

SYLLABUS GEOG 3000: GeoExcursions in Northern Utah Fall 2019

People have been looking into this country for a long time,
loving it, cursing it, gutting it, changing it, enduring it.
Not all have found it to be beautiful.
Many have known parts of it very well;
few have come to know all of it.
– C Gregory Crampton

4 CREDIT CLASS MEETS for a half-semester term, prior to the Fall Break
REQUIRED Lectures//Class meetings: Thursdays 3:40-5:00 pm in GC Room 4660
REQUIRED Four all-day field trips on FRIDAYS: Sept. 6, 13, 20 & 27

Course Fees paid at time of online registration cover transportation + permits
Every student must turn in required forms and field trip reports for course credit

The Professor Instructor: Dr Kathleen Nicoll

Office: Telephone: 801-585-5800

Email: kathleen.nicoll@gmail.com

Office Hours: Prof is available before & after her class meetings and lectures

** may also be arranged by appointment & changes will be announced

** regular OH are held T, Th 9:00-10:00 am in her office GC

Class Lecture meetings: required to attend on Thursdays 3:40-5:00 pm -- Prior to fall break.

Field Trips: We will attend four all day trips scheduled on Fridays in September. The trips are held on 9/6, 9/13, 9/20, and 9/27. The trips are a vital part of the course. Your participation in them is required to earn a grade in the class. You may be given an incomplete if you miss more than 1 trip. Students missing one trip cannot earn an A in the course. Students missing 2 trips will earn a D mark.

Course Organization:

See the timetable outline at the end of this document for a weekly organization.

Class Resources & Textbook: This class requires some readings. Many are put on library reserve and some may be provided to you electronically by email, online access, or as handouts. If you wish to read a paperback version of the primary reading assignment, you may purchase the book "Sagebrush Country" by Philip L. Fradkin, which is available online. It can be purchased at amazon, or at local bookshops. We recommend you use online resources to supplement your learning. Although we do not require a basic Physical Geography textbook, you may find it helpful to consult any of those our department requires for GEOG 1000 or Intro Geology Courses.

Forms: PLEASE sign the liability agreement policy and turn it by the lecture meeting on August 29th. The forms will be distributed & are also available online.

Students attending this class are required to have submitted a waiver form – it must be signed. Forms will be passed out in class, prior forms may be accessed online on campus here: http://web.utah.edu/risk_management/forms/pdf/liability-field_trip_waiver.pdf

Other requirements:

Students must have basic internet fluency, which is necessary to access any online course resources. To get the most out of this class, your thoughtful participation in, and preparation for, the class lectures, your attendance at 4 field trips, for which you submit the required work on time, in-class exercises, and the final exam.

Field trip specifics will be reiterated prior to each trip. We will start and return to the U area -- and all students must travel together by minivan. You may not drive yourself, or leave early. Please meet in the parking lot near the Motor Pool (opposite the TRAX) at 8:00 sharp. We will depart promptly at 8:15. We cannot and we will not wait for those who are late!!!

If you are arriving by TRAX, please try to arrive early. I recommend that you trade cell phone numbers with two people in the class who are coming, in case you need to get in touch. We plan to return by 6 pm (or before), traffic and/or event-dependent. We will do our best to arrive by 6 pm, but you should not plan to be back on campus prior to then.

Field Trip gathering point is the parking lot by the printing services, next to the University garage in the lot south of the Huntman BB center, opposite the TRAX stop. Please be at our departure point by 8:00 am.

Arrive PREPARED to be out all day. You should plan on spending ALL day until 6 pm on the trip, and you should bring your own pack lunch and water/drinks. We will likely be outside in full sun for much of the time, so make sure to come prepared – bring sunglasses, wear a high SPF sunscreen and have a sunhat. No flip-flops or sandals are permitted. There is some walking involved, but there is ****not**** demanding amounts of difficult hiking required on the course. But, please wear reliable footwear (sneakers, boots, or other closed shoes). Recommendations: sunglasses, day pack, watch, chapstick, extra snacks, more water than you think you will want... pens, clipboard, a few dollars.

We will be travelling by mini-vans. We will have some arranged stops at a proper, Dr K-approved toilet facility during the day and these will be announced so that you know. Some of these will be at 'rustic' port-a-loos or forest pit toilets.

We will depart for this field trip RAIN or SHINE and continue on accordingly. So, it is important to come prepared with warm and rain clothes --and to dress appropriately. Trousers are better than shorts. Sturdy shoes are recommended. No Sandals. Running shoes are

okay. A moderate amount of walking will be done on each trip, so please come prepared. Please wear sufficient clothing in layers. DO Bring extra layers, including a windbreaker coat or fleece in case it gets cold or rainy, which it may do. Wear a hat and sunglasses and put on sunscreen to avoid a burn. You might want to bring lip balm. DO Bring some food items for yourself, including lunch, snacks and enough water for your day. The recommended amount of water is 1 liter per person because we live in a desert!! Note that we will not be stopping for lunch or supplies. We recommend you bring a daypack (backpack) to stow your stuff. Other items to bring along – your sense of humor, camera, and if you want to take notes: writing utensils & notebook.

Let the Prof know if you have any allergies. Those students who are prone to inner ear problems or car sickness should bring their medications (like Dramamine) and try to sit up front.

Conduct Students should look out for each other!! The standard rules of academic conduct are set by the department and University policies, and these apply to those attending this field trip. Alcohol and/or drugs are not permitted in the vehicles or on the trip. This is a university policy that applies to us during our travels, and violations will not be tolerated.

Please exercise respect to others and the environment while participating in the trip.

- Do not smoke or litter.
- Do not attend the field trips if you are hung over, for example.
- Help dispose of trash properly.
- Please be environmentally aware.
- Areas where we are going are sensitive ecosystems and grasslands may be at risk of fire.
- Please use caution while hiking, and pay attention to your footing.
- Be sensible, especially in traffic areas, and while crossing roads.
- Please do not talk overly loudly or text or engage in disruptive behaviour while on the trip.
- Do not spend the time on your phone~!!
- Please listen to others, especially the Professor and or the TA, and the car drivers.
- Please follow directions, especially in the case of any emergency.

Student Drivers The success of our course depends on your engagement, as well as the volunteer efforts of students as responsible drivers on our trips. We need at least 5 students to volunteer to drive on occasion. Students who are USA citizens who can drive University vans must successfully take a defensive driving course by August 30, 2017, and allow the Professor to photocopy their license for our records. Students who successfully take the driving course will be comped some questions on the final exam for this course. What this means is that qualifying students who take the University driving course AND agree to drive on the field trip will be rewarded.

NOTE THAT THE LINK BELOW HAS NOT BEEN VETTED for 2017 & may be different –

Link to the webpage for driving course: <http://risk.utah.gov/driver-video-and-test1.htm>

Step 1. Please watch this video here

<http://risk.utah.gov/driver-video-and-test1.html?id=35:driver-video>

Step 2. Review the content of the 2011- 2012 Driver's Handbook

<http://risk.utah.gov/drivertraining/utahdriverhandbook2011.pdf>

Step 3. Take the "Driver's Test" – you can consult the handbook while taking the test!

<http://hosted.onlinetesting.net/utahriskmanagement/login.pl?DriverTest2014>

(The following details were relevant in 2015, but may not be accurate now. Need to check!)

To take the test, you will need to fill out the form with

- Your Full Name
 - Your agency Type: Higher Education
 - Your agency: University of Utah
 - Your email address
 - The address of your supervisor: kathleen.nicoll@gmail.com
 - Your employee ID: Your unid ID# r any other number - DO NOT list your social security number.
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- If you need to stop in the middle of the test you can do so -- click the button on the bottom of the test that says "Save the Test and Return Later" You will be given a code to enter when starting the test the next time.

 - When you have completed the test you will be able to see each question with your response. You will be shown if answers are correct or not.

 - At the end of the page you will be notified if you passed or not. If you have passed, you will be able to click the button to see your certificate and you can then print that webpage. Your scores will be sent automatically to the email addresses you entered on the login page, so please verify the addresses before beginning the test.

 - Download a copy of your certificate.

 - If you did not pass, you can click the button and take the test again immediately or you can come back and take it at a later time by entering the code within 24 hours.

 - ADA Notice for the Driver's Test: Reasonable accommodations (alternate formats or captioning) for individuals with disabilities may be provided upon request. Please initiate your request through James Brown by telephone (801.538.9591) or email him at jamesbrown@utah.gov

Accomodations: In compliance with the Americans with Disabilities Act of 1990, The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If any student needs 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 students and course instructors to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services; students requiring this service must advise the Center of their needs. Student Athletes and others with commitments (military personnel, police, fire service personnel, etc) must inform the Professor about their schedule requirements should they be required to miss class or field trips, or leave town. We will endeavour to make things work.

ALL absences in this course must be explained in writing. Please email your reason for the absence. Absences may not be acceptable occasions that the Professor will allow for “make-up” work. To restate this, there are no “make-up assignments” unless there are dire circumstances. Please note the University has requirements about these things. Also, note that this class is compressed over a short timeframe!

Please see the University Materials and other information online about the course regulations, policies, etc.

Structure & Purpose of Lectures, Readings and Assignments: The lecture periods are required scheduled for each week; your attendance and participation is essential. Lectures, readings and assignments complement and reinforce each other. Lectures provide the structure of the course, discussion of key issues, and additional material will be presented that cannot found in any textbook. The content of the lectures will be at the discretion of the professor, and will not simply recap the suggested readings.

Grading and Policies Thereof: Your grade will be assigned based upon your participation in the field trips, your performance on the take home exam, the timely submission of assignments with thoughtful and correct answers. The responsibility for earning a grade is placed squarely on the shoulders of the student taking this course. Course grades will be determined by how much material each student can show they have learned, and the best advice is to remain engaged and interested, to demonstrate that you deserve an A. Anyone who misses a field trip without due cause cannot earn an A. Anyone who misses two field trips may earn an incomplete, and will not earn a higher grade than a C.

Grading will be based upon two exams, assignments and problem sets, field trip reports due the Wednesday after each trip, and participation. Turned-in work such as essays, exams, and assignments will be marked according to content AND grammar.

The responsibility for earning a grade is placed squarely on the shoulders of the student taking this course. Course grades will be determined by how much material each student can show they have learned, as follows:

1. 4 Field trip report/exercises 100 points each.
2. THE SUPER TAKE-HOME Final Exam 100 points.
3. Participation, discussions & quizzes totaling 100 points

=====
Total 600 points

The exam in this course is a take-home exercise (some questions and essays) that will emphasize the material covered or other related topical items, such as items in the news. Typically the exam will test applied concepts, and may present real-world scenarios that one might face while employed as an environmental consultant, for example. The take home exam might include short-answer format, some problems, and essay questions. The exam will be open-book and you will receive the rules when the exam is provided. Basically, the exam will be open-book, but you

must cite your sources. The standard rules of examinations are set by the department and University policies. Make-up exams and quizzes are not routine in this course, and may only be offered at the discretion of the Professor upon evidence of medical reasons or extreme extenuating circumstances.

Any requests for make-up exams must be placed in writing to Dr Nicoll within 24 hours of the exam; if granted, the time and format of any make-ups is at her discretion, and shall occur within 10 days of the originally scheduled exam.

Marks will be assigned by ratio assessment of Points Earned/Total Possible Points. As described above. Your grade will be scaled according to the proscribed letter from A to E (failing) as defined by University Policy. The Professor will assign the grade that you have earned.

To illustrate the exemplary student who can earn an A or an A- mark: this student must (1) attend all lectures and field trips in an engaged manner; (2) turn in their work on time; (3) turn in above average work that demonstrates superlative mastery of concepts, thereby meriting the mark; and (4) represent that they have come prepared to participate fully in lecture, discussion and exercises.

It is noticed when students improve throughout the term. We notice students who are effectively engaged in the class dynamic. We appreciate when students take initiative and create opportunities to learn.

It is noticeable when students slack. Students should not take advantage of situations by tuning out or refusing to work towards their own mastery of topic. Students should not ask for extra credit at any juncture. Students should recognize that the rules exist to enforce fair play, and to separate out the As from the others. It is up to the student to learn. Students who miss a field trip without due cause will not be able to earn an A mark. Students turning in work late without due cause will be docked from full credit. The docking thereof may be harsh and is up to the Professor and/or the TA marking the work. The standard of the docking will escalate over time, so it is best to turn work in on a timely basis.

Students with special needs as defined by the university must consult with the Center for Disabilities early in the semester to arrange accommodations such as extra exam time. During exams, even open-book take-home ones, the University and department policies apply, as does a modicum of jurisprudence on the part of the proctors and markers. Adherence to the general code of honor is expected on the part of students. Students may only represent themselves in the context of their work, and may not consult others who have completed the work in prior courses, or copy/plagiarize any supporting materials during the administration of exams, tests or quizzes. In regards to most classes, students in attendance must not write on themselves or on their clothing or personal effects that could be consulted to facilitate their performance. Sunglasses, hats and/or caps may not be worn while any student in this class is taking an exam or quiz. Students may not and must not allow others to copy their work. Students may not listen to iPods, laptops, HH devices or MP3 players or other media during any exam period or classroom activity. On the occasion that students must come to the exam room with devices silenced – they

may not look at or answer pagers, phones, blackberries or other media devices during the exam period.

Students are advised that the University has firm policies about instructional offences; they are not tolerated under any circumstances. Penalties are severe. In general, instructional offences involve some form of deceit or trickery, such as plagiarism or copying. This form of offence involves the use and passing off the work of someone else (including other students) as one's own, without giving credit to another. To recap the prevailing University rules and regulations:

* 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.

Participation: Points will be based on attendance, in-class exercises, any homework assignments, the field trip exercises, and participation.

Attendance at class lectures is squarely the responsibility of the student; any online posted materials or versions of lecture notes do not stand alone. For most students, success in this course will require regular attendance, attention to the reading and lecture, and studying the material. Attendance allows the opportunity to ask questions, and hear other students' questions answered.

Questions and discussion are welcome.

Please note that, while some class lecture materials may be posted online, this is not a given. Students are required to take their own notes.

Expectations: This class is an upper-level offering and it is worth four credit hours. As such, following the University definition, mastery of the course content should require a minimum investment of 8 study hours/week on the part of each student. This 8 hours of studying is intended IN ADDITION TO the hours the student must spend attending the lecture itself. This definition is prescribed by the university and is meant to offer the student a standard for achievement. Hence, enrolled students should examine their commitments to evaluate whether

they might have the required amount of time to devote to this class, and considering the others in their load.

If students have problems understanding the material, or would like to discuss their grades, they should arrange to see the Professor immediately.

In-class quizzes and other exercises may be impromptu at the discretion of the instructor, and shall not normally be offered to those not in attendance. If extenuating circumstances exist, these may be documented in writing for consideration.

Extra credit is not offered upon request of students.

Grade Stress: Students facing marking difficulties should examine their priorities, and whether they are investing in the appropriate reading and study strategies for 8 hours a week on the part of this class. Those students who have concerns should seek advice.

Class Conduct: Students are expected to abide by suitable conduct policies, whether in the classroom or out in the field; the lecture period and the trips are meant to foster learning, and students should cooperate toward that goal. The Professor shall reserve the right to preserve the integrity of the classroom as such. For example, disruptive students may be asked to leave. Because this course has a field element, these rules apply there.

During class events and the lecture period, field trips or exercises, students should exercise respect and constraint and they may not speak on communication devices, mobile phones, or engage in activities such as text messaging, IMing, web surfing, gaming, or other related activities. During the lecture period and on trips, all media devices (e.g. pagers, phones, etc) should be silenced. Students may not take notes on laptop computers, or HH devices including phones, PDAs, blackberries, or tape recorders unless they have sufficient accommodation.

- Students who distract the lecture or break rules may be called out, or asked to leave.
- Students who are deemed disruptive will be reported to the Dean of Students office.
- If other students in attendance feel that another student is behaving inappropriately, they may report their concerns to the professor. Anyone engaged in other activities (e.g. chatting, speaking on the phone, texting, etc) are not contributing to the learning environment need to examine their intentions. When such students are disruptive to others, this is a violation of the code and it demonstrates a lack of respect. Other students and/or the Professor may issue warnings, and might ask such students to leave.
- Persons wishing to capture video footage or lecture recordings should inform the Professor to obtain appropriate permissions in advance.
- Policies on appealing grades follow those prescribed by the university and the department. First and foremost, students are encouraged to discuss their grades and related matters during office hours or another scheduled time period with the Professor.
- Students may raise any concerns or problems with the course material, lectures, exam questions, in person, or in writing. Students who feel they are not performing: evaluate their study strategies, and consult with the Professor for further advice.
- Any student who seems to be failing or otherwise struggling may be called in.

- Upon enrollment, students indicate by their presence on the official roster that they are taking this course, and that they have read and understand the policies outlined herein.
- Modifications to this document may be made at the discretion of the instructor. Announcements will be posted online to update the students enrolled in the course, and will be announced in class.

If you are considering a Geography Major (or Minor): ...Make an appointment to see our peer advisors. You can book an appointment online.

Introduction and Course Goals for GEOG 3000

What can you say about your own backyard? What do you see in the landscape? What are all the stories behind all the scenery? This class will train your eye as you develop a scientific fluency in geomorphology, the study of Earth's changing landforms. This course will interest those of you who collect pretty picture postcards, and those persons who regularly settle into the National Geographic or Discovery Channels... You'll like this class if you hike/bike/ski through lovely Utah or you want to become a tourist in your own town. Taking this class is a good start in developing your appreciation for the art of our local landscape. As you unleash your own inner-geographer, you will want to get to know your backyard a bit better!

This class is experiential and presents some of the basics that are inherent to a geological and interdisciplinary science approach. Please bring your questions!! Much of the course is structured around northern Utah's scenic landforms, and the places that we will visit on 4 field trips. Some of the primary themes that we could cover include:

- The Great Salt Lake: How did it come to be?
- What is a watershed (and why should I care)?
- How NOT to get lost (Use of a GPS) – with hands-on experience
- Ice – it's nice. Where did it all go?
- Mountains Movin' and Shakin – earthquakes, faults, and landslides

Structure & Purpose of Lectures, Readings, Assessments and Assignments:

One lecture period is scheduled for each week that the class meets; attendance is essential. Lectures, readings and assignments complement and reinforce each other. Lectures provide the structure of the course, discussion of key issues, and additional material in advance of the field trip; the content of the lectures will be at the discretion of the professor. Some notes regarding the content of the lecture will be posted online after each lecture; these are not intended to substitute for the lecture itself. Each lecture is dynamic and involves dialogue in the Socratic method; for example, we will engage in various discussions and interpretation exercises and discuss specific case studies. If you miss the lecture, you will miss all the excitement!!

Course Organization and Pedagogy (i.e, teaching approach)

This is a survey course, and covers a lot of ground (as it were) in a few weeks. Students interested in obtaining a deeper understanding of the Earth system are encouraged to take

additional courses in physical geography. This course uses an inquiry-based approach that emphasizes teacher-directed lectures and student-centered learning. What is an inquiry-based approach? Well, to sum up -- it is the basic pedagogy used to promote abstract thinking, and to enhance problem-solving and decision-making skills. Examples of the inquiry-approach in action: Students will be polled at the start of the class in regards to their intentions (in the class, and in life) and primary questions and reasons for taking the class, thereby enabling the instructor to design aspects of the course. Students will be asked for their questions—often—and the instructor will ask the students questions. A key aim of this course is to encourage and foster critical thinking in the real world, so please participate in the discussions we have.

FAQ – FREQUENTLY ASKED QUESTIONS

How much work does this class entail? This class is worth four credit hours. As such, following the University definition, mastery of the course content should require a minimum investment of 8 study hours/week on the part of each student. This 8 hours of studying is intended IN ADDITION TO the hours the student must spend attending the lecture and field exercises. This definition is prescribed by the university and is meant to offer the student a standard for achievement. Hence, enrolled students should examine their commitments to evaluate whether they might have the required amount of time to devote to this class, and considering the others in their load.

Can I make up the field trips? The simple answer is: No, you cannot! This is an experiential field trip based class! If you have a legitimate excuse as recognized by the University, and your excuse is detailed in the rules and regulations, then please see the Professor to discuss matters and make plans. If there is need for special accommodation, the Prof and the TA will endeavour as much as possible. If you know that you cannot attend the field trips, it is not recommended that you take this course. Attending the field trips is a core requirement of the course and it is not possible for individual students to accomplish the learning outcomes on their own.

What if I have a good excuse and I must miss a field trip? Sorry. If your excuse is one that is covered within those officially proscribed by the University, then please see the Professor. Only some excuses are acceptable, according to the University; the University regulations proscribe those excuses that are officially considered good excuses. For the most part, if your excuse is not within these bounds, then you probably don't have a good excuse. Examples of excuses that are NOT officially allowed by the University include: I am scheduled to work, my family member is getting married, my dog is in the hospital, I do not have transport to campus, we have a Greek event, I'm playing a club sport, my family members are in town, I have another meeting... These excuses (and others like them) are disallowed. Many other excuses offered by students are not worth mentioning aloud because they involve personal choices that students must face as they organize their own priorities.

On this matter, please recognize that the professor's role is to teach within the bounds of the course as offered by the definition in the syllabus. The professor is supposed to instruct and to uphold standards of fairness across the board. It is therefore impossible to accommodate all

individual students at every level. Each student is individually responsible for her or his own participation, and each person should take charge of their own learning. While the professor acknowledges that things happen in life and events are not always something defined or easily managed – bad things sometimes do happen. If students have exceptional circumstances that infringe upon their learning, please book an appointment to discuss this.

Can I meet you there? // Can you pick me up or drop me off at my house? NO. This is a University level rule. All students will travel together to minimize the logistical difficulties, as well as insurance protocol. We have a certain set of things to cover each trip, and the stop schedule is not that flexible... we ask that all students meet in the departing parking lot to depart together. We will plan to return together to the lot.

I've already been there. Do I have to go? Yes, because you haven't been "there" with the Professor... Your professor has specific expertise and will point out things that you have not noticed before, and she will explain the landscapes in ways that will be new to you. Guaranteed. The Professor has been to these field trip locales numerous times, and she sees new things each time. One of the key outcomes for this class is that you practice and develop your observational skills. If you practice observation, you learn to see, and you will see to learn. Hence, the more you visit a place over time, the more you will discover that there is always more to a place that you know well. This is actually a Buddhist practice called observational enlightenment: no place is the same each time you look at it.

You have provided us with directions and so I'd like to go on my own. Do I have to attend the field trip on the appointed Fridays? Yes. The point of the class is to engage with each other and the landscapes. The field trip guide materials provided are only part of the story. You may of course choose to revisit the field trip locations on your own. That is why the driving directions are provided.

Can I videotape the field trip? Can I photocopy and circulate the field trip materials? No, sorry. They are copywritten. They are becoming a book. The author of the work (Your Professor) is sharing them with you in advance.

Other bits about this course

- If students have problems understanding the material, or would like to discuss their grades, they should arrange to see the Professor immediately.
- In-class quizzes and other exercises may be impromptu at the discretion of the instructor, and shall not normally be offered to those who are not in attendance. If extenuating circumstances exist, these may be documented in writing for consideration.
- Extra credit is not offered. Please, dear students, do not ask for extra credit.
- Students facing marking difficulties should examine their priorities, and whether they are investing in the appropriate reading and study strategies for 8 hours a week on the part of this class. Those students who have concerns should seek advice.

Some University resources of interest include

Student Handbook Online <http://www.acs.utah.edu/sched/handbook/toc.htm>
University policies Regulations <http://www.admin.utah.edu/ppmanual/8/8-10.html>
Scholastic Standards Code <http://www.sa.utah.edu/advise/ss.shtml>
Attendance Policy <http://www.acs.utah.edu/sched/handbook/attend.htm>
Disabilities Services <http://disability.utah.edu/>
Tutoring Services <http://www.sa.utah.edu/tutoring/>
University Counseling Center <http://www.sa.utah.edu/counsel/>

Official “Accommodation statement”: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need accommodations, you must register with the Center for Disability Services (162 Olpin Union, tel 581-5020 V/TDD). The CDS office will work with you and the instructors of your class to make arrangements. Please note that reasonable prior notice need to be given in order to secure any accommodation. With prior notice, all this written information is available in another format.

Research Ranking of the University The University of Utah is the only institution in the state classified in the highest research category (R1). At the University of Utah, you students will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

Emergency Preparedness Plan Students taking this class must be familiar with the Emergency Preparedness Plan provided on the next page. Each building has its own evacuation plan. Should there be a drill or an actual emergency that requires a building evacuation, please assemble at the appointed “EAP” (Emergency Assembly Point) and check in with the class instructor, who will take attendance. Please follow all instructions given. Do not leave the area until you are given permission to do so.

The Official Detailed Class Dates for Fall 2019 Friday Trips:

FT 1 -- Uinta Mountains

FT 2 --- Little Cottonwood Canyon – Alta

FT 3 --- Hazards//Urban landscapes

FT 4 — Antelope Island - Bonneville Beach Features

** Weather, road clearance and incident-dependant, specific trips and or stops might change...

** This class is half term and ends in early October

For the moment: GEOG 3000 TENTATIVE Timetable Outline for the Course in 2019.

**** This is the pace OF COVERAGE, knowing there will be some shifting.**

NOTE: More Assignments will be rendered in class.

**** This is subject to change - final version will be circulated 8/22/2019**

Week	Date 2019	Description of Topic Covered and accompanying book chapter
1	Th, 8/22	Intro to Course; Meet & Greet. Class Overview. We organize.
2	Th, 8/29	Lecture. Forms Due. Handouts. Reading Discussions Commence.
3	Th, 9/5	Map Quiz & Lecture – Utah Landscape Overview
	F, 9/6	Field Trip #1
4	Th, 9/12	Lecture – Watershed, Glaciers, Ice Ages
	F, 9/13	Field Trip #2
5	Th, 9/19	Quiz & Lecture – Urban Hazards in Salt Lake Valley
	F, 9/20	Field Trip #3
6	Th, 9/26	Quiz & Lecture – Going Coastal...
	F, 9/27	Field Trip #4
7	Th, 10/3	FINAL EXAM – in class portion
	F, 10/4	(you will be sad b/c: no more field trips!! – live free!)
8	10/7 - 11	** NO MORE CLASS MEETINGS for 3000 -- Happy Fall Break!

University of Utah GEOG 3000 – Dr K Nicoll’s GeoExcursions Course Reading Guide

Here are some thoughts and questions to consider while reading the book
“Sagebrush Country – Land and the American West” by Philip L. Fradkin

When you read this book, put the people and the place in to context with the politics of the time.

When was this work published? What does the preface have to say? Are all of the ideas out-of-date? Are there new controversies? Are the ideals and happenings still relevant today?

This book recounts some of the history of the Uinta Mountains. Who were the region’s native inhabitants? How does Fradkin frame his discussion about the natives?

This book uses some terms with political ramifications. What for example is the difference between “wilderness” and “public lands?”

In your opinion, what does the average Utah resident think about the Uinta Mountains?

According to Fradkin, what was the main reason that Wyoming was settled? What was the role of the Uintas in this pattern?

What were the main elements behind deforestation of the Uintas prior to the 1900s, and then in the early 20th century? What health issues does the modern forest face?

What is the main reason that scientists came to the Uinta Mountains? How does Fradkin characterize “The Gilded Age?”

Who are the main scientists commemorated with named peaks in the Uinta Mountains? Who was left out?

A common theme in this book is the “divide.” What is a divide? What are the key differences between the “North Slope” and the “South Slope?”

What is the Sagebrush Rebellion?

Fradkin writes: “In no other state was the creation of wilderness more painful than in Utah, where the Mormon land ethic rebelled at the thought of locking away what one day might prove useful.” Discuss.

As mentioned in the book, an historian of the American West named Bernard DeVoto wrote a column for Harper’s entitled “The West Against Itself” in 1947. To what is DeVoto referring, and what solutions did he propose in the 1950s? How are these ideas of DeVoto still relevant today? Justify your position. ** This question will be part of your write up for the first field trip.

Fradkin writes: “It was a resource West, not a cowboy, Indian, or outlaw west (p. 236).” Does Fradkin support this notion? And - Do you agree or disagree?

What do you think about the title of the book? Is it suitable for this class?

How would you characterize the tone of the book? Why did Fradkin write this piece?

Does the author make any specific recommendations in his book? Why (or why not)?

What are the key issues and conflicts that have faced the Uintas? Given that the book was written more than a decade ago, is this text still relevant? How have matters changed?

What are the main issues faced by the region today?

Is Land Destiny? What other factors are involved?

What in your opinion are the most controversial aspects or topics covered by Fradkin?

Accommodations: In compliance with the Americans with Disabilities Act of 1990, The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If any student needs 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 students and course instructors to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services; students requiring this service must advise the Center of their needs.

Attendance policy The University and this professor expect regular attendance at all class meetings. This syllabus is official communication in writing passed out during the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor. PPM, Policy 6-100III-O ***Student Athletes and others with commitments (military personnel, police, fire service personnel, etc)*** must inform the Professor about their schedule requirements should they be required to miss class or field trips, or leave town. We will endeavour to make things work.

Research Ranking of the University The University of Utah is the only institution in the state classified in the highest research category (R1). At the University of Utah, you students will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

Safety & Wellness

Your safety is our top priority. In an emergency, dial 911 or seek a nearby emergency phone (throughout campus). Report any crimes or suspicious people to 801-585-COPS; this number will get you to a dispatch officer at the University of Utah Department of Public Safety (DPS; dps.utah.edu). If at any time, you would like to be escorted by a security officer to or from areas on campus, DPS will help — just give a call.

The University of Utah seeks to provide a safe and healthy experience for students, employees, and others who make use of campus facilities. In support of this goal, the University has established confidential resources and support services to assist students who may have been affected by harassment, abusive relationships, or sexual misconduct. A detailed listing of University Resources for campus safety can be found at <https://registrar.utah.edu/handbook/campussafety.php>

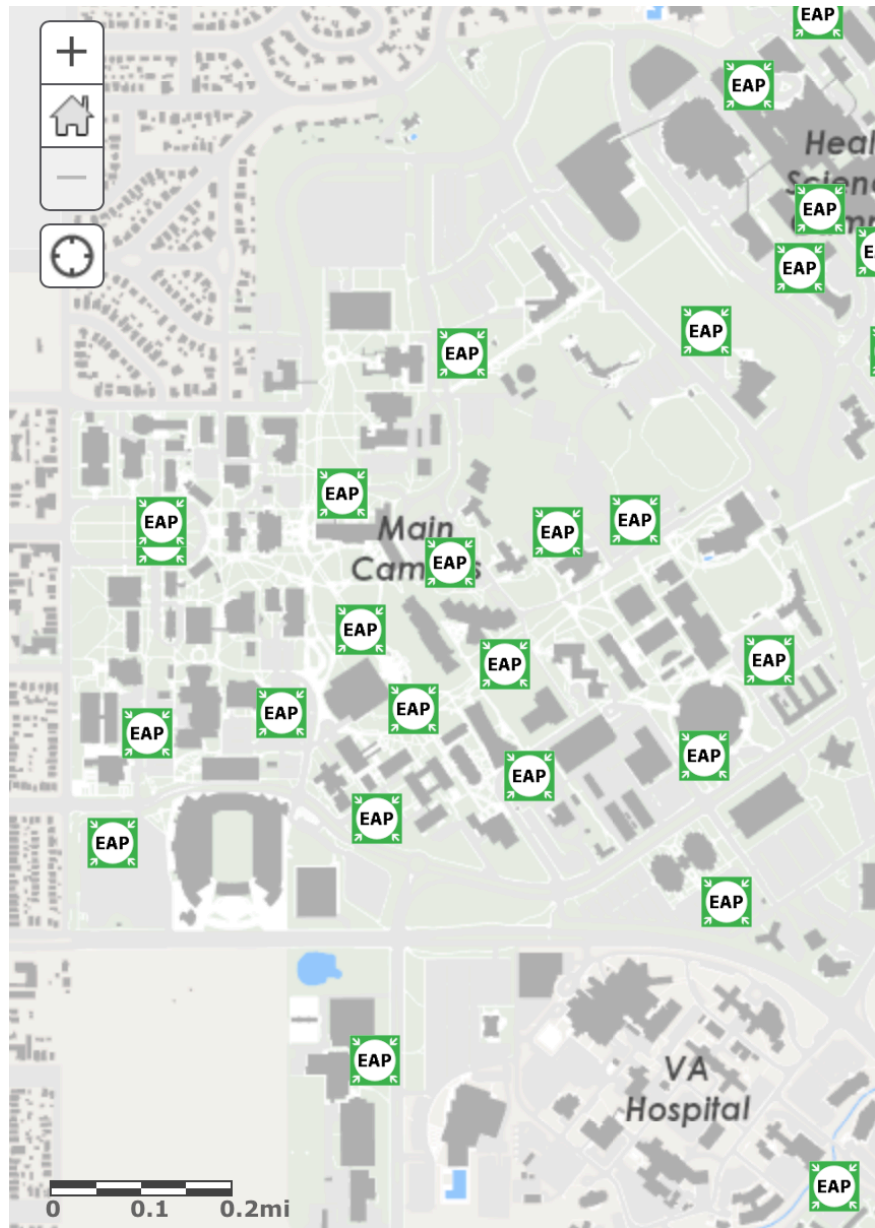
Your well-being is key to your personal safety. If you are in crisis, call 801-587-3000; help is close. The university has additional excellent resources to promote emotional and physical wellness, including the Counseling Center (<https://counselingcenter.utah.edu>), the Wellness Center (<https://wellness.utah.edu>), and the Women's Resource Center (<https://womenscenter.utah.edu>). Counselors and advocates in these centers can help guide you to other resources to address a range of issues, including substance abuse and addiction.

“The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages

regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.”

Emergency Preparedness Plan Students taking this class must be familiar with the campus Emergency Preparedness Plan. Each building has its own evacuation plan.

Should there be a drill or an actual emergency that requires a building evacuation, please assemble at the appointed “EAP” (Emergency Assembly Point) and check in with the class instructor, who will take attendance. Please follow all instructions given. Do not leave the area until you are given permission to do so by your course instructor. Emergency protocols are online here:



<http://emergencymanagement.utah.edu/eap>

The EAP for Building 73 where we convene our class is the parking lot located to the east of the building (this is uphill, looking toward the Wasatch Mountains).

** If this EAP area is unsafe, proceed carefully across the street to the EAP stadium parking lot.

Accommodations, restated In compliance with the Americans with Disabilities Act of 1990, The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If any student needs 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 students and course instructors to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services; students requiring this service must advise the Center of their needs.

Equal Access Statement 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 Union Building, 581-5020 (V/TDD). CDS will work with you and instructors to make arrangements for accommodations. All written information in the course can be made available in alternative format with prior notification to CDS.

Addressing Sexual Misconduct Title IX makes it clear that violence and harassment based on sex and gender, which includes sexual orientation and gender identity/expression, is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information.

If you or someone you know has been harassed or assaulted on the basis of your sex, including sexual orientation or gender identity/expression, you are encouraged to report it to the University's Title IX Coordinator; Director, Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or to the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to police, contact the Department of Public Safety, 801-585-2677(COPS). Additional information regarding reporting and victim supportive resources are available at the offices listed.

Attention student veterans: the U of Utah has a Veterans Support Center on campus, in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu> Please also let me know if you need any additional support in this class for any reason.

Attention all students, and in particular those members of the LGBTQ community: my classroom is a safe zone*. Additionally, please know that the U of Utah has a Resource Center on campus in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. Visit their website: <http://lgbt.utah.edu> Please advise if there is additional support you need.

If English is your second language, there are several resources on campus that will support you with language development and writing: the Department of Linguistics ESL Program

<http://linguistics.utah.edu/esl-program/> ; Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>) Please note that access to translators and dictionaries is not permitted during the exams. Students may not consult notes, texts, papers, calculators, papers, written materials, or each other during exams.

ARE YOU OVERWHELMED? EVEN IF YOU ARE NOT, READ ANYWAY

This is the time of year when many people struggle. Whether you (or maybe a friend) are feeling particularly glum or extremely overwhelmed, please remember that the U has resources available for you at the University of Utah Student Counseling Center (UCC). <http://counselingcenter.utah.edu/> (Links to an external site.)

- • **The Counseling Center (UCC)** Call 801-581-6826 or walk into the Center at 426 Student Services Building. UCC offers crisis services M-F 8-5. If you are a U of U student and need to talk with someone immediately, a UCC staff member is available to assist. For more urgent situations and after hours, please go to the University Neuropsychiatric Institute, 501 Chipeta Way, or to the Emergency Department at the University Hospital.
- • **UNI CrisisLine:** 801-587-3000 offers crisis response 24/7, including: crisis support over the phone, a mobile outreach option (MCOT) that will respond to persons in their home, and the Receiving Center where individuals from Salt Lake County can access a safe and supportive environment to help individuals work through their crisis situation. Individuals may spend up to 23 hours at the Receiving Center, at no cost.
- • **National Suicide Prevention Lifeline** 1-800-273-TALK (8255) **always staffed.
- • **University Hospital** 801-581-2121
- • **University Police** 801-585-2677

Children in immediate risk or danger 1-800-THE-LOST

Domestic Violence Resource Hotline - referrals for shelters and counseling in your area. 1-800-799-7233 1-800-787-3224 (TDD)

Covenant House Nineline - Crisis line for youth, teens, and families. Locally based referrals throughout the United States. Help for youth and parents regarding drugs, abuse, homelessness, runaway children, and message relays. 1-800-999-9999

Helpline National Alliance for the Mentally Ill 1-800-950-NAMI

Youth Crisis Hotline: Crisis hotline and information & referral for runaways or youth in crisis 1-800-HIT-HOME, 1-800-448-4663

ADDITIONAL RESOURCES FOR VETERANS

- • There is a center on campus in Union Building – Room 418. Open M-F 8-5!
- • <http://veteranscenter.utah.edu/>
- • Registrar's office handles veteran benefits
- • Other resources listed online <http://www.vetcenter.va.gov/>
- • 1.877.WAR.VETS (**1.877.927.8387**) is an around the clock confidential call center where combat Veterans and their families can call to talk about their military experience or any other issue they are facing in their readjustment to civilian life. The staff is comprised of combat Veterans from several eras as well as family members of combat Veterans. The service is free for combat Veterans and their families so they may find resources they need at their nearest Vet Center.