TRAD 104  SONORA: A Description of Place in Arid America

School of Architecture, CALA  The University of Arizona
Online  Spring, 2010  Credit Hours: 3

The Course will utilize its D2L site for all communications.

The first step you should take as a student in this class is to forward your D2L email to your most-used email account. See instructions at the end of the syllabus.

INSTRUCTOR:
Wendy Lotze, MLA
Contact: wlotze@email.arizona.edu
Office Hours: Skype Office Hours as scheduled (see below)
Instruction Assistant: Matthew Zech, MA Candidate

COURSE TOPICS AND STRUCTURE:
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 an online group discussion each week.

Students will engage in three self-guided field trips 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 and opportunity for further exploration of the personal impact of the class. Writing skills will be honed through peer review.

REQUIRED TEXTBOOKS:
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 text can be difficult to find and therefore expensive. We encourage you to utilize lending resources such as the UA Library, Pima County Library and interlibrary loan and to share the text if at all possible. It is a worthwhile book, which is why it continues to be a part of this class.

  
  Additional Readings as provided by instructor on D2L site.
COURSE 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.

- While 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.

ASSIGNMENTS:

**Readings and Exams**

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

There will be four exams on the D2L site, according to the posted schedule. Each of these exams will cover the previous section’s readings. The final exam is cumulative, with approximately 20% of the materials pulled from prior exams.

*All exams 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 circumstances will a student be allowed to make up an examination, only after having notified the instructor prior to the exam and/or providing a valid justification, i.e., medical excuse.

**Discussions**

Students are required to participate in online discussions at least once per week. Weekly discussion topics are posted on Monday and graded the *following Monday*. Comments and participation posted more than 7 days after the discussion topics are posted will not be counted for a grade. There are no exceptions – this is an online class and weekly discussions are equivalent to attendance. Non-participation in the discussions could result in being removed from the course or a failing grade.

Additional information about the substance and format of these discussions is available in the **Guide to Online Discussions** in the Course Documents section of the course content on the D2L site.

**Self-Guided Field Trips and Reports**

Students are required to make three self-guided field trips from a list of recommended locations. Field notes must be kept during the visit and later translated into a three to four page, doubled spaced, type-written interpretive report on the place visited. See *class schedule (below and online) for report due dates*. This exercise is designed to 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.
Full details about the field trips and reports are given in the document **Guide to Field Trips and Reports** in the Course Documents section of the course content on the D2L site.

Writing tutoring may be obtained, free of charge, at the Writing Center in Bear Down Gym. See web site: [http://english.arizona.edu/index_site.php?id=287](http://english.arizona.edu/index_site.php?id=287)

Papers are subject to an online peer review process within the Reading Groups. Details on this process are included in the **Guide to Field Trips and Reports**.

**POLICIES:**

**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.
- 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/students/home](http://help.d2l.arizona.edu/students/home)
- 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 D2L email to communicate with the class. We **highly** encourage all participants to forward their D2L email accounts to their general university email account or outside personal account. Instructions for this process can be found here: [http://help.d2l.arizona.edu/students/email](http://help.d2l.arizona.edu/students/email).
- The instructors will check and respond to direct emails on the following schedule **only**:
  - Monday – Friday 7pm-9pm, Sunday 9pm-11pm

  This is for our own sanity – and trust us, our sanity is good for your grade.

  **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.

**Grading:**

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Reports 3 @ 15 points each</td>
<td>45</td>
</tr>
<tr>
<td>4 Exams @ 10 points each</td>
<td>40</td>
</tr>
<tr>
<td>Discussion Participation</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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</tbody>
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Final grades will be based on the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>E</td>
<td>60 or below</td>
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Extra Credit may be assigned at the discretion of the instructors.

**ADDITIONAL RESOURCES:**

- Arid Lands Newsletter: [http://ag.arizona.edu/OALS/ALN/ALNHome.html](http://ag.arizona.edu/OALS/ALN/ALNHome.html)
- Arizona State Museum – Campus: [http://www.statemuseum.arizona.edu/](http://www.statemuseum.arizona.edu/)
Center for Desert Archaeology  http://www.centerfordesertarchaeology.org/
Defining the Southwest – Arch. & Urbanism  http://adobe.arizona.edu/
Environmental Research Lab, 2601 E. Airport Dr., Tucson  http://ag.arizona.edu/azagua/erlhome.html
Saguaro National Park  http://www.nps.gov/sagu/index.htm
Most National Parks, Monuments and Forests have bookshops. These can be a wealth of valuable information.

STATEMENTS:
Subject to Change
With the exception of the grade policies, parts of this syllabus are subject to change with advance notice, as deemed appropriate by the instructor.

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 for this course can be found in The University of Arizona 2010-2011 General Academic Catalog. Refer specifically to the section titled “Code of Academic Integrity” for the principles, policies and procedures governing issues of academic integrity. More detailed information can be found at http://deanofstudents.arizona.edu/codeofacademicintegrity or in the Dean of Students office, Rm. 203 Old Main. Policies against plagiarism, etc., also can be found within Student Code of Academic Integrity.
COURSE SCHEDULE

Introduction
1/12 – 1/14 Introduction to course, D2L format, Discussions and Class
1/17 Introduction Post Due (See assignment on D2L)

Unit 1 The Natural History of the Sonoran Desert
1/17 – 1/21 Week 1 Discussions
1/24 – 1/28 Week 2 Discussions
1/31 – 2/7 Read Excerpts from “The Desert Cries” – Posted to D2L
1/31 – 2/4 Week 3 Discussions
2/7 Quiz for Unit 1 (available on D2L from 8am to 8pm)
2/8 – 2/11 Week 4 Discussions (Quiz Review)

Unit 2 Gathering the Desert – Native Peoples and Sonoran Agriculture
2/14 – 3/4 Read: GATHERING THE DESERT – Pages: 3 – 182
2/14 – 2/18 Week 4 Discussions
2/14 Field Trip Report 1 Draft due in Reading Group drop box by 8pm
2/18 Field Trip Report 1 Feedback due in Reading Group drop box by 8pm
2/21 – 2/25 Week 5 Discussions
2/23 Field Trip Report 1 Final due in Class drop box by 8pm
2/28 Quiz for Unit 2 (available on D2L from 8am to 8pm)
3/1 – 3/4 Week 6 Discussions (Quiz Review)

Unit 3 Pimería Alta – Missions and More
3/7 – 3/11 Week 7 Discussions
3/14 – 3/18 Spring Break!
3/21 – 3/25 Week 8 Discussions
3/21 Field Trip Report 2 Draft due in Reading Group drop box by 8pm
3/25 Field Trip Report 2 Feedback due in Reading Group drop box by 8pm
3/28 Quiz for Unit 3 (available on D2L from 8am to 8pm)
3/29 – 4/1 Week 9 Discussions (Quiz Review)
3/30 Field Trip Report 2 Final due in Class drop box by 8pm

Unit 4 ALAMOS, SONORA: Architecture and Urbanism in the Dry Tropics
4/4 – 4/15 Read ALAMOS, SONORA: Architecture and Urbanism in the Dry Tropics – Pages: 3-61, 75-81, 93-124, Glossary
4/4 – 4/8 Week 10 Discussions
4/11 – 4/15  Week 11 Discussions
4/18 – 5/4  Readings Posted to D2L (TBA)
4/18 – 4/22  Week 12 Discussions
4/25 – 4/29  Week 13 Discussions (Final Quiz Preparation)
        4/25  Field Trip Report 3 Draft due in Reading Group drop box by 8pm
        4/29  Field Trip Report 3 Feedback due in Reading Group drop box by 8pm
        5/4  Field Trip Report 3 Final due in Class drop box by 8pm
5/4  Last Day of Classes
5/9  Final Quiz – Cumulative (available on D2L from 8am to 8pm)