

# Geography 3600 -- Geography of Utah

Spring Semester, 2011  
MWF 10-10:50 AM, SC 128

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(or by appointment)

People have not invented enough superlatives to describe the area we call **Utah!** Geography 3600, Geography of Utah, is designed to give you a broader and deeper understanding of the State of Utah and its landscapes and people. We hope that through the course you will gain a greater appreciation for this great state and its physical and human diversity. We will systematically analyze many different aspects of the state. Our major objective is to assist you, the student, to gain an appreciation for the World around you in general and Utah in particular, in terms that apply directly to your own personal life.

As we introduce the state of Utah we will first examine its physical character, including basic place name data, weather and climate, native vegetation and animal life, landforms, natural resources, and natural hazards. This provides a basis for our examination of Utah's human geography, including population, migration, culture and customs, language, religion, ethnic background, political characteristics, development, economic activities, natural resource and conservation issues, and current events.

## Course Objectives and Expected Outcomes

Generalized course objectives include the following:

1. Learning to apply course material to improved thinking, problem solving, and decision making
2. Learning how to find and use resources for answering questions or solving problems
3. Learning to analyze and critically evaluate ideas, arguments, and points of view

Specific course objectives are as follows:

### At the conclusion of this course, each student will know and understand:

1. The factors and processes that make up Utah's cultural and physical environments in terms of the elements of which they are composed. The cultural environment includes such things as population, language, religion, politics, settlements, economies, etc., and the physical environment includes landforms, weather patterns, climates, soils, and vegetation communities.
2. How these physical and cultural elements combine to create Utah's unique culture.
3. How cultures relate to physical environments, including conservation, resource, and environmental concerns. In order to understand Earth's cultural patterns one must have a grasp of the physical context in which the human drama is played.

### Therefore, the student will be able to:

1. Analyze the factors and processes that make up Utah's physical and cultural environments in terms of the elements of which each is composed. In order to understand Earth's cultural patterns one must have a grasp of the physical context in which the human drama is played.
2. Explore how cultural activities affect physical environments in a study of conservation, natural resource, and environmental concerns.
3. Assemble the aforementioned cultural and physical factors in an analysis of Utah's geography.
4. Investigate geography as a modern scientific discipline, including employment opportunities available to the trained geographer.

### Students will demonstrate what they have learned by:

1. Completing several problem solving exercises which will demonstrate their grasp of the subject matter and of geographic research and writing techniques.
2. Demonstrating their knowledge through completion of examinations.
3. Writing a term paper on a topic which will contribute to the overall knowledge and understanding of Utah's geography.

## **Texts:**

- (1) **Utah Road and Recreation Atlas, Benchmark Maps**
- (2) **Utah: The Place and the People, by yours truly.** Available at the Bookstore
- (3) **Atlas of Utah**, edited by Deon Greer. (This volume is out of print, but the SUU Sherratt Library has two copies. One is in the Reference Section, and the other is in Special Collections. Two copies are also available at the Cedar City Public Library. Their copies are in the reference section. Ask at the Circulation Desk. Also, if you happen to be in St. George, the St. George City Library (88 West 100 South) has a copy in their reference section, and the Browning Library at Dixie College has a copy also. This volume contains much of our reading.)

**Other readings will be assigned occasionally.**

## Tentative Schedule

<u>Week</u>	<u>Readings</u> AU = Atlas of Utah UPP = Utah: The Place and the People App = Utah: The Place and the People Appendix	<u>Topics Discussed</u>
1 (Jan 10-14)	AU 1-15; UPP Intro-p. 20	Course Introduction, Getting Acquainted
2 (Jan 17-21)	AU 1-29, 44-73; UPP 21-56; App 2-3, 5-8, 23-24, 31	<i>Martin Luther King Day Recess</i> , Landforms
3 (Jan 24-28)	AU 1-29, 44-54; 69-76; UPP 21-56, 99-108; App 2-3, 5-8, 10, 23-24	Landforms, Weather and Climate
4 (Feb 31-Feb 4)	AU 55-73; UPP 99-108; App 10	Weather and Climate
5 (Feb 7-11)	AU 197-222; UPP 119-126; App 19	<i>EXAM 1</i> , Natural Resources
6 (Feb 14-18)	AU 44-55; 181-196; UPP 56-98; App 9, 29, 30	Water, Soils
7 (Feb 21-25)	AU 181-222; UPP 127-130	<i>Presidents' Day Recess</i> , Resource Conservation, Natural Hazards
8 (Feb 28-Mar 4)	AU 31-53 UPP 109-130; App 11	Natural Hazards, Flora/Fauna
9 (Mar 7-11)	AU 74-127; UPP 131-172; App 4, 21, 22	Flora and Fauna, <i>EXAM 2</i> , Historical Overview
10 (Mar 14-18)		<i>Spring Recess</i>
11 (Mar 21-25)	AU 74-127; UPP 131-181; App 1, 4, 12, 21, 22	Historical Overview, Population
12 (Mar 28-Apr 1)	AU 110-127; UPP 173-184, 191-194; App 1, 4, 16, 12, 21, 22	Population, Land Ownership, Political Geography
13 (Apr 4-8)	AU 160-179; UPP 185-194; App 13-15, 27	Political Geography, <i>EXAM 3</i>
14 (Apr 11-15)	AU 181-251; UPP 195-244; App 17-20, 26	Economic Geography
15 (Apr 18-22)	AU 181-251; UPP 195-244; App 17-20, 26	Economic Geography, <i>Good Friday Recess</i>
16 (Apr 25-29)		Make-up Day, Final Exam Review
17 (May 2-6)		<i>FINAL EXAMINATION, Thursday, May 5, 9:00-10:50 AM</i>

### General Course Information and Course Policies

1. Each student is responsible for his or her own progress in this course. That is why I stress attendance, participation, and office visits. See #5, 9, and 14 below. ***If you receive a score of less than 70% on any exam, I expect you to visit me in my office promptly.*** The purpose of this visit is to allow me to help you work out any problems you might have and to help you prepare for subsequent exams. Timely visits may earn you bonus points.
2. Grading:
  - A. Three short mid-term exams (75 points each) **February 7, March 9, and April 8**
  - B. Comprehensive Final Examination (125 points) **Thursday, May 5, 9:00-10:50 AM.**

C. Term Paper (125 Points) **Written Paper Due April 15.**

D. Complete the following homework assignments:

1. Getting Acquainted with Utah (25 points) **Due January 19.**
2. Natural Resource Report (25 points) **Due February 7.**
3. Weather Tracker (25 points) **Due February 14.**
4. Utah's Environmental Problems (25 points) **Due February 25.**
5. Mormon Culture Region (50 points) **Due March 23.**
6. Population (25 points) **Due March 28.**
7. State Law (25 points) **Due April 1.**
8. Utah Economy (25 points) **Due April 6.**
9. State Capital or County Boundaries (50 points) **Due April 20.**
10. Personal Trip (25 points) **Due April 25.**

E. TOTAL POINTS POSSIBLE 775.

F. Grading schedule (figures are percentage of total possible):

	87-89	B+	77-79	C+	67-69	D+	
94-100% A	84-86	B	74-76	C	64-66	D	below 60 F
90-93 A-	80-83	B-	70-73	C-	60-63	D-	

3. *Please bring your atlas to class each day. We will use them extensively in class discussions, exercises, quizzes, and exams.*
4. Exams and quizzes may be rescheduled only with a valid excuse and only by prior arrangement. Exam questions will come from the textbook and lectures, while quizzes will concentrate on reading material. Exams and quizzes are open atlas, but not open (text) book. Please refer to the study guide at the end of this syllabus for study suggestions.
5. **Regular attendance and participation is required.** I will take roll at random times during the semester. History has demonstrated a very close correlation between attendance and exam and quiz scores. Missing more than one class period may result in a lowered grade, because many learning activities are completed in class. *You cannot get notes from another person and adequately understand what was discussed.* If it is necessary to be absent, it is your responsibility to make up the work missed that day. Please note item #4 above in relation to rescheduling exams and quizzes. If your scores are on a borderline between grades, your attendance history will determine on which side of the border you will be graded. Also, according to the Registrar's Office, regular attendance is closely tied to your eligibility for financial aid.
6. All written homework must be typed (word processor).
7. No extra credit work will be authorized.
8. No work will be accepted beyond **Thursday, May 5.** Late work will be accepted, but it will receive a deduction in score.
9. I strongly discourage certain activities which are counterproductive to class goals. These include, but are not limited to, irregular attendance (see #5 above), coming late and leaving early, social conversations during class, eating during class, and similar unproductive and disruptive activities. Please take care of these things elsewhere.
10. **Academic Integrity Policy:** Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.
11. **ADA Statement:** Students with medical, psychological, learning, or other disabilities desiring academic adjustments, accommodations, or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center, or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of these services and aids.
12. **HEOA Compliance Statement:** The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <http://www.suu.edu/it/p2p-student-notice.html>
13. **Emergency Management Statement:** In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the *mySUU* portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <http://www.suu.edu/ad/facilities/emergency-procedures.html>
14. I will be available during office hours and by appointment at other times. Office hours are listed above. Please feel free to visit me at any time. Your success is my first priority.
15. Disclaimer: Information contained in this syllabus, other than grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

## Web Pages

The following web pages will help to get you started. You will find many more.

<http://utfb.fb.org/>

- The Utah Farm Bureau Federation home page. It contains much information on Utah agriculture, including links to many other sites related to agriculture in the state.

[www.utah.gov](http://www.utah.gov)

- The official website of the State of Utah. This may be the most useful site you will visit. It also contains a search feature and links to many more sites on a variety of topics.

www.le.state.ut.us

- The website of the Utah State Legislature. Other branches of government also have their websites, links to which may be found in the state website listed above. This one is particularly valuable, because it has the text of the Utah Code, the laws governing the State of Utah. You will use this one in an exercise later in the semester.

www.nass.usda.gov/ut/

- Utah Agricultural Statistics Service. Contains statistics on all phases of agriculture in Utah. Also has links to Utah snow and soil survey data, Utah weather, and other sites.

www.census.gov

- Home page of the U.S. Census Bureau. It contains data on a nationwide scale and for individual states. It has many types of data on population, economy, etc., and for various time periods. Hopefully, by the time we get to the Population section of the course the new census figures will be available.

www.intellicast.com

- Weather forecasts. Enter the Cedar City zip code at the top of the page and you can get up-to-the-minute weather data and forecasts for Cedar City, or for any other location you select. Try it for your home town. When you get the search results click on the blue bar with the zip code in it in light green letters. Or, click on the map to isolate the area you want to see.

http://geology.utah.gov

- Home page of the Utah Geological Survey. It contains a lot of information on all aspects of the geology of the state.

Also try the web pages of the major newspapers and television stations in the state. (Salt Lake Tribune, Deseret News, Provo Daily Herald, Ogden Standard Examiner, Logan Herald Journal, St. George Daily Spectrum.)

## Grading Criteria for Written Papers

An "A" paper (112-125 points) is excellent in nearly all respects. It

- is well organized, with a clear thesis.
  - is well developed with content that is specific, interesting, appropriate, and credible.
  - is **reader-based**, not writer-based. It considers a specific audience.
  - has logical transitions that contribute to a *fluent* writing style.
  - has few if any mechanical, grammatical, spelling, or diction errors.
  - uses mature, unpretentious language.
- (Be aware that I seldom give a "perfect" score, but it does happen.)*

A "B" paper (100-112 points) shares most characteristics of an "A" paper, but may

- have some minor lapses in organization and development.
- contain some sentence structures that are awkward or ineffective.
- have minor mechanical, grammatical, or diction problems.
- be less distinguished in its use of language.

A "C" paper (under 100 points) is generally competent. It is the average performance. However, compared to a "B" paper, it may have a weaker thesis and less effective development. In addition, it

- may contain some lapses in organization.
- may have poor or awkward transitions.
- may have less varied sentence structures that tend toward monotony.
- may have more mechanical, grammatical, and diction problems.

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## Final Term Paper

Each of you will prepare a term paper on a topic relating to Utah's geography. Paper guidelines and topic suggestions are listed below. You may choose one that is listed, but if you wish you may choose another topic of geographic merit. Above all, it should be of interest to you. Ask me if you are not sure whether a particular topic would be appropriate. The paper should include a stated objective, map(s) and graphics, and a bibliography. A map is mandatory. See instructions below. The normal length is ten to fifteen pages. You will submit a topic statement **January 21** (*not optional*). The final written paper is due **April 15**.

The 10-15 page requirement is a guideline. I will not hold strictly to it if the paper is thorough and exhibits a serious effort in scholarly research and writing. However, if the paper is shorter, it must reflect these qualities to justify its length (*or lack thereof*). This does not mean that a long paper is automatically a good paper. Regardless of length, the paper should be well-written and reflect serious effort in scholarly research.

**I cannot stress this point enough.** Before you submit your paper, have someone read it to check grammar, spelling, punctuation, and clarity. We sometimes get so close to our own work that things escape us, even when we proofread. Even professional authors rely on editors. I will be happy to do that for you if you do not wait too long. Care in grammar, punctuation, spelling, etc. results in a more readable paper and will affect quality and grade. Although this is not an English class, you do need to communicate effectively. If I cannot read it, I cannot grade it. That is why "A" paper standards consider these factors.

The due date for the written paper is **Friday, April 15**. Please be aware of the late paper guidelines in the syllabus.

I will look for the following items:

1. Introduction of your topic. This is often overlooked, so pay attention to it. It sets the stage for the entire paper. In addition to introducing the topic an introduction should contain a statement of your major objectives. Remember, it is a formal paper, not a mystery novel. Do not keep the reader guessing as to your purposes and objectives.
2. A well-organized main body which hopefully discusses the same topic as the introduction. Use subheadings to separate major sections for the paper.
3. Summary and conclusions. **Don't just end abruptly.** Sum it up, tie it all together, and tell me what you think.
4. Maps, graphics, charts, tables, pictures that explain your topic. These may be placed in the body of the text or in an appendix. A map (or maps) is mandatory. The paper should reference the map, and locations discussed in the paper should be shown on the map. Please follow the example you see in most textbooks. Graphics are used to help explain the topic and are not merely added for looks. The text should refer to and explain the graphics. Points will be deducted if you put graphics in the paper without tying it to the text in some way. They are a powerful tool when used properly.
5. Please number your pages, and please use subheadings to separate major sections of the paper.
6. A bibliography of at least 8-10 sources (*there may be some leeway, depending on your topic*). I do not expect you to use any specific style guide, but I do expect you to be consistent. **NOTE: Points will be deducted if all of your references are from the WWW.** You must use sources in addition to the web. Also, please note that Wikipedia is not acceptable as a source. Please ask me if you have questions about the use of footnotes, bibliographic entries, or any other aspect of your papers.
7. Ten to fifteen page length, double-spaced (*a guideline, as stated above*), with pages numbered.

***I care more about research quality and content than I do about paper length or bibliography size, but don't neglect these either.***

#### **Term Paper Topic Suggestions:**

You may choose to discuss a particular **region, city, or county**, in which case your paper would cover several topics related to that region. Or, you may choose to discuss a specific topic. Following are some topic suggestions.

Suggested Titles: The Geography of \_\_\_\_\_ in Utah, or  
The Geographical Significance of \_\_\_\_\_ in Utah, or  
The Importance of Geography in Understanding \_\_\_\_\_ in Utah.  
The Contribution of \_\_\_\_\_ to the Geography of Utah.

Air Pollution	Home Security	Railroads
Alcohol Consumption	Hunting and Fishing	Religious Activity (especially non-LDS)
Camping	Irrigation	Retailing
Computer & Software Industry	Lake Bonneville	Rural Newspapers
Construction	Land Ownership	Ski Industry
Disease	Landslides	Solar Energy Use
Dry Farming	Language Usage	Sport Fishing
Electronic Manufacturing	Livestock Ranching	The Great Salt Lake
Financial Institutions	Metallic Mining	Tornadoes
Forestry (Beetles)	Minorities	Tourism
Fruit Farming	Native Americans	Urban Expansion
Fuels Mining	Nonmetallic Mining	Utah Coal Industry
Geothermal Energy Resources	Nonnative Animals	Utah Aerospace Industry
Ghost Towns (or a few specific ones)	Nonnative Plants	Water Resources
Government	Petroleum Industry	Wildlife Refuges
Higher Education	Public Water Supplies	
Highways	Radio and Television	

Or something similar. Please see me if you want to propose another topic.

#### **Homework Assignments**

In our study of the Geography of Utah, students will synthesize geographic information in solving the following problems. Please type all written reports. Please consider the value of each report (the number of points possible), and prepare your report accordingly. In past years, one of the biggest deductions in points has been for submitting very short reports that exhibit only a casual effort.

##### **1. Getting Acquainted with Utah. Due January 19.**

This assignment consists of a map exercise in which you will become acquainted with various features across the state and their locations. You will map on blank maps the features listed in ***Utah: The Place and the People***. Go to the list of place names on page 256 and place these features on the maps. Also, answer the set of questions that will accompany the exercise.

##### **2. Natural Resource Report. Due February 7.**

Select three natural resources of any type found in Utah and write a short report on each, including a discussion of where each is found and production in recent years. Your report does not need to be longer than 1½ to 2 pages in length.

3. Weather Tracker. **Due February 14.**

You will be given a weather data log sheet. Begin on the first day of class and fill in the form. Then, at the end of the fourth week, write a short summary of the changing weather conditions during the month of January. Your best source of data is the weather station located across the street from the Science Building. You will find the data at <http://www.cemp.dri.edu/>. Click on the Cedar City link to get data for the Cedar City weather station. Data from the weather station is updated on the web page hourly. Please note that it does not accurately record precipitation if it is snowing. It only records precipitation in liquid form, not frozen. If that is the case, indicate snow depth in the precipitation column.

4. Utah's environmental problems. **Due February 25.**

Choose an environmental problem experienced by the state of Utah. Without discussing your personal feelings, write a short paper describing the issue, being careful to present a fair case for all sides of the issue.

5. Mormon Culture Region. **Due March 23.**

Geographers in the 1970s identified a subregion within the western United States they called the "Mormon Culture Region." They did this by identifying a number of features that seem to be typical of Mormon settlement. These are described in *Course Notes*, pages 23-27 and Appendix 21. During the last 30 years or so the landscape of the Mormon Culture Region has changed, in some cases rather dramatically. We used this form (Appendix 21) to analyze the cities of the former study to document and determine the reasons for change. You will practice geographic data collection and analysis by applying the form to a community of your choice. If possible, go to a nearby community other than Cedar City, such as Paragonah, Kanarrville, Newcastle, Enterprise, etc. and complete the form. Or, if you live in Washington County, try it on a town there, other than Hurricane, Washington, or St. George. The original study was confined to towns of less than 1,500 people, so this analysis is not applicable to larger cities. After completing the form and totaling the score **write** a brief paper outlining your results. Please submit your survey form with your written paper. Was the community in question settled by Mormons or others? What evidence exists, one way or another?

6. Population Assignment. **Due March 28.**

You will prepare a map of the population distribution of Utah, based on the 1999 population estimates found on your folded highway map. If the 2000 Census figures become available before you complete the assignment you may use them. Notice that several places are listed with no population. These are unincorporated towns (What is the difference between an incorporated and an unincorporated town or city?). Their population is included in the county total. Your map can be prepared in any number of ways. You may map population by city or by county. You may map raw population numbers or population density. Or, you may use dots to portray statistical data (one dot = 1000 people, or something similar). Other possibilities exist as well. Your map will help you with Assignment 5. When you have completed your map look for patterns, and, **write** a brief explanation of the geographic patterns you identify.

7. State Law Assignment. **Due April 1.**

The purpose of this exercise is to help you to become acquainted with the Utah Code, the five-volume set of laws governing the State of Utah. A set can be found in the Reference Section of the Library. Ask the Reference Librarian for the Utah Code. Or, you can access the Utah Code at the following web address ([www.le.state.ut.us/](http://www.le.state.ut.us/)). The website does not have the index, however. First, pick up Volume 5, Index, and scan through it to get a feel for the variety of topics it contains. Then, choose **two topics** from the index and write a short report on the law or laws governing those topics. Include the following:

- a. Reference numbers (the three-part number separated by hyphens)
- b. Enactment date
- c. Description of the law
- d. Have any parts been repealed? If so, when?
- e. Is it a criminal or civil law? In other words, would you be arrested and are there criminal penalties (fines or jail time) for its violation?
- f. What are its ramifications? In other words, how does the law affect your personal life?
- g. Other pertinent information you would like to include. For example, have you had personal experience with the enforcement of this particular law?

8. Utah Economy. **Due April 6.**

Study the tables of economic activity for the years 1993 to 1997 and answer the following questions.

1. Rank all segments of the economy on the basis of the total number of establishments for the years 1993 and 1997.
2. Repeat question 1, but do your ranking based on total number of employees.
3. Repeat question 1, but do your ranking based on annual payroll.
4. Visually compare your three rankings and look for patterns.
5. Which segments had the fastest growing and slowest growing annual payroll from 1993 to 1997, on a percentage basis?
6. For 1997, which segment of the economy paid the highest average salary? How much higher than the state average is that salary?
7. Write a brief paragraph summarizing your findings. Evaluate the health of the economy's various segments.

9. Please complete either 6A or 6B below (only one of the two is required): **Due April 20.**

A. Traveling the State. **Due April 20.**

Assume that we want to move the State Capital out of Salt Lake City, because Salt Lake is not centrally located and because

we want to separate the state's economic and governmental functions. Your task is to identify at least three alternative locations for the new capital. Consider the following for all optional locations: existing transportation network and additional transportation needs the capital would require (don't forget room for a major airport), physical site characteristics (is there room for additional housing, how about water? Does the area have enough? And, how about adequate room for sewage disposal, things like that?), existing industry, agriculture, mining (industry, agriculture, mining might not be as important in terms of the day-to-day operation of the government itself, but they will contribute to the overall economy of the area), and any and all other factors that might influence the selection. If you pick cities that are not centrally located, you must justify their choice, considering that their location may create a burden for distant parts of the state. Please include maps of all three cities and their surrounding areas (these may be copies of maps from your large atlas), and on the maps indicate the transportation network (highways and airports) and other factors mentioned in your report. Rank your first three choices, and justify your selection in detail. Finally, in your written report justify moving it in the first place. That is, why is the current location unsuitable? Remember, this is a 50-point assignment. Significant effort is required (meaning that one page is not sufficient to include all elements of the assignment). (**Caution: Make sure that your paper addresses all of the issues mentioned in the paragraph above.**)

Your first step should be to ask what the state capitol does and what really goes on there. Then, ask what a capital city actually needs and what is not necessary. Do they really need industry, agriculture, or anything else like that? Finally, ask yourself what the areas you picked provide in terms of what a capital would need.

Possible test question: What is the difference between a capital and a capitol? Make sure that you spell the word correctly.

**B. The Organization and Reorganization of Space: County Boundary Assignment. Due April 20.**

This assignment is a highlight of the course. Utah's county boundaries make an interesting topic for analysis. Some of them seem to make no sense at all. In class we will examine the boundaries, starting with the history of their development and a review of the State Law in which they are described. The written county boundary descriptions are in the Utah Code. Your assignment is to start with a blank map and redivide the state into new counties. There are currently 29 counties in the state. You may end up with more or less than now. (As an experiment, I once did this very thing. On one map I ended up with 9 counties, and on another I had 41, based on different criteria.) You may choose to use some existing county lines, or you may choose to draw your own. Consider population distribution (refer back to your map from assignment 1), the population base for providing services, landforms and ease of access, economic factors, tax base and land ownership, shape, transportation network (think of problems in bussing school children), resources, and other factors. Indicate the county seat for each of your new counties. Check the Utah Code on requirements for establishing new counties. There is no right nor wrong answer for this assignment. You will not be graded on your actual placement of county lines, but you will be graded on how well you assemble and analyze data, how well you justify your choices, and in the level of detail you use. Write a short report describing your redesigned map and justifying your choices. Make sure that you fill out the checklist and attach it to your assignment. I will use that sheet to grade your assignment. Notice that this assignment is worth twice as much as Assignments 1, 3, 4, and 5. Plan accordingly.

10. During the semester, take a trip to a place in Utah you have not previously visited and write a report on your visit. In your report include information on the major attraction, the physical character of the area, plant and animal life in the area (whether you actually saw them or not), cultural features, historical setting, etc. Do a little research on the area prior to your visit and include that information in your report. Tell me why I should visit that location. Please include a map of the area. **Due April 25.**

## State Capital Assignment Checklist

Please make sure that each of the following issues is addressed in your analysis of each of your chosen locations. Remember, this is a 50-point assignment. Significant effort is required (meaning that one page is not sufficient to include all elements of the assignment).

Is each of the following items included or addressed?

- At least three alternative locations
  - Detailed maps of all three locations
- Justification of each location, especially those which are not centrally located
- Existing transportation network and additional transportation needs the capital would require (including room for a major airport or room to expand the existing airport)
- Physical site characteristics (Show these on your map, if appropriate)
  - Is there room for additional housing?
  - Does adequate room exist to build a government complex, including a capitol building?
  - Does the area have enough water?
  - Adequate room for sewage disposal, things like that?)
- Existing industry, agriculture, mining (industry, agriculture, mining might not be as important in terms of the day-to-day operation of the government itself, but they will contribute to the overall economy of the area).
  - How would the presence of absence of these things affect the day-to-day operation of a state capital?
- Any and all other factors that might influence the selection
- Rank your first three choices
- Justify your selection in detail
- Finally, in your written report justify moving it in the first place. That is, why is the current location unsuitable?



## GEOG 3600 – Geography of Utah – Spring 2011

***NOTE: Due to my duties as department chair, I may be called upon to be absent from class now and again during the semester. You will be notified of any changes in this calendar.***

Week		Monday	Tuesday	Wednesday	Thursday	Friday
1	J A N U A R Y	10 Course Introduction	11	12 Course Introduction	13	14 Getting Acquainted with Utah
2		17 <b>Martin Luther King Jr. Recess</b>	18	19 Landforms <b>Homework 1 due</b>	20	21 Landforms <b>Paper Topic due</b>
3		24 Landforms	25	26 Landforms	27	28 Weather and Climate
4		31 Weather and Climate	1	2 Weather and Climate	3	4 Weather and Climate
5	F E B R U A R Y	7 <b>EXAM 1 Homework 2 due</b>	8	9 Natural Resources	10	11 Natural Resources
6		14 Water <b>Homework 3 due</b>	15	16 Water	17	18 Soils
7		21 <b>Presidents' Day Recess</b>	22	23 Resource Conservation	24	25 Natural Hazards <b>Homework 4 due</b>
8		28 Natural Hazards	1	2 Flora and Fauna	3	4 Flora and Fauna
9	M A R C H	7 Flora and Fauna	8	9 <b>EXAM 2</b>	10	11 Historical Overview
10		14 <b>Spring Recess</b>	15 <b>Spring Recess</b>	16 <b>Spring Recess</b>	17 <b>Spring Recess</b>	18 <b>Spring Recess</b>
11		21 Historical Overview	22	23 Population <b>Homework 5 due</b>	24	25 Population
12		28 Population <b>Homework 6 due</b>	29	30 Land Ownership	31	1 Political Geography <b>Homework 7 due</b>
13	A P R I L & M A Y	4 Political Geography	5	6 Political Geography <b>Homework 8 due</b>	7	8 <b>EXAM 3</b>
14		11 Economic Geography	12	13 Economic Geography	14	15 Economic Geography <b>Term Paper due</b>
15		18 Economic Geography	19	20 Economic Geography <b>Homework 9 due</b>	21	22 <b>Easter Recess</b>
16		25 Make-up Day <b>Homework 10 due</b>	26	27 Final Exam Review	28	29 <b>Study Day</b>
17		2 <b>Final Exams</b>	3 <b>Final Exams</b>	4 <b>Final Exams</b>	5 <b>Final Exam 9:00-10:50 AM</b>	6