1.) DATE: 01/11/2011  
2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District  
3.) COURSE PROPOSED:  
Prefix: GCU  
Number: 221  
Title: Arizona Geography  
Credits: 3  

CROSS LISTED WITH:  
Prefix:  
Number:  
Prefix:  
Number:  
Prefix:  
Number:  

4.) COMMUNITY COLLEGE INITIATOR: DR. JOHN A. SHAFFER  
PHONE: 480-423-6032  
FAX: 480-423-6298  

ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.

MANDATORY REVIEW:

☒ The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:
   Core Areas: Select core area...  
   Awareness Areas: Historical Awareness (H)

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7.) DOCUMENTATION REQUIRED
   ☒ Course Description
   ☒ Course Syllabus
   ☒ Criteria Checklist for the area
   ☒ Table of Contents from the textbook required and/or list of required readings/books
   ☒ Description of how course meets criteria as stated in item 6.

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:
   ☒ DECGCU prefix
   ☒ Elective

Current General Studies designation(s): C, H, SB

Effective date: 2011 Fall  
Course Equivalency Guide

Is this a multi-section course? ☒ yes  ☐ no

Is it governed by a common syllabus? ☒ yes  ☐ no

Chair/Director: JOHN A. SHAFFER  
Chair/Director Signature:

AGSC Action: Date action taken:  
☐ Approved  ☐ Disapproved

Effective Date:
Proposer: Please complete the following section and attach appropriate documentation.

### ASU -- [H] CRITERIA

THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td>✔</td>
<td></td>
<td>1. History is a major focus of the course. Please see pages 3-5</td>
</tr>
<tr>
<td>✔</td>
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<td>2. The course examines and explains human development as a sequence of events. Please see pages 3-5</td>
</tr>
<tr>
<td>✔</td>
<td></td>
<td>3. There is a disciplined systematic examination of human institutions as they change over time. Please see pages 3-5</td>
</tr>
<tr>
<td>✔</td>
<td></td>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context. Please see pages 3-5</td>
</tr>
</tbody>
</table>

THE FOLLOWING ARE NOT ACCEPTABLE:

- Courses in which there is only chronological organization.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
GCU221: Arizona Geography - Historical Awareness

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Documentation</th>
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</thead>
</table>
| History is a major focus of the course. | 1. Course Competencies 2, 3, 4, 5  
2. Course Outline # II  
3. Syllabus - Course Objectives 4, 5, 6  
4. Syllabus - Course Outline Weeks 3,8,10,11,12,14  
5. Texts – Trimble / Comeaux (Chapter 3) |
| The course examines and explains human development as a sequence of events. | 1. Course Competency 2  
2. Course Outline # II  
3. Syllabus – Course Objectives 4, 5  
4. Syllabus – Course Outline Weeks 1,10, 11, 12, 14  
5. Texts - Trimble / Comeaux (Chapters 3, 4) |
| There is a disciplined systematic examination of human institutions as they change over time. | 1. Course Competency 2, 3, 7  
2. Course Outline # II, III, IV B, V A, VI  
3. Syllabus – Course Objectives 4, 5, 6, 8  
4. Syllabus – Course Outline Weeks 1,10, 11, 12, 14, 15, 16  
5. Texts - Comeaux (Cpt 3, 4, 5, 7) / Meinig (Cpt 3, 4, 5) |
| The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context. | 1. Course Competency 7  
2. Course Outline # IV, V, VI  
3. Syllabus – Course Objectives 5, 6, 7, 8  
4. Syllabus – Course Outline Weeks 3, 8, 12, 15, 16  
5. Texts – Comeaux (Chapters 4, 5, 7) / Meinig (Cpt 6, 7, 9) |
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Provide Detailed Evidence</th>
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</thead>
<tbody>
<tr>
<td>History is a major focus of the course.</td>
<td>History is an important factor in Arizona Geography. Arizona’s history plays a large role in the development of Arizona. This is reflected in the special topics section of the class where the impact of the topic (e.g., weather, geology, human settlement) is discussed in terms of the affect it has on the human history in Arizona. One specific example is the history of dams in Arizona. In the 19th century Arizona was composed of small isolated towns (also a reflection of the Native American communities before the arrival of Europeans). The building of Roosevelt Dam with the passage of the Newland Act greatly shaped the history of Phoenix. Before the dam was completed Phoenix was a small town and would continue to be so due to the “wild” Salt River which would flood one year and then become dry the next. The dam allowed a consistent water supply while controlling flooding. This allowed Phoenix to flourish as a city. The next census after the dam was built Phoenix was the largest city in Arizona and thus the roads to Phoenix becoming a major city was set.</td>
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<tr>
<td>The course examines and explains human development as a sequence of events.</td>
<td>This criteria is best shown by the section/lectures on human settlement. It starts with the arrival of Native Americans. Then rumors of Native American cities of gold led to the Spanish arrival in the region. Mining interest (among other factors) led Mexico to gain independence from Spain. Finally, the discovery of gold in California led to the obtaining of Arizona for the United States (Treaty of Guadalupe Hidalgo). Finally, the Gadsden purchase of land in Southern Arizona led to the building of the Southern Pacific Railroad which provided a cheap transportation for goods (e.g., ore minerals, agriculture products).</td>
</tr>
<tr>
<td>There is a disciplined systematic examination of human institutions as they change over time.</td>
<td>The history of Native Americans in Arizona show how human institutions have changed over time. The impact of the Native Americans changed the culture that arrived after it. The Clovis people arrive in North America roughly 11,500 years ago. They carry large stone tipped spears to hunt large game, and likely led to the extinction of numerous North American megafauna including Mammoths and the Short Faced Bear. The Clovis only last for roughly 300 years before transitioning into the Folsom people, which used smaller points more adapted to hunting buffalo herds. With the reduction of smaller game due to hunting, 6,000 years ago cultures in North American begin</td>
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</table>
developing agriculture. Slowly over time this invention leads to the culmination of the southwest's major Native American civilizations including the Anasazi, Hohokam, and Mogollon people roughly a 1,000 years ago. One of the key developments that led to the increased amount of food production and allowed for large civilizations was the combined planting and harvesting of corn, beans and squash. The beans would use the corn stalk as support and the squash planted along the base of the corn preserved ground moisture.

<table>
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<tr>
<th>The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</th>
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</table>

There is an early event in Arizona’s history that shaped the social, political, and economy of the state. The original border for Arizona and New Mexico was to split the NM territory into north / south states (instead of the current east / west alignment). This was decided during the period in US history leading up to the Civil War. There was concern in Washington DC for creating a “southern state”. If it weren’t for that period in history the borders (and social, political, economy) would be quite different. For example, there would have been an economic split with the north / south alignment. The northern territory had most of the mines at the time and had a much higher standard of living. One can view this looking at the Spanish architecture of Tucson and comparing it with the Victorian architecture of Prescott.
Official Course Description: MCCCD Approval: 04/23/96

GCU221 19966-99999  LEC  3 Credit(s)  3 Period(s)

Arizona Geography

The historical to modern development of Arizona. The interplay between the physical, cultural and economic factors affecting Arizona today. Prerequisites: None.

Go to Competencies  Go to Outline

MCCCD Official Course Competencies:

GCU221 19966-99999  Arizona Geography

1. Describe the physical characteristics of Arizona, including climate and vegetative zones. (I)
2. Describe the settlement of Arizona from the arrival of prehistoric tribes to the present. (II)
3. Describe demographic characteristics in Arizona, including growth, distribution, and migration of major population groups. (III)
4. Identify land ownership and political organization in Arizona at a variety of levels. (IV)
5. Describe primary, secondary, tertiary, and quaternary activities in the development of Arizona's economy. (V)
6. Describe surface and ground water resources in Arizona. (V)
7. Identify possibilities for future environmental, demographic, political and economic trends in Arizona. (VI)

Go to Description  Go to top of Competencies

MCCCD Official Course Outline:

GCU221 19966-99999  Arizona Geography

1. Physical Background
   A. Location
      1. Relative
      2. Absolute
         a. Latitude/longitude
         b. Public lands survey system
   B. Physiographic provinces
      1. Colorado plateau
      2. Central Mountains (Mogollon Rim)
      3. Basin and range
   C. Climate
      1. Koppen classification
2. Temperature and distribution
3. Precipitation and distribution
4. Pressure and winds
   a. Prevailing
   b. Seasonal (monsoon)
   c. Influence of the orographic effect

D. Vegetative zones

II. Settlement Periods
   A. Prehistoric (Hohokom, Mogollon, Anasazi)
   B. Indians at the time of European contact
   C. Spanish
      1. Exploration
      2. Missionary influence
      3. Settlement
   D. Mexican
   E. American westward movement
   F. Territorial
   G. Statehood

III. Demographic Characteristics
   A. Population growth
      1. Rates
      2. Numbers
   B. Distribution
      1. Urban/rural
      2. By age
      3. By ethnicity and race
   C. Migration
      1. Internal
      2. Immigration
      3. Emigration
   D. Population groups
      1. Indian
      2. Mexican
      3. Anglo
      4. Black
      5. Oriental
      6. Mormon

IV. Land Ownership
   A. Original tribal occupation
   B. Historic boundaries and borders
   C. Land grants
   D. After statehood
      1. Federal
      2. State
      3. Private
E. Political organization
   1. Counties
   2. Congressional districts
   3. Regional and municipal governments
   4. Judicial system
   5. Educational systems
V. Economy
   A. Sectors
      1. Primary
         a. Extractive industries
         b. Agriculture
      2. Secondary
         a. Manufacturing
         b. Transportation
      3. Tertiary
      4. Quaternary
   B. Water resources
      1. Surface water
      2. Groundwater
VI. Future Development
   A. Environmental
   B. Demographic
   C. Political
   D. Economic
GCU 221: Arizona Geography

Instructor: Dr. John A. Shaffer
Class Time and Location: TR at 12:00 – 1:20 PM in SB 185 (Section 58009)
Office: SB 119 / SB 187A
Office Hours: MTWR 10:30 – 11:45 AM F by appointment
Phone: 480-423-6032
Email: john.shaffer@sccmail.maricopa.edu

Introduction
Arizona Geography is intended as an introduction to the physical and cultural landscapes of Arizona. Geography as a science has historically attempted to study the interaction of humans and their physical environment. This class will attempt to do this by describing the spatial distribution of the natural phenomena that affects social behavior and the manner in which they have affected patterns of human settlement and exploitation. In turn, human use of natural resources and human patterns of organization on the landscape are also considered proper subject matter for Geography. There are no prerequisites for this class.

Course Objectives
The objective of Arizona Geography is the study of the cultural geography of Arizona, along with the environmental / ecological infrastructure that supports human society along the ideas of the geographic continuum. Specifically we will cover the following course objectives. (1) Describe Arizona in terms of location and place. (2) Discuss the landforms that give Arizona its incredibly diverse appearance and its impact on the weather/clIMATE and vegetative zones. (3) Identify water as a valuable natural resource and its impact on humans in Arizona in the past and present. (4) Describe the settlement of Arizona from the arrival of prehistoric tribes to the Spanish / Mexican period and finally the American colonization of Arizona. (5) Describe demographic characteristics in Arizona, including growth, distribution, history and migration of major population groups. (6) Describe primary, secondary, and tertiary activities in the historical development of Arizona's economy. (7) Examine the impact of the human and physical environment on the regional social geography of Arizona and the Southwest. (8) Identify possibilities for future environmental, demographic, political and economic trends in Arizona.

This class will emphasize questions how the physical geography and cultural changes have had an impact on human occupation through time. For example, how have human occupations dealt with the challenges and opportunities presented by Arizona’s physical landscape? How have humans used or abused the natural resources provided to them? How have social changes in demographics evolved through time? What was the impact of these social changes in the economy / politics?

Attendance Policy
Your attendance is a factor of your final grade in this class. If you are absent or tardy more than twice the following penalties will occur. An absence (in excess of two) will be result in losing 2 points for each instance. Tardiness or leaving class early (in excess of two) will be docked 1 point for each instance. Official absences (as described in the Student Handbook) will not be docked any points. A student may be dropped (withdrawn) after six (6) consecutive absences. When circumstances compel a student to be either absent or late, it is expected the student will contact the instructor (via email or phone) for any assignments that were missed.
Textbooks
Since there is no definitive textbook on Arizona Geography, I have developed a reading list among several books. You have the option of purchasing the books (I would recommend this if you are interested in Arizona – they can be used as an excellent resources). All books are on reserve for use on campus in the SCC library (under my name) or in the SB Learning Center (SB 158).

Roadside Geology of Arizona, Halka Chronic, Mountain Press, 1983
Hiking Arizona Geology, Ivo Lucchita, Mountaineers Books, 2001
Southwest: Three Peoples in Geographical Change, DW Meinig, Oxford University, 1971

Here are some web sites that I use for information in the class as a part of class readings. I will have a page of other web sites that are used in the lectures for class.
http://southwest.library.arizona.edu/azso/
    Arizona Soils, David M Hendricks
http://www.public.asu.edu/~aunjs/ClimateofPhoenix/phxwx.htm
    Climate of Phoenix, AZ, Robert Schmidli

Here are some other books that I recommend (and I do use some of these for lecture).
Plants of Arizona, Anne Orth Epple, Globe Peacot Press, 1995
Roadside History of Arizona, Marshall Trimble, Mountain Press, 2004
Arizona Place Names, Will Barnes, University of Arizona Press, 1988
The Exploration of the Colorado River and its Canyons, John Wesley Powell, Penguin, 1987

Map Quizzes
There will be ten (10) map quizzes throughout the semester. I will have a schedule the first day of class. These quizzes will help you learn to identify physical and cultural locations in Arizona. The topics on the quizzes will include; counties, cities, national parks, mountain ranges, rivers, dams and reservoirs, Native American reservations, history, Grand Canyon and mining towns. Quizzes will be worth twenty-five (25) points each.

Withdrawal Policy
Please refer to the current catalog for withdrawal policies and procedures. If you do not follow the correct procedure for withdrawing, you will receive an “F”, which can only be removed by retaking the course. Never walk away from a class without initiating the proper withdrawal procedures.
Weeks 1 – 7: Student withdrawal without instructor signature (grade option - W)
Weeks 8 – 14: Student withdrawal with instructor signature (grade option – W or Y)
Weeks 15-16: Student can not withdrawal from class

Cell Phone / Texting Policy
All cell phones should be on silent mode and put away for class. There will be a penalty for those students who are caught texting during class. You will be given one warning. If you are caught texting (in excess of one) you will lose three (3) points for each instance.
How to annoy your instructor (or what NOT to do)
1. Have your cell phone and/or pager go off in class!
2. Text messaging all your friends during class! (Cell phones should be put away during class)
3. Be late to class.
4. Disrupt the class by talking to others around you. However, feel free to contribute to the class by asking questions or with comments about Arizona.
5. Read newspapers/magazines or do other class work during lecture.
6. Do not follow the course outline so that you have no idea when quizzes and exams are scheduled.
7. Try to cheat or plagiarize exams and quizzes. If caught cheating, the act will be treated as academic misconduct and will be dealt with as described in the SCC Student Handbook.

Examinations and Quizzes
Four (4) 100 point lecture exams 400 points
Ten (10) 25-point map quizzes 250 points
Final comprehensive exam 100 points
*Total points: 750

Grading Scale (%)
A = 90 – 100 675-750 points
B = 80 – 89 600-674 points
C = 70 – 79 525-599 points
D = 60 – 69 450-524 points
F = below 60 449 and below

Social and Behavioral Learning Center
The Social and Behavioral Learning Center (SBLC) is located in SB 158. Tutors for this class are available for help with topics covered in lecture. This is also the location where makeup exams/map quizzes will be given. Please check with the SBLC for their semester hours.

Make-up Policy
Make-ups will only be given to those people who have officially excused absences (as described in the SCC Student Handbook). Remember, you can always take exams and quizzes ahead of schedule if you know you are going to be absent. Procedure for making up exams/quiz: If you miss the class on the date of the exam/quiz, I will place a copy of the exam/quiz in the Social and Behavioral Learning Center (SB 158). If you take the exam/quiz before the next class period, there is no penalty. After that date, five points will be deducted from your exam/quiz score for every class period you do not take the exam/quiz. You are allowed to take one late exam and quiz.

General Conduct
The expectation is that you will conduct yourself in a responsible, mature, and academically honest manner. Students who exhibit improper conduct are subject to disciplinary action as explained in the Scottsdale Community College General Catalog and Student Handbook. A student who is caught cheating on a test and/or quiz will receive a
grade of zero for that test and disciplinary action will be taken in accordance with SCC policies.

**SCC WOVeN Statement**

General Education enhances students' abilities I critically analyzing and effectively communicating in Written, Oral, Visual, and Numerical form. General Education is WOVeN through the curriculum and co-curricular experiences at Scottsdale Community College.

**Disabled Student Resources**

Every reasonable effort will be made to accommodate students with limitations due to disability, including learning disabilities. Students who require special assistance and/or accommodations should consult the instructor. The Disability Resources and Services (480-423-6517), located in SC 144 can be of assistance.
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Subject</th>
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<tr>
<td>Week 1</td>
<td>1</td>
<td>Syllabus / Intro to Class</td>
<td>Comeaux; 1-7, 110-117</td>
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<td>What is Geography – Geography as a Social &amp; Spatial Science</td>
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<td>Geographic Place / Historical Evolution of Arizona’s Borders</td>
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<td>Geologic History of Arizona</td>
<td>Lucchitta; 39-52</td>
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<td>Geologic Regions of Arizona- Colorado Plateau / Transition Zone / Basin &amp;</td>
<td>Chronic; 176-191, 137-143,</td>
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<td>Range</td>
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<td>Special Topics; Geologic Impact on Human Settlement, Economy, History</td>
<td>Hendrick; Section 2</td>
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<td>Week 4</td>
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<td><strong>Exam #1 (Lectures 1-3)</strong></td>
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<td>Week 5</td>
<td>4</td>
<td>Intro to Arizona Weather / Moisture Controls / Severe Weather</td>
<td>Schmidli; Section 1</td>
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<td>Week 6</td>
<td>5</td>
<td>Arizona Climate – Monsoon / El Niño / Paleoclimate / Climate Change</td>
<td>Hendricks; Section 3</td>
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<td>Week 7</td>
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<td>Biomes in Arizona - Sonoran Desert / High Deserts / Forest</td>
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<td>Week 8</td>
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<td><strong>Exam #2 (Lectures 4 - 6)</strong></td>
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<td>Week 9</td>
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<td>Week 10</td>
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<td>AZ Water – Drought / Water Rights</td>
<td>Comeaux; 229-258</td>
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<td>Human Settlement - Native American Social / Economic Impact</td>
<td>Trimble; 8-52</td>
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<td>Comeaux; 59-80</td>
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<td>Human Settlement - Spanish / Mexican Social / Economic Impact</td>
<td>Trimble; 53-106</td>
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<td>Human Settlement – Early American Social / Economic Impact</td>
<td>Comeaux; 80-107</td>
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<td>Trimble; 194-234</td>
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<td>Comeaux; 108-126</td>
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<td>Week 12</td>
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<td>Special Topics; Human Settlement Impact on Water, Economy and Climate</td>
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<td>Week 13</td>
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<td><strong>Exam #3 (Lectures 7 - 10)</strong></td>
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<td>Week 14</td>
<td>11</td>
<td>Human Settlement – Modern Arizona History</td>
<td>Trimble; 258-305</td>
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<td>Week 15</td>
<td>12</td>
<td>Population – Demographics / Migration / Ethnic Groups</td>
<td>Comeaux; 127 – 193</td>
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<td>Population – Urbanization &amp; Urban Growth / Politics</td>
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<td>Meinig; 82-94</td>
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Course Outline

<table>
<thead>
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<th>13</th>
<th>Economy – Early Arizona Economy Impact on Human Settlement / History Economy – Modern Arizona Economy</th>
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<tr>
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<td>13</td>
<td>Agriculture / Mining / Tourism / Housing Special Topics; Regional Social Geography of Arizona and the Southwest</td>
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<td>The Final exam consist of 50 questions covering Exam #4 (Lectures 11 – 13) and 50 comprehensive questions</td>
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Note: I reserve the right to deviate from the course outline if it becomes necessary. You will be notified ahead of time if there are any changes.
"Arizona's colorful history is alive and well with Marshall Trimble."

—Senator Barry Goldwater

Arizona
A Cavalcade of History

Marshall Trimble
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A GEOGRAPHY
Malcolm L. Comeaux

Westview Press/Boulder, Colorado
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