



ORIGINAL COURSE IMPLEMENTATION DATE: September 2007
 REVISED COURSE IMPLEMENTATION DATE: September 2017
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2023
 Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: GEOG 300	Number of Credits: 4 Course credit policy (105)																
Course Full Title: Special Topics in Geography Course Short Title (if title exceeds 30 characters):																	
Faculty: Faculty of Social Sciences	Department (or program if no department): Geography and the Environment																
Calendar Description: <p>An opportunity to explore a topic or subfield in a new and significant area of geographical research and scholarship. Topics will be chosen from a wide range of physical, human, regional, and technical areas in geography.</p> <p>Note: Field trips outside of class time may be required. Please refer to department website for field trip scheduling information. Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.</p>																	
Prerequisites (or NONE):	45 university-level credits or any two 200-level Geography courses. Note: As of January 2018, prerequisites will change to the following: 45 university-level credits.																
Corequisites (if applicable, or NONE):	NONE																
Pre/corequisites (if applicable, or NONE):	NONE																
Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>	Transfer Credit Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Transfer credit requested (OREg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .																
Total Hours: 60 Typical structure of instructional hours: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">24</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">28</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td style="text-align: right;">8</td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;">Total</td><td style="text-align: right;">60</td></tr> </table>	Lecture hours	24	Seminars/tutorials/workshops	28	Laboratory hours		Field experience hours	8	Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:		Total	60	Special Topics Will the course be offered with different topics? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input checked="" type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i> Maximum enrolment (for information only): 28 Expected frequency of course offerings (every semester, annually, every other year, etc.): Once every year
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Seminars/tutorials/workshops	28																
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Total	60																
Department / Program Head or Director: Steven Marsh	Date approved:																
Faculty Council approval	Date approved: November 2016																
Campus-Wide Consultation (CWC)	Date of posting: December 9, 2016																
Dean/Associate VP: Dr. Jacqueline Nolte	Date approved: November 2016																
Undergraduate Education Committee (UEC) approval	Date of meeting: January 27, 2017																

Learning Outcomes

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

1. Describe the subject matter's place within and relevance to the field of Geography.
2. Provide written and verbal explanation of the core concepts of the topic of study.
3. Critically examine the geographer's approach to the subject, with particular emphasis on methods, theory, and applications.
4. Utilize field and library research techniques within the specific field of study.
5. Work collaboratively to identify a research question, and to investigate and present the findings of a research process.
6. Identify and integrate primary and secondary data as part of a larger research project.

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

GEOG 300 is primarily a lecture and seminar course. Students will be expected to read a sizable portion of the course reading list, critically research, assess, and summarize material, and present reflections and conclusions in class. Depending on course content, fieldwork will likely be expected. Depending on course content, lab work may also be required.

Grading system: Letter Grades: Credit/No Credit: Labs to be scheduled independent of lecture hours: Yes No

NOTE: See below - The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
Craighead, F. and C.L. Convis, (eds)	Conservation Planning: Shaping the Future		Esri Press	2013
Carr, M.H. and P.D. Zwick	Smart Land-Use Analysis. The LUCIS Model		Esri Press	2007
Scally, R.	GIS for Environmental Management		Esri Press	2006
Chang, K.	Introduction to Geographic Information Systems		McGraw-Hill	2011

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

Courses in Geography may have mandatory field trips with additional fees. Details are available on course outlines distributed in class.

Typical Evaluation Methods and Weighting

Final exam:	15%	Assignments:	25%	Midterm exam:	10%	Practicum:	%
Quizzes/tests:	25%	Lab work:	%	Field experience:	%	Shop work:	%
group project:	25%	Research report/poster:	%	Field report:	%	Total:	100%

Details (if necessary): Evaluation for this course will vary according to instructor and course subject matter.

Typical Course Content and Topics

GEOG 300J: Conservation Geographic Information Systems

1. Introduction to course and requirements
2. Integrating conservation planning with human communities, ecosystem, and economics
3. Scale and conservation planning
4. Land cover data: the foundation for conservation planning
5. Integrating land use and landscape change with conservation planning
6. Selecting species as targets for conservation planning
7. Identification and assessment of habitat quality for conservation of terrestrial animals
8. Marine and freshwater conservation planning: from representation to persistence
9. Identification and mapping of habitat cores
10. Assessing habitat connectivity
11. Presentations

Lab No. 1: Using ArcGIS to examine protected areas in relation to hotspot biodiversity and endemism.

Lab No. 2: Identifying overlap in areas used for subsistence hunting of Sitka black-tailed deer by residents of Hoonah, Elfin Cove and Pelican using ArcGIS.

Lab No. 3: Vegetation assessment of a research natural area in the Okanagan National Forest.

Lab No. 4: Use of ArcGIS to determine environmental impacts of a proposed timber sale on national forest lands of Granite Mountain.

Lab No. 5: Examining land use and housing density patterns in the Willamette Valley in Oregon.

Lab No. 6: Visualizing grizzly bear recovery zones, through bear sightings and loss of roadless lands (Part 1).

Lab No. 7: Visualizing grizzly bear recovery zones, through bear sightings and loss of roadless lands (Part 2).

Lab No. 8: Visualizing how salmonids integrate the cumulative effects of environmental change through ArcGIS.

Lab No. 9: Predicting wetland areas with spatial analysis and modeling.

Lab No. 10: Predicting wildlife habitat suitability with spatial analysis/modeling.