

Spring 2005  
**Geography 326-401**  
TU 6-845 PM CB 305

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## **GEOGRAPHY OF EUROPE**

### **Textual Materials**

Robert C. Ostergren and John G. Rice. *The Europeans: Geography of People, Culture, and Environment*. New York: Guilford Press, 2004.

A large wall size map of Europe with countries, cities, rivers and physical features. Available in local bookstores; also National Geographic Society has good maps. Study this map for location of countries, major cities, and major physical features.

### **Description of Course**

This class has several objectives: (1) to increase your knowledge of Europe's human and environmental geographies, (2) to ensure you are conversant with current social, economic, and political problems facing Europe, its subregions, and major cities, (3) to improve your knowledge-base (place names) of the region, (4) to sharpen your analytical, writing, and communication skills, (5) to apprise you of current research being conducted by geographers on Europe, and (6) to improve your research methodologies, viz., to identify significant research problems and execute a problem to its conclusion.

### **Textbook**

The text is written by two of the foremost North American geographers with long-standing interests in Europe. The book contains many interesting maps, tables and photographs, many which we will spend time discussing during class periods. I will be using the text to discuss a number of topics, so it is important you read the materials beforehand. Also bring your text to class each week as we will be examining some of the maps, tables, and photographs.

### **Class Periods**

Since we are meeting one time each week, I plan to use each class session to lecture on some topics and also to engage in some in-class discussions on either textual materials or current topics important to understanding contemporary Europe. Other class periods will be devoted to midterm exams, presentations of small group projects, and an occasional speaker or two. I encourage each class member to bring to class important newspaper or WWW items. If you miss classes, you are responsible for obtaining information from other students; I, of course, will provide copies of handouts.

### **Schedule**

Each week I will provide you a list of a half dozen questions to guide your reading of the specific chapters. They will also relate to class lectures and discussions.

18 January: First session: The Class, Europe, and Europeans

25 January: Chapter 1: Introduction: Europe as a Culture Realm

**Content Analysis Due**

**Map Test I (countries and major cities)**

1 February: Chapter 2: European Environments

8 February: Chapter 3: Population

15 February: Chapter 4: Human-Environment Interaction

**Map Test II (major physical features)**

22 February: Chapter 5: Language

**First Midterm**

1 March: Chapter 6: Religion

8 March: Chapter 7: The Political Landscape

15 March: Spring Break week

22 March: Chapter 8: Cities and Urban Life to World War I

**Map Test III (cultural conflicts)**

29 March: Chapter 9: Modern and Postmodern Urbanism

**Service Learning Project Due**

5 April: Chapter 10: Making a Living

**Map Test IV (major economic and cultural regions)**

12 April: Chapter 11: Consumption, Leisure, and Popular Culture

**Second midterm**

19 April: Chapter 12: Epilogue: European Futures

**Small Group Projects Due**

26 April: Presentations of Final Projects; European Food Day

3 May: date scheduled for Final Examination.

**NOTE: plans for the last two weeks of the class are fluid as the instructor will be out of country.**

### **Assignments**

All students are required to complete the following: (1) a short content analysis of the text, (2) four map quizzes, (3) two midterms (which will take part of a class period), (4)

an out-of-classroom service learning project (can be completed with one other person),  
(5) one small group (2-3 person) project using the WWW.

*Content Analysis.* You are asked to examine each page of the textbook and state ten summary points about the chapters, maps, photos, and tables. For example, there are X photos in the book and Y show people and of those only Z include photos of women. Or a point dealing with maps, there are X showing landforms and Y showing cities, but only Z showing problem regions. Advice on executing this assignment. Thumb through every chapter several times and take some notes, then decide the ten most important points.

**Due classtime 25 January.**

*Map Quizzes.* There will be map tests on these major categories: major cities, major landforms and environmental features (rivers, lakes, bays, islands, etc.), major areas of conflict (ethnic, sovereignty, boundaries, etc.), and major human patterns (agricultural or mining areas, population settlement, industrial regions, etc.). You will be given a list of items to study for each quiz. **Note dates above when map quizzes are scheduled; each will take 10-15 minutes of a class period.**

*Midterms.* The two midterms will include these types of questions: definitions (terms and concepts), short answer, map interpretation (taking a map from chapter in the text), and short essay. The first midterm will include materials covered up to that point, the second midterm materials covered after the first midterm. Each midterm will include some current events, so it is a good idea for you to have some idea of “what is happening where” on the continent.

*Final Examination.* There will be no final examination. Rather the date and time of the final examination will be used for formal presentation of your small group project. Attendance at this session is required; not attending will result in a lower point total for you and others in your group.

*Service Learning Project.* For this assignment you are asked to visit some business, organization, or group in Lexington that has European connections and prepare a report on the nature of those linkages. This project you may work on with one other student in class. The overall purpose of this assignment is to demonstrate the many linkages that individuals, businesses, and groups have with European cities, institutions, and organizations. You will personally interview one or two persons in that group or organization and prepare a two pages (single spaced) report on your findings. Here are some possibilities: the horse industry, churches, banks, refugee sponsoring groups, legal firms that work with immigrants, music groups traveling in Europe, travel agencies, sales of KY agricultural products, universities and colleges with faculty and student exchange programs, the UK international student office, and UK departments with strong European connections (architecture, equine medicine, music, Appalachian studies, etc.). Please consider others as well. You will need my permission before embarking on this project. Each group will also make a short report to class on the date these assignments are due. identify a dataset and map those data in some way for presentation in a class.

*Small Group Project.* For this semester long project you may work with one or two others on a topic related to your interest. The topic might come from your background or from readings in the text or class discussions. I will suggest a number of topics late, but here are some possibilities: international conference cities (what conferences held in what cities), major tourists sites in eastern Europe, major international universities (those with most international students, where they come from), major library holdings (information obtained from library on-line catalogs), construction of new mosques and Islamic schools in cities, investment in rebuilding Iraq, tsunami aid for devastated regions, countries of birth of members of major soccer teams, centers for innovative music and art in Europe, modern fishing and flower industries (both very much international and information oriented), and impacts of Americanization (Hollywood movies, tv, fast food, etc.) on Europe. The final report should be *no more* than eight double spaced typed pages of narrative text, it must include at least five maps, and at least ten references (from journals, books, and www sources). You will need my approval on the topic before you proceed. Each group will present its report on 26 April, the final class meeting.

### **Evaluation**

The assignments have these point totals:

Content Analysis	20
4 Map Quizzes (20 each)	80
Midterms (2) (60 each)	120
Learning Project	30
Small Group Project	80
Class Contribution (max)	<u>50</u>
TOTAL	380 points

Grading will be done on a curve, that is, not 90% A, 80%B, 70%C, etc. Those who hope to receive very high grades will be expected to perform well consistently.

### **Hints on Doing Well in the Class**

Attend all classes; this is especially important since we meet only once a week.

Be on time; those entering the classroom late will be noticed

Show an interest in the class; contribute to class discussions

Read the materials before hand; bring your textbook to class

Keep up with news in the region, listen to or watch some news with an international content, e.g., CNN- Europe edition, BBC radio, or a major newspaper on line (*NY Times*, *Washington Post*, *Christian Science Monitor*). You may want to maintain a “current event diary.”

Study for the midterms at least a week ahead; also prepare for map tests