GEOG3600-Geography of Utah
SPRING SEMESTER 2014 -- COURSE SYLLABUS –

For both Geog3600-090 (on-line) and
Geog3600-001 (that meets Tuesday / Thursday 12:25-1:50PM – Room 1008 Marriott)

Assignments are the same for both sections with minor exceptions. Track assignments on Canvas. Go through Module or Syllabus. The main difference in the two sections of Geog3600-001 is the learning community. For example, students of both sections read/listen to the weekly lectures. However, students of Geog001 begin most of their homework assignments in class with collegial discussion and instructor coaching. Students of Geog090 are encouraged to attend a few sessions of Section 001 to make sure they are on-track on assignments, particularly with their Atlas project. On-line classes take discipline and interaction with the learning community. Don’t get lost or discouraged. Communicate with each other (required as part of Reality Check assignments) and with your instructor.

Geography of Utah
A university-level course that teaches about Utah’s big bold physical geography and fascinating human geography using 15 themes of social and behavioral sciences.

Fulfills General Education Intellectual Explorations of Social/Behavioral Science.
Fulfills a requirement for Composite Social Science Teaching majors.

Instructor:
Genevieve Atwood, PhD, Adjunct Assistant Professor, Department of Geography.

Overarching purpose of GEOG3600 Geography of Utah:
Empower through understanding. Let this course help you succeed at whatever goals you set for yourself. An understanding of where you are now, meaning, an understanding of the complex webs of physical and human geographies of Utah, can help you become the person you want to be. As western writers and your instructor, admonish: Know where you are… Know who you are.

Three intended LEARNING OUTCOMES of GEOG3600: Geography of Utah.

Students will be able to analyze news articles, landscapes and discussions with friends using the 15 themes of Geog3600: Geography of Utah. Those themes are:
(a) The five Great Themes of Geography: Location, Place, Interaction, Movement, and Regions;
(b) Five disciplines of social and behavioral sciences: Anthropology, Demographics, Economics, Political Science, and Sociology; and
(c) The five subsystems of Earth systems: Geosphere, Hydrosphere, Atmosphere, Biosphere, and Anthrosphere.

Students will be evidence driven, able to analyze Utah issues from perspectives of physical and social sciences using examples, clarifying definitions, and exploring nuances.
Students will “see” the geography of Utah that surrounds them and recognize “place” in literature, culture, art, and music.

(NOTE: later sections of this syllabus expand on GEN ED learning outcomes.)

How to communicate / contact instructor: Use Canvas. Through January, I’ll check Canvas every a day, so, my response to you should be within 24 hours. After that, allow a couple days. I work through Canvas communications most Wednesdays and Saturdays. Note: if you are Canvas-challenged, it’s okay to email me until you master Canvas. Then use Canvas as maintains threads of discussions.

Telephone: (801-647-8155) 8AM-8PM. Canvas is generally preferable to phone for messages, but a phone call can be best, for example, to discuss how to do a homework assignment. I’ll generally get back to you in a day but it can take up to 3 days, for example over weekends of fieldwork.

Office hours: Office = OSH (Orson Spencer Hall) 172. 3PM-4:30PM Thursdays and by appointment. Take advantage of office hours and don’t hesitate to set an appointment for another time. Note how 4% of the course grade is communication with instructor, specifically, two phone calls or one substantial office visit.

Credit Hours: 3.

Dates to be aware of: Check UofU academic calendar for dates to add / delete the course. Most importantly:
- Last day to drop (delete) classes: Wednesday January 15, 2014;
- Last day to add, elect CR/NC, or audit classes, Tuesday January 21, 2014;
- Last day to withdraw from classes: Friday, February 28, 2014;
- Spring Break: March 8-16, 2014 … a great time to witness Utah’s grand geography.

Course design:
Fifteen modules, each designed to be accomplished in a week, most consisting of:
- Lectures, meaning, reading/lecture/audio found at [http://www.earthscienceeducation.org](http://www.earthscienceeducation.org)
- Content quizzes designed to (a) reinforce spatial literacy; (b) provide feedback on terms and concepts (c) encourage inquiry; and (d) provide opportunities to practice analysis of Utah in the News.
- Reality checks that ask students to compare their own knowledge with course concepts and share their knowledge with classmates.
- Progress on an atlas project for a specific locale. The atlas project is the cornerstone for the course. Students transfer state-wide concepts of lectures to a more detailed scale, a significant challenge in geography. The audience is a hypothetical teacher eager to have useful information to share with students.

Texts:
- Materials of lectures are on-line, see Canvas assignments.
- The **Required text**: C.B. Craig and M.E. Carr, 2008, *Utah Atlas: geography and history*. Layton, UT, Gibbs Smith Publisher, 38 p. is helpful for reference, for example, for exams.


**Pre-requisites, none.** The course thrives on diversity of students: Utahns and non-Utahns; majors and non-majors; undergraduates and practicing teachers; those who love the state, and many who will live most of their lives elsewhere. GEOG3600 is a stand-alone class for undergraduates, not a building block within a series of courses. Students with bright eyes and open minds from any academic background are encouraged to learn more about themselves by learning about Utah.

**Prior knowledge of web-resources.** Not required, although students of GEOG3600-section 090 will need to master logistics of Canvas (the UofU web-course manager) in order to submit assignments.

**Course description from UofU course catalogue: GEOG3600 Geography of Utah (3)**

*Fulfills Social/Behavioral Science Intellectual Explorations.*

This course explores the human and physical phenomena that make Utah distinctive. Lectures and labs examine webs of relationships among Utah’s people, places, and environments. Students use histories of Utah communities to examine influences of contrasting physical and social environments.

**Course approach:**

GEOG3600-Geography of Utah asks you to explore Utah from 15 perspectives, the 15 Themes of Geography of Utah (listed above). When you can articulate webs of relationships among these 15 themes relate them to Utah as a whole and relate them to places within Utah, you have succeeded in this course.

The Atlas project is the cornerstone of Geog3600. You’ll choose a county in Utah, but not Salt Lake County, and you’ll choose a particular place in that county, generally a school. Then, week after week, you’ll analyze themes of human and physical geography as you apply lecture content to that county and that school. Each chapter of your atlas should present evidence, observations, discussion of learning-module concepts, and a section on importance. For example, the fifth chapter of the atlas is about water, Utah’s hydrosphere. Your chapter will (a) introduce the theme; (b) present evidence (a couple maps or images that show aspects of water in “your” county, the county where “your” school is located; (c) include a few of your observations about water, based on the evidence you’ve presented; (d) discuss big concepts about water in Utah from lecture materials posted on the web; and (e) evaluate the importance of water by its impact on other of the 15 Themes of Utah’s geography.

The Atlas project is a learning tool in that it requires geographic understanding to move from state-wide scale to a more detailed scale. You’ll have the option to have to have your atlas be a form of service learning by giving permission at the end of the semester for your instructor to post it on the UofU website (eQuella) for access by students and teachers of “your” school as well as other interested persons. This is optional and there is no extra credit for posting your atlas.
to the UofU projects website… although it will look good on your resume. Examples of a few of past-years’ atlases are posted under Canvas files.

GEOG3600 explores intellectual aspects of social and behavioral sciences: (a) the first part of the course explores five great themes of geography (a social and behavioral science) and applies them to Utah, (b) the second part of the course explores five social and behavioral issues that impact you and our great state; and the third part of the course examines the five subsystems of Earth systems and how each relates to Utah’s human geography. Most assignments are evaluated using rubrics for general education objectives such as critical thinking, inquiry, and information literacy. These rubrics are posted under Canvas files.

Schedule. Geog3600--- SPRING 2014
See Canvas for weekly assignments. Go to Canvas MODULE for the plan for the week, list of assignments, and links.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Part I – Five Great Themes of Geography and Utah Geography.</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 7</td>
<td>Course overview. Students will be able to give examples of aspects of Utah’s human and physical geography. They will choose “their county” and school. LOCATION: Students will be able to write how location from the equator and from oceans affects places in Utah.</td>
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<tr>
<td>2</td>
<td>Jan 13</td>
<td>PLACE: When Brigham Young entered Salt Lake Valley he did not say “this is the location.” The power of place is the intersection of geography and the humanities.</td>
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<tr>
<td>3</td>
<td>Jan 20</td>
<td>INTERACTION and MIGRATION: By week 3 of the course, students will be able to complete an Atlas chapter in less than 4 hours using systematic analysis and skills of geographers.</td>
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<td>4</td>
<td>Jan 26</td>
<td>Review. MIDTERM – on-line Jan 30 (no face-to-face session)</td>
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Part II – Five subsystems of physical geography (Earth systems) and Utah Geography

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<tr>
<td>5</td>
<td>Feb 2</td>
<td>REGIONS and INTRODUCTION to physical geography: Utah has remarkable physical geography: it has regional contrasts of each of the five subsystems of Earth systems</td>
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<td>6</td>
<td>Feb 11</td>
<td>GEOSPHERE: Students will be able to analyze how geology largely determines Utah’s topography, scenery, natural resources and natural hazards. This affects county and local industry, such as coal from Carbon County and tourism in Kane County.</td>
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<tr>
<td>7</td>
<td>Feb 18</td>
<td>HYDROSPHERE: the uneven distribution of water in Utah is further complicated by water law. Students will be able to find and analyze plans for water development for different areas of the state.</td>
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<tr>
<td>8</td>
<td>Feb 25</td>
<td>ATMOSPHERE and BIOSPHERE: Subsystems of Earth systems are intimately linked with feedback loops. Students will be able to give evidence of changed climate of the Ice Ages and consider evidence and consequences of future climate changes.</td>
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<tr>
<td>9</td>
<td>Mar 4</td>
<td>The ANTHROSPHERE (human footprint) and ANTHROPOLOGY: Students will be able to integrate what they know of physical geography with patterns of lifestyle of Utah’s early peoples and with success and failure of pioneer communities.</td>
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SPRING BREAK – a time to observe evidence of the 15 themes of Geog3600

Part III – Five Issues of Social and Behavioral Sciences and Utah Geography
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<th>Date</th>
<th>Event</th>
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<tr>
<td>Mar 25</td>
<td>DEMOGRAPHICS: Dr Perlich will explore how demographics determine destiny and Utah’s changing demographics. Students will be able to locate and examine data sets for analysis of their county.</td>
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<tr>
<td>Apr 1</td>
<td>POLITICAL SCIENCE and SOCIOLOGY: Students will be able to listen to guest speakers’ discussion of Utah politics / sociology with respectful inquiry and relate issues to the 15 themes of Geog3600.</td>
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<tr>
<td>Apr 8</td>
<td>ECONOMICS and ECONOMIC DEVELOPMENT in areas of Utah. Robert Springmeyer will discuss present conditions for economic development across the state.</td>
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<tr>
<td>Apr 15</td>
<td>ISSUES of THEORY and geography of Utah. Students will be able to discuss geographic determinism, clarify definitions and explore nuances as it applies to individuals in Utah and general society.</td>
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<tr>
<td>Apr 22</td>
<td>ISSUES of THEORY: the power of place and pathways to a sense of place of Utah. Students will be able to show understanding of the concept and explore the negative power of stereotypes and positive power of self-awareness. Final version of Atlas submitted by April 23, midnight.</td>
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<td>Apr 24</td>
<td>On-line final exam.</td>
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**Expected Time Commitment:**
Budget 9 hours per week for a 3-credit hour class, according to university, school, and department policy. Section 001 is a flipped classroom with much of the homework discussed and started in class.

**Evaluation methods:** The grade for the course is calculated based on the following table. Late assignments generally are accepted for partial credit until a cut-off of mid-terms or final exam. Assignments and final grade are not graded on a curve except to adjust upward.

- Atlas Chapters = 36 (9 chapters @ 4 each)
- Atlas in its entirety = 5
- Reality checks and interactions with classmates = 24 (12 @ 2)
- Reality check -- self-guided field trip = 5
- Content quizzes = 6 (12 @ 0.5)
- Required phone or in-person meetings instructor = 4 (2 @ 2)
- Exams = 20 (two midterms @ 5 and 7; final @ 8)
- TOTAL = 100 total.

For additional detail, go to Canvas, FILES, and open “MoreInfoOnGrading”

**University of Utah, Department of Geography, and class policies with respect to student and faculty responsibilities.**

**“Academic Misconduct**
Academic misconduct will not be tolerated. Penalties may include failure of an assignment, the entire course, and/or the filing of formal charges with appropriate university authorities. Academic misconduct includes, but is not limited to, cheating, misrepresenting one’s work, and plagiarism:
• Cheating involves the unauthorized possession or use of information in an academic exercise, including unauthorized communication with another person during an exercise such as an examination.
• Misrepresenting one’s work includes, but is not limited to, representing material prepared by another as one’s own work or submitting the same work in more than one course without prior permission of all instructors.
• Plagiarism means the intentional unacknowledged use or incorporation of any other person’s work in one’s own work offered for academic consideration or public presentation.
• Plagiarism detection service software may be used to check some homework assignments, in which case you will be required to submit your homework to such a service as part of the assignment.”
• GEOG3600-Geography of Utah’s Atlas for a Utah School expects students to analyze similar maps and present evidence from common sources. Collaboration is encouraged; however your Atlas project is your individual work. If you are in doubt about how to attribute sources or how to acknowledge collaboration, communicate with instructor. As a sweeping general guideline, if you quote more than five consecutive words, acknowledge the source. When you insert a diagram or map, indicate the primary source, meaning, indicate map-authorship (if possible) not simply the URL where you found it on the web.

Generalized Faculty-Student responsibilities
The Student Code in the Student Handbook describes students’ rights and responsibilities (www.admin.utah.edu/ppmanual/8/8-10_pdfs/8-10_section_1.pdf). The Faculty Rules and Regulations (www.admin.utah.edu/ppmanual/8/8-12-4.html) describe faculty responsibilities. Students are responsible for reading, understanding, and abiding by the Code. Students are expected to maintain professional behavior in the classroom and on the web. Students have specific rights as detailed in Article III of the Code. Part of my faculty responsibilities includes enforcing classroom / on-line behavior and maintain a climate conducive to thinking and learning. Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning. When behavior is disruptive in a classroom, such as cell phones, whispering, arriving late & leaving early, bringing children to class, etc., you should expect verbal warnings, progressing to dismissal from class, and, possibly, a failing grade.

Students have the right to appeal to the Student Behavior Committee.

Americans with Disabilities Act: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. Written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Respect: Geography of Utah includes class discussions. Students should be considerate and respectful of others perspectives as they express opinions. Please be open with the instructor if you feel class / on-line sessions or management has been inappropriate. Some of the subject matter in this course includes topics that some students may find controversial or offensive. Please review the syllabus carefully to see if GEOG3600 – Geography of Utah is one that you are committed to taking. If you have concerns, please discuss them with me at your earliest convenience.

Problems, absences, and other concerns:
Paperwork and assignments are generally the responsibility of the student. If you have problems keeping up with assignments, communicate (see above).
Learning Outcomes specific to GEOG3600 – Geography of Utah and its GEN ED Designation – Intellectual exploration of Social and Behavioral Sciences. Note: rubrics for assignments are largely based these learning objectives. They can be found under Canvas files.

(1) **Knowledge of human cultures and the physical and natural world** –

**Strategies:**

(a) Atlas project, (b) Reality checks and interactions with classmates.

Lectures explore Utah’s human geographies, such as, Dr Pamela Perlich lecture on Utah’s changed and changing demographics, and Atwood’s lecture on relationships of Utah’s early peoples to physical geography, specifically topography (geosphere), water availability (hydrosphere), food (biosphere), and sustainability (anthrosphere). Each chapter of the Atlas for a Utah School concludes with a section, “So What” where students draw connections among the 15 Themes of Geography of Utah. The reality checks ask students to compare their knowledge and personal experience with course concepts.

**Measurement:**

By the end of the course, students are able to articulate causal connections among the 15 themes of Geog3600 as part of their Atlas chapters.

As part of reality checks, students provide feedback to each other on connections they see. For example, they go outside and neighborhood interactions among human and physical geographies. They can explain patterns of urbanization along the eastern boundary of the Basin and Range physiographic province using terms of social and physical sciences.

(2) **Intellectual and practical skills, specifically, inquiry and analysis**

**Strategies:**

(a) Content quiz; (b) Atlas project; and (b) collegial collaborations associated with reality checks.

(a) Most content quizzes include one short-answer question to encourage inquiry, such as, to ask a question about a story of Utah in the News. By the end of the course, students will ask higher order “why” questions with the intent to explore underlying processes and relationships among the 15 themes of Geog3600.

(b) Each chapter of the student’s atlas includes an introduction/purpose explored in the chapter (inquiry), followed by systematic analysis, specifically, four sections that present (i) evidence, (ii) observations, (iii) discussion using big concepts of the lecture, and (iv) exploration of importance.

(c) Reality checks include student-to-student collegial coaching via discussion groups in the on-line section and in-person discussion in the face-to-face class. Three reality checks explore what is meant by inquiry, analysis, and critical thinking. By explaining these concepts to each other, students will be able to organize written responses to exam questions and examination of Utah in the News using similar evidence of inquiry and analysis.

**Measurements:**

Students’ final Atlas project will convey respectful curiosity about the county they studied. Evidence of inquiry and analysis include curiosity, wonder, and skepticism. Students will be able to shift scales of analysis, such as, from state-wide to specific places in their Atlas chapters and in their Reality Check field trip. Students’ exam responses will reflect the systematic analysis of Atlas chapters.

(3) **Critical thinking.**
**Strategies:** (a) Atlas project; and (b) collegial collaborations associated with reality checks.

Rubrics for Atlas chapters include evaluation of critical thinking, specifically, how the student uses examples, explores definitions, discusses nuances, or digs deeper into concepts. The discussion sections of Reality Checks 03 and 9 specifically ask students to recognize outward signs of critical thinking in others’ Atlas chapters, such as, how a colleague has thought critically about Utah’s demographics, behaviors, society and institutions including religious and educational institutions.

**Measurement:**

Students’ will be able to observe patterns in their evidence and analyze contrasts. They will be able to state or rephrase big concepts of lectures and explore their meaning using Utah examples. For example, an exam might ask a student to explore how and why the transportation patterns (theme of movement) of Summit and Tooele Counties differ. In this example, by the second midterm, students will be able demonstrate critical thinking by explicitly exploring one or more big concepts of the theme of movement, such as push-pull factors to migration. Students’ critical thinking might include discussion of the specific location of transportation corridors with respect barriers such as mountain ranges and lakes, or pull-factors such as demographics and natural resources.

**(4) Personal and social responsibility, specifically, civic knowledge and engagement.**

**Strategies:**

(a) Atlas project; (c) Reality checks.

Students gain a heart-beat understanding of the Wallace Stegner / Wendell Berry admonition: “If you don’t know where you are, you don’t know who you are” as they learn a great deal about a place in Utah including its human geography. Students learn about social institutions, drivers of politics, and geographic patterns of religion. Students explore theory such as geographic determinism. They examine the influence of place on their careers and perspectives.

By the end of the course, students are able to present a credible picture of a community that is not their own using insights to the 15 themes of Geog3600. They are able to respectfully inquire how behavioral patterns have evolved.

The students’ Atlas projects are genuine service projects should students choose post them to the UofU projects website (eQuella) or send it to the principal of the school they have studied. The primary purpose is pedagogical, for students to learn the geography of Utah by explaining it at a detailed scale. However, in that process, students are able to empathize with communities other that their own.

**Measurement:**

By the end of Part II of the course, students are able to write about contemporary conditions and demographic trends in their Atlas project using information that would be of interest to a school teacher in that county. They are able to explore hypotheses concerning economic trends, for example to link poverty to demographic patterns. Students will be able to demonstrate civic engagement by raising issues of social inequality; or expressing skepticism concerning methods for evaluating quality of life. Some students will express civic commitment, for example, on a Reality Check to state what should be done to improve air quality. But how does an instructor measure empowerment and the ability of students to make a difference to society? It is hoped that by taking Geog3600, students will have developed life-long skills, knowledge, and commitment to be agents of positive change in their communities.

**(5) Integrative learning, including synthesis and advanced accomplishment across general and specialized studies.**
Strategies:
(a) Lectures; (b) Atlas project; (c) Exams, and (d) Reality Checks.
Lecture materials present information about the 15 themes of Geog3600 at a state-wide scale. Lecture materials include examination of current events (Utah in the News) and events of Utah history (for example, why some pioneer communities failed). These examinations integrate concepts of human and physical geography. The Atlas project challenges students, week after week, to integrate at least a few of the 15 themes of Geog3600 as they explore the impact of one theme, such as geology and geologic resources, on another theme such as economics, or politics. Exams test synthesis and accomplishment. For example, by Part III of the course, students presented with a map showing distributions of Utah’s hospitals will be able to (a) describe spatial relationships (b) express curiosity about the non-random patterns. They will be able to articulate general concepts that explain relationships. Most students will be able to integrate knowledge of social and natural conditions and relate hospitals to (a) Utah’s urban centers, and those centers to (b) Utah’s water resources, and those water resources to (c) Utah’s topography.
Measurement:
By the end of the course, students’ written work will include observations, evidence, and ideas from perspectives of several of the 15 Themes of Geography of Utah. Evidence will be presented at different scales (local, state-wide, and/or national). Students will be able to articulate relationships and explore causality. For example, students will be able to integrate their knowledge of topography, water, climate, and biota to explore patterns of life style of Utah’s early peoples.

NOTE: This syllabus is not a binding contract:
It will be modified by the instructor with reasonable notice to participants via Canvas announcements. The Canvas web-site under FILES has a file with FAQ (frequently… and infrequently… asked questions).