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**Course information:**
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>School of Geographical Science and Urban Planning</th>
<th>Department</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>GCU</th>
<th>Number</th>
<th>Title</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography of Arizona and SW United States</td>
<td>421</td>
<td>Geography of Arizona and SW United States</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Is this a cross-listed course? (Choose one)

| No |

Is this a shared course?

| No |

If yes, please identify course(s)

If so, list all academic units offering this course

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**Course description:**
Geography of the Southwest with an emphasis on Arizona. Divided into physical geography, history, people, and economy.

Allow multiple enrollments: No

Repeatable for credit: No

Primary course component: Lecture

Grading method: Student Option

Offered by: College of Liberal Arts and Sciences -- School of Geographical Sciences and Urban Planning

**Requested designation:** (Choose One)

Note: a separate proposal is required for each designation requested

**Eligibility:**
Permanent numbered courses must have completed the university's review and approval process.

For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965–0739.

**Area(s) proposed course will serve:**
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**
Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

**A complete proposal should include:**
- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook and list of required readings/books

**Contact information:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dan Arreola</td>
<td>5-4794</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mail code</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>5302</td>
<td><a href="mailto:daniel.arreola@asu.edu">daniel.arreola@asu.edu</a></td>
</tr>
</tbody>
</table>

**Department Chair/Director approval:** (Required)

<table>
<thead>
<tr>
<th>Chair/Director name (Typed)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Wentz</td>
<td>2/3/14</td>
</tr>
</tbody>
</table>

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11, 12/11, 7/12
Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups of American Indians, Hispanic Americans, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. A Cultural Diversity course must meet the following general criteria:</td>
</tr>
<tr>
<td>☑️</td>
<td></td>
<td>The course must contribute to an understanding of cultural diversity in <strong>contemporary</strong> U.S. Society.</td>
</tr>
<tr>
<td></td>
<td>☑️</td>
<td>2. A Cultural Diversity course must then meet <strong>at least one</strong> of the following specific criteria:</td>
</tr>
<tr>
<td>☑️</td>
<td></td>
<td>a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.</td>
</tr>
<tr>
<td></td>
<td>☑️</td>
<td>b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.</td>
</tr>
<tr>
<td>☑️</td>
<td></td>
<td>c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.</td>
</tr>
</tbody>
</table>

*Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.

**Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.
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>Example-See 2b. Compares 2 U.S. cultures</td>
<td>Example-Compares Latino &amp; African American Music</td>
<td>Example-See Syllabus Pg. 5</td>
</tr>
<tr>
<td>2a: Culture specific elements and contributions of minority groups within the US</td>
<td>Details and draws comparisons among the geographical and cultural experiences of Native American, Hispanic-Latino, African, and Asian groups in Arizona and the American Southwest</td>
<td>See syllabus page 4 &quot;Cultures&quot;</td>
</tr>
</tbody>
</table>
GCU 421 - Geography of Arizona and Southwestern United States
Geography of the Southwest with an emphasis on Arizona. Divided into physical geography, history, people, and economy.

- Allow multiple enrollments: No
- Primary course component: Lecture
- Repeatable for credit: No
- Grading method: Student Option

Offered by: College of Liberal Arts and Sciences -- School of Geographical Sciences and Urban Planning
This course emphasizes understanding Arizona & the Southwest as a distinctive region of the United States. Regional distinctiveness results from the interaction of peoples, cultures, and environments over time to create a character of area that is seen as different from other areas. The American Southwest, which typically includes Arizona and New Mexico, has been seen as a distinctive region of North America since early human settlement, and it remains so today in the American and even the world’s imagination.

Our semester journey of exploration and discovery of the American Southwest will be structured by three general themes: Environments, Cultures, and Resources.

Environments in the region are complex and varied by terrain, land cover, and life zone. The objective in part 1 of the course is to understand the geographical patterns of environments for the Southwest and to appreciate some of the reasons why these environments are so distinctive. Learning these patterns through map representations is a primary goal of part 1. A diversity of Cultures has settled the Southwest and these peoples through their heritages and ways of occupying the region create cultural landscapes that impart distinctive character to places. Native American, Spanish-Mexican, and diverse Euro-American, Asian, and African ancestries have shaped the Southwest over centuries and more. A principal goal in part 2 of the course is to understand how various peoples have created regional cultural identities for the American Southwest. Resources can be material and symbolic, in fact, what is a resource typically varies with culture, time, and environmental possibility. In part 3 of our travels across the region, we assess selective resources that have contributed to the identity of the American Southwestern landscape. We examine extractive industries like cotton and copper mining and the impacts these economies have on the character of the region. We investigate the harnessing of water as a strategic resource and its consequences for Southwestern environments and places. We examine the nature of public lands and conservation in the Southwest. And we explore the character of tourist landscapes and media representations—both natural environments and historical places—that have helped stir imaginations about the Southwest as a region. At the end of the semester you should have a framework for understanding the regional geography of the Southwest, and thereby be equipped to enhance your future explorations and learning about the environments of the area, its people and resources.

The semester will complete with a Capstone Assignment that involves a road trip to a specified destination. This assignment must be performed in a group of at least three and no more than four per group. The Capstone Assignment will enable you to apply lessons learned from the themes of Environments, Cultures, and Resources to a road trip report.
<table>
<thead>
<tr>
<th>Evaluation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100 pts</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100 pts</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100 pts</td>
</tr>
<tr>
<td>Capstone</td>
<td>100 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400 pts</strong></td>
</tr>
</tbody>
</table>

Exams will cover the three themes described above and detailed in the course outline below. Exam 1 = **Introduction & Environments**, Exam 2 = **Cultures**, Exam 3 = **Resources**. Exams combine true/false, select the best answer (multiple choice), and map-location identification. Exams draw from lectures and readings, course documents and assigned web sites. Exams are scored and posted to Grade Center on Blackboard.

See separate instructions posted to Blackboard concerning the **Capstone Assignment**.

Final grade in the course will be an average of the total points achieved on three exams and the capstone assignment.

400–360=A  
359–320=B  
319–280=C  
279–240=D  
239 or <=E

Plus/minus scales as necessary are applied only at the end of the semester when final grades are computed. All exams and the assignment must be completed or final grade will be E.

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see [http://provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity).

**Required Readings**


**Key Points** [to individual lectures] posted to Course Content of Blackboard.

**Documents** posted to Content page of Blackboard and numbered for topic.

Web site **URLs** given under topic for each section.

**Recommended**

*Arizona's Natural Environment* [PDF] posted to Course Content of Blackboard


Course Outline

Introduction

Review Syllabus & Complete Course Contract
See Course Information Blackboard

January 14
Regional, Place, Landscape as Geographical Concepts
Key Points—Region, Place, Landscape
Documents—1-2

January 16
The Southwest as a Distinctive Region and Landscape
Southwest—3-8
Key Points—Southwest Distinctive Region
Documents—3

Environments

January 21
Land Surface Patterns AZ & NM
"Roots of the Rio Grande"
Key Points—Land Surface Patterns
Documents—4-7, 10-11

January 23
Basin & Range, Plateau and Uplands AZ & NM
http://130.166.124.2/az_panorama_atlas/page17/page17.html
Key Points—Basin & Range, Plateau & Uplands
Documents—4-12

January 28
River Systems and Habitats: Rio Grande & Colorado
Key Points—Rio Grande and Colorado
Documents—13-16

January 30
River Systems and Habitats: Gila and Its Tributaries
Key Points—Gila
Documents—17, 15, 5

February 4
Deserts and Monsoon
http://www.oneworldjourneys.com/sonoran/index2.html
http://geoplan.asu.edu/aztc/monsoon.html#monsoon
Key Points—Deserts, Monsoon & Climate
Documents—18-22

February 6
Palms in Phoenix
Key Points—Palms in Phoenix

February 11
Exam 1
Cultures

February 13  Native: Prehistoric
Key Points—Native Prehistoric
Documents—23–26

February 18  Native: Historic
Key Points—Native Historic
Documents—27–32

February 20  Hispanic: Spanish
Southwest—9–16
Key Points—Spanish Settlement
Documents—33–37

February 25  Hispanic: Mexican (no class; complete readings and
view documents and PPT)
Southwest—17–26
Key Points—Mexican American
Documents—38–42 & Posted PPT

February 27  Euro-Anglo (no class; complete readings and
view documents and PPT)
Southwest—27–65
Key Points—Euro-Anglo American
Documents—43–48

March 4  Asian
Key Points—Asian American
Documents—49–53

March 4  African
Key Points—African American
Documents—54–55

March 6  Exam 2

March 11, 13  Spring Break
March 18    Extractive: Cotton
Southwest—66–72
Key Points—Cotton
Documents—56–58

March 20    Extractive: Copper
Southwest—68–69, 72–74
Key Points—Copper
Documents—59–61

March 25    Water: Surface and Ground
Key Points—Water
Documents—62–65, 66–68

March 27    Public Lands: Federal, State and Conservation
http://www.nationalatlas.gov/printable/fedlands.html
“Public Lands”
Key Points—Public Lands
Documents—69–73

April 1    Popular Southwest: Promoters Harvey, Colter, & Lummis
Southwest—75–77, 114–119
Key Points—Popular Southwest
Documents—74–76

April 3    Southwest in Cinema
http://www.thepepper.com/tucson_film_locations.html

April 8    Mexican Food as Regional Identity
Southwest—108–114
Key Points—Tucson Mexican Food

April 10   Exam 3

Capstone—Road Trip Projects

April 15, 17 Plan and Coordinate Road Trips
See assignment instructions Course Information

April 22, 24, 29 Complete Road Trips and Prepare Reports
See assignment instructions Course Information

May 1     Road Trip Reports due
See assignment instructions Course Information
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   Boundaries 20

4. THE CHANGING GEOGRAPHY OF PEOPLES: 1820’s–1870’s 27
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   Hispano Expansion: The American Period 32
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   The Indian Remainder 36
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   Impact 41
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