Do not use flashing backgrounds.
- **Technology requirements and resources:** If you lack access to any of the following, please notify us in the [ESPM 50AC Pre-semester survey](#), and see the [Student Technology Equity Program](#) for access to equipment. Also see [Student Technology Services](#).
 - **Zoom Pro:** Download your free [Zoom app](#) provided by the University.
 - **Computing:** You will need access to a computer.
 - **Internet connectivity, capacity and reliability:** You will need access to reliable internet connectivity with sufficient streaming capacity.

Office hours

Open office hours: Kurt will hold open office on 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. If office hours change during a given week, Kurt will post an announcement with alternative Zoom access information.

Private office hours by appointment: Kurt will hold private office hours sessions Wednesday, 12:30-1p, and at other times by request. You can sign up for a 15 minute private Zoom meeting on Google Calendar at these times:

- Wednesdays, 12:30-12:45
 - Click on [Google Calendar](#) to make an appointment:
 - Zoom Meeting ID: 981 9242 6749
- Wednesdays, 12:45-1:00
 - Click [Google Calendar](#) to make an appointment
 - Zoom Meeting ID: 957 5580 7951
- For other times, please email Kurt at kspreyer@berkeley.edu

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 the appropriate resources for you, 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 some sort of 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 also do the following:

- Contact your GSI and/or Kurt if you feel that we can be of any support.
- Complete the [Personal Emergency & Crisis Form](#). This form 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., resolution of a potential incomplete grade for the semester, etc. You do not to provide and 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:

Access:

- [Fall 2020 FAQs](#)
- [Remote Learning Resources](#)
- [Berkeley Student Technology Equity Program \(STEP\)](#)
- [UC Berkeley Basic Needs Center](#)
- [CalFresh Berkeley](#)

Accommodations

- [Academic Accommodations Hub](#)
- [DSP Program](#)

Library

- [Berkeley Library](#)
- [Library services and resources during COVID-19](#)

Health

- [University Health Services](#)
- [Student Technology Equity Program \(STEP\)](#)
- [Coronavirus \(COVID-19\) Information](#)
- [Wildfire Smoke and Air Quality](#)

Course requirements. The course entails synchronous, asynchronous, and hybrid 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.

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). They are designed to assess whether you have completed the readings and lectures, and should not be particularly challenging. 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 [9/14], and must be completed by 10p Sunday [9/20]).
- **How to take quizzes:** The quizzes are open book. However, you must take quizzes individually and may 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 until you pass. You will receive 10 points per completed quiz assignment for a total of 100 points for the semester. Ten points will be deducted for each of the required 10 quizzes that you do not complete.

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

- **Midterm (MT):** This exam includes the following components:
 - o Asynchronous, take-home, m/c element available 2p, W (10/14) to 11a, F (10/16)
 - o Synchronous, in class, essay element, 11a-12p, F (10/16)
- **MT Review session:** An extensive asynchronous audio review session will be available one week before the MT. Listen to this before attending the synchronous MT review session, 11a-12p, W (10/14).
- **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):** Asynchronous, take-home, exam covering content from Units III and IV and concepts from the entire course available 12p, M (12/7) to 2:30p, M (12/14). There will be no formal review session for the FE.
- **Review sheets:** Review sheets for the MT and FE will be available at least a 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, RR4, RR7
- 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	RR4*	10a or earlier, day of section	Quiz
5	a) Early FP Registration** b) FNR paper	a) 10p, M (9/21) b) 10p, F (9/25)	Quiz
6	FP Description & Registration**	10p, F (10/2)	Quiz
7	RR7*	10a or earlier, day of section	Quiz
8	Midterm Exam	Take-home: 2p, W (10/14) to 11a F (10/16) + 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 (11/15)	Quiz
13	No assignment due		Quiz
14	No assignment due		No Quiz
15	No assignment due		Quiz
16	FP Final Draft	10p, Su (12/6)	No quiz
17	Final Exam	Take-home only: Available 12p, M (12/7) to 2:30p, M (12/14)	No quiz

* Submit RR3 and of one of either the RR 4 or RR7 assignment.

** The FP Early Registry is due 10pp, M (9/21) for community partner engagement FPs. All FP Descriptions (including community partner engagement FPs) and all other FP Registrations are due 10p, F (10/2). 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 - F'20"
- **FP assignment file titling:** "ESPM 50 - Abbreviated assignment title (see title key for abbreviations) - Any title you wish to give to the project – F'20"
- **Pagination:** 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	C+ = 780-779	F = < 600
A = 920-999	C = 720-779	P/NP pass = 700
A- = 900-919	C- = 700-719	
B+ = 880-899	D+ = 680-699	
B = 820-879	D = 620-679	
B- = 800-819	D- = 600-619	

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 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 appear 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	80 points total for 2 assignments
Family and natural resources paper	50 points
<u>Class participation</u>	<u>150 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 pursuing 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 and hybrid 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.

- **Excused and unexcused 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 (and cc HGSI Eric Peterson <ericpeterson@berkeley.edu>) 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 marked as unexcused, and you will be assessed a 20 point deduction per absence.

- If you complete the form, and your absence is excused, you will receive no deduction.
- If you complete the form, and your absence is unexcused, you will receive the following deductions.
 - 1 absence: 0 points
 - 2 absences: 10 points
 - 3 absences: 25 points
 - 4 absences: 50 points
 - 5+ absences: deduction at discretion of instructor

Course affiliations and Requirement fulfillment

ESPM 50AC has the following affiliations:

- **Semester in the Cloud:** ESPM 50AC will be one of 30+ courses at UCB supported by the Semester in the Cloud program (LINK) this fall.
- **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 instructors:

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 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 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 Dr. Spreyer by email (not on bCourses).
- Office hours: Or just attend office hours, and 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 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 low-distraction test-taking environments, 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 may suffer a grade penalty at the discretion of the instructor. If you share any course materials a person or enterprise for compensation 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.

WEEK 1

- Section: Discussion sections do not meet this week.

UNIT I: HURRICANE KATRINA AND AFRICAN AMERICANS 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.

Aug 26. Course introduction: American Cultures and natural resources

- Format: Synchronous

Aug 28. 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.

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 August 28 and all of week 2. See the Quiz tool on bCourses for information on quizzes and here to see a sample quiz.
- Survey: Complete the ESPM 50AC survey by 10p, Su (8/31)
- Assignment download:
 - o Reading Reflections 3 (RR3). See the RR Assignment sheet for information.
 - o Family and Natural Resources (FNR) paper assignment sheet.

Aug 31. 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.

Sep 2. 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). 98-106.

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.

Sep 4. Racial formation and representation

- Format: Hybrid

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](#). (scroll down to link on home page). 10 mins

Recommended: [Race: The Power of an Illusion](#). Explore this site for a deep consideration of race and racism in the United States.

WEEK 3

- Section: Monday sections do not meet this week. Students in Monday sections are encouraged, but not required, to attend any other section this week. Be prepared to discuss the environmental history and cultural 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. Have a hard or electronic copy available to you during section for discussion purposes. Students in Monday sections should submit the RR3 assignment on bCourses by 10a on Tuesday.
- Assignment download: RR4

Sep 7. Labor Day – No Class

Sep 9. Race and power

- Format: Asynchronous

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.

Sep 11. 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 the start of the segment at 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.

WEEK 4

- Section: Be prepared to discuss race, power and racism in the context of Hurricane Katrina.
 - o 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 (9/21).
- Quiz: Q4
- Assignment submission: RR4 due 10a or before section (for sections meeting before 10a), the day of your section. Have a hard or electronic copy available to you during section for discussion purposes. Submit *either RR4 or RR7*. Don't submit both.

Sep 14. Racial projects, housing projects, and engineering projects

- Format: Synchronous

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.

Sep 16. Property as social process

- Format: Asynchronous

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”](#)

Sep 18. 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: “Models of social incorporation into American society”

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 Native American 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 process for people and ecosystems.

WEEK 5

- Section: Regular section meetings this week.
- Quiz: Q5
- Assignment submission:
 - o The Early FP Registration due 10p, M (9/21) *for community partner engagement FPs only*. See the FP assignment sheet for information.
 - o FNR paper due 10p, Friday (9/25).

Sep 21. 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 Peoples of the United States](#)

Sep 23. Colonist resource management in New England

- Format: Asynchronous

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.

Sep 25. 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, 1787.](#)" 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 (10/2). See FP assignment sheet.
- Assignment download: RR7

Sep 28. The North American fur trade

- Format: Synchronous

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

Sep 30. The ecological Indian?

- Format: Asynchronous

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 mins.
Episode 3: Weaving Community. 15 mins.
Episode 4: Decolonizing the Diet. 15 mins.
Episode 5: Gathering Medicine. 12 mins.

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

Oct 2. 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 the 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: Turner, Frederick Jackson. "[The Significance of the Frontier in American History](#)" (1893). 1-24.

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
- Assignment submission: RR7 due 10a or earlier the day of section. Have a hard or electronic copy available to you during section for discussion purposes. Submit *either RR4 or RR7*. Do not submit both.

Oct 5. “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.](#)”

Oct 7. American Indian policy 1: federal powers

- Format: Asynchronous

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.

Oct 9. 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.

Oct 12. 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.

Oct 14. Review. Listen to the MT Review audio beforehand, and bring your questions.

Oct 16. MT Exam: Asynchronous m/c element available 2p, W (10/14) to 11a, F (10/16) Synchronous, in class, essay element, 11a-12p, F (10/16)

WEEK 9

- Section: Be prepared to discuss your final project ideas in section.
- Quiz: Q9

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.

Oct 19. Capitalism and the American West

- Format: Synchronous

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

[Capitalism Quotes](#).

Oct 21. California prospector capitalism

- Format: Asynchronous

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.

Oct 23. 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; Kevin J. Mullen. "The Six Companies." 1-4.](#)

WEEK 10

- Section: Be prepared to discuss your views of capitalism and Chinese immigration in 19th century California.
- Quiz: Q10
- Assignment: Watch video, "[Becoming American. The Chinese Experience.](#)" See instructions on [bCourses](#).

Oct 26. 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.

Oct 28. Building the first transcontinental railroad

- Format: Asynchronous

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.

Oct 30. Apr 8. Chinese immigrant identity, exclusion and resistance

- Format: Synchronous

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

[The Poetry of Angel Island](#). KQED Pacific Link.

*Read the Introduction and four poems.

Okihiro, 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.

WEEK 11

- Section: Be prepared to discuss Chinese labor, identity, exclusion and resistance in 19th century California.
- Quiz: Q11

Nov 2. Chinese laborers and farmers in the California Delta

- Format: Synchronous

Chan, Suchen. “[New World delta](#)” and “[Potato kings.](#)” This Bittersweet Soil (1986). 160-62; map on page 166; 171-203.

Nov 4. Japanese immigration and agriculture

- Format: Asynchronous

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.

Nov 6. Guest speaker Kaz Mori will discuss his 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 12

- Section: No Wednesday sections this week. Students in Wednesday sections are encouraged, but not required, to attend any other section this week. Be prepared to compare Chinese and Japanese experiences in California in relation to natural resources and policies of exclusion.
- Quiz: Q12

UNIT IV: Communities and Landscapes of the Bay Area

We explore intersecting social and environmental issues in the Bay Area, focusing on the historical development of landscapes and communities in the East Bay, with a side trip down the L.A. River. We will engage with community activists and organizers regarding contemporary issues of environmental justice, climate adaptation, gentrification, and contested public spaces.

*Please note that the Unit IV guest speaker schedule is subject to change.

Nov 9. What is (the nature of) the Bay Area?

- Format: Synchronous

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).

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 World War II](#)” and “[High Tide, Low ebb](#).” Rebecca Solnit ed., Infinite City: A San Francisco Atlas (2010). 57-67.

Nov 11. Veterans Day – NO CLASS

Recommended: Wong, Alex. “[The assault on veterans’ health care: An interview with Suzanne Gordon](#).” Jacobin (Jun 11, 2018).

Nov 13. Making the East Bay: Land, capital and communities

- Format: Synchronous

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). 89-120.

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

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

WEEK 13

- Section: Be prepared to discuss the history and geography of the Bay Area, as well as your final project.
- Quiz: Q13
- Assignment: Final Project Progress Report due 10p, Su (11/15)

Nov 16. Ohlone land

- Format: tba

Guest Speaker: Corrina Gould, Segorea Te’ Land Trust

Segorea Te’ Land Trust website: Read “Our Vision”, “Contemporary Ohlone History”, and “Shuumi Land Tax”. <https://sogoreate-landtrust.com/>

Other readings tba

Nov 18. Landscapes of racially differentiated risk in the East Bay

- Format: Asynchronous

Pastor, Manuel, James Sadd and Rachel Morello-Frosch. [Still Toxic After All These Years: Air Quality and Environmental Justice in the San Francisco Bay Area.](#) (2007). 1-20.

Podcast: Klivans, Laura. “[West Oakland Environmental Justice Leaders on What’s Changed in the Neighborhood. KQED](#)”. 3 mins.

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

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

Nov 20. Organizing for environmental justice in the East Bay

- Format: tba

Guest speaker and readings tba

WEEK 14

- Section: No section meetings this week.
- Lecture: Lecture does not meet this week.
- Quiz: No quiz this week

Nov 23. Going with the flow and scrambling for eddies: Can we make environmentalism 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.

Nov 25 & 27. [\(Un\)Thanksgiving](#) - No Class

WEEK 15

- Section: Final section meeting this week. Be prepared to discuss environmentalism and social justice.
- Quiz: Q15 (includes materials from 11/18 and week 15)
- Assignment: Final Project due 10p, Su (12/6). (Week 16) Community engagement projects may have different deadlines.

Nov 30. Organizing for a Just Transition in the East Bay

- Format: tba

Guest speaker and readings tba

Dec 2. Organizing for a Food Justice in the East Bay

- Format: tba

Guest speaker and readings tba

Dec 4. Course Wrap up

- Format: Synchronous

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

Final Exam: Asynchronous, take-home, exam available 12p, M (12/7) to 2:30p, M (12/14).