

Geography/History 488b/688b – Lake Tahoe Landscapes
spring 2011

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MSS 208
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Course Description: Focusing on Lake Tahoe and the surrounding area, this interdisciplinary course will consider landscape as both a physical and a cultural creation. We will examine Lake Tahoe historically, and analyze it as part of many different systems, physical, social, and perceptual. Diverse methodologies for the study of landscapes will be explored, and current policy issues will be considered. Students will apply both historical and field-based methodologies to the Lake Tahoe landscape.

Course schedule and assignments:

*** indicates electronic version available on WebCampus: <http://webct.unr.edu>. Other readings are from the three required texts for the course. Additional readings may be added to the schedule by guest speakers, so the final readings assignments for the following week will be confirmed weekly in class.

- Jan. 19** What do we mean by landscape(s)?
- Jan. 26** Lake Tahoe as a landscape
assignments: Mills, “Introduction” 1-10; Groth, “Frameworks for Cultural Landscape Study”***; begin Strong
- Feb. 2** Vegetation, climate and fire history - Scott Mensing
assignments: Lindstrom; “Holocene paleoclimate records ..”***
- Feb. 9** library orientation session - Jacque Sundstrand
Meet in Special Collections Department, MIKC
assignment: Mills, “Interpreting Landscape Images”

STRONG REVIEW DUE

- Feb. 16** Why is Lake Tahoe not a national park? - Donald Pisani
assignment: Moehring, “Comstock Urban Network”***

PRIMARY SOURCE TOPIC PROPOSAL DUE

- Feb. 23** Class and ethnicity at Tahoe - Donica Mensing
assignments: TBA

March 2 Art and landscape - Colin Robertson
assignments: Mills, "Landscape Art" and "Cultural Landscapes of the West"; Raymond, "Outside the Frame: Landscape, Art, and Experience in the Sierra Nevada" ***

FIELD GUIDE PRELIMINARY IDEAS DUE

March 9 The Washoe at Lake Tahoe - Lynda Shoshone
assignment: begin Makely

PRIMARY SOURCE ANALYSIS PAPER DUE

March 16 Spring Break - no class

March 23 Snow and water resources: possible Tahoe snow survey field trip - details TBA
assignment: Muir, "Lake Tahoe in Winter"***

March 30 When words collide - recreation and culture at Cave Rock - Matt Makely
assignment: complete Makely

REVISED/REFINED FIELD GUIDE PROPOSAL DUE

April 6 Scenery and science - the thresholds concept - Glenn Miller
assignment: selections from TRPA 2001 Threshold Evaluation Report, including Executive Summary, Introduction (chapter 1), and chapter 8 (1-25.). This document is available online at: <http://www.trpa.org>. It is located under TRPA Regulations, and identified as Thresholds.

FIELD ANALYSIS PAPER DUE

April 13 Managing through science - TRPA - Jeff Cowen
assignment: TBA

April 20 landscapes of tourism
assignment: Raymond, "A Place One Never Tires Of"***; Kopp, TBA***

688B RESEARCH PAPER DRAFTS DUE

April 27 trials and triumphs of multiple lenses: What have we learned about landscapes of Lake Tahoe?

FIELD TRIP PROJECTS DUE

May 9 final meeting - exam week - 4:30-6:30 only
Come prepared to vote for your favorite Tahoe field trip and explain why.

688B RESEARCH PAPERS DUE

required texts available at ASUN Bookstore:

Matthew S. and Michael J. Makley, *Climbers, Courts, and a Washoe Indian Sacred Place*

Stephen Mills, *American Landscapes*

Douglas Strong, *Tahoe: From Timber Barons to Ecologists*

Additional readings required are available electronically via WebCampus [<http://webct.unr.edu>].

488b/688b course requirements:

Due dates for each requirement are posted on the schedule.

1. READINGS ASSIGNMENTS: Most weeks there will be a brief (1-page) homework assignment related to that week's readings. These will be the basis for class discussion (see #5 below), and will be graded cumulatively, at the end of the semester, as part of the class participation element of the grade.

2. REVIEW OF STRONG: Each student will submit a 3-4 page, typewritten analysis of Strong's book on Lake Tahoe. Guidelines for the review, which is to be an analytic critique of the work, and not simply a book report, will be discussed in class and posted on the WebCampus course site.

3. PRIMARY SOURCE ANALYSIS: During the semester there will be two papers, each 5-6 typewritten pages in length. The first of these is text-based, and historical in nature. You will be asked to locate **two** primary sources about Lake Tahoe, and explain what they source reveal about the landscape. One of your sources must be textual (historical document, oral history, poem, novel, etc.) and the second must be visual (map, chart, photograph, painting, etc.). Your sources and your question must be submitted and approved in advance. Specific guidelines for the primary source analysis will be discussed in class, and posted on the WebCampus course site. Part of the class session on 2/9 will be devoted to locating primary sources on Lake Tahoe.

4. **FIELD ANALYSIS:** The second paper will be field-based rather than textual. During the course of the semester, as part of your final project (Lake Tahoe field trip), you'll be visiting some part of the particular Lake Tahoe landscape that you've defined for yourself. Using appropriate maps and visual resources, explain what you learn about your topic by field observation. Specific guidelines for the field analysis will be discussed in class, and posted on the WebCampus course site.

5. **CLASS PARTICIPATION:** This class requires active participation by all members. You are expected to attend faithfully, to have the readings completed beforehand, to ask cogent questions of the speakers, and to participate in class discussions. More than one unexcused absence will jeopardize your grade, although attendance alone will not insure a good class participation grade.

6. **FIELD TRIP PROJECT:** In lieu of a final research paper, 488b students will prepare a field trip guide to some particular Lake Tahoe landscape of their own definition. These projects may be individual or collaborations, and will develop during the course of the semester (assignments #3 and #4 can help you prepare for your field trip project). Examples will be presented and discussed during the semester, and general requirements for this project, which must be both historical and geographical in nature, will be posted on the WebCampus course site. The field trip projects are due on April 27, in a form that can be posted and shared with the entire class. At our final meeting, on May 9, we'll discuss them and decide which ones are our favorites, and why. 688b students will complete a formal research paper (see requirements below).

688b course requirements:

In addition to the requirements 1-5 above, 688b students will be expected to complete a research project (15-20 pp.) that will involve applying at least one of the methodological frameworks from this course to analyze and interpret the landscape of Lake Tahoe. This is an interdisciplinary assignment, and you are expected to combine textual and field-based sources in your research. It can be based at the lake itself, or in one of the many extended systems of which Tahoe is a part. The methodological framework(s) that you choose for your project may be one of those presented in the course, or another of your choosing; but you must consider Tahoe as a landscape.

You are free to conceive this assignment broadly, subject to instructor's approval. We will be discussing the project, and the stages of its development, at separate seminar-style meetings for 688b students, to be held outside of class, 4 times during the semester. Due dates for the respective stages of research project development will be issued separately to 688b students at that time. Findings will be presented in class at our final regular session, on April 27.

grading:	<u>488b</u>	<u>688b</u>
Strong review	15%	10%
primary source analysis	20%	20%
field analysis	20%	20%
class participation	20%	20%
field trip project	25%	--
final research project	C	30%

Course policies:

ACADEMIC DISHONESTY: Academic dishonesty and plagiarism are serious intellectual offenses, as well as being against university policy. Either one is grounds for failing the course. Protect yourself by making certain that you can substantiate that any work you submit is your own.

ACADEMIC SUCCESS SERVICES: Your student fees cover usage of University Writing Center (784-6030 or www.unr.edu/writing_center). This center supports your classroom learning; if you are having difficulties with writing, it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

STUDENTS WITH DISABILITIES: Students with documented disabilities should confer with me to arrange for appropriate accommodations.

LATE PAPERS: Late papers will not be accepted. Be sure that your work is submitted on or before the due date on the syllabus.