1.) DATE: April 7, 2010  
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: ;  
Prefix:  
Number: ;  

4.) COMMUNITY COLLEGE INITIATOR: STEVE BASS  
PHONE: 480-461-7075  
FAX: 480-461-7812  

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: Social and Behavioral Sciences (SB)  
Awareness Areas: Select awareness area...

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 or 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): SB, C, H  

Effective date: 2010 Fall  
Course Equivalency Guide  

Is this a multi-section course? ☒ yes  
Is it governed by a common syllabus? ☒ yes

Chair/Director: John Shaffer, Ph.D  
Chair/Director Signature:  

AGSC Action: Date action taken:  
☐ Approved  ☐ Disapproved  

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

### ASU--[SB] CRITERIA

**A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction. See page 3</td>
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<tr>
<td>☒</td>
<td>☐</td>
<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
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<tr>
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<td>• ANTHROPOLOGY</td>
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<td>• ECONOMICS</td>
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<td>• CULTURAL GEOGRAPHY</td>
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<td>• HISTORY</td>
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<td></td>
<td>☒</td>
<td>Cultural Geography</td>
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<tr>
<td>☒</td>
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<td>3. Course emphasizes:</td>
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<tr>
<td></td>
<td>☒</td>
<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). See page 3</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>4. Course illustrates use of social and behavioral science perspectives and data. See page 3</td>
</tr>
</tbody>
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**THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:**

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
<td>Course examines demographic, economic and political interaction within Arizona from a historical and spatial perspective. It introduces students to various cultural groups, and the manner in which they interacted with one over time.</td>
<td>Official Course Competencies 2-5; Syllabus weeks 1-15; Assigned Readings &quot;How Arizona Compares&quot;, &quot;Gila Bend, Arizona: On the Road Somewhere Else&quot;, &quot;America's Largest Parking Lot, 85346: Quartzsite Arizona&quot;, &quot;Resurgent Mexican Phoenix&quot;, &quot;Tohono O'odham: Nation Divided&quot;</td>
</tr>
<tr>
<td>2. Course content emphasizes the study of social behavior such as that found in Cultural Geography.</td>
<td>Course utilizes the spatial perspective used in cultural geography to introduce students to the physical and cultural diversity of Arizona over time.</td>
<td>Course Description; all assigned readings.</td>
</tr>
<tr>
<td>3. Course emphasizes the distinct methods of inquiry of the social and behavioral sciences.</td>
<td>Course uses spatial analysis of human settlement, demographic characteristics, land ownership and organization, and economic activities over time. Students are introduced to basic tools of the social sciences, including: a. analysis of spatial relationships between various human activities and cultural groups b. analysis of historical relationships between various human activities and cultural groups</td>
<td>Course Description and Outline; Course Syllabus; all assigned readings; Assignments: Favorite Location, Self-Guided Field Trip, News Summaries (weather &amp; economy), Arizona place names, Arizona Journey, History Report, Guadalupe Report.</td>
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<tr>
<td>4. Course illustrates use of social and behavioral sciences and data.</td>
<td>Course uses social and behavioral science perspectives and data to study the spatial distribution of human activities and interaction in Arizona over time. Students gain an understanding of Arizona Geography through readings and assignments selected and designed to introduce social scientific principles, data, and methods.</td>
<td>Course Syllabus weeks 1-15; All assigned readings; Assignments: Favorite Location, Self-Guided Field Trip, News Summaries, Arizona Journey, History Report, Guadalupe Report.</td>
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</table>
GCU221 19966-99999  LEC 3 Credit(s) 3 Period(s)

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

MCCCD Official Course Competencies:

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)

MCCCD Official Course Outline:

I. 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
Arizona Geography
GCU221 section 53011 (Hybrid)
11:00 – 11:50 am Mon. & Wed.
Mesa Community College
Room SC26 & WebCT
Spring Semester 2010

Fulfill Your ASU General Studies Requirements at MCC

Natural Science (SQ)
- GPH 111 Physical Geography (4)
- GPH 212 Meteorology (3)
- GPH 214 Meteorology Lab (1)
  *GPH212 & GPH214 taken together earn SQ credit*

Natural Science (SG)
- GPH 213 Climatology (4)
- GPH 215 Climatology Lab (1)
  *GPH213 & GPH215 taken together earn SG credit*

Social / Behavioral Science (SB)
- GCU 102 Human Geography (3)
- GCU 121 World Geography: Eastern Hemisphere (3)
- GCU 122 World Geography: Western Hemisphere (3)
- GCU 221 Arizona Geography (3)

Global Awareness (G)
- GCU 102 Human Geography (3)
- GCU 121 World Geography: Eastern Hemisphere (3)
- GCU 122 World Geography: Western Hemisphere (3)
- GPH 210 Society and Environment (3)

Cultural Diversity (C) & Historical Awareness (H)
- GCU 221 Arizona Geography (3)

Numeracy (CS)
- GPH 220 Intermediate GIS Using ArcGIS (3)

Arizona’s natural landscapes have attracted human settlement for centuries. Now in its 98th year as a state, Arizona remains a migration magnet, if one mired in an economic recession. In this class we will focus upon the natural and cultural landscapes that make Arizona a special place.

Instructor
Steve Bass
Office
SC 65 (33° 23’ 17” N, 111° 52’ 20” W)
Phone
(480) 461-7075
Email
bass@mesacc.edu
WebCT
Available through “My MCC”

Office Hours
<table>
<thead>
<tr>
<th>Mon.</th>
<th>Tue.</th>
<th>Wed.</th>
<th>Thurs.</th>
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</thead>
</table>

Additional times by appointment.
Course Introduction

Welcome to Arizona Geography! This course is being taught in a hybrid fashion, meeting in person on Mondays & Wednesdays, with additional requirements online. Discussion focuses upon the interaction of physical and cultural landscapes in the state of Arizona. We will utilize readings, presentations, projects and field trips to study Arizona’s topography, climate, vegetation, water issues, demography, cultural groups, politics and economics through its history. This course satisfies Social and Behavioral Science [SB], Cultural Diversity in the United States [C] and Historical Awareness [H] general education graduation requirements.

Reading Requirement

ISBN: 0-929591-97-6
Additional readings are available on WebCT. Internet access and a web browser with graphics capability, plus Microsoft Word and Adobe Acrobat are essential.
Because there is no assigned textbook for the course, note taking is essential.

Attendance

We meet in person only two hours per week, so attendance and WebCT participation are extremely important. Tardiness is considered an absence and is strongly discouraged, as it represents a disruption to the classroom learning environment. All absences are considered unofficial, with the exception of those described in the MCC Student Handbook.

Grades

10 postings
quizzes (drop lowest score)
final exam
attendance (3 points per day)
270 points
140 points
100 points
90 points
600 points possible

Neither missed quizzes nor exams may be retaken. Points will be deducted from assignments submitted beyond the announced deadline. Cheating and plagiarism will be treated as academic misconduct and will be dealt with as described in the MCC Student Handbook.

Projects

This course is designed around active student participation. Individual and group projects and presentations engage the learner. Each project is related through geographic concepts and techniques to course readings and discussion.

Additional Assistance

The instructor is willing to make any reasonable accommodations for students with limitations due to documented disability, including learning disabilities. Complete an Instructor Notification Form at Disability Resource Services (480-461-7447). Please see me during the first week of class to discuss any special needs.

Any changes to the syllabus will be announced in class. Students are responsible for being aware of any announced changes. Students agree to accept and comply with these requirements by choosing to remain enrolled after learning of these course conditions. Students are responsible for processing a withdrawal form should they wish to discontinue the class.
Tips for Success

Come to class. Regular attendance and WebCT participation are the best means of succeeding in the class. Discussions reinforce reading assignments and provide opportunity for clarification.

Be on time. Tardiness disrupts the learning process of others.

Read assignments. Materials will come from a variety of resources. It is to your advantage to carefully read and take notes over reading materials assigned.

Take notes. You are responsible for material whether it is presented in lecture, reading, discussion, WebCT posting or visual format. Develop a habit of taking notes over less traditional modes of learning. Rewrite your notes after class as a means of reinforcing the material.

Keep up. If absent, contact your instructor and ask what material is being covered. When you return be certain to pick up any handouts and announcements from the instructor and any notes from classmates. Make-up exams will be given only in extreme circumstances with prior approval of the instructor.

Ask questions. I value your input - raise your hand to ask a question relevant to the discussion or to contribute your knowledge to the discussion. Make use of office hours to discuss course content and study skills.

Begin studying early. This is a survey course. We cover a lot of material in a short span of time. Reading over your notes immediately before or after class will aid in recalling the material, and in forming questions over unclear topics.

MCC Early Alert Program (EARS)

Mesa Community College is committed to the success of all our students. Numerous campus services are available to assist you in achieving your educational goals. MCC has adopted an Early Alert Referral System (EARS) as part of a student success initiative. Faculty and Staff participate by alerting and referring students to campus services for added support. Students may receive a follow up call from various campus services as a result of being referred to EARS. Students are encouraged to participate, but these services are optional. Early Alert Web Page with Campus Resource Information can be located at: http://www.mesacc.edu/students/ears.

Tracking Your Grade (to calculate your grade divide points earned by points possible)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ASSIGNMENT</th>
<th>POINTS POSSIBLE</th>
<th>POINTS EARNED</th>
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<tbody>
<tr>
<td>Postings</td>
<td>Personal Introduction</td>
<td>20</td>
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<td></td>
<td>Favorite Location</td>
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<td>Self-Guided Field Trip Idea</td>
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<td>Self-Guided Field Trip Proposal</td>
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<td>Self-Guided Field Trip Proposal Reply</td>
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<tr>
<td></td>
<td>Arizona Weather News Summary</td>
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<td>Arizona Journey Activity (group)</td>
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<td>Arizona History Report (group)</td>
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<td>Arizona Economy News Summary</td>
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<td>Self-Guided Field Trip Report</td>
<td>100</td>
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<tr>
<td>Quizzes</td>
<td>Map Skills</td>
<td>20</td>
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<td>(drop lowest)</td>
<td>Gila Bend</td>
<td>20</td>
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<td>Arizona: Land of Contrasts</td>
<td>20</td>
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<td>Landform Provinces</td>
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<td>Weather &amp; Climate</td>
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<td>Arizona History</td>
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<td>Population &amp; Culture Groups</td>
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<td>Boundaries &amp; Economy</td>
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<td>Final Exam</td>
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<tr>
<td>Jan. W 20</td>
<td>Introductions &amp; Expectations</td>
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<tr>
<td>M 25</td>
<td>Overview of Arizona &amp; Pretest Responses</td>
<td>Read “How Arizona Compares” chapter</td>
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<tr>
<td>W 27</td>
<td>Natural &amp; Cultural Landscapes</td>
<td>Personal Introduction posting</td>
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<td>F 29</td>
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<td>Favorite Location posting</td>
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<td>Feb. M 1</td>
<td>Using the Arizona Atlas</td>
<td>Favorite Location posting reply</td>
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<tr>
<td>W 3</td>
<td>Map Grids, Self-Guided Field Trip Assignment</td>
<td>Map Skills Quiz</td>
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<td>F 5</td>
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<td>Self-Guided Field Trip Idea posting</td>
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<tr>
<td>M 8</td>
<td>Arizona Place Names</td>
<td>Read “Gila Bend” article</td>
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<tr>
<td>W 10</td>
<td>“Gila Bend” article discussion</td>
<td>Gila Bend Quiz</td>
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<td>F 12</td>
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<tr>
<td>M 15</td>
<td>President’s Day (no class)</td>
<td>Self-Guided Field Trip Proposal posting</td>
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<td>W 17</td>
<td>“Arizona: Land of Contrasts” video</td>
<td>Arizona: Land of Contrasts Quiz</td>
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<td>F 19</td>
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<td>Self-Guided Field Trip Proposal Reply</td>
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<td>M 22</td>
<td>Landform Provinces: plateau</td>
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<td>W 24</td>
<td>“... central highlands + basin &amp; range”</td>
<td>Landform Provinces Quiz</td>
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<td>F 26</td>
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<tr>
<td>Sat. 27</td>
<td>South Mountain Park Field Trip, 8 - 11 am</td>
<td>Friends &amp; Family Welcome!</td>
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<tr>
<td>Mar. M 1</td>
<td>Weather &amp; Climate Basics</td>
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<tr>
<td>W 3</td>
<td>Arizona Weather &amp; Climate</td>
<td>Arizona Weather News Summary posting</td>
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<tr>
<td>F 5</td>
<td></td>
<td>Weather &amp; Climate Quiz</td>
<td></td>
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<tr>
<td>M 8</td>
<td>Drainage Basins, Surface &amp; Ground Water</td>
<td>Read “Groundwater”, “Verde” &amp; “Orme” articles</td>
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<tr>
<td>W 10</td>
<td>Physical Landscape Activity</td>
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<td>Chiricahua National Monument Field Trip, March 13-15</td>
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<td>Spring Break, March 15 - 21</td>
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<td>M 22</td>
<td>Touring Arizona: a bicycle journey</td>
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<td>W 24</td>
<td>Arizona Journey Activity</td>
<td>Arizona Journey Activity posting</td>
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<td>F 26</td>
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<td>Arizona History Report posting</td>
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<td>M 29</td>
<td>Arizona History Topics &amp; Research</td>
<td>Arizona History Report posting</td>
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<td>W 31</td>
<td>Arizona History Overview</td>
<td>Arizona History Report posting</td>
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<td>Apr. F 2</td>
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<td>Arizona History Report posting</td>
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<td>M 5</td>
<td>Arizona’s Population Characteristics</td>
<td>Read “Quartzsite” article, Arizona History Quiz</td>
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<td>W 7</td>
<td>Arizona’s Cultural Groups</td>
<td>Read “Resurgent Phoenix” &amp; “Tohono” articles</td>
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<td>F 9</td>
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<td>Population &amp; Culture Groups Quiz</td>
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<td>M 12</td>
<td>Guadalupe Research &amp; Reports</td>
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<td>W 14</td>
<td>Guadalupe Field Trip</td>
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<td>F 16</td>
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<td>Arizona Economy News Summary posting</td>
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<td>M 19</td>
<td>Arizona’s Boundaries &amp; Counties</td>
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<td>W 21</td>
<td>Arizona’s Economy: historic overview</td>
<td>Read “Hopi Energy”</td>
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<td>Boundaries &amp; Economy Quiz</td>
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<td>M 26</td>
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<td>F 30</td>
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<tr>
<td>May Sat. 1</td>
<td>Camelback Mountain Field Trip, 7 - 11 am</td>
<td>Friends &amp; Family Welcome!</td>
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<td>M 3</td>
<td>Self-Guided Field Trip Reports</td>
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<tr>
<td>W 5</td>
<td>Self-Guided Field Trip Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 7</td>
<td>Review</td>
<td>Relax</td>
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</tr>
<tr>
<td>M 10</td>
<td>Final Exam @ 11 am</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reminder: Attendance counts toward your grade. Be on time and participate ☺
“How Arizona Compares: real numbers and hot topics”
Morrison Institute for Public Policy
January 2005
Pages 1-74.

“Gila Bend, Arizona: on the road somewhere else”
Kevin Romig
APGC Yearbook, volume 68 (2006)
Pages 33-62.

“Tribe defeated a dam and won back its water”
Daniel Kraker in High Country News

“Unabated use of groundwater threatens Arizona’s future”
Shaun McKinnon
The Arizona Republic
August 2, 2009.

“SRP blocking plans to sap Verde water”
Shaun McKinnon
The Arizona Republic
January 22, 2008.

“America’s Largest Parking Lot: 85346 (Quartzsite, Arizona)”
Cary Wolinsky
National Geographic

“Resurgent Mexican Phoenix”
Alex P. Oberle and Daniel D. Arreola
The Geographical Review, volume 98
April 2008
Pages 171-196.

“Nation divided: Tohono O’odham campaign for citizenship”
Carmen Duarte
Arizona Daily Star

“Ecology versus need for cash: Power plant splits Hopis”
Dennis Wagner
Arizona Republic
Arizona Journey Activity

1. Work in groups of 3 people.

2. Randomly select 6 locations from the hat.

3. Organize a single trip from Mesa Community College to visit these 6 locations. Use the internet to identify:
   - your mode of travel between locations
   - routes traveled (identify major road names or numbers)
   - the time it will take to travel between locations
   - names of establishments where you will stay and eat
   - For each of your 6 locations, identify something unique. The uniqueness may have to do with the composition of its population, an important historical event that took place nearby, a unique natural landscape, or economic activity.

4. Post your report to the Arizona Journey Activity WebCT Discussion Board by the due date identified on the course syllabus. Include the names of all group members on the submission.
Arizona Place Names

Objective: To develop a set of place-name reference maps for use in class.

Use your Arizona Atlas to locate the following features. Then label them on the maps. You may use these maps as references on upcoming quizzes.

<table>
<thead>
<tr>
<th>Cities</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Bisbee</td>
<td>Florence</td>
<td>Phoenix</td>
<td>Supai</td>
</tr>
<tr>
<td>Casa Grande</td>
<td>Globe</td>
<td>Prescott</td>
<td>Tucson</td>
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<tr>
<td>Chinle</td>
<td>Kingman</td>
<td>Safford</td>
<td>Wickenburg</td>
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<tr>
<td>Clifton</td>
<td>Nogales</td>
<td>Sedona</td>
<td>Window Rock</td>
</tr>
<tr>
<td>Douglas</td>
<td>Page</td>
<td>Sierra Vista</td>
<td>Winslow</td>
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<tr>
<td>Flagstaff</td>
<td>Payson</td>
<td>Springerville</td>
<td>Yuma</td>
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</table>

<table>
<thead>
<tr>
<th>Counties</th>
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<tbody>
<tr>
<td>Apache</td>
<td>Graham</td>
<td>Mohave</td>
<td>Santa Cruz</td>
</tr>
<tr>
<td>Cochise</td>
<td>Grenlee</td>
<td>Navajo</td>
<td>Yavapai</td>
</tr>
<tr>
<td>Coconino</td>
<td>La Paz</td>
<td>Pima</td>
<td>Yuma</td>
</tr>
<tr>
<td>Gila</td>
<td>Maricopa</td>
<td>Pinal</td>
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<thead>
<tr>
<th>Rivers</th>
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<tbody>
<tr>
<td>Agua Fria</td>
<td>Gila</td>
<td>Salt</td>
<td>Tonto Creek</td>
</tr>
<tr>
<td>Bill Williams</td>
<td>Hassayampa</td>
<td>San Pedro</td>
<td>Verde</td>
</tr>
<tr>
<td>Colorado</td>
<td>Little Colorado</td>
<td>Santa Cruz</td>
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<tr>
<th>Lakes</th>
<th></th>
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<tbody>
<tr>
<td>Apache</td>
<td>Hawley</td>
<td>Pleasant</td>
<td>San Carlos</td>
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<tr>
<td>Bartlett</td>
<td>Horseshoe</td>
<td>Powell</td>
<td>Willcox Playa</td>
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<tr>
<td>Canyon</td>
<td>Mead</td>
<td>Roosevelt</td>
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<tr>
<td>Havasu</td>
<td>Mormon</td>
<td>Saguaro</td>
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<thead>
<tr>
<th>Mountains</th>
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<tbody>
<tr>
<td>Bradshaw</td>
<td>Hualapi</td>
<td>Mount Graham</td>
<td>Superstition</td>
</tr>
<tr>
<td>Chiricahua</td>
<td>Humphrey's Peak</td>
<td>Mount Lemmon</td>
<td>White</td>
</tr>
<tr>
<td>Dos Cabezas</td>
<td>Mount Bailey</td>
<td>Santa Catalina</td>
<td></td>
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<table>
<thead>
<tr>
<th>Other Physical Features</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Black Mesa</td>
<td>Coconino Plateau</td>
<td>Kalibab Plateau</td>
<td>Monument Valley</td>
</tr>
<tr>
<td>Canyon de Chelly</td>
<td>Grand Canyon</td>
<td>Mogollon Rim</td>
<td>Painted Desert</td>
</tr>
</tbody>
</table>
Arizona Landforms & Cities
Arizona Economy News Summary

Objectives:  
1) to broaden our discussion of Arizona’s historic and current economy  
2) to gain experience in retrieving and summarizing news articles

1) Find a news story about Arizona’s economy from a journal, newspaper or electronic media report. Possible topics include historic or current unemployment rates, land values, sector growth or decline. You may also research a topic related to an area of personal interest. For example, a biology major may be interested in growth within the biotechnology sector. An engineer may be interested in developments within the nanotechnology field, while a health care professional may want to learn about employment changes within Arizona’s medical profession. If you have a favorite location in the state, see if you can locate a news report detailing economic specializations within that area. A personal interview with an individual knowledgeable about Arizona’s economy (such as a major employer or economics professor) is an acceptable alternative.

Appropriate length is a couple of paragraphs.

2) Post a summary of your news story on the Discussion Board under the heading “Arizona Economy News Summary”. Be certain to cite the following in your summary:
   • title of the article or report
   • date of publication
   • the author or reporter
   • name of the publication

These citations will be easy to locate for traditional publications. For internet citations, you may have to search a bit deeper to determine citation information (include a link to the site).

3) I will accept only one posting per topic, so those who post early have the greatest flexibility. Be certain to read the postings of your classmates prior to posting your own summary.

Grading Rubric for News Summary Assignment

<table>
<thead>
<tr>
<th>TASK</th>
<th>POINTS</th>
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</thead>
<tbody>
<tr>
<td>Thorough Summary</td>
<td>10</td>
</tr>
<tr>
<td>Proper Spelling and Grammar</td>
<td>5</td>
</tr>
<tr>
<td>Full Source Citation</td>
<td>5</td>
</tr>
</tbody>
</table>
Arizona Weather News Summary

Objectives:  
1) to broaden our discussion of Arizona weather & climate  
2) to gain experience in retrieving and summarizing news articles

1) Find a news story about Arizona weather or climate from a journal, newspaper or electronic media report. Possible topics include current weather, Arizona weather records, or Arizona weather topics related to an area of personal interest. For example, an avid snowboarder may wish to summarize a news story about snow conditions in the White Mountains. A hiker may wish to summarize weather conditions in a particular canyon. If you have a favorite location in the state, see if you can locate a news report detailing the seasonal climate variation between summer and winter. A personal interview with an individual knowledgeable about Arizona weather and climate (such as a meteorologist) is an acceptable alternative.

Appropriate length is a couple of paragraphs.

2) Post a summary of your news story on the Discussion Board under the heading “Arizona Weather News Summary”. Be certain to cite the following in your summary:
   • title of the article or report
   • date of publication
   • the author or reporter
   • name of the publication

These citations will be easy to locate for traditional publications. For internet citations, you may have to search a bit deeper to determine citation information (include a link to the site).

3) I will accept only one posting per topic, so those who post early have the greatest flexibility. Be certain to read the postings of your classmates prior to posting your own summary.

Grading Rubric for News Summary Assignment

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<tr>
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<tr>
<td>Proper Spelling and Grammar</td>
<td>5</td>
</tr>
<tr>
<td>Full Source Citation</td>
<td>5</td>
</tr>
</tbody>
</table>
Arizona History Reports

Objective: To become more knowledgeable about an aspect of Arizona’s history.

Each group will select a topic related to Arizona’s history and prepare a report. The purpose of the report is to inform your classmates about the topic’s historical and geographical significance. Reports are to be posted to the “Arizona History Reports” Discussion Board on WebCT in Word or PowerPoint format by the date indicated on the course syllabus.

Consult a variety of sources. If web sites are included, indicate what group or individual posted the site. Multitudes of good general history sources exist (some are listed below). In addition, there are detailed history books available in the MCC Library on specific topics. You might begin with a general history book and use the bibliography to locate more detailed sources.


Suggestions:

• Remember your audience. What would you learn by reading this report?
• Include photos and at least one map in your report.
• Include complete citations of all source used.
• Cut & paste is plagiarism.

<table>
<thead>
<tr>
<th>Grading Rubric for Arizona History Report</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>organization and clarity</td>
<td>5</td>
</tr>
<tr>
<td>accuracy (including spelling &amp; grammar)</td>
<td>5</td>
</tr>
<tr>
<td>sources and depth of research</td>
<td>5</td>
</tr>
<tr>
<td>effectiveness of photos &amp; maps</td>
<td>5</td>
</tr>
</tbody>
</table>
Post an item to the Discussion Board under the heading “Favorite Location” describing your favorite location in Arizona. The location may be anywhere you wish, ranging from a majestic view of the Grand Canyon, to your own backyard.

Describe your favorite location in terms of both
the natural landscape
AND
the cultural landscape

Be thorough and specific in your description (see the definitions below). Remember to use paragraphs and to check spelling and grammar before posting.

Natural Landscape
The landforms, bodies of water, soils, climate and vegetation that constitute an area or location. This includes elevation, slope, temperature and temperature range, humidity and precipitation, wind, and diversity and abundance of vegetation.

Cultural Landscape
The human imprint upon the natural landscape, including buildings and architecture, transportation infrastructure, language, religion, customs, diet, level of development, etc.
Guadalupe Field Trip Guide

Objective: To learn about, observe, and reflect upon characteristics of a diverse Arizona community

Due Date: ____________________________

After viewing slides of the Town of Guadalupe, reading handouts distributed in class, and visiting the town, respond to the following questions. As on all out-of-class exercises, safety is our top priority. Wear your seat belt, maintain an awareness of your surroundings, and arm yourself with a smile.

Please type responses to the following questions using full sentences. Include a thorough discussion of each observation. Feel free to include photos.

1) What aspects of Guadalupe’s physical landscape (topography, climate, vegetation, etc.) are representative of Arizona? Consider the diversity of regions within the state.

2) What aspects of Guadalupe’s cultural landscape (architecture, land use, language, religion, ethnicity, etc.) are representative of Arizona as a whole?

3) What aspects of Guadalupe’s physical landscape are NOT representative of Arizona?

4) What aspects of Guadalupe’s cultural landscape are NOT representative of Arizona?

Suggestions:

- Walk down a residential street.
- Visit a church.
- Stop in a restaurant for a meal.
- Observe the activities of people (similar activities as your neighborhood?)
- Check out land uses (the placement of parks, businesses, homes, etc.)
- What modes of transportation are used?
- Look for evidence of income.
- Observe indications of religion.
- Ask residents their perceptions of the area (please be respectful).
- What is the average age of residents? (Look for toys in yards, car seats in vehicles.)
- Is ethnicity apparent in the people? The food? The language?
- Pause for sounds, smells, tastes of the community.
- Is any evidence of history present?
- Has this area been affected by urban renewal?
- What about the vegetation? Is it mature or young?
- Do colors stand out?
Self-Guided Field Trip Project

Objective: To observe and describe characteristics of the physical and cultural landscape of a specific site in Arizona.

Assignment: Select a location in Arizona that is small enough to analyze in some depth. For example, focus upon “Lehi” rather than all of “Mesa”, or “Phantom Ranch” rather than the entire “Grand Canyon”.

Examples of Suitable Sites: Mormon Lake, Punkin Center, Colorado City, Organ Pipe National Monument, Bisbee, Jerome

Due Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. Feb. 8</td>
<td>Post one paragraph to WebCT Discussion Board describing your proposed site and reason for selecting it.</td>
</tr>
<tr>
<td>Mon. Feb. 15</td>
<td>Post a grammatically correct proposal including:</td>
</tr>
<tr>
<td></td>
<td>- the name of your field trip site</td>
</tr>
<tr>
<td></td>
<td>- where the site is located</td>
</tr>
<tr>
<td></td>
<td>- when you will visit the site</td>
</tr>
<tr>
<td></td>
<td>- what you will focus upon</td>
</tr>
<tr>
<td></td>
<td>- why this site is significant</td>
</tr>
<tr>
<td></td>
<td>- how you will go about conducting your research</td>
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<tr>
<td></td>
<td>Include at least 3 bibliographic sources in your proposal. One source must be non-internet (web resources must include date accessed &amp; author of the site).</td>
</tr>
<tr>
<td>Mon. April 26</td>
<td>Final paper due (hard copy and WebCT posting).</td>
</tr>
</tbody>
</table>

Guidelines: Once you have selected a site, approve it with your instructor. Selection will be limited to one report per site, on a first-come, first-served basis. Working in pairs is encouraged.

If you are spatially constrained (such as possessing limited time, money or mobility), select a location close to home so that you can easily visit it on more than one occasion. If you are adventurous, select a remote site.

Specifics: • Discuss the physical and cultural characteristics of your site.
• Include maps in your report – one to show location within the state and at least one of the local area.
• Include a complete bibliography of sources (books, web sites, personal interviews, newspaper and journal articles, maps, etc.). A minimum of 5 sources are required (one must be a personal interview, and two must be non-internet).
• Keep detailed notes when you visit your site.
• Appropriate length for your report is approximately 10 pages, inclusive of maps, photos and bibliography. Please type using 10 or 12 size font.

SAFETY IS THE NUMBER ONE PRIORITY FOR THIS ASSIGNMENT. ALWAYS BE AWARE OF YOUR SURROUNDINGS. CHECK WEATHER & TRAFFIC CONDITIONS BEFORE VENTURING OUT. CARRY A MAP, WATER AND A MEDICAL KIT. STAY ON MARKED ROADS AND OBEY ALL LAWS.
Please complete this form and submit it with your Self-Guided Field Trip Report.

Your Name ________________________________

Self-Guided Field Trip Site: ________________________________

Origin of Name: __________________________________________
(William Barnes, Arizona Place Names is one good source.)

Drainage Basin (Watershed): ________________________________

Landform Province: _________________________________________
(plateau, highlands, basin & range)

Geographic Coordinates:
   Latitude (degrees and minutes) ____________________________
   Longitude (degrees and minutes) ___________________________
   Public Land Survey (township) _____________________________
   (from topographic map or "The Arizona Map")

Elevation: ____________________________
(from topographic map)

Natural Vegetation: ________________________________
(from classroom map)

Political Jurisdictions:
   County: ________________________________
   State Legislative District: __________________________
   Federal Congressional District: _________________________

You are encouraged to elaborate upon all of these topics in your report.

In addition to items listed, be certain to include information related to:
- the climate of your site (include a climograph if possible)
- historical significance
- economic significance (What is grown or produced there? Where are these goods marketed? Where do local residents obtain goods & services?)
- past and present cultural groups (use census data and observation)
- natural animals
- accessibility via roads, rail, air, media