

GENERAL ELECTIVE

Fall, 2011
AHSS 2220

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Course Title:	Canada: A Regional Synthesis
Pre-requisites:	N/A
Co-requisites:	N/A
Credits:	0.50
Course Website:	http://www.onlineguelphhumber.ca/
Method of Delivery:	Lecture

Calendar Description:

This course is designed to provide a better understanding of the nature and basis of Canadian regionalism. The first section of the course stresses the biophysical base and the inequality of the natural resource endowment. The historical geographic approach and the systematic overviews of contemporary Canada stress respectively the development and nature of the Canadian space-economy. The final section on regions, regionalism and nationalism provides an overview of the heartland-hinterland dichotomy and centrifugal and centripetal forces operative in the nation.

Course Learning Outcomes

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

1. Interpret current academic thinking on Canada and its regions.
2. Define key terms used in regional analysis.
3. Distinguish between functional, uniform and vernacular regions.
4. Negotiate the interactive on-line features of the Atlas of Canada.
5. Develop their research and written communication skills through a term paper focused on a selected region familiar to them.
6. Explain the physical, socio-economic and historical processes which have forged the country of today and the forces which drive change towards the future.
7. Identify the primary arguments of documents.

Learning Resources

Required Textbook(s):

Title: *The Regional Geography of Canada*
Author: Robert M. Bone
Edition: 20011 (fifth edition)
Publisher: Oxford University Press
***ISBN:** 978-0-19-543373-9

Supplementary Text/ Other Readings:

Additional readings or resources will be suggested in class or online throughout the term.

Course Schedule

TOPICS AND STRUCTURE

Week: 1 Date: Sep. 12	What this course is all about In this first class we will first get to know each other and then examine the discipline of Regional Geography, its particular outlook, major concepts and terms and apply them to the Canadian context. <i>Readings: textbook Ch. 1: Regions of Canada</i>
Week: 2 Date: Sep. 19	Canada's Natural Regions The landforms, climate and physiographic regions of the country are explored. Some of the physical processes which created these regions are examined. <i>Reading: textbook Ch. 2: Canada's Physical Base</i>
Week: 3 Date: Sep. 26	Overview of Canada: Past and Present This lecture explores the aboriginal presence and colonial history of what eventually became Canada. The early economic history of Canada is related to its physical base and its location in the Western Hemisphere through Harold Innis' "staples thesis." The modern population and its distribution are examined <i>Reading: textbook Ch. 3: Canada's Historical Geography Ch. 4: Canada's Human Face</i>

Week: 4 Date: Oct. 3	Ontario Through the lens of the “core-periphery” model, this week explores Ontario, the most dominant region of Canada in terms of population size, economic power and political influence. The changing economic and political roles of Ontario within Canada and North America are stressed. <i>Reading: textbook Ch.5: Ontario</i>
October 10	No class - Thanksgiving
Week: 5 Date: Oct. 17	Quebec The second core province of Canada is examined. This lecture explores the distinctive culture and origins of Québec and its modern face. The location, resources and economy of the province are highlighted, along with its distinctive relations with the rest of the country. <i>Reading: textbook Ch. 6: Québec</i>
Week: 6 Date: Oct. 24	Review and Midterm Test Worth 30% of final grade
Week: 7 Date: Oct. 31	British Columbia This week deals with British Columbia, a region which is radically different from the rest of Canada. Its internal diversity derives from its physical geography, location facing the Pacific Rim and a distinctive economic and social history. <i>Reading: textbook Ch. 7: British Columbia</i>
November 1	40th Class Day – Drop Deadline
Week: 8 Date: Nov. 7 term paper is due <u>in class</u> today	The Prairie Provinces Manitoba, Saskatchewan and Alberta constitute a single, although very large region. The province of Alberta is, however, setting a new course in its development. <i>Reading: textbook Ch. 8: Western Canada</i> Term Paper (worth 30%) is due <u>in class</u>. A late penalty of -5% per day will apply unless an extension is granted. See below for guidance.
Week: 9 Date: Nov. 14	Atlantic Canada Newfoundland and Labrador, along with the Maritimes of Nova Scotia, Prince Edward Island and New Brunswick are examined. While this region of Canada is now considered to be in the “periphery,” it was not always so. We will understand why this change occurred and why the region is still important in the country. <i>Reading: textbook Ch. 9: Atlantic Canada</i>

Weeks: 10 & 11 Dates: Nov. 21, 28	<p>Northern and Arctic Canada</p> <p>We will devote almost two weeks to cover the largest region of Canada, but one of its least known. Despite its abundance of resources, Northern and Arctic Canada remains peripheral, remote and semi-mythical in the minds of many. The current geopolitical importance of this region is stressed.</p> <p><i>Reading: textbook Ch. 10: The Territorial North</i></p> <p>The final exam details and a brief review will be given on November 28</p>
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Evaluation and Due Dates

Midterm:	30%
Writing Assignment:	30%
Final Examination:	30%
Participation	<u>10%</u>
Total	100%

Policy for Late Work

- An assignment due date can only be extended and a missed mid-term can only be made-up at the discretion of the instructor with submission of compelling and documented evidence of a family, medical, or analogous emergency or crisis.
- The University of Guelph-Humber Academic Regulations shall apply to missed final exams.

Drop Box Policy

- If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

Academic Policies

Important University of Guelph-Humber Academic Regulations

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy in the 2008-2009 Academic Calendar at: <http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress toward achieving learning objectives. Feedback often goes beyond grading and should be an indication of the standard a student has achieved and should to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph-Humber is committed to providing students with appropriate and timely feedback on their work. Faculty members are urged to provide meaningful feedback (approximately 20% of the total course evaluation is the standard), prior to the 40th class day. This is the last day that students are permitted to drop classes without incurring any academic penalties.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical**, **psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

Accommodation Procedures

Students will identify themselves to Services for Students with Disabilities and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "*SSD Memo to Faculty*".

When students require test accommodations, they will:

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations
- Book the test date and time in the SSD office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Services for Students with Disabilities. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at:

http://studentservices.humberc.on.ca/ssd/np/fac_resp.htm.

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. These policies can be found at:

<http://www.guelphhumber.ca/cstudents/policies/index.shtml>