

4.5 Cultural Resources

The analysis in this section has been prepared pursuant to CEQA Guidelines Section 15064.5 and considers potential impacts to archaeological and historic resources. This section includes a summary of cultural resources background information, a review of archaeological, historic resources, human remains, and discussion of the potential impacts to these resources with implementation of the proposed 2021 LRDP. Potential impacts to paleontological resources are addressed in Section 4.7 *Geology and Soils*, while tribal cultural resources are addressed in Section 4.16, *Tribal Cultural Resources*.

The analysis in this section is based in part on the Cultural Resource Constraints Study prepared for the proposed 2021 LRDP by Psomas in 2019 and the UCR Historic Resources Survey Report (HRSR), prepared in 2020 for the proposed 2021 LRDP by Rincon. Both reports are included in Appendix E in this document.

4.5.1 Environmental Setting

Cultural Setting

Prehistory

During the twentieth century, many archaeologists developed chronological sequences to explain prehistoric cultural changes in all or portions of southern California (cf. Jones and Klar 2007; Moratto 1984). Wallace (1955, 1978) devised a prehistoric chronology for the southern California region based on early studies and focused on data synthesis that included four horizons: Early Man, Milling Stone, Intermediate, and Late Prehistoric. Though initially lacking the chronological precision of absolute dates (Moratto 1984: 159), Wallace's (1955) synthesis has been modified and improved using thousands of radiocarbon dates obtained by southern California researchers over recent decades (Byrd and Raab 2007: 217; Koerper and Drover 1983; Koerper et al. 2002; Mason and Peterson 1994). The composite prehistoric chronological sequence for southern California is based on Wallace (1955), Warren (1968), and later studies including Koerper and Drover (1983).

Early Man Horizon (ca. 10,000 – 6,000 BCE)

Numerous pre-8,000 Before Common Era (BCE) sites have been identified along the mainland coast and Channel Islands of southern California (cf. Erlandson 1991; Johnson et al. 2002; Jones and Klar 2007; Moratto 1984; Rick et al. 2001: 609). The Arlington Springs site on Santa Rosa Island produced human femurs dated to approximately 13,000 years ago (Arnold et al. 2004; Johnson et al. 2002). On nearby San Miguel Island, human occupation at Daisy Cave (CA-SMI-261) has been dated to nearly 13,000 years ago and included basketry greater than 12,000 years old, the earliest on the Pacific Coast (Arnold et al. 2004).

Although few Clovis- or Folsom-style fluted points have been found in southern California (e.g., Dillon 2002; Erlandson et al. 1987), Early Man Horizon sites are associated generally with a greater emphasis on hunting than later horizons. Recent data indicate that the Early Man economy was a diverse mixture of hunting and gathering, including a significant focus on aquatic resources in coastal areas (e.g., Jones et al. 2002) and on inland Pleistocene lakeshores (Moratto 1984). A warm and dry 3,000-year period called the Altithermal began around 6,000 BCE. The conditions of the

Altithermal are likely responsible for the change in human subsistence patterns at this time, including a greater emphasis on plant foods and small game.

Milling Stone Horizon (6,000–3,000 BCE)

The Milling Stone Horizon is defined as “marked by extensive use of milling stones and mullers, a general lack of well-made projectile points, and burials with rock cairns” (Wallace 1955: 219). The dominance of such artifact types indicates a subsistence strategy oriented around collecting plant foods and small animals. A broad spectrum of food resources were consumed, including small and large terrestrial mammals, sea mammals, birds, shellfish and other littoral and estuarine species, near-shore fishes, yucca, agave, and seeds and other plant products (Kowta 1969; Reinman 1964). Variability in artifact collections over time and from the coast to inland sites indicates that Milling Stone Horizon subsistence strategies adapted to environmental conditions (Byrd and Raab 2007: 220). Locally available tool stone dominates lithic artifacts associated with Milling Stone Horizon sites; ground stone tools, such as manos and metates, and chopping, scraping, and cutting tools, are common. Kowta (1969) attributes the presence of numerous scraper-plane tools in Milling Stone Horizon collections to the processing of agave or yucca for food or fiber. The mortar and pestle, associated with acorns or other foods processed through pounding, were first used during the Milling Stone Horizon and increased dramatically in later periods (Wallace 1955, 1978; Warren 1968).

Two types of artifacts that are considered diagnostic of the Milling Stone period are the cogged stone and discoidal, most of which have been found on sites dating between 4,000 and 1,000 BCE (Moratto 1984: 149), although possibly as far back as 5,500 BCE (Couch et al. 2009). The cogged stone is a ground stone object that has gear-like teeth on the perimeter and is produced from a variety of materials. The function of cogged stones is unknown, but many scholars have postulated ritualistic or ceremonial uses (cf. Dixon 1968: 64-65; Eberhart 1961: 367), based on the materials used and their location near to burials and other established ceremonial artifacts as compared to typical habitation debris. Similar to cogged stones, discoidals are found in the archaeological record subsequent to the introduction of the cogged stone. Cogged stones and discoidals were often buried purposefully, or “cached.” They are most common in sites along the coastal drainages from southern Ventura County southward and are particularly abundant at some Orange County sites, although a few specimens have been found inland as far east as Cajon Pass (Dixon 1968: 63; Moratto 1984: 149). Cogged stones have been collected in Riverside County, and their distribution appears to center on the Santa Ana River basin (Eberhart 1961).

Intermediate Horizon (3,000 BCE – CE 500)

Wallace’s Intermediate Horizon dates from approximately 3,000 BCE – Common Era (CE) 500 and is characterized by a shift toward a hunting and maritime subsistence strategy, as well as greater use of plant foods. During the Intermediate Horizon, a noticeable trend occurred toward greater adaptation to local resources including a broad variety of fish, land mammal, and sea mammal remains along the coast. Tool kits for hunting, fishing, and processing food and materials reflect this increased diversity, with flake scrapers, drills, various projectile points, and shell fishhooks being manufactured.

Mortars and pestles became more common during this transitional period, gradually replacing manos and metates as the dominant milling equipment. Many archaeologists believe this change in milling stones signals a change from the processing and consuming of hard seed resources to the increasing reliance on acorn (cf. Glassow et al. 1988; True 1993). Mortuary practices during the

Intermediate Horizon typically included fully flexed burials oriented toward the north or west (Warren 1968: 2-3).

Late Prehistoric Horizon (CE 500–Historic Contact)

During Wallace’s (1955, 1978) Late Prehistoric Horizon, the diversity of plant food resources and land and sea mammal hunting increased even further than during the Intermediate Horizon. More classes of artifacts were observed during this period and high quality exotic lithic materials were used for small finely-worked projectile points associated with the bow and arrow. Steatite containers were made for cooking and storage and an increased use of asphalt for waterproofing is noted. More artistic artifacts were recovered from Late Prehistoric sites, where cremation became a common mortuary custom. Larger, more permanent villages supported an increased population size and social structure (Wallace 1955: 223).

Historic Setting

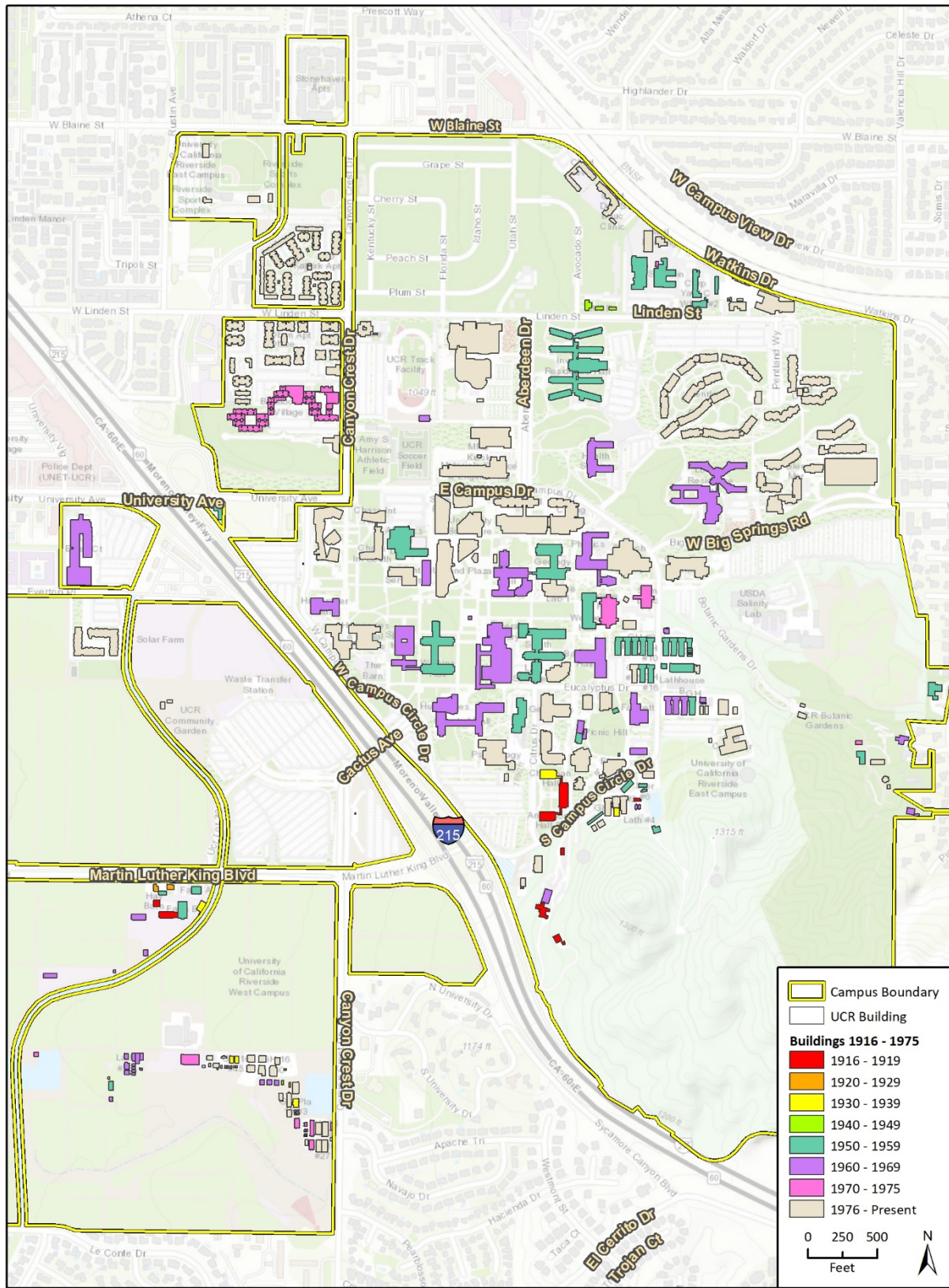
This section outlines the historic-era setting for UCR’s extant facilities, campus, and vicinity. To provide a contextual framework for assessments of UCR properties, the historic setting and context provided in this section is divided chronologically and according to significant themes. This context identifies important themes and milestones that are reflected in the built environment at UCR (some aspects of Riverside’s history are also included, but this section is not a full historic context statement of the City). Property types that might embody or reflect each context are described below. Figure 4.5-1 provides a map of the campus and depicts the dates of construction for each building and structure, to indicate which context(s) may be applicable.

Additional information including a comprehensive construction chronology for UCR, is provided in Appendix E.

Given UCR’s history and built environment, the contexts and themes that apply to the campus include the following four contexts, along with themes and subthemes:

- Context #1: Early Settlement and Development in Riverside
Theme: Citrus Industry and Citriculture in Riverside
Subtheme: The UCR Citrus Experiment Station
- Context #2: Riverside’s Postwar Boom, 1945-1975
Theme: Postwar Institutional Expansion in Riverside
Subtheme: Founding of UCR
- Context #3: Social and Cultural Development, 1954-1975
Theme: Civil Rights Movement and Student Activism at UCR, 1960-1975
Theme: Initiatives in Cultural Diversity, Ethnic Studies, and Student Support
- Context #4: Architecture and Design, 1916-1975
Theme: Mission Revival/Spanish Colonial Revival style
Theme: Mid-Century Modernism in Riverside

Figure 4.5-1 Overview of UCR Campus and Dates of Construction



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Context #1: Early Settlement and Development in Riverside

Theme: Citrus Industry in Riverside

Subtheme: The UCR Citrus Experiment Station

The Citrus Experiment Station – now known as the Citrus Research Center and Agricultural Experiment Station (CRC-AES) – has operated from UCR for over a century. UCR retains facilities and buildings dating to the earliest days of the Citrus Experiment Station.

The area that now encompasses UCR falls within the City's University Neighborhood area, near the slopes of Box Springs Mountain. Situated northeast of Riverside's original townsite, this expanse of the City consisted primarily of agricultural fields and citrus groves at the time of the City's founding in 1870. Adjacent to the University Neighborhood to the west and southwest are two of the City's oldest neighborhoods, Eastside and Victoria, which were the home of expansive citrus groves, packing houses and plants, as well as neighborhoods and communities, as early as the late nineteenth century.

Following Riverside's establishment, the new community needed irrigation for its growing population as well as its acres of groves and fields. One of the earliest and most significant engineering advances in this respect—the Gage Canal—traversed the area now occupied by UCR. In 1884, Matthew Gage constructed the 20-mile canal to bring water to the newly established village of Arlington Heights, another early area of settlement in the City (Figure 4.5-2). The availability of water helped spur Riverside's expansion, not only for new residents, drawn to the emerging employment centers, but also for acres of groves and agricultural fields.

Figure 4.5-2 Citrus fields (left), ca. 1890, and Gage Canal, (right) circa 1900



Source: Los Angeles Public Library and UCR Special Collections and University Archives

During these founding years, one of the most significant events for Riverside was the introduction of the Washington Navel Orange. Imported from Brazil by the U.S. Department of Agriculture, the navel orange was brought to Riverside in 1873 by Eliza and Luther Tibbets. After introduction of the Washington Navel Orange, the crop transformed Riverside and the surrounding region. By 1880, an expansive citrus industry was already well established. Much of Riverside was covered or surrounded by orange, lemon, and lime groves. As of 1882, among the half-million orange trees throughout California, 50 percent were growing in Riverside (Lawton, 1989).

The rise of the citrus industry, along with the establishment of the Southern California Fruit Exchange, helped Riverside expand exponentially through the 1880s. The small town quickly

became one of the state's most prosperous and productive agricultural communities. In addition, as historian Carey McWilliams observed, the citrus boom gave rise to a new social class, the "aristocrats of the orchards," who ultimately dominated political, social, and economic life in Riverside.¹

With the rise of citrus-culture, the workforce also expanded greatly. From the beginning, citrus work meant long hours, physically demanding work, and low wages. The earliest citrus laborers in Riverside had been the local Native American population. By the 1880s, Chinese immigrants had become the main source of citrus labor, working as pickers, packers, and irrigators. As increasingly restrictive immigration laws first slowed then halted Chinese immigration, Riverside citrus producers turned to Japanese immigrants. Japanese citrus laborers began in the early 1890s. By 1900, nearly 3,000 Japanese laborers were employed in Riverside in the citrus industry alone. Riverside also had a sizable Korean workforce, who participated in citrus work and seasonal labor; the Korean settlement, on the edge of Eastside near Cottage and Pachappa, was one of the earliest Korean settlements on the U.S. mainland. The original site of the Korean settlement, Pachappa Camp, is now a City Point of Cultural Interest, designated in December 2016.

In the early twentieth century, a new wave of anti-immigrant sentiment, this time aimed at the Japanese, drove them out of the citrus labor market throughout California. Mexican laborers came to replace Chinese and Japanese laborers as the majority workforce. By the end of the 1910s, Mexican immigrants had "replaced all other ethnic laborers in California's citrus districts" and became "the nucleus of the industry's workforce from 1919 up to the [late twentieth century]" (Lawton, 1989). New arrivals and workers settled in neighborhoods near the groves and packinghouses, such as the Eastside, Casa Blanca, and Arlington Heights neighborhoods, located west and southwest of UCR. Casa Blanca, which is named for the nearby estate of Harry Lockwood (which was an imposing *casa blanca*, or white house), is one of the oldest Latino communities in California.

Through the years, the presence of expansive, vital ethnic communities, such as the Mexican-American community, continued to exert a significant influence in the cultural, social, and political life of the City. The origins of many of these communities were rooted in this early twentieth century influx as Riverside was in its most rapid period of expansion. Later, in the 1960s, during the Civil Rights Movement, UCR became home to one of the nation's first university-level Chicano studies programs. Some of the first graduates of the program, and pioneering Mexican-American faculty members, grew up in the early citrus *colonia* and neighborhoods of Riverside.

FOUNDING YEARS AND THE CITRUS EXPERIMENT STATION

During these years, the citrus industry experienced rapid, expansive success as well as some daunting challenges. Principal among them was the challenge of invasive pests and diseases that damaged or killed crops.

Riverside's Citrus Experiment Station was created through legislation drafted by State Assembly member Miguel Estudillo and local grower John Henry Reed.¹ For growers statewide, the Citrus Experiment Station became a critically important clearinghouse for citrus-related research, including topics such as how to understand and mitigate plant disease, nutritional deficiencies, insects, pests,

¹ Estudillo was a pioneering Latino attorney in Riverside in the late 1910s. A native of San Bernardino, Estudillo's ancestry went back to the Spanish era of Alta California. Estudillo was born in San Bernardino but educated in San Diego, where he served as Deputy Court Clerk. In 1893, following the establishment of Riverside, Estudillo was appointed Clerk of the Board of Supervisors. Soon thereafter, he became a practicing attorney. In 1904, Estudillo was elected to the California State Assembly, and in 1908 to the California State Senate. See Rincon, 2018, City of Riverside Latino Historic Context Statement, p. 78.

and other challenges to the health and productivity of citrus groves. The research center helped growers remain competitive as the citrus market became more diversified, with increasing citrus trade from Florida, northern California, Puerto Rico, and South Africa in the early twentieth century.

Agricultural research centers emerged in the U.S. in the mid-nineteenth century with federal passage of the Morrill Act, which allowed the government to donate public lands for the establishment of agricultural colleges. In 1887, the Hatch Act further established Agricultural Experiment Stations (AES) in each state. Prior to Reed and Estudillo's legislation, the UC had already established AES branches in Berkeley and Davis.

In 1906, the Regents began construction on the third AES branch in Riverside. A year later, in February 1907, the Riverside Citrus Experiment Station began operations. In 1907, in order to help growers to fight crop diseases, the California State legislature established an experimental orchard and research facility near Riverside's Mt. Rubidoux. Initially administered by the University of California, Berkeley's College of Agriculture, the research center initially focused on citrus crops and how to address and mitigate threats. In 1912, given the industry's importance and the facility's success in its opening years, the UC announced plans to expand the UCR Citrus Experiment Station, to make it "an institution adequate to the great industry whose problems it was established to solve."²

Within a few years, however, the need for a larger facility, with a broader scope of study, was already evident. In 1913, an advisory committee was tasked with finding a site that could accommodate more crops, larger orchards, as well as new research and office facilities and housing. When the City of Riverside offered the university a 370-acre site adjacent to Gage Canal, the advisory committee accepted; the Gage Canal continues to traverse the West Campus and the present-day facilities of the Citrus Experiment Station are extant on East Campus (Figure 4.5-3). With facilities designed by Los Angeles architects Lester H. Hibbard and H.B. Cody, the Citrus Experiment Station opened in March 1918. For the signature buildings of the Citrus Experiment Station, Hibbard and Cody opted for a distinctive Spanish/Mission Revival style.

² "Will Enlarge Institution: Riverside Citrus Experiment Station Improvement," The Los Angeles Times, 8 November 1912.

Figure 4.5-3 Horticulture Bldg. (Anderson Hall 1) and West Campus orchards, circa 1920



Source: UCR, Library, Special Collections and University Archives

In addition to an expansion of the facilities, this investment included hiring a nationally recognized expert, Dr. H.J. Webber, as the station's director. Webber had served in the U.S. Department of Agriculture and as a faculty member at Cornell University. He was "regarded as among the chief of pomological authorities in the country" and "to get the best man and retain him, it would be necessary to build up an opportunity and an institution commensurable with his talents."³

Under Webber's leadership, the Citrus Experiment Station quickly became known as a focal point for research in a range of problems facing farmers and growers. After Webber joined the station as director, he oversaw additional expansions of the facilities, which by 1914 staffed 18 personnel with an annual budget of \$60,000. In 1917, Webber moved the facility 4 miles east to its present location—at the time, on an expansive 475-acre parcel. During this time, the Citrus Experiment Station focused its efforts on creating fertilizer that deterred pests, improving citrus rootstocks, cultivating new varieties of citrus, and preventing plant diseases. The center researched topics such as irrigation and soil sciences, breeding and hybridization, diseases and various injuries of trees including citrus, date, avocado, and walnuts, as well as the omnipresent problem of pest and disease control.

In 1917, a new \$125,000 complex was added to the station. Designed by Los Angeles architect Lester H. Hibbard, the new facilities included the horticulture building, director's home, and Barn Group. According to the *San Bernardino News*, the architectural character of the new facilities "suggest[ed] the Spanish inheritance of California, through their graceful lines, tiled roofs, plastered façade, and picturesque open arcades from building to building. Everything is planned as part of a group capable of expansion by future generations."⁴ With the continuing primacy of the citrus industry in the regional and statewide economies, the UCR Citrus Experiment Station expanded in scope and profile, looking to other countries for solutions to problems faced by local farmers and

³ "Will Enlarge Institution: Riverside Citrus Experiment Station Improvement," *The Los Angeles Times*, 8 November 1912.

⁴ "Plans Adopted for South's Citrus Station Near City of Riverside," *San Bernardino News*, 21 January 1916.

publishing research results and guidance. In the 1920s, faculty conducted research and advised growers on how to address an invasive fungus that precipitated the decay of lemon crops, for example.

In 1930, station professor Dr. H.S. Reed, a plant physiologist, took a year to travel to Spain to study the citrus industry, North Africa and Sicily to “investigate conditions,” and to the University of Geneva, where he served as a guest faculty member.⁵ During the Great Depression, the station continued to expand; in 1930/1931, a new Soils/Plant Nutrition Wing (now Chapman Hall, one of three signature landmarks for the Citrus Experiment Station) as well as an Insectary Building and Entomology Building were constructed.

The station quickly became renowned as a center for citrus research around the world, with its three principal objectives: (1) to conserve and evaluate citrus types and relatives, (2) to provide a resource of citrus genetic diversity for research, and (3) to extend knowledge about citrus diversity (University of California, Riverside, n.d.).

As the region suffered the effects of the Great Depression, the health of the citrus industry partially helped buoy the local economy. During the Great Depression, the UCR Citrus Experiment Station did its part to support the industry by offering classes in citriculture to local growers. Through these courses, the facility presented the latest recommendations of the college of agriculture of the UC, concerning orchard management problems and practices. Subjects discussed include fertilization, soil management, irrigation, and soil values. The station also sought to develop a satisfactory pest control program.

The multidisciplinary faculty and associates at the time included facility director L.D. Batchelor, J.B. Brown, irrigation specialist at the College of Agriculture at Davis, W. Eberling and Stanley Flanders from the station’s entomology division (Flanders would later serve as Director of the station). The team also included specialists in soil technology (with Professor C.F. Shaw from UC Berkeley), entomology (with Professor H.J. Quayle), physiology (with Professor P.H. Rohrbaugh of the UCR Citrus Experiment Station), as well as farm advisors and county assessor officials. A campus map from 1951 illustrates the Citrus Experiment Station footprint and facilities prior to the establishment of UCR in 1954.

By 1953, for its part, the Citrus Experiment Station had also grown from 30 to 1,000 acres and from 18 to 265 staff members and faculty (University of California, Riverside, 2020). At the time of its development, agricultural fields, mostly planted with citrus, still characterized much of the land to the north, west, and south of the school.

As of 1953, 1 year prior to the opening of the new College of Letters and Sciences, the station employed a cross-disciplinary team of scientists studying invasive insects and diseases hampering the citrus crop and mitigation methods (Figure 4.5-4). One area of research involved identifying “predator parasites” that would overtake the insects plaguing citrus crops.⁶ Scientists in the biological control department travelled to North Africa, Japan, and Italy, for example, in order to study citrus diseases and find (and bring home) parasites capable of reducing insect populations. In this way, by the time UCR was founded in 1954, the institution already enjoyed a national and international reputation for its work across several disciplines.

⁵ “Our Neighbors: A Weekly Review of Agricultural Activities in the Southwest,” Los Angeles Times Farm and Garden Magazine, 23 February 1930.

⁶ Harbison, Robert L., “Tiny Insects Aid in Fight against Citrus Enemies,” San Bernardino County Sun, 30 April 1953.

Figure 4.5-4 Dr. Stanley E. Flanders, UCR Citrus Experiment Station, 1953



Source: The San Bernardino Sun, 30 April 1953

As the postwar building boom began eroding former agricultural lands throughout California, the Citrus Experiment Station began leasing over 11 acres of farmland of the Limoneira Company, a long-time citrus producer in Santa Paula, County of Ventura. As groves gave way to housing, researchers at the station used the Limoneira farmland to explore and address “the production and marketing problems that will be created by the shift of citrus away from coastal areas in the next 10 to 20 years.”⁷ This of course was prescient; Santa Paula was selected for this work for its climatic zone, which represented a departure from the subtropical areas that had been the focus of the citrus industry.

Through subsequent decades, the Citrus Experiment Station continued to respond to evolving challenges, with an increasingly diversified team of specialists and scientists. Drawing on decades of work by the Citrus Experiment Station, UCR’s entomology department became one of the top five such departments in the U.S.

With its experimental orchards and collections primarily spanning an over 22-acre site in UCR’s West Campus, the Citrus Experiment Station has conducted its work under the auspices of the College of Natural and Agricultural Sciences since 1974; the college was created through a merger of physical sciences and biological/agricultural sciences.

The Citrus Experiment Station, now known as the CRC-AES, is still home to “one of the world’s most extensive citrus diversity collections,” with approximately 1,000 types of citrus trees (two trees per type) on over 22 acres of the UCR campus.⁸ In a testament to its continuing significance for citrus growers around the world, the CRC-AES received a \$3.5 million grant in early 2019 to fund research

⁷ “Limoneira Provides Land for Citrus Research,” Redlands Daily Facts, 20 July 1961.

⁸ University of California Riverside News. 14 March 2019. “3.5 Million Givaudan Gift Will Protect Citrus Collection.” <https://news.ucr.edu/articles/2019/03/14/35-million-givaudan-gift-will-protect-citrus-collection>. (Accessed 10 June 2020).

into an invasive disease known as citrus greening disease (Figure 4.5-5). The CRC-AES still occupies the same swath of fields it has for over half a century, with an eclectic variety of buildings and support structures, through UCR. The Gage Canal still cuts a diagonal swath through the area, as it has since the late 19th century.

Figure 4.5-5 Chancellor Rivera celebrating the Citrus Experiment Station's 75th anniversary, 1982, with Bob Soost (left) and James Cameron (right); Tracy Kahn, Citrus Variety Collection curator, with a Valentine pummelo, a grapefruit-like hybrid developed at UCR, 2019



Source: UCR Library, Special Collections/University Archives and UCR News, 14 March 2019

Context #2: Riverside's Postwar Boom, 1945-1975

Theme: Postwar Institutional Expansion in Riverside

Subtheme: Founding of the University of California, Riverside, 1954-1975

In the postwar period, as noted previously, the Citrus Experiment Station continued to expand its research mission as well as its faculty and facilities. Although in Riverside and throughout Southern California, the shortage of university spaces and higher education opportunities had reached acute levels. The population boom as well as the influx of returning G.I.s, ready and able to study under the American G.I. Bill, tested these limits.

For the UC system, the postwar years strained already overburdened schools. In 1944, U.S. President Franklin D. Roosevelt established the Servicemen's Readjustment Act, commonly known as the G.I. Bill of Rights. One major component of this bill was a stipend for college tuition:

[The bill] gives servicemen and women the opportunity of resuming their education or technical training after discharge, or of taking a refresher or retrainer course, not only without tuition charges up to \$500 per school year, but with the right to receive a monthly living allowance while pursuing their studies.⁹

The bill funded 7.8 million veterans total, with many of them enrolled in higher education programs in California (UCR 2010). Four hundred universities and colleges in California were approved for the program, with over 50 percent of veterans attending 50 of the approved schools. The presence of the Citrus Experiment Station provided a logical location for a new university; its expansion to a

⁹ President Franklin D. Roosevelt's Statement on Signing the G.I. Bill. 1944. "History and Timeline." U.S. Department of Veteran Affairs. <https://www.benefits.va.gov/gibill/history.asp> (accessed 6 August 2019).

satellite College of Letters and Sciences of the UC system also reflected a broad expansion of institutions/educational facilities throughout the City.

This founding of the College of Letters and Sciences in Riverside was significant news not just for the City but also for the region and state. Throughout California's institutions of higher learning, demand far outpaced availability in the postwar period. The problem was even more severe in the Inland Empire, with only a small handful of 4-year universities in the extended region. A new 4-year, research-focused university affiliated with the UC system was a significant step toward answering the increased demand for higher education.

Given the level of growth and expansion in Riverside itself, the community came together in the postwar period to form the "Citizens University Committee," a booster group that brought together members of the Chamber of Commerce, local teachers, political organizations, and Riverside citizens, in order to advocate for expanded higher-education offerings in Riverside. The group worked to convince the Regents and state officials that Riverside should house a new campus. In 1948, California Governor (and future US Supreme Court justice) Earl Warren granted \$2 million in funding for the new liberal arts college on the grounds surrounding the Citrus Experiment Station.

In February 1954, as the new College of Letters and Sciences prepared to welcome students, the *Riverside Daily Press and Enterprise* published a special supplemental edition celebrating the new school. With messages from the presidents of universities and institutions throughout California—including Stanford University, the Henry E. Huntington Libraries, Pomona College, University of Redlands, and Occidental College in Los Angeles—the supplement reflected the wider significance of a new 4-year College of Letters and Sciences. In his message, Chief Justice Warren noted that he had signed the original legislation for Riverside's new university when he was California's governor.

In Riverside, UCR's opening also had great importance for the local community. At the time, Riverside County residents had only a few nearby universities to attend, such as The University of Redlands and Pomona College. In a community that had formed around the region's citriculture economy, having a local university was invaluable.

University of Redlands President George Armacost noted this belief, writing "We believe the opening of the College of Letters and Sciences on the University of California campus at Riverside will stimulate many young people from Riverside and San Bernardino counties to attend college who otherwise would neglect further educational training after high school. Having another institution of higher learning in our vicinity will stimulate a great interest in and appreciation of cultural activities."¹⁰

In 1948, as noted above, Govern Earl Warren signed a \$2 million plan for a new, undergraduate liberal arts college in Riverside. The first UCR Provost, Gordon Watkins, established four divisions of the College of Letters and Sciences: Humanities, Social Sciences, Physical Sciences, and Life Sciences, and the college was born.

Development of the main campus at UCR was initiated in 1952. Between 1953 and 1955, six new buildings were added to the campus, mostly situated north of the extant Horticulture Building. These buildings served the newly established UCR School of Agricultural Sciences. On February 15, 1954, the school officially opened with 65 faculty members and 127 students, as illustrated in a yearbook photograph and newspaper article from that year (Figure 4.5-6; Figure 4.5-7). During UCR's first year, the college had a total of 127 enrolled students (as of 2018, student enrollment stood at approximately 24,000).

¹⁰ Riverside Daily Press and Enterprise, "Greetings to UC's College at Riverside," 15 February 1954. <http://genealogybank.com>.

Figure 4.5-6 First class at UCR, Tartan Yearbook, 1954



Source: UCR, Library, Special Collections and University Archives

Figure 4.5-7 Riverside Daily Press supplement, February 1954, celebrating the inaugural semester at the new College of Letters and Sciences

THE UNIVERSITY IS GREAT AND ALSO LARGE

Since it was chartered by the State Legislature in 1868, the University of California has probably grown more rapidly than any similar institution in the country. Today it consists of eight campuses, plus many lesser centers of instruction, research and public service in many parts of the State. One, the Los Alamos Scientific Laboratory, is in New Mexico.

Fulltime enrollment exceeds 30,000 students. Part-time students, under extension programs, total another 100,000. There are 12,000 faculty members and other employees. In all these respects it is one of the world's largest universities.

It also enjoys a reputation as one of the most distinguished. Usually it is included among the first five universities in America for quality of faculty and for facilities for instruction and research.

Of all the colleges in the country, the University of California has the largest number of Nobel prize winners among its faculty. It has the best facilities for instruction and research. It has the largest number of faculty members who have won Guggenheim fellowships, the second largest membership in the National Academy of Sciences. It was ranked second among American universities by the American Council on Education in the number of distinguished departments it maintains.

Chartered, 1868

It was on March 23, 1868, that Governor H. H. Haight signed the Legislative act creating the University. The date is celebrated each year on all campuses as the Charter anniversary.

The beginning incorporated three separate movements that were already underway, one having started in private initiative, one in Federal action, and one in State action.

A group of Congregationalists and Presbyterians led by Rev. Henry Durant opened the Contra Costa Academy in Oakland in 1853 and two years later incorporated as the College of California. In 1857 the College began negotiating for a tract of land north of Oakland. (Ten years later the townsite near this campus was given the name of Berkeley.)

The Federal action began in 1853 when Congress offered the State 45,000 acres of land for a "seminary of learning." In 1862 by the Morrill Act Congress offered another 150,000 acres to establish an "agricultural, mining and mechanic arts college."

The State constitutional convention in 1849 incorporated into the constitution a provision for a State university.

The College of California contributed all its lands and buildings in Oakland and Berkeley when the State took specific action to start its university. The State accepted the Federal gift of public land in addition to

the other campuses, and state-wide vice presidents for business affairs, agriculture and University Extension.

Permanent faculty members of the University are proposed by chairmen of departments, approved by deans of colleges and faculty committees, recommended by the president of the University and appointed by the Regents.

Unique Organization

To facilitate the administration of academic matters, the Regents have authorized an Academic Senate (including teachers from the rank of instructor to professor) which is divided into two sections, northern and southern.

The Academic Senate, subject to the approval of the Regents, determines the conditions for admission, for certificates, and for degrees. It authorizes all courses of instruction in the academic and professional schools and colleges (except the Law Schools) and exercises general supervision of the discipline of students in cooperation with the deans and other administrative officials of the University.

This plan of administration is unique, and has the name of "California Plan" on other university campuses.

Approximately 88 per cent of all University of California fulltime students are residents of California. The remainder come from other states of the Union and from some 75 foreign countries. Currently there are almost 1700 foreign students enrolled.

Students who are residents of California pay an incidental fee of \$37 per semester on the Berkeley and Los Angeles campuses or \$35 on other campuses (which covers laboratory expenses, library facilities, gymnasium equipment, health services, graduation expenses and other items). Out-of-state students pay this fee in addition to a tuition fee of \$150 per semester.

Student Initiative

In 1902 students of the University of California were granted what was then a unique privilege of self-government in student matters. Through students corporations, generally with graduate supervision, they manage athletic programs, bookstores, cafeterias, publications and other businesses.

Since it was established the University has granted approximately 200,000 degrees and certificates. Alumni associations are functioning on the Berkeley, Davis, Los Angeles, San Francisco and Santa Barbara campuses. A representative of the alumni sites as an ex-officio member of the Board of Regents. Many other alumni have been appointed members or ex-officio members from other capacities.

In addition to the eight campuses, the University sponsors teaching, research and public service programs in many parts of the State. This includes the

DR. ROBERT GORDON SPROUL
President, University of California

and local government, research and reports on business problems and presentation of cultural programs to the public.

The Los Alamos Scientific Laboratory in New Mexico is operated by the Regents of the University under contract with the U.S. Atomic Energy Commission.

Most of the schools and installations of the University are an integral part of it, including two law schools, Two, Hastings College of Law and California School of Fine Arts, are connected with the University as "affiliates." Both of these are in San Francisco.

ARLINGTON FURNITURE

UCR

... a welcome addition to this area!

We have served this community with Furniture and Appliances for 18 years and welcome your inspection of our store.

Source: Riverside Daily Press and Enterprise, 15 February 1954

Context #3: Social and Cultural Development, 1954-1975

This context, covering social and cultural development, provides a framework for identifying and evaluating buildings, landscapes, spaces and places at UCR that might have an association with the identified themes. This section describes the framework—in terms of the context, themes, subthemes, and eligibility standards—that should be applied in evaluations.

Draft Environmental Impact Report

4.5-13

Theme: Civil Rights Movement and Student Activism at UCR, 1960-1975

During the 1960s and into the 1970s, American universities were the site of widespread activism, protest, and organizing during the Civil Rights Movement. Properties examined under this context and theme/subtheme will be considered for potential eligibility as reflections of this significant pattern of events and sociocultural development in Riverside.

ANTI-WAR AND POLITICAL PROTESTS

In the mid-to-late 1960s, students at several UC schools engaged in activism, particularly in protesting the war in Vietnam. Whereas some of these protests were met with force, such as when California Governor Ronald Reagan ordered State and City police to break up a protest at UC Berkeley's People Park in May 1969, many others were peaceful.¹¹ In 1968, UCR students organized the "Riverside Student Mobilization Committee," which was a group dedicated to holding vigils and public demonstrations against the Vietnam War. It appears the committee was active through the late 1960s. In the fall of 1969, more UCR students joined the debate. On October 15, 1969, over 3,000 students and faculty attended an anti-war rally on UCR's mall. The moratorium included a speech by activist Mario Savio of the 1964 UC Berkeley Free Speech Movement (Figure 4.5-8).

Figure 4.5-8 Mario Savio gives speech in front of the Commons Building at UCR, 1969



Source: San Bernardino County Sun, 1969

On March 10, 1970, California Governor Ronald Reagan launched a re-election bid for the governorship, with the "fight against smog" as part of his platform. He visited UCR a day later, on March 11, 1970, to learn about the school's air pollution research center at the Fawcett Laboratory. That spring day, over 300 students met the governor's arrival on campus by holding signs that read

¹¹J.D. Warren, "The day the '60s protest movement came to UCR," UCR News, 11 March 2020.

“Four years is enough,” and “Keep UC Free.”¹² A handful of students laid down in the access road to the lab to immobilize the governor’s procession. A reported group of over 50 Riverside police officers, campus police, and Riverside County sheriff’s deputies cleared the road, purportedly using physical force to remove students (Figure 4.5-9). Four students were reported to have pushed police back and were later suspended.

The governor was transported to the laboratory where he attended an hour-long presentation before leaving the campus. The 1970 *Tartan* yearbook later recounted the event in an article titled, “Of Stereotypes, Of Tarnish,” exploring the event from the viewpoints of police, students, and faculty. The article ends with the assertion that “Fawcett proved—really as no other incident this year—what happens when stereotypes are allowed to juggernaut, when poor planning feeds on itself.”¹³

Figure 4.5-9 Police during Protest, 1970



Source: Tartan Yearbook, 1970

¹² J.D. Warren, “The day the ‘60s protest movement came to UCR,” UCR News, 11 March 2020.

¹³ “Of Stereotypes, of Tarnish,” Tartan Yearbook, 1970.

However, social activism did not end on the UCR campus with the departure of Governor Reagan. A little over a month later, on April 30, 1970, President Nixon announced the U.S. invasion of Cambodia. UCR responded to this declaration by organizing a “cultural revolution” with rock bands starting on May 4th on the campus Mall. Organizer and graduate student Irv Hall was recorded as saying “we are going to liberate the University...we are going to take it over and turn it into a commune.”¹⁴ The event included numerous speeches and, ultimately, a march from the campus to the Riverside County Court House, where police escorted students holding a banner that read “Liberated Territory” (Figure 4.5-10).

The following day, on May 5th, a large demonstration occurred as an estimated 300 to 400 students marched through Robert G. Sproul Hall (Sproul Hall), Social Sciences-Humanities Building (Watkins Hall), the Humanities Building, the Cafeteria, and the Administration Building (Hinderaker Hall). The group of students eventually marched to the City Council chambers, where at the time, students felt that local councilmen “refused to take an official stand” regarding the invasion (Figure 4.5-11).¹⁵ In response to the student protests at various UC schools, Governor Reagan shut down all campuses for 4 days. At UCR, students, professors, non-students, and townspeople all gathered to answer phones and petition the signatures of people on anti-war petitions.

Figure 4.5-10 Students hold “Liberated Territory” sign at Riverside County Court House, 1970



Source: Tartan Yearbook, 1970

¹⁴ “Cambodia Days: Action as Cement,” Tartan Yearbook, 1970.

¹⁵ “Cambodia Days: Action as Cement,” Tartan Yearbook, 1970.

Figure 4.5-11 Students before the City Council and holding signs on UCR campus, 1970

Source: Tartan Yearbook, 1970

Theme: Initiatives in Cultural Diversity, Ethnic Studies, and Student Support

As has been well documented, the Civil Rights Movement signaled an era of change across American society, with universities serving as important centers for activism. One focal point for student and faculty activism was establishing programs for ethnic studies that provided scholarship and focused curricula as well as student support programs. Ultimately, this movement was national, but it had its origins in Californian universities.¹⁶ UCR's ethnic studies and student support programs were among the earliest to emerge in California.

After their inception in California, many ethnic studies programs were cut back or disbanded in the 1970s when schools experienced budget reductions. Most recovered, and by the 1990s there were over 700 ethnic studies programs and departments in the U.S. (Hu-DeHart, 1993). While a number of Californian universities were launching programs in the late 1960s, Riverside's specific history vis-à-vis its long-time communities of color, as well as the student population once the university was founded, were powerful catalysts for change and the establishment of enduring ethnic studies and student support programs at UCR.¹⁷

BACKGROUND FOR ETHNIC STUDIES IN RIVERSIDE

From its earliest years, Riverside has long been home to large, cohesive Latino and African-American communities, among other communities of color. In the pre-1945 era, these communities faced entrenched discrimination and segregation. This extended to all areas of life, employment

¹⁶ See, for example, Hu-DeHart, Evelyn, "The History, Development, and Future of Ethnic Studies," *The Phi Delta Kappan*, vol. 75, no. 1 (Sept. 1993): pp. 50-54. <http://www.JSTOR.org/stable/20405023>.

¹⁷ For additional historic context on the topic, see "The City of Riverside Latino Historic Context Statement," 2018, prepared by Rincon Consultants, Inc., for the City of Riverside's Community and Economic Development Department. As of August 2020, the City is finalized a similar study on the experience of the African-American community.

opportunities, housing options, as well as public places such as parks and pools, theaters and schools, restaurants, and restrooms.

By the postwar period, advances made during and after World War II brought new opportunities for communities of color. Efforts to organize and advocate for civil rights, equal access and opportunities gained momentum. While a generational divide existed, with young people more open to and comfortable with vocal activism and, when necessary, active confrontation, this broader sense of empowerment took hold. This shift ended up affecting all areas of life for Riverside's communities of color in the postwar era.

In terms of UCR, from its earliest years, the school had a significant proportion of first-generation college students. In the late 1960s, when UCR joined the UC system as a "General Campus," Chancellor Ivan Hinderaker brought together a committee, including scholars and professors of color, to discuss and design an ethnic studies curriculum for UCR. As a result of these meetings, the committee recommended the establishment of two separate programs: Black Studies and Mexican-American Studies. In the spring of 1970, the Academic Senate approved both programs.

At present these programs, as well as others, have been expanded by UCR. The African Student Programs, Asian Pacific Student Programs, Chicano Student Programs, Women's Resource Center, Native American Student Programs, LGBT Resource Center, and Undocumented Student Programs are housed in Costo Hall. The Middle Eastern Student Center is in the Highlander Union Building. In 1993, UCR was the first campus in California to have a professionally-staffed LGBT resource office.

These programs, and the rich diversity of UCR, continue to this day. UCR has the highest African-American student population in the UC system, and "about half of UCR's first-year students—and nearly 80 percent of Latinos—were first-generation college students in 2009"¹⁸ In 2010, nearly 40 percent of undergraduates were Asian, 31 percent Latino, 16 percent white, and 8 percent black (Olson, 2010).

These sections provide a brief introduction to the Black Studies Department (and associated student group, the Black Student Union [BSU]), the Chicano Studies Department (with its student group, Chicano Student Programs), and the Native American Studies Department.

While there are other related departments, this section is intended as a primer to the topic, to provide a starting point for evaluating properties in the context of the Civil Rights Movement and UCR initiatives in cultural diversity, ethnic studies, and student support.

BLACK STUDIES DEPARTMENT

As noted above, the Black Studies Department was created in late 1969 by a special committee led by Chancellor Ivan Hinderaker. Although the program did not constitute an Ethnic Studies Program, they were both grassroots efforts led by students and faculty. At the time, ethnic studies programs were beginning to emerge, as students and faculty members capitalized on the momentum of the Civil Rights Movement to address the long-time policies of segregation and the exclusion of African American studies from the national curriculum. With the establishment of new programs in ethnic studies—in this case, Black Studies—new faculty created varied course offerings and programs of study, spanning the disciplines of political science, history, literature, culture, politics, and the arts.

Maurice Jackson, a member of the Sociology Department, served as the first chairman of the Black Studies Department. Another early faculty member, and chair, of the Black Studies Program was Dr.

¹⁸ David Olson, "UC Riverside: Diversity is more than numbers," Press-Enterprise, 8 November 2010. Accessed on August 7, 2020. <https://www.pe.com/2010/11/08/uc-riverside-diversity-is-more-than-numbers>.

Carlton Rowland Bovell, a professor of microbiology and the first tenured African-American professor at UCR and among the first in the UC system (UCR 2019).

In the fall of 1969, shortly after creation of the department, a BSU coalition petitioned the Chancellor for creation of a funded program for the department that could be controlled by its students and faculty directly. The Chancellor denied the request, although he is recorded as acknowledging that increased self-control over newly established departments “was a recent pattern followed on some other college and university campuses.”¹⁹

In 1970, Hinderaker announced the “metamorphosis” of Black Studies into an interdisciplinary program and the resignation of Jackson. Faculty and student responses to the change were mixed. An article in the 1970 Tartan yearbook recounts the dissolution of the department and ends with: “At the end of the summer, there still hung in the Social Sciences-Humanities Building (Watkins Hall) a sign announcing BLACK STUDIES DEPARTMENT. May it hang there until the reality approximates the fiction.”²⁰ In 1979, under the leadership of founding Director Kathryn Jones and Vice Chancellor for Student Affairs Louis Leo, the Black Student Programs was created, prior to its inclusion in the Ethnic Studies Program. As former Chair of the Chicano Studies Department Dr. Carlos Cortés recounts:

In 1984, Black and Chicano Studies were merged by the Academic Senate into a new Ethnic Studies Program. This occurred despite opposition by the entire Black and Chicano Studies faculty. That summer I was asked to chair the committee that created a structure for the new Ethnic Studies initiative. I did so because I wanted to salvage Ethnic Studies, even though I had opposed the forced merger. The Ethnic Studies department continues to this day with a full graduate program.²¹

MAURICE JACKSON, FOUNDING CHAIR OF THE BLACK STUDIES PROGRAM, 1969-1970

Maurice Jackson was an internationally renowned black scholar in the field of sociology who served as the first Chair of the Black Studies Program from 1969 to 1970, prior to its transfer to an interdisciplinary program. Jackson received his BA, MA, and PhD from the University of California at Los Angeles prior to beginning his career as a Lecturer at UCR in July 1965. He became a full-time professor in 1980. A scholarship fund dedicated in Jackson’s honor recounts his “life-long passion [for] the elimination of racism in society.”²² Jackson taught classes in Social Psychology, Ethnic Relations, and Sociological Theory of Ethnicity and Racism. After serving as founding Chair of UCR’s Black Studies Department, Jackson serves as the first executive specialist for women and minorities for the American Sociological Association, Chair of UCR’s Ethnic Studies, and Vice President of the National Council on Aging (Figure 4.5-12).

CARLTON ROWLAND BOVELL, CHAIR, PROFESSOR, AND VICE CHANCELLOR

Through his long career at UCR, Professor Bovell “was a champion of increasing diversity and representation of racial and ethnic minorities at UCR.”²³ In addition to serving as the Chair of the Black Studies Program, Professor Bovell “was instrumental in the establishment of the first Chair for American Indian studies in the UC system at UCR in 1986, the third such program in the country at

¹⁹ “All Fall Down: The Crisis in Black Studies,” Tartan Yearbook, 1970.

²⁰ “All Fall Down: The Crisis in Black Studies,” Tartan Yearbook, 1970.

²¹ Email communication with Dr. Carlos Cortés, Emeritus Professor, UCR, 5 August 2020, with Debi Howell-Ardila, Rincon Consultants, Inc. On file with Rincon Consultants, Inc.

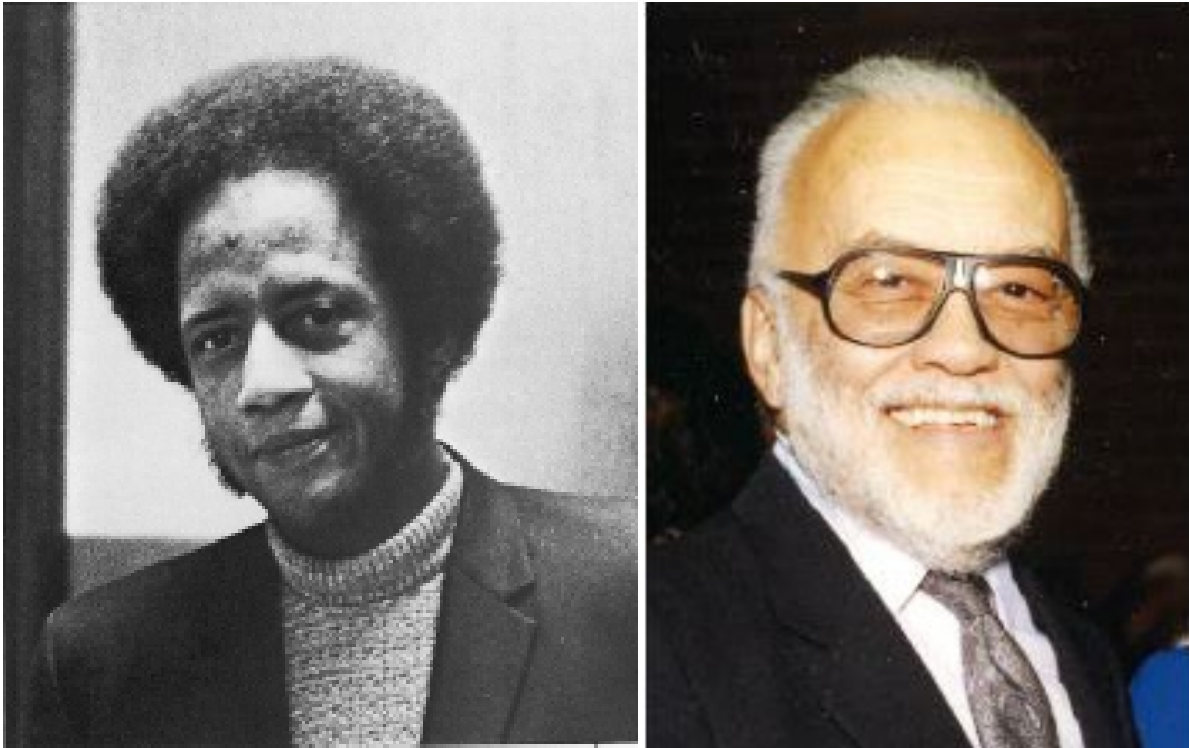
²² “Professor Maurice Jackson Endowed Scholarship Fund,” UCR Advancement Services, Accessed on August 7, 2020. <https://advancementservices.ucr.edu/Scholarship/ScholarshipFundInfo.aspx?fund=600276>.

²³ Ibid.

that time.”²⁴ When he began teaching at UCR in 1957, Professor Bovell quickly earned a reputation as one of UCR’s most dynamic teachers. When he won the Distinguished Teaching Award in 1969, his colleagues in the Academic Senate noted that his lecture courses “terminate with spontaneous student ovation.” In 1981, then Chancellor Tomás Rivera said of Professor Bovell’s teaching: “He has demonstrated teaching excellence...and he offers a humanistic perspective on educational issues. He has been among the most respected teachers and faculty leaders in UCR’s short history.”²⁵

Bovell left UCR to become an assistant vice president for the UC but returned in 1981 as the school’s new vice chancellor (*The Desert Sun* 1981). In 1984, when Chancellor Tomás Rivera passed away, Professor Bovell served as Acting Chancellor. He was a nationally renowned scholar and served as Chair of the UC Academic Council for many years, among his many contributions (Figure 4.5-12).

Figure 4.5-12 UCR Professors Maurice Jackson (left, 1925-1987) and Carlton Rowland Bovell (right, 1924-2019)



Source: Tartan Yearbook, 1970; *Press-Enterprise*, 2019

BLACK STUDENT UNION

In 1968, graduate student Charles Jenkins and approximately 60 students founded the BSU. Led by Jenkins, the BSU was officially recognized by UCR circa 1972 (Figure 4.5-13 and Figure 4.5-14). It appears in archival newspapers as “Black Students United” and “Black Student Activities,” during this time.

The group met at a university-owned house located off campus, known as the “Black House.” The house was burned by arson on March 14, 1972.²⁶ That same year, students started a newspaper titled *Black Voice News*. Dr. Paulette Brown-Hinds, a graduate student who served as a publisher of

²⁴ Ibid.

²⁵ The *Riverside Press-Enterprise*, 4 April 2019, “Obituary, Carlton Rowland Bovell.”

²⁶ “Chairman Sees UCR’s Black Students’ Union ‘Coming Back,’” *San Bernardino County Sun*, 12 April 1972.

the newspaper remembers that “it was created by students on campus...they wanted to take control of their own narrative.”²⁷ The newspaper’s mission statement echoes this sentiment, claiming that since its creation it has “given voice to the voiceless and shined a light on systemic inequalities and disparities.”²⁸

The BSU created the Black Student Theatre and adopted five National Pan-Hellenic Council organizations (fraternities and sororities) in the mid-1970s. It remains an active part of the university community to present.²⁹

Figure 4.5-13 Black Student Union Central Committee Members, 1969



Source: Tartan Yearbook, 1970

²⁷ Chris Fleming, “African-American Studies has a long history and legacy at UC Riverside,” UCR, 20 September 2019. <https://chass.ucr.edu/press/2019/09/20/african-american-studies-has-long-history-and-legacy-uc-riverside>.

²⁸ “About: Black Voice News,” BVN, Accessed on August 7, 2020. <https://www.blackvoicenews.com/about-bvn>.

²⁹ Email communication with Dr. Carlos Cortés, Emeritus Professor, UCR, 5 August 2020, with Debi Howell-Ardila, Rincon Consultants, Inc. On file with Rincon Consultants, Inc.

Figure 4.5-14 Black Student Union President Charles Jenkins addresses group, N.D.



Source: African Student Programs, N.D.

CHICANO STUDIES DEPARTMENT

The Chicano Studies Department (originally the Mexican-American Studies Department) was founded in late 1969 as a sister department to Black Studies. In this era, as noted above, calls had been increasing for the establishment of an ethnic studies curriculum and department. UCR had become a center for early Chicano student activism, in a movement that gained momentum in the mid-1960s. The UCR chancellor at the time, Ivan Hinderaker, took note of this mounting pressure nationwide and at UCR; calls for an ethnic studies department had also been made by the local chapter of the United Mexican American Students. By 1969, the time had arrived to move forward. On July 1, 1969, the new Mexican-American Studies program at UCR was officially launched, with classes beginning in the fall semester. With this, UCR became one of the first universities in the U.S. to establish a Mexican-American Studies program.

An early faculty member and department chair was Dr. Carlos E. Cortés.³⁰ A scholar of Brazilian history, Dr. Cortés joined UCR in January 1968.³¹ Born in 1934 to a Mexican-American father and Anglo-American mother, Cortés grew up in Kansas. His grandfather came to the U.S. in the 1910s to escape the Mexican Revolution. During his college career, Cortés completed degrees at the University of California, Berkeley (Bachelor of Arts in Communications and Public Policy, 1956), Columbia University (Master of Science in Journalism, 1957), The American Institute for Foreign Trade (Bachelor's Degree, 1962), and the University of New Mexico (Master of Arts Degree in Portuguese and Spanish and doctoral degree in History in the late 1960s). In January 1968, when he

³⁰ Cortés has authored a number of books, plays, and educational materials and served as the creative/cultural advisor for the popular Nickelodeon television programs, "Dora the Explorer," "Go, Diego, Go!," and "Dora and Friends: Into the City." As of 2018, he serves as emeritus faculty of history at UCR, as well as a scholar-in-residence with Univision Communications.

³¹ Biographical information on Dr. Cortés is drawn from an interview with Dr. Cortés and Debi Howell-Ardila, 23 May 2018. Community and Economic Development Department, Riverside, California. On file with Rincon Consultants, Inc.

accepted the faculty position at UCR, Cortés became one of two Mexican-American faculty members at the university, along with Eugenio Cota-Robles, a microbiologist hired in 1958.

When the department began, Cortés recalled, the broader field was still in its infancy. There was no Chicano studies field per se, no classic texts or literature, on which to establish a new curriculum. This tabula rasa presented an opportunity to fashion an original approach. As designed by Cortés and his colleagues, the objective became providing a collaborative, cross-departmental program, with units, courses, and perspectives by a wide range of scholars and specialties, including historians, sociologists, writers, and psychologists. Cortés and other faculty and administrators also looked to pioneering Chicano studies departments in California (in San Diego, California State University, Los Angeles, and California State University, Northridge). In the early 1970s, Cortés designed UCR's first Ethnic and Area Studies requirement for the College of Humanities and later participated in the establishment of the Costo Chair on Native-American Studies and Tomás Rivera Chair.

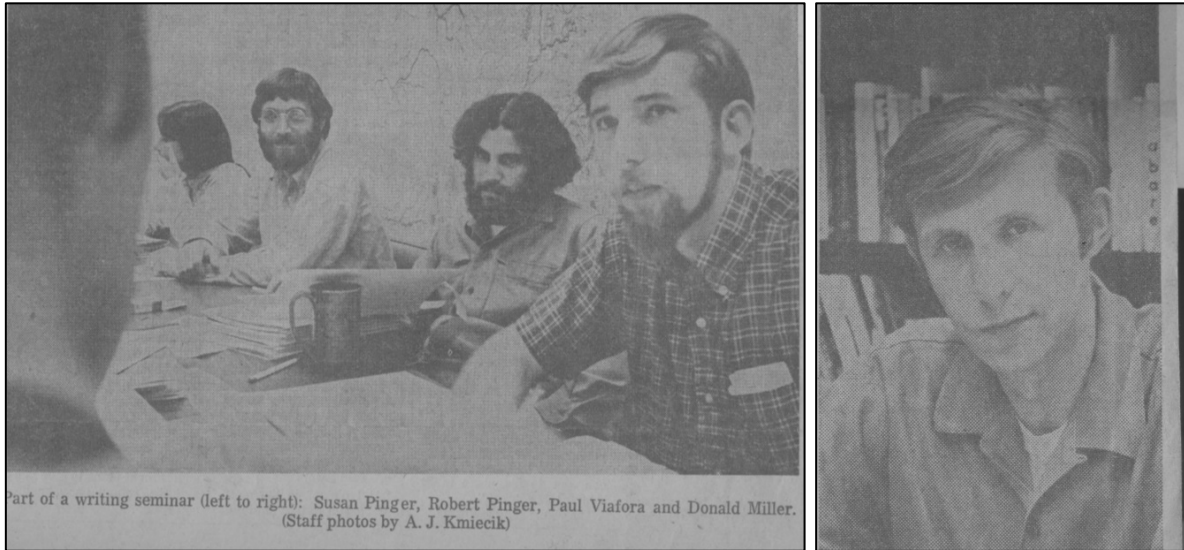
With a student body drawn primarily from the Inland Empire and surrounding desert communities and with Riverside's rich, century-old Mexican-American heritage to draw on, the timing and place for UCR's Chicano Studies Program were ideal. The department at UCR became a hub for Chicano scholarship and activism. Student work and faculty research recuperated the myriad stories of the Latino experience in the region. For his Chicano history course, Cortés assigned a project for students to explore and document their own family histories, including oral histories with family members, photographs, and background research.

Under the leadership of Cortés and other faculty, the output of undergraduate and graduate students in the UCR Chicano Studies Department was as voluminous as it was influential. Where there had been little or no scholarship on topics specific to the Latino experience throughout (and beyond) the Inland Empire, students and faculty of the Chicano Studies, ethnic studies, and other departments explored a range of topics on the Mexican-American experience in the region, not only contributing to but helping define the broader field of Chicano studies. The first Chicano Studies chair was Dr. Cota-Robles, who served in the role from 1969 to 1970. Dr. Alfredo Castaneda served as chair from 1970 to 1972. In 1972, Dr. Cortés was named chairperson of the department, a role he held until 1979 (Figure 4.5-15). His goal was to "provide service to students, community at large, not only local; and to the university. We want to prepare students to learn and develop skills to work in the community."³² Cortés clarified that "the department is not an ideological builder but that student activism can tie in with their area of study."³³

³² "UCR Chicano Studies: Cortes Replaces Castaneda." 1972. *El Chicano*, 26 July 1972 (Colton, CA).

³³ "UCR Chicano Studies: Cortes Replaces Castaneda." 1972. *El Chicano*, 26 July 1972 (Colton, CA).

Figure 4.5-15 Carlos Cortés and UCR graduate students, 1971



Source: Courtesy of Riverside Public Library

CHICANO STUDENT PROGRAMS

UCR's Chicano Student Programs department was founded in 1972, at the request of new Chicano Studies Department chair, Dr. Cortés. When Cortés was appointed as department chair, he recalled, his one condition was that a dedicated staff and department be established for an accompanying Chicano student services division.³⁴ At the time, UCR had 345 Latino students; by 2012, that number had grown to over 6,100 Latino students, or approximately one-third of the total student population.³⁵

Chancellor Hinderaker agreed, and UCR Assistant Dean of Students, Alberto Richard Chavez, was selected to establish and run the Chicano Student Programs department (Figure 4.5-16). Chavez went on to lead the program, which provided a “home away from home” for Chicano students for 15 years until 1986.³⁶ For nearly 50 years, Chicano Student Programs has sponsored a wide variety of outreach and community building events and houses over 20 student-run organizations. In the early years, the Chicano Studies Department and Chicano Student Programs occupied adjacent office spaces in the second floor Library South Wing of the Rivera Library. One remnant of the early offices of the Chicano Studies Department and Chicano Student Programs is a 1975 wall-length mural by local artist Chano Gonzalez. Funded through a National Council of Arts grant, the mural is a rare surviving work reflecting the early years of the Chicano Civil Rights Movement in Riverside.

³⁴ Interview with Carlos Cortés and Debi Howell-Ardila, 23 May 2018. City of Riverside. See also Ramirez, Marcela. 2018. “Schoolhouse of Resistance: Critical Counterstories of Grassroots Organizers and Change Agents in California Cultural Centers.” Doctoral dissertation, University of California, Riverside, Department of Education. <https://escholarship.org>.

³⁵ French, Ross. 2012. “Chicano Student Programs to Celebrate 40th Anniversary on March 2 and 3.” University of California, Riverside, 24 February 2012. <https://ucrtoday.ucr.edu/3464>. Accessed 17 June 2018.

³⁶ “Our History, Directors.” N.d. UC Riverside Chicano Student Programs. <http://students473.ucr.edu/vcsa-csp/csp/history/index.html>. Accessed 12 May 2018.

Figure 4.5-16 Alberto Chavez, UCR Chicano Student Programs director, circa 1975 (left); Chicano Student Programs mural (right)



Source: "Chicano Leaders Seek Probe into City Hiring," n.d. and UCR Chicano Student Programs

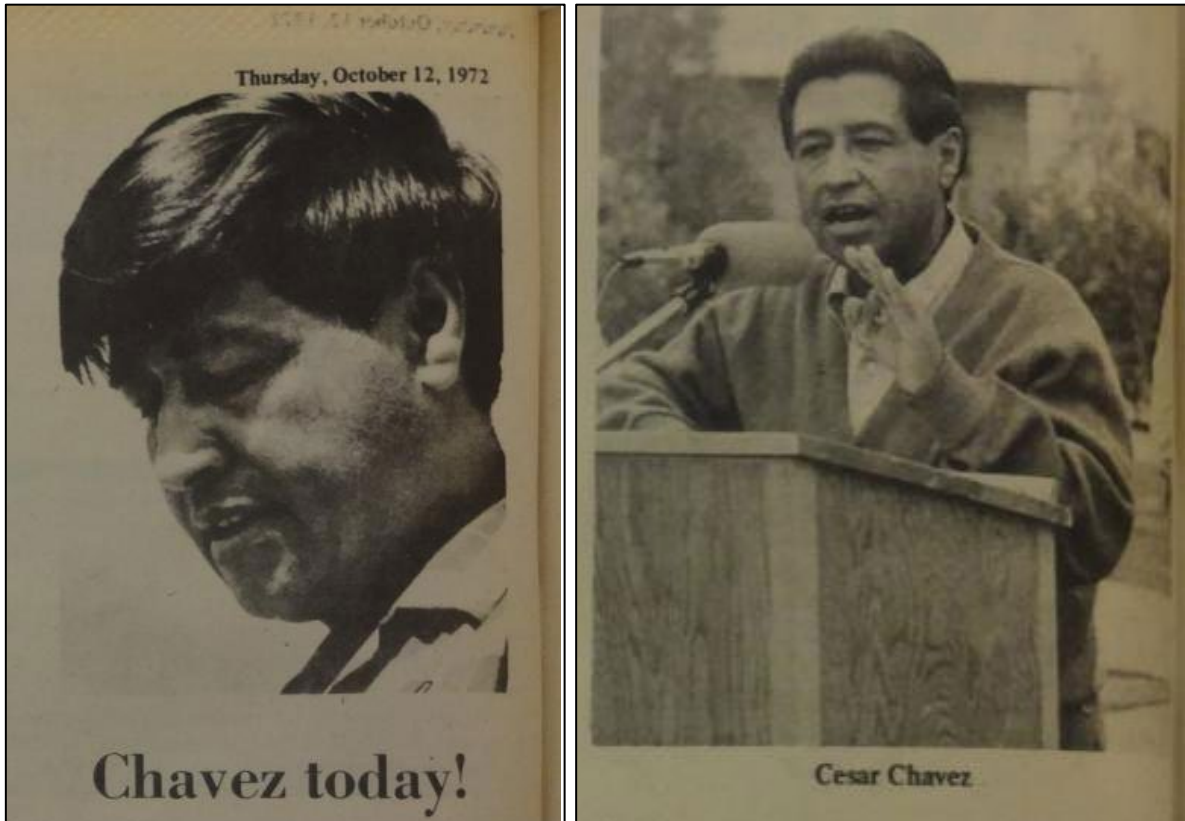
After the Chicano Student Programs office relocated, the mural was preserved, removed, and reinstalled at the current program offices in UCR's Costo Hall. Together, the Chicano Studies Department and Chicano Student Programs have provided an important academic and social network that has supported and nurtured generations of UCR Latino scholars. Other Latino faculty members who participated in these early years were Dr. Cota-Robles and Dr. Marigold Linton. Drs. Cota-Robles and Linton were cofounders of the Society for the Advancement of Chicanos and Native Americans in Science.

Since its founding in 1972, the Chicano Student Programs and affiliated Movimiento Estudiantil Chicano de Aztlán (MEChA) has produced a student newspaper, *Nuestra Cosa* (Our Thing); newspaper archives are housed in the Rivera Library.

One enduring symbol of the Chicano Student Program's work over the years is Radio Aztlán at KUCR. Founded in 1982 and still broadcasting out of one of the 1941 Canyon Crest properties, Radio Aztlán features a wide range of Chicano music and artists. The show began in 1982 when the UCR radio station manager Louis Van Den Berg approached then-director of Chicano Student Programs, Alberto Chavez, with a plan to diversify the station's programming. This is one of a handful of surviving buildings/places on campus that embody this contextual theme. Radio Aztlán (88.3 FM in Riverside) continues to broadcast throughout the greater Inland Empire.

In the 1960s, UCR became a center not just for Chicano scholarship but also Chicano civil rights. In November 1968, Cesar Chavez spoke at UCR (Figure 4.5-17). Chavez again visited UCR for a talk on October 12, 1972 on the Carillon Mall, in opposition to a proposition on the state ballot at the time to establish restrictions for agricultural workers strikes and boycotting activities.

Figure 4.5-17 Cesar Chavez at UCR'S Carillon Mall, October 1972, in MEChA-sponsored event



Source: *The Highlander*, October 12 and October 19, 1972, cited from Ramirez, 2018, pp. 228-229

TOMÁS RIVERA, CHANCELLOR, UNIVERSITY OF CALIFORNIA, RIVERSIDE, 1979 TO 1984

UCR was home to another major milestone for the UC system. In 1979, the UC system appointed its first non-Anglo-American chancellor, Tomás Rivera, who led UCR until his death (at the age of 49) in 1984. A native of Texas born in 1935, Rivera was the son of Mexican migrant farm workers. He received his education at Southwest Texas State University, where he received a Bachelor of Science and Master of Science in Education and at University of Oklahoma, where he received a doctorate in Romance Literatures. The Rivera Library served as the first home to the Chicano Studies Department and Chicano Student Programs office.

In 1979, Tomás Rivera was appointed chancellor of the university, becoming the first Mexican-American, or member of a marginalized group, to hold such a position in the UC system (Figure 4.5-18 and Figure 4.5-19). He was also the university's youngest chancellor at 43 years old. Rivera was described by UC President David Saxon as a "poet, teacher, and an administrator with a very impressive record of achievement."³⁷

³⁷ Paegel, Tom. "Texas Educator is Choice as UC Riverside Chancellor," Los Angeles Times, 23 March 1979.

Figure 4.5-18 Tomás and Concepción Rivera, ca. 1980 (left); Rivera (second from right), speaking to President Ronald Reagan, Committee on Higher Education, 1983 (right)



Source: University of California, Riverside, Special Collections and Calisphere

Figure 4.5-19 In 1985, UCR renamed the main library to Rivera Library, in honor of Chancellor Rivera, the university's first Mexican-American chancellor



Source: University of California, Riverside, Special Collections

NATIVE AMERICAN STUDIES

Although a more recent addition than Black Studies and Chicano Studies, the Native American Studies programs at UCR were pioneering in their own way. Native American scholars, activists, and

husband and wife, Rupert (a Cahuilla descendent) and Jeannette Costo (a Cherokee descendent) were instrumental in founding and financing the Native American Studies program. Rupert Costo was a national figure in the Native American Civil Rights movement and founder, along with Jeannette, of the San Francisco-based American Indian Historical Society in 1964. A group dedicated to improving education and cultural development for American Indians, Rupert Costo served as president of the historical society until it was dissolved in 1986.³⁸

In 1987, the Rupert Costo Endowed Chair in American Indian History became the world's first such chair endowment devoted to Native American scholarship. A donation from the Costos established UCR's Costo Library of the American Indian, which UCR credits as "one of the collection's paramount strengths, consisting of about 7,000 volumes and more than 9,000 documents, pamphlets, tape recordings, slides, and artwork."³⁹ The Costo Historical and Linguistics Research Center was also made possible by the Costos' support. UCR was the first in the UC system to establish an office dedicated to Native American student support, known as the Native American Student Programs. It hosts a pow wow each year (Figure 4.5-20).

In 1990, the Native American studies program was a concentration area, and students could earn a B.A. in ethnic studies with an emphasis in Native American studies. In 1995, a B.A. in Native American studies in the ethnic studies department was made available to students. By 1998, Ph.D. and M.A. degrees in Native American History were established through the history department.⁴⁰ UCR is the only school in the UC system to offer this Ph.D. degree.⁴¹ The student services building (1965), was renamed "Costo Hall" in honor of Jeanette and Rupert Costo in 1994.⁴²

³⁸ Rose Soza War Solider "'To Take Positive and Effective Action': Rupert Costo and the California Based American Indian Historical Society," Doctoral Dissertation, Tempe, AZ: Arizona State University, 2013.

³⁹ "Native American Studies: Collection Overview," UCR Library. Accessed on August 7, 2020. <https://library.ucr.edu/collections/native-american-studies>.

⁴⁰ Ian Chambers, "The History of Native American Studies at the University of California Riverside," *Indigenous Nations Studies Journal*, vol. 2, no. 2 (Fall 2001): 83-94.

⁴¹ "Native American Student Experience," UCR Undergraduate Admission. Accessed on August 7, 2020. <https://admissions.ucr.edu/native-american-student-experience>.

⁴² "Indians Honored," *San Bernardino County Sun*, 23 March 1994.

Figure 4.5-20 UCR Pow Wow, 2012

Source: UCR Today

Existing Conditions

Cultural Resources Survey & Archaeological Resource Sensitivity

Psomas conducted a pedestrian field survey of the UCR campus on December 7 and 11, 2018. The survey was conducted by walking open spaces and outcrops throughout the main campus, the UCR Botanic Gardens, west campus agricultural fields, and the south campus hillside. Ground visibility ranged from 25 to 75 percent depending on location. Psomas identified and considered 17 previously conducted cultural resources studies that contained portions of the UCR campus and five previously recorded cultural resources on the UCR campus. Of the resources recorded on the UCR campus, three were prehistoric bedrock milling sites and two were built environment resources, the Gage Canal and the Barn Group. None of the previously recorded prehistoric resources were relocated during the 2018 survey, and no new resources were identified; however, physical indicators of human occupation and use could be disguised by the natural weathering of the granitic outcrops and the historical use and development that has occurred on the UCR campus (Psomas 2019).

Psomas indicated that The Barn Group lacked integrity, original design, and location due to structural changes to accommodate changes in building functions and, therefore, did not constitute a historic resource. Psomas inferred that the Gage Canal did retain design, workmanship, integrity, setting, and association, which qualify as a historic resource.

Psomas concluded their study with an assessment of overall sensitivity of the LRDP area and indicated the south eastern portion of the LRDP area, is considered to have a high sensitivity for encountering archaeological resources.

Historic Resources Survey

Rincon completed a campus-wide historic resources survey in support of the project. The objective of this survey is providing substantial evidence and baseline information to UCR on qualifying historical resources. Results were presented in a Historic Resources Survey Report, included as Appendix E, and a summary is presented below in Table 4.5-1. The survey included built-environment properties 45 years of age and older. Work efforts included archival research, literature review, and an intensive-level field survey. The survey considered buildings, structures, objects, sites, as well as potential historic districts and cultural landscapes pursuant to National Park Service best practice and guidance. The following summarizes the survey findings:

- Among the approximately **165 properties** surveyed, a **total of nearly 40 buildings/structures and landscape features** appear eligible for the National Register of Historic Places (NRHP) and/or California Register of Historical Resources (CRHR) either individually or as contributors to a historic district.
- **One historic district and one cultural landscape** were also identified: (1) the Mid-Century Modern Core Historic District, which has 15 contributing buildings as well as associated site plan features, circulation corridors, and landscaping, and (2) the Citrus Variety Collection Cultural Landscape, which has 11 contributing buildings and ancillary structures as well as associated agricultural fields.
- All **15 contributors** to the Mid-Century Modern Core Historic District also appear individually eligible under Criteria A/1 and C/3 as indicated below.

The full historic resources survey report, provided in Appendix E, includes an illustrated table with all survey results, along with applicable criteria and contexts/themes conferring eligibility. Table 4.5-1 summarizes results, with an overview of the properties recommended as eligible. Following the table, Figure 4.5-21 provides an overview of survey results with eligible and noneligible properties.

Table 4.5-1 Evaluation Results, UCR Facilities Constructed through 1975

#	Current Building Name Architect (if known)	Original Building Name	Year	Historical Resource?	Criteria	Contributor to Historic District?
1-15	Mid-Century Modern (MCM) Core Historic District		1953-1966	Yes	A/1, C/3	
1	UCR Bell Tower Architects: Jones & Emmons		1966	Yes	A/1, C/3	Yes (MCM Core Historic District)
2	Rivera Library Architects: Latta & Denny	Library	1954	Yes	A/1, C/3	Yes (MCM Core Historic District)
3	Gordon S. Watkins Hall Architects: Clark & Frey	Social Sciences- Humanities Building	1953	Yes	A/1, C/3	Yes (MCM Core Historic District)
4	Humanities Building Architects: Matchem, Granger & Russell		1963	Yes	A/1; C/3	Yes (MCM Core Historic District)

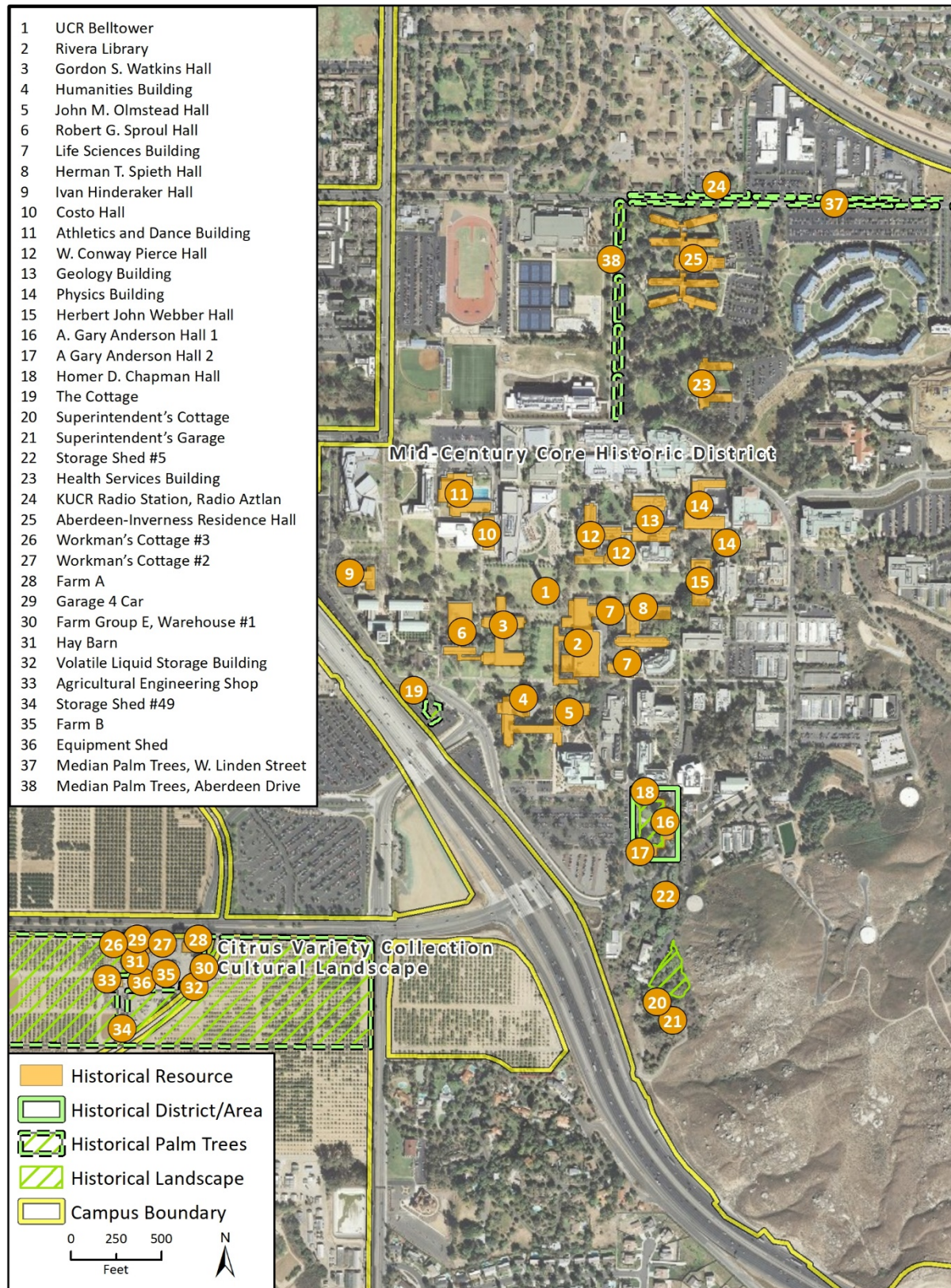
#	Current Building Name Architect (if known)	Original Building Name	Year	Historical Resource?	Criteria	Contributor to Historic District?
5	John M. Olmstead Hall Architects: Allison & Ribble		1963	Yes	A/1; C/3	Yes (MCM Core Historic District)
6	Robert G. Sproul Hall		1965	Yes	A/1; C/3	Yes (MCM Core Historic District)
7	Life Sciences Building Architects: Pereira & Luckman		1958	Yes	A/1; C/3	Yes (MCM Core Historic District)
8	Herman T. Spieth Hall		1958	Yes	A/1; C/3	Yes (MCM Core Historic District)
9	Ivan Hinderaker Hall Architects: Clark, Frey & Chambers	Administration Building	1960	Yes	A/1; C/3	Yes (MCM Core Historic District)
10	Costo Hall (includes Daniel Gonzalez 1975 Chicano Civil Rights Era mural)		1965	Yes	A/1; C/3	Yes (MCM Core Historic District)
11	Athletics and Dance Building	Physical Education Building	1953	Yes	A/1; C/3	Yes (MCM Core Historic District)
12	W. Conway Pierce Hall	Chemistry Building	1966	Yes	A/1; C/3	Yes (MCM Core Historic District)
13	Geology Building Architects: Bennett & Bennett	Physical Sciences Building	1953	Yes	A/1; C/3	Yes (MCM Core Historic District)
14	Physics Building		1965	Yes	A/1; C/3	Yes (MCM Core Historic District)
15	Herbert John Webber Hall		1953	Yes	A/1; C/3	Yes (MCM Core Historic District)
16	A. Gary Anderson Hall 1; includes landscaping and site (Anderson Hall 1) Architects: Lester H. Hibbard and H.B. Cody	Horticulture Building, Citrus Experiment Station	1916	Yes	A/1; C/3	No
17	A. Gary Anderson Hall 2; includes landscaping and site (Anderson Hall 2) Architects: Lester H. Hibbard and H.B. Cody	Irrigation Building, Citrus Experiment Station	1916	Yes	A/1; C/3	No
18	Homer D. Chapman Hall; includes landscaping and site (Chapman Hall)	Soils/Plant Nutrition Wing, Citrus Experiment Station	1931	Yes	A/1; C/3	No

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#	Current Building Name Architect (if known)	Original Building Name	Year	Historical Resource?	Criteria	Contributor to Historic District?
19	The Cottage (includes adjacent Palm Grove)	University Cottage/ Teamster's Cottage	1916	Yes	A/1	No
20	Superintendent's Cottage (includes Director's Garden)		1916	Yes	1; 3 (CRHR only)	No
21	Superintendent's Garage (includes Director's Garden)		1916	Yes	1; 3 (CRHR only)	No
22	Storage Shed #5		1916	Yes	1 (CRHR only)	No
23	Health Services Building Architects: Herman Ruhnau		1961	Yes	1/3 (CRHR only)	No
24	KUCR Radio Station, Radio Aztlán (Canyon Crest Housing, 691/693 Linden Street)		1941	Yes	1 (CRHR only) site of pioneering Chicano radio station, Radio Aztlán	No
25	Aberdeen-Inverness Residence Hall Architects: Allison & Rible		1959	Yes	A/1; C/3	No
26-36	Citrus Variety Collection Cultural Landscape (includes 11 buildings/structures and associated fields)		1916 - 1975	Yes	1 (CRHR only)	Yes (Citrus Variety Collection Cultural Landscape)
26	Workman's Cottage #3		1922	Yes	1 (CRHR only)	Yes (Citrus Variety Collection Cultural Landscape)
27	Workman's Cottage #2		1922	Yes	1 (CRHR only)	Yes (Citrus Variety Collection Cultural Landscape)
28	Farm A		1955	Yes	1 (CRHR only)	Yes (Citrus Variety Collection Cultural Landscape)
29	Garage 4 Car		1955	Yes	1 (CRHR only)	Yes (Citrus Variety Collection Cultural Landscape)
30	Farm Group E, Warehouse #1		1932	Yes	1 (CRHR only)	Yes (Citrus Variety Collection Cultural Landscape)

#	Current Building Name Architect (if known)	Original Building Name	Year	Historical Resource?	Criteria	Contributor to Historic District?
31	Hay Barn		1917	Yes	1 (CRHR only)	Yes (Citrus Variety Collection Cultural Landscape)
32	Volatile Liquid Storage Building		1974	Yes	1 (CRHR only)	Yes (Citrus Variety Collection Cultural Landscape)
33	Agricultural Engineering Shop		1960	Yes	1 (CRHR only)	Yes (Citrus Variety Collection Cultural Landscape)
34	Storage Shed #49		1965	Yes	1 (CRHR only)	Yes (Citrus Variety Collection Cultural Landscape)
35	Farm B		1955	Yes	1 (CRHR only)	Yes (Citrus Variety Collection Cultural Landscape)
36	Equipment Shed		1916	Yes	1 (CRHR only)	Yes (Citrus Variety Collection Cultural Landscape)
37	Median Palm Trees, West Linden Street		1955ca	Yes	1 (CRHR only)	No
38	Median Palm Trees, Aberdeen Drive		1955ca	Yes	1 (CRHR only)	No

Figure 4.5-21 Historic Resources Survey Results, UCR Campus



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Final Historic Survey Results - Historic Buildings 2021 (04-21)

Summary of Historic District/Cultural Landscape Eligibility

#1: Mid-Century Modern Core Historic District

Criteria A/1 eligibility: The Mid-Century Modern Core Historic District is eligible as an intact, cohesive collection of institutional buildings constructed during the university's founding years. The historic district exemplifies institutional/educational facility expansion in Riverside during the City's postwar transformation.

Context/Theme: Riverside's Postwar Boom, 1945-1975 | Postwar Institutional Expansion in Riverside

Period of significance: 1953-1966

Criteria C/3 eligibility: The Mid-Century Modern Core Historic District is also eligible as a distinctive, outstanding example of the Mid-Century Modern/New Formalist architectural style, applied to institutional buildings/educational facilities. The district represents one of the most expansive and intact collections of Mid-Century Modern/New Formalist architecture in Riverside.

Context/Theme: Architecture and Design | Mid-Century Modernism in Riverside

Period of Significance: 1953 – 1966

The Mid-Century Modern Core Historic District is a cohesive, distinctive grouping of the earliest buildings designed for UCR during its most active construction phase. The district exemplifies the rapid, widespread postwar expansion of Riverside, both in terms of population growth and new construction (Criteria A/1).

In addition, with its unified site plan, distinctive architectural style, associated landscaping and hardscaping features, the Mid-Century Modern Core Historic District represents one of Riverside's most extensive and intact collections of Mid-Century Modern/Late Modern architecture (Criteria C/3).



#2: Citrus Variety Collection Cultural Landscape, West Campus (CRHR eligible only; includes 11 buildings/structures and associated fields)

Criterion 1 eligibility: The Citrus Variety Collection Cultural Landscape, West Campus is eligible as an intact, cohesive collection of buildings, landscape features, agricultural fields and support buildings (including a portion of the Gage Canal), built over time in support of the Citrus Experiment Station.

While the UCR campus retains a number of resources related to the Citrus Experiment Station, this grouping is the most cohesive and most expansive in terms of building types and a span of decades. The cultural landscape exemplifies institutional/educational facility expansion in Riverside during the City’s postwar transformation.

Context/Theme: Early Settlement and Development in Riverside | Citrus Industry and Citriculture in Riverside | The UCR Citrus Experiment Station

Period of significance: 1917-1966

With dates of construction ranging from 1916 to 1974, this grouping of related buildings, structures, and agricultural fields represents the most complete and intact collection of over a century of Citrus Experiment Station operations. Located in UCR’s West Campus, the Citrus Variety Collection Cultural Landscape is defined by Martin Luther King Boulevard to the north and a curved section of the 1884 Gage Canal along the east and south. This location was selected for the Citrus Experiment Station for its proximity to the Gage Canal and emerging citrus fields in Riverside.



4.5.2 Regulatory Setting

Federal

National Historic Preservation Act

The National Historic Preservation Act (NHPA) is the federal law that establishes the nation’s policy for historic preservation and governs the treatment of cultural resources. Under Section 106 of the NHPA, when a federal agency is involved in an undertaking, it must account for the effects of the undertaking on historic properties. Historic properties are those that meet criteria for inclusion on the National Register of Historic Places (NRHP). Federal agencies issuing permits for the project are required to comply with NHPA requirements.

National Register of Historic Places

The NHPA of 1966 established the NRHP as “an authoritative guide to be used by federal, State, and local governments, private groups, and citizens to identify the Nation’s cultural resources and to indicate what properties should be considered for protection from destruction or impairment” (CFR 36, CFR 60.2). To be eligible for listing in the NRHP, a resource must be significant in American history, architecture, archaeology, engineering, or culture. Districts, sites, buildings, structures, and objects of potential significance must also possess integrity of location, design, setting, materials, workmanship, feeling, and association. A property is eligible for the NRHP if it is significant under one or more of the following criteria:

- Criterion A:** It is associated with events that have made a significant contribution to the broad patterns of our history.
- Criterion B:** It is associated with the lives of persons who are significant in our past.
- Criterion C:** It embodies the distinctive characteristics of a type, period, or method of construction, or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components may lack individual distinction.
- Criterion D:** It has yielded, or may be likely to yield, information important in prehistory or history.

Section 106 of the National Historical Preservation Act

Federal protection of cultural resources is legislated by (a) the NHPA of 1966 as amended by 16 U.S. Code 470, (b) the Archaeological Resource Protection Act of 1979, and (c) the Advisory Council on Historical Preservation. Section 106 of the NHPA and accompanying regulations (36 Code of Federal Regulations [CFR] Part 800) constitute the main federal regulatory framework guiding cultural resources investigations and require consideration of effects on properties that are listed in, or may be eligible for listing in the NRHP. These laws and organizations maintain processes for determination of the effects on historical properties that are listed or determined to be eligible for listing in the NRHP. For UCR, listing on the NRHP and compliance with Section 106 is relevant to future projects requiring federal permitting.

Secretary of the Interior’s Standards

The “Secretary of the Interior’s Standards for the Treatment of Historic Properties” (Secretary’s Standards), codified in 36 CFR 67, provide guidance for making changes to historic properties. As stated in CEQA Guidelines Section 15064.5(b)(3), “Generally, a project that follows the Secretary of the Interior’s Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring, and Reconstructing Historic Buildings or the Secretary of the Interior’s Standards for Rehabilitation and Guidelines for Rehabilitating Historic Buildings (1995), Weeks and Grimmer, shall be considered as mitigated to a level of less than a significant impact on the historical resource.”

The Secretary’s Standards define the following four distinct treatment approaches to guide changes to historic properties: Preservation, Rehabilitation, Restoration, and Reconstruction. The four distinct treatments are defined as follows:

- **Preservation** focuses on the maintenance and repair of existing historic materials and retention of a property’s form as it has evolved over time.

- **Rehabilitation** acknowledges the need to alter or add to a historic property to meet continuing or changing uses while retaining the property’s historic character.
- **Restoration** depicts a property at a particular period of time in its history, while removing evidence of other periods.
- **Reconstruction** re-creates vanished or non-surviving portions of a property for interpretive purposes.

The Secretary’s Standards illustrate how to apply the four treatment approaches detailed above. The purpose of the Secretary’s Standards is to provide guidance to historic building owners and building managers, preservation consultants, architects, contractors, and project reviewers prior to beginning work. The Guidelines address both exterior and interior work on historic buildings.

The Guidelines and recommended approaches described in the Secretary’s Standards are not prescriptive, they are rather a set of approaches that, taken together, help manage changes to historically significant properties. As noted in the Secretary’s Standards, the guidelines provide various “options” and are “depend[ent] upon the property’s significance, existing physical condition, the extent of documentation” and must “consider[] the economic and technical feasibility of each project” (Secretary of the Interior’s Guidelines, page 19; 36 CFR § 68.3.). As also noted in the Secretary’s Standards, “latitude is given in the Standards for Rehabilitation and Guidelines for Rehabilitation to replace extensively deteriorated, damaged, or missing features using either traditional or substitute materials.”

Cultural Landscapes

Under the NRHP, historic properties may be defined as sites, buildings, structures (such as bridges or dams), objects, or districts, including cultural landscapes. A cultural landscape differs from a historic building or district in that it is understood through the spatial organization of the property, which is created by the landscape’s cultural and natural features. Some features may create viewsheds or barriers (such as a fence), and others may create spaces or “rooms” (such as an arrangement of buildings and structures around a lawn area). Some features, such as grading and topography, underscore the site’s development in relationship to the natural setting. To be listed in the NRHP, a cultural landscape must meet one of the four evaluation criteria and must retain its integrity.

Cultural landscapes include residential gardens and community parks, scenic highways, rural communities, institutional grounds, cemeteries, battlefields, zoological gardens, religious sacred sites, and massive geological structures. They are composed of character-defining features that individually or collectively contribute to the landscape’s physical appearance as they have evolved over time. In addition to vegetation and topography, cultural landscapes may include water features, such as ponds, streams, and fountains, circulation features, such as roads, paths, steps, and walls, buildings, and furnishings, including fences, benches, lights, and sculptural objects.

A cultural landscape is defined as “a geographic area, including both cultural and natural resources and the wildlife or domestic animals therein, associated with a historic event, activity, or person or exhibiting other cultural or aesthetic values” (Birnbaum 1994). There are four general types of cultural landscapes—historic sites, historic designed landscapes, historic vernacular landscapes, and ethnographic landscapes—and they are not mutually exclusive:

- A historic site is a landscape significant for its association with a historic event, activity, or person. Examples include battlefields and a president’s house properties.

- A historic designed landscape is a landscape that was consciously designed or laid out by a landscape architect, master gardener, architect, or horticulturist according to design principles or by an amateur gardener working in a recognized style or tradition. The landscape may be associated with a significant person, trend, or event in landscape architecture, or it may illustrate an important development in the theory and practice of landscape architecture. Aesthetic values play a significant role in designed landscapes. Examples include parks, campuses, and estates.
- A historic vernacular landscape is a landscape that evolved through use by the people whose activities or occupancy shaped that landscape. Such a landscape reflects the social and cultural attitudes of an individual, a family, or a community, as well as the physical, biological, and cultural character of everyday lives. Function plays a significant role in vernacular landscapes. They can be a single property, such as a farm, or a collection of properties, such as a district of historic farms along a river valley. Examples include rural villages, industrial complexes, and agricultural landscapes.
- An ethnographic landscape is a landscape containing a variety of natural and cultural resources that associated people define as heritage resources. Examples are contemporary settlements, religious sacred sites, and massive geological structures. Small plant communities, animals, subsistence, and ceremonial grounds are often components of such landscapes.

State

California Register of Historical Resources

CEQA requires that a lead agency determine whether a project could have a significant effect on historical resources and tribal cultural resources (PRC Section 21074 [a][1][A]-[B]). A historical resource is one listed in or determined to be eligible for listing in the California Register of Historical Resources (CRHR, PRC Section 21084.1), a resource included in a local register of historical resources (PRC Section 15064.5[a][2]), or any object, building, structure, site, area, place, record, or manuscript that a lead agency determines to be historically significant (PRC Section 15064.5[a][3]).

PRC Section 5024.1 establishes a list of properties that are to be protected from substantial adverse change, which requires an evaluation of historical resources to determine their eligibility for listing in the CRHR. The purpose of the register is to maintain listings of the State's historical resources and to indicate which properties are to be protected from substantial adverse change.

A historical resource may be listed in the CRHR if the historical resource meets any of the following criteria:

- (1) Is associated with events that have made a significant contribution to the broad patterns of California's history and cultural heritage
- (2) Is associated with the lives of persons important in our past
- (3) Embodies the distinctive characteristics of a type, period, region, or method of construction, or represents the work of an important creative individual, or possesses high artistic values
- (4) Has yielded, or may be likely to yield, information important in prehistory or history

The CRHR includes properties that are listed or have been formally determined to be eligible for listing in the NRHP, State Historical Landmarks and eligible Points of Historical Interest. Other

resources require nomination for inclusion in the Register. These may include resources contributing to the significance of a local historic district, individual historical resources, historical resources identified in historic resource surveys conducted in accordance with State Historic Preservation Office procedures, historic resources or districts designated under a local ordinance consistent with State Historic Resources Commission procedures, and local landmarks or historic properties designated under local ordinance.

Public Resources Code (PRC) 15064.5(a)(4). The fact that a resource is not listed in or determined to be eligible for listing in the CRHR, not included in a local register of historical resources (pursuant to Section 5020.1(k) of the PRC), or identified in an historical resources survey (meeting the criteria in section 5024.1(g) of the Public Resources Code) does not preclude a lead agency from determining that the resource may be an historical resource as defined in PRC sections 5020.1(j) or 5024.1. Two other programs are administered by the State: California Historical Landmarks and California "Points of Historical Interest." California Historical Landmarks are buildings, sites, features, or events that are of statewide significance and have anthropological, cultural, military, political, architectural, economic, scientific or technical, religious, experimental, or other historical value. California Points of Historical Interest are buildings, sites, features, or events that are of local (City or county) significance and have anthropological, cultural, military, political, architectural, economic, scientific or technical, religious, experimental, or other historical value.

"PRC Section 15064.5(b). A project with an effect that may cause a substantial adverse change in the significance of an historical resource is a project that may have a significant effect on the environment."

If a project can be demonstrated to cause damage to a unique archaeological resource, the lead agency may require reasonable efforts to permit any or all these resources to be preserved in place or left in an undisturbed state. To the extent that resources cannot be left undisturbed, mitigation measures are required if feasible (PRC, Section 21083.2[a], [b], and [c]).

PRC Section 21083.2(g) defines a unique archaeological resource as an artifact, object, or site about which it can be demonstrated clearly that, without merely adding to the current body of knowledge, there is a high probability that it does one or more of the following:

1. Contains information needed to answer important scientific research questions and that there is a demonstrable public interest in that information
2. Has a special and particular quality such as being the oldest of its type or the best available example of its type
3. Is directly associated with a scientifically recognized important prehistoric or historic event or person

Impacts to significant cultural resources that substantially affect the characteristics of any resource that qualify it for the NRHP or adversely alter the significance of a resource listed in or eligible for listing in the CRHR are considered a significant effect on the environment. These impacts could result from physical demolition, destruction, relocation, or alteration of the resource or its immediate surroundings such that the significance of an historical resource would be materially impaired (*CEQA Guidelines* Section 15064.5 [b][1]). Material impairment is defined as demolition or alteration in an adverse manner [of] those characteristics of an historical resource that convey its historical significance and that justify its inclusion or eligibility for inclusion in the CRHR (*CEQA Guidelines* Section 15064.5[b][2][A]).

Codes Governing Human Remains

The disposition of human remains is governed by Health and Safety Code Section 7050.5 and PRC sections 5097.94 and 5097.98 and falls within the jurisdiction of the Native American Heritage Commission (NAHC). If human remains are discovered, the County Coroner must be notified within 48 hours, and there should be no further disturbance to the site where the remains were found. If the Coroner determines the remains are Native American, the Coroner is responsible to contact the NAHC within 24 hours. Pursuant to PRC Section 5097.98, the NAHC will immediately notify those persons it believes to be most likely descended from the deceased Native Americans so they can inspect the burial site and make recommendations for treatment or disposal.

Section 5097.5 of the California PRC states:

No person shall knowingly and willfully excavate upon, or remove, destroy, injure or deface any historic or prehistoric ruins, burial grounds, archaeological or vertebrate paleontological site, including fossilized footprints, inscriptions made by human agency, or any other archaeological, paleontological or historical feature, situated on public lands, except with the express permission of the public agency having jurisdiction over such lands. Violation of this section is a misdemeanor.

As used in this PRC section, “public lands” means lands owned by or under the jurisdiction of the State or any City, county, district, authority, or public corporation, or any agency thereof. Consequently, local agencies are required to comply with PRC 5097.5 for their own activities, including construction and maintenance, as well as for permit actions (e.g., encroachment permits) undertaken by others.

Assembly Bill 275

AB 275 was designed to strengthen the California Native American Graves Protection and Repatriation Act of 2001 by revising various definitions including, among others, “the definition of ‘California Indian tribe’ to include both a tribe that meets the federal definition of Indian tribe and a tribe that is not recognized by the federal government, but that is a native tribe located in California that is on the list maintained by the Native American Heritage Commission,” as well as the “definition of ‘museum’ to specify it receives state funds.” AB 275 requires every state agency, as defined, with significant interaction with tribal issues, peoples, or lands, and request the Regents of the University of California, to designate one or more liaisons for the purpose of engaging in consultation with California Native American tribes on the tribal contact list and educating the agency on topics relevant to the state's relationship with those tribes. AB 275 also revises and recasts the process by which a direct lineal descendent or a California Indian tribe can request the return of human remains or cultural items.

University of California

UC's Native American Cultural Affiliation and Repatriation Policy

The UC is currently working on revising its Native American Cultural Affiliation and Repatriation Policy to incorporate new California Native American Graves Protection and Repatriation Act (CalNAGPRA) requirements as specified in AB 275. Key changes include (UC 2021):

- Definitions have been added or revised where needed to align with CalNAGPRA.

- As required by CalNAGPRA, deference to tribal traditional knowledge, oral histories, documentation, and testimonies is now indicated when determining State cultural affiliation, identifying cultural items under CalNAGPRA, and making decisions related to the CalNAGPRA repatriation process.
- In consultation with California Native American tribes, campuses must prepare preliminary inventories/summaries for submission to the NAHC.
- The AB 275 dispute procedures have been added.
- The AB 275 procedures for submissions of claims under CalNAGPRA have been incorporated.
- Updated flowcharts and corresponding narratives.

Regional and Local (Non-Binding)

As noted in Section 4, “University of California Autonomy,” UCR, a constitutionally-created State entity, is not subject to municipal regulations of surrounding local governments for uses on property owned or controlled by UCR that are in furtherance of the university’s educational purposes.

City of Riverside General Plan

The City of Riverside General Plan contains the following policy:

Policy LU-4.6: Ensure protection of prehistoric resources through consultations with the Native American tribe(s) identified by the Native American Heritage Commission pursuant to Government Code Section 65352.3 and as required by CEQA.

4.5.3 Environmental Impacts and Mitigation Measures

Significance Criteria

UCR utilizes the following 2020 CEQA Guidelines Appendix G significance criteria questions related to Cultural Resources.

Would the proposed 2021 LRDP:

- a) Cause a substantial adverse change in the significance of a historical resource as defined in *CEQA Guidelines* Section 15064.5?
- b) Cause a substantial adverse change in the significance of an archaeological resource pursuant to *CEQA Guidelines* Section 15064.5?
- c) Disturb any human remains, including those interred outside of dedicated cemeteries?

Issues Not Evaluated Further

All issues applicable to cultural resources listed under the significance criteria above are addressed in this section.

Analysis Methodology

To evaluate the potential impacts of the proposed 2021 LRDP on archaeological and historical resources, the proposed activities with implementation of the proposed 2021 LRDP were analyzed according to known and potential eligible resources. The impact analysis also considers the potential for previously undocumented resources, including human remains. The analysis of cultural resources impacts is based on substantial research presented in the Cultural Resource Constraints

Study conducted by Psomas in 2019 (Appendix E) and the UCR Historic Resources Survey Report prepared by Rincon in 2020-2021 (Appendix E) prepared for the project. Section 4.16, *Tribal Cultural Resources*, provided further details regarding archaeological resources and cultural resources of potential Native American origin.

For purposes of the impact discussion, “historical resource” is used to describe built-environment historic period resources. Archaeological resources (both prehistoric and historic period), which may qualify as “historical resources” pursuant to CEQA, are analyzed separately from built-environment historical resources. Section 15064.5 of the CEQA Guidelines defines “substantial adverse change” as physical demolition, destruction, relocation, or alteration of the resource or its immediate surroundings such that the significance of the resource would be materially impaired. Material impairment includes changes to the physical characteristics that make a historical resource eligible for listing in the CRHR such that the resource would no longer be eligible for the NRHP, CRHR, or local historical registers (CEQA Guidelines, Title 14, Section 15064.5(b)(2)).

PCR Section 21083.2 defines “unique archaeological resource” as an archeological artifact, object, or site about which it can be clearly demonstrated that, without merely adding to the current body of knowledge, there is a high probability that it meets one or more of the following CRHR-related criteria: (1) that it contains information needed to answer important scientific research questions and that there is a demonstrable public interest in that information, (2) that it has a special and particular quality, such as being the oldest of its type or the best available example of its type, or (3) that it is directly associated with a scientifically recognized important prehistoric or historic event or person. An impact on a “non-unique resource” is not a significant environmental impact under CEQA (CEQA Guidelines Section 15064.5[c][4]). If an archaeological resource qualifies as a resource under CRHR criteria, then the resource is treated as a unique archaeological resource for the purposes of CEQA.

In addition, according to CEQA Guidelines Section 15126.4(b)(1), if a project adheres to the “Secretary of the Interior’s Standards for the Treatment of Historic Properties,” the project’s impact “will generally be considered mitigated below the level of a significance and thus is not significant.”

2021 LRDP Objectives and Policies

There are no objectives or policies in the proposed 2021 LRDP related to archaeological or historic resources or human remains.

Impact Analysis

Impact CUL-1 IMPACTS TO HISTORICAL RESOURCES.

THE PROPOSED 2021 LRDP WOULD ADVERSELY AFFECT HISTORICAL RESOURCES THROUGH THE FULL AND PARTIAL DEMOLITION OF HISTORICAL RESOURCES, RENOVATION/REHABILITATION OF HISTORICAL RESOURCES, AND NEW CONSTRUCTION ADJACENT TO HISTORICAL RESOURCES. THIS IMPACT WOULD BE SIGNIFICANT AND UNAVOIDABLE. FOLLOWING MITIGATION, IMPACTS WOULD STILL BE SIGNIFICANT AND UNAVOIDABLE.

UCR is considering the long-term (through 2035) demolition and potential redevelopment opportunities on-campus. For purposes of the EIR analysis, the areas of campus that UCR considers for demolition and potential redevelopment include, but are not limited to, the following: Boyden Labs; Fawcett Laboratory, Stored Product Insecticide Building; Lathhouses #1, #4, and #8; campus facilities along South Campus Drive (e.g., Genomics shed, Bio Control Building, Plant Drying Building, Herbarium, Botany Screenhouse, Storage Shed #6, Headhouse Storage Building, Growth Chamber

Building, Glasshouse #51, Facilities Services Annex A, and College Building North and South), campus facilities east/west of East Campus Drive (e.g., Fawcett Laboratory, University Office Building, Campbell Hall, Facilities Services Annex B, Greenhouses #7-14, Greenhouses #18-21, Computing & Communications Center, and associated accessory structures), the Health Services Building; Bannockburn Village, the Plaza Apartments, Oban Apartments, Falkirk Apartments, the Corporation Yard, the softball and soccer fields, Advanced Neuroimaging Building (formerly FMRI), Costo Hall, and the Police Facility. Buildings considered for repurposing include Chapman Hall, Spieth Hall, Life Sciences, and Watkins Hall.

Table 4.5-1 identifies 38 qualifying historical resources. Among these 38 resources is one eligible historic district (the Mid-Century Modern Core Historic District, with 15 contributing buildings and associated site plan features, circulation corridors, and landscapes), and one cultural landscape (the Citrus Variety Collection Cultural Landscape, with 11 contributing buildings and ancillary structures and associated agricultural fields). Appendix E includes the complete evaluations of each eligible historical resource.

The proposed 2021 LRDP proposes new campus development, facilities, housing, and upgrades to support potential projected population growth, and to enable new and expanded educational program initiatives. The proposed 2021 LRDP proposed general types of campus development and land uses to support projected campus population growth and to enable expanded and new program initiatives. This development would be related to academic, research, academic support, student life, and other support functions, and would include various levels of ground disturbance.

Implementation and full build-out of the proposed 2021 LRDP would be expected to result in:

1. Full or partial demolition/replacement of historical resources, including, but not limited to, the possible demolition of historical resources such as the Health Services Building and Costo Hall
2. Renovations, conversion, rehabilitation, or alteration of historical resources that could potentially substantially impair the integrity of the resources, including the possible repurposing of historical resources such as Chapman Hall, Spieth Hall, Life Sciences, and Watkins Hall
3. Changes to the immediate surroundings of a historical resource (including Historic Districts) that materially impairs the significance of the resource (through new construction adjacent to historical resources)

There are additional on-campus buildings that have not been identified as historic resources but may become eligible for historic designation during the proposed 2021 LRDP planning period. There is the potential for new development to adversely affect additional buildings, structures, or other resources that are not identified at the present time.

Implementation and build-out of the proposed 2021 LRDP could result in substantial adverse changes in the significance of historical resources as there is the potential for new development to adversely affect buildings, structures, or other resources that are known to be or could be historically significant. Future projects implemented under the proposed 2021 LRDP would cause damage to or destruction of historical resources or potential historical resources. Therefore, impacts on historical resources are considered **significant**. Mitigation Measure **MM CUL-1** is proposed to help reduce impacts on historical resources, however, not to a level below significance.

Mitigation Measures

MM CUL-1 Protection of Historical Resources

For purposes of MM CUL-1, “major exterior alterations” indicates a significant alteration/change to the exterior character-defining features or setting of a building or structure. Such projects might include, but not be limited to, additions, partial or complete demolition, relocation, window frame replacement different from existing, modifications to wall sheathing materials, changes to the roof shape, pitch, eaves, and other features, installment of wheelchair access ramps, and/or changes to the overall design configuration and composition of the building and the spatial relationships that define it. Major exterior alterations would require consultation to determine if these alterations noted above constitutes a major exterior alteration requiring further review from an architectural historian or whether the proposed alterations would qualify as a minor exterior alteration.

For purposes of MM CUL-1, “minor exterior alterations” indicates a minor alteration/change to the exterior of a building or structure and its setting that would not be likely to significantly alter its appearance. Such projects might include, but not be limited to, repainting, in-kind landscaping or hardscaping replacement, window pane replacement, reversible installation of HVAC units that does not obstruct or destroy character-defining features, installation of fencing, signage, or artwork that does not obstruct or destroy character-defining features. Minor exterior alterations are exempt from further review from an architectural historian.

During project-specific environmental review of development under the proposed 2021 LRDP, UCR shall define the project’s area of effect for historic buildings and structures as early as possible. UCR shall implement the following procedures:

- Conduct project-specific surveys for buildings or structures (e.g., proposed for demolition, major exterior alterations, additions) that are 50 years of age or older that have (1) not been subject to an evaluation within the past 5 years, or (2) were not previously evaluated in the UCR Historic Resources Survey Report.
 - UCR shall retain a qualified architectural historian to record the property at professional standards and assess its significance under CEQA Guidelines Section 15064.4. The evaluation process shall include the historic context framework included in the UCR Historic Resources Survey Report as well as the development of additional background research as needed in order to assess the significance of the building, structure, district, or cultural landscape in the history of the UC system, the campus, and the region. For historic buildings, structures or features that do not meet the CEQA criteria as a historical resource, no further mitigation is required, and the impact would be less than significant.
 - The assessment of the potential historical resource and its character-defining features shall be documented on the appropriate California Department of Parks and Recreation (DPR) 523 forms by a qualified architectural historian meeting the Secretary of the Interior’s Professional Qualifications Standards (as codified in 36 CFR Part 61).
- For projects affecting any eligible historic buildings identified in the UCR Historic Resources Survey Report or determined to be eligible during the project-specific surveys, for a building or structure that qualifies for listing on the NRHP and/or CRHR, UCR shall implement the following procedures:
 - For major exterior repairs, alterations including but not limited to those described in the definition above, or building additions of buildings that are eligible historic resources, UCR shall retain a qualified architectural historian meeting the Secretary of the Interior’s

Professional Qualifications Standards (as codified in 36 CFR Part 61) to conduct Character-Defining Features and Impacts Screening in coordination with the design team to consider project design features and/or measures that would enable the project to avoid direct or indirect impacts to the building or structure. Conclusion of the screening consultation process shall be documented in a memorandum, including a statement of compliance with the Secretary's Standards. The purpose of the memorandum shall document avoidance/reduction of significant adverse impacts to historical resources, where feasible, through (1) identifying and documenting character-defining features, noncontributing elements/additions, and (2) providing historic preservation project review and preliminary impacts analysis screening to UCR as early as possible in the design process. The memorandum shall review preliminary and/or conceptual project objectives early in the design process and describe various project options capable of reducing and/or avoiding significant adverse direct or indirect impacts through compliance with the Secretary's Standards and/or application of the State Historic Building Code or any subsequent design guidelines prepared by UCR for the treatment of historic resources.

If major modifications, renovations, or relocation of a determined historic resource is proposed and the project is unable to comply with the *Secretary's Standards* or when a historic resource is to be demolished, then UCR shall ensure that documentation shall be carried out by a qualified architectural historian, as follows:

- UCR shall commission the preparation of HABS-like documentation of the building, structure, district, feature, and its associated landscaping and setting prior to construction activities. The HABS-like package will document in photographs and descriptive and historic narrative the historical resources slated for modification/demolition. Documentation prepared for the package will draw upon primary- and secondary-source research and available studies previously prepared for the project.
- The specifications for the HABS-like package follow:
 - Photographs: Photographic documentation will focus on the historical resources/features slated for demolition, with overview and context photographs for the campus and adjacent setting. Photographs will be taken of the building using a professional-quality single lens reflex (SLR) digital camera with a minimum resolution of 10 megapixels. Photographs will include context views, elevations/exterior, architectural details, overall interiors, and interior details (if warranted). Digital photographs will be provided in electronic format.
 - Descriptive and Historic Narrative: The architectural historian will prepare descriptive and historic narrative of the historical resources/features slated for demolition. Physical descriptions will detail each resource, elevation by elevation, with accompanying photographs, and information on how the resource fits within the broader campus during its period of significance. The historic narrative will include available information on the campus design, history, architect/contractor/designer as appropriate, area history, and historic context. In addition, the narrative will include a methodology section specifying the name of researcher, date of research, and sources/archives visited, as well as a bibliography. Within the written history, statements shall be footnoted as to their sources, where appropriate.
 - Historic Documentation Package Submittal: The electronic package will be assembled by the architectural historian and submitted to UCR for review and comment.

- A copy of the HABS-like package shall be offered to the Special Collections and University Archives at the Tomás Rivera Library and the California Historical Resources Information System. The record shall be accompanied by a report containing site-specific history and appropriate contextual information. This information shall be gathered through site-specific and comparative archival research, and oral history collection as appropriate.
- If preservation and reuse at the site are not feasible, the historical building shall be documented as described above.

For new infill construction within the Mid-Century Modern Core Historic District that does not involve building demolition:

- Infill projects outside of the Mid-Century Modern Core Historic District would not need review by an architectural historian.
- Infill projects within the Mid-Century Modern Core Historic District will require review by an architectural historian for elements such as form, massing, and scale, to ensure visual compatibility with the historic district, and the review shall be conducted in compliance with the *Secretary of the Interior's Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring, and Reconstructing Historic Buildings* (Weeks and Grimmer 1995).

Significance After Mitigation

Implementation of Mitigation Measure **MM CUL-1** would reduce, mitigate, or avoid significant impacts to historic resources to the maximum extent feasible, as actions would be taken to identify, avoid, retain, or treat the resource in accordance with pertinent laws and regulations, including the *Secretary's Standards for the Treatment of Historical Resources*.

At the program level, however, development under the proposed 2021 LRDP would affect the identified historical resources, or presently unknown historical resources through demolition, construction, and reconstruction activities associated with buildout. Thus, mitigation measures that reduce impacts to less than significant cannot be assured in all cases and demolition or removal of a historically significant built-environment resource typically cannot be mitigated to below a level of significance under CEQA. Therefore, impacts to historical resources would remain **significant and unavoidable**.

Impact CUL-2 IMPACTS TO ARCHAEOLOGICAL RESOURCES.

IMPLEMENTATION OF THE PROPOSED 2021 LRDP HAS THE POTENTIAL TO CAUSE A SIGNIFICANT IMPACT ON ARCHAEOLOGICAL RESOURCES, INCLUDING THOSE THAT QUALIFY AS HISTORICAL RESOURCES. THIS IMPACT WOULD BE LESS THAN SIGNIFICANT WITH THE IMPLEMENTATION OF MITIGATION.

The proposed 2021 LRDP includes general types of campus development and land uses to support projected campus population growth and to enable expanded and new program initiatives. This development would be related to academic, research, academic support, student life, and other support functions, and would include various levels of ground disturbance. As currently envisioned, development under the proposed 2021 LRDP would occur primarily within previously disturbed areas, adjacent to previously developed areas, surface parking areas, generally along North/South/East/West Campus Drive, and generally along University Avenue, Canyon Crest Drive, Big Springs Road, Aberdeen Drive, and West Linden Street. A new interpretive center is programmatically assumed in the UCR Botanic Gardens designation on East Campus. New

development on West Campus would generally occur on undeveloped infill parcels primarily used for agricultural activities. This includes sites designated in the proposed 2021 LRDP as Agricultural/Campus Research, Student Neighborhood, Campus Support, and University Avenue Gateway.

New development under the proposed 2021 LRDP would generally avoid disturbance in the areas of the recorded historic-age or prehistoric archaeological resources on campus. Nonetheless, ground-disturbing activities associated with development facilitated by the proposed 2021 LRDP have the potential to damage or destroy unrecorded historic-age or prehistoric archaeological resources that may be present on or below the ground surface, particularly in areas of undisturbed soils or when excavation depths exceed those attained previously for past development. As noted above in the environmental setting areas in the southern portions of East Campus are sensitive to archaeological resources or buried historic resources. Each of the areas likely to be developed under the proposed 2021 LRDP, as noted above, has the potential to contain archaeological resources or buried historic resources, including the new potential interpretative center in the Botanic Gardens. Consequently, damage to or destruction of known or previously unknown, archaeological resources or buried historic resources could occur during implementation of the proposed 2021 LRDP, and impacts are considered significant. Implementation of **MM CUL-2 through MM CUL-4** would reduce impacts to **less than significant with mitigation incorporated**.

Mitigation Measures

MM CUL-2 Tribal Cultural Resources/Archaeological Monitoring

Prior to commencement of ground disturbing activities into an area with a medium or high potential to encounter undisturbed native soils including Holocene alluvium soils, as determined by UCR, UCR shall hire a qualified archaeological monitor meeting the Secretary of the Interior's Professional Qualification Standards for archaeology (National Park Service 1983) to identify archaeological resources and cultural resources of potential Native American origin. Where development occurs in the southeastern quadrant of campus, and in areas containing Val Verde Pluton geologic features considered highly sensitive to prehistoric archaeological resources, UCR shall hire a qualified archaeologist and a Native American monitor to reduce impacts to potential archaeological and/or tribal cultural resources. The monitor(s) shall be on-site during any construction activities that involve ground disturbance. The on-site monitoring shall end when project-related ground disturbing activities are completed, or, in consultation with the lead agency and tribes as appropriate and based on observed conditions, monitoring may be reduced or eliminated prior to completion of ground-disturbing activities, when the monitor(s) has indicated that the project site has a low potential to encounter tribal cultural resources (TCR)/archaeological resources. Consolidated monitoring efforts (e.g., archaeological monitoring/tribal cultural/paleontological monitoring) may occur if the individual monitor meets the applicable qualifications, except for development in the southeastern quadrant as detailed above.

MM CUL-3 Construction Worker Training

For projects requiring TCR/archaeological monitoring, the monitor shall provide preconstruction training for all earthmoving construction personnel prior to the start of any ground disturbing activities, regarding how to recognize the types of TCRs and/or archaeological resources that may be encountered and to instruct personnel about actions to be taken in the event of a discovery. UCR Planning, Design & Construction Project Manager/contractor shall retain documentation showing when training of personnel was completed.

MM CUL-4 Unanticipated Discovery of Tribal Cultural Resources/Archaeological Resources

If previously undiscovered TCRs and/or archaeological resources are identified during construction, all ground disturbing activities within 100 feet of the resource shall halt, UCR Planning, Design & Construction staff shall be notified, and the find shall be evaluated by a qualified archaeologist meeting the Secretary of the Interior standards to determine whether it is a unique archaeological resource, as defined by CEQA. If the discovery appears to be Native American in origin, a tribal representative will be contacted within 24 hours of discovery to determine whether it is a TCR, as defined by CEQA. If the find is neither a unique archaeological resource nor a TCR, work may resume. If the find is determined to be a unique archaeological resource or TCR, the archaeologist and the tribal representative, as appropriate, shall make recommendations to UCR Planning, Design & Construction staff on the measures that will be implemented, including, but not limited to, preservation in place, excavation, relocation, and further evaluation of the discoveries pursuant to CEQA. Preservation in place (i.e., avoidance) is the preferred method of mitigation for impacts to TCRs/archaeological resources. If UCR determines that preservation in place is not feasible, the archaeologist shall design and implement a treatment plan, prepare a report, and salvage the material, as appropriate. Any important artifacts recovered during monitoring shall be cleaned, catalogued, and analyzed, with the results presented in a report of findings that meets professional standards. Work on-site may commence upon completion of any fieldwork components of the treatment plan.

Significance After Mitigation

Implementation of Mitigation Measures **MM CUL-2 through MM CUL-4** would reduce potential impacts to archaeological resources to **less-than-significant** levels because mitigation would be developed in coordination with the appropriate federal, State, and/or local agency and tribes to avoid, move, record, or otherwise treat the archaeological resource appropriately, in accordance with pertinent laws and regulations.

Impact CUL-3 IMPACTS TO HUMAN REMAINS.

GROUND DISTURBANCE ASSOCIATED WITH DEVELOPMENT FACILITATED BY THE PROPOSED 2021 LRDP HAS A LOW POTENTIAL TO DISTURB OR DAMAGE KNOWN OR UNKNOWN HUMAN REMAINS. THIS IMPACT WOULD BE LESS THAN SIGNIFICANT WITH ADHERENCE TO EXISTING REGULATIONS.

No formal cemeteries are known to have occurred on the UCR main campus; therefore, the likelihood of encountering human remains is considered low. Ground-disturbing construction activities could uncover previously unknown human remains, which could be archaeologically or culturally significant. The proposed 2021 LRDP anticipates new development and building improvements involving construction activities that may potentially disturb native terrain, including excavation, grading, and soil removal; therefore, the potential exists for previously undiscovered human remains to be discovered. California law recognizes the need to protect Native American human burials, skeletal remains, and items associated with Native American burials from vandalism and inadvertent destruction. The procedures for the treatment of Native American human remains are contained in California Health and Safety Code Sections 7050.5 and 7052 and California PRC Section 5097. If human remains are discovered during any construction activities, potentially damaging ground-disturbing activities in the area of the remains and a 100-foot-buffer area shall be halted immediately, and UCR shall notify the Riverside County Coroner and the NAHC immediately, according to PRC Section 5097.98 and Section 7050.5 of California's Health and Safety Code. If the

remains are determined by the NAHC to be Native American, the guidelines of the NAHC shall be adhered to in the treatment and disposition of the remains. Following the Coroner's findings, UCR and the NAHC-designated most likely descendant shall recommend the ultimate treatment and disposition of the remains and take appropriate steps to ensure that additional human interments are not disturbed. The responsibilities for acting upon notification of a discovery of Native American human remains are identified in California PRC Section 5097.94. Compliance with California Health and Safety Code Sections 7050.5 and 7052 and California PRC Section 5097 would provide an opportunity to avoid or minimize the disturbance of human remains, and to appropriately treat any remains that are discovered. Therefore, this impact would be **less than significant**.

Mitigation Measures

Because impacts would be less than significant, mitigation measures would not be required.

Significance After Mitigation

Compliance with existing regulations and archaeological resources mitigation measures would reduce project impacts to human remains to **less-than-significant** levels by ensuring proper identification and treatment of any human remains that may be present.

4.5.4 Cumulative Impacts

Buildout of the project, in conjunction with other nearby past, present, and reasonably foreseeable probable future projects in the region could adversely impact cultural resources. Cumulative development in the region would continue to disturb areas with the potential to contain historical resources, archaeological resources, and human remains. For other developments that would have significant impacts on cultural resources, similar conditions and mitigation measures described herein would be imposed on those other developments consistent with the requirements of CEQA, along with requirements to comply with all applicable laws and regulations governing said resources.

Buildout of the proposed 2021 LRDP, in conjunction with cumulative projects surrounding the UCR campus, would result in potentially significant cumulative impacts to unknown historical resources, in addition to known UCR Historic Resources, and structures which may become historic subsequently. Therefore, cumulative impacts are considered significant under Impact CUL-1, and the project's contribution is cumulatively considerable.

Development facilitated by the proposed 2021 LRDP would implement Mitigation Measure **MM CUL-1** to ensure impacts to historical resources are mitigated to the extent feasible. Similarly, cumulative projects are reviewed separately by the appropriate jurisdiction and undergo environmental review when it is determined that the potential for significant impacts exists. While impacts to such resources would be addressed on a case-by-case basis and would likely be subject to mitigation measures, similar to those imposed for development facilitated by the proposed 2021 LRDP, cumulative development may result in the destruction or impairment of historic resources. As such, cumulative historical impacts would be significant and unavoidable, and even after implementation of Mitigation Measure **MM CUL-1**, the proposed 2021 LRDP's contribution **would remain cumulatively considerable**.

Buildout of the proposed 2021 LRDP, in conjunction with cumulative projects surrounding the UCR campus, would result in significant cumulative impacts to unknown archaeological resources and buried historic resources, and the project's contribution is cumulatively considerable, as described

above under Impact CUL-2. However, development would implement Mitigation Measures **MM CUL-2 through MM CUL-4** to ensure impacts to archaeological resources and buried historic resources are adequately mitigated. Similarly, cumulative projects are reviewed separately by the appropriate jurisdiction and undergo environmental review when it is determined that the potential for significant impacts exists. If future cumulative projects would result in impacts to cultural resources, impacts to such resources would be addressed on a case-by-case basis and would likely be subject to mitigation measures similar to those imposed for development facilitated by the project. As such, cumulative archaeological/buried historic impacts would be less than significant with mitigation. After implementation of Mitigation Measures **MM CUL-2 through MM CUL-4**, the proposed 2021 LRDP's contribution **would not be cumulatively considerable**.

Future projects and cumulative projects on the UCR campus would involve ground-disturbing activities which could encounter human remains. If human remains are found, the proposed campus projects and cumulative projects would be required to comply with California Health and Safety Code Sections 7050.5 and 7052 and California PRC Section 5097.98. With adherence to existing regulations relating to human remains, cumulative impacts would be less than significant, and the proposed 2021 LRDP's impacts would not be cumulatively considerable. Similarly, nearby past, present, and reasonably foreseeable probable future projects would be required to comply the State of California Health and Safety Code Section 7050.5 and 7052 and California PRC Section 5097.98, as described in Impact CUL-3, above, and thus, **impacts would not be cumulatively considerable**.

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