

# ARC160D SONORA: A Description of Place in Arid America

3-CU, Spring 2016

Wendy Lotze

School of Architecture, CALA

The University of Arizona

---

The Course will utilize its D2L site for all communications.

## COURSE DATA

### Faculty:

Wendy Lotze, MLA

Contact: [wlotze@email.arizona.edu](mailto:wlotze@email.arizona.edu)

Office Hours: By appointment

## CRITERIA

### Fulfillment

This course satisfies one General Education Tier One Traditions and Cultures requirement.

### Web & D2L

This is an entirely online course, and will utilize its D2L site and University of Arizona email for all communications. There are no required meetings.

## COURSE CONTENT:

### Catalogue Description

Topics in Culture and Civilization - Multi-disciplinary intro to the Sonoran Region of Southern Arizona and Northwest Mexico. Through a series of presentations by scientists, poets, historians, folklorists, architects and other passionate observers, the course engages students with meaningful dialogue concerning one's position and obligation to a specific place.

### Course Description

The course will focus on the Sonoran Region and its relationship to Mexico as well as the American Southwest. This will include the natural history, geology, archaeology, ethnography, geography, and material culture, with special emphasis on vernacular architecture, appropriate urbanism, and sustainability issues for this arid region. The readings will begin during the first week of the course, and you are expected to keep up with the reading assignments, as they are the essence of the course, and your comprehension of the content will be tested in four exams. Topics from the readings will be reinforced through visual presentations and online group discussion each week.

Students will engage in three self-guided Field Visits to a variety of locations which reinforce concepts covered in class and represent the unique character of the Sonoran region. Written reports will record these experiences, as well as providing an opportunity for further exploration of the personal impact of the class. Writing skills will be honed through peer review and revision opportunities.

### Objectives and Expected Learning Outcomes:

- Provide the student with an *entrada*, (entrance) into the landscape and primary tri-societal cultures (Euro, Indio and Mestizo) of the Sonoran Region and Mexico. Hopefully, a personal *encuentro* (encounter) with the region will occur.
- Inspire within the student an increased awareness of his/her position within this physical and cultural landscape.

- Assist the student in the development of writing communication skills related to the subject and as part of the General Education Elective requirement.
- Though this course will be taught in English, students will be exposed to certain Spanish terms of the Sonoran Borderlands, and they will be expected to retain a high percentage of this vocabulary.

### Required Texts:

In order of their use in the class (we will be reading from 1 text at a time):

- ***A Natural History of the Sonoran Desert***, Arizona Sonoran Desert Museum
- ***Gathering the Desert***, Gary Nabhan, University of Arizona Press
- ***The Pimería Alta***, James Officer et al, Southwestern Mission Research Center

This **one text** is not available through the campus bookstore. However, we are able to obtain copies for \$12.95 at the Arizona State Museum's Giftshop near campus: [http://www.statemuseum.arizona.edu/about/detail\\_dirctn.shtml](http://www.statemuseum.arizona.edu/about/detail_dirctn.shtml). Used copies are also available through booksellers such as Bookmans and Amazon.com.

- ***Sonora; An Intimate Geography***, David Yetman, University of Arizona Press
- Additional Readings as provided by instructor on D2L site will be drawn from (you do not need to purchase these texts):
  - ***The Desert Cries***, Craig Childs

### Assignments:

#### Readings and Tests

The schedule for readings is as posted in the course calendar. Students are free to complete these readings according to their own timeline, however participation in discussion and exams are dependent upon keeping current with the assigned readings.

There will be **four** tests on the D2L site, according to the posted schedule. Each of these tests will cover the previous section's readings. The final exam is cumulative, with approximately 50% of the materials pulled from prior units.

**All tests are closed book**, meaning that students are on the honor system to not consult their texts or any other resources while taking the exam. Consulting outside resources during the exam is equivalent to cheating and will be subject to the University's Code of Academic Integrity (see below).

Only in **extreme, unusual and documented** circumstances will a student be allowed to make up a test, only after having notified the instructor prior to the exam and/or providing a valid justification, i.e., medical excuse.

#### Visual Presentations and Discussions

##### **Presentation and Discussion Purpose and Goals**

Visual presentations have been developed to reinforce the readings and provide additional links to cultural and natural life of the Sonoran region.

The goal of the weekly discussions is to expand your understanding of the course readings and to discuss the results of your self-guided Field Visits. In a regular classroom environment, we might have group discussions about the readings that would include questions, opinions and personal connections. Online discussions are meant to do the same thing, but rather than taking place in the classroom, you are posting written messages to an online bulletin board of sorts – posting your own thoughts and responding to the thoughts of others. Please remember that assignments are meant to **make you think**, and take the time to participate in the discussions completely. The minimum requirements given

below are a starting point, it is recommended that you take real advantage of this opportunity to learn more about the Sonoran region, life in the arid Southwest and the kinds of people who live there.

### Discussion Requirements

Online discussions will take place on the course D2L site, under the tab labeled “Discussions”. The contents under this tab are divided into “Forums” and “Topics”. Forums will be dictated weekly by the instructor and are in response to course readings or activities. The instructor will also post three Topics each week – consider these to be “conversation starters”. Students are welcome to add their own topics to the message board *so long as it pertains to the Forum topic and the course*. Off-topic conversations will be removed by the instructor.

*Weekly participation in Visual Presentations and Online Discussions are a required part of the class and will be tracked in D2L. Failure to participate in discussions will result in more than a loss of points – it could result in your removal from or failure of the course.*

For details on how to use the D2L Discussions feature, please review the materials available at: <http://help.d2l.arizona.edu/student/discussions-overview>. Be sure to click on the “Participating in Discussions” tab at the top of the page. Even if you feel you already know how to use the Discussions feature, students are urged to review the material in its entirety.

Each week students are required to do each of the following to show “participation”

- **Watch** the visual presentation. Each visual presentation will end with three discussion topics. These same three topics will be repeated in the discussion forums.
- Post at least one **personal response** to a posted **topic**. This response should be about a paragraph (5-6 sentences) long and contain your own thoughts about the readings or the subject of the topic. This does not mean that you should not give your thoughts if someone else has already said something similar. Think about how the topic relates to your own personal experience.
- Post at least one **reply** to another student’s personal response. This is done using the “reply” button while reading the other student’s post. Please try to keep replies connected to the post to which you are responding. Replies must consist of more than two sentences.
- **This means a minimum of 2 posts per week.**
- Additional participation on the discussion board is encouraged!

### Discussion Grading

Each week of participation is worth one point toward your final grade. Partial credit is not available.

All visual presentations and discussion topics will be posted at 8am Monday, and the deadline for completing online discussions is 8pm the following Friday. Thus, if a topic is posted at 8am Monday, August 22<sup>nd</sup> participation will be collected on Friday August 26<sup>th</sup> at 8pm. **Late discussion participation will not be counted for a grade.**

### Common-Sense Rules and Guidelines for Online Discussions

Remember:

- You will probably want to log in to the discussion board more than once per week (goal of 2-3 times) in order to have ample opportunities to respond to topics and to reply to your fellow students. Logging in once the first day the discussion questions are posted is not in the spirit of full participation.

- Very long posts (more than a single screen long) can be difficult to follow and read – you will have a better response to concise, to the point comments.
- You are not required to read every response (only every Topic). Please try, however, to read enough responses to the topics to get a good idea of what your fellow students think of the readings.
- Manage your time online wisely.

An action being “not permitted” means that violation will result in the removal of the post, loss of credit for that post and possible removal from the course.

- **Profanity:** Profanity is not permitted.
- **Derogatory Comments:** Derogatory comments of any kind toward individual students or groups are not permitted.
- **Sexually Explicit Material:** Posts or forum topics containing sexually explicit language, material, or links to sexually explicit material are not permitted.
- **Copyrighted Material:** Posts containing other’s copyrighted material are not permitted.
- **Academic Dishonesty:** Comments or forum topics referring to actions that are academically dishonest or unethical are not permitted.
- **Commercial Posts and Solicitations:** Posts containing commercial content or solicitations are not permitted.
- **Personal Information:** Posting phone numbers, email addresses, home or work addresses, last names, grades, or similar personal information of yourself or others is not permitted.
- **Be Polite:** Remember that online conversations do not have the benefit of vocal tone or physical cues that may say that you’re joking or that you mean well. Always craft your responses carefully, being mindful of the rights of others to have different opinions and different points of view.

### Self-Guided Field Visits and Reports

The Field Visits and Reports fulfill two objectives: to provide evidence of a perception and a critical understanding of a place or reading, as well as to develop writing skills pertinent to the core curriculum/general education requirements of the University. Students may visit locations alone or in groups, however each student is required to write a completely unique report for his/her Field Visit. A list of approved locations for field visits is located on page 7.

Papers are subject to an online peer review process within the Reading Groups. Details on this process are outlined below in **Peer Review**.

#### **Report Style Guide:**

1. 1,500 Words
2. 12 point font in Times New Roman or Arial Font only
3. Double spaced
4. **All papers must be submitted as a Microsoft Word Document or Adobe PDF.** (If you are using a Mac or other operating system, you should save your document in the .rtf file format to avoid system conflicts.)
5. This paper should be **formal and professional** in nature, please refrain from using slang or other jargon that does not belong in an academic paper (in particular, avoid the use of “you”).

6. If it is necessary to use direct quotes please keep them to a minimum and do not select lengthy ones (no more than two lines). **The most important part of this assignment is that you use your own voice to express your feelings in a clear and concise manner.** Always use appropriate citation format. If in doubt of proper citation format, consult an outside resource such as <http://www.library.arizona.edu/search/reference/citation.html>
7. Writing tutoring may be obtained, free of charge, at the Writing Center in Bear Down Gym. See web site: <http://thinktank.arizona.edu/tutoring/writing>.

### **Content:**

The primary purpose of the paper is to provide evidence of a perception and a critical understanding of a place or reading. This means it is not simply a report of *what* you see there, but *how* it affects you and your understanding of the content of the class.

- Begin the paper with a brief description of the location you visited. This should be no more than one or two expository paragraphs.
- The bulk of the paper should include what **you** thought of the experience and how the experience relates to the course materials. Do not regurgitate what the signs and pamphlets or websites have said about the location. **This paper is not about the destination, it is about your experience and what you are learning in this class.** Make declarative statements about the experience and back them up with examples.
- Think about how your self-guided Field Visit relates to the course readings and discussions. **Be explicit, specific and obvious** – use the names/authors of the texts, titles of the discussions and subjects in the visual presentations. Utilize quotes when necessary, but limit their length to less than 2 lines of text. Make these connections frequently throughout your report but do not be repetitive. In some cases, the relationship to completed readings may not be immediately obvious. In this case, think about how the trip impacted your view of the Sonoran region or changed your expectations for the class and compare this to how the readings and discussions have changed your expectations.
- End your paper with one or two summary paragraphs. These may repeat some of the ideas stated earlier, but in a more general way. Typically summary paragraphs do not introduce new ideas but bring together arguments made previously in the paper.

### **Reading Groups:**

The class has been divided into Reading Groups on the D2L site. Each student is required to complete a '**Checklist for Peer Review**' for each of the other students in their reading group. For example, in groups of 5, each student will complete 4 peer review checklists.

These groups have two purposes.

- First, they will help students to polish their papers prior to submitting them for a grade.
- Second, they will give students a glimpse into the experiences of their peers and a chance to learn more about the various Field Visit locations that they may not end up visiting in the course of this class.

Participation in the reading groups **is required, and will constitute a portion of the overall paper grade (see below)**. Remember that each of your peers within the group is depending upon you to give constructive, thorough feedback in order to improve their papers – just as you will depend on from them.

### *Steps for Peer Review*

- **Upload** your draft to the appropriate report folder in your group locker in D2L. You will find this under the “Groups” tab.
- After 8pm on the due date, go in and **read** the drafts uploaded by your peers. Be careful not to remove or delete the original paper from the folder.
- After reading each paper, **complete** a Checklist for Peer Review for each paper you’ve reviewed. Save each checklist with both your name and the name of the student you are reviewing, for example if I were reviewing Joe Smith’s paper, I would save the checklist as ‘lotze review for smith’.
- **Upload** completed checklists to the same folder in the group locker.

Peer review is a regular part of professional writing in any field. Learning how to deliver, accept and process writing critiques is a critical skill for success.

### **Submitting Papers for a Grade:**

Papers are to be submitted to the “Final Paper” drop box by 8pm on the due date. Please note that this is not the same as the Reading Group dropbox, and make sure you get your paper in the right folder. The dropbox will close at 8pm. Late work WILL NOT BE ACCPTED.

### **Grading Rubric:**

<b>Style</b> (5 pts)	<ul style="list-style-type: none"><li>• Does the paper follow the style guide (font, spacing, etc)?</li><li>• Is the language professional?</li><li>• Is the paper free of major grammatical errors?</li></ul>
<b>Content</b> (6 pts)	<ul style="list-style-type: none"><li>• Does the paper address the student’s personal experience at the site?</li><li>• Does the paper examine the way the site visit relates to the content of the class?</li><li>• Does the paper use references and citations to the course texts and materials</li></ul>
<b>Creativity</b> (2 pts)	<ul style="list-style-type: none"><li>• How does the paper present the unique point of view of the student?</li><li>• Is the paper engaging and interesting?</li></ul>
<b>Reading Group Participation</b> (2pts)	<ul style="list-style-type: none"><li>• Submission of a draft paper for review (1pt)</li><li>• Response to each submitted draft (1pt)</li></ul>

## Field Visit Locations

Locations for Field Visits are, but are not limited to: (**you must email instructor to validate Field Visit location PRIOR to your trip if not listed below to receive full credit**). A minimum of two hours must be spent at any given location. The column "Unit" indicates which study unit best corresponds with that location (see the schedule for dates of Units).

Unit	Tucson and Southern Arizona:	Unit	Outside of Tucson (Phoenix and Beyond):
1-2	<ul style="list-style-type: none"> <li>*University of Arizona Arboretum (Self-Guided or Expert Tour) <a href="http://arboretum.arizona.edu/tree_tours">http://arboretum.arizona.edu/tree_tours</a></li> </ul>	1-2	<ul style="list-style-type: none"> <li>Desert Botanical Gardens</li> </ul>
1-2	<ul style="list-style-type: none"> <li>Arizona-Sonora Desert Museum</li> </ul>	1-2	<ul style="list-style-type: none"> <li>Phoenix Zoo</li> </ul>
1-2	<ul style="list-style-type: none"> <li>Tucson Botanical Gardens</li> </ul>	1-2	<ul style="list-style-type: none"> <li>Spur Cross Conservation Area</li> </ul>
1-2	<ul style="list-style-type: none"> <li>Sabino Canyon Recreation Area</li> </ul>	1-2	<ul style="list-style-type: none"> <li>South Mountain Park</li> </ul>
1-2	<ul style="list-style-type: none"> <li>Saguaro National Park-West or East Units (Tucson Mountains or Rincon Mountains)</li> </ul>	1-2	<ul style="list-style-type: none"> <li>El Pinacate &amp; Great Altar Desert (Sonora, Mexico)</li> </ul>
1-2	<ul style="list-style-type: none"> <li>Tucson Mountain Park</li> </ul>	1-2	<ul style="list-style-type: none"> <li>Hassayampa River Preserve</li> </ul>
1-2	<ul style="list-style-type: none"> <li>Tucson Zoo at Gene C. Reid Park</li> </ul>	3-4	<ul style="list-style-type: none"> <li>Taliesin West</li> </ul>
3-4	<ul style="list-style-type: none"> <li>Tumamoc Hill <a href="http://www.tumamoc.org/">http://www.tumamoc.org/</a></li> </ul>	3-4	<ul style="list-style-type: none"> <li>Hoo-Hoogam Ki Museum (Salt River Pima-Maricopa Indian)</li> </ul>
3-4	<ul style="list-style-type: none"> <li>Turquoise Trail / Presidio San Agustin del Tucson <a href="https://www.tucsonaz.gov/files/preservation/turquoisetrail.pdf">https://www.tucsonaz.gov/files/preservation/turquoisetrail.pdf</a></li> </ul>	3-4	<ul style="list-style-type: none"> <li>Pueblo Grande Museum</li> </ul>
3-4	<ul style="list-style-type: none"> <li>*Arizona Historical Society Museum</li> </ul>	3-4	<ul style="list-style-type: none"> <li>Arizona Historical Society Museum in Papago Park</li> </ul>
3-4	<ul style="list-style-type: none"> <li>*Arizona State Museum</li> </ul>	3-4	<ul style="list-style-type: none"> <li>Heard Museum</li> </ul>
3-4	<ul style="list-style-type: none"> <li>Mission Church San Xavier del Bac</li> </ul>	3-4	<ul style="list-style-type: none"> <li>Yuma Territorial Prison</li> </ul>
1-3	<ul style="list-style-type: none"> <li>DeGrazia Gallery in the Sun</li> </ul>	3-4	<ul style="list-style-type: none"> <li>Tumacàcori National Historic Park, Tubac</li> </ul>

(\*on the UA campus)

There are also a number of locally themed events and activities which may also constitute an appropriate fieldtrip location (such as **All Souls Procession**, **Cyclovia**, **Tucson Heritage Festival** and the **Native American Marketplace**). Please contact the instructors to approve.

Some of these locations do require an entrance fee. Be sure you are familiar with the requirements of the site before you visit.

### Expectations:

- All work is to be **submitted on time**. Exceptions will **only** be offered to those who make arrangements in advance and provide sufficient reason for an extension of the deadline. **LATE WORK IS NOT ACCEPTED.**
- Students are entirely responsible for being familiar with the workings of the D2L site. We highly recommend the online tutorials available here: <http://help.d2l.arizona.edu/>.
- All submissions from students will be in Microsoft Word or Adobe PDF format unless otherwise noted in the assignment. Mac and other non-Windows system users will need to double check that their file formats are readable for the instructors **prior** to the due date.
- The instructors will use your D2L designated email address to communicate with the class. If a student does not regularly check their university email account, we **highly** recommend that they forward course emails to whatever account they do check most often. You should be checking for emails at least three times a week.
- **Before** emailing the instructors, check the FAQ and the “Questions for the Instructor” discussion on D2L. If the answer to your question appears in either of these places, it will delay the response and will likely get only a link to the appropriate response. When you do email the instructors directly, be sure to be **thorough** in your question and include your full name. Keep in mind that the instructors are not able to respond immediately to every email; we will respond as quickly as possible, but do not expect an instantaneous response.

### Grading:

All work will be graded on a point system, as described below:

<b>Activity</b>	<b>Total Points</b>
Reports 3@ 15 points each	45
4 Exams @ 10 points each	40
Visual Presentation/Discussion Participation and Other Assignments	15
<b>Total</b>	<b>100%</b>

#### scale undergraduate criteria

<b>A (90-100)</b>	Excellence in most areas of evaluation, high competence in others.
<b>B (80-89)</b>	High Competence in most areas of evaluation, competence in others.
<b>C (70-79)</b>	Fulfilled all course requirements with competence. (Competence: the answering of all requirements; adequate fitness, ability, capacity; sufficient for the purpose.)
<b>D (60-69)</b>	Less than competent work in one or more areas of evaluation. One or more requirements lacking and/or sub-standard quality.
<b>E (0-59)</b>	Substantially incomplete work and/or work of an unsatisfactory quality.
<b>Incomplete</b>	Work left incomplete at the end of the semester <i>due to circumstances beyond the student's control.</i>

Extra Credit may be assigned at the discretion of the instructors.

Grades will be posted to the “Grades” tab on D2L. Students are responsible for tracking their own grades through the semester, as well as keeping track of applicable drop dates, etc.



**Additional Resources:**

Arid Lands Newsletter <http://ag.arizona.edu/OALS/ALN/ALNHome.html>  
Arizona State Museum – Campus <http://www.statemuseum.arizona.edu/>  
Arizona Historical Society, 949 E. 2<sup>nd</sup> St., Tucson <http://www.arizonahistoricalociety.org/>  
Archaeology Southwest <http://www.archaeologysouthwest.org/>  
Defining the Southwest – Arch. & Urbanism <http://adobe.arizona.edu/>  
Environmental Research Lab, 2601 E. Airport Dr., Tucson <http://ag.arizona.edu/azaqua/erlhome.html>  
Tucson Botanical Gardens, 2150 N. Alvernon Way, Tucson <http://www.tucsonbotanical.org/>  
Saguaro National Park <http://www.nps.gov/sagu/index.htm>  
Tucson’s Presidio San Agustín and Turquoise Trail: <http://www.tucsonpresidio.com/>  
Most National Parks, Monuments and Forests have bookshops. These can be a wealth of valuable information.

**Statements:****Subject to Change**

This syllabus is subject to change with notice, as deemed appropriate by the instructor.

The purpose of a detailed syllabus is to make the course as transparent and as objective as possible, and thus to empower students to understand and earn the grades to which they aspire. It is not the intention of such a system to be used against learning or fairness.

Consequently, the professor retains the right to make adjustments that account for circumstances that were unforeseen when the course was designed and will notify the students when such changes are made. It may, for example, be advantageous to add or alter assignments or their criteria, or to modify criteria or project-weights, if it becomes evident that it is in the best interest of learning and fairness to do so. Students will notify the professor within one week of notification if such changes engender a hardship, after which time it will be agreed that students understand and are in accord with the change.

**Retention of Work:**

The University has the right to retain any student work whether it is for display, accreditation, documentation or any other educational or legal purpose.

**Academic Policies:**

Academic policies can be found in The University of Arizona General Academic Catalog:  
<http://catalog.arizona.edu/allcats.html>

This course follows the University of Arizona’s Policy on plagiarism. For the principles, policies, and procedures governing issues of academic integrity, including plagiarism see:  
<http://deanofstudents.arizona.edu/codeofacademicintegrity> .

**Threatening Behavior:**

All participants must follow the University of Arizona’s Policy on student behavior:  
<http://policy.arizona.edu/threatening-behavior-students>

**Handicapped Accessibility / Disability Resource Center:**

It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. <http://drc.arizona.edu/teach/syllabus-statement.html>

## COURSE SCHEDULE

**Do not depend upon the D2L 'Calendar' for due dates and times. All pertinent deadlines are listed and correct here.**

### Introduction

- 1/13 - 1/15** Introduction to course, D2L format, Discussions and Class – Week 1 Discussions  
**1/15** Introduction Visual Presentation and Discussion Post Due **8pm**  
(See Assignment 1 on D2L)

### Unit 1 The Natural History of the Sonoran Desert

- 1/13 – 2/3** **Read:** A NATURAL HISTORY OF THE SONORAN DESERT – Pages: 1 – 18; 41 – 126; 129 – 151; 153 – 167; 183 – 218; 265-279; 353 – 355; 367 – 372; 529-531 and 577 – 592  
**Read:** Excerpts from “The Desert Cries” – Posted to D2L
- 1/18 – 1/22** Unit 1-1 Visual Presentation and Discussions  
**1/25 – 1/29** Unit 1-2 Visual Presentation and Discussions  
**1/27** *Last day to drop without a W or E (Catalog)*
- 2/1 – 2/5** Unit 1-3 Visual Presentation and Discussions  
**2/5** **Field Visit Report 1 Draft** due in Reading Group drop box by 8pm  
**2/10** **Quiz for Unit 1** (available on D2L from 8am to 8pm)  
**2/12** **Field Visit Report 1 Feedback** due in Reading Group drop box by 8pm

### Unit 2 Gathering the Desert – Native Peoples and Sonoran Agriculture

- 2/4 – 3/2** **Read:** GATHERING THE DESERT – Pages: 3 – 182  
**2/15 – 2/19** Unit 2-1 Visual Presentation and Discussions  
**2/19** **Field Visit Report 1 Final** due in Class drop box by 8pm  
**2/22-2/26** Unit 2-2 Visual Presentation and Discussions  
**3/2** **Quiz for Unit 2** (available on D2L from 8am to 8pm)  
**3/7 – 3/11** Unit 2 Quiz Review Discussion  
**3/14 – 3/18** *Spring Break*

### Unit 3 Pimeria Alta – Missions and More

- 3/7 – 4/6** **Read:** THE PIMERÍA ALTA – Pages: 7 – 111  
**3/9** *Last day to drop without Dean's signature (Catalog)*  
**3/11** **Field Visit Report 2 Draft** due in Reading Group drop box by 8pm  
**3/21 – 3/25** Unit 3-1 Visual Presentation and Discussions  
**3/25** **Field Visit Report 2 Feedback** due in Reading Group drop box by 8pm  
**3/28 – 4/1** Unit 3-2 Visual Presentation and Discussions  
**4/1** **Field Visit Report 2 Final** due in Class drop box by 8pm (no foolin')  
**4/6** **Quiz for Unit 3** (available on D2L from 8am to 8pm)  
**4/11 – 4/15** Unit 3 Quiz Review Discussions

#### Unit 4 Sonora; An Intimate Geography

- 4/6 – 5/11**      **Read:** SONORA: AN INTIMATE GEOGRAPHY- Pages: 3 - 228
- 4/18 – 4/22**      Unit 4-1 Visual Presentation and Discussions
- 4/22**              **Field Visit Report 3 Draft due in Reading Group drop box by 8pm**
- 4/25 – 4/29**      Unit 4-2 Visual Presentation and Discussions
- 4/29**              **Field Visit Report 3 Feedback due in Reading Group drop box by 8pm**
- 5/4**                *Last Day of Classes*
- 4/2 – 4/29**      End of Course Presentation and Discussions
- 5/6**                **Field Visit Report 3 Final due in Class drop box by 8pm**
- 5/11**              **Final Quiz – Cumulative (available on D2L from 8am to 8pm)**