

CURRICULUM PROPOSAL COVER SHEET
University-wide Undergraduate Curriculum Committee

LSC Use Only
Number <u>LS-22</u>
Action <u>Approved</u>
Date <u>2-8-90</u>

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE GE 253 The Geography of Europe
 DEPARTMENT Geography and Regional Planning
 CONTACT PERSON Robert B. Begg

II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only
- Course Approval and Liberal Studies Approval
- Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

[Signature]
 Department Curriculum Committee

[Signature]
 Department Chairperson

[Signature]
 College Curriculum Committee
[Signature]
 Director of Liberal Studies
 (where applicable)

[Signature]
 College Dean*

 Provost
 (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC _____
 to UWUCC _____

Semester/Year to be implemented FALL 89 Date to be published in Catalog SPRING 89

Revised 5/88

[Attach remaining parts of proposal to this form.]

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- Regular
- Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? GE 102

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

Primary Secondary

A. Intellectual Skills and Modes of Thinking:

- 1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process. X _____
- 2. Literacy—writing, reading, speaking, listening _____ X
- 3. Understanding numerical data _____ X
- 4. Historical consciousness _____ _____
- 5. Scientific inquiry _____ _____
- 6. Values (ethical mode of thinking or application of ethical perception) _____ X
- 7. Aesthetic mode of thinking _____ _____

B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person X _____

C. Understanding the Physical Nature of Human Beings _____ _____

D. Certain Collateral Skills:

- 1. Use of the library _____ _____
- 2. Use of computing technology _____ _____

GE 253 The Geography of Europe
Liberal Studies Form -- 2

- A.1. Using a regional geographic approach to understanding the European community forces the student to understand and integrate several fundamental themes in geography. Europe is seen physiographically, culturally, historically, and environmentally. The impact of environment and space on Europe today is developed as the student synthesizes and integrates the diverse themes.
- A.2. Discussion, outside reading, and a term paper are integral parts of the course
- A.3. Numerical information will be presented in tables, graphs, diagrams, and maps on such topics as population, climate, and exports and imports.
- A.6. See answer to III.E.1.
- B. The growing connectedness of the global economy makes understanding regions of the world other than the United States essential to a liberal education.

EXPLANATIONS FOR PART III, LIBERAL STUDIES CRITERIA

A. N/A.

B. Throughout the lectures, much will be said about the cultural position and geographical situation of minorities in Europe. Topics here include Jewish minorities in Germany and Eastern Europe, Russian speakers in Eastern Europe, Gypsies throughout Europe, North African Arabs in France, Black Surinamese in Holland, immigrant labor in Germany and Scandinavia, and the problems of the perpetuation national languages, such as Finnish, Gaelic, and Basque. The impact of location on the role and status of women will be contrasted as the Catholic Mediterranean, Protestant Northern Europe, and Communist Eastern Europe are discussed.

C. The students will be asked to read the paperback edition of Sir. Halford Mackinder's Democratic Ideals and Reality, (N.Y.: Holt, 1943). The book is deemed a classic of political geography that is written from a European perspective which affords contrasting views on Geopolitik, those of the landlocked nations, the insular nations, and the maritime nations (European being viewed as maritime in orientation). The choice of this book will provide an incentive for the students to think about and discuss differences in world views and world outlooks attendant to geographic situation.

D. N/A.

E1. The course will stress the ethical problems of "crowded nationalism" in the sense that Europe is a small continent with a great many nation-states. In this respect the course will compare and contrast trends in nationalistic development in the various European nation-states.

E2. Closely associated with E1 is the matter of "futures" relevant to various development plans seen throughout Europe. Problems for discussion here then are (e.g.) the Norwegian refusal to join the EC., but Danish willingness and its effects on the concept of Norden, the historic about face in British policy in joining the EC. and its relationship to the "export-or-die" syndrome that a nation such as Britain finds itself; the problem of German reunification; the continuation of the hegemony of the U.S.S.R. in Eastern Europe and the implications of that policy for development in Albania as opposed to Poland.

E3. Students will be asked to think through problems in both a written and spoken fashion. In this respect the student will be encouraged to go beyond superficiality and development arguments at length and in depth. Both class discussions and short written assignments will encourage the development of

patterns of thought in this manner. Students will be encouraged to critique one another and the professor as well in the manner of the extension of ideas through the use of categorical logic, analogy, and the examination of basic assumptions.

- E.6. The economic and social upheaval caused by the changing geography of our landscape continually helps students realize the power of our institutions to decide our resource use. Examples would be the coal based English Midlands industrial area and the shift of industry to the London area; the changing political situation in Poland and other Eastern European countries; and the use of fossil fuels and their effect on acid rain.

7.

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

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.

Geography of Africa South of the Sahara
Non-Western
Liberal Studies Form--3

Part III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES.
Please attach answers to these questions.

- A. N/A
- B. See syllabus.
- C. See syllabus.
- D. N/A
- E. Ways in which this course contributes to students' abilities.
 - 1. The students will be encouraged to confront the major ethical issues which concern the geography of Africa. Issues such as population pressure and soil erosion, and particularly the racial issues in South Africa will focus their attention on the choices which must be made about and in Africa.
 - 2-3. The course not only encourages, but requires that students develop the ability to communicate and express themselves both verbally through the oral presentation and in writing through the two book reviews. The culture and geography of Africa will be communicated thru written, verbal and visual media. The student will be expected to actively participate in the exchange of ideas using each of these media.
 - 5. By providing students with an understanding of Africa and African systems of thought, the course will equip the student with the skills needed to filter and interpret information about Africa long after the formal course is over.
 - 6. Through the News Log, the course will facilitate students' ability to recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.