



# SYLLABUS

**Norman J. Radow College of Humanities and Social Sciences**  
Department of Geography & Anthropology  
GEOG 1130-W01: World Regional Geography  
Summer 2022, 8 Week Session, June 1 to August 1, 2022

## Course Information

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

## Instructor Information

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**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](#))  
**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](mailto: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

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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 Objectives

After successful completion of this course, students will be able to:

1. Identify, describe, and compare the basic patterns related to and the diversity of the environment, culture, population, economic, urban, and political geography found globally and locally through the usage, interpretation, and analysis of data represented on maps.
2. Apply knowledge of basic geographic processes and concepts to the study of the themes of population, culture, environment, development, and economy.

3. Identify, describe, and analyze current events related to the thematic 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.
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.

## Required Textbook/Supporting Materials

### Required Text:

*Globalization and Diversity: Geography of a Changing World, 6th Edition*, by Price, Rowntree, Lewis & Wyckoff. 2020. Pearson. ISBN: 9780135198896. 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.

NOTE: This section of GEOG 1130: World Regional Geography is part of a KSU Bookstore textbook program called [Day One Access](#). Prior to classes starting, 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. Your Owl Express account has already been charged for these materials, and you will have through drop/add to opt out and receive a refund. Should you opt out, the refund will be processed and you will no longer have access to the materials. Please check your email for the link to opt out if you choose to do so. The opt out deadline is June 7. Please note, should you opt out you will need to purchase your required materials directly from the publisher or other sources. If you need any help, please contact [DayOne@kennesaw.edu](mailto: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.

## Course Policies

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### Attendance

**Class Participation.** For this class, you should be diligent about reading the required textbook as class activities (lectures, quizzes, exams, discussions) 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.

## 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 the module schedule further below in this syllabus, in D2L on each individual activity page, and in the online D2L course calendar. 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.

## Final Course Grading Scale

550 Total Possible Points. Final course grades will be assigned based upon the total points earned from the items described in detail below out of 550 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 (550 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.

## Exam 1 (100 points)

Covers Chapters 1 through 7. The exam consists of 50 multiple choice questions worth 2 points each for a total of 100 points.

- Due: June 30

## Exam 2 (100 points)

Covers Chapters 8 through 14. The exam is non-cumulative and consists of 50 multiple choice questions worth 2 points each for a total of 100 points.

- Due: July 28

## Reading Quizzes (100 points)

There will be ten 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. The overall total reading quiz grade is 20 percent of the final course grade.

- Reading Quiz 1: June 9
- Reading Quiz 2: June 16
- Reading Quiz 3: June 23
- Reading Quiz 4: June 23
- Reading Quiz 5: June 30
- Reading Quiz 6: July 7
- Reading Quiz 7: July 14
- Reading Quiz 8: July 14
- Reading Quiz 9: July 21
- Reading Quiz 10: July 21

## Discussions (100 Points)

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.

- Discussion 1: June 9
- Discussion 2: June 23
- Discussion 3: July 7
- Discussion 4: July 27

### Grading Rubric for Each Discussion Activity

	Exemplary	Midpoint	Unsatisfactory
<b>Content</b>	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.
<b>Reference and Support</b>	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.
<b>Length of Post</b>	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.
<b>Meaningful Responses to At Least Two Other Students' Posts</b>	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.
<b>Total</b>	25 points	12.5 points	0 points

### Google Earth Project (100 points)

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 a creative interactive digital 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. By completing this project, you will gain skills in creating a project within Google Earth. These skills will be useful beyond this course, particularly for those of you who may be going into teaching (presenting examples of topics using Google Earth is very helpful in the classroom). 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 links to many examples of existing Google Earth Projects for you to see what they look like, 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. 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.

- Due: July 21

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

- Due: July 27

### Grading Rubric for Final Google Earth Project

	Exemplary	Midpoint	Unsatisfactory
<b>Geography Content</b>	50 points	25 points	0 points
<b>Explains "The Why of Where"</b>	Project has a strong spatial focus.	Project has somewhat of a geographic focus, could be stronger.	Project lacks spatial content.
<b>Diversity of View Types (2D, 3D, Street View)</b>	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.
<b>Length of Project</b>	15 points Project has 10 or more different "stops" along the google earth project tour of your topic.	7.5 points Project has 3-4 stops along the tour.	0 points Project has 0-2 stops along the tour.
<b>Section Breaks (Full Screen Slides)</b>	5 points 3-5 Section Break Full Screen Slides, including an Introduction slide and a Conclusion slide.	2.5 points 1 – 2 section breaks, or no introduction or no conclusion slide.	0 points No section break full screen slides

	Exemplary	Midpoint	Unsatisfactory
<b>Proof-reading</b>	5 points 0-9 spelling and/or grammar mistakes.	2.5 points 10-19 spelling and/or grammar mistakes	0 points 20+ spelling and/or grammar mistakes.
<b>Reference List</b>	10 points 5+ sources, alphabetized, follows consistent citation format. For help on reference citation formatting, see the guides from the KSU Writing Center: <a href="https://writingcenter.kennesaw.edu/">https://writingcenter.kennesaw.edu/</a>	5 points 1-4 sources, needs formatting attention, bibliography not alphabetized, poorly formatted	0 points No references
<b>Total</b>	100 points	50 points	0 points

## Other Course-Specific Policies

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. Also, late work most likely will not be accepted more than one week after the stated due date. 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 excuse such as a doctor’s note).

## Course Expectations

### 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, exams, and Google Earth Project. 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. For more information, visit the [RCHSS ODE’s Student Success Modules](#).

### 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

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## 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.

## KSU Diversity Statement and Diversity Vision Statement

**Diversity Statement:** Kennesaw State University prides itself on offering a premiere, personalized educational experience for leadership and engagement within a diverse nation and world. This educational experience is achieved through recognition and appreciation of the differing backgrounds and experiences reflected within the University community. We firmly believe that sensitivity to diversity, equity, and global interdependence is central to fostering supportive living, learning, and working environments. A welcoming and inclusive climate is critical to attaining Kennesaw State University's research, scholarship, teaching, and engagement goals. The University will engage our students, faculty, staff, and other stakeholders in order to achieve an inclusive and welcoming campus community. For more information, visit KSU's [Division of Diverse and Inclusive Excellence Defining Diversity and Inclusion](#) page.

**Diversity Vision Statement:** It is our vision to create a strong multicultural and diverse educational environment at KSU in order to increase student satisfaction and to promote an understanding and awareness of people from various backgrounds upon graduation. In this way, KSU students will be educated for and can effectively compete in the global society. For more information, visit KSU's [Institutional Policies](#) page, and the KSU Student Catalog's [Student Rights and Responsibilities](#) 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.

## 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 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 / Module	Topic & Readings	Graded Activities & Due Dates
<b>Week 1</b> <b>June 1 to 9</b>  <b>Module 0:</b> <b>Start Here</b>  <b>Module 1:</b> <b>Introduction-</b> <b>Geography of</b> <b>a Changing</b> <b>World</b>  <b>Module 2:</b> <b>Physical</b> <b>Geography</b> <b>and the</b> <b>Environment</b>	Course introduction, background, context and overview of the interdisciplinary field of urban studies, overview of course requirements and activities  Read <a href="#">Geography.com</a> website for general overview of the discipline of geography.  Chapter 1: Geography of a Changing World  Chapter 2: Physical Geography and the Environment  June 1: First Day of Class for Summer 2022 8-week session!  <b>Due June 9: Discussion 1 (Introduction) and Quiz 1 (Chapters 1 and 2).</b>	June 9: Discussion 1 (Introduction) Quiz 1 (Chapters 1 and 2)
<b>Week 2</b> <b>June 10 to 16</b>  <b>Module 3:</b> <b>North</b> <b>America</b>	Chapter 3: North America  Note: Following the first two chapters of the book, each regional chapter is organized into five consistent thematic sections, making 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.	June 16: Quiz 2



Week / Module	Topic & Readings	Graded Activities & Due Dates
	<b>Due June 16: Quiz 2</b>	
<b>Week 3</b> <b>June 17 to 23</b>  <b>Module 4:</b> <b>Latin America</b>  <b>Module 5:</b> <b>The Caribbean</b>	Chapter 4: Latin America Chapter 5: The Caribbean June 20 (Monday): Juneteenth Holiday (no classes).  <b>Due June 23: Quiz 3, Quiz 4, and Discussion 2 (Chapters 1 to 5)</b>	June 23: Quiz 3 Quiz 4 Discussion 2
<b>Week 4</b> <b>June 24 to 30</b>  <b>Module 6:</b> <b>Sub-Saharan Africa</b>  <b>Module 7:</b> <b>Southwest Asia and North Africa</b>	Chapter 6: Sub-Saharan Africa Chapter 7: Southwest Asia and North Africa  Exam 1 (Midterm Exam). Exam 1 covers Chapters 1 to 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.  June 28 (11:45 PM) is last day to withdraw without academic penalty (for more info, visit the <a href="#">KSU Office of the Registrar</a> page).  <b>Due June 30: Quiz 5 and Exam 1 (covering Chapters 1 to 7)</b>	June 30: Quiz 5 Exam 1 (Midterm Exam)
<b>Week 5</b> <b>July 1 to 7</b>  <b>Module 8:</b> <b>Europe</b>  <b>Module 9:</b> <b>Eurasia</b>	Chapter 8: Europe Chapter 9: Eurasia  July 4 (Monday): Independence Day Holiday (no classes).  <b>Due July 7: Quiz 6 and Discussion 3 (Chapters 6 through 9)</b>	July 7: Quiz 6 Discussion 3
<b>Week 6</b> <b>July 8 to 14</b>  <b>Module 10:</b> <b>Central Asia</b>  <b>Module 11:</b> <b>East Asia</b>	Chapter 10: Central Asia Chapter 11: East Asia  <b>Due July 14: Quiz 7 and Quiz 8</b>	July 14: Quiz 7 Quiz 8
<b>Week 7</b> <b>July 15 to 21</b>  <b>Module 12:</b> <b>South Asia</b>  <b>Module 13:</b> <b>Southeast Asia</b>	Chapter 12: South Asia Chapter 13: Southeast Asia Chapter 14: Oceania Google Earth Project  <b>Due July 21: Quiz 9, Quiz 10, and Google Earth Project</b>	July 21: Quiz 9 Quiz 10 Google Earth Project

Week / Module	Topic & Readings	Graded Activities & Due Dates
<b>Module 14: Oceania</b>  <b>Module 15: Google Earth Project</b>		
<b>Week 8 July 22 to 28</b>  <b>Module 14: Oceania (con't)</b>  <b>Module 15: Google Earth Project (con't)</b>  <b>Module 16: Final Exam</b>	<p>Chapter 14: Oceania (con't)</p> <p>Google Earth Project Discussion</p> <p>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.</p> <p>July 27: Last day of classes for Summer 2022 8 Week Session.</p> <p><b>Due July 27: Discussion 4 (Chapters 10 to 14) and Google Earth Project Discussion</b></p> <p><b>Due July 28: Exam 2 (Final Exam) (covering Chapters 8 to 14)</b></p> <p>Dr. McDaniel will be calculating and submitting final course grades on July 29.</p>	<p>July 27: Discussion 4 Google Earth Project Discussion</p> <p>July 28: Exam 2 (Final Exam)</p>