

# Geography of Europe

## Geog 451



Spring 2009  
Dr. James DiLisio

**GEOGRAPHY 451  
GEOGRAPHY OF EUROPE**

**Dr. James E. DiLisio  
Towson University  
Spring 2009**

**Meeting Times:**

Tuesdays & Thursdays 11:00 a.m. to 12:15 p.m.  
The class will meet in Linthicum 14.  
Classes begin on Monday Jan. 26 and ends on Tuesday May 12

**Instructor:**

Dr. James E. DiLisio  
Office Hours: Linthicum Hall Rm. 26 before class, Room 108 during weekdays (drop-in or by-appointment).  
Telephone: 410-704-2971 **OR** 410-704-2128 (for appointment)  
Fax: 410-704-4207  
email: [jdilisio@towson.edu](mailto:jdilisio@towson.edu)

**Prerequisites & Catalog Description:**

*Regional analysis and appraisal of the human geography and natural resources of Europe. Problems of nationality, economic development and cultural conflicts. Prerequisites 6 hrs. of geography or consent of instructor.*

**Course Format:**

This is a reading-intensive course. Students are expected to complete the assigned weekly readings and to come to class prepared to discuss issues, answer and ask questions. This course will include extensive use of the course **Blackboard site (access is required)**.

**Course Rationale:**

Geography is a broad, diverse and powerful discipline that examines the physical and human world using a range of tools, techniques, theories, and conceptualizations. This amorphous discipline we call "Geography" both draws from and contributes to how we view various landscapes. Geographic understandings synthesize intellectual knowledge of regions from both the social and natural sciences.

*Europe* continues to be a major **global engine** on innovation, manufacturing, and consumer demand. In its patterns of marketing and international visibility, this region (especially the core land of Western Europe) is still a powerful **worldwide culture broker**. Even while the **European Union** is attempting further regional unity with the introduction of the euro, there are political forces that are tending to break up the fragile unity the EU represents. At the same time, countries lying east of the EU are trying to gain membership in this 29 country block. From the very origins of **Western Civilization** to its contemporary modernity and technological advances, Europe has been a world region worthy of study and understanding.

This course traces the story of Europe and the Europeans from ancient times. The initial part of the course will focus on **defining Europe**. A consideration of the **physical geography** of Europe is followed by several weeks of looking at various cultural traits of Europeans. The second part of the course will survey various countries of Europe by region: core, northern, southern, and Eastern Europe.

In the last part of the course we will take a look at one country in more detail. Historically, **France** has been at the center of Western Europe. This country has given the world many technological, scientific, and cultural achievements. The political instability in the 20<sup>th</sup> century settled down with the creation of the Fifth Republic by President Charles DeGaulle in 1958. By the beginning of the 21<sup>st</sup> century, France was in social and economic trouble. In 2007, the French people elected **Nicolas Sarkozy** as its new president. Sarkozy represents a departure from the pattern of recent past presidents. His ideas for France, if carried out, will constitute a new revolution in that country. France is a critical country in the EU. It is a long time ally of the United States. In his book, *Testimony: France in the 21<sup>st</sup> Century*, Sarkozy laid out his positions on many issues: domestic, regional, and international.

### **Course Objectives and Goals:**

By examining the physical and human landscapes of Europe in tandem with greater epistemological questions, this course aims to develop a deeper understanding of what it means to “**think geographically**.” This process involves understanding the connections between specific physical and human geographic distributions and larger issues that extend beyond the borders of Europe, e.g. globalization, future of Western Civilization, international relations with the United States, and security.

Additional specific objectives are:

1. To introduce a series of human and physical geographic concepts and to explore how they interact in a complex manner on the European landscape.
2. To understand the structure of Europe's natural and human landscape, how it got this way, and how it is evolving.
3. To pursue a research topic to further analyze in depth an aspect of the European landscape, using primary and secondary sources and employing geographic research techniques.

### **Learning Outcomes:**

By the end of this course students will have

- More effective written and verbal communication skills
- Improved interpretative skills and approaches
- Opportunities to reflect on increased knowledge and their own learning
- Greater understanding of the European landscape

### **Required Texts:**

- Murphy, Alexander; Jordan-Bychkov, Terry G. and Bella Bychkova Jordan. *The European Culture Area*, 5th ed. (New York: Rowman & Littlefield Pub., 2009). ISBN: 0-978-0-7425-5762-0
- Sarkozy, Nicolas. *Testimony: France in the 21<sup>st</sup> Century*. (New York: Pantheon Books, 2007). ISBN: 978-0-375-42505-9

## **COURSE POLICIES**

### **General Guidelines:**

1. Students are expected to master the material and to attend all classes
2. Students are expected to participate in class discussions
3. Assignments must be completed by established deadlines
4. The classroom is not a cafeteria: please arrive at the beginning and do not leave until the end. There is no coming and going during the class itself, except during scheduled breaks and for emergencies.

## Cell Phones & Pagers

Other than to be turned off, cell phones should **never appear** in the classroom, and more than one occurrence of cell phone usage (of any sort, even opening one up) will result in the student being dismissed from that class. Opening a cell phone during a test will result in **failure** of that test. If you need to be available by pager, you must notify the instructor and explain the necessity.

## Students with Disabilities:

This course is in compliance with Towson University policies for students with disabilities. Students with disabilities are encouraged to register with Disability Support. Students, who suspect that they have a disability, but do not have documentation, are encouraged to contact the DSS for advice on how to obtain appropriate evaluation. A memo from DSS authorizing your accommodation is needed before any accommodation can be made.

## Attendance:

All students are required to attend and participate in the discussion sessions. This requires a close reading of the assignments beforehand. There is no point in going to university if you do not go to class. Hence, unexcused absences are not tolerated and will count seriously against you. Especially in a class such as this where in-class discussions are an essential part of the pedagogical process, it is essential that you attend class. Excused absences involve a doctor's note or other documentation of your need to miss class. **You are allowed two unexcused absences with no questions asked.** For any additional (other than excused absences), you will lose points from your final grade as follows:

First absence	lose two points	2 lost total
Second absence	lose four more pts	6 lost total
Third absence	lose four more pts	10 lost total
Fourth absence	lose five more pts	15 lost total

## Plagiarism:

Plagiarism is a serious breach of academic integrity and honesty. Plagiarizing in your research paper will result in an automatic failure of the course. The Towson University statement on plagiarism is:

*Plagiarism - presenting work, products, ideas, words, or data of another as one's own is plagiarism. Indebtedness must be acknowledged whenever:*

1. one quotes another person's actual words or replicates all or part of another's product. This includes all information gleaned from any source, including the Internet.
2. one uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words.
3. one borrows facts, statistics, or other illustrative materials.

*Because expectations about academic assignments vary among disciplines and instructors, students should consult with their instructors about any special requirements related to citation.*

*Some examples: Submitting as one's own the work of a "ghost writer" or commercial writing service; knowingly buying or otherwise acquiring and submitting, as one's own work any research paper or other writing assignment; submitting as one's own, work in which portions were produced by someone acting as tutor or editor; collaborating with others on papers or projects without authorization of the instructor.*

*In addition to oral or written work, plagiarism may also involve using, without permission and or acknowledgement, internet websites, computer programs or files, research designs, ideas and images, charts and graphs, photographs, creative works, and other types of information that belong to another.*

*Verbatim statements must be enclosed by quotation marks, or set off from regular text as indented extracts, with full citation.*

**(In this course the APA style is required. There are guidelines posted on the course BlackBoard site)**

### **Academic Dishonesty:**

Academic dishonesty is not accepted in this course. Cheating on a test will result in a grade of zero for the test and an automatic deduction of 10 points from your final course grade.

### **Repeating the Course:**

University policy states that a student may not repeat a course more than once without specific prior permission from the Academic Standards Committee. If you have taken this course twice before and have not received written permission from Academic Standards to take the course a third time, you should not be registered in the course—consult the Registrar's Office about the procedure for petitioning Academic Standards.

## REQUIREMENTS

### Examinations:

- **Midterm examination** will be given as on the schedule. This exam will cover all assigned materials up to that point in the course.
- **Final examination** will be given on the scheduled day for the final exam according to the T.U. final exam schedule. The final exam for this course will be on: **(not available at time of writing)**.
- Quizzes may be given on any week on a random basis. Read the assigned readings carefully and thoroughly every week. Be prepared for a short quiz on the readings.
- A **map quiz** on European features will be given on 24 February. This will include all of the physical and cultural features covered in the course up to that point.

### Research Paper:

A research paper on a topic selected by the student will account for 30% of the course grade. An **evaluation sheet** for the term paper is posted on the Blackboard site under "Course Information." You should read this sheet since it establishes what I will be looking for in your paper.

Please use the **American Psychological Association style sheet** (APA). For your convenience, I have developed a color-coded guide of the APA style sheet; it is posted on Blackboard.

You should select a topic as soon as possible! When you have selected a topic, notify me by email. All topics must be approved by me.

Due date for the final draft of the research paper is **Tues. May 5, 2009**

### EVALUATION AND GRADING

Midterm exam	25% of the final grade
Final exam	25%
Quizzes & class participation	20 %
Research paper	30% of the final grade

There is no extra-credit in this course.

This course uses plus-and-minus grading based on a 100 point scale. In the event that the total points possible is not 100, a percentage will be used to determine your grade out of 100%

*Excellence—in either performance or effort—is expected.  
Mediocrity is not rewarded.*

A = 92-100	C+ = 76-78
A- = 89-91	C = 70-75
B+ = 86-88	D+ = 66-69
B = 82-85	D = 59-65
B- = 79-81	F = 0-58

**Grade A:** The student grasps the models and principles of the course, demonstrating strong analytical skills and critical thinking. The work is without major weaknesses and flawlessly executed. The student performs consistently at a level of intellectual excellence compared against the criteria outlined above.

**Grade B:** The student is less consistent in analysis and critical thinking than is a student who performs at an A level. Work reflects more strengths than it does weaknesses. It demonstrates a good grasp of thinking critically, is on the whole precise, measured against the criteria outlined above, but lapses occasionally into common sense and unreflective thinking.

**Grade C:** The student's analytical skills and critical thinking is inconsistent. The work reflects as many weaknesses as it does strengths.

**Grade D:** The student's analytical skills and critical thinking are at a minimal level. This kind of work is often poorly executed, shows only occasional critical thinking, but generally lacks discipline and clarity. The student "goes through the motions" of the assignment but does not engage it in earnest. The work mirrors F work.

**Grade F:** The student does not demonstrate analytical skills and critical thinking and/or has failed to do all of the required work. The work of this kind of student will be based on "common sense" thinking. This includes basing conclusions on opinions and on irrelevant information. There will be no awareness of underlying assumptions, identifying key concepts, nor competing points of view. The student will not trace implications and consequences. Student's work lacks evidence of consistent reflection and of problem solving skills.

**Geography of Europe: Geog 451**  
**Weekly Schedule: Fall 2007**

<b>Week 1</b>	<b>January 27</b> Introduction, Syllabus Review Slides: Guess Where	<b>READINGS FROM TEXT</b>
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<b>Week 1</b>	<b>January 29</b> Defining Europe Slides: Guess Where	Chapter 1 “What is Europe?”
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<b>Week 2</b>	<b>February 3 &amp; 5</b> Physical Geography Slides: Guess Where	Chapter 2 “Habitat”
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<b>Week 3</b>	<b>February 10 &amp; 12</b> Physical Geography Film: Mt. Blanc Glacier (Nova 45 minutes)	Chapter 2 “Habitat”
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<b>Week 4</b>	<b>February 17 &amp; 19</b> Population Language	Chapter 3 “Demography” Chapter 4 “Pattern of Lang.”
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<b>Week 5</b>	<b>February 24 &amp; 26</b> <b>Map Quiz:</b> Physical Geographical Features of Europe ( <b>Feb 24</b> ) Film: English Language (Feb. 24)	
	Religion	Chapter 5 “Geog of Religion”

<b>Week 6</b>	<b>March 3 &amp; 5</b> Political Geography	Chapter 6 “Eur. State System”
	<b><i>Student Regional Reports (based on case studies from Chapter 6. These reports will run over the next three classes, with about 6 students reporting per class.)</i></b>	
	<b>France</b>	<b>Anna Axiotis</b>
		<b>Matthew Black</b>
	<b>Germany</b>	<b>Jessica Buckler</b>
		<b>Robert Childs</b>

<b>Italy</b>	<b>Lynn Cochran</b>
	<b>Matthew Johnson</b>
	<b>Kristi Syring</b>
<b>Spain</b>	<b>Greg Kwoka</b>
	<b>Jennifer Long</b>
<b>Switzerland &amp; Belgium</b>	<b>Bridgette Rice (Switzerland)</b>
	<b>Michael Sadecki (Belgium)</b>
<b>Yugoslavia (former)</b>	<b>Nicholas Schafer (Croatia or Slovenia)</b>

<b>Week 7</b>	<b>March 10</b>
	<b><i>Student Regional Reports based on case studies from Chapter 6</i></b>
<b>Yugoslavia (former) (Bosnia-Herzegovina)</b>	<b>Amarjeet Singh Sidhu</b>
	<b>Kristin Walinski (Serbia)</b>
<b>Russia</b>	<b>Joshua Sponar</b>
	<b>Brandy Sykes</b>
<b>Ukraine</b>	<b>Scott Templin</b>
	<b>David Trantin</b>
	<b>March 12</b>
	<b>MID TERM EXAMINATION</b>
	<b>Turn in research proposal/term paper topics</b>

<b>Week 8</b>	<b>March 17 &amp; 19: <u>Spring Break, no classes.</u></b>
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<b>Week 9</b>	<b>March 24 &amp; 26</b> European Union	Chapter 6 “Eur. State System” Chapter 12 “Eur. Integration” Reading on BlackBoard: Wood & Quaisser, “Considering Europe’s Future”
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<b>Week 10</b>	<b>March 31 &amp; April 2</b> <i>Film: L’Abgerge Espanol</i>  <i>Special topic French Wine Regions</i>	
<b>Week 11</b>	<b>April 7 &amp; 9</b> Discuss book: <i>Testimony: France in the 21<sup>st</sup> Century</i> by Nicolas Sarkozy.  Rural Europe	Chapter 7 “Land & Life in Rural Sector”

<b>Week 12</b>	<b>April 14 &amp; 16</b> Urban Europe	Chapter 10 “The European City”
	Information Economy	Chapter 9 “Service & Info Economy”
<b>Week 13</b>	<b>April 21 &amp; 23</b> Social/Ethnic Europe	Chapter 11 “Social & Ethnic Geog.”
	Topic TBA	

<b>Week 14</b>	<b>April 28 &amp; 30</b> <b>Term Paper Oral Reports (10-15 minutes each)</b>  Michael Sadecki Nicholas Schafer Amarjeet Singh Sidhu Joshua Sponar Brandy Jo Sykes Kristi Syring	
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**Scott Templin  
David Trantin  
Kristin Walinski**

**Week 15**    **May 5 Term papers due!**  
**May 5 & 7**  
**Term Paper Oral Reports (10-15 minutes each)**

**Anna Axiotis  
Matthew Black  
Jessica Buckler  
Robert Childs  
Lynn Cochran  
Matthew Johnson  
Greg Kwoka  
Jennifer Long  
Bridgette Rice**

**Week 16**    **May 12 (last day of classes)**  
**Complete student research paper presentations**  
  
**Final Examination (consult exam schedule)**

### **Towson University Spring 2009 Academic Calendar**

#### **SPRING 2009**

<b>January 26</b> (Monday)	<b><span style="color: red;">Spring classes begin</span></b> Change of Schedule period begins
February 3 (Tuesday)	Change of Schedule period ends Last day to drop a course with no grade posted to academic record. Last day to add a course.
February 23 (Monday)	Last day to withdraw from 1st 7 week course with a grade of "W"
March 10 (Monday)	Summer registration begins for all students

<b>March 15-22</b> (Sunday-Sunday)	<b>Spring Break</b> (Saturday, March 14 class will meet, but Saturday, March 21 will not.)
March 23 (Monday)	Classes resume Mid-semester and end of first 7 week course
March 25 (Wednesday)	2nd 7 week courses begin
April 1 (Wednesday)	Registration for Fall 2009 Graduate Students Last day to purchase cap and gown for May ceremony
April 3 (Friday)	Registration for Fall 2009 Undergraduate Students (Please check your appointment online.)
April 6 (Monday)	Last day to withdraw from a semester course with a grade of "W." Last day to change to Pass or Audit grading options
April 14 (Tuesday)	Last day to withdraw from 2nd 7 week courses
<b>May 12</b> (Tuesday)	<b>Last day of classes</b>
<b>May 13</b> (Wednesday)	<b>Final examinations begin</b>
May 19 (Tuesday)	Last day of examinations & end of semester

# 2009

**January**

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**February**

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**March**

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**April**

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**May**

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31						

**June**

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**July**

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**August**

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30	31					

**September**

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**October**

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**November**

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29	30					

**December**

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27	28	29	30	31		