In the spirit of experiential learning, and the geographic tradition of field learning, this course will explore both physical and cultural landscapes through a week-long road trip. We will explore physical, human, and environmental geography, and the interactions between environment, nature, culture and place. While doing so, you will learn about different approaches for doing field research within geography. After meeting in the classroom to ground ourselves and make preparations, we’ll hit the road for a week-long trip, camping along the way.

We will meet on campus on Tuesday, March 13, from 2:35 to 3:50 pm in Breland 194. From March 17 through March 24, we will be on the road. This will be an immersive field experience and we will be traveling, camping, eating, and exploring sites together. We’ll be a community of learners. We will travel approximately 1300 miles, with key stops in the Sonoran Desert, the Grand Canyon, Glen Canyon Dam, Canyon de Chelly, and other sites. Be ready for an adventure! After returning to Las Cruces, we will have class meetings on Tuesday, March 27, and Tuesday, April 3.

Course Materials
In this course, we will consider landscape as a ‘text.’ As such, we will practice reading and interpreting the various landscapes and sites that we encounter on our trip. We will also have selected readings (available on Canvas) to ground us in reading and interpreting landscapes. These texts will be introduced in our first class meeting. In addition, we will have a ‘traveling library’ along with us on our trip, including some key reference texts on geographic methods and key concepts in geography.

Course Objectives
By the end of our course, students should be able to:
- Read human and natural landscapes (ie physical, environmental, and cultural landscapes)
- Gain first-hand experience of some iconic sites in the Southwest
- Through this first-hand experience, understand a diversity of methods that geographers have used to study landscapes
- Critically interpret geographic sites as well as their representations
- Communicate and demonstrate landscape interpretation/analysis through a project that reflects their own interests

Assignments and Grading Summary
Think about the course as a group study—we will be a community of learners exploring the sites that we visit. The nature of the field course makes participation inherent and necessary. In addition, you will be required to keep a detailed field journal throughout the trip, to develop and present a final project based on the field course, and to complete a citizen science assignment.
Grading summary

Participation: 300 points (30%)
Field Journal: 300 points (30%)
Final Project: 300 points (30%)
Citizen Science Assignment: 100 points (10%)

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<td>A-</td>
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<td>B+</td>
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<td>B</td>
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<td>C</td>
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<td>C-</td>
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<td>D</td>
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<td>D-</td>
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<td>&lt; 60%</td>
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Field Journal
You will be required to keep a field journal during the course. I (and your grad student colleagues in the course) will provide prompts at various sites, and you will also be encouraged to use the journals to document your own experiences of the trip and how the sites interact with your own interests. These field journals will also be places to reflect on the various types of research approaches and questions that geographers can use to study and explore landscapes.

Final Project
Upon return from the field course, you will complete a course project. The form of that project is open to your interests and will be decided upon in consultation with the instructor: for example, it could be a traditional paper/essay on one of the sites, a story map of our trip, a visual essay that combines photographs you take with landscape interpretation, or a report on how a particular site would be studied with various geographic research methods. We will discuss this final project in detail while on the field course, and you will give and receive ideas from others in the class, as well. Students will present their final projects when we return to Las Cruces. Along with your final project, you will also be asked to turn in a one-page self evaluation and reflection on your experience in the field course.

Citizen Science Assignment
You will complete a citizen science assignment, in which you will choose a citizen science app to use and evaluate during the field course and/or upon return from the course. More details will be provided in class.

NOTE FOR GRADUATE STUDENTS:
For graduate credit, graduate students will also be required to complete a “site interpretation” assignment, in which you will be assigned one of the sites that we will visit on the trip. Your assignment will be to research the site’s history, resonance, and background. As we approach the site in the field course, you will lead discussion of the site to orient the class to what we will see and how it fits into our ongoing discussion of interpreting landscapes, helping to provide context during and after our visit. At your site, you will also need to provide questions or prompts to the group for their field journal. The above will be adjusted to account for 80% of your final grade and your site interpretation assignment will account for 20% of your grade.

Field Course Etiquette
We will be traveling, camping, sharing meals, and studying and visiting multiple sites together throughout this field course. One of our primary concerns is to make this experience a safe and respectful environment for all of us. In plain language, you are expected to be nice to each other! It is imperative that we treat each other (and all those who we encounter on the field course) with mutual respect.

Attendance and Late Assignment Policy
Students must take part in the full field course to successfully complete the class. Attendance at our three in-class meetings at NMSU Las Cruces campus is crucial as well, as we will be discussing important logistics and the geographic framework for the trip on 3/13, and then will be debriefing and presenting assignments and projects on 3/27 and 4/3. To successfully complete the class, students must attend all of these class meetings. The citizen science assignment is due on 3/27. The final project and field journal need to be turning in during our last class meeting on 4/3. Late assignments will not be accepted.
Course Expenses
Good news! The Department of Geography is covering the primary travel costs of the van, gas, and the campsites. There will be some additional travel expenses you are responsible for—primarily food and entry fees—estimated at $200-$400 (the range is partly depending upon how economical you are with your food choices along the way). We’ll do everything we can to keep this as affordable as possible.

Where Will We be Staying
We will be camping during the field course. Most of the campgrounds will have showers, but one will not. All will have bathrooms. During this time of year, temperatures can vary from warm and hot to quite cool/cold, and precipitation is also possible: be ready with layers. I’ve made reservations at the campgrounds at which we will be staying along the way; however, like with any good road trip, we may deviate from the schedule as situations occur. We will stop at restaurants and/or grocery stores for food along the way; sometimes we’ll eat on the road, and sometimes we’ll cook in camp.

Equipment
Please see the attached packing checklist for a list of equipment you will need on the field course. If you do not have camping gear that you need, the NMSU Outdoor Center also rents gear. https://recsports.nmsu.edu/services/outdoor-center-2/

NMSU Academic Policies
Academic Misconduct
Academic and non-academic misconduct: The Student Code of Conduct defines academic misconduct, non-academic misconduct and the consequences or penalties for each. The Student Code of Conduct is available in the NMSU Student Handbook online: http://studenthandbook.nmsu.edu/
Academic misconduct is explained here: http://studenthandbook.nmsu.edu/student-code-of-conduct/academic-misconduct/

Discrimination and Disability Accommodation
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:
Trudy Luken, Director
Student Accessibility Services (SAS)
Corbett Center Student Union, Rm. 208
Phone: (575) 646-6840
E-mail: sas@nmsu.edu
Website: http://sas.nmsu.edu/
NMSU policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.
Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.
For more information on discrimination issues, Title IX, Campus SaVE Act, NMSU Policy Chapter 3.25, NMSU’s complaint process, or to file a complaint contact:
Lauri Millot
Title IX Coordinator

Agustin Diaz
Title IX Deputy Coordinator
Office of Institutional Equity (OIE)
O’Loughlin House, 1130 University Avenue
Phone: (575) 646-3635
E-mail: equity@nmsu.edu
Website: http://eoo.nmsu.edu/
Other NMSU Resources:
NMSU Police Department: (575) 646-3311 www.nmsupolice.com
NMSU Police Victim Services: (575) 646-3424
NMSU Counseling Center: (575) 646-2731
NMSU Dean of Students: (575) 646-1722
For Any On-campus emergencies: 911

Withdrawals/Incompletes:
Withdrawals are your responsibility. The instructor will not withdraw or drop students from this class under any circumstances. Incomplete grades will not be given except under extraordinary circumstances related to serious illness, bereavement, etc. Documentation will be required in these limited circumstances.

Code of Academic Integrity
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed.

Statement of Inclusivity
An inclusive and respectful classroom and field course environment is crucial to our success and is a fundamental part of higher education. This course supports elective gender pronoun use and self-identification; rosters indicating such choices will be updated throughout the semester, upon student request. It is vitally important for us to create an educational environment of inclusion and mutual respect.
GEOG 483/583 Primary Equipment/Gear List

___ sleeping bag
___ sleeping pad
___ pillow
___ tent (or arrange to share)
___ small camp chair (optional)
___ headlamp (or flashlight, but hands-free preferred)
___ closed-toe shoes (aka light hikers or sneakers) suitable for various terrain
___ refillable water bottle or two
___ wide-brimmed hat for sun protection
___ hat and gloves for cool nights
___ backpack (small daypack) for field exploration
___ long pants, long shirt for sun protection
___ light raincoat or poncho
___ cup/mug, plate/bowl, fork, spoon, knife
___ toiletries: toothbrush, toothpaste, wet wipes, soap, etc.
___ any special food items or equipment you need
___ sunscreen & sunglasses
___ any personal medications
___ field notebook, pen, pencil
___ warm clothing layers (bring layers ready for various temps)
___ towel
___ flip-flops, crocs, or similar shoes (for showers and in camp, optional)
___ roll of quarters (for laundry and/or showers)
___ laptop/netbook/ipad and charging cords, batteries, etc. (optional)
___ camera (optional)
___ binoculars (optional)
___ camp entertainment (games, small instruments, book, etc (optional))
___ field guides or maps as supplemental to course materials (optional)
___ ear plugs (optional)
___ bag, backpack, or small plastic bin to hold above items

Be sure to pack layers of clothing as we will be in various temperatures. While making sure you have everything, please also try not to over-pack, so that we will have plenty of room in the vehicle for all of our gear. The NMSU Outdoor Center rents gear as well. I will provide a camp stove and a couple of camp pots for heating water and cooking. If you have your own small camp stove and cooking gear, you are welcome to bring that as well, space permitting. We will discuss and coordinate gear when we meet in class on 3/13.
<table>
<thead>
<tr>
<th>Date</th>
<th>Sites</th>
<th>Schedule</th>
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<tbody>
<tr>
<td>Tuesday 3/13</td>
<td>NMSU Class Introduction Class meets in Breland 194, 2:35pm-3:50pm</td>
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<tr>
<td>Friday 3/16</td>
<td>NMSU pack-up 5:30pm-6:30pm parking lot west of Breland</td>
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<td>Saturday 3/17</td>
<td>AM: Depart 8am from NMSU, arrive Catalina State Park (CSP) ~1pm</td>
<td>PM: Romero Canyon Hike (Santa Catalinas) Be ready to share your project plan/ideas in group discussion</td>
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<td>(pack a lunch for in the van or at Texas Canyon Rest Area)</td>
<td>Dinner in Camp (Eric will make dinner)</td>
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<tr>
<td>Sunday 3/18</td>
<td>AM: Arizona-Sonora Desert Museum (ASDM) ($11pp)</td>
<td>PM: return to CSP in the afternoon (project/field journal time in afternoon)</td>
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<td>(depart 8 am for 9 am start at ASDM)</td>
<td>Dinner in camp (we will have an option to pick up food on our way back from ASDM)</td>
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<td>(purchase lunch at ASDM cafeteria, or pack a bag lunch)</td>
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<tr>
<td>Monday 3/19</td>
<td>AM: Biosphere 2 (B2) ($15 pp) (depart 8 am for 9 am start at B2)</td>
<td>PM: Watershed Management Group Green Infrastructure Living Lab Tour (depart 1:45 for 2:30-4 pm tour)</td>
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<td></td>
<td>(lunch back in camp)</td>
<td>Dinner TBD</td>
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<tr>
<td>Tuesday 3/20</td>
<td>Depart Catalina State Park 9 am (lunch on the road)</td>
<td>Arrive Grand Canyon in p.m. South Rim walk (dinner at Grand Canyon restaurant/cafeteria)</td>
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<tr>
<td>Wednesday 3/21</td>
<td>AM: Grand Canyon Interpretation (lunch back in camp)</td>
<td>PM: Grand Canyon hike (dinner at Grand Canyon restaurant/cafeteria)</td>
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<tr>
<td>Thursday 3/22</td>
<td>AM: Depart Grand Canyon 9 am (stop at Desert View Watchtower on way)</td>
<td>PM: Arrive Lake Powell (Camp Wahweap Campground) (dinner TBD in camp or at Lake Powell restaurant)</td>
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<td>(lunch on the road: Cameron Trading Post)</td>
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<tr>
<td>Friday 3/23</td>
<td>AM: Depart Wahweap/Lake Powell Group Tour of Glen Canyon Dam ($5pp)</td>
<td>PM: Arrive Canyon de Chelly (Camp Spider Rock Campground) Guided Navajo evening/sunset hike ($15 pp)</td>
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<td>(lunch on the road)</td>
<td>(dinner TBD in camp or Thunderbird)</td>
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<tr>
<td>Saturday 3/24</td>
<td>Depart Canyon de Chelly 9 am and return to NMSU Las Cruces (lunch on the road)</td>
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<tr>
<td>Tuesday 3/27</td>
<td>NMSU Class Meeting, Breland 194, 2:35pm-3:50pm Debrief Field Course and Discuss Final Projects</td>
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<tr>
<td>Tuesday 4/3</td>
<td>NMSU Class Meeting, Breland 194, 2:35pm-3:50pm Final Project Presentations</td>
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Note: Breakfasts will be in camp each morning. I encourage you to pack non-perishable items that you would like for breakfast (instant oatmeal, muesli, breakfast bars, etc). Dan and/or I will make hot water for tea/coffee/instant oatmeal, etc. in the mornings.
We will also have access to grocery stores a number of times during the trip to replenish.