



SYLLABUS

Norman J. Radow College of Humanities and Social Sciences

Department of Geography & Anthropology

GEOG 3340-W01: Cultural Geography

Fall 2024: August 12 to December 3, 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: Sturgis Library Building (LB) room 4217 (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/breaks, 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 thematic approach is applied to analyze human cultures, to examine world cultural regions, to note the spread of cultural traits, to interpret interactions between culture and environment, and to appreciate multiple traits of cultures and cultural landscapes. The five themes of region, diffusion, ecology, integration, and landscape are used to explore historical and contemporary issues of population, agriculture, politics, language, religion, ethnicity, popular culture, and urban spaces. The philosophy of the course is based on the premise that the built environment is a spatial expression of the beliefs, attitudes, and practices of a people. 3 credit hours.

Course Objectives

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

1. Describe and explain the five themes of cultural geography, including culture region, cultural diffusion (or mobility), cultural integration (or globalization), cultural ecology (or nature-culture), and cultural landscape.

2. Compare and contrast folk culture, indigenous culture, and popular culture and examples of the spatial manifestations of each on the landscape.
3. Describe how geographers use the five themes of cultural geography to study people, places, and the environment.
4. Apply the five themes of cultural geography to analyze, discuss, and write about folk culture, indigenous culture, and popular culture, as well as contemporary cultural geographic issues, processes, and outcomes, and how cultural geography approaches can inform our understanding of local, regional, national, and global activities and impacts.
5. Illustrate cultural geography proficiency by communicating cultural geography effectively through writing, discussions, presentations, and participation.

Required Textbook/Supporting Materials

Required Textbook:

Neumann, Roderick P., and Patricia L. Price. 2019. *Contemporary Human Geography: Culture, Globalization, Landscape*. 2nd Edition. W. H. Freeman & Company. ISBN: 9781319135041 (this is for the e-book version of the textbook).

(Contextual note about this textbook: This is the latest version of the classic cultural geography textbook, "Fundamentals of the Human Mosaic: A Thematic Approach to Cultural Geography", by the late Dr. Terry Jordan-Bychkov, Mona Domosh, Roderick P. Neumann, and Patricia L. Price, which incorporated the five themes of cultural geography: culture region, cultural diffusion, cultural ecology, cultural integration, and cultural landscape).

NOTE: This section of GEOG 3340: Cultural 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. 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.

Recommended Readings: 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, and 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, email, D2L, and MS Office products.

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 project) 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 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.

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

1,000 Total Possible Points. Final course grades will be assigned based upon the total points earned from the items described in detail below out of 1,000 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 (1,000 total possible points), then multiply 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)

The exams are non-cumulative and will be multiple choice. Each exam is out of 100 points. Exam 1 (Midterm Exam) covers class discussions and readings for course modules 1-5 (including textbook chapters 1-5). Exam 1 consists of 50 multiple choice questions worth 2 points each for a total of 100 points.

- Due: October 6

Exam 2 (100 points)

The exams are non-cumulative and will be multiple choice. Each exam is out of 100 points. Exam 2 (Final Exam) covers class discussions and readings for course modules 6-10 (including textbook chapters 6-10). Exam 2 consists of 50 multiple choice questions worth 2 points each for a total of 100 points.

- Due: December 3

Chapter Review Quizzes (100 points)

There will be ten multiple choice chapter review quizzes throughout the course, each with 10 questions worth 1 point 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. Each quiz corresponds to the textbook chapter with the same number. For example, Quiz 1 covers material from Chapter 1 from the textbook.

- Quiz 1: August 25
- Quiz 2: September 8
- Quiz 3: September 15
- Quiz 4: September 22
- Quiz 5: September 29
- Quiz 6: October 13
- Quiz 7: October 20
- Quiz 8: October 27
- Quiz 9: November 3
- Quiz 10: November 10

Discussions (300 Points)

There will be six online discussion forums throughout the course. Each is worth 50 points for a total of 300 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 3 other classmates' responses to create a dialogue around the topics in which the entire class is participating.

- Discussion 1 Introductions: August 25
- Discussion 2 Chapters 1-2: September 8
- Discussion 3 Chapters 3-4: September 22
- Discussion 4 Chapters 5-6: October 13
- Discussion 5 Chapters 7-8: October 27
- Discussion 6 Chapters 9-10: November 10

Grading Rubric for Each Discussion Activity

Criteria	Exemplary	Midpoint	Unsatisfactory
Content appropriately Responds to Discussion Instructions / Questions / Prompts 20 points	Fully addresses all aspects of the discussion prompt. Delivers a clear and focused post that directly answers the question(s) / prompt(s) and demonstrates critical thinking. May introduce relevant outside information or personal experience(s) to enhance the discussion. Demonstrates a thorough understanding of the topic under discussion. Analysis is insightful and well-developed. Uses relevant geographical concepts	Addresses most aspects of the discussion prompt, but may miss some minor details. Response may be somewhat focused, but might deviate slightly from the main question(s) / prompt(s). Demonstrates a basic understanding of the topic under discussion. Analysis is somewhat developed but may lack depth. May use some geographical concepts and terminology, but may not always be accurate. Provides some supporting	Does not fully address the discussion prompt. May misunderstand key elements of the question(s) / prompt(s). Response is not focused and may stray significantly from the intended topic. Demonstrates a weak understanding of the topic under discussion. Analysis is lacking or underdeveloped. Does not use geographical concepts

Criteria	Exemplary	Midpoint	Unsatisfactory
	and terminology accurately. Provides strong supporting evidence (data, examples) to back up claims.	evidence, but it may be weak or irrelevant.	or terminology. Lacks supporting evidence.
Length (Main Discussion Post) 10 points	Meets or exceeds the minimum 300-word requirement. Content is well-distributed and provides a substantial contribution to the discussion.	Length is between 200 and 299 words.	Length is less than 200 words.
Grammar and Spelling 5 points	Writing is free of grammatical errors and typos. Sentences are varied and well-constructed.	Writing contains some grammatical errors and typos, but they do not hinder overall understanding. Sentences may be repetitive or unclear at times.	Writing contains frequent grammatical errors and typos that significantly hinder understanding. Sentences are poorly constructed and difficult to read.
References / Citations 5 points	When applicable, includes relevant reference citations using a consistent style guide (e.g., APA, MLA) to support claims made in the discussion post.	May or may not include citations. If included, there may be inconsistencies in style or some missing citations.	Does not include any citations, even when relevant information is clearly sourced from outside materials.
Meaningful Responses to At Least Three Other Students' Discussion Posts 10 points	Identifies and responds thoughtfully to at least three classmates' posts (minimum 50 words per response). Responses demonstrate active reading of others' posts, build upon others' ideas, and contribute meaningfully to the overall discussion. May ask insightful questions to stimulate further discussion.	Fewer than three responses to another students' discussion posts. Or, if there are at least three responses to classmates' posts, but responses are short or brief (less than 50 words) or generic or lack substance and depth; may not demonstrate a clear connection to the classmate's original post.	No responses to other students' discussion posts.
Total	50 points	15 points	0 points

Cultural Geography Google Earth Project

Over the course of the semester, you will design and produce an interactive geovisual project using the platform [Google Earth](#). This is the major semester project for this course. The overall project is out of a total possible 300 points (there are four different graded activities throughout the semester that add up to the 300 possible points...see details below and due dates in syllabus). The final Google Earth Project product will be an argument driven creative interactive digital map narrative story tour of a particular topic that you will examine through the lenses of the Five Themes of Cultural Geography as the topic occurs in a particular place or region. Your project should explore the significance of geographic space, place, and cultural geography to your selected topic. Think about how you can examine a topic in a particular place or region through the Five Themes of Cultural Geography: Culture Region, Cultural Diffusion (Mobility), Cultural Interaction (Globalization), Cultural Ecology (Nature-Culture), and Cultural Landscape. Additional instructions and details are found in the Google Earth Project module folder in D2L.

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 (a thorough list of example topics is provided in the Google Earth Project module in D2L). The final Google Earth Project product will be an argument driven creative interactive digital map narrative story tour of a particular topic that you will examine through the lenses of the Five Themes of Cultural Geography as the topic occurs in a particular place or region. Your project should explore the significance of geographic space, place, and cultural geography to your selected topic. Think about how you can examine a topic in a particular place or region through the Five Themes of Cultural Geography: Culture Region, Cultural Diffusion (Mobility), Cultural Interaction (Globalization), Cultural Ecology (Nature-Culture), and Cultural Landscape. Whatever topic you choose to focus on, it is important that your given topic relates to the broader course focus on Cultural Geography and that it has a clear spatial component and is driven by a central question. 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 out of a total of 300 points and is completed via four different graded activities throughout the semester that are designed to build upon one another and help you create a professional and polished overall project by the end of the semester:

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 November 3

Final Google Earth Project (100 points)

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. 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.

- Due November 22

Final Google Earth Project Presentation (50 points)

The project presentation should be approximately 5 to 10 minutes and must be in the form of a voice over audio/video screen capture recording. The presentation of your project can consist of simply guiding viewers through your Final Google Earth Project or a digital presentation file (such as PPT or Prezi using screen shots from your Google Earth Project) summarizing your Google Earth Project. However, the presentation must include a recorded presentation of your project presented to the class that in addition to posting to the presentation assignment dropbox in D2L, you also post the presentation recording to the Final Google Earth Project Discussion forum (see the next item below). An asynchronous recorded presentation of your final project presentation is the online course equivalent of presenting your final project in class in a face-to-face course. KSU provides the Mediaspace Kaltura platform to record screen capture audio/video recordings that are saved online and also automatically incorporates accessibility features such as automatically captioning the video and creating a transcript for accessibility purposes. Please see the "[Kaltura Capture – Desktop Recorder for Kaltura MediaSpace – Guide for Students](#)". This is the same platform Dr. McDaniel uses for the lecture recordings in this and other online courses.

- Due November 22

Final Google Earth Project Discussion (50 points)

In this discussion, please post the link to your Final Google Earth Project along with a general overview of your project and also post your final project presentation so that others can easily view these items. Classmates should be able to click on the link to your Google Earth Project to view and interact with your Google Earth Project and they should also be able to view your presentation of the project (consider this as the online asynchronous course equivalent of presenting your final project to the class in class if this were a face-to-face course). Please also respond to at least three other students' final project discussion posts after viewing their posted final projects and final project presentations. The Grading Rubric for Discussion Activities in the course syllabus also applies to this discussion activity.

- Due December 2

Grading Rubric for Final Google Earth Project

	Exemplary	Midpoint	Unsatisfactory
Geography Content Explains "The Why of Where"	50 points Project has a strong spatial focus.	25 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 Project has 3-4 stops along the tour.	0 points Project has 0-2 stops along the tour.
Section Breaks (Full Screen Slides)	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
Proof-reading	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.
Reference List	10 points 5+ sources, alphabetized, follows consistent citation format. For help on reference citation	5 points 1-4 sources, needs formatting attention,	0 points No references

	Exemplary	Midpoint	Unsatisfactory
	formatting, see the guides from the KSU Writing Center: https://writingcenter.kennesaw.edu/	bibliography not alphabetized, poorly formatted	
Total	100 points	50 points	0 points

Participation (100 points)

Active and timely participation in class discussions and all other components of the course is important. Consider our class as 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. Students are expected to participate in all class activities and discussions, complete all components, and complete assigned readings by the beginning of the week in which the reading is assigned (refer to schedule presented in this syllabus) in order to actively participate in the class each week. As a reminder, D2L keeps a log of the date and time of everyone's interaction with each course component. As such, it is easy for the instructor to monitor student participation and online course engagement throughout the semester. The participation grade is based on regular and consistent active participation throughout the semester and will be assigned on the last official day of class for the semester. If you regularly participate in the class and turn things in on schedule, then you will receive the full participation grade points at the conclusion of the course. If due dates are missed, please refer to the Late Work Policy earlier in this syllabus.

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, 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	Modules	Readings/Content/Activities/Items Due	Due Dates
Weeks 1 & 2: August 12-25	0: Start Here 1: Cultural Geography: An Introduction	Course introduction, background, and overview of course requirements and activities Read Geography.com website for general overview refresher of the discipline of geography.	August 25: Quiz 1 Discussion 1

Week	Modules	Readings/Content/Activities/Items Due	Due Dates
		<p>What is Cultural Geography?</p> <p>Overview of the Five Themes of Cultural Geography (each chapter is consistently organized around these five themes):</p> <ul style="list-style-type: none"> ▪ Culture Region ▪ Cultural Diffusion (or Mobility) ▪ Cultural Interaction (or Globalization) ▪ Cultural Ecology (or Nature-Culture) ▪ Cultural Landscape <p>Types of Cultures (overview of folk culture, indigenous culture, and popular culture)</p> <p>Chapter 1: Human Geography: A Cultural Approach</p> <p>Due: Quiz 1 Discussion 1: Introductions</p>	
Weeks 3 & 4: August 26- September 8	2: Geographies of Cultural Difference: One World or Many?	<p>Chapter 2: Geographies of Cultural Difference: One World or Many?</p> <p>Due: Quiz 2 Discussion 2: Chapters 1-2</p>	September 8: Quiz 2 Discussion 2
Week 5: September 9- 15	3. Population Geography: A Demographic Portrait	<p>Chapter 3: Population Geography: A Demographic Portrait</p> <p>Due: Quiz 3</p>	September 15: Quiz 3
Week 6: September 16-22	4. The Geography of Language: Locating the Spoken Word	<p>Chapter 4: The Geography of Language: Locating the Spoken Word</p> <p>Due: Quiz 4 Discussion 3: Chapters 3-4</p>	September 22: Quiz 4 Discussion 3
Week 7: September 23-29	5. Geographies of Race and Ethnicity: Melting Pot or Salad Bowl?	<p>Chapter 5: Geographies of Race and Ethnicity: Melting Pot or Salad Bowl?</p> <p>Due: Quiz 5 Google Earth Project Topic</p>	September 29: Quiz 5 Google Earth Project Topic
Week 8: September 30-October 6	5.1. Exam 1 (Midterm Exam)	<p>Due: Exam 1 (Midterm Exam). Exam 1 covers Chapters 1-5, and consists of 50 multiple choice questions worth 2 points each for a total of 100 points. Due by 11:59 PM on D2L.</p> <p>Note: A midterm course grade will be assigned by the midterm grade due date identified on the Fall 2024 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.</p>	October 6: Exam 1

Week	Modules	Readings/Content/Activities/Items Due	Due Dates
Week 9: October 7-13	6. Political Geography: A Divided World	Chapter 6: Political Geography: A Divided World Due: Quiz 6 Discussion 4: Chapters 5-6 October 8-11: Dr. McDaniel away at the annual meeting of the Engagement Scholarship Consortium (ESC).	October 13: Quiz 6 Discussion 4
Week 10: October 14-20	7. The Geography of Religion: Spaces and Places of Sacredness	Chapter 7: The Geography of Religion: Spaces and Places of Sacredness Due: Quiz 7 October 16-20: Dr. McDaniel away at the annual meeting of the National Council for Geographic Education (NCGE).	October 20: Quiz 7
Week 11: October 21-27	8. The Geography of Agriculture and Food: Shaping the Land, Feeding the World	Chapter 8: The Geography of Agriculture and Food: Shaping the Land, Feeding the World Due: Quiz 8 Discussion 5: Chapters 7-8 October 25: Last Day to Withdraw	October 27: Quiz 8 Discussion 5
Week 12: October 28- November 3	9. Development Geography: Transforming Landscapes of Well-Being	Chapter 9: Development Geography: Transforming Landscapes of Well-Being Due: Quiz 9 Google Earth Project Draft	November 3: Quiz 9 Google Earth Project Draft
Week 13: November 4-10	10. Urban Geography: A World of Cities	Chapter 10: Urban Geography: A World of Cities Due: Quiz 10 Discussion 6: Chapters 9-10	November 10: Quiz 10 Discussion 6
Week 14: November 11-17	11. Cultural Geography Google Earth Project	Work on Cultural Geography Google Earth Project	
Week 15: November 18-24	11. Cultural Geography Google Earth Project	Cultural Geography Google Earth Project Due This Week Due November 22: Final Google Earth Project Google Earth Project Presentation	November 22: -Final Google Earth Project -Google Earth Project Presentation
Week 16: November	FALL BREAK	FALL BREAK / THANKSGIVING BREAK November 23-26: Dr. McDaniel away at the annual meeting of	

Week	Modules	Readings/Content/Activities/Items Due	Due Dates
25-December 1		the Southeastern Division of the American Association of Geographers (SEDAAG).	
Week 17: December 2-3	11. Cultural Geography Google Earth Project 12. Final Exam	<p>December 2: Last official day of classes for Fall 2024 semester!</p> <p>Due December 2: Google Earth Project Discussion</p> <p>Exam 2 (Final Exam). Exam 2 covers Chapters 6-10, and consists of 50 multiple choice questions worth 2 points each for a total of 100 points.</p> <p>Due December 3: Exam 2 (Final Exam) Due by 11:59 PM on D2L</p> <p>Dr. McDaniel will be calculating and submitting final course grades on December 4.</p>	<p>December 2: Google Earth Project Discussion</p> <p>December 3: Exam 2 (Final Exam)</p>