

WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department GEOGRAPHY

Date MARCH 18, 2013

223
Course No.

GEOGRAPHY OF THE ORIENT
Course Name

3
Credits

Prerequisites _____

GEP Goal Area(s):*

CORE GOAL AREAS

- Goal 1: Communication
- Goal 3: Natural Science
- Goal 4: Mathematics/Logical Reasoning
- Goal 5: History and the Social and Behavioral Sciences
- Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS

- Goal 7: Human Diversity
- Goal 8: Global Perspective
- Goal 9: Ethical and Civic Responsibility
- Goal 10: People and the Environment

* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories (list number of credits desired in appropriate category):

Intensive:

- 1. Writing
- 2. Oral Communication
- 3a. Mathematics/Statistics
- 3b. Critical Analysis

Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a **General Education Program Approval Form**.

Department Contact Person for this Proposal:

JERRY GERLACH
Name (please print)

X5423
Phone

JGERLACH@WINONA.EDU
e-mail address

[Revised 9-6-11]

**WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM**

Routing form for General Education Program Course approval.

Course GEOG 223

Department Approval		
<u>Matt Norman</u>	<u>MARCH 18, 2013</u>	<u>MNORMAN@WINONA.EDU</u>
Department Chair	Date	e-mail address
Dean's Recommendation <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*		
<u>[Signature]</u>	<u>4-4-13</u>	
Dean of College	Date	
*If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee.		
GEPS Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ Chair, General Education Program Subcommittee		_____ Date
A2C2 Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ Chair of A2C2		_____ Date
Faculty Senate Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ President of Faculty Senate		_____ Date
Academic Vice President Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ Academic Vice President		_____ Date
Decision of President <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ President		_____ Date
Please forward to Registrar.		
Registrar	_____ Date entered	Please notify department chair via e-mail that curricular change has been recorded.

GEOG 223: Geography of the Orient

Course Outline

- I. Geography of the Orient
 - a. Definitions
 - i. Physical elements
 - ii. Cultural elements
- II. Physical Environment
 - a. Land forms
 - i. Mountains
 - ii. Plateaus
 - iii. Plains
 - iv. Islands
 - v. Rivers
 - vi. Hazards
 - b. Climate
 - i. Tropical wet
 - ii. Tropical wet and dry
 - iii. Mid latitude wet and dry
 - iv. Mountains zones
 - v. Hazards
- III. Historical Geographies
 - a. Indian influence
 - b. Chinese influence
 - c. Arab influence
 - d. Europe influence
 - e. Japanese
 - f. Independence
- IV. Religions
 - a. Hinduism
 - b. Buddhism
 - c. Islam
 - d. Christianity
 - e. Shinto
- V. Population
 - a. Location
 - b. Distribution
 - c. Density
 - d. National identities
 - i. Chinese
 - ii. Koreans
 - iii. Japanese
 - iv. Southeast Asians
 - e. Migrations
- VI. Economic structures
 - a. Primary structures
 - i. Agriculture
 - ii. Mining
 - iii. Fishing and forestry
 - b. Industry
 - i. Manufactory Manufacturing
 - c. Services

- i. Government
 - ii. Education
 - iii. Tourism
- VII. China, Mongolia, and Taiwan
 - a. Physical landscape
 - i. Land forms
 - ii. Hazards
 - iii. Climate, Flora, and Fauna
 - b. Regions
 - i. North
 - ii. South
 - iii. Tibet
 - iv. West
 - v. Prospects and problems
- VIII. Japan and Korea
 - a. Physical Landscape
 - i. Climate, Flora, Fauna
 - ii. Land forms
 - iii. Hazards
 - b. Regions
 - i. Islands
 - ii. North Korea
 - iii. South Korea
 - c. Economies
 - i. Agriculture
 - ii. Mining
 - iii. Fishing and forestry
 - d. Services
 - i. Government
 - ii. Education
 - iii. Tourism
 - e. Manufacturing
 - i. Domestic
 - ii. Exports
 - iii. Military
 - f. Nuclear problems
 - g. Prospects
- IX. Southeast Asia
 - a. Land forms
 - b. Climate, Flora, Fauna
 - c. Hazards
 - d. Mainland countries
 - i. Vietnam
 - ii. Laos
 - iii. Cambodia
 - iv. Thailand
 - v. Burma (Myanmar)
 - vi. Malaysia
 - e. Insular Countries
 - i. Philippines
 - ii. Singapore
 - iii. Indonesia

- iv. Other Borneo
- f. Economy
 - i. Agriculture, Farms, plantations
 - ii. Mining
 - iii. Fishing and Forestry
- g. Services
 - i. Government
 - ii. Education
 - iii. Tourism
- h. Manufacturing
 - i. Domestic
 - ii. Export
- i. Prospects

GEOG 223: Geography of the Orient

Student Competencies- Goal 8: Global Perspective	Learning Actives	Assessment Plan
<p>Students will be able to describe and analyze political, economic, and cultural elements which influenced relations of states in their historical and contemporary dimensions.</p>	<p>Students will learn of the history of oriental nations in their physical and cultural development with an emphasis on what the key components are and how they are related and how they developed competitively and where the outside influence came from. This will be accomplished through lectures, readings, and discussions. Locations will be stressed through mapping.</p>	<p>Students will be assessed by a combination of objective, essay and map exams.</p>
<p>Students will be able to demonstrate a knowledge of cultural, linguistic, social and religious differences of the parts of the orient.</p>	<p>Students will learn of the origins of the languages, religions, and cultural differences of the groups that came to area and their influences they had on developing the modern areas. In order these will include those South Asia, China, the Arab world, and of Europe. This will be accomplished through lecture, reading, class discussions and will be mapping.</p>	<p>Students will be assessed through a combination of objective, essay and map exams.</p>
<p>Students will analyze specific international problems like terrorism, trade, tourism, and other that illustrate the cultural, economic, and political differences that affect their solutions.</p>	<p>Students will learn of the religious, and trade differences and how they have affected the countries approaches to finding solutions to their problems dealing with differences from around the world. This will be accomplished through lecture, reading, class discussion and mapping. Examples will include dealing with tourism, drugs, and terrorism.</p>	<p>Students will be assessed through a combination of objective, essay and map exams.</p>
<p>Students will understand the role of a world citizen and the role world citizens share for their common global future.</p>	<p>Students will learn of the commonality of problems faced by peoples of the region and how they are linked to other world citizens by their bonds. Examples using protection of their environments, both physical and cultural will be analyzed. This will be done through the use of lectures, class discussion, readings and mapping.</p>	<p>Students will be assessed through a combination of objective, essay and map exams.</p>