

13-34c

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LSC Action-Date: AP-9/12/13	UWUCC Action-Date: AP-3/11/14	

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Stacey Wicker	Email Address s.l.wicker@iup.edu
Proposing Department/Unit Geography & Regional Planning	Phone 724-357-2250

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 257 Geography of South and Southeast Asia**

Proposed course prefix, number and full title, if changing: **GEOG 257 Geography of South and Southwest 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 S. Sechrist</i>	4/19/13
Department Chairperson(s)	<i>John Simpson</i>	4/19/13
College Curriculum Committee Chair	<i>Steve Chader</i>	4/24/13
College Dean	<i>Dan</i>	4/24/13
Director of Liberal Studies (as needed)	<i>D. H. ...</i>	3/11/14
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail S. Sechrist</i>	3/20/14

Received
MAR 20 2014
Liberal Studies

Received
MAR 5 2014
Liberal Studies

Received
APR 24 2013
Liberal Studies

GEOG 257 Geography of South and Southwest Asia
Syllabus of Record
2/01/2013

I. Catalog Description

GEOG 257 Geography of South and Southwest Asia

3 class hours

0 lab hours

3 credits

Prerequisite: None

(3c-01-3cr)

A geographical exploration and analysis of South and Southwest Asia. Provides a survey overview of the complex physical and human geographies of the region, including: demographic transition, gender inequalities, issues of development in the post-colonial global era, religious diversity, the Israeli-Palestinian conflict, U.S. foreign policy toward the region, the exploitation of resources (particularly oil), terrorism, and the rise of radical Islamist movements.

II. Course Outcomes

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

Objective 1: Analyze the varied physical and human geographies of the South and Southwest Asia regions.

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

Rationale

Expanding student awareness and understanding of South and Southwest Asia. Conveys to students the complexity involved in looking at and making judgments about human and physical problems to which there exists no unique or “right” solution. The thoughtful student must work hard to go beyond the superficial media interpretations of the vast and diverse South and Southwest Asia region and appreciate its many realities without succumbing to a romanticized or westernized view. Students’ basic understanding of these issues will be assessed through four separate map quizzes on the political and physical geographies of South and Southwest Asia, as well as classroom discussions in which student participation is strongly elicited and encouraged. Lastly, students will also be assessed through a series of objective examinations consisting of multiple choice, true/false, matching items, as well as several pop quizzes consisting of short answer essays.

Objective 2: Examine the impacts on human development of water scarcity in Southwest Asia and tropical disease ecology (malaria, schistosomiasis, kala-azar-azar, river blindness, etc.) in South Asia.

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

Rationale

Students are required to identify and explain how water scarcity and tropical diseases compound development challenges affecting South and Southwest Asian countries against a backdrop of global indifference to provide adequate resources. Students' mastery of these issues will be assessed through daily classroom discussions in which student participation is strongly elicited and encouraged. Lastly, students will also be assessed through a series of objective examinations consisting of multiple choice, true/false, matching items, as well as several pop quizzes consisting of short answer essays.

Objective 3: Evaluate South and Southwest Asia's development challenges and prospects in a historical and global context.

Expected Liberal Studies Learning Outcomes 1, 2 and 3

Informed, Empowered and Responsible Learners

Rationale

South and Southwest Asia is endowed with natural resources such as oil and consequently, its development is significantly tied to the global economy. With the co-existence of a strong traditional, subsistence-based economy alongside an expanding modern, global-based economy, the region of South and Southwest Asia faces challenges in socioeconomic disparity, poverty, rural-to-urban population shift, rapid urbanization, food production and lack of adequate infrastructure. Students are expected to analyze and explain the development challenges and future prospects of South and Southwest Asia through an a series of assessments such as the satisfactory completion of a short-answer worksheet exercise on urbanization patterns in India (Geography for the 21st Century Power of Place Series: "New Delhi: Bursting at the Seams"), as well as daily classroom discussions in which student participation is strongly elicited and encouraged. Lastly, students will also be assessed through a series of objective examinations consisting of multiple choice, true/false, matching items, as well as several pop quizzes consisting of short answer essays.

Objective 4: Explain contemporary trends in South and Southwest Asia including the legacy of colonialism, development aid, geopolitics of oil, movements toward democracy, conflict, radical Islamist movements, terrorism, gender inequalities, and urbanization.

Expected Liberal Studies Learning Outcomes 1, 2 and 3

Informed, Empowered and Responsible Learners

Rationale

The cultural and political landscape of South and Southwest Asia is interwoven with unique threads of colonialism, female oppression, oil politics, radical religion, terrorism, urbanism and movements toward democracy. Students are expected to demonstrate a critical understanding of these issues through a series of assessments such as the satisfactory completion of a short-answer worksheet exercise on conflict and sacred spaces in Southwest Asia (Geography for the 21st Century Power of Place Series: "Jerusalem: Capital of Two States?"), as well as daily classroom discussions in which student participation is strongly elicited and encouraged. Students will also be assessed through a series of objective examinations consisting of multiple choice, true/false, matching items, as well as several pop quizzes consisting of short answer essays. Lastly, students

will specifically demonstrate their understanding of women's issues and gender inequalities throughout South and Southwest Asia through the reading and written analysis (8 to 10 page written analysis) of the supplemental text, Half the Sky Turning Oppression into Opportunity for Women Worldwide.

III. Course Outline

Introduction (3 hours)

- General orientation and discussion of course objectives
- Myths and romanticizations of South and Southwest Asia
- Historical geographies of South and Southwest Asia: an overview
- Quiz 1: Political features of South Asia
- Quiz 2: Political features of Southwest Asia

The Physical Environment and Ecological Change (6 hours)

- The making of a continent: plate tectonics and geomorphology
- Principal physical landform features
- Climate
- Vegetation
- Soil characteristics
- Water resources
- Fossil fuel and mineral resources
- Quiz 3: Physical features of South Asia
- Quiz 4: Physical features of Southwest Asia

Evaluation: Exam 1 (1 hour)

Historical Geography and Post-Colonial South and Southwest Asia (8 hours)

- Pre-colonial era
- Colonial era
- Said: Orientalism
- The decolonization process
- Political geography, Tribalism, Governance, and Conflict

The Social, Cultural and Political Geographies of South and Southwest Asia (6 hours)

- Defining culture
- Forms of social organization
- Gender inequalities
- Religious diversity and belief systems
- Sacred places
- Nationalism
- Palestinian-Israeli Conflict

Evaluation: Exam 2 (1 hour)

Population Geography and Urbanization (7 hours)

- Demographic Transition
- Distribution and Densities
- Migration
- Urbanization
- Squatter settlements
- Urban policy responses

Agriculture and Food Production (4 hours)

- Indigenous agricultural systems
- Commercial agriculture: impact of cash crops including opium
- Deforestation, desertification, water resources
- Food aid and debt
- Green revolution

Development and Natural Resources (3 hours)

- Energy and mineral exploitation
- Geopolitics of oil
- Manufacturing and industrialization

Crisis, Trends and Prospects (3 hours)

- Economies of South and Southwest Asia
- Debt indebtedness and forgiveness
- Political reform/revolution/democratization
- Terrorism

Evaluation: Exam 3 – Final (2 hours)

IV. Evaluation Methods

Evaluation and assessment will be determined as follows:

Quiz 1: South Asia political	25 points
Quiz 2: Southwest Asia political	25 points
Quiz 3: South Asia physical	25 points
Quiz 4: Southwest Asia physical	25 points
Exam 1	70 points
Exam 2	70 points
Exam 3 (Final)	70 points
New Delhi Video Worksheet	25 points
Jerusalem Video Worksheet	25 points
Pop Essay Quiz 1	15 points
Pop Essay Quiz 2	15 points
Book report	50 points
Total	440 points

V. Example Grading Scale

- A = 90% - 100% (394 to 440 points)
- B = 80% - 89% (350 to 393 points)
- C = 70% - 79% (306 to 349 points)
- D = 60% - 69% (262 to 305 points)
- F = below 60% (261 points and below)

VI. Undergraduate Course Attendance Policy

Indiana University of Pennsylvania expects all students to attend class. The individual instructor will develop an attendance policy that is consistent with the IUP attendance policy.

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

Required Textbooks

Weightman, Barbara A. 2011. Dragons and Tigers: A Geography of South, East, and Southeast Asia, Third Edition. 3rd Edition Wiley.

Held, Colbert and John Thomas Cummings. 2010. Middle East Patterns: Places, People and Politics, 5th Edition. Westview Press.

Supplemental Reading

Kristof, Nicholas D. and Sheryl WuDunn. 2010. Half the Sky: Turning Oppression into Opportunity for Women Worldwide. Vintage Publications.

VIII. Special Resource Requirements

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

IX. Bibliography

- Ahmed, Leila. 1993. Women and Gender in Islam: Historical Roots of a Modern Debate. Yale University Press.
- Ali-Engineer, Asghar. 1987. "Hindu-Muslim Relations in Contemporary India," *Mainstream*, May.
- Anderson, Benedict. 2006. Imagined Communities: Reflections on the Origin and Spread of Nationalism. New Edition. Verso.
- Ayoob, Mohammed. 1990. India and Southeast Asia: Perceptions and Policies. Routledge: New York.
- Bhabha, Homi K. 2004. The Location of Culture. 2nd edition. Routledge Classics Series.
- Bose, Sugata and Ayesha Jalal. 2011. Modern South Asia: History, Culture, Political Economy. Routledge.
- Chaliand, Gerard and Arnaud Blin, eds. 2007. The History of Terrorism: From Antiquity to al Qæda. University of California Press.
- Chapman, Graham. 1990. "Religious vs. Regional determinism: India, Pakistan and Bangladesh as inheritors of Empire," in Shared Space, Divided Space: Essays on Conflict and Territorial Organization, Chisholm, Michael and David Marshall Smith, eds. The University of Michigan: Unwin Hyman.
- Cleveland, William and Martin Bunton. 2008. A History of the Modern Middle East. 4th edition. Westview Press.
- Cooley, John K. 2000. Unholy War: Afghanistan, America and International Terrorism. London: Pluto Press.
- Dasgupta, Dipak. 2010. World Bank South Asia Economic Update 2010: Moving Up, Looking East. World Bank.
- De Schweinitz, Jr., Karl. 1983. The Rise and Fall of British India: Imperialism as Inequality. Methuen: London.
- Eck, Diana L. 2012. India: A Sacred Geography. Harmony.
- Esposito, John L. 2010. The Future of Islam. New York: Oxford University Press.
- Flood, Gavon D. 1996. An Introduction to Hinduism. Cambridge University Press.

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- Gelvin, James L. 2007. The Israel-Palestine Conflict: One Hundred Years of War. 2nd Edition. New York: Cambridge University Press.
- Gelvin, James L. 2011. The Modern Middle East: A History. Oxford University Press, USA
- Gerner, Deborah and Jillian Schwedler, eds. 2004. Understanding the Contemporary Middle East. 2nd Edition. Lynne Rienner Press.
- Gettleman, M. and S. Schaar, eds. 2003. The Middle East and Islamic World Reader. New York: Grove Press.
- Gilbert, Martin, 2005. The Routledge Atlas of the Arab-Israeli Conflict, 8th Edition
- Global Studies: India and South Asia. 2011. 10th Edition. McGraw Hill.
- Global Studies: The Middle East. 2011. 13th Edition. McGraw Hill.
- Haqqani, Husain. 2005. Pakistan: Between Mosque And Military. Carnegie Endowment for International Peace
- Herman, Al. L. 1991. A Brief Introduction to Hinduism: religion, philosophy and ways of liberation. Westview: Boulder.
- Hewitt, Vernon Martson. 1992. The International Politics of South Asia. Manchester University Press: Manchester.
- "India and Pakistan: Collision or Compromise?" Great Decisions, 1993.
- Kapur, Akash. 2012. India Becoming: A Portrait of Life in Modern India. Riverhead Books.
- Khan, Yasmin. 2008. The Great Partition: The Making of India and Pakistan. Yale University Press.
- Khuhro, M. 1984. Women in Islam. Women's Division: Government of Pakistan: Islamabad.
- Kliot, Nurit. 1994. Water Resources and Conflict in the Middle East. New York: Routledge.
- Lewis, Bernard. 2003. The Crisis of Islam: Holy War and Unholy Terror. The Modern Library.
- Lynch, Marc. 2012. The Arab Uprising: The Unfinished Revolutions of the New Middle East. PublicAffairs.

- Mehta, Ved. 1994. "The Mosque and the Temple: The Rise of Fundamentalism," *Foreign Affairs*.
- Mendelbaum, D. G. 1988. Women's Seclusion and Men's Honor: Sex Roles in North India, Bangladesh and Pakistan. University of Arizona Press: Tucson.
- Nanda, B. R., ed. 1976. Indian Women: From Purdah to Modernity. Viking: Delhi.
- Parpola, Asko. 1986. South Asian Religion and Society. Curzon: London.
- Said, Edward W. 1997. Covering Islam: How the Media and the Experts Determine How We See the Rest of the World. Vintage Books.
- Said, Edward W. 1994. Culture and Imperialism. Vintage Books.
- Said, Edward W. 1979. Orientalism. Vintage Books.
- Schmidt, Karl. 1995. An Atlas and Survey of South Asian History. Armonk: New York.
- Wolpert, Stanley. 2011. India and Pakistan: Continued Conflict or Cooperation? University of California Press.

Book Report: An In-depth Understanding of Women’s Issues and Gender Inequalities in South and Southwest Asia. For example the supplemental text: Kristof, Nicholas D. and Sheryl WuDunn. 2010. Half the Sky: Turning Oppression into Opportunity for Women Worldwide. Vintage Publications.

A minimum of 8-10 pages typewritten pages (double spaced) is required.

This book report is written in sections. Each section is to be numbered and labeled as follows:

- a. **Introduction** (1 page)
 - i. Who are the authors; what is his/her professional background; what else has he/she written about?
- b. **Synopsis** (2-3 pages)
 - i. This is an overview or summary of the key points and agenda of the book. The instructor knows the story and this section is to give her confirmation that you know it too.
- c. **Critical Analysis** (3-5 pages)
 - i. This is a critical analysis/assessment of the book. You want to discuss the merits and shortcomings of the book. Aspects of critical analysis should address the following questions:
 - 1. What do we learn about the nature of **gender inequalities in South and Southwest Asia**?
 - 2. Do you agree or disagree with the author’s main points and conclusions?
 - 3. Does the evidence support the conclusions?
 - 4. Does the author exaggerate or romanticize the subject?
 - 5. Does the narrative contain examples of serious bias? **NB** (Please note) a point of view or opinion is not being biased.
 - 6. What is your judgment on the book?
 - 7. Would you recommend the book to someone?
- d. **Conclusion/Reflection** (1-2 pages)
 - i. Do you agree with the authors’ message of guarded optimism regarding progress toward ending gender inequalities and empowering women in South and Southwest Asia? Use a pro/con argument to justify your response

Book Report Grading Rubric (50 possible points)

	POINTS POSSIBLE	POINTS EARNED
Introduction:	5	
Synopsis:	5	
Critical Analysis:	30	
Conclusion/Reflection:	10	
TOTAL:	50	

Summary of the Proposed Revisions

1) Title Change

From: Geography of South and Southeast Asia

To (proposed new title): Geography of South and Southwest Asia

2) Catalog Description Change

From (existing catalog description): India, Pakistan, Bangladesh, Sri Lanka, Burma, Thailand, Laos, Cambodia, Vietnam, Malaysia and Indonesia are studies with special attention to regional similarities and differences, particularly as they pertain to human adjustment.

To: (proposed new catalog description): A geographical exploration and analysis of South and Southwest Asia. Provides a survey overview of the complex physical and human geographies of the region, including: demographic transition, gender inequalities, issues of development in the post-colonial global era, religious diversity, the Israeli-Palestinian conflict, U.S. foreign policy toward the region, the exploitation of resources (particularly oil), the rise of radical Islamist movements and terrorism.

3) Revision of Course Objectives

Course objectives are realigned to the course name change from South & Southeast Asia to South & Southwest Asia. The changes also reflect a more contemporary geographical understanding of the region.

4) Rationale

With the U.S. dependency on foreign oil, recent Arab revolutions, the unresolved Israeli-Palestinian conflict, as well as an ongoing radical Islamist threat, a regional geography course covering Southwest Asia is critical to any globally-oriented curriculum; yet, to date, such a course has been glaringly absent in the IUP program of study. Given the proposed inclusion of Southeast Asia into the current East Asia course (GEOG 256), it is a logical step to change the regional scope of GEOG 257 from South and Southeast Asia to South and Southwest Asia. Also, the global implications of the unrest in Afghanistan, a state transitional to the South Asian and Southwest Asian regions, make this regional combination more academically cogent.

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 such as: the relationship between Taliban rule in the Afghan-Pakistan border and global opium production, the correlation between poverty in South and Southwest Asia and the rise of a global terrorist threat, and the far-reaching geopolitical implications of oil as the primary fuel of global production systems, a circumstance which enmeshes much of Southwest Asia deep into global affairs.

GE 257: Geography of South & Southeast Asia

Catalog Description: Geography of South & Southeast Asia, 3 sh, no prerequisites. This course is an area studies course designed to acquaint students with South & Southeast 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 South & Southeast 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 South & Southeast 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, East by South: A Cultural Geography, by Spencer & Thomas. Published by Wiley, 1971. This is one of the old (classic) books on Asia. It will be supplemented with the latest books on individual countries.

Evaluation: Students 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 South and Southeast 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 257: Geography of South & Southeast Asia
Course Outline

- Week I: Text, Intro & Chapter 1
Contemporary map of South & Southeast Asia: countries, boundaries, cores, capitals
Peoples, languages, population, and minorities
- Week II: Chapter 2
Patterns of historical contact & modernization: spread & dispersion of social groups, role of women and caste system
- Week III: Chapter 3
Religions, law, social orders, and place of women in society
- Week IV: Chapter 4
Distribution of population, settlements, urbanization, and changing age and sex distribution
- Week V: Chapter 5
Geography of health and disease, family planning, and education of women
- Week IV & VII: Chapters 6 & 7
Physiographic framework
Physical features, drainage, climates, and natural vegetation
- Week VIII: Chapter 8
Mineral resources
- Week IX: Chapter 10
Soils and agricultural systems, rural women and their participation in agricultural productive process

Mid-term test
- Week X: Modern economic development process will be discussed using selected countries in this region: Transportation systems, manufacturing; International trade and relations, role of women and other minorities in development planning
- Week XI: India, Chapters 12 & 13
- Week XII: Chapter 14, 15 & 17
Pakistan, Bangla Desh
- Week XIII: Chapter 20, 21, 23
Vietnam, Malaysia, and the Philippines
- Week XIV: CLASS REPORTS
- Week XV: CLASS REPORTS and Review for final
- Week XVI: Final

Bibliography:

- Ginsburg, Norton (ed). The Patterns of Asia, Prentice Hall, 1958.
- De Bary, W.T. (ed.) Sources of Indian Tradition, Vol. I, Columbia University Press, 1958.
- De Bary, W.T. (ed.) Sources of Indian Tradition, Vol II, Columbia University Press, 1958.
- Sukhwai, B.L. India: Economic Resource Base and Contemporary Political Patterns, Envoy Press, 1987.
- Singh, F.L. (ed.) India: Regional Studies, IGU, Indian National Committee for Geography, 1968.
- Cressey, G.B. Asia's Lands & Peoples, McGraw 1963.
- Fryer, D.W. Emerging Southeast Asia, McGraw Hill, 1970.
- U.S. Government Printing Office, Area Handbook for Individual Country (one each on various countries of South and Southeast Asia) 1982.

GEOG 257 Liberal Studies Course Approval General Information Responses

1. This course is not a multiple instructor course. Assigned instructor will have demonstrated regional specialization and interest.
2. Information about the plight of women and ethnic groups is extensively covered throughout the course. The regions of South and Southwest Asia is characterized by traditional societies where issues of patriarchy for example, grossly undermine or infringe on women's basic rights. Specifically, patriarchy denotes legal dependence of women and children, and precludes women from inheritance, which not only limits their ability to access productive resources, but also compounds their vulnerability to sexual abuse. The course material and assignments exposes students to these issues and how women are being empowered to overcome their plight. Examples, such those highlighted in the supplemental text, Half the Sky, are used to illustrate progress being made by South and Southwest Asian women. Health problems women face and with the violation of their basic rights are discussed contextually. Also, equally important are discussions involving the role of ethnicity and religion in state formation. A primary failure in post-colonial South and Southwest Asia has been the inability to articulate a social contract or political dispensation that is inclusive and/or does not marginalize ethnic minorities.
3. Students are required to read and produce a paper/book report on the supplemental text, Half the Sky: Turning Oppression into Opportunity for Women Worldwide, by Nicholas Kristof and Sheryl DuWann, (see book report/paper requirement). This text, published in 2010, extensively discusses issues of oppression of women and gender inequality throughout the developing world, with numerous chapters dealing with regions within South and Southwest Asia.
- 4 . Though a regional course, the approach assumes students have not been exposed to introductory courses such world regional geography, global cities, world politics or contemporary anthropology whose content may address issues of culture, development environment, population dynamics, political systems, etc. It is also geared to heighten the awareness of students with an interest in exploiting Study Abroad opportunities.