



COURSE IMPLEMENTATION DATE: September 1987
 COURSE REVISED IMPLEMENTATION DATE: September 2014
 COURSE TO BE REVIEWED: September 2020
(six years after UEC 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

<u>GEOG 270</u>	<u>Geography</u>	<u>3</u>
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Field Techniques in Geography and the Environment		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course provides a field-based introduction to a variety of tools and techniques used by geographers to describe and analyze the physical and cultural landscape, and human-environment relationships. Students will complete library and field research related to a specific area of interest. Geography 270 is 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: 60

STRUCTURE OF HOURS:

Lectures:	<u>5</u>	Hrs
Seminar:	_____	Hrs
Laboratory:	_____	Hrs
Field experience:	<u>45</u>	Hrs
Student directed learning:	<u>10</u>	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 6
 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>September 5, 2013</u>
Department Head: <u>Dr. Michelle Rhodes</u>	Date of meeting: <u>October 11, 2013</u>
Campus-Wide Consultation (CWC)	Date approved: <u>November 8, 2013</u>
Curriculum Committee chair: <u>Amanda McCormick</u>	Date approved: <u>November 8, 2013</u>
Dean/Associate VP: <u>Dr. Jacqueline Nolte</u>	Date of meeting: <u>November 22, 2013</u>
Undergraduate Education Committee (UEC) 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 geography;
- Utilize data collection and analysis skills in the planning, design, and execution of field research projects;
- operate a variety of field equipment commonly used in physical geography;
- 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 is used for this course. Emphasis is on field exercises and data collection used in geography. Course is primarily used for study tour participation or field excursions, and results in a 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 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 the Arizona study tour have included:

- Abbey, Edward. 1968. *Desert Solitaire: A Season in the Wilderness*. Any edition, press.
- Bolin, B., T. Collins, and K. Darby. 2008. Fate of the Verde: Water, environmental conflict, and the politics of scale in Arizona's central highlands. *Geoforum* 39 (3): 1494-1511.
- Cadava, G. 2011. Borderlands of Modernity and Abandonment: The Lines within Ambos Nogales and the Tohono O'odham Nation. *The Journal of American History* 98 (2): 362-383.
- Cohn, Jeffrey. 2001. Sonoran Desert Conservation, *Bioscience* 51 (8), 606-11.
- Ffolliott, P. and O. Davis, eds. 2008. *Natural Environments of Arizona*. University of Arizona Press.
- Finger, Thomas and Barbara Morehouse. 2007. River of Change: An environmental history of climate and water management in the Upper Little Colorado Watershed. *Journal of the Southwest* 49 (4): 531-560.
- Frantz, Klaus. 2012. The Salt River Indian Reservation: Land use conflicts and aspects of socioeconomic change on the outskirts of Metro-Phoenix, Arizona. *GeoJournal* (77): 777-790.
- Fule, Peter, et. al. 2002. Natural Variability of Forests in Grand Canyon, USA. *Journal of Biogeography* 29 (1): 31-47.
- Gomez-Novy, Juan and Stefanos Polyzoidos. 2003. A Tale of Two Tucsons: Urban Renewal and Downtown Tucson in the Twentieth Century, *Journal of the Southwest* 45 (1/2): 87-119.
- Hudson, John C. 2002. *Across this Land: A Regional Geography of the United States and Canada*. John Hopkins University Press. Chapters 20 and 21. Available in UFV library as e-book, and 2 copies for circulation.
- Prytherch, David. 2002. Selling the Eco-Entrepreneurial City: Natural wonders and urban stratagems in Tucson, Arizona. *Urban Geography* 23 (8): 771-793.
- Pyne, Stephen. 1999. *How the Canyon Became Grand: A Short History*. Penguin Books.
- Reisner, Marc. 1982, 1993, 2001. *Cadillac Desert: The American West and Its Disappearing Water*. Any edition. 3 copies available in the UFV library.
- Riley, Michael. 1994. Constituting the Southwest, Contesting the Southwest, Re-Inventing the Southwest. *Journal of the Southwest* 36(3): 221-241.
- Tisdale, Shelby. 1996. Railroads, Tourism, and Native Americans in the Greater Southwest. *Journal of the Southwest* 38 (4): 433-462.

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
- 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:]

Reading Reviews (2)	30%
Data Analysis and Summary Reports	30%
Participation	10%
Journal (including data collection)	20%
Reflective Essay	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.