



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, F**
 Date of Previous Revision: **MAY 2002**
 Date of Current Revision: **APRIL 2004**

C: GEOG 1180 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 1180. 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.	
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) Lecture: 4 hrs. per week / semester	J: Course for which this Course is a Prerequisite NONE
	Number of Weeks per Semester: 15	K: Maximum Class Size: 35
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 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
6. Regions of Canada
 - Nationalism and regionalism
 - Core/periphery analysis
 - Heartland regions
 - Ontario
 - Quebec
 - Hinterland regions
 - Atlantic Canada
 - Prairies
 - British Columbia
 - The North

<p>Course Content Cont'd.</p> <p>7. Review and Conclusions - Regionalism and nationalism</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 discussion 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>Bone, R.M. (2002). <u>The Regional Geography of Canada</u> (2nd ed.). Don Mills: Oxford University Press.</p> <p>Matthews, G.J. and Morrow, R. (1995). <u>Canada and the World: An Atlas Resource</u>. Scarborough: Prentice Hall</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>Journal</td> <td>20%</td> </tr> <tr> <td>Map Exercises</td> <td>20%</td> </tr> <tr> <td>Project</td> <td>15%</td> </tr> <tr> <td>Mid Term Exam</td> <td>20%</td> </tr> <tr> <td>Final Exam</td> <td><u>25%</u></td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>		Journal	20%	Map Exercises	20%	Project	15%	Mid Term Exam	20%	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