



SYLLABUS

NORMAN J. RADOW COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF GEOGRAPHY AND ANTHROPOLOGY
GEOG 1130-W03: WORLD REGIONAL GEOGRAPHY
SPRING 2022

Course Information

Class meeting time: Online, Asynchronous
Modality and Location: Online, Asynchronous

COVID-19 Course Information:

Course Delivery: KSU may shift the method of course delivery at any time during the semester in compliance with University System of Georgia (USG) health and safety guidelines. In this case, alternate teaching modalities that may be adopted include hybrid, synchronous online, or asynchronous online instruction.

COVID-19 Vaccines: COVID-19 vaccines are a critical tool in “Protecting the Nest.” If you have not already, you are strongly encouraged to get vaccinated immediately to advance the health and safety of our campus community. As an enrolled KSU student, you are eligible to receive the vaccine on campus. Please call (470) 578-6644 to schedule your vaccination appointment or you may walk into one of our student health clinics. More info about COVID-19 vaccination at KSU is here: <https://campusservices.kennesaw.edu/coronavirus/covid-19-vaccination.php>

Face Coverings: Based on guidance from the University System of Georgia (USG), all vaccinated and unvaccinated individuals are encouraged to wear a face covering while inside campus facilities. Unvaccinated individuals are also strongly encouraged to continue to socially distance while inside campus facilities, when possible.

COVID-19 illness: If you are feeling ill, please stay home and contact your health professional. In addition, please email your instructor to say you are missing class due to illness. Signs of COVID-19 illness include, but are not limited to, the following: Cough; Fever of 100.4 or higher; Runny nose or new sinus congestion; Shortness of breath or difficulty breathing; Chills; Sore Throat; New loss of taste and/or smell. For more information regarding COVID-19 (including testing, vaccines, extended illness procedures and accommodations), see KSU’s official Covid-19 website: <https://www.kennesaw.edu/coronavirus/>

Instructor Information

Name: Dr. Paul N. McDaniel, Associate Professor of Geography

Email: paul.mcdaniel@kennesaw.edu

Office Location: Math & Statistics Building (MS) 236 (a [SafeSpace](#))

Office Hours: Virtual by appointment via Microsoft Teams

Preferred method of communication: Email (fastest response) or D2L Message

Faculty Web: <http://facultyweb.kennesaw.edu/pmcdan11>

Email and Classroom Response Times: I will check my email and D2L messages at least once a day, not including weekends or holidays. Monday through Friday, I will respond to all emails within 24 hours. Over the weekend (starting Friday at 5 p.m.) I will respond to all emails on Monday. Please contact me when you have questions or need clarification. Please consider the KSU Writing Center [Guide on Writing Professional Emails](#) when crafting emails within a professional setting.

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

Course Description

An introduction to world regions through the context of human geography. The course focuses on basic geographic concepts to analyze social, economic and political issues at local, regional and global scales. Elements of fundamental physical geography will be discussed to illustrate the spatial relationships between the physical environment and human geography.

Course Materials

Required Text:

Globalization and Diversity: Geography of a Changing World, 6th Edition, by Price, Rowntree, Lewis & Wyckoff. 2020. Pearson. ISBN: 9780135276549. Available as an e-textbook.

- Within this textbook, in addition to reading the main text in each chapter, please also be sure to read the various case study boxes that highlight particular examples of geography in each region, each with consistent headings: Humanitarian Geography; Working Toward Sustainability; Globalization in Our Lives; Exploring Global Connections; Sights of the Region; Sounds of the Region; Tastes of the Region. Please also be sure to view the supplemental videos for each chapter that are accessed via the QR codes embedded throughout the text in each chapter.

This section of GEOG 1130: World Regional Geography is part of a textbook program called Day One Access. The week before classes begin, you should have received an e-mail from KSU University Stores with pricing and your personalized link to opt-out (please check your junk folder if not in your inbox). You will also receive a reminder on the first day of class and then another reminder email the day prior to the opt-out deadline. You will access the ebook through the D2L course site on the content tab in Module 0: Start Here. The purpose of Day One Access is to make sure that you have access to the digital course materials on the first day of class at a highly competitive rate. Everyone enrolled in the course will automatically have access to the digital course materials through drop/add. Those who have not opted-out or dropped the class by January 15th, will receive a charge from the bookstore on their OwlExpress student account the following week. Please check your email for the link to opt out if you choose to do so. The opt out deadline is January 15th at 11:59pm. If you opt out, you will not be charged, but you will need to purchase your required material directly from the publisher or other sources. The textbook is required and is necessary to be successful in this course. If you need any help, please contact DayOne@kennesaw.edu.

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, including integrating research and readings by scholars of various races and ethnicities, genders, sexual orientations, abilities, and other aspects of intersectionality.

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. 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.

Learning Outcomes

By the end of this course, you should be able to:

1. Identify, describe, and compare the basic patterns related to and the diversity of the physical geography environment, human geography, culture, population, economic, urban, and political geography found globally and locally within and among major world regions through the usage, interpretation, and analysis of data represented on maps.
2. Apply knowledge of basic geographic processes and concepts in different world regions to the study of the themes of physical geography and environmental issues, population and settlement, cultural coherence and diversity, geopolitical framework, and economic and social development.
3. Identify, describe, and analyze current events related to the thematic and world regional study of topics such as population, culture, economy, environment, and development.
4. Compare and contrast global patterns and broad geographical concepts and how these patterns affect environments and people at the local level, whether in a foreign landscape or their home culture, within different world regions.
5. Identify the importance of geographic knowledge in understanding the everyday functioning of our planet, and its crucial role in informing policy decision-making.
6. Develop abilities to think critically about how various world regions are connected spatially.
7. Practice communicating effectively through written online discussions.

Course Requirements, Assignments, Evaluation, and Grading Policies

All graded activity due dates are clearly listed in the chart below, in the module schedule further below in this syllabus, in D2L on each individual activity page, and in the D2L course calendar. You are also encouraged to add course due dates to your own calendar system and set reminders.

Activity	Points	Due Dates (each activity is due on D2L by 11:59 PM on the date specified)
Reading/Review Quizzes. There will be 10 multiple choice reading quizzes throughout the course, each with 5 questions worth 2 points each for a total of 10 points for each quiz and an overall total of 100 points for the total reading quizzes grade for the course.	100 points	Quiz 1: January 27 Quiz 2: February 3 Quiz 3: February 10 Quiz 4: February 17 Quiz 5: February 24 Quiz 6: March 17 Quiz 7: March 31 Quiz 8: April 7 Quiz 9: April 14 Quiz 10: April 21
Discussions. There will be four online discussion forums throughout the course. Each is worth 25 points for a total of 100 points. You must respond in detail (see discussion grading rubric guidelines below) to the discussion topic prompt/question and respond in one paragraph each to at least 2 other classmates' responses to create a dialogue around the topics that the entire class is participating in.	100 points	Discussion 1: January 20 Discussion 2: February 17 Discussion 3: March 24 Discussion 4: April 21
Exam 1. Covers Chapters 1-7. The exam consists of 50 multiple choice questions worth 2 points each for a total of 100 points.	100 points	March 3
Exam 2. Covers Chapters 8-14. The exam is non-cumulative and consists of 50 multiple choice questions worth 2 points each for a total of 100 points.	100 points	May 4
Google Earth Project. Over the course of the semester, you will design and produce an interactive digital narrative story map project using the platform Google Earth. The final product will be a Google Earth Project tour of a particular topic as it occurs in a particular place(s) or region(s) discussed in this course. Your project should explore the significance of geographic space, place, and geography to your selected topic and region. Additional details about the project are contained further below in this syllabus and detailed instructions, step-by-step guides, and examples of completed projects are contained in Module 15: Google Earth Project in the D2L course site. The project consists of several graded components due sequentially throughout the semester. See the next several rows in this table for details about each project component.		
Google Earth Project: StoryBoard. Please use the Google Earth StoryBoard template document provided in the Google Earth Project module in D2L to plan out your project. Please submit the StoryBoard along with proposed title and brief summary paragraph to the Google Earth Project StoryBoard assignment dropbox in D2L.	25 points	February 3
Google Earth Project: StoryBoard Planning Discussion. In addition to the above, please also post your StoryBoard to the Google Earth Project StoryBoard Planning Discussion forum in D2L and please also respond to at least three other students' storyboard posts in the discussion forum with constructive feedback that should be helpful to the further preparation of each project.	25 points	February 10
Google Earth Project Draft for Feedback. Please submit the weblink to the draft version of your Google Earth Project to the Google Earth Project Draft assignment dropbox in D2L. Please include a project title and brief summary text overview. The instructor will provide timely feedback on the draft version of your project that you can use to finishing making the final version of your project.	50 points	March 31
Final Google Earth Project. Please submit the web link to the final version of your Google Earth Project to the Final Google Earth Project assignment dropbox in D2L.	100 points	April 28
Final Google Earth Project Discussion. In addition to the above, within the Final Google Earth Project Discussion forum, please submit the link to the final version of your Google Earth Project along with a one paragraph introductory description of your project. As with the other discussion forums,	50 points	May 2

you must also respond to at least three other students' final project discussion posts after viewing their projects.		
TOTAL	650	points

Final course grades will be assigned based upon the total points from the items above out of 600 total possible points, computed to a percentage according to the grade guideline below.

Percentage Grade	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

Grading Rubric for Each Discussion Assignment

	Exemplary	Midpoint	Unsatisfactory
Content	10 points Post contains unique and novel ideas. Shows you have thought critically about the material and addresses all questions in the prompt.	5 points 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 Post has little substance, off topic, does not contribute to the discussion.
Reference and Support	5 points The post has clearly and explicitly referenced material to the readings and personal experiences to reinforce the opinion/statements.	2.5 points Some material or personal experiences are referenced.	0 points There is no clear support for the statements.
Length of Post	5 points Post is 350 words or more.	2.5 points Post is 201 to 349 words.	0 points Post is less than 200 words.
Meaningful Responses to Two Other Students' Posts	5 points Two responses are each 50 words or more and show strong evidence of thought.	2.5 points Responses are 25 to 49 words OR don't show strong evidence of thought OR less than two responses.	0 points No response posts.

Google Earth Project Overview

Over the course of the semester, you will design and produce an interactive and digital narrative story map project using the platform Google Earth. This is the major project for this course. This assignment will be broken into several steps, but the final product will be a creative interactive digital narrative story map tour of a particular topic as it occurs in a particular place(s) or region(s) of the world, or you may choose to compare your topic in two or more places or world regions. 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 among places related to a given topic, such as the different world regions we explore throughout this course. 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 essay”. 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 throughout the course for each sub-region, the project is approachable for everyone no matter your experience level with Google Earth and digital mapping. You must first select a specific topic for your Google Earth Project. World 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 one or more of the broader course focus themes that are presented consistently throughout each chapter (Physical Geography and Environmental Issues, Population and Settlement, Cultural Coherence and Diversity, Geopolitical Framework, and Economic and Social Development) and how an aspect of that topic occurs in one or more places or world regions. 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 references and help documents for the project, and many examples of existing Google Earth Projects, are all posted in the Google Earth Project module folder on D2L. 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). 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 will also be submitted to a discussion forum so that everyone in the class can view and interact with each final project.

Project Components/Deliverables (out of a total of 250 possible points):

1. **Google Earth Project StoryBoard (25 points) and Planning Discussion (25 points).**
 - a. You will use the Google Earth StoryBoard template document provided in the Google Earth Project module in D2L to plan out your project. Please submit the StoryBoard along with proposed title and brief summary paragraph to the appropriate assignment dropbox in D2L and to the Google Earth Project StoryBoard discussion forum in the project module in D2L. Please also respond to at least three other students' storyboard posts in the discussion forum with constructive feedback that should be helpful to the further preparation of each project.
2. **Draft version of Google Earth Project for instructor feedback (50 points).**
 - a. Please submit the weblink to the draft version of your Google Earth Project in the appropriate assignment dropbox in D2L. Please include a project title and brief summary text overview. The instructor will provide timely feedback on the draft version of your project.
3. **Final Google Earth Project (100 points) and Google Earth Project Discussion (50 points).**
 - a. 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, you must also post a brief summary title and overview about your project in the discussion forum.
 - b. 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.

Grading Rubric for Final Google Earth Project

	Exemplary	Midpoint	Unsatisfactory
Geography Content Explains "The Why of Where"	30 points Project has a strong spatial focus.	15 points Project has somewhat of a geographic focus, could be stronger.	0 points Project lacks spatial content.
Diversity of View Types (2D, 3D, Street View)	15 points Project has a mixture of different types of views for different stops throughout the tour (2D views, 3D views, street views).	7.5 points Project mostly just has one type of view for each stop along the tour with an occasional different type of view.	0 points Project consists entirely of just one type of view for each stop along the tour.
Length of Project	15 points Project has 10 or more different "stops" along the google earth project tour of your topic.	7.5 points Paper has 3-4 stops along the tour.	0 points Paper has 0-2 stops along the tour.
Section Breaks (Full Screen Slides)	15 points 3-5 Section Break Full Screen Slides, including an Introduction slide and a Conclusion slide.	7.5 points 1 – 2 section breaks, or no introduction or no conclusion slide.	0 points No section break full screen slides
Proof-reading	10 points 0-9 spelling and/or grammar mistakes.	5 points 10-19 spelling and/or grammar mistakes	0 points 20+ spelling and/or grammar mistakes.
Reference List	15 points 10+ sources, alphabetized, follows consistent citation format. For help on	7.5 points 5-9 sources, needs formatting attention	0 points

	reference citation formatting, see the guides from the KSU Writing Center: https://writingcenter.kennesaw.edu/		1-4 sources, bibliography not alphabetized, poorly formatted
TOTAL	100 points	50 points	0 points

Course Policies

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.

Institutional Policies

Institutional Policies are found at this link: [Federal, BOR, & KSU Course Syllabus Policies](#)

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. <http://diversity.kennesaw.edu/>

KSU Student Resources

This link contains information on help and resources available to students: [KSU Student Syllabus Resources](#)

Course Schedule

Below is an outline of the content and activities in each module of the course. Dates below indicate the dates we will be discussing the related readings and course material in class that week. Due dates are also listed in the Due Date column and in the D2L course calendar. All items for a grade will be submitted via assignment dropboxes on the D2L course site and all due dates for activities are in Eastern Time and are due by 11:59 PM on D2L on the specified due date. Exams will also be completed on D2L.

Week	Modules	Readings/Content/Activities/Items Due	Due Dates
Weeks 1 & 2: January 10-20	0: Start Here 1: Introduction – Geography of a Changing World	Course introduction, background, context and overview of the interdisciplinary field of urban studies, overview of course requirements and activities Ch. 1: Geography of a Changing World January 10: First Day of Our Classes for Spring 2022 semester! Due January 20: Discussion 1: Introductions	January 20: Discussion 1
Week 3: January 24-27	2: Physical Geography and the Environment	Ch. 2: Physical Geography and the Environment Due January 27: Quiz 1	January 27: Quiz 1
Week 4: January 31- February 3	3. North America	Ch. 3: North America Note: Following the first two chapters of the book, each regional chapter is organized into five consistent thematic sections, making	February 3: Quiz 2

		navigation and cross-regional comparisons easier. Themes consistent across each region-specific chapter, presented consistently in the following order, include Physical Geography and Environmental Issues, Population and Settlement, Cultural Coherence and Diversity, Geopolitical Framework, and Economic and Social Development. Due February 3: Quiz 2 Google Earth Project Storyboard	Google Earth Project Storyboard
Week 5: February 7-10	4. Latin America	Ch. 4: Latin America Due February 10: Quiz 3 Google Earth Project Planning Discussion	February 10: Quiz 3 Google Earth Project Planning Discussion
Week 6: February 14-17	5. The Caribbean	Ch. 5: The Caribbean Due February 17: Quiz 4 Discussion 2	February 17: Quiz 4 Discussion 2
Week 7: February 21-24	6. Sub-Saharan Africa	Ch. 6: Sub-Saharan Africa Due February 24: Quiz 5	February 24: Quiz 5
Week 8: February 28- March 3	7. Southwest Asia and North Africa	Ch. 7: Southwest Asia and North Africa Due March 3: Exam 1 (Midterm Exam). Exam 1 covers Chapters 1-7, and consists of 50 multiple choice questions worth 2 points each for a total of 100 points. Due by 11:59 PM on D2L. February 25-March 1: Dr. McDaniel at American Association of Geographers (AAG) Annual Meeting. www.aag.org	March 3: Exam 1 (Midterm Exam)
Week 9: March 7-13	Spring Break	SPRING BREAK	
Week 10: March 14-17	8. Europe	Ch. 8: Europe March 15: Last Day to Withdraw Without Academic Penalty! Due March 17: Quiz 6	March 17: Quiz 6
Week 11: March 21-24	9. Eurasia	Ch. 9: Eurasia Due March 24: Discussion 3	March 24: Discussion 3
Week 12: March 28-31	10. Central Asia	Ch. 10: Central Asia Due March 31: Quiz 7 Google Earth Project Draft for Feedback	March 31: Quiz 7 Google Earth Project Draft for Feedback
Week 13: April 4-7	11. East Asia	Ch. 11: East Asia Due April 7:	April 7: Quiz 8

		Quiz 8	
Week 14: April 11-14	12. South Asia	Ch. 12: South Asia Due April 14: Quiz 9	April 14: Quiz 9
Week 15: April 18-21	13. Southeast Asia	Ch. 13: Southeast Asia Due April 21: Quiz 10 Discussion 4	April 21: Quiz 10 Discussion 4
Week 16: April 25-May 2	14. Oceania 15. Google Earth Project	Ch. 14: Oceania Due April 28: Google Earth Project Due May 2: Google Earth Project Discussion May 2: Last day of classes for Spring 2022 semester!	April 28: Google Earth Project May 2: Google Earth Project Discussion
Week 17: May 4	16. Final Exam	Exam 2 (Final Exam). Exam 2 covers Chapters 8-14, and consists of 50 multiple choice questions worth 2 points each for a total of 100 points. Due May 4: Exam 2 (Final Exam) Due by 11:59 PM on D2L	May 4: Exam 2 (Final Exam)