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Context

Except as defined by political boundaries, British Columbia is indeed no single place. It is made up of regions as varied in their history, development, settlement, and image, as their landscape. Barman and Shadbolt express this quality of the province.

British Columbia presents an enigma. Its identity is elusive, yet images abound. Mountains and coastline offer powerful counterpoints. The importance of images cannot be underestimated, British Columbia is no ordinary place, perhaps no single place.

Jean Barman, Historian and Writer

The soul of British Columbia lurks in the wild valleys, on the timbered slopes, in white-water rivers, in the quiet mirrors of hidden lakes - in short, in the spirit of the land.

Jack Shadbolt, Artist and Writer

Course Description

Introduction to the physical and human geography of British Columbia. The course takes a topical and regional approach to examine the physical, economic, resource, settlement and social geography of the province, with emphasis on the landscape, character and images of its regions.

Learning Outcomes

At the end of the course students will be able to:

- Distinguish between regional and topical geography.
- Use appropriate techniques and information sources in the geographic study of British Columbia.
- Describe the physical and human geography of British Columbia.
- Describe and analyze, using geographic themes and approaches, topics related to the geography of British Columbia, such as resource management and use, settlement patterns and development, and regional identities and issues.

Approach

Regional geography can be seen as an integration of all geographies within the concept of place, the region. In this course students will be introduced to the multi-faceted nature of the discipline: physical geography, human geography, urban geography, environmental geography, economic geography and geographic methods. The approach emphasizes learning by doing; students are engaged in problem-based learning, in the form of projects and labs.

Course Text

McGillivray, Brett. *British Columbia: People and Landscapes in Transition* (2nd ed.)
Vancouver: UBC Press, 2005.

Students should purchase the **course manual** from the bookstore.

Internet Access

Course material is available through the Internet. Website URL is
<http://elkint.disted.camosun.bc.ca>.

Evaluation

Labs (30% of course mark)

Lab exercises are an integral part of the course: they provide an opportunity to apply or augment lecture and reading material to the development of your knowledge and understanding of the geography of British Columbia.

Lab assignments are always due the following week at the first class of the week.

Projects (60% of course mark)

Students undertake four projects throughout the semester.

Project I relates to the cultural geography of the province. Students collect and analyze cultural data based on geographic regions.

Project II relates to the physical geography of the province. Students collect and analyze climate data, examine historic change in BC's climate, prepare a climate profile of different regions of the province and investigate how climate affects BC's ecology.

Project III relates to historic settlement patterns in the province, focusing on Chinese immigration. . Students examine the history of Chinese immigration to Canada and BC, and the development of Chinatowns throughout the province.

Project IV relates to contemporary settlement patterns in the province. Students focus on the urban landscape. The project has two parts. In the first part, students use census data and field work to investigate characteristics of different neighbourhoods in Victoria. In the second part, students undertake detailed field work to investigate downtown Victoria's historic and urban geography through some of its heritage and contemporary landscapes.

Projects are graded on the basis of:

- Quality of research (40%) - Quality of information and relevance; demonstrate an understanding of research methodology; clearly introduce the project in the context of the course material
- Quality of thought and analysis (40%) - show that you can think intelligently and critically about the material; make connections between the project and course material: refer to the course text; identify clear conclusions
- Style (20%) - write up your work in standard academic English, with proper grammar, syntax and punctuation; cite all sources using an accepted bibliographic style.

Participation/discussion (10% of course mark)

Students are expected to read assigned readings, and attend all classes. Students work in small groups, often involving discussion of questions and issues raised by readings.

Evaluation summary:

Labs	- 30%
Projects	- 60%
Participation/discussion	- 10%

General information for projects and labs

Written work

Research reports must be typed using DOUBLE SPACING. Students are expected to use an accepted bibliographic style. All sources must be cited.

Late work

Any lab or report handed in late will be penalized 10%, and very late submissions (more than one week late) will not be accepted.

Course Schedule

Week of

Jan. 7 Introduction to the course
Week 1 What is regional geography?

Lab: The difference between space and place

Theme: Regions of BC

Jan. 14 Cultural geography of BC
Week 2 Defining cultural regions of BC
Project I: Defining the province's cultural regions
Reading: Text Ch. 1

Lab: Defining regions of BC

Jan 21 Project I: Defining the province's cultural regions
Week 3 Project work

Jan 28 Physical geography of BC
Week 4 Defining biophysical regions of BC
Natural hazards
Climate and climate change in BC
Reading: Text Ch. 2, 3

Research Project II: Investigating climate

Feb 4 **Lab (E110):** Mapping biophysical regions of BC using GIS
Week 5 **Project I due**

Project work

Theme: Settlement patterns in BC

Feb 11 Historic settlement of BC
Week 6 European and Asian settlement
Reading: Text Ch. 4, 6

Project III: In Search of Gold Mountain: History of Chinese immigration

READING BREAK

Feb 18 **Lab (E110):** Spatial diffusion: BC's migration patterns
Week 7 **Project II due**

Project work

Theme: Economy of BC

Feb 25 Economy of British Columbia
Week 8 **Reading:** Text Ch. 7

Lab: Changing geography of jobs

March 3 Agriculture in BC
Week 9 **Reading:** Text Ch. 12
Reading: Wendell Berry. 2001. The Idea of a Local Economy. Orion magazine.
Lab (E110): Analyzing and mapping agriculture

Agriculture in the Capital Region

March 10 Forestry in BC
Week 10 **Reading:** Text Ch. 9
Lab: The forest industry

Project work

March 17 Urbanization: British Columbia in transition
Week 11 **Reading:** Text Ch. 16
Project III due

Research Project IV: Reading the urban landscape
Part I: Working with census data
Part II: Landscapes of Downtown Victoria

March 24 Urbanization: British Columbia in transition
Week 12 **Lab (E110):** Spatial perspectives: Analyzing Victoria census tracts using GIS

Project work

March 31 Urbanization: British Columbia in transition
Week 13 **Lab (E110):** Profiling BC's population

Project work

April 7 Urbanization: British Columbia in transition
Week 14 Project work

Project work
Project IV due

GRADING

Letter grade	Numeric grade	Description
A+	90-100%	
A	85-89	Superior Level Achievement
A -	80-84	
B+	77-79	
B	73-76	High Level Achievement
B -	70-72	
C+	65-69	Satisfactory Achievement
C	60-64	Sufficient Achievement
D	50-59	Minimum level of achievement
F	0-49	Minimum level not achieved

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html