

GENERAL ELECTIVE

Winter, 2012
AHSS 2220

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| INSTRUCTOR NAME (First & Last): | Charlotte McCallum |
| PHONE NUMBER: | 416 798-1331 |
| FAX NUMBER: | 416 798-2887 |
| EMAIL (Guelph Humber): | Charlotte.McCallum@guelphhumber.ca |
| MAIN OFFICE: | GH 208 |
| GUELPH-HUMBER WEBSITE: | www.guelphhumber.ca |

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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: *Canada: A Nation of Regions*
Author: Brett McGillivray
Edition: 2009 (second edition)
Publisher: Oxford University Press
***ISBN:** 13: 9780195429909 and 10: 0195429907

Supplementary Text/ Other Readings:

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

Course Schedule

TOPICS AND STRUCTURE

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| Week: 1 Date: Jan. 9 | What is Regional Geography? In this first class we will first get to know each other and then examine the discipline of Regional Geography, its major concepts and terms, and place them in a Canadian context. <i>Readings: textbook Ch. 1 Canada in Geographic Perspective Reading: Ch. 12 Canadian Issues from a Geographic Perspective</i> |
| Week: 2 Date: Jan. 16 | Canada's Natural Regions The geological, climatic and soil/vegetation natural regions of the country are explored. Some of the physical processes and inter-relationships between these regions are examined. <i>Reading: textbook Ch. 2 Canada's Physical Characteristics</i> |
| Week: 3 Date: Jan. 23 | Canada: Then and Now This lecture explores the aboriginal and subsequent settlement history of what eventually became Canada. The economic history of Canada is explored in some depth. <i>Reading: textbook Ch. 3 Conflict and Conquest: The Historic Shaping of the Canadian Landscape</i> |
| Week: 4 Date: Jan. 30 | The Rock – Newfoundland and Labrador This week examines the province which was once the oldest British colony but is now the youngest province and most easterly region of Canada. <i>Reading: textbook Ch. 8 Newfoundland and Labrador: Resource Dependency</i> |

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| <p>Week: 5 Date: Feb. 6</p> | <p>The Maritime Provinces The three Maritime provinces are visited. This region once formed a thriving and distinctive entity on its own before Canada's confederation in 1867. Today, the Maritimes are often (unfairly?) consigned to the country's periphery.</p> <p><i>Reading: textbook Ch. 7 The Maritimes: Settlements on the Eastern Periphery</i></p> |
| <p>Week: 6 Date: Feb. 13</p> | <p>Quebec This lecture explores the distinctive culture and history of Québec and its modern face. The political, cultural and constitutional realities of the province form the most important example of Canadian regionalism.</p> <p><i>Reading: textbook Ch. 5 Quebec: Maintaining a Distinct Society</i></p> |
| <p>Feb. 20 – 24</p> | <p>Reading Week – Winter Break</p> |
| <p>Week: 7 Date: Feb. 27</p> | <p>Review and Midterm Test Worth 30% of final grade</p> |
| <p>Week: 8 Date: Mar. 5</p> | <p>Ontario This lecture explores Ontario, the most dominant region of Canada in terms of population size, economic power and political influence.</p> <p><i>Reading: textbook Ch. 6 Ontario: The Dominant Half of the Core</i></p> |
| <p>Week: 9 Date: Mar. 12</p> | <p>The Prairies The southern, or “prairie” parts of Manitoba, Saskatchewan and Alberta will be covered this week.</p> <p><i>Reading: textbook Ch. 9 The Prairie Provinces</i></p> |
| <p>Week: 10 Date: Mar. 19</p> <p>term paper is due in class</p> | <p>Pacific Canada This week deals with one province, British Columbia, a region which is radically different from others in Canada. Its internal diversity derives from its physical geography, location facing the Pacific Rim and a very separate economic and social history.</p> <p><i>Reading: textbook Ch. 10 British Columbia: Canada's New Front Door</i></p> <p>Term Paper (worth 30%) is due in class. A late penalty of -5% per day will apply unless an extension is granted. See below for guidance.</p> |

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| Week: 11 Dates: Mar. 26 | Northern and Arctic Canada This is 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. <i>Reading: textbook Ch. 11 The North: Resource Frontier and Native Land</i> |
| Week: 12 Date: Apr. 2 Last class | Housekeeping, Trouble-shooting, Final Exam details and Final Review |

Evaluation and Due Dates

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| Midterm: Feb. 27, in class | 30% |
| Term Paper: Mar. 19, in class | 30% |
| Final Examination: during official exam period | 30% |
| Participation: throughout term | <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/pnp/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>