

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number <u>LS-26</u>
Action <u>Approved</u>
Date <u>2-18-90</u>

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE Geography of South and Southeast Asia  
 DEPARTMENT Geography and Regional Planning  
 CONTACT PERSON Robert B. Begg

II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only
- Course Approval and Liberal Studies Approval
- Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

[Signature]  
Department Curriculum Committee

[Signature]  
Department Chairperson

[Signature]  
College Curriculum Committee

[Signature]  
College Dean\*

[Signature]  
Director of Liberal Studies  
(where applicable)

[Signature]  
Provost  
(where applicable)

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC \_\_\_\_\_ Semester/Year to be implemented FALL 89 Date to be published in Catalog SPRING 89  
 to UWUCC \_\_\_\_\_

# LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone. 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

## PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

### LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

### KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- Regular
- Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs?  yes  no

If so, which General Education course(s)? GE 102

**PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.**

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

Primary      Secondary

**A. Intellectual Skills and Modes of Thinking:**

- 1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
- 2. Literacy—writing, reading, speaking, listening
- 3. Understanding numerical data
- 4. Historical consciousness
- 5. Scientific inquiry
- 6. Values (ethical mode of thinking or application of ethical perception)
- 7. Aesthetic mode of thinking

<u>  X  </u>	<u>      </u>
<u>  X  </u>	<u>      </u>
<u>      </u>	<u>      </u>
<u>      </u>	<u>  X  </u>
<u>  X  </u>	<u>      </u>
<u>      </u>	<u>  X  </u>
<u>      </u>	<u>      </u>

**B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person**

<u>  X  </u>	<u>      </u>
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**C. Understanding the Physical Nature of Human Beings**

<u>      </u>	<u>      </u>
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**D. Certain Collateral Skills:**

- 1. Use of the library
- 2. Use of computing technology

<u>  X  </u>	<u>      </u>
<u>      </u>	<u>  X  </u>

Geography of South and Southeast Asia  
Liberal Studies Form -- 2

- A. This entire course will endeavor to assist students to acquire these skills by:
  - 1. Using question-answer sessions and writing assignments to develop logical thinking and critical analysis.
  - 2. Using required chapter reading, outside readings, and viewing educational films.
  - 5. Research assignments that require adoption of steps in scientific inquiry in their completion and presentation.
  - 6. See answer to III.E.1.
- B. Encouraging them to acquire and update information and insights in various aspects of these major Asian nations and their cultures, so as to understand them in their respective framework and not to pass value judgments.
- D.
  - 1. Assignments that need acquisition of knowledge regarding the resource. In the beginning, a lecture by Mr. Chamberlin will be arranged, followed by a visit to understand these aspects of the library.
  - 2. A canned computer program on Correlation Analysis will be part of an assignment to understand spatial relationships between two selected characteristics pertaining to these countries.

FOR USE WITH LIBERAL STUDIES ELECTIVES

Liberal Studies Approval Form

III.

A. N/A.

B. Syllabus is explicit with respect to content regarding women and minorities. In addition, the instructor will attempt to incorporate these concepts in all lectures.

C. Syllabus contains a list of substantial readings in non-fiction. Students will select one fictional book from a separate list for discussion and report.

D. N/A.

E. 1. Many of the topics in this course deal with spatial inequality. At times, inequalities are environment, e.g., floods and drought, but at times they are social, e.g., caste system and minorities. When faced with social spatial inequalities, our students are asked to reflect on the ethical choices involved both social and in their own lives.

2. Some of the topics confronted in this course are problems confronting society, e.g., degradation of the environment, overpopulation. Such topics are framed as social questions with choices among alternative solutions left to the student.

5/6 Most of the knowledge gained in any geography course provide an essential for understanding social, political, and environmental issues on a global scale. These issues will confront the student daily throughout life. Hopefully, the basis of knowledge and enthusiasm of our faculty will lead them to confine to inquire into these topics for a lifetime.

## CHECK LIST -- NON-WESTERN CULTURES

6.

### Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

### Non-Western Culture Criteria which the course must meet:

- Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand, and Australia.
- Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- Address, where appropriate, the experience of women and/or the roles of men and women.

### Additional Non-Western Culture Criteria which the course should meet:

- Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about the culture.

(OVER)

These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

- Although a course may deal with a single culture, . . .
- . . . comparative courses addressing relationships among cultures are encouraged.
- A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms, and issues.
- X A variety of perspectives or methodologies—anthrological, geographical, histoical, sociological, and so forth—may be employed, so long as the course emphasizes the cultural phenomena, issues, and values in contemporary society.
- Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms, and issues.
- An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand, and Australian cultures are encouraged.

8.

# CHECK LIST — LIBERAL STUDIES ELECTIVES

## Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

## Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

**Explanation:** Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.



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.

11.

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:**

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Sukhwai, B.L. India: Economic Resource Base and Contemporary Political Patterns, Envoy Press, 1987.

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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.