WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department: GEOGRAPHY
Course No.: 223
Course Name: GEOGRAPHY OF THE ORIENT
Prerequisites:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credits: 3

Date: MARCH 18, 2013

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:

<table>
<thead>
<tr>
<th>Name (please print)</th>
<th>Phone</th>
<th>e-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>JERRY GERLACH</td>
<td>X5423</td>
<td><a href="mailto:JGERLACH@WINONA.EDU">JGERLACH@WINONA.EDU</a></td>
</tr>
</tbody>
</table>

[Revised 9-6-11]
WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

<table>
<thead>
<tr>
<th>Department Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
</tr>
<tr>
<td>MARCH 18, 2013</td>
</tr>
<tr>
<td><a href="mailto:MNORMAN@WINONA.EDU">MNORMAN@WINONA.EDU</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean's Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No*</td>
</tr>
</tbody>
</table>

| Dean of College       |
| Date                  |

*If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee.

<table>
<thead>
<tr>
<th>GEPS Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
</tr>
<tr>
<td>Disapproved</td>
</tr>
</tbody>
</table>

| Chair, General Education Program Subcommittee |
| Date                                           |

<table>
<thead>
<tr>
<th>A2C2 Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
</tr>
<tr>
<td>Disapproved</td>
</tr>
</tbody>
</table>

| Chair of A2C2       |
| Date                |

<table>
<thead>
<tr>
<th>Faculty Senate Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
</tr>
<tr>
<td>Disapproved</td>
</tr>
</tbody>
</table>

| President of Faculty Senate |
| Date                         |

<table>
<thead>
<tr>
<th>Academic Vice President Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
</tr>
<tr>
<td>Disapproved</td>
</tr>
</tbody>
</table>

| Academic Vice President    |
| Date                       |

<table>
<thead>
<tr>
<th>Decision of President</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
</tr>
<tr>
<td>Disapproved</td>
</tr>
</tbody>
</table>

| President                  |
| Date                       |

Please forward to Registrar.

| Registrar                   |
| Date entered                |

Please notify department chair via e-mail that curricular change has been recorded.

[Revised 10-22-12]
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
<table>
<thead>
<tr>
<th>Student Competencies- Goal 8: Global Perspective</th>
<th>Learning Activities</th>
<th>Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to describe and analyze political, economic, and cultural elements which influenced relations of states in their historical and contemporary dimensions.</td>
<td>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.</td>
<td>Students will be assessed by a combination of objective, essay and map exams.</td>
</tr>
<tr>
<td>Students will be able to demonstrate a knowledge of cultural, linguistic, social and religious differences of the parts of the orient.</td>
<td>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.</td>
<td>Students will be assessed through a combination of objective, essay and map exams.</td>
</tr>
<tr>
<td>Students will analyze specific international problems like terrorism, trade, tourism, and other that illustrate the cultural, economic, and political differences that affect their solutions.</td>
<td>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.</td>
<td>Students will be assessed through a combination of objective, essay and map exams.</td>
</tr>
<tr>
<td>Students will understand the role of a world citizen and the role world citizens share for their common global future.</td>
<td>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.</td>
<td>Students will be assessed through a combination of objective, essay and map exams.</td>
</tr>
</tbody>
</table>