

## Term Information

Effective Term Autumn 2022  
*Previous Value* Summer 2017

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

We are submitting GEOG 3753.02 for approval in the New GE Sustainability Theme.

### What is the rationale for the proposed change(s)?

This 3000-level course is an advanced course that engages the student more in-depth with the subject matter, the Geography of the European Union, and the theme of sustainability as applied to the European Union. Under the General Education Program Structure, this course meets the thematic pathway of sustainability. Students are challenged to think critically about sustainability. They will analyze thoroughly how ecological, social, and economic systems work together to promote a sustainable future within the European Union.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No programmatic implications to the proposed change.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Geography  
Fiscal Unit/Academic Org Geography - D0733  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3753.02  
Course Title Geography of the European Union  
Transcript Abbreviation European Union  
Course Description Study abroad in Cyprus. Geographic factors in the economic, social, and political progress of European integration; major problems of the area in the light of their geographic background.  
Semester Credit Hours/Units Fixed: 4  
*Previous Value* Fixed: 3

## Offering Information

Length Of Course 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture, Field Experience  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Always

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**Campus of Offering** Columbus, Lima, Mansfield, Marion, Newark, Wooster  
*Previous Value* Columbus, Mansfield

## Prerequisites and Exclusions

**Prerequisites/Corequisites** Prereq: Permission of instructor.  
**Exclusions** Not open to students with credit for 3753 or 3753.01.  
*Previous Value* Not open to students with credit for 3753 (510) or 3753.01.  
**Electronically Enforced** No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

**Subject/CIP Code** 45.0701  
**Subsidy Level** Baccalaureate Course  
**Intended Rank** Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Sustainability

The course is an elective (for this or other units) or is a service course for other units

*Previous Value*

*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

**Course goals or learning objectives/outcomes**

- GEOG 3753.02 will familiarize students with the basic physical and human geography of the European Union (EU) countries and the geographical processes involved in the shaping of the lives of EU citizens.
- GEOG 3753.02 will help students understand the evolution of cultural forces in different regions of the EU that coexist and occasionally clash with national and regional diversities, including the legacies of nation-state formation.
- GEOG 3753.02 will enhance students' understanding of integrative policies pursued by the EU and challenges related to sustainable development by member states.

**Content Topic List**

- Human and cultural geography of Europe
- Physical geography of Europe
- Demographics of Europe
- Economics of Europe
- European regions
- Agriculture in Europe
- European political and urban geography

**Sought Concurrence** No

**Attachments**

- Geog3753.02\_GE Theme Courses\_submission-sustainability\_2\_1\_22.pdf: Sustainability Theme Course Submission Form  
*(Other Supporting Documentation. Owner: Grandey, Mary Allison)*
- GEOG 3753.02\_Syllabus\_2\_1\_2022.docx: Syllabus  
*(Syllabus. Owner: Grandey, Mary Allison)*
- Geog3753.02\_Appendix\_SSE\_2022\_2\_1\_2022.docx: Course Calendar  
*(Other Supporting Documentation. Owner: Grandey, Mary Allison)*
- Geog3753.02\_ed-away-inventory\_2\_1\_22.pdf: Education Abroad & Away Course Inventory  
*(Other Supporting Documentation. Owner: Grandey, Mary Allison)*
- Geog 3753.02 Credit Allocation and Rationale\_2022.xlsx: Credit Allocation and Rationale  
*(Other Supporting Documentation. Owner: Grandey, Mary Allison)*
- Geog3753.02\_SYLLABUS\_3\_25\_19.pdf: Old Syllabus  
*(Syllabus. Owner: Grandey, Mary Allison)*
- GEOG 3753.02\_Syllabus\_2022.docx: Updated Syllabus  
*(Syllabus. Owner: Grandey, Mary Allison)*
- Geog3753.02\_Appendix\_SSE\_2022\_1\_18\_2022.docx: Updated Appendix  
*(Other Supporting Documentation. Owner: Grandey, Mary Allison)*

**Comments**

- - The form indicates that the course is still 3 credits while the syllabus accurately indicates the course is now 4 credits (as a High Impact Practice theme).  
-Please include a credit rationale explaining how the course adds up to 4 credit hours  
<https://ascas.osu.edu/curriculum/credit-allocation-guidelines-education-abroad-programs>  
-It might also be best to include the syllabus of the course as it was previously taught without the sustainability emphasis. *(by Vankeerbergen, Bernadette Chantal on 03/20/2022 06:42 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Grandey, Mary Allison	02/07/2022 01:01 PM	Submitted for Approval
Approved	Xiao, Ningchuan	02/08/2022 12:24 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	03/20/2022 06:43 PM	College Approval
Submitted	Grandey, Mary Allison	03/23/2022 12:00 PM	Submitted for Approval
Approved	Munroe, Darla Karin	04/29/2022 02:05 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	07/19/2022 03:54 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	07/19/2022 03:54 PM	ASCCAO Approval

# SYLLABUS

## GEOG 3753.02/

Geography of the European Union  
Monday May 9 - Friday June 3, 2022  
4 credit hours

### COURSE OVERVIEW

#### Instructor:

Instructor: Dr. Stavros T. Constantinou  
Email: [constantinou.1@osu.edu](mailto:constantinou.1@osu.edu) (this is my preferred contact method)  
Tel.: (419) 755-4335 (office)  
Office hours: After class, upon request.

#### Prerequisites:

Permission of instructor. Not open to students with credit for Geography 3753.01 (510).

#### Course description

Geographic factors in the economic, social, and political progress of European integration; major problems of the area in the light of their geographic background. The theme of sustainability, as applied to the European Union, is central to the course and Sustainable Development Goals (SDGs) as prioritize by Cyprus form a case example.



# Course Goals and Learning Outcomes

Course Goals	Expected Learning Outcomes (ELOs)
<p><b>Goal A:</b></p> <p>A1. Students will understand the basic physical and human geography of the European Union (EU).</p> <p>A2. Students will explain how the major geographical processes and human actions shape the lives of citizens at the collective, regional, and country levels.</p>	<p><b>Expected Learning Outcome 1:</b> Students will learn how to do the following:</p> <ol style="list-style-type: none"> <li>1. Explain how the modern EU has been shaped by basic geographic principles like location and physical geography, (landforms, climate, vegetation and soils).</li> <li>2. Understand the rich complexity of European mosaic of cultural and historical landscapes.</li> <li>3. Understand the elements of population geography as they pertain to the EU.</li> <li>4. Understand the rural and urban settlements in Europe.</li> <li>5. Identify Europe's geographic properties that allowed it to become a major economic world power.</li> <li>6. Understand the basic politico-geographical concepts of nation-state, devolution, irredentism, and supranationalism.</li> <li>7. Locate the major features of Europe on a map, including its countries, prominent physical regions, primary rivers, leading industrial areas, and largest urban centers.</li> <li>8. Discuss the example of migration as a geographical process which has shaped the life of EU citizens at the EU, regional, or country level.</li> </ol>

<p><b>Goal B:</b> Students will evaluate the historical role of cultural forces in different regions of the European Union and assess how unifying, and disunifying cultural forces influenced the formation and evolution of European nation-states</p>	<p><b>Expected Learning Outcome 2:</b> Students will learn how to do the following:</p> <ol style="list-style-type: none"> <li>1. Compare and contrast the role of unifying and disunifying cultural forces in the EU and the United States.</li> <li>2. Compare periods of peaceful coexistence with periods of war and conflict and their impact on the present-day EU.</li> <li>3. Explain the impact of the industrial, scientific, political, and agricultural revolutions on EU countries.</li> </ol>
<p><b>Goal C:</b> Students will understand the complexity of the European Union, including its structure, function, issues of sustainability of development, and policies of integration.</p>	<p><b>Expected Learning Outcome 3:</b> Students will learn how to do the following:</p> <ol style="list-style-type: none"> <li>1. Describe the current structure of the EU</li> <li>2. Explain how the EU functions</li> <li>3. Discuss how the history of the region contributes to the current organization of the region</li> <li>4. Describe the unique challenges in the evolving geography of the EU that result from its integration policies</li> <li>5. Describe the EU concerns regarding uneven levels of economic development in member states</li> <li>6. Analyze how national and international diversity in the European Union affects the attitudes and values of citizens.</li> </ol>

<p><b>Goal D:</b></p> <p>D. 1 Students will understand the three pillars of sustainable development (economic, social, and environmental) and their interdependence upon one another.</p> <p>D. 2 Students will learn the 17 UN Sustainable Development Goals (SDGs) and understand how selected SDGS (#6, #8, #11, #13, #14, #15) are implemented by the European Union, with a particular focus on Cyprus.</p>	<p><b>Expected Learning Outcome #4</b></p> <p>Students will learn how to do the following:</p> <ol style="list-style-type: none"> <li>1. Understand the interactions of humans with their environment have evolved and will identify examples of how humans have altered their environment.</li> <li>2. Examine the most critical impact of humans upon their environment, Climate Change.</li> <li>3. Discuss the meaning of resilient environments and the factors which promote such environments.</li> <li>4. Recognize how the UN SDGs have provided the agenda for social and political institutions in the EU to adopt and implement the goals.</li> <li>5. Discuss how Cyprus is responding to the challenge of the UN SDGs and their progress to date.</li> <li>6. Evaluate how the pandemic has impacted progress toward implementing the SDGs.</li> </ol>
<p><b>Goal E:</b></p> <p>E1 Students will understand how the island of Cyprus serves as a case example of the geographical processes explored in Goal A.</p> <p>E2 Students will immerse themselves in the local culture to maximize intercultural sensitivity and learning.</p>	<p><b>Expected Learning Outcome 5:</b></p> <p>Students will learn how to do the following:</p> <ol style="list-style-type: none"> <li>1. Experience the physical landscape, cuisine, cultural traditions, and religious life of Cyprus.</li> <li>2. Describe the diversity of natural and cultural landscapes of the island.</li> <li>3. Explain the political issues facing the island and the underlying geographical explanations.</li> <li>4. Adjust to living in the host country and increase intercultural sensitivity.</li> </ol>

## General Education (GE)

### HOW THIS COURSE WORKS

**Mode of delivery:** This course is taught face to face at Neapolis University, Pafos, Cyprus. . Lectures are delivered daily (M-F) from 10:00 A.M.-12::30 P.M.

**Credit hours and work expectations:** This is a 4 -credit-hour course. According to Ohio State policy (go.osu.edu/credithours), students should expect to work at out of class assignments for an average of two hours per day for every hour of formalized instruction.

Office hours: OPTIONAL

Office hours are optional after class. Please let me know if you plan to come to office hours during class.

The professor reserves the right to revise this syllabus at his discretion.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks:

#### Required

1. Blouet, Brian W. 2018. The EU and Neighbors, A Geography of Europe in the Modern World, Third Edition. Hoboken, NJ: John Wiley & Sons. ISBN: 978-1-118-79006-9 (PBK), \$128.95. E-Pub, ISBN: 978-1119397632, \$64.00.

2. National Geographic. 2017. Compact Atlas of the World, Second Edition. Washington, D.C. ISBN: 978-1-4262-1787-6, \$14.99.

#### Additional reading materials.

Fuchs, R., Brown, C., & Rounsevell, M. (2020). Europe's green deal offshores environmental damage to other nations. *Nature*, 586(7831), 671-673. doi:10.1038/d41586-020-02991-1 [LINK](#)

Arestis, P., & Phelps, P. (2018). Inequality implications of European economic and monetary union membership: A reassessment. *Environment and Planning A*, 50(7), 1443-1472. doi:10.1177/0308518X18781082 [LINK](#)

Vollmer, B., & Karakayali, S. (2018). The volatility of the discourse on refugees in Germany. *Journal of Immigrant and Refugee Studies*, 16(1-2), 118-139. doi:10.1080/15562948.2017.1288284 [LINK](#)

de Vries, L. A., & Guild, E. (2019). Seeking refuge in Europe: Spaces of transit and the violence of migration management. *Journal of Ethnic and Migration Studies*, 45(12), 2156-2166. doi:10.1080/1369183X.2018.1468308 [LINK](#)



- Zaidi, A., Gasior, K., Zolyomi, E., Schmidt, A., Rodrigues, R., & Marin, B. (2017). Measuring active and healthy aging in Europe. *Journal of European Social Policy*, 27(2), 138-157. doi:10.1177/0958928716676550 [LNK](#)
- Green, T. H. (2010). The resistance to minarets in Europe. *Journal of Church and State*, 52(4), 619-643. doi:10.1093/jcs/csq110 [LNK](#)
- Harris, S. E. (2012). Cyprus as a degraded landscape or resilient environment in the wake of colonial intrusion. *Proceedings of the National Academy of Sciences of the United States of America*, 109(10), 3670-3675. doi:10.1073/pnas.1114085109 [LNK](#)
- Kates, R. W., Parris, T. M., & Leiserowitz, A. A. (2005). What is sustainable development? goals, indicators, values, and practice. *Environment*, 47(3), 8-21. doi:10.1080/00139157.2005.10524444 [LNK](#)

## Course technology

### Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](http://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you can connect to Carmen at all times, it is recommended that you take the following steps:

Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](http://go.osu.edu/add-device)).

Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.

Download the Duo Mobile application ([go.osu.edu/install-duo](http://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service. If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you

# GRADING AND FACULTY RESPONSE

## How your grade is calculated

### Method of grading:

Grades will depend on the following items:

Assignment Category	Points	Date due
Map Quiz	5	5/14/21
Midterm Exam	25	5/21/21
Reflections Journal and Papers	20 (10 for each paper)	5/27/21
Team Sustainability Project	20	6/2/21
Final Exam	30	6/4/21
Total Points	100	

### Description of major course assignments

#### Map quiz

**Description:** This is a single format map quiz which will include 15 completion items (fill-in). The exam will be taken on-line via Carmen. The exam is posted for a 24-hour period but is timed, meaning once you initiate the exam, you will have 30 min to complete it. In addition, once you answer a question, you will not have the ability to go back and change your response.

**Academic integrity:** The map quiz will be available on Carmen and will be closed book with no collaboration with other students allowed.

#### Midterm Exam

**Description:** This is a mixed format exam and will include multiple choice, true/false, and matching. The exam will be taken on-line via Carmen. The exam is posted for a 24-hour period but is timed, meaning once you initiate the exam, you will have 80 min to complete it. In addition, once you answer a question, you will not have the ability to go back and change your response.

**Academic integrity:** The exam will be available on Carmen and will be closed book with no collaboration with other students allowed.

#### Final Exam

**Description:** This is a mixed format exam and will include multiple choice, true/false, and matching. The exam will be taken on-line via Carmen. The exam is posted for a 24-hour period but is timed, meaning once you initiate the exam, you will have 80 min to complete it. In addition, once you answer a question, you will not have the ability to go back and change your response.

**Academic integrity:** The exam will be available on Carmen and will be closed book with no

collaboration with other students allowed.

## **Team Sustainability Project**

### **Description:**

1. Students will complete a formal project on sustainability working with peers who will be assigned by the instructor. Whenever possible, students will work with peers from different major to promote collaboration and interdisciplinarity.
2. The student partners will select a problem of sustainable development in Cyprus and formulate a response to that problem. Students will identify a value from the UN Millennium Declaration that resonates with them and select one of the Priority Goals for Cyprus, (#1, #4, #7, #8 #9, and #14).
3. Students will integrate observational learning, research findings, the UN Millennium Declaration, a key article, "What is Sustainable Development? Goals, Indicators, Values and Practice" and other sources to develop a meaningful response to the problem they selected.
4. Students will present their project to their peers during class. Critique and discussion following the joint student presentation will allow students to gain interdisciplinary perspectives on their presentation.

**Academic integrity:** Students are referred to the academic integrity and misconduct policy of The Ohio State University with the following link. <https://oaa.osu.edu/academic-integrity-and-misconduct>

## **Reflections Journal and Papers**

**Description:** In order to promote cultural self-awareness and increase their understanding of key sustainability development goals for Cyprus, students are required to maintain a personal journal in which they can record their impressions of the Global Education experience, including the six structured educational experiences. Students are required to hand in their journal entries on a presence/absence basis. Students will submit two reflection papers of 300-700 words in length based upon key sustainability development goals for Cyprus which they identified during those experiences. These goals are delineated in the Appendix. Alternatively, students may elect to focus on a theme of cultural self-awareness for one or both reflection papers, with instructor permission.

**Academic integrity:** Students are referred to the academic integrity and misconduct policy of The Ohio State University with the following link. <https://oaa.osu.edu/academic-integrity-and-misconduct>

## Grading Scale:

Letter grades will be assigned according to the university grading scale shown below.

Grade	Range
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	60-66.9
E	Below 60

See schedule below for due dates.

## COURSE SCHEDULE

### Predeparture session and dinner meeting: Date to be announced

One contact hour of predeparture lecture

Short introduction of students to one another, including goals for enrolling in this course. WIFM (What's In It for Me?)

### Cultural highlights of Cyprus

Based on feedback from first class in 2018, I prepared a PowerPoint that covers:

- Major cultural aspects of Cyprus.
- Information regarding the local cuisine, especially those food items that differ from traditional Greek cuisine.

Provide chapter reading by Sir David Hunt, "Introduction to the Food and Wine

of Cyprus.”

Joint dinner meeting with current students (2019) and 2018 students who participated in the course.

Goal: to provide an opportunity for 2019 students to interact with 2018 students in a relaxed social environment to learn important information about the Cyprus experience.


### **In Country Learning Activities, Neapolis University, Pafos, Cyprus**

All class meetings listed in the schedule below are held at an assigned classroom at Neapolis University Pafos. The classroom is equipped with a desktop computer and a smartboard.

Six structured educational experiences are listed in the Appendix. Students will be advised as to further details on site in Cyprus.

### **COURSE SCHEDULE**

<b>Date</b>	<b>Class Lectures, Assignments</b>	<b>Structured Educational Experiences</b>	<b>Readings</b>
<b>Week One</b>			
5/9/22	Discussion of syllabus Introduction: The European Union (EU) What and where is Europe? Why Study the (EU)?		Ch.0. pp. 1-11
	Part I Systematic Survey		
5/10/22	Physical Environments		Ch. 1, pp. 14-30
5/11/22	Cultural and Historical Geography		Ch.2, pp. 31-46 Green, T. H. (2010).
5/12/22	Population, Distribution, Density, Migration, and Aging		Ch.3, pp. 47-63 de Vries, L. A., & Guild, E. (2019) ; Vollmer, B., & Karakayali, S. (2018).

5/12/22		Structured Educational Experience #1 Pafos City 	
5/13/22	Rural and Urban Settlements		Ch. 4, pp. 64-93 Green 2010 Zaidi, A., et al. (2017).
	Map Quiz		
5/14/22		Structured Educational Experience #2 Pafos Archaeological Park	
<b>Week Two</b>			
<b>5/16/22</b>	<b>Midterm Exam</b>		
5/16/22		Structured Educational Experience #3 Saint Neophytos	
5/17/22	Economic Geography: Agriculture, Industry, and Services		Ch. 5, pp. 94-115 Arestis, P., & Phelps, P. (2018).
5/18/22	Political Geography		Ch. 6. pp. 116-140. Fuchs, R., Brown, C., & Rounsevell, M. (2020). Kates, R. W., Parris, T. M., & Leiserowitz, A. A. (2005)
	Part II The Core of the European Union		
5/19/22	France and the Benelux Countries		Ch. 7, pp. 142-168
5/20/22		Structured Educational Experience #4 Choirokoitia	

5/21/22		Structured Educational Experience #4 Nicosia, Capital of Cyprus	
5/22/22		Structured Educational Experience #4 Troodos Mountains Geopark	
<b>Week Three</b>			
5/23/22	Germany and Italy		Ch. 8, pp.169-198
	Part III Enlargement of EU		
5/24/22	(The United Kingdom), Denmark and Ireland		Ch. 9, pp. 200-231
5/25/22	Southern Europe: Greece, Spain, and Portugal		Ch. 10, pp. 232-250
5/26/22	Austria, Switzerland, Sweden, Norway, Iceland, and Finland		Ch. 11, pp. 251-281
	<b>Reflections due</b>		
5/27/22	Eastward Expansion 2004: The Baltics, Poland, Czechia, Slovakia, Hungary, and Slovenia		Ch. 12, pp. 284-313
5/27/22		Structured Educational Experience #5 Traditional Village of Omodos  Lemesos(Limassol)	

<b>Week Four</b>			
5/30/22	Eastward Expansion 2007-2013: The Balkans		Ch. 13, pp. 314-335
<b>5/30/22</b>	<b>Joint paper due</b>		
	Part VI The Mediterranean Fringe		
5/31/22	Turkey, Cyprus, Malta, and Gibraltar		Ch. 15, pp 370-393 Harris, S. E. (2012).
5/31/22		Structured Educational Experience #6 Akamas Peninsula	
6/1/22	European Union		Ch. 16, pp.394-397
6/2/22	Cyprus and the EU: An Overview		
<b>6/3/22</b>	<b>Final Exam</b>		

### **Course Objectives:**

Students participating in Geog 3753.02: Geography of the European Union (EU) will have the opportunity to study the regional and cultural geography of the EU by spending four weeks on the island of Cyprus, a member of the EU and the Eurozone. In addition to instructor lectures, students will attend guest lectures by Cypriot EU experts. They will participate in presentations about economic issues during visits to the European Commission representation offices in Nicosia, Cyprus, and the Central Bank of Cyprus.

### **Course rationale**

The European Union (EU) is a major political and economic player in today's global economy. In the EU, the member states represent a wide variety of natural and cultural landscapes and constitute an important force in world affairs. Historically, European Union countries were places of dynamic human development which spread across the globe for centuries. Despite its relatively small size in relation to the rest of the world, Europe's remarkable geographic properties propelled it into international prominence



and advanced economic development.

Understanding the European Union in all its complexity provides a better appreciation of the globalized modern world.

### **Course content and format**

The material will be presented mainly in the form of a lecture, including various multimedia presentations.

Make-up exams are given only in exceptional circumstances. For example, in the case of illness, a doctor's certificate must be provided. A missed exam is credited with a zero grade in the final figuring of the student's grade. There will be no incomplete grades in this course.

The roster will be called at the beginning of every class meeting. Please be punctual. Experience has shown that students with an excessive number of absences do not score well on exams.

When a reading assignment is made for a certain day, either by the course outline or verbally in class, it is expected that the assignment will have been read by the student before coming to class. If you do not understand something, please feel free to ask questions as they come up. In the case that more than a short answer is necessary, come to my office and I will be glad to help you. Do not get too far behind before seeking help.

### **Policies:**

#### **Disabilities:**

"Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-29-3307 [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

### **Academic integrity policy**

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct <https://oaa.osu.edu/academic-integrity-and-misconduct> and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the

university's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer

include:

- " Committee on Academic Misconduct web page (go.osu.edu/coam)
- " Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- " Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

## **Student Conduct:**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct

<http://studentlife.osu.edu/csc/>

The code of student conduct is established to foster and protect the core missions of the university, to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)). Students who violate faculty expectations may be subject to the code of conduct.

## **OIA Directives:**

Students must maintain good academic standing and disciplinary standing with The Ohio State University and must observe the Student Agreement, informing you that the Ohio State Code of Student Conduct extends to study abroad and you are obliged to participate in the program as designed, and release of All Claims that you signed as part of your study abroad application. Students must pass all required pre-departure and/or prerequisite courses with the grade stated in your acceptance letter. Students are not expected to attend any additional separate pre-departure sessions from the ones provided through OIA.

## **Class attendance:**

All pre-departure sessions, as well as scheduled class sessions at Neapolis University Pafos, are mandatory. Failure to attend class will result in the lowering of the course grade. Please communicate with the resident director in case of sickness or any other event that would result in missing class.

## **PROGRAM OVERVIEW**

### **Geography of the European Union**

This Education Abroad program allows participants to study the complexities of the European Union during a four-week stay in Cyprus, the easternmost member of the European Union and the Eurozone. Cyprus, the third-largest island in the Mediterranean Sea, occupies a strategic location at the crossroads of three continents: Europe, Asia, and Africa. Because of its location, Cyprus has a rich history that extends over 11,000 years. The island's cultural landscape bears the imprints of the many powers that dominated the eastern Mediterranean over the millennia.

To the ancient Greeks, Cyprus was the birthplace and a significant place of worship of the goddess Aphrodite. Saint Paul visited Cyprus during Roman times and preached the gospel in Pafos, where the Roman governor converted to Christianity.

The physical geography of Cyprus is highly varied, especially given its small size (3,572 sq miles or 9,251 sq km). In combination with diverse microclimates, mountains, hills, valleys, and coastal plains create a unique variety of rich land-use patterns. It is not unusual to come across small farms cultivated with bananas and avocados, orchards with citrus fruit and apple trees, vineyards, and olive groves. As the meeting place of East and West, Cyprus provides an ideal location for study, conducting business, and experiencing its rich history. Every year millions of visitors from Europe and the world come to Cyprus for this unique experience.

### **ON-SITE FACULTY**

Stavros T. Constantinou is an Associate Professor of Geography at The Ohio State University, Mansfield Campus. During his thirty-seven years at The Ohio State, Constantinou's teaching responsibilities have included the following courses: weather and climate, world regional geography, human geography, physical geography, and environmental issues, physical geography, economic geography, world urbanization, political geography, and business statistics. His research interests include studying migration and ethnicity from the quantitative point of view. His published research includes two significant studies on emigration from Greece to the United States and from Cyprus to the United Kingdom (with Nicholas D. Diamantides) and a study of Greek American ethnic identity (with Milton E. Harvey). In addition to survey data, he has used census and church records to examine the changing spatial dimensions of Greek populations in the United States.

Dr. Dianne Morrison-Beedy (.1) is the program's second resident director.

### **LOCATION INFORMATION: NEAPOLIS UNIVERSITY PAFOS (NUP), CYPRUS**

The location of Neapolis University is in the coastal city of Pafos (population 63,542 in

2011) on the western coast of Cyprus. The seaside town of Pafos is designated a UNESCO World Heritage Site and resembles an expansive open-air museum. The ruins of the Roman Governor's palace include exquisite floor mosaics depicting scenes from ancient Greek mythology. Pafos served (along with Aarhus in Denmark) as the European Capital of Culture during 2017.

Neapolis University Pafos (NUP) is less than 100 meters from the Mediterranean Sea and just minutes from some of the best beaches in Europe. One of these beaches, which students will have the chance to visit as part of the course, is believed to be the mythical birthplace of Aphrodite. Multiple other locations in Cyprus will be visited as well, including the capital city of Lefkosia (Nicosia), Akamas Peninsula, Larnaka, Petra tou Romiou, Kourion (Curium), and Lemesos (Limassol).

Modern-day Pafos is a popular, upscale tourist resort home to an attractive fishing harbor. Pafos (Ktima) is the central residential district, while Kato Pafos, by the sea, is built around the medieval port and contains most of the luxury hotels and the entertainment infrastructure of the city. Apostolou Pavlou Avenue (St. Paul's Avenue), the busiest road in Pafos, connects the two-quarters of the town. It begins near the city center at Kennedy Square and ends outside the medieval fort at the harbor.

## **ACCOMMODATIONS**

### **Housing**

The dorms are located at Paphos Gardens Holiday Resort, Kleious Street, PO Box 60195, Pafos 8128, Cyprus. This hotel is owned and operated by Neapolis University Pafos.

Students will stay in shared apartments at Paphos Gardens, with access to shared kitchens, laundry, and weight rooms. The university offers an indoor and outdoor pool and a restaurant/cafeteria. The dorms are conveniently located within a 5-10 minute walk to the classroom at Neapolis University Pafos.

The nearest beach is within walking distance (5 minutes) from the student dorms. The best sandy beach in Pafos, Coral Bay, is a 20-minute drive from the resort. Paphos Gardens and Neapolis University Pafos are only 17 km from Pafos International Airport (PFO).

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Tel: 011 357 26 882000

Faxes: 011 357 26 88 2100.

The emergency phone number for a family to contact the student

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## **Voltage**

The electricity supply in Cyprus and the sockets used are the same as in the United Kingdom: 240 volts, ac 50Hz. Sockets are usually 5A or 13A, square-pin. Adaptors are available from Paphos Gardens Holiday Resort reception.

## **University Campus**

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F: +357 26931944

[info@nup.ac.cy](mailto:info@nup.ac.cy)

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The campus is conveniently located in the heart of town with many amenities within walking distance, such as bus stops, banks, beaches, bars & restaurants, a shopping mall and cafes. There are daily bus routes that interconnect the town and all other cities and airports.

## **GEOG 3753.02: Geography of the European Union**

Instructor: Dr. Stavros T. Constantinou

Time: MTWRF 10:00 A.M.-12:00 noon.

Place: Neapolis University Pafos, Cyprus

Class number:

Credit: 3 hours

Office: Room 287 Bromfield Hall

Office Hours: MTWRF 12:00-1:0 P.M. & also by appointment

Tel.: (419) 755-4335 (office)

Email: constantinou.1@osu.edu



**Monday May 6 - Friday May 31, 2019**

*The professor reserves the right to revise this syllabus at his discretion.*

### **Course Description:**

Geographic factors in the economic, social, and political progress of European integration; major problems of the area in the light of their geographic background.

Prereq: Permission of instructor. Not open to students with credit for Geography 3753.01 (510).

### **Texts:**

1. Blouet, Brian W. 2018. *The EU and Neighbors, A Geography of Europe in the Modern World*, Third Edition. Hoboken, NJ: John Wiley & Sons. ISBN: 978-1-118-79006-9 (PBK), \$128.95. E-Pub , ISBN: 978-1119397632, \$64.00.
1. National Geographic. 2017. *Compact Atlas of the World*, Second Edition. Washington, D.C. ISBN: 978-1-4262-1787-6, \$14.99.

Additional reading materials. These materials will be made available to students through Carmen.

Drakulic, Slavenka. 2004. "Boys Just Had Fun" and "He Would Never Hurt A Fly" in: *They Would Never Hurt A Fly. War Criminals on Trial in The Hague*, Penguin, New York, 51-82

Green, Todd. 2010. "The Resistance to Minarets in Europe," *Journal of Church and State* 52(4), 619-643

MacFarlane, Allison. 2010. "Nuclear Power-A Panacea for Future Energy Needs?" *Environment: Science and Policy for Sustainable Development* 52(2), 34-46

Reid, T.R. 2004. "The Almighty Undollar" and "Inside the Belgeway," in: *The United States of Europe*, Penguin, New York, 63-87 and 272-287.

Articles and special reports from the *Economist*, especially on refugees and migrants to the European Union (EU), will be made available for making the material current.

### **Course Objectives.**

Students participating in Geog 3753.02: Geography of the European Union (EU) will have the opportunity to study the regional and cultural geography of the EU by spending four weeks on the island of Cyprus, a member of the EU and the Eurozone. In addition to my lectures, students will attend guest lectures by Cypriot EU experts and will participate in presentations about economic issues during visits to the European Commission representation offices in Cyprus and the Central Bank of Cyprus.

1. Students understand the basic physical and human geography of the European Union.

Students explain how the geographical processes shape the lives of EU citizens at the collective, regional and country levels.

2. Students evaluate the historical role of cultural forces in different regions of the European Union, and assess how unifying and disunifying cultural forces influenced the formation and evolution of European nation-states.
3. Students understand the complexity of the European Union, including its structure, function, issues of sustainability of development, and policies of integration.
4. Students understand how the island of Cyprus serves as a case example of the geographical processes explored in Course Objective #1.

### **Course rationale**

The European Union (EU) is a major political and economic player in today's global economy. In the EU, the member states represent a wide variety of natural and cultural landscapes and constitute an important force in world affairs. Historically, European Union countries were places of dynamic human development which spread across the globe for centuries. Despite its relatively small size in relation to the rest of the world, Europe's remarkable geographic properties propelled it into international prominence and advanced economic development. Understanding the European Union in all its complexity provides a better appreciation of the globalized modern world.

### **Course content and format**

The material will be presented mainly in the form of a lecture, including various multimedia presentations.



**The method of grading:**

Grades will depend on the following items:

Activity	Points	Date due
Midterm Exam	35 points	5/17/2019
Map Quiz	5 points	5/13/2019
Position Paper	15 points	5/24/2019
Reflections/Guide	10 points	5/31/2019
Final Exam	35 points	5/31/2019
Total	100 points	

The Opinion Paper will deal with a current controversial issue and should be about three pages long. In the opinion paper, a student is expected to present the pros or cons on issues like the following examples:

Should EU welcome refugees?

Should Greece allow the construction of a new mosque in Athens?

Should the Eurozone be maintained at all costs? Students can provide a view from Germany or a view from Greece.

Make-up exams are given only in exceptional circumstances. For example, in the case of illness, a doctor's certificate must be provided. A missed exam is credited with a zero grade in the final figuring of the student's grade. There will be no incomplete grades in this course.

The roster will be called at the beginning of every class meeting. Please be punctual. Experience has shown that students with an excessive number of absences do not score well on exams.

When a reading assignment is made for a certain day, either by the course outline or verbally in class, it is expected that the assignment will have been read by the student before coming to class. If you do not understand something, please feel free to ask questions as they come up. In the case that more than a short answer is necessary, come to my office and I will be glad to help you. Do not get too far behind before seeking help.

**Grading Scale:**

- A 94-100
- A 90-93
- 3

**B 87-8**  
 + 9  
**B 83-8**  
 6  
**B 80-8**  
 - 2  
**C 77-7**  
 + 9  
**C 73-7**  
 6  
**C 70-7**  
 - 2  
**D 67-6**  
 + 9  
**D 60-6**  
 6  
**E 0-59**

**COURSE OUTLINE**

<b>Week</b>	<b>Period</b>	<b>Date</b>	<b>Lecture</b>	<b>Readings</b>
<b>1</b>	1	5/6/2019	Discussion of syllabus <b>Introduction: The European Union (EU)</b> What and where is Europe? Why Study the (EU)?	Ch. 0. pp. 1-11
			<b>Part I Systematic Survey</b>	
	2	5/7/2019	<b>Physical Environments</b>	Ch. 1. , pp.14-30
	3	5/8/2019	<b>Cultural and Historical Geography</b>	Ch. 2, pp. 31-46
			<u>Structured Educational Experience</u>  <i>Tour of UNESCO World Heritage Site                      Archaeological Kato Pafos Site I                      Remains of ancient city of Nea Pafos                      Kato Pafos Necropolis (Tomb of the Kings)</i>	
	4	5/9/2019	<b>Population, Distribution, Density, Migration, and Aging</b>	Ch. 3, pp. 47-63

			<u>Structured Educational Experience</u>  Cultural landscape A. Tour of St.Paul's Pillar area and nearby Catacomb of Agia Solomoni <i>Landscapes of the geography of religion at the historic site of New Testament where St.Paul preached and later was pilloried</i>  B. Tour of Byzantine Castle <i>Site of Byzantine fort ; rebuilt by Turkish governor of Cyprus in 1592 AD</i>	
	5	5/10/2019	<b>Rural and Urban Settlements</b>	Ch. 4, pp. 64-93 Green 2010
			<b>Map Quiz</b>	
<b>2</b>	6	5/13/2019	<b>Rural and Urban Settlements</b>	Ch. 4, pp. 64-93
			<b>Midterm Exam</b>	
	7	5/14/2019	<b>Economic Geography: Agriculture, Industry, and Services</b>	Ch. 5, pp. 94-115 MacFarlane 2010
	8	5/15/2019	<b>Political Geography</b>	Ch. 6.pp. 116-140; Drakulic 2004
			<b>Part II The Core of the European Union</b>	
	9	5/16/2019	<b>France and the Benelux Countries</b>	Ch. 7, pp. 142-168

	10	5/17/20 19	<p><b>Structured Educational Experience</b></p> <p>A. Visit the Representation of the European Commission, in Nicosia, Cyprus</p> <p><i>Overview of the EU institutions as it applies to Cyprus</i></p> <p>B. Visit the Central Bank of Cyprus</p> <p><i>Overview of the financial crisis in Europe, with a focus on the Cyprus bail-in of 2013.</i></p> <p>C. Visit the Main Border Crossing Point between Greek and Turkish sectors of the capital city, Nicosia</p> <p><i>Exposure to the only divided capital city in an EU member country, since 1974 invasion of Cyprus by Turkey</i></p> <p>D. Walking Tour of ‘Within the Walls Old Nicosia, the ancient walled city and how it has evolved through the centuries to the present.</p> <p><i>Emphasis on city’s internal spatial structure and recent gentrification of Laiki Geitonia</i></p> <p>Visit to the Archaeological Museum Visit to the Byzantine Museum</p>	
<b>3</b>	11	5/20/20 19	<b>Germany and Italy</b>	Ch. 8, pp.169-198
			<b>Part III Enlargement of EU</b>	
	12	5/21/20 19	<b>The United Kingdom, Denmark, and Ireland</b>	Ch. 9, pp. 200-231
	13	5/22/20 19	<b>Southern Europe: Greece, Spain and Portugal</b>	Ch. 10, pp. 232-250

	14	5/23/2019	<b>Austria, Switzerland, Sweden, Norway, Iceland, and Finland</b>	Ch. 11 , pp. 251-281
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			<b>Part IV Enlargement in the 21<sup>st</sup> Century</b>	
	15	5/24/2019	<b>Eastward Expansion 2004: The Baltics, Poland, the Czech Republic, Slovakia, Hungary, and Slovenia</b>	Ch. 12, pp. 284-313
			<u>Structured Educational Experience</u>  Field trip led by instructor to village of Omodos, the ancient site of Curium, the citrus growing area of Phassouri, the Castle of Kolossi, the waterfront of Limassol, and Aphrodite's Rock, <i>Geomorphology</i> <i>Land use patterns</i> <i>Mediterranean agriculture</i> <i>Human modification of coastal area</i>	
			<b><i>Opinion Paper due</i></b>	
4	16	5/27/2019	<b><i>Eastward Expansion 2007-2013: The Balkans</i></b>	<i>Ch. 13, pp. 314-335</i>
			<b><i>Part VI The Mediterranean Fringe</i></b>	
	17	5/28/2019	<b><i>Turkey, Cyprus, Malta and Gibraltar</i></b>	<i>Ch. 15 , pp 370-393</i>
	18	5/29/2019	<b><i>European Union Future?</i></b>	<i>Ch. 16, pp.394-397</i>
	19	5/30/2019	<b><i>Cyprus and the EU: An Overview</i></b>	<i>An invited lecture by Professor J. Joseph</i>
	20	5/31/2019	<b><i>Reflections</i></b> <b><i>Final Exam</i></b>	

**Policies:**

**Disabilities:**

*“Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone [614-292-3307](tel:614-292-3307); [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu)”*

**Academic Integrity:**

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**PROGRAM OVERVIEW: Geography of the European Union**

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Professor Tena Katsaounis (.I), lecturer in Statistics at OSU Mansfield Campus is the program's second resident director.

**LOCATION INFORMATION: NEAPOLIS UNIVERSITY PAFOS, CYPRUS**

Neapolis University is located in the coastal city of Pafos (population 63,542 in 2011) on the western coast of Cyprus. Pafos is designated a UNESCO World Heritage Site, because of the many archaeological treasures that have been unearthed in the area, including the spectacular archaeological ruins of the Roman Governor's palace where exquisite floor mosaics depict scenes from ancient mythology. Pafos served (along with Aarhus in Denmark) as the European Capital of Culture during 2017.

Neapolis University Pafos is less than 100 meters from the Mediterranean Sea and just minutes from some of the best beaches in Europe. One of these beaches, which students will have the chance to visit as part of the course, is believed to be the mythical birthplace of Aphrodite. Multiple other locations in Cyprus will be visited as well, including the capital city of Lefkosia (Nicosia), Akamas Peninsula, Larnaka, Petra tou Romiou, Kourion (Curium), and Lemesos (Limassol).

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## Appendix

### Sustainable Developmental Goals and Experiential Learning: Field Trips in Cyprus

Date	Period	Structured Educational Experience	Sustainable Development Goals (SDGs) Intercultural Competences
5/11/22	3	Structured Educational Experience # 1: Pafos City	
	3	Walking tour of gentrified central Pafos. Pafos underwent major gentrification in preparation for serving as the European Capital of Culture in 2017.	SDG #11: Sustainable cities and communities; Make cities and human settlements inclusive, safe, resilient and sustainable
5/12/22	4	Structured Educational Experience # 2: Pafos Archaeological Park	
		The Pafos Archaeological Park, a UNESCO World Heritage Site since 1980, is a large open-air museum from the Roman times which allows the students to process the everyday life of ancient inhabitants. Pafos served as the capital of Cyprus at the time, and students are exposed to SDG #6 and #11 through a visual exploration of the leisure, rejuvenation, and well-being of the Romans, as well as their farming and hunting activities.	SDG #6: Clean Water and Sanitation; Ensure availability and sustainable management of water and sanitation for all
5/12/22	5	Structured Educational Experience # 3: Saint Neofytos	
		Visit Saint Neofytos Monastery, a major Byzantine monument in Cyprus. This is a diversity experience for increased understanding of the critical role of religion in the life of the local population. Drive along the main road to Polis and witness the variation in land use patterns. Viticulture on the hills and citrus fruit the valley. Visit of Aphrodite's Baths, an ancient mythological site. Return to Latsi village where we board the boat and visit the Blue Lagoon	SDG#15: Life on Land; Protect, restore and promote sustainable use of terrestrial ecosystems; sustainably manage forests; combat desertification; halt and reverse land degradation; and halt biodiversity loss  Use of traditional terraces for creating small fields for dry farming.



5/20-5/22/22	10	Structured Educational Experience #4: Choirokoitia	
		The Neolithic village of Choirokoitia (7 <sup>th</sup> to 4 <sup>th</sup> millennium BC), a UNESCO World Heritage Site since 1998, is one of the most important prehistoric sites in the eastern Mediterranean. The location of this sedentary community is important in terms of natural access to water from the stream at the foot of the hill below, and protection from attack. Much has been discovered in this site regarding inhabitants' diet, lifestyles, and causes of death.	SDG #6: Clean Water and Sanitation; Ensure availability and sustainable management of water and sanitation for all
		Structured Educational Experience #4: Nicosia, Capital of Cyprus	
		<p>Tour of Capital City, Nicosia</p> <p>Lecture/guided tour of Europe House, the offices of the European Union</p> <p>Tour the Cyprus Handicraft Industries with time for shopping</p> <p>Visit the Main Border Crossing Point between Greek and Turkish sectors of Nicosia</p> <p>Walking Tour of 'Within the Walls' along the Green Line, separating the Republic of Cyprus from the occupied part of Cyprus</p> <p>Walking tour of Old Nicosia, the ancient walled city and gentrified Laiki Geitonia</p> <p>Visit to the Archaeological Museum</p> <p>Visit to the Byzantine Museum</p> <p>Walk back to Ledra Street for dinner at Kathodon Restaurant</p>	<p>SDG #11: Sustainable cities and communities; Make cities and human settlements inclusive, safe, resilient and sustainable</p> <p>Exposure to intercultural diversity and worldview frameworks</p>
		Structured Educational Experience #4: Troodos Mountains	
		<p>Return to Pafos following the route through the Troodos Mountains.</p> <p>Visit village of Peristerona where a Greek Orthodox church</p>	SDG#15: Life on Land; Protect, restore and promote sustainable use of terrestrial ecosystems; sustainably manage forests;

		and a Turkish minaret exist next to each other Stop at the mountainous village of Kakopetria Visit Kykko Monastery, Makarios's Tomb, and Throni	combat desertification; halt and reverse land degradation; and halt biodiversity loss  Exposure to bicommunal places of worship on the island
		Structured Educational Experience #4: Geopark Reforestation	
		Explore Geopark at Pano Amiantos (A short film and other exhibits explain the formation of Cyprus and the significance of Troodos Massif in the economy of the island) View endangered species of moufflon at Stavros tis Psokas Forest Station.	SDG#15: Life on Land; Protect, restore and promote sustainable use of terrestrial ecosystems; sustainably manage forests; combat desertification; halt and reverse land degradation; and halt biodiversity loss  Exposure to bicommunal places of worship on the island
5/27/22	15	Structured Educational Experience #5: Traditional Village of Omodos	
		The village of Omodos occupies the heart of the winemaking area on the southern slopes of the Troodos mountains. Gentrified narrow, winding streets, a central square, and the Monastery of the Holy Cross demonstrate the character of a traditional village. The old <i>linos</i> winepress is a famous remnant of the traditional way of making wine. Viticulture, following modern methods, continues to be a significant economic activity in the village and the surrounding areas. Along the route, students see many olive and carob groves. When taken collectively and combined with our dining experiences, students learn more about the health impact of the Mediterranean diet. Additional visit to Lambouri Winery.	SDG #8: Decent Work and Economic Growth: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all  Intercultural competencies with focus on land use, cuisine, viticulture
		Structured Educational Experience #5: Lemesos (Limassol)	

		<p>Lemesos Fieldtrip  Kourion (Curium) Archaeological site  Fasouri Citrus Growing Area  Kolossi Castle  Lunch at Sykamia  Drive through British Sovereign Base Area (SBA) of Episkopi  Stop at Aphrodite's Rock, legendary birthplace of Goddess  Aphrodite Rock  Return to Pafos</p>	<p>SDG #8: Decent Work and Economic Growth:  Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p> <p>Intercultural competencies with focus on land use, cuisine, viticulture</p>
5/28/22		<p>Structured Educational Experience #6: Akamas Peninsula</p>	
		<p>This peninsula in northwestern Cyprus is the only wilderness area of the island and has a unique marine environment, geomorphology, terrestrial flora and fauna, and cultural landscapes, Part of the Natura 2000, a European Union network of protected areas across member countries to protect fragile ecosystems and prevent biodiversity loss.</p>	<p>SDG #14: Life Below Water  Conserve and sustainable use of the oceans, seas and marine resources for sustainable development</p> <p>SDG#15: Life on Land; Protect, restore and promote sustainable use of terrestrial ecosystems; sustainably manage forests; combat desertification; halt and reverse land</p>

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## **Course subject & number**

### General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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Course subject & number

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

## Specific Expectations of Courses in Sustainability

**GOAL 1: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.**

**1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**1.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**1.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

# Education Abroad & Away Course Inventory

## **Overview**

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Education Abroad & Away Courses. Expectations for workload and credit-hours for Education Abroad & Away courses are outlined by the Office of International Affairs and described in the Arts and Sciences Curriculum and Operations Manual. It also may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## **Accessibility**

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

## **Pedagogical Practices for Education Abroad & Away**

Course subject & number

**Performance expectations set at appropriately high levels, engaging in both academic and experiential exploration of the setting in which they study.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Education Abroad & Away Course Inventory

**Significant investment of effort by students over an extended period of time (e.g., Program length meets high academic standards and allows students to build meaningful connections with local community members and to develop a deep understanding of local cultural context).**

Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

**Interactions with faculty and peers about substantive matters including cultural self-awareness, intercultural empathy, and academic content.**

Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

## Education Abroad & Away Course Inventory

**Students will get frequent, timely, and constructive feedback on their work, from all appropriate sources, on their intercultural interactions and academic learning.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

**Periodic, structured opportunities to reflect and integrate learning, especially on their cultural self-awareness and their experience with difficult differences.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

## Education Abroad & Away Course Inventory

**Opportunities to discover relevance of learning through real-world applications and the integration of course content to contemporary global issues and contexts.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

**Public Demonstration of competence both in academic settings and, if possible, in the study away site.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

## Education Abroad & Away Course Inventory

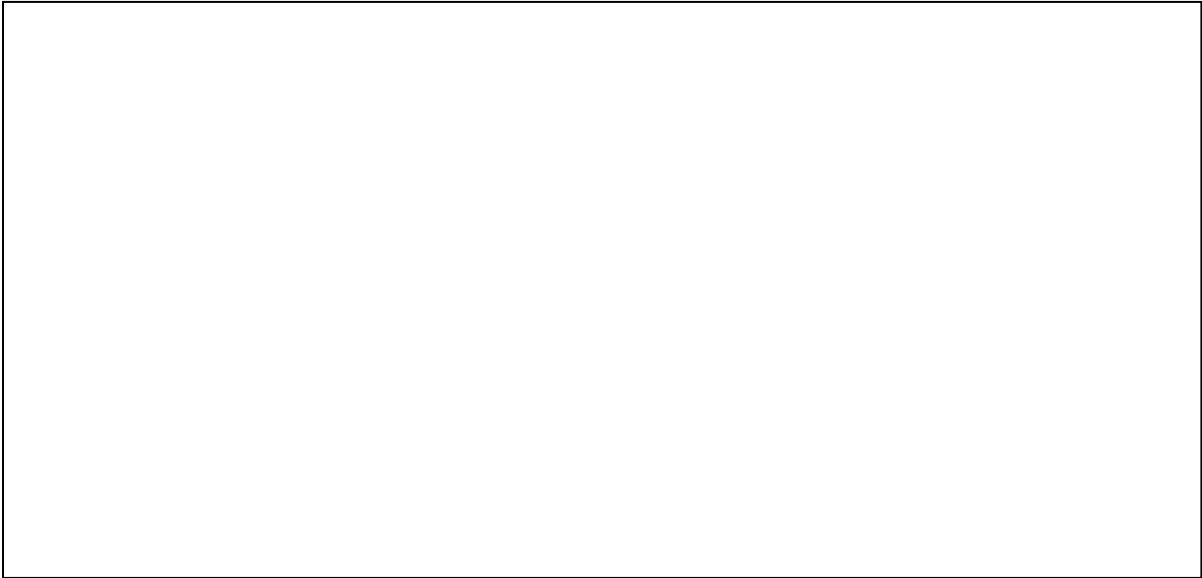
**Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

**Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsive pedagogy, structured development of cultural self-awareness.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)



Education Abroad & Away Course Inventory

**Clear plans to promote this course to a diverse student body and increase enrollment of typically underserved populations of students.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

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