

Term Information

Effective Term Spring 2023
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. Based on panel feedback, we are also requesting to change the course number to 3755 and the course title to "Geography of the European Union and the Challenges of Sustainability."

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. Course number and title change in response to panel feedback. The revised course is significantly changed from the original GEOG 3753.01, and thus required a new number and title.

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	3755
<i>Previous Value</i>	<i>3753.02</i>
Course Title	Geography of the European Union and the Challenges of Sustainability
<i>Previous Value</i>	<i>Geography of the European Union</i>
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
<i>Previous Value</i>	<i>Fixed: 3</i>

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

COURSE CHANGE REQUEST
3755 - Status: PENDING

Last Updated: Ettliger,Nancy
09/07/2022

Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Always
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)
- Geog 3755 Credit Allocation and Rationale_9_6_2022.xlsx: Credit Allocation
(Other Supporting Documentation. Owner: Grandey,Mary Allison)
- GEOG 3755_Syllabus_9_6_2022.docx: Revised Syllabus Sept 6
(Syllabus. Owner: Grandey,Mary Allison)
- Geog3755_Appendix_SSE_9_6_2022.docx: Appendix
(Other Supporting Documentation. Owner: Grandey,Mary Allison)
- Revisions to Themes Panel Feedback_2022_9_5.docx: Revision Explanation
(Other Supporting Documentation. Owner: Grandey,Mary Allison)

COURSE CHANGE REQUEST
3755 - Status: PENDING

Last Updated: Ettlenger,Nancy
09/07/2022

Comments

- Revised syllabus, appendix, credit allocation and revision explanation uploaded with new course number and title per 8/22/22 panel feedback. *(by Grandey,Mary Allison on 09/07/2022 01:12 PM)*
- Please see Panel feedback email sent 08/22/2022. *(by Hilty,Michael on 08/22/2022 11:34 AM)*
- - 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://asccas.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
Revision Requested	Hilty,Michael	08/22/2022 11:34 AM	ASCCAO Approval
Submitted	Grandey,Mary Allison	09/07/2022 01:13 PM	Submitted for Approval
Approved	Ettlenger,Nancy	09/07/2022 01:16 PM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	09/07/2022 01:16 PM	College Approval

Panel feedback from Themes Panel	Revisions made to address feedback items from Themes Panel
The Panel did not vote on the proposal as they would like to see the following feedback items addressed:	
1. The reviewing faculty ask that Goal D/ELO 4 (as found on page 4 of the course syllabus) be incorporated into the syllabus description and that template theme language be added.	Goal D/ELO 4 added to Course Description
2. The reviewing faculty request that clarifications be made where sustainability materials will be conveyed and covered in the course schedule (found on pages 9-13 of the course syllabus).	See pp. 12-15
3. The reviewing faculty ask that the language of sustainability be inserted more throughout the syllabus (and to replace the reliance on the term “environment”) to help further ground the course in the GE Theme: Sustainability.	This was revised throughout the syllabus.
4. Currently, GEOG 3753.02 is simply the education abroad version of GEOG 3753.01 (the campus based version of “Geography of the European Union,” which has the following fairly broad catalog 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 reviewing faculty ask the department to consider whether this course title and number are still appropriate for the course, given the fairly large content shift to focus on Sustainability. Decimal number designations are typically reserved for variations of the same course, and the content presented in this proposal appears to be shifting away from the original content of the course	Course number changed to GEOG 3755, and title change to “Geography of the European Union and the Challenges of Sustainability.”
The reviewing faculty would like to see the following changes to the course syllabus:	
1. Please provide the GE Goals, ELOs, and a rationale on how the course will successfully fulfill all GE ELOs within the course syllabus, as this is a requirement for all General Education courses. The GE Goals and ELOs can be found on the ASC Curriculum and Assessment Services website	This was added to pp.4-6.

<p>at: https://ascas.osu.edu/new-general-education-gen-goals-and-elos</p>	
<p>2. Provide update the Disability Services statement, as found on page 14, as it is currently out-of-date. The most up-to-date disability statement can be found on the ASC Curriculum and Assessment Services website at: https://ascas.osu.edu/curriculum/syllabus-elements</p>	<p>Updated disability statement included in syllabus with font size 16. See p. 16 .</p>
<p>3..On page 5 and 6 of the syllabus, under Textbooks, please provide where students can purchase the required course materials. This is a requirement of all courses within the College of Arts and Sciences</p>	<p>This statement was inserted. Textbooks are available for purchase at the Mansfield Campus Bookstore 1635 Eisenhower Drive Mansfield, OH 44906 419-747-5401 Tel Textbooks are also available for purchase on the Internet.</p>
<p>4.On page 8 of the syllabus, the journal entry assignments are discussed. However, it does not appear that journal entries are graded, and only the reflections are graded coursework. Will students receive credit for completing the journal entries and, if not, how will it be ensured that students complete this assignment?</p>	<p>Journal entries count five percent of the final grade. Statement added to syllabus.</p>

SYLLABUS GEOG 3755/

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

COURSE OVERVIEW

Instructor:

Instructor: Dr. Stavros T. Constantinou
Email: 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.

Course description

This course focuses on the broad range of sustainability challenges that face the European Union, using the UN Sustainable Development Goals (SDGs) as a unifying theme. Cyprus and its priority Sustainable Development Goals are a case example. Central to the course is the emphasis on the three pillars of sustainability, environmental, social, and economic, and how they impact efforts toward European integration.

GE Goals and Expected Learning Outcomes for Sustainability Theme Courses

Sustainability Goals: Successful students will: (1) analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component; (2) 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: (3) analyze and explain how social and natural systems function, interact, and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multifaceted potential solutions across time.

Expected Learning Outcomes:

Rationale for ELOs listed below: Successful students are able to: (1.1) Engage in critical and logical thinking about the topic or idea of the theme; (1.2) Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme; (2.1) Identify, describe, and synthesize approaches or experiences as they apply to the theme; (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.

Students fulfill these ELOS through multiple educational modalities in the course, including classroom lectures, formal evaluations, Reflection papers (Syllabus p. 10), Team Sustainability project (Syllabus p. 10), and Structured Educational Experiences (Appendix).

Classroom discussions encourage students to integrate academic content learned in earlier classes with current content and gain new insights into sustainability issues in the European Union. The exams and one map quiz cover academic content presented in the classroom, while the reflection papers link the educational content to the six Structured Educational Experiences. In these reflection papers, students use course content as a basis for their analysis and understanding of the key sustainability themes.

Team Sustainability Project: Students must develop a solution to a real-life problem, utilizing their Structured Educational Experiences, classroom content, and scholarly articles. Students will engage in an in-depth intellectual exploration of sustainability by participating in an interdisciplinary project between the Geography Class and Nursing Class within the Global Education program. If Nursing students are unavailable, the Geography Class students will work in pairs. Students will formally complete a team project presented to the class to promote interdisciplinary thinking and collaborative learning.

Journal and Reflection Papers: These learning activities challenge students to systematically record and synthesize their understanding of the Global Education Experience and write reflection papers that integrate their impressions with their chosen sustainability goals.

Rationale for ELOs listed below:

Successful students are able to: (3.1) Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.

Students will accomplish this outcome through multiple teaching modalities, classroom, and Structured Educational Experiences (Appendix), Goals D1 and D2, and Expected Learning Outcomes 1-3 (Syllabus, p. 6).

Academic content: Classroom discussion will focus on the interactions of the European populations with their physical environment since ancient times and how these interactions shaped the current challenges which face the EU. The UN Sustainable Development Goals (SDGs) provide the framework for human environmental interactions and stress the resilience in these systems. Students will apply the island of Cyprus as a case study of a resilient and sustainable system and review a thought-provoking article (Harris, 2012) to enhance the discussion.

Real-world application: The six Structured Educational Experiences provide the background for discussing the Cyprus government's sustainability policies. Students will be encouraged to review the sustainable development goals, emphasizing resiliency throughout the six experiences. The focus will be on the following Sustainable Development Goals (SDGs): #13: Climate Action; #14: Life Below Water; #15: Life on Land (Table 1).

Successful students are able to (3.2). Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world in the past, present, and future.

Students achieve this outcome through academic content and experiential learning through Structured Educational Experiences (Appendix).

Focus on the past: SEE #4, Neolithic settlement of Choirokoitia

Focus on the present: SEE #6 Natura 2000 Site of Akamas

Focus on the future: SEE #4, Troodos Geopark, and reforestation programs.

Successful students are able to (3.3) 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.

Students achieve this outcome throughout the course by utilizing Cyprus as a real-life laboratory for observation and values clarification regarding the priority SDGs of Cyprus.

Students will focus on Goal D, ELO 3 and 4 (Syllabus, p. 6), and Team Sustainability Project (Syllabus, p.10). and the Structured Educational Experiences (Appendix).

Team Sustainability Project: This assignment will assist students in clarifying their values against the backdrop of the UN Millennium Declaration when considering the prioritized SDGs and how to utilize observational evidence and relevant data when solving a problem.

The article titled "What is Sustainable Development? Goals, Indicators, Values and Practice", which includes the UN Millennium Declaration document, will serve as the guiding principle for values selection.

1. https://climatecommunication.yale.edu/wp-content/uploads/2016/02/2005_04_What-is-sustainable-development.pdf

2. United Nations General Assembly, "United Nations Millennium Declaration," Resolution 55/2, United Nations A/RES/55/2, 18 September 2000, page x

Course Goals and Learning Outcomes

Course Goals	Expected Learning Outcomes (ELOs) Students will learn how to do the following:
<p>Goal A: A1. Students will understand the basic physical and human geography of the European Union (EU) and identify and explain the current sustainability challenges.</p>	<p>Expected Learning Outcome 1: 1. Explain how the modern EU has been shaped by basic geographic principles like location and physical geography, (landforms, climate, vegetation, and soils). SDG #13 2. Understand the rich complexity of the European mosaic of cultural and historical landscapes. 3. Understand the elements of population geography as they pertain to the EU. 4. Understand the relationship between European rural and urban settlements (SDG #11). 5. Identify Europe's geographic properties that allowed it to become a major economic world power.</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>6. Understand the basic politico-geographical concepts of a nation-state, devolution, irredentism, and supranationalism. 7. Locate the most important features of Europe on a map, including its countries, prominent physical regions, primary rivers, leading industrial areas, and largest urban centers. 8. Discuss the example of migration as a geographical process that has shaped the life of EU citizens at the EU, regional, or country level.</p>

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

<p>Goal D: D1. Students will understand the three pillars of sustainable development (economic, social, and environmental) and their interdependence upon one another.</p>	<p>Expected Learning Outcome #4 1. Understand the interactions of humans with their environment have evolved and will identify examples of how humans have altered their environment. 2. Examine the most critical impact of humans upon their environment: Climate Change and its impact.</p>
<p>D2. 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>3. Discuss the meaning of resilient, sustainable environments and the factors which promote them. 4 Evaluate how the pandemic has impacted progress toward implementing the SDGs.</p>
<p>Goal E: E1. Students will understand how the island of Cyprus serves as an example of the geographical processes explored in Goal A.</p>	<p>Expected Learning Outcome 5: 1. Experience the physical landscape, cuisine, cultural traditions, and religious life of Cyprus. 2. Describe the diversity of natural and cultural landscapes of the island. 3. Explain the political issues facing the island and the underlying geographical explanations.</p>
<p>E2. Students will immerse themselves in the local culture to maximize intercultural sensitivity and learning.</p>	<p>4. Adjust to living in the host country and increase intercultural sensitivity</p>

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 on 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 during class time whether you plan to come to office hours.

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: 97-1-118-79006-9 (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.

Textbooks are available for purchase at the Mansfield Campus Bookstore

Textbooks are also available for purchase on the Internet.

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 [LINK](#)
- Green, T. H. (2010). The resistance to minarets in Europe. *Journal of Church and State*, 52(4), 619-643. doi:10.1093/jcs/csq110 [LINK](#)
- 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 [LINK](#)
- 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 [LINK](#)

Course technology

Carmen access

You will need to use BuckeyePass (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 theBuckeyePass - Adding a Device help article for step-by-step instructions (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) 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 withyou

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	5	5/27/21
Reflection 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 single format map quiz will include 15 completion items (fill-in). The exam will be taken online via Carmen. The exam is posted for 24 hours 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 be able to go back and change your response.

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

Midterm Exam

Description: This mixed format exam includes multiple choice, true/false, and matching questions. The exam will be taken online via Carmen. The exam is posted for 24 hours 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 be able to go back and change your response.

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

Final Exam

Description: This mixed format exam includes multiple choice, true/false, and matching questions. The exam will be taken online via Carmen. The exam is posted for 24 hours 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 be able to go back and change your response.

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

collaboration with other students allowed.

Team Sustainability Project

Description:

1. Students will complete a formal project on sustainability by working with peers who the instructor will assign. Students will work with peers from different majors to promote collaboration and interdisciplinarity whenever possible.
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, an essential 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 projects 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: To promote cultural self-awareness and increase their understanding of key sustainability development goals for Cyprus, students must maintain a personal journal to record their impressions of the Global Education experience, including the six Structured Educational Experiences. Students are required to hand in their journal entries. Students will also submit 300-700 words reflection papers based on the principal sustainable development goals for Cyprus that they identified during those experiences (Appendix). Alternatively, students may elect to focus on a theme of cultural self-awareness for one or both reflection papers, with the instructor's 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 pre-departure 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 the 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 for currently enrolled students and students who completed the course in past years.

This activity allows students to interact with one another in a relaxed social environment to learn important information about the Cyprus experience.

In Country Learning Activities, Neapolis University, Pafos, Cyprus

All class meetings are held at Neapolis University Pafos, as indicated in the Course Schedule below. The Appendix lists the six structured educational experiences. The Resident Director will provide students with further details on site in Cyprus.

COURSE SCHEDULE

Date	Class Lectures, Assignments	Structured Educational Experiences	Readings
Week One			
5/9/22	Discussion of syllabus Introduction to the study of The European Union (EU) Introduction to sustainability and the 17 UN Sustainable Development Goals (SDGs)		Ch. 0. pp. 1-11 https://sdgs.un.org/goals
	Part I Systematic Survey		
5/10/22	Physical Environments and Sustainability Challenges Affordable and Clean Energy SDG #7 Climate Action SDG #13		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 No Poverty SDG#1 Zero Hunger SDG #2 Good Health and Wellbeing SDG#3		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	Sustainable Cities and Communities SDG #11
5/13/22	Rural and Urban Settlements Sustainable Cities and Communities SDG #11		Ch. 4, pp. 64-93 Green 2010 Zaidi, A., et al. (2017).

	Map Quiz		
5/14/22		Structured Educational Experience #2 Pafos Archaeological Park	Clean Water and Sanitation SDG #6
Week Two			
5/16/22	Midterm Exam		
5/16/22		Structured Educational Experience #3 Saint Neophytos	Life on Land SDG #15
5/17/22	Economic Geography: Agriculture, Industry, and Services Decent Work and Economic Growth SDG #8 Industry, Innovation and Infrastructure SDG #9 Reduced Inequalities SDG #10		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	Clean Water and Sanitation SDG #6

5/21/22		Structured Educational Experience #4 Nicosia, Capital of Cyprus	Sustainable Cities and Communities SDG #11 Peace, Justice, and Strong Institutions #16
5/22/22		Structured Educational Experience #4 Troodos Mountains Geopark	Life on Land SDG #15
Week Three			
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
	Reflections due		
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)	Decent Work and Economic Growth SDG #8
Week Four			
5/30/22	Eastward Expansion 2007-2013: The Balkans		Ch. 13, pp. 314-335

5/30/22	Joint paper due		
	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	Life Below Water SDG #14
6/1/22	European Union Partnerships for the Goals SDG#17		Ch. 16, pp.394-397
6/2/22	Cyprus and the EU: An Overview		
6/3/22	Final Exam		

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:

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

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). 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 predeparture and/or prerequisite courses with the grade stated in your acceptance letter. Students are not expected to attend any additional separate predeparture sessions from the ones provided through OIA.

Class attendance:

All predeparture 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.

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 th to 4 th 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	
		Tour of Capital City, Nicosia Lecture/guided tour of Europe House, the offices of the European Union Tour the Cyprus Handicraft Industries with time for shopping Visit the Main Border Crossing Point between Greek and Turkish sectors of Nicosia Walking Tour of 'Within the Walls" along the Green Line, separating the Republic of Cyprus from the occupied part of Cyprus Walking tour of Old Nicosia, the ancient walled city and gentrified Laiki Geitonia Visit to the Archaeological Museum Visit to the Byzantine Museum Walk back to Ledra Street for dinner at Kathodon Restaurant	SDG #11: Sustainable cities and communities; Make cities and human settlements inclusive, safe, resilient and sustainable Exposure to intercultural diversity and worldview frameworks
		Structured Educational Experience #4: Troodos Mountains	
		Return to Pafos following the route through the Troodos Mountains. Visit village of Peristerona where a Greek Orthodox church	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

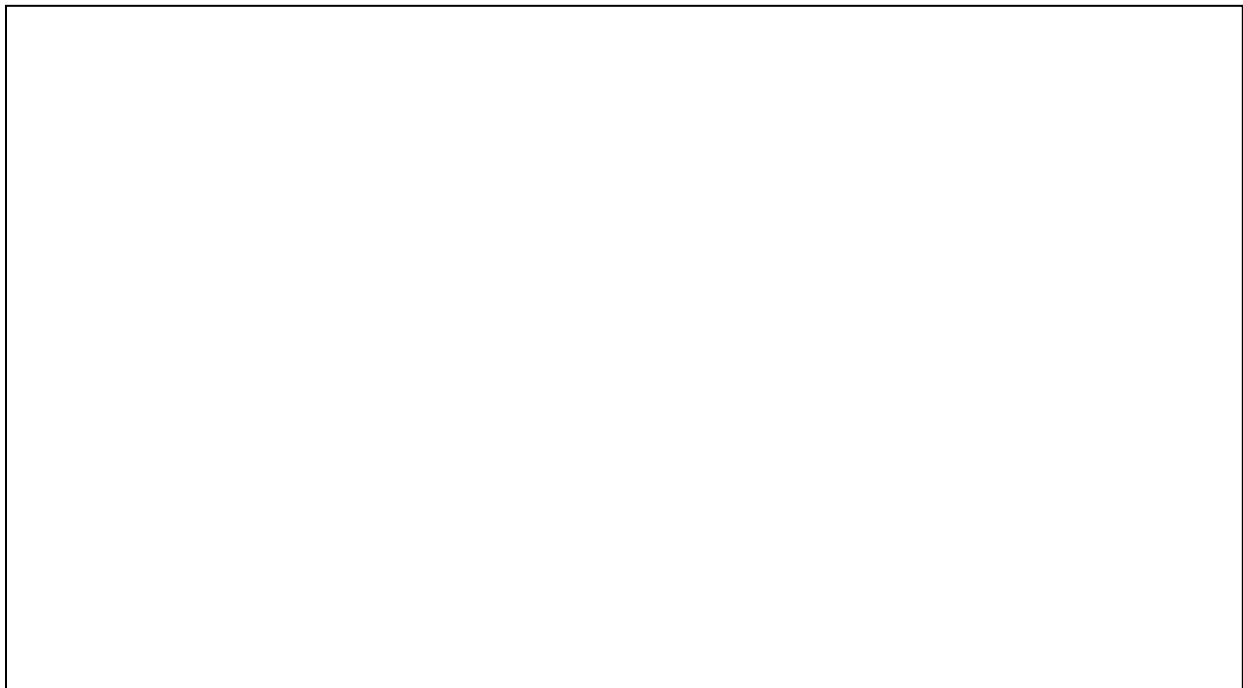
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

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 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)

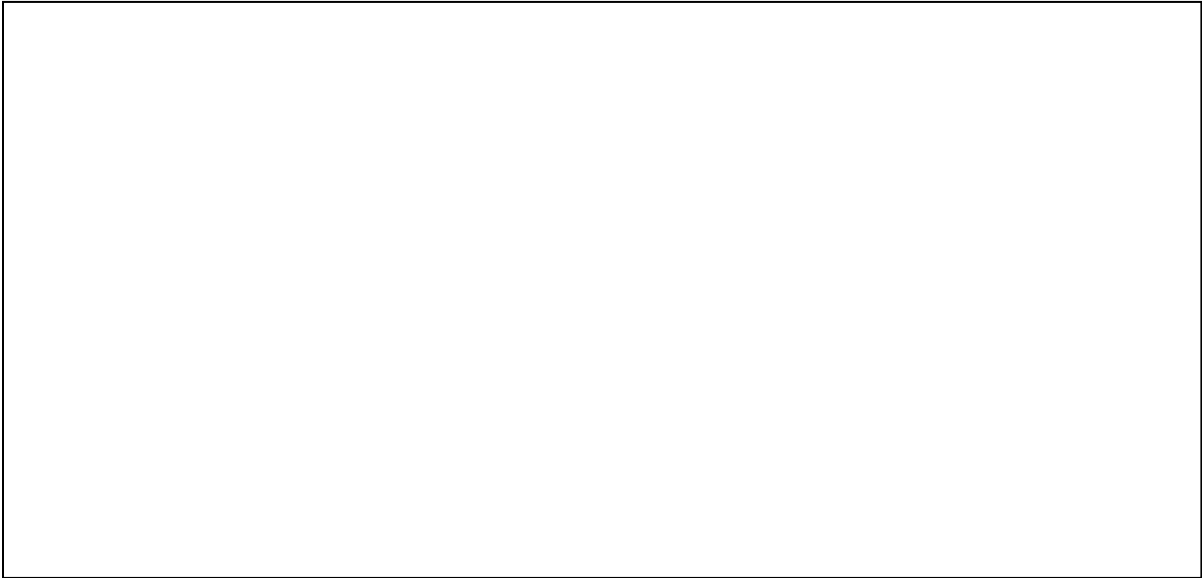
Education Abroad & Away Course Inventory

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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