



COURSE IMPLEMENTATION DATE: September 1987
 COURSE REVISED IMPLEMENTATION DATE: September 2009
 COURSE TO BE REVIEWED: February 2013
(four years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

GEOG 270	Geography	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Field Techniques in Human Geography		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course provides a field-based introduction to a variety of tools and techniques used by human geographers to describe and analyze the cultural landscape and the spatial organization of society. Students will complete library and field research related to a specific area of interest. Geography 270 is usually offered as an independent study and may, with instructor permission, be completed as part of a study tour or *Adventures in Geography* field excursion.

PREREQUISITES: At least 6 credits of 100/200 level Geography
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	<u>3</u>	Hrs
Seminar:	_____	Hrs
Laboratory:	_____	Hrs
Field experience:	<u>30</u>	Hrs
Student directed learning:	<u>12</u>	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: N/A
 Expected frequency of course offerings: On demand
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) Yes No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) Yes No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: Yes No

Course designer(s): <u>Dr. Michelle Rhodes</u>	Date approved: <u>December 2008</u>
Department Head: <u>Dr. Ken Brealey</u>	Date of meeting: <u>December 19, 2008</u>
Supporting area consultation (UPACA1)	Date approved: <u>February 2009</u>
Curriculum Committee chair: <u>Moira Gutteridge-Kloster</u>	Date approved: <u>February 16, 2009</u>
Dean/Associate VP: <u>Dr. Eric Davis</u>	Date of meeting: <u>February 27, 2009</u>
Undergraduate Program Advisory Committee (UPAC) approval	

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- evaluate and select the appropriate research techniques or methods needed for completing a research project in human geography;
- demonstrate skills in the planning, design, and execution of field research projects;
- combine primary and secondary source information into visual, written, or oral presentations;
- identify the larger significance of their case study and field research, as well as the transferability of their research designs and findings to new research situations.

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)

Limited lecture

Field exercises and data collection, obtained using, for instance, interviews, surveys, participant observation, repeat photography, content analysis, or other techniques used in human geography

Study tour participation or field excursions

Reporting of findings in visual and written form

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify): Prior completion of a research project in human geography (e.g. a previously completed equivalent credit course in research methods from another university)

PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Highly variable, depending on nature of the research project and/ or study tour. Previous study tour materials used to support GEOG 270 on the Yellowstone Adventures in Geography study tour have included:

Required **articles:**

- Kellert, S., Black, M., Rush, C., and A. Bath. 1996. Human Culture and Large Carnivore Conservation in North America. *Conservation Biology* 10 (4): 977-990. Available on-line.
- Nash, Roderick. 1970. The American Invention of National Parks. *American Quarterly* 22 (3): 726-35. Available through JSTOR.
- Power, Thomas Michael. 1991. Ecosystem Preservation and the Economy in the Greater Yellowstone Area. *Conservation Biology* 5 (3): 395-404. Available through JSTOR.
- Varley, J. and P. Schullery. 1994. The reality and opportunity in the Yellowstone fires of 1988, in *The Greater Yellowstone Ecosystem: Redefining America's Wilderness Heritage, reissue ed.*, edited by R. Keiter, 105-122. New Haven, CT: Yale University Press.

Students will need to read one of the following **books:**

- Barker, R. 2005. *Scorched Earth: How the fires of Yellowstone changed America*. Island Press/ Shearwater Books.
- Barringer, M. 2002. *Selling Yellowstone: Capitalism and the Construction of Nature*. University Press of Kansas.
- Nabokov, P, and L. Loendorf. 2004. *Restoring a Presence: American Indians and Yellowstone National Park*. University of Oklahoma Press.
- Schullery, P. 2004. *Searching for Yellowstone: Ecology and wonder in the last wilderness*. Helena, MT: Montana Historical Society Press.
- Smith, D., and G. Ferguson. 2005. *Decade of the Wolf: Returning the Wild to Yellowstone*. The Lyons Press.

SUPPLIES / MATERIALS:

Supplies required are specific to research project and/or study tour.

Example 1: Materials and supplies required for the Mt. St. Helens and Channeled Scablands Adventures in Geography study tour have included:

- Reading List
- Carry-on sized suitcase or backpack (approx. 55 cm x 23 cm x 40 cm)*
- Daypack (waterproof)
- TWO (2) water bottles (should be larger than 500ml)
- Rain jacket and rain pants
- Rite-in-rain books (available at UFV bookstore)
- Hiking boots (high-ankles are recommended)**
- Sleeping bag
- Small pillow
- Camera with extra batteries and film/memory card (cell phone photos are not acceptable)
- Sunscreen
- Insect repellent
- Passport *or* Driver's License AND birth certificate
- Photocopy of passport or driver's license and birth certificate
- Fleece jacket or similar
- Hat and gloves (could be chilly)
- Mess kit (non-breakable plate, bowl, mug, and cutlery)
- Flashlight/lantern
- Personal gear (including medications etc.)
- Spending money (US funds)

Locally-based and completed research projects developed as part of GEOG 270 would likely require most items above, except for those related to long-distance travel.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Readings reviews (3-4):	30%
Literature review:	25%
Research poster or report:	35%
Presentation:	10%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

When completed as part of a study tour, GEOG 270 course content may include:

- Pre-trip meetings that cover an introduction to the region under study and its major issues;
- Identification of themes related to research project;
- Discussion of library techniques needed for hypothesis development;
- Discussion of field techniques appropriate to the research project, and the reporting structure for the research findings;
- Travel to research locations, and collection of data (usually through observation, photography, journals, subject counts, etc.);
- Compilation of research and presentation.