

13-346

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 UWUCC Use Only Proposal No: 13-346 UWUCC Action-Date: AP-3/11/14 Senate Action Date: A 00-3/25/14

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course       Course Prefix Change       Course Deletion  
 Course Revision       Course Number and/or Title Change       Catalog Description Change

Current course prefix, number and full title: GEOG 256, Geography of East Asia

Proposed course prefix, number and full title, if changing: GEOG 256, Geography of East and Southeast Asia

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship     Information Literacy     Oral Communication  
 Quantitative Reasoning     Scientific Literacy     Technological Literacy

3. Other Designations, as appropriate

Honors College Course     Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change     Program Revision     Program Title Change     New Track  
 New Degree Program     New Minor Program     Liberal Studies Requirement Changes     Other

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Gail Sedquist</i>	4/19/13
Department Chairperson(s)	<i>John Patrick</i>	4/19/13
College Curriculum Committee Chair	<i>Steve Chandler</i>	4/23/13
College Dean	<i>Ann</i>	4/24/13
Director of Liberal Studies (as needed)	<i>David H. Pitsch</i>	3/11/14
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	3/20/14

Received      Received      Received  
 MAR 20 2014      MAR 11 2014      APR 24 2013  
 Liberal Studies      Liberal Studies      Liberal Studies

**GEOG 256 Geography of East and Southeast Asia  
Syllabus of Record  
2013**

**I. Catalog Description**

GEOG 256 Geography of East and Southeast Asia

3 class hours  
0 lab hours  
3 credits  
(3c-01-3cr)

**Prerequisite: None**

Provides a critical geographic analysis and understanding of East and Southeast Asia including its natural environment, human landscapes, and historical geography, and how these aspects of place interact with each other in space. Examines East and Southeast Asia at multiple scales by providing a comprehensive analysis of spatial patterns within the region, across the region as a whole, and by considering how East and Southeast Asia interface with a globalizing planet. Explains the political and economic evolution of this region from the period of global colonialism, through the rise and fall of Marxist ideology to its current position as the emergent Asian Pacific Rim. Covers a broad range of topics, including: historical geography; physical geography; human-environment interactions; population dynamics; cultural geography; economic and agricultural development; urbanization and migration; and political geography.

**II. Course Outcomes**

**By the end of the semester the students will be able to:**

**Objective 1:** Explain the spatial linkage between the physical and human geography of East and Southeast Asia, highlighting the roll of environment in the development of Asian population centers, civilizations, and cultural regions.

**Expected Liberal Studies Learning Outcomes 1, 2 and 3**  
Informed, Empowered and Responsible Learners

**Rationale**

It is common to think of geography as a collection of independent location lists including mountains, rivers, cities, religion, cropping patterns, and economic products, and places with varied population densities when in reality these aspects of geography are thoroughly interconnected. The course will expand students' awareness and knowledge of East and Southeast Asia using a regional approach to teach the student how the complexity of place can be understood through the spatial interplay between the natural environment and the human condition. An extra credit exercise will be used to assess the students' understanding of this objective before the final test.

**Objective 2:** Explain how historical geography –the spatial patterns of the past-- impacts the cultural, economic, and political systems of the contemporary East and Southeast Asia.

### **Expected Liberal Studies Learning Outcomes 1, 2 and 3**

Informed, Empowered and Responsible Learners

#### **Rationale**

Geography is often times incorrectly assumed to be concerned only with contemporary spatial patterns when in reality current patterns are a temporal amalgam of past patterns. By explaining the historical diffusion of cultural patterns in Asia, such as language, religion; and by examining the changes in political-space economy such as the rise of capitalism, Western and Japanese imperialism, industrialization, socialist alternatives to capitalism, and globalization; and by providing a synthesis of political conflict, such as the impact of global colonialism, World War II, the Cold War, de-colonial struggles for independence, and asymmetrical power balances in a post-Cold War world, students will gain a greater understanding of how geography informs us about place, especially as it pertains to East and Southeast Asia. An extra credit exercise will be used to assess the students' understanding of this objective before the final test.

**Objective 3:** Critically analyze East and Southeast Asia's development problems as part of a globalizing economy, and their impact on the environment.

### **Expected Liberal Studies Learning Outcomes 1, 2 and 3**

Informed, Empowered and Responsible Learners

#### **Rationale**

East and Southeast Asia have experienced rapid growth in a post-Cold War, postcolonial world. As a part of the emerging Pacific Rim, the region has become a major player and contributor in the global market place. This has come at a cost to the environment, with increased air, water, and solid waste pollution, increased greenhouse gas emissions, and loss of natural habitats, that threatens not only regional ecosystems, but global ones. This course will critically examine the spatial interconnections between economy and ecosystems, and present the policy dilemmas that face Asian Pacific Rim nations. An extra credit exercise will be used to assess the students' understanding of this objective before the final test.

### **III. Course Outline**

#### **I) Introduction to Regional Geography (2 hours)**

- a) Regionalization: Understanding Place by Simplifying Complexity
- b) Physical Geography: Spatial Patterns in the Natural World
- c) Human Geography: Spatial Patterns in Human Landscapes

#### **II) Understanding Asia**

##### **1. The Idea of Asia (6 hours)**

- a) Asia and the World

- b) The Emergent Asian Pacific Rim
- c) Asian Cores, Peripheries, and Population Centers
- d) East and Southeast Asia and the West

**2. It's an Asian Thing (6 hours)**

- a) East Asian Languages and Writing Forms
  - 1) Alphabets and Ideograms
  - 2) It's Chinese to me
  - 3) Three Forms of Japanese
  - 4) Hangul for Koreans
- b) Asian Religions and Belief Systems
  - 1) Monotheism vs. Polytheism; Ethnic vs. Universal
  - 2) Hinduism and India
  - 3) Diffusion of Buddhism
  - 4) The Dao
  - 5) Confucius says
  - 6) Japanese Shinto
  - 7) Islam and Christianity on the Edges of Asia

**Evaluation: TEST I (1 hour)**

**III) Pacific Asia Past to Present**

**1. Historical Foundations of East and Southeast Asian Cultural Geography (7 hours)**

- a) Origins of the East Asia Cultural Realm: The Rise and Fall of Dynasties
  - 1) Dynastic China
  - 2) Medieval Japan
  - 3) Pre-Industrial Korea
  - 4) Feudal Kingdoms in Southeast Asia
- b) Age of Imperialism
  - 1) Western Imperialism in East and Southeast Asia
  - 2) Japanese Imperialism in East and Southeast Asia
- c) De-Colonialism and the Communist Alternative to Capitalism)
- d) Geo-political Legacy of Communism and the Cold War
  - 1) Two Chinas
  - 2) Two Koreas
  - 3) Two Vietnams

**2. The Asian Pacific Rim in the Age of Globalization (6 hours)**

- a) Chinese Core: Market Reforms and the Rise of Urban East
- b) Chinese Periphery: Western China, and Tibet
- c) Korean Peninsula: Ideological Division in the Face of Cultural Unity
- d) Japan: East Asia's Bastion of Capitalism
- e) Industrializing Southeast Asia

**Evaluation: TEST II (1 hour)**

#### **IV) Regionalizing East and Southeast Asia, and the Influence of Physical Geography**

**1. East/Southeast Asia's Monsoonal Climate & Impact on Cultural Landscapes (3 hours)**

- a) Tropical Climates
- b) Humid Mesothermal Climates
- c) Humid Microthermal Climates
- d) Altitudinal Zonation
- e) Arid and Semi-Arid Climates

**2. East Asian Agriculture: Farms, Floods, Famine and People (3 hours)**

- a) China: Bounty and Diversity...for Now
- b) Japan: Homegrown, Intense and Under Economic Duress
- c) Koreas: Feast and Famine

**3. East Asian Geomorphology and its Impact on Cultural Landscapes (3 hours)**

- a) East Asia's Four Great Topographic Steps
  - 1) The Seas: Japan and the Island Arcs of East Asia
  - 2) The Plains: Coastal China
  - 3) The Mountains, Plateaus and Interior Basins
  - 4) Tibetan Plateau and the Himalayas
- b) Landforms and Land-Links: Geomorphology and the Location of Cities, Trade Routes, Canals and Rail Lines
- c) East Asian Mineral Wealth and Economic Development

**4. Southeast Asia: Geomorphology and its Impact on Cultural Landscapes (3 hours)**

- a) Tropicality
- b) Plate Tectonics/Hazards
- c) Fragmentation

**5. Environmental Impact of Modernization: Dams, Dust and Deadly Pollution (1 hour)**

**Evaluation: TEST III (2 hours) during scheduled final exam time.**

#### **IV. Evaluation Method**

Evaluation and assessment will total to 900 points determined as follows:

Test 1: 300 points

Test 2: 300 points

Test 3: 300 points

#### **V. Example Grading Scale**

A = 90% - 100% (806 to 900 points)

B = 80% - 89% (715 to 805 points)

C = 70% - 79% (626 to 714 points)

D = 60% - 69% (536 to 625 points)

F = below 60% (535 points and below)

#### **VI. Undergraduate Course Attendance Policy**

Will fulfill the requirements of the IUP attendance policy as outlined in the Undergraduate Catalog.

#### **VII. Required Textbook(s), Supplemental Books and Readings**

1. *Dragons and Tigers: A Geography of South, East and Southeast Asia*, 3<sup>rd</sup> Edition, Barbara Weightman, Wiley, 2006.

2. Secondary Reader: *China Road: A Journey into the Future of a Rising Power*, Rob Gifford, (NYC: Random House), 2007.

#### **VIII. Special Resource Requirements**

There are no special resource requirements expected of the students who enroll in this course.

## **IX. Bibliography**

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### **Geography of East and Southeast Asia Course Exercises**

In-class and out-of-class exercises will be conducted in preparation for each of the four quizzes. The exercises will be distributed to the students to complete out of class. Completed exercises will be brought back to class where students will share, discuss, and defend their answer in small groups that will come to a consensus on final answers that they will present before the class. Students will gain extra credit points to be counted as percentage points on the quizzes as an incentive for participation, but their grade will not be in jeopardy for wrong answers so that the students may feel free to explore alternative ways of problem solving. The four exercises are worth 10 points each to be allocated to each quiz for a total of 40 points. Each quiz is worth 100 points with the lowest of four being dropped for a total of 300 points. Each of three tests are worth 300 points for a total of 1200 points for the class.

***Exercise Grading Rubric (10 points x 4 quizzes:***

Book Report Grading Rubric (50 possible points)

	<b>POINTS POSSIBLE</b>	<b>POINTS EARNED</b>
<b>Introduction:</b>	2	
<b>Synopsis:</b>	3	
<b>Critical Analysis:</b>	3	
<b>Conclusion/Reflection:</b>	2	
<b>TOTAL:</b>	10	



**Example Exercise 1 (with answers):**

**East Asia in the World Today**  
**Class Exercise to Economic Statistics**

Use the text books, and any other source to answer the following questions:

1. 5 most populous countries in the world:  
1) China, 2) India, 3) USA, 4) Indonesia, 5) Brazil
2. What % of East Asia's population is in China: 87%
3. What is the annual growth rate as a % of GDP for:  
1) China: 10%, 2) USA 3%, Japan 4%
4. 5 countries with the largest economies as a percent of World GDP:  
1) USA 23%, 2) China 9%, 3) Japan 8.6%, Germany 5%, 5. France 4% (TRIADIC CORE)
5. What is the GDP/Capita rank of the following:  
USA #7, Taiwan #18, Japan #24, South Korea #25, China #90
6. 3 countries with largest manufacturing as % of world total value:  
1) USA 25%, 2) Japan 14%, 3) Germany 13%, 4) China 8%
7. 3 countries with largest agricultural production as % of world total value:  
1) USA 15%, 2) China 14%, 3) India 9% (Japan 6<sup>th</sup> at 3%)
8. 7. 3 countries with largest service production as % of world total value:  
1) USA 33%, 2) Japan 12%, 3) Germany 6%
9. Largest grain producer:  
a) WHEAT: EU-27 21%, China 18%, India 12%, USA 9%  
b) COARSE GRAINS: USA 30%, China 16%, EU-27 13%  
c) RICE: China 31%, India 21%, Indonesia 8% (6<sup>th</sup> USA 2%)
10. Largest grain exporter:  
a) WHEAT: USA, EU-27, Canada  
b) COARSE GRAINS: USA, Argentina, Brazil  
c) RICE: Thailand, Vietnam, Pakistan
11. Largest grain importer:  
a) WHEAT: Egypt, Brazil, Indonesia  
b) COARSE GRAINS: Japan, Mexico, South Korea  
c) RICE: Nigeria, Indonesia, EU-27
12. What % of these labor forces are engaged in agriculture:  
World 37%; USA 2.5%; Taiwan 5%; Japan 4%; South Korea 7%; North Korea 35%,  
China 38%
13. Largest iron ore producer:  
1) China 38%, 2) Australia 18%, 3) Brazil 15%, 4) India 11%, 5) Russia 4% (6<sup>th</sup> USA 2%)
14. Largest iron ore consumer:  
1) China 44%, 2) Russia 9%, 3) Europe 9%, 4) Japan 8%
15. 3 largest steel producers:  
1) China 46%, 2) Japan 7%, 3) USA 6%
16. Largest coal producer:  
1) China 51%, 2) USA 15%, 3) India 7%, 4) Australia 6%
17. Largest thermal coal consumer:

- 1) China 46%, 2) USA 20%, 3) India 10% 4) EU 6%
18. Largest emitter of carbon dioxide gas:  
1) China 25%, 2) USA 18%, 3) India 5.2%, 4) Russia 5.1%, 5) Japan 3.6%
19. Continent China imports most from: Asia 69%, Europe 18%, North America 9%
20. Continent Japan imports most from: Asia 64%, Europe 19%, North America 15%
21. Continent USA transports most from: Asia 51%, Europe 22%, North America 21%
22. Countries with the most port shipping container lifts:  
1) China 106 million (127 million with Hong Kong), 2) USA 34 million, 3) Singapore 26 million, 4) Hong Kong 21 million, 5) Japan 16.2 million, 6) South Korea 16 million

**Example Exercise 2:**

**Understanding the Provincial Map of China**

**Exercise**

Use your understanding of Pinyin to decipher these geographic clues from the map of China.

1. River being referred to in the names Henan and Hebei: \_\_\_\_\_
2. Province name referenced as being south of Dongting Lake: \_\_\_\_\_
3. A platform in the gulf: \_\_\_\_\_
4. The mountains Shanxi and Shaanxi are west of: \_\_\_\_\_
5. Province of the Black Dragon River: \_\_\_\_\_
6. Western expanse: \_\_\_\_\_
7. Eastern expanse: \_\_\_\_\_
8. In the south sea: \_\_\_\_\_
9. Inner Mongolia: \_\_\_\_\_
10. The Min, Jialing, Yalong, and To are the four rivers referred to by this province name:  
\_\_\_\_\_
11. Two provinces, one referred to as “Calm”, and the other as “Beautiful,” combined to create the province of: \_\_\_\_\_
12. Although the pinyin word is more commonly associated with “sea,” the reference in this province’s name is a large aqua-colored lake that lies within the province: \_\_\_\_\_
13. Although suffix is more commonly read as “river,” in this province it is “frontier,” as in “new frontier:” \_\_\_\_\_
14. Either east of the Taihang Shan, or eastern mountains: \_\_\_\_\_
15. When the Chinese finally conquered this fractious state, they called it “tranquil:” \_\_\_\_\_
16. This province is named after a river within it, a river that was once on the Chinese cultural periphery, or “rather distant” from the center of China: \_\_\_\_\_
17. This “winding river” province uses an old name for the Qian Tang Jiang, the mouth of which is at Hangzhou: \_\_\_\_\_
18. The Chinese recognized this western ethnicity as the Zang, which occupy a region more commonly known to the world as: \_\_\_\_\_
19. If Beijing is the “northern capital,” what was the “southern capital:” \_\_\_\_\_
20. This urban province is “on the sea:” \_\_\_\_\_
21. The more populated part of this province was south of a cloud covered plateau: \_\_\_\_\_
22. Fu means “lucky,” making this province a “lucky establishment:” \_\_\_\_\_
23. Commonly called “huns”, the Chinese knew the nomadic herdsmen of the northern steppes as “xiong nu,” and defined that part of xiong nu land that is closest to the Chinese core as:  
\_\_\_\_\_
24. This “river” province was up the Chang Jiang to the west: \_\_\_\_\_
25. “Beautiful island” in Portuguese: \_\_\_\_\_

**Examples Exercise 3:**

**Historic Foundations for the Geography of East and Southeast Asia**

**1) Dynastic China**

Match these East Asian historical events with the Chinese Dynasty in which they occurred.

Xia	2070 – 1600 BC	
Shang	1523 - 1122 BC	
Zhou	1122 - 256 BC	
(Western, Eastern)		
Qin	221 - 206 BC	
Han	206 BC - 220 AD	
(Early/Western, Xin, Late/Eastern)		
Three Kingdoms		220 – 280 (Disunity)
(Wei, Shu, and Wu kingdoms)		
Jin	265 – 420	
(Western, Eastern)		
Southern & Northern		420 – 589 (Disunity)
Sui	581 - 619	
Tang	618 – 907	
5 Dynasties (North) & 10 Kingdoms (South)		907 – 960 (Disunity)
Song	960 - 1279	
(Northern, Southern)		
Yuan	1271 - 1368	
Ming	1368 - 1644	
Qing	1644 – 1911	
_____	Emperor Pu-Yi	
_____	Emperor Qin Shi Huangdi	
_____	Emperor Kublai Khan	
_____	Jurchen conquer northern China, Genghis Kahn conquers Jurchen	
_____	Portuguese arrive in Canton	
_____	Taika Reforms (Japan adopts Chinese political and cultural practices)	
_____	Silk Road first becomes import trade route	
_____	Marco Polo comes to China	
_____	Great Wall begun as defense against the Xiongnu	
_____	Confucius (Kong Fuzi)	
_____	Legendary dynasty based on ancient historic record of kings, and archeology	
_____	First period the teachings of Confucius are rejected	
_____	First (post-Confucius) period the teachings of Confucius are accepted	
_____	Zheng He Voyages	
_____	Manchus rule China	
_____	Mongols rule China	
_____	China loses Taiwan in the Sino-Japanese War	
_____	Ideographic writing developed in China	
_____	Buddhism comes to China	
_____	Grand Canal links Beijing and Hangzhou	
_____	Japanese isolationism begins	

## 2) Japan and the West Exercise in the Historical Geography of East Asia

### I) European Colonialism and Imperial China

1. China superior to Europe
2. European industrialization
3. Europe superior to China

### II) European Colonialism and Imperial Japan

1. Japan a vassal of China
2. Europeans arrive
3. Japan isolationism
4. Japan models Western industrialism/colonialism
5. Japan superior to China

### *Match the Event with the Proper Year(s):*

- \_\_\_\_\_ Japanese bomb Pearl Harbor
- \_\_\_\_\_ Shimbara Tax Revolt
- \_\_\_\_\_ Russo-Japanese War
- \_\_\_\_\_ Tokugawa Shogunate begins with its capital at Edo
- \_\_\_\_\_ Meiji Restoration
- \_\_\_\_\_ Japanese create independent state of Manchukuo
- \_\_\_\_\_ Commodore Matthew Perry Opens Japan
- \_\_\_\_\_ First Sino-Japanese War
- \_\_\_\_\_ Japanese Prime Minister and Cabinet appointed
- \_\_\_\_\_ Japan opens Korea
- \_\_\_\_\_ Japan isolationism begins
- \_\_\_\_\_ Taika Reforms (Japan borrows Chinese practices)
- \_\_\_\_\_ Japan takes over the Ryukyus
- \_\_\_\_\_ Christian Jesuits arrive in Japan
- \_\_\_\_\_ Second Sino-Japanese War begins; Nanking Massacre
- \_\_\_\_\_ Kyoto becomes Imperial capital
- \_\_\_\_\_ Americans conquer Japan

646	1904-1905
794	1931
1549	1937
1603	1941
1637-1638	1945
1638	
1853	
1868	
1874	
1876	
1885	
1894-1895	

#### Example Exercise 4:

#### Geo-Political Duality in East Asia Group Exercise

#### *East Asian Geography of "Communism"*

##### 1. *Russia*

- a) Union of Soviet Socialist Republics (USSR), 1917-1991.
- b) Russian Federation, since 1991.

Czarist Russian Empire becomes communist Soviet Union as a result of the 1917 \_\_\_\_\_ Revolution. USSR was set up as an \_\_\_\_\_ republic with \_\_\_\_\_ (number) provinces (i.e. republics). Soviet Union collapsed in 1991, creating the Russian Federation (Russia) and 14 other independent nations loosely allied under the name \_\_\_\_\_. Russian Federation abandons communism for capitalist market reforms. Soviet Central Asia becomes the independent countries.

##### 2. *China*

- a) Republic of China (ROC) since 1912; ROC exiled to Taiwan since 1949.
- b) Peoples Republic of China (PRC) since 1949, market reforms since 1979.

The last emperor of Imperial China, \_\_\_\_\_, was overthrown in \_\_\_\_\_, and the Republic of China was formed in 1912. Chinese Communist Party formed in the 1920s and was engaged in a civil war with the \_\_\_\_\_ government of the Republic of China by the 1930s. The \_\_\_\_\_ invasion of China during the 1930s caused a hiatus in the civil war that was resumed after World War II. The Communist Revolution was successful in \_\_\_\_\_ (year) when the \_\_\_\_\_ government of the Republic of China was exiled to the province of \_\_\_\_\_, where it was protected by the USA. China began to experiment with market reforms after the 1976 death of \_\_\_\_\_, and began to implement them under Communist Party leader \_\_\_\_\_ in 1979.

- 3. *People's Republic of Mongolia* since 1924, communism abandoned since 1990.

China dominated Mongolia as a protectorate back as far as the \_\_\_\_\_ Dynasty when Mongols ruled China. A modern communist government was established in the newly formed Peoples Republic of Mongolia in 1924 modeled after and with assistance from the \_\_\_\_\_ to break to historical dominance from China. Mongolia abandoned communism in \_\_\_\_\_ (year) and began to initiate market reforms.

##### 4. *Koreas*

- a) Republic of Korea (ROK), South Korea, since 1948.
- b) Democratic Peoples Republic of Korea (DPRK), North Korea, since 1948; DPRK attempts to reunify Korea by invasion in 1950, battled to stalemate in 1953.

\_\_\_\_\_ annexed Korea in \_\_\_\_\_, and \_\_\_\_\_ (Northeast China) in 1931, and ruled both until the end of World War II in 1945. After the Germans were defeated the Soviet Union agreed to assist the allies in defeating Japan

in exchange for the \_\_\_\_\_ (needed to ensure safe passage for the Soviet Pacific fleet sailing between its home port in \_\_\_\_\_ and the open Pacific Ocean). The Soviet Union invaded Manchuria and continued south through the Korean peninsula. After dropping two atomic bombs on Japan, forcing its surrender, The USA landed on the southern end of the Korean peninsula and continued north, while also occupying Japan. Korea, like Germany, was partitioned into a Soviet sector and an American sector of administration. The dividing line was expected to be temporary and arbitrarily drawn at the \_\_\_\_\_ Parallel. The USA calls for general elections in \_\_\_\_\_ (year), which are boycotted in the Soviet sector. The Republic of Korea was created in south as a result of the elections. The communist Democratic Peoples Republic of Korea was created in the north as a result of their own Soviet backed elections one month later. North Korea attempted to unify the peninsula under a communist banner in \_\_\_\_\_ (year), initiating the Korean War, which was fought to a stalemate in \_\_\_\_\_ (year).

### 5. Vietnam

a) Socialist Republic of Vietnam (originally North Vietnam), independence in 1945 not realized until the French withdrawal with the 1954 Geneva Agreement.

b) Republic of Vietnam (South Vietnam), 1954-1975; Formed south of the 17<sup>th</sup> Parallel after the 1954 Geneva Agreement. Reunification of Vietnam after collapse of South Vietnam in 1975.

Vietnamese Nguyen ai Quoc (later known as \_\_\_\_\_, or Ho Chi Minh) founds the Indochinese Communist Party in \_\_\_\_\_ (year) to overthrow the \_\_\_\_\_. The war of independence is interrupted by the Japanese invasion of Indochina and World War II, but resumed afterwards. As a result of the 1954 \_\_\_\_\_, France agrees to withdrawal from Indochina creating three separate republics: Vietnam, Laos, and Cambodia. In Vietnam, the communist \_\_\_\_\_ are only recognized as controlling the north. The country is temporarily partitioned at the \_\_\_\_\_ Parallel until a national election could take place in 1956, which never happens. The Socialist Republic of Vietnam established in the capital of \_\_\_\_\_ in 1954 does not recognize the partition, while the \_\_\_\_\_ is established in the south with its capital at Saigon. The North Vietnamese invade the south with help from the \_\_\_\_\_ (South Vietnamese communists). The Vietnam War ensues with the USA defending South Vietnam against communist incursion. A cease fire is brokered in \_\_\_\_\_ (year), and the USA begins to pull out leaving the war to the South Vietnamese, who are defeated in 1975. All of Vietnam is unified as part of the Socialist Republic of Vietnam. Following the lead of the Soviet Union, Vietnam adopts market reforms in the 1980s. USA embargo of Vietnam is lifted in \_\_\_\_\_ (year) opening the door for foreign capitalist investment.

### 6. Laos Peoples Democratic Republic, established by communist in 1975.

Civil War ensued in Laos after the 1954 French pull-out defined by the Geneva Agreement. The communist \_\_\_\_\_ (Lao Country) Army supported by Ho Chi Minh battled non-communists supporting the pre-existing

monarchy. Laos becomes and extension of the Vietnam War. The Communists took over the government in 1975.

### 7. Cambodia

a) Government of Democratic Kampuchea, established by \_\_\_\_\_ in 1975-1979, governed by \_\_\_\_\_ 1979-1988.

b) Kingdom of Cambodia, since 1993 election of multiparty coalition government.

French withdrew from Cambodia in 1955 as a result of the 1954 Geneva Agreement. A constitutional monarchy established under leader \_\_\_\_\_, which maintains neutrality during Vietnam War. Ho Chi Minh supply lines established in neutral Cambodia, which the USA bombs after backing a \_\_\_\_\_ (year) coup against the Cambodian ruling administration. Khmer Rouge communist insurgents under leader \_\_\_\_\_ fight and overthrow the government in 1975, establishing the Government of Democratic Kampuchea. Their brutal dictatorship of radical communist ideology is ended (after 3 million - \_\_\_\_\_% of the population- are slaughtered) by an invasion from \_\_\_\_\_ in 1979. Their attempts to install a friendly puppet government are thwarted, and they withdrawal in 1988. International community steps in to aid in having a national election in 1993, which creates the Kingdom of Cambodia run by a multiparty coalition government.



## **Summary of the Proposed Revisions**

### **1) Title Change:**

**Geography of East Asia to Geography of East and Southeast Asia**

### **2) Catalog Description Change:**

*Old Catalog Description:* Studies China, Japan, Korea, Outer Mongolia, Taiwan. Geographic background for the development and wise use and restoration of natural resources are dealt with.

*New Catalog Description:* Provides a critical geographic analysis and understanding of East and Southeast Asia including its natural environment, human landscapes, and historical geography, and how these aspects of place interact with each other in space. Examines East and Southeast Asia at multiple scales by providing a comprehensive analysis of spatial patterns within the region, across the region as a whole, and by considering how East and Southeast Asia interface with a globalizing planet. Explains the political and economic evolution of this region from the period of global colonialism, through the rise and fall of Marxist ideology to its current position as the emergent Asian Pacific Rim. Covers a broad range of topics, including: historical geography; physical geography; human-environment interactions; population dynamics; cultural geography; economic and agricultural development; urbanization and migration; and political geography.

### **3) Revision of Course Objectives:**

Course objectives are realigned to the course name change from the Geography of East Asia, which included China, Japan, and the Koreas, to the Geography of East and Southeast Asia to better reflect a more contemporary geographical understanding of the Asian Pacific Rim. In addition, there are three other objectives to enhance global, and multicultural awareness of the Asian Pacific Rim:

1. Explain the spatial linkage between the physical and human geography of East and Southeast Asia, highlighting the roll of environment in the development of Asian population centers, civilizations, and cultural regions.

2. Explain how historical geography –the spatial patterns of the past-- impacts the cultural, economic, and political systems of the contemporary East and Southeast Asia.

3. Critically analyze East and Southeast Asia’s development problems as part of a globalizing economy, and their impact on the environment.

#### 4) Rationale:

The course will expand students' global awareness of East and Southeast Asia using a regional approach to teach how the complexity of place can be understood through the spatial interplay between the natural environment and the human condition. This is done by explaining the impact climate, and physiography has on the distribution of arable land, cropping patterns, and population density, and the cultural hearths of Asian civilizations.

To meet IUP's curriculum initiatives which promote Global and Multicultural Awareness, as well as Global Citizenship, the course has been revised to ensure that students will gain a deeper understanding and appreciation for the interconnectedness of all peoples, societies, institutions, and political states. Using a spatial perspective to highlight the complex linkages between the local and the global, this revised course will provide students with a greatly enhanced ability to assess the global implications of seemingly local or regional issues. For example, by explaining the historical diffusion of cultural patterns in East and Southeast Asia, students will gain a greater understanding of how geography informs us about places today. The cultural patterns examined include the characteristics and geographic evolution of Asian language groups, Eastern religions, and interpretations of places as defined by the map at different time periods. Global political-space economy is also explained, including the rise of Western Civilization, and its impact of Asia through the diffusion of global colonialism, industrialization, socialism/communism, postcolonial struggles for independence, global terrorism, and asymmetrical power balances in a globalized world. Additionally, this course also examines the role of an industrializing East and Southeast Asia in a global economy, and its impact on world resources, and the planet's environment. This course will critically examine the spatial interconnections between economy and ecosystems, and present the policy dilemmas that face East and Southeast Asian political states.

**GEOG 256 Geography of East and Southeast Asia**  
**Liberal Studies Course Approval General Information Responses**

1. Geography of East and Southeast Asia is a one-section course.

2. East and Southeast Asia is a region of ethnic diversity that has evolved to include core regions dominated by a single ethnicity, such as the Han in China, the Japanese in Japan, the Vietnamese in the Tonkin Plain, and Mekong Delta, and the Thai on the Chao Phraya Plain. Each of these core areas are surrounded by peripheral regions populated by ethnic minorities including; the Mongols, Uighers, and Tibetans in northern and western China, the Ainu in northern Japan, and the Hmong in Southeast Asia. These and other minority cultures will be discussed with respect to the physical, cultural, historical, and political geography of Asia, and relative to the dominant majority cultures of the nations in which they exist.

Gender issues and the role of women in the cultures of Asia will also be discussed including: lessons concerning female infanticide, and neglect that has occurred as a result of China's One-Child Policy; the role of women in the lives of pastoral societies in the peripheral mountains, and deserts of China; the societal expectations of women in modern Japan; and the proliferation of the sex trade in Southeast Asia.

3. Geography of East and Southeast Asia will use as its secondary reader: *China Road: A Journey into the Future of a Rising Power*, Rob Gifford, (NYC: Random House), 2007. This journalistic transect through China along Highway 312 from Shanghai to the western border highlights contemporary cultural, societal, economic, political, and gender issues relevant to common Chinese living in the developed cities of the east, in the farms of China's humid climates, and in the peripheral regions of the arid west dominated by ethnic minorities. The book will be used as a springboard to class discussions on these issues.

4. Geography of East and Southeast Asia attracts both majors, and general students, but it assumes no a priori knowledge about the discipline. The opening lectures emphasize the nature of Geography, explain the epistemological perspective of regional geography, and the methodology by which regions of study are determined as the foundation to defining East and Southeast Asia as a region.

GE 256: Geography of East Asia

**Catalog Description:** Geography of East Asia, 3 sh, no prerequisites. This course is an area studies course designed to acquaint students with East Asia--its geography (physical and cultural), cultures, economies, political systems, potential for change, and contemporary problems of development. Because of the nature of the topics to be treated, the course will establish a relationship between the models and theories of geography and those of other disciplines. A diverse set of readings, video, and audio materials will be used to present the course material. If possible, experts will be brought in to discuss specific topics, e.g., women in development, art, music, etc. Classes will be devoted mostly to lecture, with regular opportunities for discussion.

**Course Objectives:** This course has four objectives.

The first is to equip students with the skills needed to analyze critical issues and key questions affecting East Asia's development.

The second objective is to impart information about a region of the world that is little known and less understood.

The third objective is to develop professional presentation skills. This objective is addressed in the written reports/Logs and in oral presentations.

Finally, the course will expand students awareness and empathic understanding of East Asia. It will convey to the student the complexity involved in looking at and making judgments about human problems to which there exists no unique or "right" solution.

**Required text:** Asia's Lands & Peoples, by G.B. Cressey. Published by McGraw Hill, 1968. This is one of the old (classic) books on Asia. It will be supplemented with latest books on individual countries.

**Evaluation:** Each student will be evaluated based on two in-class exams; a news log, oral presentation, and one 2-page written book report. The specifics of each of these is discussed next.

**News log:** Each student is required to compile a collection of newspaper, magazine articles, etc. dealing with a country/region or issue affecting East Asia. The purpose is to assist students in recognizing relationships between what is being studied and current issues and events. The articles collected may include any aspect of the country/region, and need not be limited to the issues discussed in class. It should be organized based on the following guidelines.

1. You will need a loose leaf binder.
2. Locate the place (region or country) on the world map and fill in the information requested on the "Country Data Sheet."

3. Tape or glue the actual article or xerox copy on a sheet of standard (8 1/2" x 11") paper. Place the page number in the upper right hand corner of the sheet. Articles should be ordered chronologically and topically.
4. On the reverse side of the article sheet, write a brief summary or abstract of the article. The abstract should consist of a single paragraph of no more than 100 words.
5. The last page(s) of your log will be an alphabetical index of the topics covered in your log.

Articles may be collected from newspapers (Christian Science Monitor, NY Times, USA Today, etc.) or magazines (Time, Newsweek, U.S. News and World Report, etc.) The periodicals room of the library will be useful in that regard. Do not collect old articles. The first article in your collection should be dated the first day of class. The news log itself is worth 50 points.

The thematic focus of the news log will be the basis of an oral presentation (approx. 20-25 minutes) during the last two or three weeks of class. The oral presentation is worth 25 points. Grades will be based on the following criteria: quality of the written abstracts, number of articles collected -- more is better, neatness and general appearance.

Book reports: Each student is required to read one novel written by an Asian writer. A list of novels is available in my office and final selection must be cleared with me. All novels will be made available at the university bookstore. After reading the novel, a two page book report should be prepared. The book report should be typed based on the format that will be made available to you. The book report is worth 25 points and will be judged on writing quality and presentation of ideas.

Examinations: The exams will focus on assigned readings, lectures, and films. The exams will be a combination of essay, short answer, and objective questions. Exams will be 50 points each.

Grading Policy: Course grade will be assigned on the basis cumulative points of the exams, news log, and written and oral reports. Total points will be curved for assigning course grade.

Films: Utilization of film/audio materials/novels will contribute to a better understanding of the concepts dealt with in the course. A list of the films to be viewed and discussed in class will be provided in the class.

GE 256: Geography of East Asia

Course Outline

- Week I: Text Chapter 1  
Contemporary map of East Asia: countries, boundaries, cores, and capitals  
Political patterns, ethnic groups, and modernization
- Week II: Chapter 2  
East Asian landscapes, surface configuration
- Week III: Chapter 3  
Resources and geostrategy of East Asia
- Week IV: Chapter 4  
China's cultural patterns, population distribution, growth patterns, and minority groups in China.
- Week V: Chapter 5  
China's physical framework
- Week VI: Chapter 5  
China's economic patterns, International trade and relation, communist ideology, and role of women
- 
- Week VII & VIII: Chapter 7, 8 & 9  
Regions of China  
Mid-term test
- Week IX: Chapter 13  
Japan's landscape, location, history, population distribution, and growth patterns
- Week X: Chapter 14  
Japan's physical environment and resources
- Week XI: Chapter 15  
Japan's economic development, role of women, and international trade and relations
- Week XII: Chapter 12  
Korea's landscape, physical background, and political division
- Week XIII: Chapter 12  
Korea's resources and economic development, role of women, and international trade
- Week XIV: CLASS REPORTS
- Week XV: CLASS REPORTS and Review for final
- Week XVI: FINAL

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**GEOG 256 Geography of East and Southeast Asia**  
**Liberal Studies Course Approval General Information Responses**

1. Geography of East and Southeast Asia is a one-section course.

2. East and Southeast Asia is a region of ethnic diversity that has evolved to include core regions dominated by a single ethnicity, such as the Han in China, the Japanese in Japan, the Vietnamese in the Tonkin Plain, and Mekong Delta, and the Thai on the Chao Phraya Plain. Each of these core areas are surrounded by peripheral regions populated by ethnic minorities including; the Mongols, Uighers, and Tibetans in northern and western China, the Ainu in northern Japan, and the Hmong in Southeast Asia. These and other minority cultures will be discussed with respect to the physical, cultural, historical, and political geography of Asia, and relative to the dominant majority cultures of the nations in which they exist.

Gender issues and the role of women in the cultures of Asia will also be discussed including: lessons concerning female infanticide, and neglect that has occurred as a result of China's One-Child Policy; the role of women in the lives of pastoral societies in the peripheral mountains, and deserts of China; the societal expectations of women in modern Japan; and the proliferation of the sex trade in Southeast Asia.

3. Geography of East and Southeast Asia will use as its secondary reader: *China Road: A Journey into the Future of a Rising Power*, Rob Gifford, (NYC: Random House), 2007. This journalistic transect through China along Highway 312 from Shanghai to the western border highlights contemporary cultural, societal, economic, political, and gender issues relevant to common Chinese living in the developed cities of the east, in the farms of China's humid climates, and in the peripheral regions of the arid west dominated by ethnic minorities. The book will be used as a springboard to class discussions on these issues.

4. Geography of East and Southeast Asia attracts both majors, and general students, but it assumes no a priori knowledge about the discipline. The opening lectures emphasize the nature of Geography, explain the epistemological perspective of regional geography, and the methodology by which regions of study are determined as the foundation to defining East and Southeast Asia as a region.