

## ***Instructionally Related Activities Report Form***

SPONSOR: Jaime Matera

PROGRAM/DEPARTMENT: Anthropology

ACTIVITY TITLE: **Human-ecological interaction at Carrizo Plain National Monument**

DATE (S) OF ACTIVITY: **March 10-12, 2017**

Please submit via email to the IRA Coordinator along with any supporting documentation at [david.daniels@csuci.edu](mailto:david.daniels@csuci.edu) within 30 days after the activity. Thank you for your commitment to engaging our students!

### **A. ADDRESS THE FOLLOWING QUESTIONS:**

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY;

Students participated in a three-day overnight fieldtrip to Carrizo Plain National Monument, a 250,000-acre conservation area created and managed by governmental and non-governmental organizations (i.e., Bureau of Land Management, The Nature Conservancy, CA Fish and Wildlife Service).

Students participated in the following activities:

- a) A naturalist led tour of Painted Rock, the largest pictograph site in California that focused on Native American (i.e. Chumash) historical use of the area
- b) A lecture by Dr. Michael Westphal (BLM) on habitat restoration, endangered species and the creation of the National Monument
- c) A lecture by Dr. Scott Butterfield (TNC) on solar power projects adjacent to the National Monument and joint government and non-government conservation work
- d) Site visit to solar energy farm
- e) Discussion of geological features and visit of the San Andreas Fault
- f) Site visit to ecological areas

(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?

Student participation in this activity was instrumental in:

- Understanding different models for human adaptations to the environment through time.
- Allowing them to critically evaluate the impact of humans upon the environment caused by different subsistence strategies (i.e., hunting and gathering,



agriculture, ranching).

- Demonstrating effective knowledge of ecology as it relates to human and environmental interaction.
- Understanding environmental policy formulation and government and non-governmental organization cooperation

These are directly related to the course outcomes.

(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?

Students had the opportunity to connect the theoretical component of learning with on-the-ground realities of human-ecological interaction. They were able to participate in guided tours and attend lectures and field visits led by individuals who are central in the management of the area and conduct research locally.

(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?

Two issues need to be addressed for future trips to the Monument:

- a) Compared to last year's trip to CPNM where travel logistics was difficult, this year students were more willing to carpool. I thought that renting a large van would be helpful, and perhaps it is something that may be revisited for our next trip.
- b) Health limitations need to be clearly addressed. While this is a very accessible area and we do not do extensive hiking, it is important to understand student's impediments to such activities.

(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?

- a) Allow time for visiting site of non-renewable (petroleum) energy production, about 15 miles east of the monument. This will provide students with a contrast between renewable (solar) and non-renewable energy production.
- b) Including a faculty member or someone outside our institution that is knowledgeable of geological formations.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

- a) Carrizo Plain National Monument is an ideal location that provides students with multiple links with class material (e.g., cultural resource management, subsistence strategies, historical land use, environmental policy, ecology, etc.)
- b) Student participation is critical, and students did an excellent job.

(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)

Students discussed the importance of participating in the fieldtrip to the National Monument and what was learned through class discussion, focusing on human-ecological interaction in the last ~10k years of human habitation/use of the area, current



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conservation efforts, and possible implications of land change in local ecology and cultural resources. In addition, we used this trip as the basis for discussion of future topics, including environmental policy, current affairs, and resource use.

8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY (DO NOT INCLUDE ACCOUNTING STRINGS)

Expenses for this trip included:

- a) Reimbursement for mileage traveled (personal use of cars by instructor and students)
- b) Meal allowance

There were no fees for entrance to the monument, camping, or tour of Painted Rock. Speakers volunteered their time.

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**B. ATTENDEE LIST- SUPPORTING DOCUMENT:**

In addition to the report form, *in a separate document*, attach to your email a list of attendees complete with each student major and grade level. This for IRA Committee reference only and will not be published on the IRA website. Include your name and the title of your IRA activity on the document.

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**C. IMAGES FROM ACTIVITY:**

Please embed 3-5 images in this document (or attach in .JPEG format) that demonstrate student participation with captions/titles.

**Anth/ESRM 332 Class trip to Carrizo Plain National Monument**



Soda Lake Lookout, CPNM



Students looking through owl pellets, Painted Cave, CPNM



Lecture by Mike Westphal (BLM) and Scott Butterfield (TNC)



Early 1900s dry farming equipment



Guided tour to Painted Cave