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# Undergraduate Course Syllabus

## GENV 230 IS: Geography of Canada (Independent Study)

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Trinity Western University, Department of Geography  
Summer 2017

Pre-requisites: None  
Semester Hours: 3

### Instructor Details

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**Professor** Dr. Jamie Spinney  
**E-mail** jamie.spinney@gmail.com

### Course Description (from the Academic Calendar)

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This course describes and explores Canada's physical and human geography focusing on the regional distribution of natural features and resources, population and settlements, economic activities and development, and cultural change. It emphasizes the diversity and interrelationships between the physical and human landscapes which have evolved over time, creating the identifiable regions and sub-regions within the country.

### Course Objectives

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The primary objective of this course is to examine the physical, historical, and human geography of Canada in a regional context. The course is designed for the student to develop an understanding of the similarities and differences between different regions across Canada. For this course, Canada is divided into six different regions: (i) Atlantic Provinces, (ii) Quebec, (iii), Ontario, (iv) Western Canada, (v) British Columbia, and (vi) the Territorial North. The purpose of this course is to highlight the interconnections between the physical, historical, and human characteristics of each region, between different areas within each of these regions, and between their cities and the rural areas surrounding them. This approach provides a framework for exploring the spatial distribution of physical, historical, and human geography to illustrate how the regions are part of larger inter-connected systems over space and time, especially within the context of globalisation.

### Required Text

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**Required Textbook** – Robert Bone (2014) *The Regional Geography of Canada*. 6<sup>th</sup> Edition. Oxford University Press.

**NOTE:** *The fifth edition will provide similar material and may be a little cheaper.*

## Learning Objectives

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This course requires the student to examine a series of themed reading assignments. On completion of this course, the student should be able to: (1) identify and define the key words and concepts used in the study of regional geography; (2) broadly describe the physical geography of Canada; (3) locate specific geographic features on maps of different scales; (4) describe the distinguishing characteristics of the different regions in Canada; (5) investigate interrelationships among the various elements of the physical, economic and human geography of Canada and its regions; (6) the functions, effects, and significance of certain human activities and patterns of resource development and usage; (7) describe and explain changing settlement patterns within regions; and, (8) discuss current events, social and economic problems, and future challenges facing the regions of Canada.

## Course Evaluation

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| DELIVERABLE                              | VALUE | DUE DATES    |
|--|-------|--------------|
| Critical Review Questions (5 at 8% each) | 40%   | Various      |
| Regional Profile Report                  | 20%   | Week 10      |
| Mid-Term Exam                            | 20%   | Week 5       |
| Final Exam                               | 20%   | Week 12 - 13 |

**Critical Review Questions (5 at 8% each)** – The student is required to respond to **any five** critical review questions. The assignment should be **three pages in length** and employ references from both the textbook and external sources. It is important to not simply summarise the material, but to provide a critical review and analysis of the issues.

**Regional Profile Report (20%)** – The student is expected to write an 8-page (1.5-spaced 12-point font) report, inclusive of pictures, maps, diagrams for any one region in Canada. Once you have chosen your region, you will need to develop a “profile” that describes the physical, historical, and human geography of the region. The report should outline the physical geography, demography, historical geography, economic geography, cultural geography, and environmental issues associated with that region. Central to this report is how these various aspects of the region interact to shape the region’s character and “sense of place”. It is important to include maps, photos and diagrams (where appropriate) to help illustrate the various aspects of the regional profile. The bibliography must include a **minimum of 5 academic sources** and all bibliographic sources must be **cited in the report text** and follow Chicago, MLA, APA Style. On-line formatting applications (e.g. [www.easybib.com](http://www.easybib.com) and [www.citationmachine.com](http://www.citationmachine.com)) may help.

**Tests** – The first test (**20%**) will be written during week 5 and will cover ALL material in Chapters 1 through 4, inclusive. The second test (**20%**) will be written during the week 12 or 13 and will cover all readings covered in Chapters 5 through 10. There are **NO** “surprises” on the tests; the test questions (definitions, short answer, and short essay) are drawn directly from the textbook (key terms and challenge questions), so it is important to read and review the textbook material.

## Course Details

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This course is designed as an **Independent Study** course. To succeed in an Independent Study course, **students must be organized, motivated, and able to work independently.**

### Student Responsibilities

1. The student will be responsible for completing a sufficient quantity and quality of work to justify the credit given. Generally, the expectation is in the order of 3 hours per week for each credit. Meaning ...

**1 course = 3 credit hours = 3 hours “in class” / week = 6 to 9 hours study time / week**

The “in class” component of an “independent studies” course formatted includes the time that is spent reading and completing the assignments. The student is expected to (i) read one chapter per week and (ii) complete one review question per week.

2. 1. The student will be responsible for scheduling both of their tests, which will also be written at the TWU Testing Centre, <http://www.twu.ca/academics/test-centre>. If for some reason this is not physically possible, please inform the instructor immediately.

**Instructor Responsibilities** – Although the student is primarily responsible for completing the course, the supervisor must ensure she/he has sufficient resources to appropriately supervise the student. This includes availability for the careful reading and assessment of assignments, the provision of timely and constructive feedback, and the time to answer student’s questions.

**I am here to help!**

## Course Policies

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**E-mail** – I welcome e-mail questions and will do my best to reply promptly to any questions. I do, however, have teaching commitments that can take me away from my desk for hours at a time. I am also usually available intermittently on evenings and on weekends.

**Academic Integrity and Avoiding Plagiarism at TWU** – As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism. Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download or used as flash tutorials of varying lengths from: <http://acts.twu.ca/library/plagiarism.ppt>; <http://acts.twu.ca/library/Plagiarism.swf> (14 minute tutorial); [http://acts.twu.ca/library/Plagiarism\\_Short.swf](http://acts.twu.ca/library/Plagiarism_Short.swf) (8 minute tutorial)

**Students with Disabilities** – Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined on the TWU website at

<http://twu.ca/life/wellness/learningresources/disabilities-and-equity-of-access/steps-to-attaining-disability-services.html>.

**Mark appeals** – I will make every effort to provide you with a grade that best reflects the quality of your work, and re-marking will be conducted at discretion. If you wish to have your work (assignment or exam) re-marked, you will be asked to explain in a typed memo-formatted document, within at most 10 business days after the work is initially returned, the reasons why it should be reviewed and the mark changed. A reply will be forthcoming in a period of at least 48 hours. Please note re-marking may result in a higher or a lower grade.

## Grading Scale:

Assessment will always be part of our academic professional lives. Grades earned in this class reflect the instructor's assessment of the student's effort. A grade of A+ is typically reserved for exceptional or distinguished work that exceeds the instructor's expectations. The following table describes the **University Grading System** and translates letter grades, numeric grades, and grade point averages.

| Letter Grade | Percent | Grade Point | Description  |
|--------------|---------|-------------|--|
| A+           | 90-100  | 4.3         | <p><b>A - Distinguished Work</b> (A+ = 90-100%; A = 85-89%; A- = 80-84%)<br/>Excellent problem solving ability is demonstrated. Questions are answered completely and directly, and are supported with reliable and directly-relevant evidence and/or examples. Connections are made with other parts of the course and information. All information is correct and attractively presented with no grammar or spelling errors.</p> <p><b>B - Superior Work</b> (B+ = 77-79%; B = 73-76%; B- = 70-72%)<br/>Good problem solving ability is demonstrated. Questions are answered completely with some mention of related topics. Supporting evidence is provided from the textbook and/or class, but no supplementary research. All information provided is mostly correct and is properly formatted with few grammatical and/or spelling errors.</p> <p><b>C - Adequate Work</b> (C+ = 67-69%; C = 63-66%; C- = 60-62%)<br/>Limited problem solving ability is demonstrated. Questions are answered completely but minimally. Answers are partially supported by evidence from class or textbook, but few or general examples are used. Most of the information provided is correct, but lacks attention to formatting and has grammatical and/or spelling errors.</p> <p><b>D - Minimally Acceptable Work</b> (D+ = 57-59%; D = 53-56%; D- = 50-52%)<br/>Weak problem solving ability is demonstrated. Most questions, or most parts of the question, are answered, but supporting evidence and/or examples are lacking or inappropriate. Part of the answer is wrong, lacks formatting, and has grammatical and/or spelling errors.</p> <p><b>F - Inadequate/Unacceptable Work</b> (F = below 50%)<br/>Little or no evidence of competency is demonstrated in course content or skills. Questions are not answered completely or the answers are not on point. Little or no supporting evidence or the information is incorrect. Most of the answers are wrong, lack formatting, and have grammatical and/or spelling errors.</p> |
| A            | 85-89   | 4           |  |
| A-           | 80-84   | 3.7         |  |
| B+           | 77-79   | 3.3         |  |
| B            | 73-76   | 3           |  |
| B-           | 70-72   | 2.7         |  |
| C+           | 67-69   | 2.3         |  |
| C            | 63-66   | 2           |  |
| C-           | 60-62   | 1.7         |  |
| D+           | 57-59   | 1.3         |  |
| D            | 53-56   | 1           |  |
| D-           | 50-52   | 0.7         |  |
| F            | < 50    | 0           |  |

## Course Outline

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| <b>WEEK</b><br>(recommended<br>schedule) | <b>TOPIC DESCRIPTION</b>      | <b>READINGS</b>        |
|--|-------------------------------|------------------------|
| 1  | Regions of Canada             | Chapter 1              |
| 2  | Canada's Physical Base        | Chapter 2              |
| 3  | Canada's Historical Geography | Chapter 3              |
| 4  | Canada's Human Face           | Chapter 4              |
| <b>5</b>                                 | <b>Mid-Term Exam</b>          | <b>Chapters 1 - 4</b>  |
| 6  | Atlantic Canada               | Chapter 9              |
| 7  | Ontario                       | Chapter 5              |
| 8  | Quebec                        | Chapter 6              |
| 9  | British Columbia              | Chapter 7              |
| 10                                       | Western Canada                | Chapter 8              |
| 11                                       | The Territorial North         | Chapter 10             |
| <b>12 or 13</b>                          | <b>Final Exam</b>             | <b>Chapters 5 - 10</b> |

# GENV 230: Geography of Canada

## Critical Review Questions

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Trinity Western University, Department of Geography  
Spring 2017

**Instructions** - Choose **ANY 5** of the following questions and prepare 3-page reports that critically review the question and explain its meaning/significance. The assignments should employ references from both the textbook and external sources. It is important to not simply summarise the material, but to provide a critical review and analysis of the questions (see attached evaluation rubric). A bibliographic entry of “quality” references is expected and can be formatted using a consistent style using either [www.easybib.com](http://www.easybib.com) or [www.citationmachine.com](http://www.citationmachine.com) to provide a citation of the article.

### QUESTIONS

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- Chapter 1** - Do you agree with John Manley’s statement that ‘we have to be . . . a little bit less religious about the issue of sovereignty and be a little more practical about it’? Why or why not?
- Chapter 2** - Is there a link between physical geography and the core/periphery model?
- Chapter 3** - Henri Bourassa was a strong advocate of cultural dualism. Would Bourassa approve of the House of Commons recognition of Québécois as a nation within Canada?
- Chapter 4** - Why does Ottawa encourage immigration? Explain why you agree or disagree with this policy.
- Chapter 5** - Why has the Caledonia dispute been so difficult to resolve? How do you think it can be resolved?
- Chapter 6** - Why might the definition(s) of Québec as a ‘nation’ upset Canadians in other provinces?
- Chapter 7** - Do you agree that BC faces a difficult choice between development and its environment?
- Chapter 8** - What effect could Western Canada’s ‘shallow historic roots’ have on the region’s sense of place?
- Chapter 9** - Why are draggers considered a danger to marine life and why does Ottawa resist outlawing the use of draggers in Canadian waters?
- Chapter 10** - On the one hand, megaprojects are the driving force behind the economy of the Territorial North. On the other hand, these projects have an Achilles heel that prohibits sustainable growth. What is it and why does it exist?

| GENV 230: Geography of Canada  |   | Student:   |  |  |  |       |
|--|---|--|--|--|--|-------|
| Critical Review Scoring Rubric   |   |  |  |  |  |       |
| Criteria   | 5   | 4  | 3  | 2  | 1  | Total |
| <b>Thesis Statement</b>  | Developed a strong thesis & included it in the appropriate place. Thesis was focal point & was strongly & thoroughly supported throughout.            | Developed a strong thesis & included it in the appropriate place. The thesis was the focal point & was supported throughout.                               | Developed a thesis statement & included it. Some of the information supported the thesis statement.  | Thesis needs to be developed further or is not included. The thesis is not fully supported.                        | A clear position is not present throughout the paper.                              |       |
| <b>Strong Reasons</b>  | Position is supported with well developed & thought out reasons (min. of three). Reasons show strong analysis & conclusions based on the information. | Position is supported with well developed & thought out reasons (min. of two). Reasons well developed, but analysis & conclusions need to be strengthened. | Review is supported with a minimum of three distinct reasons. Reasons are developed, but are more general & need to be developed further.            | Reasons are weak and/or repetitive. They need to be developed & explained further.                                 | Reasons are not developed or are repetitive. Ideas can be difficult to understand. |       |
| <b>Depth &amp; Variety of Evidence</b>   | Substantial valid & accurate information (CREST) has been used throughout the paper. Information is relevant & supports the writer's ideas.           | Adequate valid & accurate information has been used throughout paper. Information is relevant & supports the writer's ideas.                               | Review needs to be supported with more valid & accurate information. Some of the information may not be relevant and/or does not support the thesis. | Paper lacks valid & accurate information. Some of the information is not relevant & does not support the position. | Little to no support from researched information is present.                       |       |
| <b>Citations</b><br><a href="http://www.easybib.com">www.easybib.com</a><br>or<br><a href="http://www.citationmachine.com">www.citationmachine.com</a> | Review is supported in depth with > 5 sources, including textbook. Citations follow a consistent "style".   | Review is supported with a ≤ 5 sources. Citations follow a consistent "style".   | Review is supported with a ≤ 3 sources. Citations lack a consistent "style".   | Review is supported with a ≤ 1 source, OR citations improperly formatted   | No sources referenced.   |       |
| <b>Formatting</b>  | Paper is well formatted & very attractively presented with title page, header & footer (not on first page).   | Paper is formatted & attractively presented with title page, header & footer.  | Paper uses default formatting & lacks title page, header or footer.  | Paper uses default or distracting formatting & lacks details in presentation.                                      | Default or distracting formatting.   |       |
| <b>Organization &amp; Mechanics</b>  | Ideas are well organized & the paper is free of mechanical errors.  | Most ideas are well organized and generally free of mechanical errors.   | Some organization but diversions in purpose are present. Many mechanical errors. Sentence structure needs strengthening.                             | Little organization & many diversions. Many mechanical errors & transitions are not utilized.                      | Lacks organization & many mechanical errors making comprehension difficult.        |       |
| <b>Review Paper Score:</b>   |   |  |  |  |  |       |