



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

GEOG-104-B01
Canada: Peoples and Land
Winter 2021

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/geog.html>

1. Instructor Information

(a)	Instructor:	Bernard Henin		
(b)	Office Hours:	Online; Email		
(c)	Location:	F314D		
(d)	Phone:	3318	Alternative Phone:	
(e)	Email:	bhenin@camosun.ca		
(f)	Website:	D2L		
(g)	Class time	Online (D2L; Collaborate)		

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Identify and explain the concepts and techniques of regional geography.
2. Use appropriate techniques and information sources in the geographic study of Canada.
3. Identify, describe and analyze the regional variations in the physical and human geography of Canada.
4. Describe and analyze, using geographic themes and approaches, contemporary Canadian issues.

3. Required Materials

(a) Texts

Bone, Robert M. 2018. *The Regional Geography of Canada*, seventh edition. Toronto: Oxford University Press.

Available as e-book:

<https://www.vitalsource.com/en-ca/products/the-regional-geography-of-canada-robert-m-bone-v9780199021345?term=978-0-19-902129-1>

(b) Other

A number of readings are assigned for each specific topic. All are available on websites in the public domain.

4. Course Content and Schedule

Week	Activities	Main Readings
1 Jan 11-15	Mon, Jan 11: Course introduction. Topic 1 (Collaborate 1:00pm – 2:00pm)	Textbook: Chapter 1
2 Jan 18-22	Mon, Jan 18: Topic 2 (Collaborate) Tues, Jan 19: Exercise 1 — Topic 1, 2 (10%)	Chapter 2
3 Jan 25-29	Mon, Jan 25: Topic 3 (Collaborate)	Chapter 3
4 Feb 1-5	Mon, Feb 1: Topic 4 (Collaborate) Tues, Feb 2: Exercise 2 — Topic 3, 4 (10%)	Chapter 4
5 Feb 8-12	Mon, Mar 8: Contact (Collaborate) Tues, Feb 9: TEST 1 — Topic 1, 2, 3, 4 (25%)	
6 Feb 15-19	READING BREAK	
7 Feb 22-26	Mon, Feb 22: Topic 5 (Collaborate)	Chapter 5
8 Mar 1-5	Mon, Mar 1: Topic 6 (Collaborate)	Chapter 6
9 Mar 8-12	Mon, Mar 8: Topic 7 (Collaborate) Tues, Mar 9: Exercise 3 — Topic 5, 6, 7 (10%)	Chapter 7
10 Mar 15-19	Mon, Mar 15: Contact (Collaborate) Tues, Mar 16: TEST 2 — Topic 5, 6, 7 (25%)	
11 Mar 22-26	Mon, Mar 22: Topic 8 (Collaborate)	Chapter 8
12 Mar 29-Apr 2	Mon, Mar 29: Topic 9 (Collaborate)	Chapter 9
13 Apr 5-9	Mon, Apr 5: Easter Monday Tues, Apr 6: Topic 10 (Collaborate)	Chapter 10 & 11
14 Apr 12-16	Mon, Apr 12: Topic 11 (Collaborate) / Briefing	
Exam period	TEST 3 — Topic 8, 9, 10, 11 (20%) (date to be announced)	

Course syllabus

Topic 1. Canada's regions

This topic introduces Canada's major geographical regions. These regions are largely defined from a historical and physical perspective. It illustrates the uniqueness and interconnectedness of places that together make up the country of Canada.

Topic 2. Canada's physical geography

Here we present Canada's physical environment. Canada's large geographical area contains a wide variety of physical settings. This has profound implications for settlement, resource use, and society in general.

Topic 3. Canada's historical geography

This topic explores Canada's history of settlement. It provides an overview of native settlement, European colonization and early immigration. It sheds light on the challenges of national integration.

Topic 4. Population

We examine population distribution patterns and demographic trends. Some of the themes are natural births, urbanization, contemporary immigration and ethnicity.

Topic 5. Canada's economic geography

We analyze the nature of Canada's economy from a geographical perspective. We outline spatial patterns of resource production, industrialization, service production and trade.

Topic 6. Canada's regions: Ontario

Ontario is Canada's population and economic core. We examine the economic and social characteristics of this important region.

Topic 7. Canada's regions: Québec

Québec is the site of the birth of Canada. After Ontario, it is the second most important economically and demographically. We examine the characteristics of the uniquely French-speaking province.

Topic 8. Canada's regions: The Prairie Provinces

Since the 1990s, the Prairie provinces (Western Canada) has been Canada's main growth region thanks to its abundant fossil fuel resources. We examine the challenges faced by these provinces in the context of the changing global economy.

Topic 9. Canada's regions: British Columbia

British Columbia, a province rich in natural resources, has its economy increasingly oriented towards trade with Asia. Its population also reflects rapidly growing immigration from Asia. We examine the demographic and economic challenges facing this region.

Topic 10. Canada's regions: The Atlantic provinces

The Atlantic provinces represent a slow-growth region. We investigate the processes of social and economic challenges facing this region.

Topic 11. Canada's regions: The Territorial North

The Territorial North is both a resource frontier and the homeland of northern Aboriginal peoples. We investigate the challenges faced by these communities.

Instructional framework

- **Lectures:** Formal lectures are available in asynchronous mode. All lecture material and graphic information is available on D2L. At the same time, each week, I will engage students in one-hour session on Collaborate, when I will explain the students' duties and emphasize the important concepts in the current topics and readings of the week.

- Audio-visual Materials: a variety of audio-visual materials (films, videos, slides, overheads, etc.) are available on D2L in conjunction to illustrate the course material.
- Readings: include both required and supplementary materials. The required readings provide essential materials in achieving course objectives. The readings should be read both before and after the lectures. Supplementary readings offer additional opportunities to study in-depth on certain topics.
- Tests: Three in-class tests will be conducted to evaluate the extent to which individual students are meeting course objectives and learning outcomes.
- Assignments: The exercises assigned for this course will help you understand and consolidate the concepts covered in lectures and readings. They also will serve to evaluate the degree to which individual students are meeting course objectives and learning outcomes.

5. Basis of Student Assessment (Weighting)

(a) Assignments

3 Exercises (10% each)	30%
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(b) Exams

3 Tests (2 midterms) (25%; 25%; 20%)	70%
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(c) Other

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

The textbook listed for the course contains much information related to the contents of the course. Lecture material is also summarized in the content of the D2L shell for the course. It is recommended to attend lectures on a regular basis.

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.