# GEOG 313 - Syllabus

**Geography of Asia**

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## REQUIRED LEARNING RESOURCES


## OSU CATALOG DESCRIPTION

Geographic analysis of Asia’s lands and peoples. Emphasis on regional physical environments, resources and development potentials, population trends, and international importance to the United States. May not be offered each year. (NC) (Bacc Core Course)

## BACCALUREATE CORE COURSE

This course is an OSU Baccalaureate Core course in the Perspectives - Cultural Diversity category. This course has no formal prerequisites. As a Baccalaureate Core course in cultural diversity, students in this class will be expected to:

1. Identify and analyze characteristics of a cultural tradition outside of European /American culture. *The Asian regions of the world covered in this class and the peoples inhabiting these regions are distinct from and outside of European/American culture.*

2. Demonstrate an understanding of how perspectives can change depending on cultural or historical contexts. *Contemporary issues faced in the developing world economies are a result of cultural and historical factors, understanding these contributes to a broader understanding of the global impact of these changes.*

3. Describe aspects of Non-Western culture that influence or contribute to global cultural, scientific, or social processes.

## COURSE DESCRIPTION AND OBJECTIVES

Through a regional and thematic approach this course is designed to introduce and familiarize you with the developed and developing worlds of South, East and Southeast Asia. Central and Southwest Asia will not be considered in this course. Greater emphasis will be placed on the rapidly expanding countries of India and China. The course will explore the geographies of Asia through an exploration of historical and contemporary issues related to the cultural, political, social, and economic lives of people in this part of the world. Over a ten week period we will work through topics such as population, agriculture, social inequalities and development, urbanization and quality of life in South, East, and Southeast Asia. It is expected that by the end of this course you should possess insightful knowledge and be able to discuss and pose challenging questions of the current events in this region of the world.

## COURSE OUTCOMES

<table>
<thead>
<tr>
<th>Course Outcome</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and describe major cultural traditions of South, East, and Southeast Asia. i.e. language, religion, ethnicities, caste, gender etc.</td>
<td>✓ Discussion Boards ✓ Weekly Quizzes ✓ Wiki ✓ Story Map ✓ Infographic</td>
</tr>
<tr>
<td>Identify and describe historical patterns of trade, colonialism, and mercantilism from within and outside Asia</td>
<td>✓ Discussion Boards ✓ Weekly Quizzes ✓ Wiki ✓ Story Map ✓ Infographic</td>
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</tbody>
</table>
Identify and describe the physical environment and relate it to environmental hazards, development, conflict, and forms of globalization

Distinguish socio-economic, cultural, and political issues in Asia and analyze them through case studies and context-specific examples

For each of the 3 regions, be able to identify critical contemporary issues and analyze them in the context of their histories of geopolitical and social change. i.e. urban growth, economic development, population and gender issues etc.

**Perspectives/Cultural Diversity Learning Outcomes**

1. Identify and analyze characteristics of a cultural tradition outside of European /American culture.

2. Demonstrate an understanding of how perspectives can change depending on cultural or historical contexts.

3. Describe aspects of Non-Western culture that influence or contribute to global cultural, scientific, or social processes.

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**COURSE ORGANIZATION**

<table>
<thead>
<tr>
<th>Quiz 10@10 points</th>
<th>= 100</th>
<th>= 20%</th>
<th>Grading Scale in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board posts 10 @10 points</td>
<td>= 100</td>
<td>= 20%</td>
<td>A = 93 and above</td>
</tr>
<tr>
<td>Wiki (1 @ 100 pts.)</td>
<td>= 100</td>
<td>= 20%</td>
<td>A= 90 – 92.9</td>
</tr>
<tr>
<td>StoryMap (1 @ 100 pts.)</td>
<td>= 100</td>
<td>= 20%</td>
<td>B+ = 87 - 89.9</td>
</tr>
<tr>
<td>Infographic (1 @ 100 pts.)</td>
<td>= 100</td>
<td>= 20%</td>
<td>B = 83 - 86.9</td>
</tr>
<tr>
<td>Total</td>
<td>= 500</td>
<td>=100%</td>
<td></td>
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**WEEKLY QUIZZES**

Each week there will be a quiz available via Canvas. You will be presented with 10 questions worth 1 point each. The quiz will contain material from the weekly readings, lecture material, presentations, and online discussion topics. Quizzes will be available on Canvas from Friday each week till Sunday at Midnight. You will have 10 minutes to complete the quiz. Once you begin, you cannot stop and return to the quiz, so be prepared before you begin.

**DISCUSSION BOARDS**

Participation in the bi-weekly discussion board is required every week. In each weekly discussion board you need to (a) post an original contribution by midnight, Wednesday, and (b) respond to someone else’s postings by midnight, Saturday. The deadline for participating in each bi-weekly discussion board is listed in the schedule. No credit will be earned for contributions to the discussion board after this deadline. I encourage you to go beyond the required two postings. I encourage you to participate much more than simply the two required weekly postings; students who are working toward a high grade in the course will make at least 4 or 5 postings bi-weekly. **Active participation is very important in this course!** Strong participation in weekly discussion boards will significantly enhance your learning.

Discussion board writing tips and a grading rubric for the discussion boards is available online. **The quality of your writing in the discussion boards is important. Spelling, punctuation, and grammar count!** Please keep in mind that a discussion board is a form of academic discourse that is in many ways comparable to a lively classroom discussion. You are invited to freely express ideas and information on the discussion boards, but please remember that a discussion board is not an everyday chat room so please refrain from texting language and other online acronyms.
COLLABORATIVE PROJECTS: WIKIS, STORYMAPS AND INFOGRAPHICS

Students will collaborate in teams and co-create a wiki, a storymap, and an infographic during the course of the term. Each group assignment is worth 100 points. For each group project, teams will select a topic and clear the topic with the instructor before proceeding with project development; for precise presentation deadlines see the class schedule.

Wikis act like research papers, and resemble Wikipedia pages, but offer the added flexibility of co-creation, and collaboration. Please work ahead since we will be using the new Canvas platform which takes some getting used to.


Infographics: The infographic should serve as a standalone visual aid which provides one with all the necessary information about the topic. The use of maps is required! For examples of Infographics use Google Images. Infographic resources can be found here [http://www.creativebloq.com/infographic/tools-2131971](http://www.creativebloq.com/infographic/tools-2131971).

STUDENTS WITH DISABILITIES

See [http://ds.oregonstate.edu/home/](http://ds.oregonstate.edu/home/) for information about Disability Access Services at OSU. The following statement has been provided by OSU Disability Access Services: "Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098."

ACADEMIC INTEGRITY

To learn about OSU’s policies and procedures regarding academic integrity and student conduct, go to [http://oregonstate.edu/studentconduct/home/](http://oregonstate.edu/studentconduct/home/).

Student conduct: Academic honesty, dignity and respect.

Students are expected to be honest, civil, and ethical in their academic work. Academic dishonesty is defined as an intentional act of deception in one of the following areas:

- **Cheating**: Use or attempted use of unauthorized materials, information or study aids
- **Fabrication**: Falsification or invention of any information
- **Assisting**: Helping another student to commit an act of academic dishonesty
- **Tampering**: Altering or interfering with evaluation instruments and documents
- **Plagiarism**: Representing the words or ideas of another person as one’s own

The goal of Oregon State University is to provide students with the knowledge, skill, and wisdom they need to contribute to society. University rules seek to assure each student’s freedom to learn and to protect the fundamental rights of others. People must treat each other with dignity and respect in order for scholarship to thrive. Behaviors that are disruptive to teaching and learning will not be tolerated, and will be referred to the Office of Student Conduct and Community Standards for disciplinary action.

When instances of plagiarism or other forms of academic dishonesty (such as cheating, tampering, fabrication or assisting with dishonest acts) arise, I will take action through the OSU Office of Student Conduct & Community Standards. Academic dishonesty will result in a penalty ranging from a zero on the assignment/assessment to an F in the course. Additionally, as stated on the Office of Student Conduct’s Academic Dishonesty Report Form, "A first violation of academic dishonesty includes creation of a five-year confidential student conduct record maintained in the Student Conduct & Community Standards office."