



EFFECTIVE: SEPTEMBER 2002
CURRICULUM GUIDELINES

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: **SEPTEMBER 1995**

C: GEOG 180 D: THE GEOGRAPHY OF CANADA E: 3

Subject & Course No. Descriptive Title Semester Credits

F: Calendar Description: Canada is the second largest country in the world, but how much do you really know about it? Why with a landscape so richly endowed in natural and human resources do we always seem to be experiencing political, social and economic turmoil? What exactly might it mean to be “Canadian”? These questions and others are explored in Geography 180. Through an introduction to the regional geography of Canada we will attempt to broaden your understanding of both the diversity of Canada and the issues facing the country. Using the concepts and methods of regional geography, this course examines Canada as both a world region and as a nation made up of a set of distinct regions.

<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Lecture 4 Hrs.</p> <p>Number of Weeks per Semester: 14</p>	<p>H: Course Prerequisites:</p> <p style="text-align: center;">NONE</p>
	<p>I. Course Corequisites:</p> <p style="text-align: center;">NONE</p>
	<p>J. Course for which this Course is a Prerequisite:</p> <p style="text-align: center;">NONE</p>
	<p>K. Maximum Class Size:</p> <p style="text-align: center;">35</p>

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)

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 Canadian issues using the methodologies, concepts and techniques of regional geography.

N: Course Content

1. Introduction
 - Images of Canada from within and without
 - Approaches to the geography of Canada
 - Regional geography
 - The geographical region
 - Geographical scale
 - Core/periphery
2. Canada as a World Region
 - Physical attributes
 - Location
 - Size and shape
 - Landforms
 - Climate
 - Hydrology
 - Vegetation
3. Historical Background
 - Prehistory
 - European arrival and settlement
 - First Nations
4. Population
 - Demographic analysis
 - Distribution
 - Urbanization
5. Economic Activity
 - Resource development
 - Manufacturing
 - Tertiary and quaternary industries

Continued....

Course Content Cont'd.

6. Regions of Canada
 - Nationalism and regionalism
 - Core/periphery analysis
 - Heartland regions
 - Ontario
 - Quebec
 - Hinterland regions
 - Atlantic Canada
 - Prairies
 - British Columbia
 - The North

7. Review and Conclusions
 - Regionalism and nationalism

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. Typical examples of texts to be used would be:

Bone, R.M. (2002). The Regional Geography of Canada (2nd ed.). Don Mills: Oxford University Press.

Matthews, G.J. and Morrow, R. (1995). Canada and the World: An Atlas Resource. Scarborough: Prentice Hall

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:

Journal	20%
Map Exercises	20%
Project	15%
Midterm Exam	20%
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.

Course Designer(s): D. McPhee

Education Council/Curriculum Committee Representative

Dean/Director

Registrar