

13-34a.

LSC Use Only Proposal No:	UWUCC Use Only Proposal No: 13-34a	Senate Action Date: App - 12/3/13
LSC Action-Date: AP-5/9/13	UWUCC Action-Date: AP-10/29/13	

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

☐ New Course	☐ Course Prefix Change	☐ Course Deletion
☒ Course Revision	☐ Course Number and/or Title Change	☒ Catalog Description Change

Current course prefix, number and full title: **GEOG 253 Geography of Europe**

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate
 This course is also proposed as a Liberal Studies course (please mark the appropriate categories below)

☐ Learning Skills	☐ Knowledge Area	☒ Global and Multicultural Awareness	☐ Writing Across the Curriculum (W Course)
☒ Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)			
☒ Global Citizenship	☐ Information Literacy	☐ Oral Communication	
☐ Quantitative Reasoning	☐ Scientific Literacy	☐ Technological Literacy	

3. Other Designations, as appropriate

☐ Honors College Course	☐ Other: (e.g. Women's Studies, Pan African)
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4. Program Proposals

☐ Catalog Description Change	☐ Program Revision	☐ Program Title Change	☐ New Track
☐ New Degree Program	☐ New Minor Program	☐ Liberal Studies Requirement Changes	☐ Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Gail S. Schuyt</i>	4/19/13
Department Chairperson(s)	<i>John B. ...</i>	4/19/13
College Curriculum Committee Chair	<i>Steve ...</i>	4/23/13
College Dean	<i>Ann ...</i>	4/24/13
Director of Liberal Studies (as needed)	<i>Dr. H. ...</i>	10/21/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail S. Schuyt</i>	11/1/13

Received

NOV 1 2013

Liberal Studies

Received

OCT 18 2013

Liberal Studies

Received

APR 24 2013

Liberal Studies

Course Syllabus of Record
Geography of Europe GEOG 253

GEOG 253 Geography of Europe

3 class hours
0 lab hours
3 credits
(3c-01-3cr)

Prerequisites: None

Provides critical analysis and understanding of historic factors that led to the creation of the European Union. Critically examines current and future economic and political challenges that face the European Union. Offers a survey of the human geography and physical resources of contemporary Europe in historical and global context. Covers a broad range of topics, including: Europe in historic perspective; physical geography; human-environment interactions; population dynamics; culture and change; economic and agricultural development; urbanization and migration; and political geography.

II. Course Objectives

Objective 1: Illustrate the varied physical environments found Across Europe.

Expected Liberal Studies Learning Outcomes 1, 2 and 3: Informed, Empowered and Responsible Learners

Rationale:

The course will expand students' awareness and understanding of the interdependencies of the physical and social environment found within Europe. It will convey to the student the complexity involved in the analysis of physical characteristics associated with Europe. Students will be required to identify various physical regions and demonstrate via quizzes and exams.

Objective 2: Identify settlement patterns, population distribution density and migration within Europe.

Expected Liberal Studies Learning Outcomes 1, 2 and 3: Informed, Empowered and Responsible Learners

Rationale:

Exams and quizzes will require students to demonstrate temporal characteristics of settlement patterns and population trends as it pertains to countries belonging to the European Union. Close attention will be paid to migration of people within Europe from predominantly rural populations to urban. Additionally, critical analysis and investigation will closely examine current population trends and migration to the European Union from western Africa, as well as Eastern

Europe. Through analysis of migration from Africa to Europe, awareness will be raised centered on issues specific to social justice, such as the need for equitable and fair treatment among migrants.

Objective 3: Analyze economic geography of Europe.

Expected Liberal Studies Learning Outcomes 1, 2 and 3: Informed, Empowered and Responsible Learners

Rationale:

Building on the previous sections of the course, through quizzes and exams students will critically analyze the connectivity of the physical environment, settlement patterns and population come together to promote or depress economic activity. An historical account of economic activity across Europe will investigate three primary sectors of economic activity agriculture, industry and services.

Objective 4: Depict political geography of Europe with special attention to the development of the European Union.

Expected Liberal Studies Learning Outcomes 1, 2 and 3: Informed, Empowered and Responsible Learners

Rationale:

Exams, quizzes and a research paper will require students to critically examine and analyze the political atmosphere in Europe that led to the creation of the European Union. This aspect of the course will include a temporal understanding of the transformation of Europe from divided states on the verge of destruction to one of supranational unity. Additionally a brief survey of European Union member countries will also be conducted.

III. Course Outline

Introduction (3 hours)

- General orientation and discussion of course objectives
- Overview of the European continent
- Overview of European nations
- Quiz: Countries of Europe

The European Union (6 hours)

- World War II and the beginnings of supranational unity
- Early partnerships
- Expansion of European Economic Community
- European Union
- European Union Expansion and fatigue
- European Union Issues present and future

Evaluation: Exam 1 (1 hour)

Population Distribution, Density and Migration (6 hours)

- Robert Malthus
- Demographic history
- Demographic Transition
- Distribution of population
- European population trends
- Migration into the European Union

Rural and Urban Settlements (6 hours)

- Network of Roman towns
- The medieval city
- The renaissance city
- The industrial city
- Rural settlement
- Settlements in the modern era

Evaluation: Exam 2 (1 hour)

Economic Geography of Europe (7 hours)

- Sectors of the economy
- Agriculture
- Industrialization
- Stages of European economic growth
- Impact of globalization
- Impact of the European Union on agriculture, industry and services

Political Geography of the Europe (6 hours)

- Ideas for a united Europe
- Totalitarian regimes and economic autarky
- New European boundaries after World War II
- The Cold War
- Economic Cooperation in western Europe

The Core of the European Union (3 hours)

- France and the Benelux Countries
- Germany
- Italy

Enlargement of the European Union (3 hours)

- Denmark and the Ireland and the United Kingdom
- Southern Europe
- The Scandinavian Peninsula

- Eastern Europe

Evaluation: Exam 3 – Final (2 hours)

IV. Evaluation Methods

Evaluation and assessment will be determined as follows:

Quiz: 1	20 points
Quiz: 2	20 points
Quiz: 3	20 points
Exam 1	50 points
Exam 2	50 points
Exam 3 (Final)	65 points
Research Paper	50 points
Total	275 points

V. Example Grading Scale

A = 250 – 275 points	91% - 100%
B = 222 – 249 points	81% - 90%
C = 195 – 221 points	71% - 80%
D = 166 – 194 points	61% - 70%
F = less than 165 points	Below 61%

It is required that all exams and book report are completed in order to be eligible to pass the course.

For the Research Paper scores of 91% or better are Target—all themes are correctly defined, with multiple examples and few grammar or content errors; 90-75% Acceptable—no more than one theme incorrectly defined or missing, some examples wrong or missing, and/or paper is poorly written or short; less than 75% Unacceptable—book is summarized but no themes are identified or multiple themes are missing/incorrect, or thematic examples are not from the book, and/or paper is poorly written, late and/or shorter than required.

VI. Attendance Policy

The attendance policy will conform to IUP's undergraduate course attendance policy as outlined in the undergraduate catalog.

VII. Required Textbook(s), Supplemental Books and Readings

Textbooks

Blouet, B.W. 2012. *The EU and Neighbors: A Geography of Europe in the Modern World*. 2nd ed. Wiley and Sons.

Supplemental Books and Readings

Staab, A. 2011. *The European Union Explained*. 2nd ed. Bloomington, IN: Indiana University Press.

VIII. Special Resource Requirements

There are no special resource requirements expected of the students who enroll in this course.

IX. Bibliography

Alcamo, J. and J.E. Olesen. 2012. *Life in Europe Under Climate Change* Wiley-Blackwell.

Benevolo, L. 1993. *The European City*. Oxford, UK: Blackwell.

Blade, K.J. 2003. *Migration in European History*. Oxford, UK: Blackwell.

Brown, N. 2001. *History and Climate Change: A Eurocentric Perspective*. New York: Routledge.

Butin, R.A. and R.A. Dodshon (eds.). 1998. *An Historical Geography of Europe*. Oxford, UK: Clarendon Press.

Clark, P. (ed.). 2006. *The European City and Green Space: London, Stockholm, Helsinki and St. Petersburg, 1850 – 2000*. Burlington, VT: Ashgate Publishing.

Cohen, S.B. 2008. *Geopolitics of the World System*. Lanham, MD: Rowman and Littlefield.

Dinan, D. 2005. *Ever Closer to Union: An Introduction to European Integration*. Boulder, CO: Lynne Rienner.

Grove, A.T., and O. Rackham. 2001. *The Nature of Mediterranean Europe: An Ecological History*. New Haven and London: Yale University Press.

Gupta, J. and M. Grubb. 2000. *Climate Change and European Leadership: A Sustainable Role for Europe*. Boston: Kluwer Academic.

Hamilton, F.E.I. 1979. Spatial Structure in East European Cities, in R.A. French and F.E. Ian Hamilton (eds.). *The Socialist City: Spatial Structure and Urban Policy*. New York: John Wiley, 196-261.

Hill, M. 2003. *Rural Settlement and Urban Impact on Countryside*. London: Hodder Murray.

Hohenberg, P.M., and L.H. Lees. 1995. *The Making of Urban Europe, 1000 – 1994*. Cambridge, MA: Harvard University Press.

Hugill, P.J. 1993. *World Trade since 1431: Geography, Technology and Capitalism*. Baltimore: Johns Hopkins University Press.

Jordan, A. 2005. *Environmental Policy in the European Union*. Sterling, VA: Earthscan.

Judt, T. 2005. *A History of Europe since 1945*. New York: Penguin.

Kaplan, D.H. and J. Häkli (eds.). 2002. *Boundaries and Place: European Borderlands in Geographical Context*. Lanham, MD: Rowman and Littlefield.

Kaplan, D.H., Wheeler, J.O., Holloway, S.R. and T.A. Hodler. 2008. *Urban Geography*. New York: John Wiley.

Koster, E.A. (ed.). 2005. *The Physical Geography of Western Europe*. New York: Oxford University Press.

Labrianidis, L. (ed.). 2004. *The Future of Europe's Rural Peripheries*. Aldershot, UK: Ashgate.

Landers, J. 2003. *The Field and the Forge: Population, Production and Power in the Pre-Industrial West*. New York: Oxford University Press.

Livi-Bacci, M. 2001. *A Concise History of World Population*. Oxford, UK: Blackwell.

Mitchell, B.R. 2002. *International Historical Statistics: Europe, 1750 – 2000*. New York: Stockton Press.

Ostergren, R.C. and M. Lebosse, 2011. *The Europeans: A Geography of People, Culture and Environment*. New York: Guilford Press.

Rothacer, A. 2005. *Uniting Europe*. London: Imperial College Press.

White, G.W. 2004. *Nation, State and Territory: Origins, Evolutions and Relationships*. Lanham, MD: Rowman and Littlefield.

Woods, M. 2005. *Rural Geography: Processes, Responses and Experiences in Rural Restructuring*. Thousand Oaks, CA: Sage.

Wrigley, E.A. 2004. *Poverty, Progress, and Population*. New York: Cambridge University Press.

Research Paper: An Investigation of Contemporary Issues Challenging the European Union.

A minimum of 6-8 pages typewritten pages (double spaced) is required.

The assigned research paper is to be written in 4 sections. Each section is to be distinguishable

and organized as follows:

- a. **Introduction** (1 page)
 - i. Statement of the topic
 - ii. Outline / overview of the specific challenge the paper going to address
- b. **Synopsis** (2-3 pages)
 - i. An overview or summary of the historic background and important events.
- c. **Critical Analysis** (3-4 pages)
 - i. This is a critical analysis/assessment of the particular challenge. Aspects of critical analysis should address the following questions:
 - 1. What is the nature of the challenge, what has been done to correct the issues?
 - 2. What has been done to correct the challenges associated with the current state of the European Union
 - 3. Have these corrections been successful?
 - 4. Do you agree or disagree with solution n (s) developed to overcome the challenge?
 - 5.
- d. **Conclusion/Reflection** (1 page)
 - i. Short synopsis of the research paper
 - ii. What are some suggestions you might have to overcome these challenges

Summary of the Proposed Revisions

Course objectives list
Course Syllabus of Record

Rationale for Change

The driving rationale for this course revision is to satisfy the demands of the Liberal Studies revision. The course has not been revised since the last curricular process for revision in 1989.

Composition of revisions – Minor adjustments have been made to the course to enhance the primary LS competency associated with the course; Global Citizenship.

Geography of Europe provides for Global Citizenship by exposing the student to various cultural attributes of people around the globe. Throughout the world, other cultural traits, behaviors and attitudes are absorbed by the students as we learn about their unique cultures. Though this, students learn that ‘our’ way is not the only way, in the process, developing a respect for the identities, histories and cultures of others.

THE GEOGRAPHY OF EUROPE

GE 253

- I. Catalog Description: Investigates relationships underlying climate, physiography,, land use, dominant international problems, boundary disputes, minority problems, regional economic problems and regional complexes of the European continent.
- II. Goals for the course:
 1. To understand and appreciate the regional approach of geography as it is applied to the continent of Europe.
 2. To understand the uniqueness of European physical geography.
 3. To develop an awareness of the diversity and unity of European culture.
 4. To understand the impact of space on women and minorities in Europe.
 5. To compare and contrast some of the environmental and cultural explanations of the unity and diversity of European culture.
 6. To understand selected elements of past, present and possible future change in Europe.
 7. To gain a general appreciation of Europe as a geographically interesting continent.
- III. Course Outline:
 - A. Introduction (1 week)
 1. Aims and purposes of the course.
 2. The Regional Method of Geography--its values and limitations.
 3. Europe as a nodal and homogeneous region.
 - B. A systematic approach to Europe as a region.
 1. Physical geography (1 1/2 weeks)
 - a. The climatic factor.
 1. Causes and controls of patterns.
 2. Regions.
 3. Humans and climate in Europe, some theories.
 - b. The physiographic factor.
 1. The regions and a brief explanation as to their causes.
 2. An introduction to human-land relationships.
 3. Cultural factors in human-land relationships .
 - a. minorities and change.
 - b. The role of women in the agricultural economy.

2. Cultural geography (3 weeks)
 - a. Geographical patterns of pre-history.
 - b. The development of regional homogeneity.
 1. The evolution of "European" space.
 2. The evolution of the primary sector of the European economy.
 3. The impact of the industrial revolution.
 4. Some notes on contemporary adjustments to accelerated change.
 - c. The Circulation of Europe.
- C. The geography of nationalism and culture in Europe (1 week)
 1. Understanding the cultural differences of Europe.
 2. Problem areas in Europe.
 3. Some general conclusions.
 4. The problems of minorities.
 - a. Eastern Europe.
 - b. Western Europe.
- D. Scandinavians against nature and a land somewhat East of Eden (2 weeks)
 1. Introduction.
 2. Problems of the survival of nationalism in a hostile environment--an introduction to "export or die."
 3. Is Scandinavia East of Eden?
 4. Conclusions on the nature of reality and Eden.
- F. Eastern Europe--its changing political institutions (2 weeks)
 1. Some notable political trends in Eastern Europe.
 2. What of the future of Eastern Europe?
 3. Conclusions: The mixed blessings of war and conquest.
- G. The rebirth of Western Europe (2 weeks)
 1. Introduction.
 2. The historical geography of the rebirth.
 3. The search for regional cohesion.
 4. The common market and the European Free Trade Association.

Conclusions: What next on the map of Europe: A discussion of Democratic Ideals and Reality, by Halford MacKinder.

READINGS KEYED AS FOLLOWS

- A. Handout Material.
- B. An Introduction to Geography, R. Murphey, any edition--optional but excellent.
- C. Europe's Needs and Resources, Dewhurst et al, Reserve Desk, Library.
- D. Export or Die, handout.
- E. The Changing World, East and Moodie, Reserve Desk, Library.

TEXT:

G.W. Hoffman: A Geography of Europe, Wiley.

SUPPLEMENTAL BOOKS

To be selected from such examples as follow:

White, Paul. The West European City: A Social Geography, Essex, England: Longman Group Limited, 1984.
Jordan, Terry G.. The European Culture Area, New York: Harper & Row, 1973.

GENERAL COMMENTS

1. Two tests and a final examination.
2. Discussion is important and is very much encouraged.
3. Additional assignments and handouts may be given.
4. Several slide lectures will be given.
5. A term paper is required.

GOALS FOR THE COURSE

1. To develop an awareness of the diversity and unity of European culture.
 2. To understand the elements of past, present, and future change in Europe.
 3. To study an aspect of European geography in depth.
 4. To develop an appreciation of cross-cultural differences in the world today.
 5. To understand the bases of the regional approach to geography.
- IV. Evaluation methods: techniques used include two midterms and a final examination, all of equal weight. In addition the students will be expected to write short essays on a number of topics deemed timely when the course is taught and student discussion will be encouraged. The test will count for 75% of the grade, the papers 20%, and discussion 5%.
- V. The course will require a textbook such as the current edition of George W. Hoffman's A Geography of Europe: Problems and Prospects (John Wiley and Sons) and a substantial work of non-fiction such as those listed in the syllabus.
- VI. Special Resource Requirements: none.
- VII. Bibliography

Beckenside, M. and R., Southern Europe: A systematic Geographic Study, N.Y.: Holmes and Meier, 1975.

Dewhurst, J. F., Europe's Needs and Resources, N.Y.: Macmillan, 1961.

Dienes, Leslie, "Environmental Disruption and its Mechanism in East-Central Europe," The Professional Geographer, 26-4 (1974).

Fielding, A. J. "Internal Migration in Western Europe, : in People on the Move: Studies on Internal Migration, Kosinski and Prothero, ed. London: Methuen and Co., 1975.

Hoffman, G. F., Regional Development Strategy in Southeast Europe: A comparative Analysis of albania, Bulgaria, Greece, Romania and Yugoslavia, N.Y.: Praeger, 1972.

Kennet, W. ed. The Futures of Europe, Cambridge: Cambridge University Press, 1976

Kosinski, L. The Population of Europe: a Geographical Perspective, London: Longmans, 1970.

- Monkhouse, F. J., The Countries of North-Western Europe, London: Longmans, 1974
- Matthews, W. H., Kellogg, W. W., and Robinson, G. D. eds. Man's Impact on the Climate, Cambridge, Mass.: M.I.T. Press, 1971.
- Mackinder, H. J. Democratic Ideals and Reality, N.Y.: Holt, 1943
- Malmstrom, Vincent H. A Regional Geography of Iceland, (Washington): National Academy of Sciences-National Research Council, 1958.
- Parker, G. An Economic Geography of the Common Market, London: Longmans, 1969.
- Ress, H., Italy, Switzerland and Austria: A Geographical Study, London: Harrap, 1974.
- Somme, Axel, ed. The Geography of Norden, N.Y.: John Wiley and Sons, 1961.
- Tuan, Yi-Fu, "Discrepancies Between Environmental Attitude and Behavior: Examples from Europe and China," *Canadian Geographer* 12 (1968).
- Watson, W. J. and Sissions, J. B. eds. The British Isles: a Systematic Geography, London: thomas Nelson and Sons, 1964.
- World Bank, World Development Report 1988, N.Y.: Oxford University Press, 1988.
- Yearbook of Nordic Statistics (Nordisk Statistisk rsbok), 1987, K benhavn: Nordiska R det och Nordiska Statistiska Sekretariatet, 1987.

GEOG 255 Liberal Studies Course Approval General Information Responses

1. This course is not a multiple instructor course. Assigned instructor will have demonstrated regional specialization and interest.
2. Information concerning geographies of ethnicity is implicit within this study through the population and migration topics illustrated in the course outline. Europe's overall flat or negative population growth has been mitigated partially through the process of migration. Additionally, affluence found across Western Europe has made the region inherently a migration destination. Benefits, issues and problems facing migration into Europe from multiple perspectives will be addressed. From a European perspective, economic, social and political pressures resulting from a large influx of migrants from western Africa will be examined. From an African perspective, economic, social and political pressures resulting from significant percentage of the population migrating to the European Union from the West African country of Senegal will be analyzed and discussed.
3. This course strives to equip students with a body of knowledge that is designed to give students a contextual understanding present and future condition of Europe through an understanding of historical events. Within said framework, students will compile an end of term research paper that critically examines a particular aspect of the European Union of a student's choosing. Under supervision of the instructor students will begin to compile a collection of readings focused on their area of interest. Those readings will then be used to formulate an educated, well informed, critically written research paper.
4. Though a regional course, the approach assumes students have not been exposed to introductory courses such world regional geography, global cities, world politics or contemporary anthropology whose content may address issues of culture, development environment, population dynamics, political systems, etc. It is also geared to heighten the awareness of students with an interest in exploiting Study Abroad opportunities.