# SYLLABUS

**Norman J. Radow College of Humanities and Social Sciences**
Department of Geography & Anthropology
GEOG 3312-W01: Geography of Europe
Spring 2024: January 8 to April 30, 2024

## Course Information

**Class meeting time:** Asynchronous Online
**Modality:** Asynchronous Online
**Location:** Online on D2L

## Instructor Information

**Name/Title:** Dr. Paul N. McDaniel, Associate Professor of Geography
**Pronouns:** He/Him/His
**E-mail:** paul.mcdaniel@kennesaw.edu
**Faculty Web:** Visit Dr. McDaniel's FacultyWeb page
**Office Location:** Math & Statistics Building (MS) 236 (a SafeSpace) on Kennesaw Campus
**Drop-In Office Hours & Location:** Virtual via Microsoft Teams
**Department of Geography & Anthropology Main Office:**
Social Sciences Building (Kennesaw Campus) room 4042. Phone: 470-578-2373.

### Preferred Method of Communication

If you have questions or concerns about our course, please send your messages to Dr. McDaniel at paul.mcdaniel@kennesaw.edu. I will do my best to respond within 24 hours, Monday to Friday, during regular business hours (9:00 AM to 5:00 PM). For messages that arrive over the weekend (after 5:00 PM on Friday) or during holidays, I will respond the next business day. While I will also respond to messages sent through the D2L email message platform within the online course, it may take longer for me to respond than via regular KSU email. Email is a primary form of communication for businesses and other professional settings such as at a university. Knowing when and how to write effective emails is critical because email often provides the first impression of you and your communication skills (i.e., sending a professional email within a professional setting is not the same as sending a text message to a friend). As such, please refer to the KSU Writing Center's Guide on Writing Professional Emails.

## Course Description & Purpose

A geographical survey of Europe and its environs, with emphasis on the tremendous diversity found in both the physical and human geography of the region. Economic, political and cultural geography are examined within the framework of the forces that are rapidly restructuring the landscapes of Eastern and Western Europe. 3 credit hours.

### Course Objectives

The Geography of Europe utilizes the history of the evolution of the European Union (EU) as the central framework to challenge students to accomplish the following goals: Students must be able to identify, define and contrast the environment, culture, population, economics, and political geography of the 28 member states of the EU through the usage, interpretation, and analysis of data represented on choropleth maps. By the end of this course, you should be able to:

1. Describe and identify the basic characteristics of the world region of Europe and Europe's sub-regions and countries.

2. Identify Europe's major physiographic and cultural features.
3. Analyze the characteristics, distribution, and cultural complexity of Europe's populations.
4. Discuss Europe through the lens of several sub-fields of geography, including physical geography, population geography, economic geography, cultural geography, political geography, and urban geography.

## Required Textbook/Supporting Materials

**Required Texts:**
*The EU & Neighbors: A Geography of Europe in the Modern World*, third edition, by Brian W. Blouet, from Wiley publishing. ISBN: 978-1-118-79006-9.

**Recommended Texts:** To add further context to textbook concepts, class discussions, and ongoing current events, a select set of supplemental readings may be made available at the discretion of the instructor. These readings may be drawn from newspapers, magazines, academic journals, book chapters, etc., and would be made available to students online via D2L. Please note that every attempt will be made to include the research and work done by researchers and scholars who have contributed to geographic thought who are often underrepresented in academia.

**Technology requirements:** You will need access to a computer with an internet connection to access the D2L course site. To view some course materials, you will also need Adobe Reader to view PDF files, MS PowerPoint to view the lecture slides, MS Word or another word processor to view some course documents and to complete the research paper. To function in this online course, you will also need to be able to use basic Internet functions, be familiar with using KSU's Desire2Learn (D2L) online learning management system, and regularly check your KSU email and D2L messages and announcements.

# Course Policies and Expectations

## Attendance

**Class Participation.** For this class, you should be diligent about reading the required textbook as class activities (lectures, quizzes, exams, discussions, Google Earth region tours) are based on content directly from the textbook. Regular participation and meeting course graded activity deadlines are an essential component to succeeding in this class. Consider our class an assemblage of individuals that is unique and irreplaceable. Irregular participation not only hurts a student's course work, but it weakens the class as a whole. If you need to miss a graded activity deadline for a reasonable reason, please let me know via email along with a valid excuse (such as a doctor's note). If you have an unplanned missed deadline, please let me know about the reason via email as soon as possible after the missed due date occurs along with documentation for the reason for missing the due date. **Financial Aid Attendance Compliance:** You are responsible for determining your enrollment status in all classes to protect your financial aid monies. NOT ATTENDING A CLASS FOR WHICH YOU ARE REGISTERED IS NOT THE SAME AS **WITHDRAWING FROM THE COURSE.** You must complete an online withdrawal to be removed from a course. If you stop attending class but do not complete an online withdrawal BEFORE the last day to drop without academic penalty, you will receive a grade of WF, which counts as an F in calculating your grade point average and counts as a completed course for determining your financial aid award.

## Interaction and Engagement

This course provides regular and substantive interaction between the learners and the instructor by providing direct instruction via the instructor-created and recorded audio/video lectures, assessing and providing timely feedback on student coursework, providing information and responding to questions about the content, and facilitating discussions regarding the content of the course. The faculty member will also be monitoring student academic engagement and success (via the various required course activities and the tools provided by D2L) and promptly and proactively engage in substantive interaction with a student when needed on the basis of such monitoring, or upon request by the student.

## AI Use Allowed, but Not Required

This policy statement and text is from the KSU Syllabus Template: In this class, you are welcome to use AI for any purpose. However, you should note that all AI generative tools still tend to make up incorrect facts and fake citations, code generation models tend to produce inaccurate outputs, and image/art generation tools can produce copied work or offensive products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or an AI tool. If you use an AI tool, its contribution must be credited in your submission. The use of an AI tool without acknowledgement is cheating and constitutes a violation of the KSU Code of Academic Integrity.

# Grading & Evaluation Policies

All graded activity due dates are clearly listed in multiple locations to help you stay organized and on schedule for successful completion of all course components. Due dates are clearly listed in the course grade activity chart below in this syllabus, in the module weekly schedule further below in this syllabus, in D2L on each individual activity page, and in the online D2L course calendar. Reminders of upcoming due dates are also posted as announcements in D2L and are also sent via D2L message. Typically, I will do my best to grade items and return feedback to you in the grade item submission area within D2L within one week of the due date for the item.

## Late Work Policy

Late work may be accepted at the discretion of the instructor through either making pre-arrangements for a late submission with a valid excuse or for an unplanned missed due date with a valid excuse. Simply submitting a graded activity late without communicating with the instructor as to the reason why it was submitted late is unprofessional. Saying you were confused about due dates or simply forgot about the course requirements is also unprofessional. It is crucial to highlight that in professional settings, meeting deadlines and understanding expectations are fundamental. These skills transcend specific courses or majors and are vital in any career path. I encourage you to reflect on the importance of carefully reviewing course materials and their requirements, seeking clarification when needed, and managing deadlines effectively. Developing these skills during your academic journey is invaluable as they directly translate into success in your career. Late work most likely will not be accepted more than one week after the stated due date for a particular item. However, "life happens" and so it may be necessary for you to submit something late due to an unforeseen circumstance. Such issues are taken into account, but please communicate with the professor. So that final course grades can be submitted to the university on schedule, no late work will be accepted after the last official day of class for the term as stated in the official university calendar unless there is a valid reason (such as pre-arranged accommodations or a valid documented excuse such as a doctor's note).

## Final Course Grading Scale

800 Total Possible Points. Final course grades will be assigned based upon the total points earned from the items described in detail below out of 800 total possible points, computed to a percentage according to the grade guideline below. To determine your percent grade, simply add up the total points you have earned in the course, then divide by the total possible points in the course (800 total possible points), then multiple by 100 to arrive at your percent grade out of 100 percent.

A = 90% to 100%        B = 80% to 89%        C = 70% to 79%        D = 60% to 69%        F = 0% to 59%

I will round up final course grades if they are > or = 0.5 or above, for example, an 89.6 is an A, but 79.2 is a C.

## Midterm Exam (100 points)

Exam 1 covers Systematic Chapters (Introduction and Chapters 1-6). 50 multiple choice questions worth 2 points each for a total of 100 points. Due: February 25 by 11:59 PM.

## Final Exam (100 points)

Exam 2 covers Regional Chapters (Chapters 7-16). 50 multiple choice questions worth 2 points each for a total of 100 points. Due: April 30 by 11:59 PM.

## Reading Quizzes (100 points)

There are 10 reading/review quizzes that occur throughout the course. Each quiz corresponds to a particular textbook chapter, per the weekly schedule in this syllabus. Each quiz has 10 multiple choice questions worth 1 point each for a total of 100 points. You may utilize these quizzes to study for exams. Quizzes are multiple choice, directly based on material from the course reading, and completed on D2L. D2L will grade the quizzes automatically so you will be able to see your grade immediately upon completing the quiz.
- Quiz 1: January 14
- Quiz 2: January 21
- Quiz 3: January 28
- Quiz 4: February 4
- Quiz 5: February 11
- Quiz 6: February 18
- Quiz 7: February 22
- Quiz 8: March 3
- Quiz 9: March 10
- Quiz 10: March 24

## Discussions (200 Points)

There are five online discussion forums throughout the course. Each is worth 40 points for a total of 200 points. You must respond in detail (at least 350 words) to the discussion topic prompt/question and respond in one paragraph (at least 50 words) each to at least 3 other classmates' responses to create a dialogue around the topics that the entire class is participating in. The discussion assignment grading rubric below contains detailed information about what is required for the discussions and how points are awarded for different items required within the discussions. See schedule overview for discussion due dates and related course modules. Since this is an online class, this component of our course will help facilitate student comprehension of thematic and regional concepts of Europe & the EU.

- Discussion 1: January 14
- Discussion 2: January 21
- Discussion 3: February 4
- Discussion 4: March 3
- Discussion 5: March 24

## Grading Rubric for Each Discussion Activity

|  | Exemplary | Midpoint | Unsatisfactory |
|---|---|---|---|
| **Content** | 8 points<br>Post contains unique and novel ideas. Shows you have thought critically about the material and addresses all questions in the prompt. | 4 points<br>Post is substantial but does not show much critical thinking about the topic. Mainly summarizes the main point or restates what has already been said by others. | 0 points<br>Post has little substance, off topic, does not contribute to the discussion. |
| **Spelling and Grammar** | 8 points<br>0-4 spelling and/or grammar mistakes. | 4 points<br>5-9 spelling and/or grammar mistakes. | 0 points<br>10+ spelling and/or grammar mistakes. |
| **Reference and Support** | 8 points<br>The post has clearly and explicitly referenced material to the text or film and personal experiences to reinforce the opinion/statements. | 4 points<br>Some material or personal experiences are referenced. | 0 points<br>There is no clear suppor for the statements. |
| **Length of Post** | 8 points<br>Post is 350 words or more. | 4 points<br>Post is 201 to 349 words. | 0 points<br>Post is less than 200 words. |
| **Meaningful Responses to Three Other Students' Posts** | 8 points<br>Three responses are each 50 words or more and show strong evidence of thought. | 4 points<br>Responses are 25 to 49 words OR don't show strong evidence of thought OR less than three responses. | 0 points<br>No response posts. |
| **TOTAL** | **40 points** | **20 points** | **0 points** |

## Google Earth Project Overview and Grade Components

Over the course of the semester, you will design and produce an interactive geovisual narrative project using the platform Google Earth. This is the major project for this course. The final product will be an argument driven creative interactive digital narrative tour of a particular topic as it occurs in a particular place(s) or region(s) of Europe, or you may choose to compare your topic in two or more places within Europe or compare the topic as it occurs in Europe compared to the landscapes/places with which you are familiar with here in the United States. Your project should explore the significance of geographic space, place, and geography to your selected topic. A geographic spatial approach helps us to think about relationships between places related to a given topic, such as the different sub-regions we explore in Geography of Europe. You should also be creative in your approach to creating your Google Earth Project.

Working with a digital platform and building your own maps and accompanying descriptive text narrative may seem time consuming at first, but is also extremely rewarding and an exciting alternative to a typical "research/term paper". This

assignment may be intimidating at first if you have little experience with digital mapping, Google Earth, or other similar digital platforms. However, through the gradual steps, including the specific step-by-step guidance, and the examples provided, the project is approachable for everyone no matter your experience level with Google Earth and digital mapping. By completing this project, you will gain skills in creating a project within Google Earth. These skills will be useful beyond this course, as working with geospatial technology is a rapidly-growing in-demand skills set across many industries in the twenty-first century.

You must first select a specific topic for your Google Earth Project. Regional geography is very broad and encompasses many subjects spanning the various subfields of geography (physical/environmental geography, human, historical, population, cultural, economic, political, urban geography, etc.). Whatever topic you choose to focus on, it is important that your given topic relates to the broader course focus on Europe or one of its sub-regions and that it has a clear spatial component and is driven by a central question. You should think about the significance of where events happen, where people are from, how geography affects people, etc. Think about how you might incorporate one or more of the five themes of geography (location, place, human-environment interaction, movement, and region) into your analysis of the topic. Full instructions, details, list of topic ideas, links to example Google Earth Projects, and links to references and help documents for the project are all posted in the Google Earth Project module folder on D2L.

One item of note, when you start to create your Google Earth Project in Google Earth, please select the option to create a project that is saved to Google Drive, NOT the option that creates a KML file (DO NOT create the KML version, simply create the Google Drive version). With the option to save it to google drive, you can then change the sharing settings of your project to simply share the weblink to your project with me and other students as part of the various project deliverables. Final project shareable web links and presentations will also be submitted to a discussion forum so that everyone in the class can view and interact with each final project. You will submit the shareable web link to your Google Earth Project to the appropriate assignment dropbox in D2L and to a discussion forum in the Google Earth Project module in D2L. Along with the web link and presentation, you must also post a brief summary title and overview about your project in the discussion forum. In addition to the above, within the final Google Earth Project discussion forum, you must also respond to at least three other students' final project discussion posts after viewing their projects. Please submit the web link to the final version of your Google Earth Project to the Final Google Earth Project assignment dropbox AND to the Final Google Earth Project Discussion forum.

The overall Google Earth Project is completed via four different graded activities throughout the semester that are designed to build upon one another and help you create a polished overall project by the end of the semester:

### 1. Google Earth Project Draft for Feedback (100 points)

One item of note, when you actually start to create your Google Earth Project in Google Earth, please select the option to create a project that is saved to Google Drive, NOT the option that creates a KML file (DO NOT create the KML version, simply create the Google Drive version…this is important for accessibility for others, including the instructor and other students in the class, to quickly view each Google Earth Project created in this class). With the option to save it to google drive, you can then change the sharing settings of your project to simply share the weblink to your project with the instructor and other students as part of the various project deliverables. Please submit the shareable weblink to the draft version of your Google Earth Project in the appropriate assignment dropbox in D2L (please make sure you have updated the sharing settings in your google earth project to "anyone with a link can view" so that the instructor will be able to view your project). If the dropbox doesn't let you simply submit a link, then you may have to paste the link to your Google Earth Project into a word document and then upload and attach that document in the assignment dropbox. Please include a project title and brief summary text overview. The instructor will provide timely feedback on the draft version of your project.
 - Due: March 31

### 2. Final Google Earth Project (100 points)

Please submit the web link to the final version of your Google Earth Project to a discussion forum in the Google Earth Project module in D2L (please make sure you have updated the sharing settings in your google earth project to "anyone with a link can view" so that the instructor and others in the class will be able to view your project, which is also important for the Final Google Earth Project Discussion activity).
 - Due: April 25

### 3. Final Google Earth Project Presentation (50 points)

Along with the web link, you must also post a brief summary title and overview about your project in the discussion forum and a summary presentation of your Google Earth Project. The presentation may be in the form of a voice over audio/video screen capture recording of you guiding viewers through your Google Earth Project, or a digital presentation file (such as PPT or Prezi using screen shots from your Google Earth Project).

- Due: April 25

### 4. Final Google Earth Project Discussion (50 points)

In addition to the Final Google Earth Project submission, within the final Google Earth Project discussion forum you must post the shareable link to your Google Earth Project and to your presentation, you must also respond to at least three other students' final project discussion posts after viewing their projects.

- Due: April 29

## Grading Rubric for Final Google Earth Project

| | Exemplary | Midpoint | Unsatisfactory |
|---|---|---|---|
| **Geography Content Explains "The Why of Where"** | 50 points<br>Project has a strong spatial focus. | 25 points<br><br>Project has somewhat of a geographic focus, could be stronger. | 0 points<br>Project lacks spatial content. |
| **Diversity of View Types (2D, 3D, Street View)** | 15 points<br><br>Project has a mixture of different types of views for different stops throughout the tour (2D views, 3D views, street views). | 7.5 points<br>Project mostly just has one type of view for each stop along the tour with an occasional different type of view. | 0 points<br><br>Project consists entirely of just one type of view for each stop along the tour. |
| **Length of Project** | 15 points<br><br>Project has 10 or more different "stops" along the google earth project tour of your topic. | 7.5 points<br>Project has 3-4 stops along the tour. | 0 points<br>Project has 0-2 stops along the tour. |
| **Section Breaks (Full Screen Slides)** | 5 points<br><br>3-5 Section Break Full Screen Slides, including an Introduction slide and a Conclusion slide. | 2.5 points<br><br>1 – 2 section breaks, or no introduction or no conclusion slide. | 0 points<br>No section break full screen slides |
| **Proof-reading** | 5 points<br><br>0-9 spelling and/or grammar mistakes. | 2.5 points<br><br>10-19 spelling and/or grammar mistakes | 0 points<br><br>20+ spelling and/or grammar mistakes. |
| **Reference List** | 10 points<br><br>5+ sources, alphabetized, follows consistent citation format. For help on reference citation formatting, see the guides from the KSU Writing Center | 5 points<br><br>1-4 sources, needs formatting attention, bibliography not alphabetized, poorly formatted | 0 points<br><br>No references |
| **Total** | **100 points** | **50 points** | **0 points** |

## Communication Rules/Online Course Etiquette

In any classroom setting there are communication rules in place that encourage students to respect others and their opinions. In an online environment the do's and don'ts of online communication are referred to as **Netiquette**. This netiquette resource may prove useful to students.

## How to Succeed in this Class

To succeed in this class, you will need to log on daily, and refer to the detailed schedule in this syllabus which lists the course modules week-by-week and the due dates for discussions, reading quizzes, Google Earth Project components, and exams. The D2L course calendar also specifies due dates for all course items. An online class can be both challenging and exciting. You need to have and make the time to complete all the activities, participate in discussions, and be proactive and open-minded to learning. You also need to be self-motivated and self-disciplined to succeed.

# What is Plagiarism?

Plagiarism is defined as the practice of taking someone else's work or ideas and passing them off as one's own. If you are unaware or uncertain about how to properly cite a particular source, check out the RCHSS ODE's Plagiarism Resources (for MLA and APA) for more information.

# Institutional Policies

## Federal, BOR, & KSU Course Syllabus Policies

There are numerous federal, University System of Georgia (USG) Board of Regents (BOR), and KSU course syllabus policies that outline students' rights and responsibilities. Students are responsible for visiting the KSU website that lists these and for being familiar with all of the policies listed. For detailed information, visit the Course Syllabus Policies page.

## Americans with Disabilities Act (ADA) Compliance Policy

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 as amended. Students who require accommodation in facilities, services, programs or activities should contact the Assistant Director for Disabled Student Services to arrange an individual assistance plan. Accommodations may include classroom accessibility, modified computer equipment, disability-accessible parking, assistance with note-taking sign language interpreting or captioning services, class materials in alternate format, library and laboratory assistance, and other accommodations. Determination of appropriate accommodations to be provided will be based upon documentation of the disability. Members of the public who require specific accommodations in facilities, services, programs or activities should contact the office sponsoring the service, program or activity at least five days in advance to arrange individual accommodations. Should a student require assistance or have further questions about the ADA, please contact either the ADA Compliance Officer for Students at 770-423-6443; the ADA Compliance Officer for Facilities at 470-578-6224; or the Director of Human Resources, ADA Compliance Officer for staff and faculty at 470-578-2666. For more information, visit KSU's Institutional Policies page.

## KSU Non-Discrimination Statement

Kennesaw State University (KSU) is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal and state law, Board of Regents policy, and University policy, the University prohibits harassment of or discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, gender expression, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any member of the KSU Community on campus, in connection with a University program or activity, or in a manner that creates a hostile environment for members of the KSU community. For more information, visit KSU's Office of Institutional Equity page.

## Codes of Conduct

All students are responsible for knowing the information, policies and procedures outlined in the Kennesaw State University Codes of Conduct. The KSU Codes of Conduct include: the general Student Code of Conduct, the Residential Code of Conduct, and the Code of Academic Integrity. Kennesaw State University reserves the right to make changes to this code as necessary and once those changes are posted online, they are in effect. Students are encouraged to check online for the updated versions of all policies. For more information, visit KSU's Department of Student Conduct and Academic Integrity page.

# KSU Student Resources

A wealth of resources is available on campus for students. Visit the KSU Student Resources page and KSU Required Syllabus Information page for detailed information about: Coronavirus (COVID-19); Technology Assistance; Student Support and Wellness; Academic Resources (including Grade Appeals). You can also access information regarding Financial Aid, the Registrar, and the Bursar by visiting their websites. KSU's Online Learning Support division is also available if you need assistance with online courses.

## KSU Writing Center

You are strongly encouraged to take advantage of the KSU Writing Center, a free resource to help you improve any kind of writing in any subject. Friendly, experienced peer writing assistants work with you one-on-one to develop strategies for

topic development, revision, editing, source documentation, and much more. Appointments are available online in real time as well as on both campuses (K-English 242 and M-Johnson 237) and can be scheduled one hour to two weeks in advance. The Writing Center also offers specialized support for graduate students and includes the English Language Program (formerly the ESL Center), which provides a variety of tutoring, advising, and mentoring services for students whose primary language is not English. For more information, visit the KSU Writing Center page to reserve your appointment and to learn more about Writing Center services and online resources.

# Course Schedule

Below is an outline of the content and activities in each module of the course. Dates below indicate the date the module begins. Due dates are listed within this schedule below, in the Grading and Evaluation Policies section earlier in this syllabus, and are also clearly listed in the online D2L course calendar and on each graded activity item within D2L. All due dates for activities are in Eastern Time and are due by 11:59 PM on D2L on the specified due date.

| Week | Date | Modules | Readings/Content/Activities | Due Date |
|---|---|---|---|---|
| 1 | January 8-14 | Module 0: Start Here<br><br>Module 1: Introduction to the EU | Course Introduction: Goals & Objectives<br><br>Introduction: The European Union<br><br>**Due:**<br>Discussion 1: Introduce Yourself!<br>Quiz 1 | January 14:<br>Discussion 1<br>Quiz 1 |
| 2 | January 15-21 | Module 2: Physical Geography | Chapter 1: Physical Environments<br><br>**Due:**<br>Discussion 2: EU Members and Climate<br>Quiz 2 | January 21:<br>Discussion 2<br>Quiz 2 |
| 3 | January 22-28 | Module 3: Cultural & Historical Geography | Chapter 2: Cultural and Historical Geography<br><br>**Due**: Quiz 3 | January 28:<br>Quiz 3 |
| 4 | January 29-February 4 | Module 4: Population & Migration | Chapter 3: Population, Distribution, Density, Migration, and Aging<br><br>**Due:**<br>Discussion 3: Religion and Social Development<br>Quiz 4 | February 4:<br>Discussion 3<br>Quiz 4 |
| 5 | February 5-11 | Module 5: Rural and Urban Settlements | Chapter 4: Rural and Urban Settlements<br><br>**Due:** Quiz 5 | February 11:<br>Quiz 5 |
| 6 | February 12-18 | Module 6: Economic Geography | Chapter 5: Economic Geography: Agriculture, Industry, and Services<br><br>**Due:** Quiz 6 | February 18:<br>Quiz 6 |
| 7 | February 19-25 | Module 7: Political Geography & Geopolitics<br><br>Module 8: Exam 1 (Midterm Exam) | Chapter 6: Political Geography<br><br>**Due February 22:**<br>Quiz 7<br><br>**Due February 25:**<br>Exam 1: 50 multiple choice questions covering Introduction and Chapters 1-6. | February 22:<br>Quiz 7<br><br>February 25:<br>Exam 1 (Midterm Exam) |

| Week | Date | Modules | Readings/Content/Activities | Due Date |
|------|------|---------|------------------------------|----------|
| | | | Note: A midterm course grade will be assigned by the midterm grade due date identified on the Spring 2024 KSU academic calendar. This midterm course grade is based on all your graded activities for this course up to this point in the semester for assessing mid-semester performance prior to the last day to withdraw without academic penalty. You may view your midterm course grade in Owl Express. Note that only your final course grade will be officially recorded on your academic transcript. | |
| 8 | February 26-March 3 | Module 9: France & Benelux States | Chapter 7: France and the Benelux Countries<br><br>**Due:**<br>Quiz 8<br>Discussion 4: Urban Primacy and Diffusion of Industry | March 3:<br>Quiz 8<br>Discussion 4 |
| 9 | March 4-10 | Module 10: Germany & Italy | Chapter 8: Germany and Italy<br><br>**Due:** Quiz 9<br><br>March 5: Last Day to Withdraw Without Academic Penalty | March 10:<br>Quiz 9 |
| 10 | March 11-17 | Spring Break | **SPRING BREAK** | |
| 11 | March 18-24 | Module 11: United Kingdom | Chapter 9: The United Kingdom, Denmark, and Ireland<br><br>**Due:**<br>Quiz 10<br>Discussion 5: Geopolitics | March 24:<br>Quiz 10<br>Discussion 5 |
| 12 | March 25-31 | Module 12: Chapters 10-16 | Chapter 10: Southern Europe: Greece, Spain, and Portugal<br><br>**Due:** Google Earth Project Draft | March 31:<br>Google Earth Project Draft |
| 13 | April 1-7 | Module 12: Chapter 10-16 | Continue Module 12<br><br>Chapter 11: Austria, Switzerland, Sweden, Norway, Iceland, and Finland | |
| 14 | April 8-14 | Module 12: Chapter 10-16<br><br>Module 13: Google Earth Project | Continue Module 12<br><br>Chapter 12: Eastward Expansion 2004: The Baltics, Poland, The Czech Republic, Slovakia, Hungary, and Slovenia<br><br>Chapter 13: Eastward Expansion 2007-2013: The Balkans<br><br>Note: During this week Dr. McDaniel is away participating in the Annual Meeting of the American Association of Geographers. | |
| 15 | April 15-21 | Module 12: Chapter 10-16<br><br>Module 13: Google Earth Project | Continue Module 12<br><br>Chapter 14: Belarus, the Ukraine, Moldova, Georgia, and Russia<br><br>Chapter 15: Turkey, Cyprus, Malta, and Gibraltar | |

| Week | Date | Modules | Readings/Content/Activities | Due Date |
|------|------|---------|------------------------------|----------|
| 16 | April 22-29 | Module 12: Chapter 10-16<br><br>Module 13: Google Earth Project | Continue Module 12<br><br>Chapter 16: European Union Future?<br><br>**Due April 25:**<br>Final Google Earth Project<br>Google Earth Project Presentation<br><br>**Due April 29:** Google Earth Project Discussion<br><br>**April 29: Last day of classes for Spring 2024 semester!** | April 25:<br>-Final Google Earth Project<br>-Google Earth Project Presentation<br><br>April 29:<br>-Google Earth Project Discussion |
| 17 | April 30 | Module 14: Exam 2 | **Due April 30: Exam 2 due by 11:59 PM on D2L. 50 multiple choice questions covering Chapters 7-16.**<br><br>Dr. McDaniel will be calculating and submitting final course grades on May 1. | April 30:<br>Exam 2 (Final Exam) |