

GEOGRAPHY OF EUROPE
University of Florida, Department of Geography
GEA 3500, 3 Credits
Fall 2025

In-person class with Canvas e-Learning System support

Professor Heidi Lannon, Ph. D.
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Class Time: Tuesday Period 3, 4 (9:35 to 11:30), [MAT 0103](#)
Thursday, Period 4 (10:40 to 11:30), [LEI 0142](#)

E-Mail lannon@ufl.edu (Best to contact through Canvas)

Access Hours: Tuesday 8:30 to 9:30am, Thursday, 8:30 to 10:30am in 3126A TURL and online. Additional office hours by appointment.
<https://ufl.zoom.us/j/93668927426?pwd=U0pJVXUyTFNETjdmK1Vib1FqbUM1UT09>
Meeting ID: **936 6892 7426**, Passcode: **geography**
E-mail will be responded to within 24 hours on weekdays only

I am delighted to talk to you about any aspects of your education (even majoring in Geography). I am committed to undergraduate teaching and interaction and if I can help you in any way, please let me know.

Department of Geography's Main Office Location: TUR 3141
Web site information: <http://geog.ufl.edu/programs/undergrad/>
Geographic Coordinates: 82.34312 West Longitude, 29.64990 North Latitude

Course Description

The course will emphasize the significance of Europe's physical and cultural environments, and economic and political affairs in a globalizing world. This course presents the Geography of Europe in a comprehensive and systematic survey of Europe's population, natural resources, and regional geography. The class will incorporate lectures, guests, reading, various media and exercises.

Rather than snooty, lazy, conquering and privileged populations impacted by corruption, immigration and environmental degradation, we will consider the diverse and resilient landscapes and people. Media stereotypes and contemporary questions will be addressed in geographical context and evaluated through assignments. Students will be asked to address their preconceptions and work to understand contemporary Europe.

Class Objectives

The objective of this course is the development of an understanding of the importance of the geography of the continent of Europe and provide an academic and practical foundation to evaluate the historical, current, and future issues and events in Europe. The relationships between physical environment and human systems are the basic tenants of geography. The physical and human landscapes of Europe will be evaluated in relation to current events, politics and challenges.

The course is constructed to incorporate writing and research in the examination of the origin and evolution of the physical and human landscape of Europe. Assignments will emphasize all scales

of geography from global economic dimensions to grains of sand. The class will follow these general sections:

- Introduction to the regional geography of Europe
- Physical Geography (natural resources, tectonics, landforms, climate, soil, vegetation,)
- Human-Environmental Interactions (deforestation, pollution, impact of conservation, environmental problems, natural hazards)
- Cultural Geography (language, religion, and population geography (birth and death rates, age cohorts, disease, mobility)
- Economic/Political Geography (empire building and colonialism, European Union, conflict, refugees and migration)
- Development (urbanization, city structures, rural urban migration, housing, globalization, economic development, transportation)
- Social Geography (role of women, education, popular culture, tourism)

This class will NOT be about geography trivia. My goal for this course is to instill an ability to write and think geographically, rather than the requirement to memorize information. While this course is by its nature fact based, the assignments are designed to develop the following important skills: (1) written and verbal communication; (2) research and critical thinking; (3) problem evaluation and analysis; and (4) application of knowledge. Each assignment will provide the opportunity for a student to demonstrate creativity in applied geography.

CLASS EXPECTATIONS

If you are reading this, you have already mastered the essentials of the Learning Management System (Canvas). I expect you to check the Learning Management System (Canvas) for messages and content regularly. I suggest you conduct yourself online as you would in person. This is a 3-credit class. You should anticipate it will be rigorous and you should spend time reviewing lecture notes and working with assigned partner(s), if appropriate. In addition, you should anticipate time needed to be spent on assignments, quiz completion, and preparation for the exam and the final.

Each member of this class will be preparing a presentation, possibly in a group. While I understand that the requirement to develop a group presentation may be daunting, every student will participate and I expect demonstrated effort and creativity, and respect for each other. I encourage talking in classes, and in addition, you should use the discussion format to talk to your class peers. I will monitor the discussions, but if you need to contact me, please do not use the discussion board. You may contact me through the Learning Management System (Canvas) (preferred) or by e-mail. I will endeavor to respond to the Learning Management System (Canvas) within 24 hours on weekdays. Please be aware that respect for your peers is required.

If you have concerns about classroom issues, disagreements, or grades, please let me know. If the problem cannot be resolved, you should email the department chair, Dr. Jason Blackburn at jblackburn@ufl.edu. Email to the chair should include a clear description of your concern, and any supporting documents. If a resolution cannot be reached at the departmental level, you will be referred to the Office of the UF Ombuds, <https://www.ombuds.ufl.edu> (Links to an external site.)

Required

- Good Attitude

- You may want to access a copy of Tiersky, R., & Jones, E., (eds.), (2015) *Europe today, A twenty-first century introduction*. 5th Edition, Roman and Littlefield, Plymouth, UK. ISBN 978-1-4422-2110-9. You do not need to purchase it
- A supplement (not required) to this course is Ostergren, R. C., & Lebosse, M., (2011) *The Europeans, a geography of people, culture and environment*. Second Edition, The Guilford Press, London. ISBN 978-1-59385-384-6. This text is available on reserve in the Marston Science library.
- Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor. The instructor is only responsible for these instructional materials.
- Proficient use of the library databases for research of scholarly materials for assignments. A library materials and database orientation through the UF library is suggested if you have not completed one.
- Good written and oral communications skills. This class will include written assignments and an expectation for college level writing in the discipline of geography. References to scholarly material must be made in APA style. There is information on this style in Modules. All work should be well structured, clear and concise.

Student Evaluation

Assignment	Points % (100 total)	Due Dates on Class Calendar
1a – Syllabus Evaluation	1 point	Submitted via Canvas, by Friday Week 1
1b – Production of a recorded personal Introduction to be shared with the class	1 point	Submitted via Canvas, by Friday Week 1
1c – Introduction of a classmate - Evaluation of the Origin of Personal Stereotypes	3 points	Submitted via Canvas, by Friday Week 2
2a – Semester Class Project Report	15 points	Submitted via Canvas, presented in class, due Friday of the Week the issue is raised
2b - Project Presentation (Presentation MUST be given in class for credit for this assignment)	10 points	
3 - Evaluation of European Values demonstrated by Advertisements	10 points	Due Friday, Week 11 Submitted via Canvas
4 - European Meme and written explanation	10 points	Due Friday, Week 13 Submitted via Canvas
Vote on peers' Meme		Week 14
Discussion posts (5)	10 (2 points each)	Submitted regularly via Canvas (<u>no later</u> preferably well before Friday on Week 3, Week 8, Week 9, Week 10, Week 12)

Map Quizzes (2)	10 points (5 each)	Taken in Canvas, timed. Due Friday, Week 4, Week 5)
Examination	20 points	Taken in Canvas, timed Due Friday, Week 9
Comprehensive Final Exam – multiple choice, true/false, matching	10 points	Taken in Canvas, timed, due on date shown below. Due WEDNESDAY Week 15

Canvas e-Learning System

This class will be conducted using the e-Learning System, Canvas. The syllabus, course calendar, reading materials and resources are available through Canvas. All assignments must be posted through Canvas unless otherwise instructed. The best method of contact for Dr. Lannon is through Canvas email. Please consult <http://lss.at.ufl.edu/> If you experience problems with the e-Learning system, such as log-in issues, please contact the [UF Computing](#) Help Desk at the Hub, 392-HELP for assistance.

Reading and Literature Citation

The material covered each week is outlined on the course calendar in Canvas. I expect you to read the relevant materials, attend class and take notes on lectures and other articles so that you can participate in class discussions. Debates should be scholarly in nature, but also include informed opinions, that you should be aware may not be parallel to others.

In your assignments and presentations, I expect you to cite all sources using APA standards. The suggestion to attend a library orientation will assist you if you are unsure of literature citation standards. It is sufficient under an image or after work attributed to an author, to use Last Name and Date (Lannon, 2025). After a direct quotation you should use Name, Date, Page Number (Lannon, 2025, page 23). At the end of every assignment and presentation please include a complete reference list. If you are consistent, and include all the relevant information (Author Name, Publication Date, Article or Book Title, Publisher and Location, Number of Pages, if applicable), I will be satisfied.

UF academic policies

This course complies with all UF academic policies. For information on those policies and for resources for students, please see [this link](#).” (The direct link is <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>.) This link provides UF information and regulations in the following:

- Attendance and make-up policies
- DRC information
- Assigning grade points
- Gator Evals
- Honesty policy
- In-class recording
- Academic and wellness resources

Course Evaluation

I would be grateful to receive feedback on this class. I am sincerely committed to improving the class experience for you and always learn something from student feedback. Guidance on how to

give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Grading Scale

The scale is consistent with the University of Florida [Grades and Grading policies](#)

GRADE	PERCENTAGE	GRADE POINTS
A	92-100	4.0
A-	90-91.99	3.67
B+	88-89.99	3.33
B	82-87.99	3.0
B-	80-81.99	2.67
C+	78-79.99	2.33
C	72-77.99	2.0
C-	70-71.99	1.67
D+	68-69.99	1.63
D	62-67.99	1.0
D-	60-61.99	0.67
E	<59.99	0
S (Pass/Fail)	Over 60	0

A minimum grade of C is required for general education credit.

Note the Grading scale is to 2 decimal places. At the end of the semester do NOT ask for extra credit to make your grade higher. There are plenty of opportunities throughout the semester. Grades are used as a tool to measure performance. To perform well in this class, the following will help you: (1) attend class regularly (2) take lecture notes and set aside time to read the pertinent parts of the text (3) participate in class exercises. If you are not doing well and have studied, read, and attended class, please e-mail me or come and see me – do not wait until the end of the semester.

Meeting deadlines matters! All assignments are due on the due date shown on the Calendar. Late assignments will be marked down a letter grade for each day they are late (i.e., from an A to a B for being a day late). A day is defined as 24 hours and begins immediately after 11:59pm. ALL ASSIGNMENTS MUST BE TURNED IN THROUGH THE LEARNING MANAGEMENT SYSTEM (CANVAS).

GEOGRAPHY OF EUROPE CALEDAR

Please consult the Calendar on The Learning Management System (Canvas) for exact dates

DATES	TOPICS and ASSIGNMENTS
Introduction	Review Introduction, syllabus and class expectations. No in person class on Thursday, August 21
Week 1 Assignments due 23:55 8/29/25	Welcome, Introduce Assignments. Lecture(s) - Overview of the importance of Geography. Plan and complete Assignment 1a and 1b Clip. Identify class peer to introduce for Assignment 1c DUE: Friday, Assignment 1a & 1b Introduction clip & Syllabus Review
Week 2 Assignments due 23:55 9/5/25	Lecture(s) - Defining Europe, what and where. Orient yourself with the library, if necessary. Geographic Issues presentation dates assigned , Begin Issue organization. DUE: Friday, Assignment 1c – Written introduction of peer classmate
Week 3 Assignments due 23:55 9/12/25	Lecture(s) - Regions of Europe, People & Environment Review for Map Quizzes DUE: Friday 5pm, Discussion Post 1, Europe or Not, practicing the Eye of the Geographer.
Week 4 Assignments due 23:55 9/19/25	Lecture(s) - European Physical Environments DUE: Friday, Map Quiz 1 (Physical Geography)
Week 5 Assignments due 23:55 9/26/25	Lecture(s) - Natural Hazards of Europe, Venice Case study Issue 4 - Italian Politics, coalition governments, Issue 15 - Status of Turkey DUE: Friday, Map Quiz 2 (Human, Cultural)
Week 6 Assignments due 23:55 10/3/25	Lecture(s) – Climates of Europe Issue 1 - France, Leadership, disasters, current events Issue 14 – European Approach to climate change, Issue 17 – Response to Natural Disasters
Week 7 Assignments due 23:55 10/10/25	Lecture(s) - Population Dynamics of Europe – Issue 5 - Scandinavia & the Middle Way, Issue 8 – Poland - Post Communism Issue 12 – European Diaspora and diversity
Week 8 Assignments due 23:55 10/17/25	Lecture(s) - Human Environmental Interactions in Europe Issue 18 – Use of the Mediterranean Issue 10 - Future of Ukraine Issue 21 – Waterways and Supply DUE: Friday, Discussion Post 2
Week 9	Lecture(s) - Culture & Identity – Language Review for Exam

Assignments due 23:55 10/24/25	DUE: Friday, EXAMINATION in Canvas DUE: Friday, Discussion Post 3
Week 10 Assignments due 23:55 10/31/25	Lecture(s) - Religion, Religious Architecture. Issue 7 - Russia & Europe, Issue 19 – Balkans, status of Kosovo, Issue 11 – Immigration and Migration DUE: Friday, Discussion Post 4
Week 11 Assignments due 23:55 11/7/25	Lecture(s) - European Political Systems, Political Geography of Europe, The Political Landscape The Rise of Empires Issue 16 - Status of Cyprus Issue 6 – Beyond the Fiesta, Spain, Issue 9 – Europe and Integration DUE Friday - Assignment 3 - Evaluation of European Values demonstrated by Advertisements
Week 12 Assignments due 23:55 11/14/25	NO CLASS TUESDAY – Veterans Day Lecture(s) – Urbanization, Cities and Post War Architecture Issue 22 – Econometrics and unemployment DUE: Friday, Discussion Post 5
Week 13 Assignments due 23:55 11/21/25	Lecture(s) - Work & Leisure. Lecture(s) - Making a Living. European Consumption, DUE Friday- Assignment 4 - Europe Meme and written explanation
Week 14	THANKSGIVING
Week 15	Future of Europe Present Meme in class. Review for Final Exam Reading Days
FINALS Week	FINALS. Final will be given on Canvas Due by Wednesday

General Education Objectives

This course is both a social and behavioral sciences (S) and international (N) subject area course in the UF General Education Program. This course will enhance student awareness of how geographic concepts apply to, and have influenced their lives specific to the continent of Europe. Students should anticipate the requirement to develop an understanding of the approaches used by geographers to identify and analyze physical and cultural landscapes, and human-environment relationships of Europe.

S - Social Science N - International

Social and behavioral sciences courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures, and processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

International courses equip students to identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world. Students will exercise critical thinking to analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.

<https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>

These general education objectives will be accomplished through:

- Discussion and explanation of Europe's population, natural resources, and regional geography.
- Description and explanation of the significance of Europe's economic and political affairs in a globalizing world.
- Analysis of historical context and current events to discern origins of stereotypes and their context in Europe
- Evaluation and discussion of recent and ongoing European issues to understand how consequences emerge and propagate through interconnected national and international economic and political systems
- Analysis and critique of European advertising and social media in the evaluation of differences in cultural nuances compared to their own experiences.

Student Learning Outcomes

At the end of this course, students will be expected to achieve the following learning outcomes in content, communication, and critical thinking:

- **Content:** *Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the subject area.* Students will acquire a comprehensive survey of knowledge of Physical Geography (tectonics, landforms, climate, soil, vegetation), Human-Environmental Interactions, Social Geography (role of women, education, development perspectives, historical influences), Agriculture (carrying capacity, policy questions, quotas, climate impacts), Political Geography (colonialism, government systems, conflict, the European Union), Population and Medical Geography (birth and death rates, age cohorts, disease, mobility), Geography of Development (globalization, economic development, financial systems, transportation), Urbanization, and Quality of Life. Achievement of this learning outcome will be assessed through map quizzes, written assignments, a midterm and a final examination
- **Communication:** *Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area.* Students will prepare written assignments and participate in oral presentation preparation and delivery. Assignments will be assessed according to the rubric provided on Canvas. Students must communicate their responses to current issues through 5 discussion postings. Achievement of this learning outcome will be assessed through the written assignments and five discussion postings on peer presentations.
- **Critical Thinking:** *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.* Students will address personal stereotypes and interact with classmates on stereotype origins and relevance. Students will analyze data and information for an assigned European issue and evaluate both sides of issues presented by their peers. Students are expected to engage with course content, put the issues into context, and evaluate the sides to determine a position in conjunction with their peers. Students will evaluate advertisements and social media in the context of European Geographic concepts. Achievement of this learning

outcome will be assessed through and introductory written report on stereotypes, five written discussion postings, and three written assignments