



**A:** Division: **INSTRUCTIONAL** Date: **MAY 2002**

**B:** Department/ **GEOGRAPHY** New Course | | Revision | **X** |

Program Area: **HUMANITIES & SOCIAL SCIENCES**

If Revision, Section(s) Revised: **F, M, N, O, P, Q, R**

Date Last Revised: **MAY 1988**

**C: GEOG 160 D: THE GEOGRAPHY OF BRITISH COLUMBIA E: 3**

Subject & Course No. Descriptive Title Semester Credits

**F:** Calendar Description: British Columbia is one of the most diverse and richly endowed provinces in Canada, but how much do you know about your province? Do you know that B.C.'s physical and human resources have always been part of a "Pacific Rim" region? Why are coastal B.C. winters so mild and wet while the interior is cold and dry? Why has the southwest corner of the province developed so differently than the rest of B.C.? Learn more about your province in Geography 160, an introduction to the regional geography of British Columbia. This course will include a general study of the physical environment and historical/settlement patterns. We will also examine issues such as economic development, resource conservation, urbanization, social and demographic transformations, and life in remote rural areas. B.C.'s present and future role in Canada's development will also be considered.

**G:** Allocation of Contact Hours to Types of Instruction/Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

**Lecture**

Number of Contact Hours: (per week / semester for each descriptor)

**Lecture 4 Hrs.**

Number of Weeks per Semester: **14**

**H:** Course Prerequisites:

**NONE**

**I.** Course Corequisites:

**NONE**

**J.** Course for which this Course is a Prerequisite:

**NONE**

**K.** Maximum Class Size:

**35**

**L:** PLEASE INDICATE:

Non-Credit

College Credit Non-Transfer

College Credit Transfer:

Requested

Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bccat.bc.ca](http://www.bccat.bc.ca))

**M: Course Objectives/Learning Outcomes**

At the conclusion of the course the student will be able to:

1. Synthesize the concepts and techniques of regional geography.
2. Communicate effectively orally, graphically, in writing, and using quantitative methods.
3. Create, interpret, analyze and utilize maps.
4. Evaluate and make informed decisions about contemporary British Columbia issues using the methodologies, concepts and techniques of regional geography.

**N: Course Content**

1. Introduction
  - Definition of area
  - Regional concepts as applied to British Columbia
  - Core/periphery model
2. Physical Setting
  - Tectonic processes
  - Geomorphology and physiographic regions
  - Climate
  - Biogeography
3. Historical Background
  - Prehistory
  - Exploration and settlement
  - First Nations experience
4. Economic Setting
  - Infrastructure
  - Transportation network
  - Resource development
  - Forestry
  - Fishing
  - Mining
  - Agriculture
  - Energy
  - Water
  - Government intervention
  - Resource management and conservation
  - Manufacturing
  - Tourism and Recreation
  - Tertiary and quaternary industries
  - Land use conflicts

**Course Content Cont'd.**

- 5. Urban and Social Issues
  - Urban development
  - Rural settlement
  - Demographic studies
  - Cultural diversity/ethnicity
  - Environmental challenges
  
- 6. British Columbia and Canada
  
- 7. Future Issues

**O: Methods of Instruction**

This course will employ a variety of instructional methods to accomplish its objectives, including some of the following:

- lecture
- labs
- field work
- slides/videos
- individual and/or team projects
- small group discussion
- map and air photo analysis

**P: Textbooks and Materials to be Purchased by Students**

Texts will be updated periodically. A typical example of a text to be used would be:

McGillivray, B. (2000). Geography of British Columbia: People and Landscapes in Transition. Vancouver: UBC Press.

**Q: Means of Assessment**

The evaluation will be based on course objectives and will be carried out in accordance with Douglas College policy. The instructor will provide a written course outline with specific evaluation criteria during the first week of classes.

An example of an evaluation scheme would be:

Assignments		40%
Class Preparation and Participation	10%	
Midterm Exam		25%
Final Exam		<u>25%</u>
		100%

**R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR**

Yes, students may take a challenge exam to apply for recognition of prior learning.

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Course Designer(s): D. McPhee

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Education Council/Curriculum Committee Representative

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Dean/Director

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Registrar