

## General Education Course Proposal

**Proposed Course:** S Sci 110 California Studies **Units** 3  
Prefix No. Title

**Department:** Social Sciences **School:** Social Sciences

**GE Category (Indicate one category only):**

Foundation: A1\_\_\_; A2\_\_\_; A3\_\_\_; B4\_\_\_  
 Breadth: B1\_\_\_; B2\_\_\_; C1\_\_\_; C2\_\_\_; D\_\_\_; E\_\_\_  
 Integration: B\_\_\_; C\_\_\_; D X; International/Multicultural\_\_\_

**Existing Course** \_\_\_; **Revised Course** \_\_\_; **New Course** X

**Course Included in Current GE Program** No

New courses require the Undergraduate Course Proposal form in addition to this form.  
 Revised courses require the Undergraduate Course Change Request in addition to this form.

**Proposed catalog description:** Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Origins and development of California as a unique cultural area; relationships over time among geography and natural resources, human populations and cultures, political institutions, economic pursuits, and land use practices; distinctive architecture, arts, and literature; socio economic patterns, processes, and trends from the perspective of historical and cultural ecology.

GENERAL EDUCATION, AREA D Integration

**Enrollment limit per section:** 50

**Expected number of sections per semester – Year 1** 0-1; **Year 3** 2-3 (depending on growth of four-year Liberal Studies Program)

**Attachments:**

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

**Approval for Inclusion in General Education**

<u>J Echeverri</u>	<u>3/15/99</u>	<u>Barbara Queen</u>	<u>3/16/99</u>
Department Chair	Date	School Curriculum Committee	Date
<u>Ellen Greenbaum</u>	<u>3/15/99</u>	<u>Patricia Annand</u>	<u>5/13/99</u>
School Dean	Date	General Education Subcommittee	Date
<u>Brendt Kline</u>	<u>5/17/99</u>		
Associate Provost	Date		

## SSci 110: CALIFORNIA STUDIES

### Attachment 1

Social Sciences 110: California Studies has been designed especially to serve the needs of Liberal Studies majors and the upper division Area D Integration General Education requirement. It may also be of interest to other students in the University as an elective.

#### A. The Liberal Studies Major

- 1) The current five year program (Liberal Studies and a 5<sup>th</sup> year in Education) for pre-service K-8 teachers lacks California history, geography, or integrated studies, even though the State of California requires that K-3 teachers teach several aspects of local and regional studies and California's past is required in fourth grade.
- 2) SSci 110 remedies this situation by offering future teachers an integrated one semester course on subject matter mandated by the State of California's New California History/Social Science Content Standards. See Attachment 2 for a brief listing of the relevant Standards.
- 3) Each course outline will carry with the Content Standards that the course addresses so that students will appreciate the direct connection between their coursework in SSci 110 and their chosen career. See Attachments 2 and 3.

#### B. AREA D GE ID

- 1) *SSci 110* is proposed as an integrated GE course in Area D: Social, Political, and Economic Institutions and Behavior, Historical Background. As stated in the University's General Education Program specifications: "Area D also requires three upper division units in Integration that expose the students to the diversity of the social sciences."
- 2) Planning for *SSci 110: California Studies* has integrated the fields of
  - Anthropology (early man and pre-history);
  - History (from written times through the present);
  - Political Science (decisionmaking in State politics);
  - Sociology (interaction of various groups in the State);
  - Geography (landforms and their usage);
  - Economics (income levels and distribution); and
  - aspects of Chicano and Latin American, Native American, African, and Asian American perspectives.

- 3) To accomplish this task, the School of Social Sciences has assembled an affiliated faculty to develop, teach, monitor, and collaborate on the delivery of this course. Faculty with expertise in California volunteered from the Departments of Anthropology, History, Political Science, Sociology, Geography, Economics, Ethnic Studies, and Chicano and Latin American Studies. They include but are not limited to Professors John Pryor, Stanley Norsworthy, David Pryor, Scott Houser, Michael Moratto, Jeri Echeverria, Luz Gonzalez, Juan Felipe Herrera, Victor Torres, and Marshall Goodwin.

## SSci 110: CALIFORNIA STUDIES

### Attachment 2

#### Elements Common to All Sections

1. Each section will have **common core content**, and will provide reasonable flexibility for instructors to underscore topics of special interest.
2. Course material will be organized into **four broad interdisciplinary themes**:
  - Part I: California Primeval*
  - Part II: Discovery and Colonization*
  - Part III: Emergence of the Golden State*
  - Part IV: Pacific Destiny*
3. Each of the four sections will employ a **chronological organization**, but not restrictively so. Coverage of important events and themes will be interwoven on the given timeframe for the purpose of organization but the framers of the course have agreed that its scope is not and should not be exclusively historical.
4. The **upper division writing requirement** has also been interwoven into the course, guaranteeing a minimum of 4000 written words per student. Faculty will require one final exam, one or two midterm exams depending upon instructor's preference, and a minimum of one written work in addition.
  - A. The additional written work will in some cases be a highly developed lesson or unit plan on some aspect of California designed for use in the K-4 classroom. Grading of these plans will be based primarily on subject matter content rather than pedagogical aspects.
  - B. Other Professors will elect essay and term paper assignments on selected aspects of California Studies.
  - C. Some instructors will elect to offer a series of shorter papers in lieu of the solitary term paper or lesson/unit plan.

We anticipate that the assigned written work will constitute 15 to 18 pages of the 4000 word requirement, whereas the essay components of the examinations will provide the balance. Potential topics for term papers, lesson plans, and essays are quite numerous. See the annotated common Course Syllabi for potential topics under each heading.
5. A portion of each instructor's **final examination** will include a minimum of twenty-five questions in common. The questions are likely to be short answer and/or multiple choice and will be used to gather information on the success of the course. The affiliated faculty for Ssci 110 intend to review the data closely and consider making necessary adjustments in instruction as the course develops.

6. There are several excellent discipline-based textbooks on aspects of California, and a few solid interdisciplinary ones as well. Due to the interdisciplinary nature of California Studies, we plan to create a **required common reader** for the course. Articles, essays, and vignettes will be drawn from highly acclaimed works including:

Kowalewski, Michael editor. *California Gold Rush: A Literary Exploration*.

California Council for the Humanities, Heyday Books:1998.

Gutierrez, R. A., and R. J. Orsi, editors. *Contested Eden: California before the Gold Rush*. University of California Press. Berkeley: 1997.

California Historical Society. *History of California, 3 vols.*

Other works included in the “Suggested Readings for Students” and “Resources for SSci 100 Instructors” Sections of the Common Course Outline

7. Though the above mentioned reader will provide the basic required reading for the course, individual instructors may elect additional texts to supplement the common reader. In general, it has been agreed that **supplemental reading** will avoid overemphasizing a particular field but may highlight selected aspects of the course. In addition it has been agreed that the supplemental texts will be selected from the “Suggested Readings for Students” and “Resources for SSci 100 Instructors” Sections of the Common Course Outline. In addition, lesson plans and summaries of resources for teachers will be developed jointly by the SSci 110 faculty and provided to students taking the course. Examples of professionally prepared lesson plans, such as those produced by the Oakland Museum of California for the California Sesquicentennial (9 volumes of lesson plans created for the current Exhibit).
8. Beyond the common readings, the examinations and term papers, **course activities** will vary depending upon the instructor’s teaching style and preferences. Several will combine lecture and discussion formats in their classes. Some may give “pop quizzes” and some will modify their lesson plans to accommodate those who prepare lesson and/or unit plans.
9. **Grading** for SSci 110: California Studies will vary slightly from instructor to instructor, with the understanding that the affiliated faculty for the course will convene on a regular basis to discuss the goals of the course, strategies for achieving them, and student outcomes. A shared goal among the faculty is a reasonably consistent shared assigned workload and grading scale for all students in SSci 110. Most of the faculty intending to teach the course score exams, quizzes, and papers on a numerical basis, using a 90-80-70—60 percentage scale to determine the course grade.
10. Faculty planning the course will continue to work collaboratively to compile **resources** for instructors implementing the course and will continue to develop the “Suggested Readings for Students” and “Resources for SSci 110 Instructors” Sections found at the close of the of Typical Syllabus in Attachment 3.

11. Use should be made of works of **literature, art, music, film**, and other cultural approaches that support lectures as opposed to a textbook focused, for example, on the geography or history of California.

12. **Course objectives** for *SSci 110: California Studies*:

1. That students understand the story of their home state such that they will be able to teach their students of its unique role in United States history, society, and culture.
2. That students recognize the interrelationships between California's geography, its natural history, its natural resource distribution and its land use issues in modern day.
3. That students recognize major elements of California's background and how the transitions from first settlement to the present evolved.
4. That students identify major themes in California Studies, such as: population growth; major industries; evolution of political institutions; significant infrastructure such as power, water and transportation systems; socio-cultural changes; California architecture, arts, and literature; the shifting borders between California and Mexico.
5. That students identify characteristics that make California unique, including those artistic expressions unique to and/or associated with California (What is California?)
6. That students identify the "many Californias" and examine the prospects for California's future.

13. Planning for early **implementation** of the course will continue through summer and fall of 1999. That is, a faculty member will be hired to continue building the School of Social Sciences' data base on California for instructors to use in their classes. Also, specifics of early course delivery have yet to be ironed out. For instance, two or three faculty might share units among one another until confident enough to teach the course "solo."

14. The faculty's home department will receive **FTE** for each section he/she teaches.

15. State of California's New History/Social Science Content Standards dealing with California:

**Standard 4.1** Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

**Standard 4.2** Students describe the major social and political interactions among the people of California from pre-Colombian through the Mexican periods.

**Standard 4.3** Students describe the economic, social, and political life of California from the establishment of the Bear Flag Republic

**Standard 4.4** Students explain how California became an industrial power by tracing the transformation of the California economy.

**Standard 4.5** Students understand the structure, function, and powers of the United States local, state, and federal governments as described in the U. S. Constitution

The fuller version of each standard (with about 6 to 8 substandards per standard) will appear in the syllabus for each student in SSci 110. Both for their information and so they realize the direct relevance of this course to their chosen career field.

## SSci 110: CALIFORNIA STUDIES

### Attachment 3

#### Common Course Syllabus

#### Course Description

##### S Sci 110: California Studies (3)

**Origins and development of California as a unique cultural area; relationships over time among geography and natural resources, human populations and cultures, political institutions, economic pursuits, and land-use practices; distinctive architecture, arts, and literature; sociocultural patterns, processes, and trends from the perspectives of historical and cultural ecology. GENERAL EDUCATION, AREA ID.**

##### Course objectives for *SSci 110: California Studies*:

1. That students understand the story of their home state such that they will be able to teach their students of its unique role in United States history, society, and culture.
2. That students recognize the interrelationships among California's geography, its natural history, its natural resource distribution and its land use issues today.
3. That students recognize major elements of California's background and how the transitions from first settlement to the present evolved.
4. That students identify major themes in California Studies, such as: population growth; major industries; evolution of political institutions; significant infrastructure such as power, water and transportation systems; socio-cultural changes; California architecture, arts, and literature; the shifting borders between California and Mexico.
5. That students identify characteristics that make California unique, including those artistic expressions unique to and/or associated with California (What is California?)
6. That students identify the "many Californias" and examine the prospects for California's future.



**California's New History/Social Science Content Standards dealing with California:**

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**Standard 4.5** Students understand the structure, function, and powers of the United States local, state, and federal governments as described in the U. S. Constitution

**Required Reading:**

Kowalewski, Michael editor. *California Gold Rush: A Literary Exploration*. California Council for the Humanities, Heyday Books:1998.

Gutierrez, R. A., and R. J. Orsi, editors. *Contested Eden: California before the Gold Rush*. University of California Press. Berkeley: 1997.

*Supplemental Readings*

**Grading, Assignments, and Tests:**

There will be one **midterm** and one **final** exam. Each are valued at 100 points, each are comprehensive in nature (lectures, discussion, reading, and assignments included), and each will contain at least one essay question.

**Late work** is not accepted and **incompletes** can only be granted if two-thirds of the course has been completed.

**Research Papers:**

There will be either **two 8-10 page papers** on any topic appearing in the course outline topics list (see below) OR **one paper and one lesson plan** from the same topics list.

Each paper is worth 100 points.

Research papers must have a clear thesis, follow appropriate formats (Turabian preferred), be well organized and carefully edited.

**Course Grading:**

A=400-360    B=359-320    C=319-280    D=279-240    F=239-0

**Policy on Cheating and Plagiarism:** Please be advised that it is your responsibility to know the University's Policy on Cheating and Plagiarism. Cheating and Plagiarism can result in expulsion from the University, an F in the course, and/or an F on the paper or examination.

**Attendance and Make Up Work:** Regular attendance is expected and roll will be taken. A pattern of absences (equaling or exceeding a two weeks) could result in dropping a final course grade. Please be advised that late work is not acceptable and that only under dire circumstances can exams be made up.

## COURSE OUTLINE

### *Part I: California Primeval*

*Weeks 1, 2, 3*

#### **1. The Land and Geography**

Pacific rim location; tectonics, fault systems, earthquakes and volcanism; structural geology; physiographic provinces; mineral resources; how the Sierra Nevada and Central Valley were formed; climatic regimes; ecosystems; biotic zonation; vegetation series; faunas. Natural regions. Emphasize environmental diversity, resource abundance, and ecological processes.

Cartographic and remote sensing resources; projections; map reading; coordinate systems; GPS; prominent topographic and hydrographic features of California; locations of counties, major cities and travel routes; introduction to cultural geography; land-use patterns; GIS and its applications in land-use planning and resources management.

#### **2. Ice-Age Pioneers: 12,000-8500 B.C.**

Ice-Age environments: glaciers, sea levels, and Beringia; how and when people first came to California; overland and coastal routes; archaeological evidence of the first Californians (Rancho La Brea, Daisy Cave, etc.); where and how these ancient peoples lived; stone tool manufacture; hunting, gathering and diet; the role of humans in faunal extinctions at the close of the Ice Age; living on the shores of ancient Lake Tulare 11,000 years ago;

#### **3. Native Cultures: 8500 B.C.-present**

How we know about California's native peoples; culture areas and representative tribes; linguistic diversity; economic practices: how the Indians lived in different areas; how they responded to major climatic shifts; Indians as land managers; proto-agricultural methods; subsistence practices and diet; population levels; the wilderness myth; cosmology; architecture; arts and crafts; Indians of the San Joaquin Valley and neighboring areas; Native Americans in California today; living history resources.

## ***Part II: "Discovery" and Colonization***

*Weeks 4, 5, 6*

### **4. Alta California: 1540-1821**

Era of discovery; Columbian consequences; Nueva Espana; Spanish exploration of Alta California; Cabrillo; Francis Drake at Nova Albion; the Manila galleons; Portola expedition; Junipero Serra; establishment and operation of the Alta California missions, pueblos, and presidios; origins of San Diego, Los Angeles, Monterey, and San Francisco; impacts of missionization on native peoples; colonial expeditions to the Central Valley; early colonial government and social organization; the Ross colony; economic systems in California; water diversion and agriculture; effects of colonial activities on the land.

### **5. Mexican Dominion: 1822-1848**

Mexican independence; secularization of the missions; land grants; ranchos; lifeways of los Californios; coastal trade; contemporary arts and literature; trappers and fur traders: Russians, Aleuts, and Americans in California; Sutter and New Helvetia; the Stanislaus Indian wars; J. C. Fremont; emigrants and the California Trail; the Reed-Donner party tragedy; treatment of Indians during the Republican period; M. G. Vallejo; Sonoma; the Bear Flag Revolt; political ascendance of Americans; Mexican War; Treaty of Guadalupe Hidalgo; prelude to statehood.

## ***Part III: Emergence of the Golden State***

*Weeks 7, 8, 9, 10*

### **6. El Dorado: 1848-1860**

Marshall's discovery at Sutter's mill; the tsunami of immigration; life in the mines; the Mother Lode; evolution from placer to industrial mining; mining claims; water projects; impacts on the land; roles of Mexican, Chinese, and other populations; California's economy and society during the boom; statehood and American dominion; foundations of state government; creation of counties; significant legislation; establishment of California College (origin of U.C. system); California Academy of Sciences; treatment of Californios and "foreigners;" Indian treaty negotiations; Gold Rush era architecture, arts, and literature; *Overland Monthly*; M. Twain, B. Harte, F. Marryat, W. Brewer, et al.; the legacy of California's Gold Rush in our "state of mind" and in the national psyche.

### **8. California, U.S.A.: 1861-1900**

The new demography; land disputes; growth of agriculture and commerce; emergence of California as an economic center; population growth; nascent cities; Sacramento and Oakland; trails to roads; travel by stage and steamer; the pony express; effects on the West Coast of the Civil War; the Yosemite grant; the Big Four; building the transcontinental and local railroads; railroad grants; treatment of Indians; the Modoc War; industry and commerce; the first petroleum "mines;" logging; agriculture; homesteading; the Grange; water and reclamation projects; utopian colonies; spread of cultural landscapes; immigration; xenophobia; anti-Chinese movement; establishment of

Stanford University; social reform; architecture; arts and literature; Ambrose Bierce; Henry George; Helen Hunt Jackson; H. H. Bancroft.

### **9. A New Century: 1901-1929**

The San Francisco earthquake and reconstruction; immigration; contribution of immigrants to agriculture; Allensworth; origins of the automobile landscape; T. Roosevelt, John Muir, and the Sierra Club; Raker Act; creation of the National Park Service and the U.S. Forest Service, and their activities in California; Ishi, the last Yahi; Pan-Americanism; Panama-Pacific and Panama-California expositions; the Roaring Twenties; Hollywood and the film industry; W.R. Hearst—his empire and his castle; architecture; Julia Morgan; arts and literature; Jack London; Frank Norris; Upton Sinclair; the Reform Movement; banking; Bank of Italy; speculative investments; stock market crash.

### **10. Tragedy and Triumph: 1930-1945**

The Depression; labor unions; Dust Bowl immigrants; FDR and public works in California; Boulder Dam; Colorado River Aqueduct; origins of the Central Valley Project; Friant Dam and canals; electrification of the West; growth of the petroleum industry; the Golden Gate and Bay bridges; Palomar observatory; Howard Hughes; growth of the aircraft industry; WW II; impact of the war on California's economy; Long Beach, Mare Island, Hunters Point, etc.; Patton and the Desert Training Center; interment of Japanese-Americans; Manzanar, Tulelake; architecture; arts and literature; Ansel Adams; John Steinbeck; William Saroyan.

## *Part IV: Pacific Destiny*

*Weeks 11, 12, 13, 14, 15*

### **11. Prosperity and Progress: 1945-1965**

Post-war prosperity; the baby boom; the "progress mentality;" urban sprawl; Los Angeles; interstate highways; urban decline and "renewal;" water projects; California Aqueduct; impacts on the land; education; institutional racism; legal foundations for the civil rights movement; increasing power of youth; California's role in the Cold War; rise of the military-industrial complex; UC's work for the AEC and DoD; Edwards AFB; mechanisms and accomplishments of California government; Gov. E. G. Brown, Sr.; architecture; arts and literature.

### **12. Society Transformed: 1966-1999**

Consequences of the Vietnam experience; expansion of defense industries; Vandenberg AFB; immigration and demographic shifts; diversity of contemporary populations (statewide, Valley); land-use impacts; the environmental movement; NEPA and CEQA; Coastal Commission; civil rights; education; free speech, free love and flower power; viticulture and growth of the wine industry; spread of big agribusiness; farm labor movement; C. Chavez; high tech and the "Silicon Valley" phenomenon; base closures and realignment; the initiative process; Props. 13 et seq.; restructuring water allocations—the Cal/Fed approach; California's special relationships with China, Japan, and Mexico; arts and literature; Joan Didion; Gerald Haslam.

**13. Synthesis: Patterns and Processes**

Principles of cultural and historical ecology; evolution of cultural regions; relationships among topography, climate, natural resources, and land-use in California; models of economic development; population distribution and growth patterns; California's unique political status in the United States.

**14. Contemporary Problems and Issues**

Population growth; immigration; linguistic diversity; demographic shifts; political foci and processes; education (k-8, secondary, post-secondary); attrition of resources; urban/suburban sprawl; growth control; decline of urban cores; water quantity, quality, and allocation; air quality; agriculture; economic shifts; labor and employment; transportation; housing; crime and the penal system; changing quality of life in California.

**15. California Vision: Trends and Prospects**

California in global context; economic prospects; population and demographic trends; implications for agriculture, cities, transportation; evolving land-use policy; major political issues: regional, statewide, and international.

*Part V: Course Conclusion*

*Week 16*

## Suggested Readings for Students

### 1. The Land and Geography

Barbour, M., B. Pavlik, F. Drysdale, and S. Lindstrom

1993 California Vegetation: Diversity and Change. In *California's Changing Landscapes*, by M. Barbour, B. Pavlik, F. Drysdale, and S. Lindstrom, pp. 1-21. California Native Plant Society. Sacramento.

Hill, M.

1984 The Lay of the Land. In *California Landscape: Origin and Evolution*, by M. Hill, pp. 21-34. University of California Press. Berkeley and Los Angeles.

Moratto, M. J.

1984 *A Goodly Ilандe: California's Natural Setting*. In *California Archaeology*, by M. J. Moratto, pp. 1-28. Academic Press. Orlando and London.

Schoenherr, A. A.

1992 California's Natural Regions and Basic Ecology. In *A Natural History Of California*, by A. A. Schoenherr, pp. 1-47. University of California Press. Berkeley and Los Angeles.

### 2. Ice-Age Pioneers

Fagan, B. M.

1995 The Paleo-Indians. In *Ancient North America: The Archaeology of a Continent*, by B. M. Fagan, pp. 65-118. Thames and Hudson. London.

Gore, R.

1997 The Most Ancient Americans. *National Geographic* 192(4):92-99.

Moratto, M. J.

1984 Early Cultures. In *California Archaeology*, by M. J. Moratto, pp. 75-113. Academic Press. Orlando and London.

### 3. Native Cultures

Bean, L. J.

1992 Indians of California: Diverse and Complex Peoples. *California History* 71(3):302-323.

Bean, L., R. L. Bettinger, C. M. Blount, R. A. Gould, M. J. Moratto, and D. J. Theodoratus

1985 People of California. *Masterkey* 59(2-3[special issue; 50 pp.]). Southwest Museum. Los Angeles.

Chartkoff, J. L., and K. K. Chartkoff

1984 The Pacific Period. In *The Archaeology of California*, by J. L. Chartkoff and K. K. Chartkoff, pp. 140-242. Stanford University Press. Stanford.

Kroeber, A. L.

1922 Elements of Culture in Native California. *University of California Publications in American Archaeology and Ethnology* 13(8): 259-328. Berkeley. [Reprinted in *The California Indians: A Sourcebook*, edited by R. F. Heizer and M. A. Whipple, pp. 3-65. University of California Press. Berkeley.]

4. Alta California: 1540-1821
5. Mexican Dominion: 1822-1848
6. El Dorado: 1848-1860
7. California, U.S.A.: 1861-1900
8. A New Century: 1901-1929
9. Tragedy and Triumph: 1930-1945
10. Prosperity and Progress: 1945-1965
11. Society Transformed: 1966-1999
12. Contemporary Problems and Issues
13. Synthesis: Patterns and Processes
14. California Vision: Trends and Prospects

## Resources for SSci 110 Instructors

### General Works

Elder, S. J., coordinator

1990 *California Historical Landmarks*. Office of Historic Preservation, California Department of Parks and Recreation. Sacramento.

Gudde, E. G.

1998 *California Place Names*, edited by W. Bright. University of California Press. Berkeley and Los Angeles.

### 1. The Land and Geography

Bailey, E. H., editor

1966 *Geology of Northern California*. California Division of Mines and Geology, Bulletin 190. San Francisco.

Bakker, E.

1984 *An Island Called California: An Ecological Introduction to Its Natural Communities* (Second edition). University of California Press. Berkeley and Los Angeles.

Barbour, M. G., and J. Major, editors

1977 *Terrestrial Vegetation of California*. John Wiley & Sons. New York and London.

Barbour, M., B. Pavlik, F. Drysdale, and S. Lindstrom

1993 *California's Changing Landscapes*. California Native Plant Society. Sacramento.

BioSystems Analysis, Inc.

1994 *Life on the Edge*. BioSystems Books and Heyday Books. Santa Cruz.

California Coastal Commission

1987 *California Coastal Resource Guide*. University of California Press. Berkeley and Los Angeles.

Finson, B., editor

1983 *Discovering California*. California Academy of Sciences. San Francisco.

Harden, D. R.

1998 *California Geology*. Prentice Hall. Upper Saddle River, N. J.

Hill, M.

1975 *Geology of the Sierra Nevada*. University of California Press. Berkeley.

1984 *California Landscape: Origin and Evolution*. University of California Press. Berkeley and Los Angeles.

McConnaughey, B. H., and E. McConnaughey

1984 *Pacific Coast*. National Audubon Society Nature Guide. Alfred A. Knopf. New York.

Norris, R. M., and R. W. Webb

1990 *Geology of California* (Second Ed.). John Wiley & Sons, Inc. New York.

Pavlik, B. M., P. C. Muick, S. G. Johnson, and M. Popper

1991 *Oaks of California*. Cachuma Press and the California Oak Foundation. Los Olivos.



- Ricketts, E. F., J. Calvin, and J. W. Hedgpeth; revised by D. W. Phillips  
1985 *Between Pacific Tides* (Fifth Ed.). Stanford University Press. Stanford.
- Sawyer, J. O., and T. Keeler-Wolf  
1995 *A Manual of California Vegetation*. California Native Plant Society. Sacramento.
- Schoenherr, A. J.  
1992 *A Natural History of California*. University of California Press. Berkeley.
- SNEP Science Team and Special Consultants  
1996 *Status of the Sierra Nevada: Sierra Nevada Ecosystem Project, Final Report to Congress*.  
Wildland Resources Center Report 36. University of California. Davis.

## Geography

- Beck, W. A., and Y. D. Haase  
1974 *Historical Atlas of California*. University of Oklahoma Press. Norman.
- California Coastal Commission 1987 (*supra*)
- Durrenberger, R. W.  
1965 *Patterns on the Land*. National Press. Palo Alto.
- Haslam, G.  
1993 *The Great Central Valley: California's Heartland*. University of California Press in  
Association with the California Academy of Sciences. Berkeley and San Francisco.
- Hornbeck, D., with P. Kane  
1983 *California Patterns: A Geographical and Historical Atlas*. Mayfield. Mountain View, CA.
- Peters, G. L., D. L. Lantis, R. Steiner, and A. E. Karinen  
199\_ *California* (second edition). Kendall/Hunt Publishing Co. Dubuque.
- Preston, R. N.  
1974a *Early California: Northern Edition* (historical maps). Binford & Mort, Publishers.  
Portland.
- 1974b *Early California: Southern Edition* (historical maps). Binford & Mort, Publishers.  
Portland.
- Preston, W. L.  
1981 *Vanishing Landscapes: Land and Life in the Tulare Lake Basin*. University of California Press.  
Berkeley.
- Robinson, W. W.  
1948 *Land in California*. University of California Press. Berkeley and Los Angeles.
- Sabins, F. F.  
1997 *Remote Sensing: Principles and Interpretation*. W. H. Freeman & Co. New York.
- Vincent, S., editor  
1990 *O California! Nineteenth and Early Twentieth Century California Landscapes and  
Observations*. Bedford Arts, Publishers. San Francisco.

## 1. Ice-Age Pioneers: 12,000-8500 B.C.

Bonnichsen, R., and K. L. Turnmire, editors

1991 *Clovis Origins and Adaptations*. Center for the Study of the First Americans, Oregon State University. Corvallis.

Erlandson, J. M.

1993 Evidence for a Pleistocene Human Occupation of Daisy Cave, San Miguel Island. *Current Research in the Pleistocene* 10: 17-21.

Fagan, B. M.

1995 *Ancient North America*. Thames and Hudson. London

Gore, R.

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Hall, D., editor

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**Attachment 4****Cost Factors**

There are no anticipated cost factors associated with offering this course at this time.