



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Effective Date: **SEPTEMBER 2004**

B: Department / **GEOGRAPHY** Revision New Course
 Program Area: **FACULTY OF HUMANITIES & SOCIAL SCIENCES**

If Revision, Section(s) Revised: **C**
 Date of Previous Revision: **MAY 2002**
 Date of Current Revision: **APRIL 2004**

C: GEOG 1160 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 1160, 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 Type of Instruction / Learning Settings	H: Course Prerequisites: NONE
	Primary Methods of Instructional Delivery and/or Learning Settings: Lecture	I: Course Corequisites: NONE
	Number of Contact Hours: (per week /semester for each descriptor)	J: Course for which this Course is a Prerequisite NONE
	Lecture: 4 hrs. per week / semester	K: Maximum Class Size: 35
Number of Weeks per Semester: 15		
L: PLEASE INDICATE:		
<input type="checkbox"/>	Non-Credit	
<input type="checkbox"/>	College Credit Non-Transfer	
<input checked="" type="checkbox"/>	College Credit Transfer:	
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives / Learning Outcomes:

At the conclusion of the course the successful 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
5. Urban and Social Issues
 - Urban development
 - Rural settlement
 - Demographic studies
 - Cultural diversity/ethnicity
 - Environmental challenges

<p>Course Content Cont'd.</p> <p>6. British Columbia and Canada</p> <p>7. Future Issues</p>											
<p>O: Methods of Instruction:</p> <p>The 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 discussions and map and air photo analysis.</p>											
<p>P: Textbooks and Materials to be Purchased by Students:</p> <p>Texts will be updated periodically. Typical examples are:</p> <p>McGillivray, B. (2000). <u>Geography of British Columbia: People and Landscapes in Transition</u>. Vancouver: UBC Press.</p>											
<p>Q: Means of Assessment:</p> <p>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 criteria during the first week of classes.</p> <p>An example of a possible evaluation scheme would be:</p> <table style="margin-left: 40px;"> <tr> <td>Assignments</td> <td style="text-align: right;">40%</td> </tr> <tr> <td>Class Preparation and Participation</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>Mid Term Exam</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Final Exam</td> <td style="text-align: right;"><u>25%</u></td> </tr> <tr> <td></td> <td style="text-align: right;">100%</td> </tr> </table>		Assignments	40%	Class Preparation and Participation	10%	Mid Term Exam	25%	Final Exam	<u>25%</u>		100%
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	100%										
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>Yes, students may take a challenge exam to apply for recognition of prior learning</p>											

Course Designer(s): D. McPhee

Education Council / Curriculum Committee Representative

Dean / Director

Registrar