



# SYLLABUS

**Norman J. Radow College of Humanities and Social Sciences**  
Department of Geography & Anthropology  
GEOG 1101: Introduction to Human Geography –  
Shining a Light on the World from the City of Light  
Summer 2023: Paris, France, June 29 to July 31, 2023

## Course Information

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**Class meeting time:** TBD, four days per week (2 classroom days and 2 field trip days per week).

**Modality:** Face-to-Face

**Location:** Paris, France, at the Institut Protestant de Théologie (class meetings) and Cité Internationale Universitaire de Paris, and via field trips and site visits.

## 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](#))

**Phone:** 470-578-2373

**Drop-In Office Hours & Location:** Virtual via Microsoft Teams

## 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/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

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**Official Course Catalog Description:** This course is a survey of global patterns of resources, population, culture, and economic systems. Emphasis is placed upon the factors contributing to these patterns and the distinctions between the technologically advanced and less advanced regions of the world. **Note:** GEOG 1101 satisfies one of Kennesaw State University's [general education program requirements](#). It addresses the Area E4: Social Sciences general education learning outcome(s). The learning outcome states: Social Sciences: Students analyze the complexity of how historical, economic, and political relationships develop, persist, or change. GEOG 1101 is a general education course



found throughout the University System of Georgia. **Note:** After completing GEOG 1101, consider the variety of upper-division regional and systematic geography courses, many of which may be taken as upper-division electives in a variety of majors, and are also part of the BA in Geography (has both a fully online option and a traditional face-to-face option), BS in Geospatial Sciences, and Minor in Geography. Learn more about Department of Geography & Anthropology degree, major, minor, and certificate programs at the [Department of Geography & Anthropology website](#).



**Specific Course Section Description for Study Abroad:** We live in a dynamic world! Geography and Geospatial Sciences equip us with the perspectives, skills, and tools to apply knowledge to better understand the world and its many diverse physical and human processes, and to contribute to sound decision-making about those processes, from the local to the global scale. Geography and maps are a fundamental language for understanding the world. They provide a framework for organizing and communicating our knowledge. Increasingly geography is used in virtually every field of human endeavor, providing a universal language for understanding, communicating ideas, and providing insights. Geography asks the big questions—Where? How? Why? What if?—and gives you the perspective to answer them with advanced technology and a solid knowledge of the world in which we all live.

Through this human geography course, we'll explore global geographic patterns of resources, population, culture, economic, political, and urban systems and their local level impacts while being immersed in a foreign culture and landscape. We will explore defining concepts in geography by focusing on the stories of real people, global trends, topics that transcend borders, and how these patterns affect local places. In essence, how do global patterns shape local lives, near and far? While in France, we'll observe broader concepts as they occur on the Parisian and French landscape, allowing us to compare and contrast these patterns with our home culture.

**100 Word Study Abroad Course Description:** We live in a dynamic world! Geography and maps are fundamental for understanding our world. Geography asks the big questions—Where? How? Why? What if? We'll explore global geographic patterns of population, cultural, economic, political, and urban systems and their local level impacts by focusing on global trends, topics that transcend borders, and how these patterns affect local places. In essence, how do global patterns shape local lives, near and far? While in France, we'll observe concepts as they occur on the Parisian and French landscape, allowing us to compare and contrast these patterns with our home culture.

## 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 parts of the planet are connected spatially.

## Textbook/Supporting Materials

**Recommended (Optional) Textbook:** *Human Geography: A Short Introduction*, 2nd edition, by John Rennie Short, Oxford University Press, 2018. ISBN: 9780190679835. Available in print (new or used) and electronic formats.

**Recommended Texts:** To add further context to textbook concepts, class discussions, field trips in Paris, 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.

## 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 meetings 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 complete 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

500 Total Possible Points. Final course grades will be assigned based upon the total points from the items above out of 500 total possible points, computed to a percentage according to the grade guideline below.

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  $= .5$  or above, for example, an 89.6 is an A, but 79.2 is a C.

### Quizzes (100 points)

There will be five multiple choice quizzes throughout the course, each with 10 questions worth 2 points each for a total of 20 points for each quiz and an overall total of 100 points for the total quizzes grade for the course. The overall total quiz grade is 20 percent of the final course grade.

- Quiz 1: May 26
- Quiz 2: June 9
- Quiz 3: July 4
- Quiz 4: July 18
- Quiz 5: July 25

### Journal Entries (100 points)

As we proceed through the course, we will be exploring many topics with local and global significance. There will be four journal entries each worth 25 points for a total of 100 points. During each week abroad you will be expected to write at least one substantive journal entry of at least 350 words wherein you engage the learned course content with your experiences among the landscapes of Paris and France. It is expected that these entries will tie specifically to our fieldtrips, class discussions, and course readings. Such journal entries should make cohesive connections to the content and concepts we are discussing in class each week and observing on the landscapes of Paris and France. Journal entries will be posted once a week online in D2L for Dr. McDaniel to provide appropriate feedback to assure effective

engagement with geography concepts and content. Please see grading rubric below for details about how each journal entry will be graded.

- Journal 1: July 10
- Journal 2: July 17
- Journal 3: July 24
- Journal 4: July 28

## Participation (100 points)

Active participation in class including attending class (attendance will be taken at each class meeting and field trip) and participating in class discussions and all other components of the course is important. Consider our class meetings an assemblage of individuals that is unique and irreplaceable. Irregular attendance not only hurts a student's course work, but it weakens the class as a whole. If you need to miss a class for a reasonable reason, please let me know via email ahead of your planned absence. If you have an unplanned absence, please let me know about the reason via email as soon as possible when the absence occurs. Participation counts for 20 percent of the final course grade.



## Google Earth Project

Over the course of the class, you will design and produce an interactive and digital geovisual narrative story map project using the platform [Google Earth](#). This assignment will be broken into several steps, but the final product will be an argument driven creative interactive digital geovisual narrative story map tour of a particular topic as it occurs in a particular place(s) or region(s) that we visit during the program in Paris, and it may also align with and/or supplement your weekly journal entries/observations. 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 locations we explore in Paris. You should also be creative in your approach to creating your Google Earth Project. Working with a digital platform and building your own maps and accompanying descriptive text narrative may seem time consuming at first, but is also extremely rewarding and an exciting alternative to a typical "research/term paper". This assignment may be intimidating at first if you have little experience with digital mapping, Google Earth, or other similar digital platforms. However, through the gradual steps, including the specific step-by-step guidance, and the examples provided in the course by the instructor, 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. Geography is a very broad subject and encompasses many subjects spanning the various subfields of geography (physical/environmental geography, human, historical, population, cultural, economic, political, urban geography, etc.). Whatever topic you choose to focus on, it is important that your given topic relates to the broader course focus, to your journal entries, and to the places we visit during the program in Paris, and that it has a clear spatial component and is driven by a central question. You should think about the significance of where events happen, where people are from, how geography affects people, how geography affects your and your own perspectives and experiences, 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, examples of completed 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. Final project web links will be submitted via the assignment dropbox and will be presented in the last day of class so that everyone in the class can view and interact with each final project. Here are two examples of Google Earth Projects from Dr. McDaniel's GEOG 3380 Geography of North America Class (be sure to click the "present" button after navigating to each of these examples to enter presentation mode and navigate through the different stops along the project story):

- [Example: Megalopolis](#)
- [Example: The Inland South](#)

## Project Components/Deliverables:

## Final Google Earth Project (100 points)

Please submit the web link to the final version of your Google Earth Project to the assignment dropbox in the Google Earth Project module in D2L. See detailed instructions below and on D2L.

- July 28

## Google Earth Project Presentation (100 points)

On the last day of class, students will present their Google Earth Project Geovisual Digital Story Narrative Tour to the class. See detailed instructions below and on D2L.

- July 28

## 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 with documentation or for an unplanned missed due date with a valid excuse and documentation. 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 with documentation (such as pre-arranged accommodations or a valid excuse such as a doctor’s note).



## Communication Rules/Online Course Etiquette

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

## How to Succeed in this Class

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

## What is Plagiarism?

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

## Core Curriculum Statement

GEOG 1101: Introduction to Human Geography satisfies one of Kennesaw State University’s general education program requirements. It addresses the Area E4: Social Sciences general education learning outcome(s). The learning outcome states: Social Sciences: Students analyze the complexity of how historical, economic, and political relationships develop, persist, or change. For more information about KSU’s General Education program requirements and associated learning outcomes, please visit [2022-2023 Undergraduate Catalog](#).

# 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.

## Course Schedule and Program Itinerary

Tentative Course Schedule (Please read the designated reading for a particular week by the beginning of that week to be able to fully participate in class discussions and to complete quizzes):

Days/Dates	Topics & Readings	Graded Activities & Due Dates
<b>Saturday, May 13, Orientation Class, 75 minutes</b>	Student orientation and class meetings in Macon, Georgia  <b>Part 1: The Context of Human Geography and the various sub-fields of Human Geography (Population, Economic, Cultural, Political, and Urban Geography)</b> Chapter 1: The Home Planet (Overview of Physical Geography as the stage upon which Human Geography takes place) <ul style="list-style-type: none"> <li>▪ The Big Picture; Physical Geography; Plate Tectonics</li> <li>▪ Life on Earth; A Humanized World</li> </ul> Overview of Google Earth Project	
<b>Week of May 22-26, Asynchronous Online Class, 120 minutes</b>	<b>Part 1 (continued)</b> Chapter 2: The Intellectual Context <ul style="list-style-type: none"> <li>▪ Mapping Absolute Space; The Shift from Cosmography to Geography</li> <li>▪ Mapping Relative Space; Environment and Society; Geography and Society</li> <li>▪ Contemporary Debates in Geography</li> <li>▪ Geographer's Toolbox: examples of applied geospatial technologies including ArcGIS Online and Google Earth</li> </ul>	Quiz 1 (Chapters 1 and 2)
<b>Week of May 30-June 2, Asynchronous Online Class, 120 minutes</b>	<b>Part 2: People, Resources, and Environment (Population Geography)</b> Chapter 3: Population Dynamics <ul style="list-style-type: none"> <li>▪ Population Demographics</li> <li>▪ The Demographic Transition and its Phases, Problems, and Opportunities</li> <li>▪ Comparisons among Paris, Europe, and North America population geography</li> </ul>	
<b>Week of June 5-9, Asynchronous Online Class, 120 minutes</b>	<b>Part 2 (Population Geography) Cont'd</b> Chapter 9: The Geography of Population <ul style="list-style-type: none"> <li>▪ The Distribution of Population</li> <li>▪ Population Differences: Gender, Age, Race, and Ethnicity</li> <li>▪ The Movement of Population; Human Migration; Models of Population Movement</li> </ul>	
<b>Week of June 12-16</b>	<b>Part 2 (continued)</b> Chapter 4: Population and Food <ul style="list-style-type: none"> <li>▪ Population and Agriculture; Population and Disease</li> <li>▪ Hunger, Famine, and Food Insecurity; Sustainable Agriculture</li> </ul>	Quiz 2 (Chapters 3, 4, 5, and 9)

	<p>Chapter 5: Population and Resources</p> <ul style="list-style-type: none"> <li>▪ Geography of energy resources; Laws of Resource Use</li> </ul>	
<b>Thursday, June 29, Travel</b>	Arrive Paris. Coach bus transfer from Paris-CDG Airport to CIUP; check in to dorms at 3pm; tour of CIUP	
<b>Friday, June 30, Class, 60 minutes</b>	<p>Orientation at IPT</p> <p>Class meeting</p> <p><b>Part 2 (continued)</b></p> <p>Chapter 6: People and the Environment</p> <ul style="list-style-type: none"> <li>▪ Environment and Cultural Meaning</li> <li>▪ Environmental Impacts on Society; Human Impacts and Environmental Change</li> <li>▪ The Anthropocene: Living in a Modified Earth and Socially Constructed Nature</li> </ul>	
<b>Saturday-Sunday, July 1-2, Optional Group Trip or Free Time</b>	Program excursion ( <b>optional</b> ) to the Loire Valley: Maison de Jeanne d'Arc, Cathédrale Sainte-Croix d'Orléans, and Le Muséum d'Orléans pour la Biodiversité et l'Environnement (MOBE) in Orléans; Château Royal d'Amboise; welcome dinner. Optional Group Trip to the Loire Valley or free time if not participating in optional group trip.	
<b>Monday, July 3, Class, 120 minutes</b>	<p><b>Part 3: The Economic Organization of Space (Economic Geography)</b></p> <p>Chapter 7: The Geography of Three Economic Sectors</p> <ul style="list-style-type: none"> <li>▪ Primary Sector; Secondary Sector; Tertiary Sector</li> </ul> <p>Chapter 8: The Economic Geography of Uneven Development</p> <ul style="list-style-type: none"> <li>▪ Global Differences; Regional Differences; The Role of the State</li> <li>▪ Capital and Labor; The Rise of Mass Consumption</li> </ul>	
<b>Tuesday, July 4, Class, 120 minutes</b>	<p><b>Part 3 (continued)</b></p> <p>Chapter 12: Creating a Global Economy</p> <ul style="list-style-type: none"> <li>▪ Space-Time Convergence; Three Waves of Globalization; Global Shift</li> <li>▪ International Nongovernmental Agencies</li> <li>▪ Comparisons among Paris, Europe, and North America economic geography</li> </ul>	Quiz 3 (Chapters 7 and 8)
<b>Wednesday, July 5, Field Trip for Morning Class 5 hours</b>	<p>-Geography overview of Paris from <a href="#">Arc de Triomphe</a>, Metro: Charles-de-Gaulle-Etoile (line 1, 2, 6).</p> <p>-25 minute walk from Arc de Triomphe to Musée de l'Homme.</p> <p>-<a href="#">Musée de l'Homme</a> (Museum of Humanity, anthropology museum), Metro: Trocadéro (line 9 and 6).</p> <p>-Jardins du Trocadéro and view of Eiffel Tower.</p> <p>-Fragonard <a href="#">Musée du Parfum</a> (Paris perfume museum, a unique olfactory experience).</p>	
<b>Thursday, July 6, Field Trip for Afternoon Class 5 hours</b>	See syllabus/schedule for your afternoon class	
<b>Friday-Sunday July 7-9, Free</b>	Free Weekend	



<p><b>Monday, July 10, Class, 120 minutes</b></p>	<p><b>Part 4: The Global Organization of Space (Cultural Geography)</b>  Chapter 11: The Geography of Language <ul style="list-style-type: none"> <li>▪ Language of the Local; Linguistic geography: The Distribution of Languages</li> <li>▪ Language and Power</li> <li>▪ The Language of Place; The Place of Language</li> <li>▪ The Political Geography of Language; Globalization of Language</li> </ul> Chapter 10: The Geography of Religion <ul style="list-style-type: none"> <li>▪ The Geography of Major Religions</li> <li>▪ The Geographies of Religious Belief</li> <li>▪ The Religious Organization of Space; Religion and Society</li> </ul> </p>	<p>Journal Entry 1</p>
<p><b>Tuesday, July 11, Class, 120 minutes</b></p>	<p><b>Part 4 (continued)</b>  Chapter 13: The Global Geography of Culture <ul style="list-style-type: none"> <li>▪ Cultural Regions; Spatial Diffusion; Culture as Flow</li> <li>▪ The Global Production of Culture; The Commodification of Culture</li> <li>▪ The Myth of Homogeneity</li> <li>▪ Comparisons among Paris, Europe, and North America cultural geography</li> </ul> </p>	
<p><b>Wednesday, July 12, Field Trip for Morning Class 5 hours</b></p>	<p>-<a href="#">Musée du Louvre</a>, with emphasis on antiquities collections of various world cultures and historic artistic representations of culture.  -Walk from Musée du Louvre across Seine.  -Walk south to <a href="#">La Grande Epicerie de Paris</a> to see various examples of food geography.</p>	
<p><b>Thursday, July 13, Field Trip for Afternoon Class 5 hours</b></p>	<p>See syllabus/schedule for your afternoon class</p>	
<p><b>Friday-Sunday July 14-16, Free</b></p>	<p>Free Weekend</p>	
<p><b>Monday, July 17, Class, 120 minutes</b></p>	<p><b>Part 5: The Political Organization of Space (Political Geography)</b>  Chapter 14: World Orders <ul style="list-style-type: none"> <li>▪ Early Empires; Modern Empires</li> <li>▪ Global Integration; Imperial Overstretch; Imperial Disintegration</li> </ul> </p>	<p>Journal Entry 2</p>
<p><b>Tuesday, July 18, Class, 120 minutes</b></p>	<p><b>Part 5 (continued)</b>  Chapter 15: The Nation-State <ul style="list-style-type: none"> <li>▪ The Range of States; The Rise and Fall of States</li> <li>▪ The Spatial Nature of the State</li> <li>▪ Nation, State, and Minorities</li> <li>▪ The Territory of the State; Boundaries and Frontiers</li> <li>▪ Geography of Elections</li> <li>▪ Comparisons among Paris, Europe, and North America political geography</li> </ul> </p>	<p>Quiz 4 (Chapters 10 through 14)</p>
<p><b>Wednesday, July 19, Field Trip for Morning Class 5 hours</b></p>	<p>-<a href="#">Cité des Sciences et de l'Industrie</a> (the largest science museum in Europe), with emphasis on physical geography origins, human-environment interaction, energy and resources, and transportation galleries. Metro: Porte de la Villette (line 7).</p>	

	<p>-Walk or metro from science museum to Sacré-Coeur and Montmartre. If walking, will pass through La Villette park outside the science museum, past Le Bassin de la Villette, past view of Gare du Nord railway station (one of the busiest in Europe), through Square Louise Michel and up the steps to Sacré Coeur and view of Paris.</p> <p>-Geography view of Paris from Sacré-Coeur and Montmartre neighborhood walk.</p> <p><b>Program Group Excursion: dinner cruise on the Seine</b></p>	
<b>Thursday, July 20, Field Trip for Afternoon Class 5 hours</b>	See syllabus/schedule for your afternoon class	
<b>Friday-Sunday July 21-23, Free</b>	Free Weekend	
<b>Monday, July 24, Class, 120 minutes</b>	<p><b>Part 6: The Urban Organization of Space (Urban Geography)</b></p> <p>Chapter 16: The Urban Transformation</p> <ul style="list-style-type: none"> <li>▪ The First, Second, and Third Urban Revolutions</li> </ul> <p>Chapter 17: Networks of Cities</p> <ul style="list-style-type: none"> <li>▪ Regional Networks; National Networks; Global Urban Networks</li> </ul>	Journal Entry 3
<b>Tuesday, July 25, Class, 120 minutes</b>	<p><b>Part 6 (continued)</b></p> <p>Chapter 18: The Internal Structure of the City</p> <ul style="list-style-type: none"> <li>▪ City as Investment; City as Residence; City as Social Context; City as Political Arena; Changes in the Contemporary City</li> <li>▪ Comparisons among Paris, Europe, and North America urban geography</li> </ul>	Quiz 5 (Chapters 15 through 17)
<b>Wednesday, July 26, Field Trip for Morning Class 5 hours</b>	<p>-<a href="#">Institut du Monde Arabe</a> (Arab World Institute and Museum), Metro: Jussieu (line 7), Cardinal Lemoine (line 10).</p> <p>-Short walk from Institut du Monde Arabe across Seine (via île Saint-Louis) to Pavillon de l'Arsenal museum.</p> <p>-<a href="#">Pavillon de l'Arsenal</a> (museum about urban planning, urbanism, and architecture of Paris and the Parisian Metropolis), Metro: Sully-Morland or Bastille (lines 1-5-7-8).</p> <p>-Urban geography walk along Seine and in Le Marais neighborhood (if time permits) and/or visit Marché des Enfants Rouges historic food market in Le Marais.</p>	
<b>Thursday, July 27, Field Trip for Afternoon Class 5 hours</b>	See syllabus/schedule for your afternoon class	
<b>Friday, July 28, Class, 120 minutes</b>	Final Google Earth Projects and Presentations Due Course Wrap-Up Discussions and Observations	Journal Entry 4 Final Google Earth Project and Presentation
<b>Saturday, July 29, Group Trip</b>	Program Group trip to Versailles	
<b>Sunday, July 30, Free</b>	Free Day	
<b>Monday, July 31, Travel</b>	Check out of dorms by 9am. Transfer from CIUP to Paris-CDG Airport.	