

LSC Use Only Proposal No: AP-10/9/14 UWUCC Use Only Proposal No: 12-97a
 LSC Action-Date: R-9/19/13 UWUCC Action-Date: AP-4/16/13 Senate Action Date: Apr-3/7/17

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Donald W. Buckwalter	Email Address donaldb@iup.edu
Proposing Department/Unit Geography & Regional Planning	Phone 724-357-2250

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 254 Geography of Russia, Central Eurasia, and Eastern 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)

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 Sedquist</i>	2/4/13
Department Chairperson(s)	<i>Ann Kephart</i>	2/4/13
College Curriculum Committee Chair	<i>Robert Kestner</i>	2/27/13
College Dean	<i>D. Ann</i>	2/27/13
Director of Liberal Studies (as needed)	<i>H. Nardi</i>	10/16/17
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	<i>Edel Kelly TECC Chair</i> <i>E. Nardi COE Dean</i>	4/16/13
UWUCC Co-Chairs	<i>Gail Sedquist</i>	2/21/17

Received OCT 15 2014 Liberal Studies
 Received OCT 3 2014 Liberal Studies
 Received APR 17 2013 Liberal Studies
 Received FEB 28 2013 Liberal Studies

GEOG 254 GEOGRAPHY OF RUSSIA, CENTRAL EURASIA, AND EASTERN EUROPE
New Syllabus of Record

I. CATALOG DESCRIPTION:

**GEOG 254 Geography of Russia, Central
Eurasia, and Eastern Europe**

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

Prerequisites: none

Examines the Russian Federation, former Soviet satellites, and the European and Asiatic successor states. The region is the realm of Eurasian languages, historical schisms between eastern and western Europe, and the geographical legacies of Tsarist and Soviet empires. Topics include terrain, climate, population, economic regions, resources, and geopolitics. These are studied in the context of environmental location and position between Eastern and Western power centers of the 21st century.

II. COURSE OBJECTIVES:

Upon completing the course students will be able to:

Objective 1.

Evaluate the cultural relations of Russia, Eastern Europe, and Central Eurasia with the Western realm including Western Europe and the United States.

Expected Liberal Studies Learning Outcomes

Informed and Empowered Learners

Rationale

Assignments will assess knowledge about the interrelationships between eastern and western European cultures. Students will employ critical thinking skills to evaluate field studies conducted in the region by scholars such as Anacker, Bater, and Treivish. A written assignment will compare and contrast the assigned articles to readings of the students choosing.

Objective 2.

Describe the long term geographical context of current events in Russia, Central Eurasia, and Eastern Europe.

Expected Liberal Studies Learning Outcomes

Informed and Responsible Learners

Rationale

Assignments and exams will require students to demonstrate knowledge about development of geographic patterns. Assigned readings cover internal economic disparities, demographic patterns, environmental contrasts, and historical legacies. Because geopolitical issues often arise from domestic ones, students will learn to appreciate the relationship between these internal relationships and the interactions of northern Eurasia with the rest of the world. Assessment is by probing contextual exam questions, on all three exams, in various formats.

Objective 3.

Explain the use of regional concepts as tools for the analysis of international relations, global affairs, and multicultural awareness.

Expected Liberal Studies Learning Outcomes

Informed and Responsible Learners

Rationale

Conventional wisdom and most published atlases (both print and electronic) divide the world into seven continents. This approach to regional delineation is inadequate when issues and institutions spill across accepted continental boundaries, and this is nowhere more evident than in Eurasia. Students will learn physical landscape categories that span the conventional Europe-Asia boundary, and they will study the agricultural, cultural, economic, military, and political activities that coincide with this transcendent concept. In so doing, they will learn alternative techniques for defining and analyzing regions—and for learning about the people who live in those places. This creates opportunities to compare and contrast the identities, histories, and geopolitics of the subject regions with places such as China, Japan, Western Europe, and the United States.

Objective 4.

Apply factual knowledge to questions of culture, geopolitics, and economic geography.

Expected Liberal Studies Learning Outcomes

Informed and Empowered Learners

Rationale

Analysis of development potential, geopolitical conflict, and cultural heritage depend on information about the juxtaposition of things such as cities, resource reserves, natural environments, population concentrations, and settlement types. Indeed, place names often reveal culture through their linguistic conventions. An emphasis on location, re-enforced by a study guide and a series of map quizzes, will empower the student to articulately discuss regions such as Eurasia and case studies relevant to the concept of Globalization. Assessment occurs on a series of six 10-point bonus quizzes. Students will coincidentally learn map reading skills.

III. DETAILED COURSE OUTLINE:

TOPIC	READING ASSIGNMENT
A. Introduction and Plan of the Course (1 academic hour)	
B. Overview (2 academic hours)	
1. The changing societies	
2. Five geopolitical sub-regions	Dando ch. 1

III. DETAILED COURSE OUTLINE: continued

TOPIC	READING ASSIGNMENT
C. Physical Geography (3 academic hours) <ol style="list-style-type: none">1. Size and location2. Terrain regions3. Environmental zones<ul style="list-style-type: none">-tundra-taiga-mixed forest-steppe-desert	Packet: Treivish Dando: Ch. 2
D. Historical Geography (3 academic hours) <ol style="list-style-type: none">1. Emergence of the Russian empire2. Feudalism and nascent industry3. Soviet era politics and society	Packet: Shaw Dando: chs. 3 & 5
E. Transition (2 academic hours) <ol style="list-style-type: none">1. Soviet economic structure2. Soviet-era reforms3. The second economy4. Transition: sectors, privatization, monetary policy	Dando: Ch. 8
F. Population and Settlement (4 academic hours) <ol style="list-style-type: none">1. Demographic trends2. Regional migrations	Packet: Bater Dando: Ch. 4
FIRST EXAM (1 academic hour)	
G. Environment & natural resources (3 academic hours) <ol style="list-style-type: none">1. Ideology: possibilism and valuation2. Metallic minerals3. Energy Resources<ul style="list-style-type: none">-coal-petroleum-hydro and nuclear	Packet: Micklin
H. Economic Sectors (4 academic hours) <ol style="list-style-type: none">1. Agriculture<ul style="list-style-type: none">-physical basis-economic structure2. Industry3. Transportation4. Post-Industrial Services	Dando: Ch. 6

III. DETAILED COURSE OUTLINE: continued

TOPIC	READING ASSIGNMENT
I. REPORT PROPOSALS (1 academic hour)	
J. Regions of Russia (4 academic hours) 1. Local and regional government -economic planning regions -oblasts and krays 2. Post-Soviet regional advantage 3. Autonomous territories	Packet: Bradshaw & Vartapetov
SECOND EXAM (1 academic hour)	
K. Former Soviet states (near abroad) (6 academic hours) 1. Concepts: ethnicity & nationalism -Ethnicity -Nations and States -Geographical Hegemony 2. Eastern Europe -Baltic States -Belarus & Ukraine 3. Trans-Caucasus 4. Central Asia -Kazakhstan -Two lowland countries -Two mountain countries	Packet: Anacker Dando: Ch. 7
L. ORAL AND WRITTEN REPORTS (1 academic hour)	
M. Central and Eastern Europe (6 academic hours) 1. Physical geography 2. Geopolitical themes -borderlands (marchlands) -shatterbelt -multinationalism -nationalism 3. Political geography of the "cold war" 4. Ethnolinguistic complexity 5. Individual countries	Packet: Jordan Packet: Pavlínek
THIRD EXAMINATION (2 academic hours, during the scheduled final exam period)	

IV. EVALUATION METHODS:

Students will be evaluated on three examinations and a book report. The three exams and the final written report are the key assessments, and each is 25 percent of the course grade. The distribution of points for the course is as follows:

First Examination	100 points
Second Examination	100 points
Third Examination	100 points
Written Report	100 points
<u>Location Quizzes (bonus quizzes from the location study guide)</u>	<u>60 points</u>
TOTAL	400 + 60

Examination questions are taken from lectures, reading assignments, and handouts. Each examination will cover approximately one-third of the course and consist of a variety of question formats. Some of the exams will include essay questions. The written report is based on either a specified optional reading or a reading topic of the students choosing (see attached instructions).

V. EXAMPLE GRADING SCALE:

The final grade of the course is based on the following scale:

A	360 or more points
B	320 to 359 points
C	280 to 319 points
D	240 to 279 points
F	0 to 239 points

It is patterned after a percentage scale applied to the 400 points on the three exams and the written report. Location quizzes are in-class activities that provide an opportunity to improve the grade on this scale.

VI. UNDERGRADUATE COURSE ATTENDANCE POLICY:

Students are expected and encouraged to attend all classes. Students are informed that good attendance is crucial and means no more than three academic hours absent per semester. An attendance policy will be developed that is consistent with the undergraduate catalog.

VII. REQUIRED BOOKS AND READINGS:

Textbook: Dando, William A. 2007. *Russia*, 2nd ed. New York: Chelsea House.

Liberal Studies Required Book: Course packet, Pro-Packet Copiers, selected readings from *Eurasian Geography and Economics*.

VIII. SPECIAL RESOURCE REQUIREMENT:

Students prepare for the location quizzes by developing proficiency with an atlas. They are supplied with a printed study guide but must learn to use atlases in the university library system, or find another source of comparable quality. Stapleton Library is adequate for this purpose, with several excellent atlas volumes in the reference collection. There is no lab fee for the course.

IX. BIBLIOGRAPHY:

The following articles are contained in the course packet:

- # 1: Treivish, Andrei. 2005. "A New Russian Heartland: The Demographic and Economic Dimension." *Eurasian Geography and Economics*, 46/2: 123-155.
- # 2: Shaw, Denis J.B. 1989. "The Settlement of European Russia During the Romanov Period." *Soviet Geography* 30: 207-228.
- # 3: Bater, James H. 2006. "Central St. Petersburg: Continuity and Change in Privilege and Place." *Eurasian Geography and Economics*, 47/1: 4-27.
- # 4: Micklin, Philip. 2002. "Water in the Aral Sea Basin of Central Asia: Cause of Conflict or Cooperation?" *Eurasian Geography and Economics*, 43/7: 505-528.
- # 5: Bradshaw, Michael J.; and Vartapetov, Karen. 2003. "A New Perspective on Regional Inequalities in Russia." *Eurasian Geography and Economics*, 44/6: 403-429.
- # 6: Anacker, Shonin. 2004. "Geographies of Power in Nazarbayev's Astana." *Eurasian Geography and Economics* 45/7: 515-533.
- # 7: Jordan, Peter. 2001. "Regional Identities and Regionalization in East-Central Europe." *Post-Soviet Geography and Economics*, 42/4: 235-265.
- # 8: Pavlínek, Petr. 2002. "Restructuring the Central and Eastern European Automobile Industry: Legacies, Trends, and Effects of Foreign Direct Investment." *Post-Soviet Geography and Economics*, 43/1: 41-77.

Selected books of interest (suggested options for the written report):

- Atroschenki, Olga; Bulatov, Vladimir; Kouteinikova, Inessa; and Solovyeva, Karina. 2011. *Russia's Unknown Orient: Orientalist Painting 1850-1920*. Catalog for the exhibition at the Groninger Museum from 19 December 2010 to 8 May 2011. Rotterdam NL: NAI Publishers. English ed.
- Bek, Anna Nikolaevna. 2004. *The Life of a Russian Woman Doctor: A Siberian Memoir, 1869-1954*. Bloomington: Indiana University Press.
- Blair, Elaine. 2006. *Literary St. Petersburg: A Guide to the City and its Writers*. New York: Little Book Room/Random House.
(Profiles of 15 writers, some with geographical references and points of touristic interest.)
- Brade, Isolde; and Bondarchuk, Evgenij. 2006. *The Transformation of Urban Space in Post-Soviet Russia*. London: Taylor and Francis.
- Brumfield, William C. 1993. *A History of Russian Architecture*. Cambridge, U.K.: Cambridge University Press.

IX. BIBLIOGRAPHY: continued

- Colton, Timothy J. 1995. *Moscow: Governing the Socialist Metropolis*. Cambridge, Mass.: Harvard University Press.
- Fortescue, Stephen. 2006. *Russia's Oil Barons and Metal Magnates: Oligarchs and the State in Transition*. London, UK: Palgrave Macmillan.
- Gilbert, Martin. 2007. *The Routledge Atlas of Russian History*. London: Routledge.
- Ioffe, Grigory. 2008. *Understanding Belarus and how Western Foreign Policy Misses the Mark*. Lanham, Maryland: Rowman and Littlefield.
- Goldovskaya, Marina E. 2006. *Woman with a Movie Camera: My Life as a Russian Filmmaker*. Translated by Antonina W. Bouis. Austin: University of Texas Press.
- Graham, Loren R.; and Dezhina, Irina. 2008. *Science in New Russia: Crisis, Aid, Reform*. Bloomington: Indiana University Press.
(This book traces developments in Russia's academies since the fall of Communism.)
- Ioffe, Grigory; Nefedova, Tatyana; and Zaslavsky, Ilya. 2006. *The End of Peasantry? The Disintegration of Rural Russia*. Pittsburgh: University of Pittsburgh Press.
- Kolstoe, Paul. 1995. *Russians in the former Soviet Republics*. Bloomington: Indiana University Press.
- Lydolph, Paul E. 1990. *Geography of the U.S.S.R.*, 5th ed. Elkhart Lake, Wisconsin: Misty Valley Publishing, 1990.
- McGlinchey, E. 2011. *Chaos, Violence, Dynasty Politics, and Islam in Central Asia*. Pittsburgh, PA: University of Pittsburgh Press.
Assesses the differences between countries and how that influences politics.
- Rugg, Dean S. 1985. *Eastern Europe*. The World's Landscapes Series. London: Longman.
- Shahgandanova, Maria, ed. 2002. *The Physical Geography of Northern Eurasia*. Oxford, U.K.: Oxford University Press.
- Thornton, Judith; and Ziegler, Charles E. 2002. *Russia's Far East: A Region at Risk*. Seattle: University of Washington Press, 2002.
- Tsygankov, Andrei P. 2006. *Russia's Foreign Policy: Change and Continuity in National Identity*. Lanham, Maryland: Rowman and Littlefield.
- Velychecko, Stephen, ed. 2007. *Ukraine, the EU, and Russia: History, Culture, and International Relations*. Basingstoke, U.K.: Palgrave Macmillan.
- Weiner, Douglas R. 2002. *A Little Corner of Freedom: Russian Nature Protection from Stalin to Gorbachev*. Berkeley: University of California Press.

STUDENT OUTCOMES ASSESSMENT MATRIX for GEOGRAPHY OF RUSSIA, CENTRAL EURASIA AND EASTERN EUROPE

Conceptual Framework	INTASC Standard	NCSS Standards	Course Objectives and Topical Areas	Assessment Technique
1a	1	1. Culture	Objectives 1, 2, and 3 Entire content of the course	Exams and Written Report
		2. Time, Continuity, and Change	Objectives 1, 2, and 3 Topics D, E, F, H, J, K, and M	Exams and Written Report
		3. People, Places, and Environment	Objectives 1, 2, and 3 Entire course, environment especially in Topics C, G, I, and M	Exams*, Written Report, and Location Quizzes.
		4. Individual Development and Identity	Objectives 1, 2, and 3 Topics A, B, D, E, F, H, L	Exams, Proposals, Written Report
		5. Individuals, Groups, and Institutions	Objectives 1, 2, and 3 Topics A, B, D, E, F, H, J, K, L, M	Exams and Written Report
		6. Power, Authority, and Governance	Objectives 1, 2, and 3 Topics A, B, D, E, F, H, J, K, L, M	Exams and Written Reports
		7. Production, Distribution, and Consumption	Objectives 1, 2, and 3—all have an Economic Geography Component Topics B, D, E, F, G, H, J, K, M	Exams, Written Report, and Location Quizzes.
		8. Science, Technology, and Society	Objectives 1, 2, and 3 Topics A, B, C, E, F, G, H, J, K, L, M	Exams, Written Report, and Location Quizzes.
		9. Global Connections	Objectives 1, 2, and 3 Topics A, B, D, E, F, G, H, I, J, K, L, M	Exams, Written Report*, and Location Quizzes.
		10. Civic Ideals and Practice	Objectives 1, 2, and 3 Topics A, B, D, E, G, J, K, L, M	Exams, Written Report, and Location Quizzes.

* Key assessments.

Standard Rubric for Assessing the Book Report Written Assignment

TARGET	ACCEPTABLE	UNACCEPTABLE
Choose a book or other readings comparable in academic quality to the items on the "selected books of interest" list. Student submits a coherent proposal on time. Final written assignment exceeds the competencies outlined in the written directions, which are tied to the course objectives.	Choose a book or other readings comparable in academic quality to the items on the "selected books of interest" list. Student submits a coherent proposal on time. Final written assignment meets basic competencies outlined in the written directions, which are tied to the course objectives.	Student fails to follow the proposal and approval process. Assignment fails to meet basic competencies outlined in the written directions and falls significantly below the average performance of students in comparable classes.

Assignment instructions for the Book Report are attached.

GEOG 254: Geography of Russia, Central Eurasia, & Eastern Europe
Book Report--Spring 2013

Write a concise report according to one of three options. This is an exercise in rigorous professional writing. It may be a different style than previous writing that you have done, so **do not hesitate to see me** (during office hours or by appointment) for clarification and assistance. Be prepared to identify the option of your choice, the general subject, and a bibliographic citation by February 14. You will not be allowed to change options after that date but you can change reading selections and modify the general subject by consulting with the instructor. In fact, it is normal to fine-tune the topic and making appropriate modifications in the reading assignment.

:

1. Read and write about a book from the GEOG 254 – Current List.
Titles from the list are available in the library or through inter-library loan (PALCI).
2. Read and write about a different book. It should be scholarly in character, relevant to your interests, and related to one of the lecture topics.
3. Read and write about 4-5 refereed journal articles from scholarly literature. Use sources relevant to your interests that are related to one of the lecture topics. The IUP library on-line provides access to electronic indexes including GEOBASE, GeoBib, EBSCO, and Academic Universe. **See me if you need help getting started with these resources.**

For any of the three options, summarize the content and discuss its relevance to specific lecture topics and required readings. For options one and two you may write about selected chapters rather than the entire book. If the book is a long and complicated one (see for example Ioffe et al. *The End of Peasantry*). This plan of action should be described in your proposal—see below. For all three options, cite specific passages that illustrate your points as parenthetical references to author and page number, for example: (Shaw 52), (Chandler 15), (lecture March 3). The paper and bibliography may use any style such as MLA, Chicago, or APA, as long as usage is consistent.

A report proposal that includes a “statement of interest” is a **required** part of the assignment. There are two reasons for this requirement. First, writing a “statement of interest” is a skill that has many applications in life after graduation from college. Second, the resultant final papers are better. At any time, but no later than February 26 at the beginning of class, submit a one-page (about 250 word) proposal identifying the specific reading material you have selected. State in one or two sentences why the particular readings interest you and what specific topic(s) they share in common with the course lectures. Please see me during office hours prior to February 26 if you are uncertain about the relevant lecture topic or need help composing the statement of interest. The proposal should also include a formal bibliographic citation of the source(s) that is single spaced, placed at the end of the paper, and does not count against the 250 word limit. Satisfactory proposals submitted on time will be graded for 10 points. Late proposals will be approved or

disapproved by the instructor but will receive no bonus points. *Final papers will not be accepted from students whose proposals have not been approved.*

The final paper is due at the beginning of class on April 18. It must include five things: 1) complete sentences and well-developed paragraphs, 2) an introduction that clearly states a theme—the most important point made by the reading, 3) a distinct conclusion that evaluates the reading, 4) enough specific information to support the theme, and 5) a list of references. The middle part of the paper should summarize only those passages that say something about the theme or central idea of the introduction. Emphasize 'framing the text'—an introduction that identifies important questions about a theme, a conclusion that says how the questions have (or have not) been answered, and a middle part that provides evidence for the conclusions. In the conclusion of the report, discuss the most significant thing you learned from the readings. Make an argument that explains why this is more important to your scholarly interests than other points in the reading.

There will be a 5-point penalty for work not ready at the beginning of class on the due date, plus an additional 5-points **per calendar day**. Be prepared to informally explain the most important point of the paper. The written report should be about 1,500 words excluding the title page and list of references--five or six pages, double-spaced, one-inch margins, and a type font similar in size to the one here. The list of references should include the optional readings plus chapters from the packet and specific lectures that are cited in the paper. Lecture citations in the list of references should take the form:

Buckwalter, March 5. "Economic Sectors."

The report will be graded according to its' 1) diligent adherence to the instructions, 2) definition of a clear theme, 3) relevance to the lectures and required reading including explicit comparisons and contrasts, 4) understanding of the topic, and 5) quality of writing, editing, and organization.

SUMMARY OF COURSE REVISIONS:

The syllabus of record is modified to keep abreast of changes in the field and reflect updated readings. Copies of the old and new syllabi are attached. The major change since the last revision of 2008 is updating of the articles in the liberal studies reading packet and updating of the list of books that students may consider for the written report.

1) Updating the course objectives.

2) Updating the course outline, syllabus, and bibliography to map to the new Liberal Studies outcomes.

1) Rationale for updating the course objectives:

The original course objectives were not written according to the current format for a syllabus of record.

2) Rationale for updating the course outline, syllabus, and bibliography to map the new Liberal Studies outcomes.

The syllabus has been updated to reflect the current topics included in the course. The bibliography has also been updated.

JUSTIFICATION FOR THE CHANGE:

The established course framework emphasizes the distinct character of a region. Russia, Central Eurasia, and Eastern Europe has long been characterized by diverse (and sometimes ambiguous) cultural identities. It is known by alternative names such as Russia, Central Eurasia, and Eastern Europe; Northern Eurasia; or Russia and the Near Abroad. Scholarly literature applies terms such as boundary zone, transition, and shatterbelt to complex multi-ethnic relationships that influence government, politics, and religion. Common usage of the terms continues to evolve, and their treatment within the course has likewise changed. The region is distinguished from Western Europe by late industrialization, persistence of serfdom and feudalism, and climates that are more continental and less humid. The prominence of Slavic, Altaic (including Turkic and Finno-Ugric), and Caucasian language families represents a degree of cultural diversity not found in any of the western continents. The potential for cultural complexity and interaction is amplified by the fact that the Caucasus, the Kazakh Steppe, and the Ural Mountains are the only places on earth where long continental boundaries are land connections rather than water barriers. The long-term themes of cultural, economic, and historical geography continue to be the main focus, with illustrative examples from recent events where appropriate. The latter include geostrategic issues in the Balkan Peninsula, Caucasus, Ukraine, and Central Asia that provide contemporary challenges for the global community. Pedagogical opportunities are presented by abundant natural resources (and attendant controversies regarding development policy), an educated populace, and cultural legacies

that are rich as well as diverse. Readings by authors from the region are a major component of the content. This revision maintains the framework of themes but updates the content.

Liberal Studies Course Approval General Information

1. This is not a multiple-instructor course.
2. Topics D, F, J, K, and M analyze various aspects of the complex range of ethnicity relationships within northern Eurasia. Topic D document the assembly of Tsarist Russia as a multi-ethnic empire. Topic F Population emphasizes migration (emigration of Jews from and immigration of Asiatic peoples into metropolitan Russia). Topics J, K, and M are regional treatments of Russia, for Soviet states, and former satellites. These countries and many of their political subdivisions are based on the premise of ethnic nationalism—the state should coincide with the territory of a self-identified ethno-linguistic group. The reasons for and difficulties of ethnic nationalism as an organizing political principle are analyzed in each case. Section F on population deals with gender issues in two ways. First, policy regarding human reproductive behavior is unique in this region because of the legacy of 80 years of communist ideology. Russia and neighboring countries have the world highest abortion rates and lowest birth rates—all in a health care system that is less than ideal. Of course women are disproportionately impacted. Also, historical theme embedded in almost every topic bring out the incredible impact of two world wars—changing the roles of women in the work place because the men all died, but also involving women directly in combat. These are not only compelling stories but revelations about the causes of modern social attitudes and institutions.
3. The fiction or non-fiction work will be chosen by the student with the approval of the instructor. Students are free to write about readings relevant to their major or other area of interest. The student must write a brief proposal so the instructor can make sure the source is first, relevant to geography, and second, appropriate as a liberal studies reading.
4. This is an introductory course to the geography of a region and it bears no pre-requisite. The non-major is accommodated by the open topic of the written assignment (see item 3) and the basic level at which each geographical topic is presented. Discussion of Physical Geography, for example, is descriptive rather than scientific with illustrations included numerous photographs. Similar methods are employed in discussion of urban, economic, and cultural themes with photographs taken by and field experiences of the instructor used as key resources.

October 15, 2014