

Geography 322: Geography of Asia Syllabus, Spring 2014

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Office hours: Monday through Thursday 10:30-12; Friday 10:30-11 (please note that it is best to make appointments in advance, because I often make international Skype calls during this time) or by appointment (TuTh 1:30-3, MW 3-4 are usually good options)

Purpose

This course is designed as an introduction to the human geography of Asia, considering such topics as political/economic geography, urban geography, agricultural geography, environmental geography, and the geography of ethnicity. Asia, an entity which might better be referred to in the plural as “the Asias,” includes such diverse cultural regions as East Asia, Southeast Asia, South Asia, Southwest Asia (the “Middle East”) and Central Asia. More than 50% of all humans live in Asia. Since complete coverage of all these regions and peoples is simply not possible in a single course, my aim is to examine various topics of contemporary relevance, with consideration of cases in South, Southeast and East Asia (a region some people refer to as “monsoon Asia”). A particular concern is to study the contestation of place, i.e. human conflicts over how places are to develop into the future, and the outcomes of these conflicts.

Class sessions will be devoted to a combination of lecture and discussion. Lecture content is designed to provide broad introductions to major topics, and to provide context for specific readings. The discussions will be based on readings, mostly consisting of journal articles and book chapters. I expect students to read the assigned readings before the session when they are discussed, in order to allow informed discussion.

This course counts toward the Geography, Asian Studies and International Studies Minors. It is both a Writing Enhanced and a General Honors course. Through deep revision, you are encouraged to perfect your use of writing as a mode of learning as well as communication, and to organize your thoughts clearly and cogently in an analytical paper geared toward an academic audience, or in a web page geared toward a broader audience of people working for social and environmental change..

Course Objectives

The more specific objectives of this course, based on the above purpose, are that students should

- Learn about the geographic diversity within South, Southeast and East Asia
- Understand how human geographers study this region of the world
- Write a substantial term project relating to the geography of Asia, exhibiting critical thinking skills

Grading

The grade for this course will be based on:

1. a proposal for the term project: 5% of the course grade
2. a term project, which will be evaluated in several stages (details vary according to which of two options is chosen: 40% of the course grade,
3. an oral presentation of this term paper: 5),
4. short writing assignments on some of the assigned readings: 25%,
5. a comprehensive final exam: 25%.

Note that good written expression is of the essence in all assignments and in the final exam.

Lecture/Discussion Outline

Class readings will be accessible through Blackboard or through library databases such as JSTOR, or as electronic reserve through the library (as noted after the citations of the readings). Since discussion will focus on these articles, make sure you read them *before* the relevant class sessions.

Introduction of the Course January 13

I. Regional Identity and Politics

January 15: Martin Lewis and Kären Wigen. 1997. *The Myth of Continents: A Critique of Metageography*. Berkeley: University of California Press. Chapter 3: The Cultural Constructs of Orient and Occident, East and West. Available on Blackboard.

January 22: Charles Keyes. 2002. Presidential Address: "The Peoples of Asia" - Science and Politics in the Classification of Ethnic Groups in Thailand, China, and Vietnam. *Journal of Asian Studies* 61 (4): 1163-1204. Use JSTOR to access this article.

January 27: Emily Yeh. 2007. Tropes of Indolence and the Cultural Politics of Development in Lhasa, Tibet. *Annals of the Association of American Geographers* 97 (3): 593-612. Use EBSCOHost to access this article.

January 29: Janet Sturgeon. 2004. Border Practices, Boundaries, and the Control of Resource Access: A Case from China, Thailand and Burma. *Development and Change* 35 (3): 463-484. Use EBSCOHost to access this article.

Short Writing Assignment 1 due; see prompt on page 4 of syllabus

February 3: Cordell D. K. Yee. 1994. Chinese Cartography among the Arts: Objectivity, Subjectivity, Representation. In J. B. Harley and D. Woodward (eds.), *The History of Cartography*, Vol. 2, Book 2: *Cartography in the Traditional East and Southeast Asian Societies*. Chicago: University of Chicago Press. Library electronic reserve.

February 5: Reece Jones. 2009. Sovereignty and Statelessness in the Border Enclaves of India and Bangladesh. *Political Geography* 28 (6): 373-381.

Paper Proposal due

II. Geography of Industrial Development and its Environmental Impacts

February 10: Wolfgang Hoeschele. 2002. The Wealth of Nations at the Turn of the Millennium: A Classification System based on the International Division of Labor. *Economic Geography* 78 (2): 221-244. Use JSTOR to access this article.

February 12: Bruce Cumings. 1998. The Northeast Asian Political Economy. In Arif Dirlik (ed.), *What is in a Rim? Critical Perspectives on the Pacific Region Idea*. 2nd Edition. Lanham, MD: Rowman & Littlefield. Library electronic reserve.

***Short Writing Assignment 2 due; see prompt on page 4 of syllabus ***

February 17: Park, Bae-Gyoon. Politics of Scale and the Globalization of the South Korean Automobile Industry. *Economic Geography* 79 (2): 173-194. Use JSTOR to access this article.

February 19: Cindy Fan. 2008. *China on the Move: Migration, the State, and the Household*. London: Routledge. Chapter 6: Migrants' Experiences in the City. Library electronic reserve.

February 24: Gørild Heggelund. 2006. Resettlement Programmes and Environmental Capacity in the Three Gorges Dam Project. *Development and Change* 37 (1): 179-199. Use EBSCO Host to access this article.

February 26: Philip. F. Kelly. 2001. The Political Economy of Local Labor Control in the Philippines. *Economic Geography* 77 (1): 1-22. Use JSTOR to access this article.

March 3: William Holden, Kathleen Nadeau and Daniel Jacobsen. 2011. Exemplifying Accumulation by Dispossession: Mining and Indigenous People in the Philippines. *Geografiska Annaler Series B: Human Geography* 93 (2): 141-161. Use EBSCO Host to access this article.

***Short Writing Assignment 3 due; see prompt on page 5 of syllabus ***

March 5: Jim Glassman. 2007. Recovering from Crisis: The Case of Thailand's Spatial Fix. *Economic Geography* 83 (4): 349-70. Use Truman Library Electronic Journal (Wiley Interscience) to access this article.

Paper Draft 1 Due

March 17: Meenu Tewari. 2006. Adjustment in India's Textile and Apparel Industry: Reworking Historical Legacies in a Post-MFA World. *Environment and Planning A* (38): 2325-2344. Blackboard.

III. Rural Environments

March 19: Lesley Potter. 2001. Agricultural Intensification in Indonesia: Outside Pressures and Indigenous Strategies. *Asia Pacific Viewpoint* 42 (2/3): 305-324. Use EBSCO Host to access this article.

March 24: Jiang, Hong. 2004. Cooperation, Land Use, and the Environment in Uxin Ju: The Changing Landscape of a Mongolian-Chinese Borderland in China. *Annals of the Association of American Geographers* 94 (1): 117-139. Use JSTOR to access this article.

March 26: Piers M. Blaikie and Joshua S. Muldavin. 2004. Upstream, Downstream, China, India: The Politics of Environment in the Himalayan Region. *Annals of the Association of American Geographers* 94 (3): 520-548. Use JSTOR to access this article.

March 31: Joshua Muldavin. 2000. The Paradoxes of Environmental Policy and Resource Management in Reform-Era China. *Economic Geography* 76 (3): 244-271. Use JSTOR to access this article.

Paper Draft 2 Due

April 2: Daanish Mustafa. 1998. Structural Causes of Vulnerability to Flood Hazard in Pakistan. *Economic Geography* 74 (3): 289-305. Use JSTOR to access this article.

April 7: Amireeta Rawlani and Benjamin Sovacool. 2011. Building Responsiveness to Climate Change through Community-Based Adaptation in Bangladesh. *Mitigation and Adaptation Strategies for Global Change* 16 (8): 845-863.

IV. Student Paper Presentations

April 9, 14, 16, 23, 28, and 30

April 30: Final Paper due

Assignments

Due Dates

<u>Term Project</u>		<u>Short Writing Assignments</u>
Paper Proposal	February 5	1. January 29
Paper Draft 1	March 5	2. February 12
Paper Draft 2	March 31	3. March 3
Final Paper	April 30	4 and 5. Varies by student

Short Writing Assignments

For each assignment, please type a response of one single-spaced or two double-spaced pages.

Assignment 1

Due Date: January 29

Reading Janet Sturgeon's article, you will note how the Chinese and Thai states deal with an ethnic minority in a village setting. How does this article express themes found in the two previous articles you have read, by Charles Keyes and Emily Yeh? How does it cast a somewhat different light on the issues those two authors address?

Assignment 2

Due Date: February 12

Bruce Cumings asserts that "an understanding of the Northeast Asian political economy can only emerge from an approach that posits the systemic interaction of each country with the others, and of the region with the world at large" (p. 102). How does this approach lead him to conclusions that differ both from dependency theorists (who argue that "peripheral" countries are in a dependency relationship with "core" economies, from which it is almost impossible to escape) and from neo-classical economists (who argue that all a country needs to do in order to develop is to allow free reign to the free market)?

Assignment 3

Due Date: March 3

The readings by Philip Kelly and by William Holden et al. both focus on workings of class in the Philippines; in one case in an urban context within the largest metropolitan area of the country, in the other case in rural areas. Compare the relationships between the corporations and the local people in the two cases – how are they similar, and how are they different? What options are there for local people who want to get a better deal?

Assignment 5

For your fourth and fifth short writing assignments, choose one other assigned reading for the course (which can be at any time in the semester; i.e., you do not need to do the three assignments above before doing these here). Write a short review of this reading, discussing the author's main thesis, whether you think that thesis is well-supported, how the reading relates to other articles we've read in the course, and how the author's ideas might be challenged by others. Write this review in time for the class when we discuss that reading, and be prepared to discuss your reactions to that reading in class.

Term Project

There will be two options for your term project. One is a regular term paper on a geographical issue in some place in South, Southeast or East Asia. The other is a contribution to a website (explained further below). The former involves more writing, but is fairly straightforward in the sense of being similar to other papers you may have written for other classes in college. The second is shorter, but involves adherence to a format that may be unfamiliar to you, and requires that you learn how to work with Wordpress software that is probably new to you. It is also more specific in terms of the kinds of topics you can choose to write about. It is up to you which option you choose.

Term Project Option I: Term Paper

The term project will consist of an approximately 20 page paper (double-spaced, 1-inch margins), and an in-class presentation of that paper. In this paper, you will study one example of the contestation of place in a region within South, Southeast or East Asia.

The project will be broken up into stages:

Paper proposal. 5% of final grade. The paper proposal will consist of a topic statement, a one-page summary of what you are planning to write about, and citations of two or more of the references (scholarly books or articles) you are going to use for the project. Select as a case study a conflict concerning views about a specific place, locality, or region, and how it should develop into the future. Examples of potential topics (in no particular order):

- a) urban geography (e.g., how should Seoul or neighborhoods within this city evolve, whose values and culture should be reflected in the different areas within the city, should transport policies favor pedestrians or drivers of motor vehicles or cyclists?),
- b) environmental geography (e.g., which land uses should be encouraged or discouraged in and around the Western Ghats of India, should drastic curbs on motor transport be instituted in order to reduce urban pollution and congestion in Singapore, does the ban on export of timber help to reduce deforestation in Thailand?),
- c) economic geography (e.g., is ASEAN serving as an effective vehicle for the commercial interests of

the countries involved, what are the pros and cons of special economic zones for export production in Malaysia, is the economic development of Indonesia pushing some sectors of the population backward?),

- d) historical geography (questions similar to the above for a past historical period). If you choose a historical topic, please focus on a period *after 1800*.

Please note that I expect to have some idea of the topic you are proposing before you hand in the proposal. This will allow us to discuss whether the proposed topic can be realistically tackled in the course of a semester, and whether it falls into the scope of environmental geography. In addition, in many cases I can suggest relevant readings. I typically ask what topics students are considering at the beginning of several of the class sessions early in the semester, so you can tell me about your topic then; you can also discuss it via email or by seeing me in my office.

Draft I of the paper. This should be a typed draft of about 10 pages, that is, half of your final paper. This is going to be a work in progress, but the early sections of your paper (as explained in your planned organization of the paper in your proposal) should be approaching completion. Reference citations need to be included.

A review at this stage allows me, the professor, to suggest further relevant readings, and to point out how to improve your paper in a relatively early stage when there is plenty of time for you to respond. At this time, I will also make clear how much revision I expect from each of you at the second draft stage, according to the following scale:

- 0) You can skip handing in a second draft, because the first draft is a nearly complete paper, uses good English, is well-organized, and presents a coherent argument. If you wish to obtain more feedback, you can hand in a second draft; in that case, please alert me as to where you made substantive changes. Suggested revisions can be made by the time you submit your final version.
- 1) At the time of your second draft, you do not yet need to revise the parts you have already written (because these portions use good English, are well-organized and present a coherent argument). Instead, submit your draft of new portions of the paper along with the unrevised first draft. If you do make revisions on your first draft and wish to obtain feedback on those changes, please alert me to where you made substantive changes. Revise your final paper in response to my comments on both drafts.
- 2) For your second draft, revise your first draft as well as submitting new material you have written in the meantime (also resubmit the unrevised first draft so that I can compare it with the revised version). Revisions may involve improving grammar and related matters (good English), presentation of more or better evidence, incorporating references to relevant literature or concepts, or improvements of the argument, but do not require wholesale re-organization of the paper. Based on the quality of your writing so far, I expect that you will be able to do this without consulting either with me or the Writing Center (though you are of course free to do both).
- 3) For your second draft, revise your first draft as well as submitting new material you have written in the meantime (also resubmit the unrevised first draft so that I can compare it with the revised version). Required revisions are substantial, because of such things as poor English, lack of understanding of the kinds of evidence required in a scholarly paper or of the kinds of literature to which you should be referring, an argument that is seriously flawed or incomplete, or incoherent organization. I do not believe that you will be able to remedy these problems on your own, and therefore expect you to consult with me well before the second draft is due, and have your subsequent work reviewed at the Writing Center before submitting it to me.

Draft II of the paper. By this time, your paper should be nearly complete. A review at this stage provides the opportunity to make sure that the final paper will be as good as you can possibly make it in the timeframe of one semester, and to provide feedback on the portions that were not yet done at the time of

the first draft. The extent of the required revisions will depend on the feedback on the first draft, as explained above.

Final paper. This paper will include revisions in response to feedback on the first two drafts, plus any material that you added subsequently, and any revisions you thought of yourself (superior writers revise not just in response to feedback from others, but also as a result of critically reviewing their own work). Along with your final paper, please turn in your drafts; I need to see those in order to accurately assess the extent of the revisions you made.

The purpose of the term paper is to encourage you to study one issue concerning the geography of Asia in greater detail than can be provided by class discussion and reading. The structured method of writing the paper in stages, with written evaluations after each stage, ensures that you will be able to improve both your writing skills and the depth of your analysis, conforming to the objectives of Writing Enhanced courses at Truman State University. The term project must be written in a formal style similar to journal articles, and follow conventional citation styles as used in the social and natural sciences. All measurements should be in metric units (e.g., kilometers, kilograms or metric tons, hectares, degrees Centigrade). If you don't know how to convert a given unit into metric units, feel free to consult with me.

Method of evaluation: I do not consider it appropriate to assign letter grades to a work in progress. Letter grades tell you nothing about what is good or bad about your work, or how to improve it. Instead, I will provide extensive written comments, designed to help you improve your writing. That said, note that the extent of revisions required for the second draft can serve as an indicator of the kind of grade you are heading toward.

I assign a grade on the final paper based on its quality, as well as on the process of creating it. A student may have started out at a mediocre level and, through diligent work, end up with an "A" paper. However, even if you do excellent work from the beginning, I expect you to continue making revisions. Therefore, if a student does not submit drafts on time, does less extensive revisions than called for by the time of the second draft, or makes only perfunctory revisions in the final paper (for example, correcting grammatical mistakes, but not responding to more difficult comments concerning the content of the paper), this may lead to downgrading of the final paper by up to two letter grades.

Finally, please note that it is essential that your work follows guidelines of academic integrity. You can check what Truman State University has to say on this topic at <http://conduct.truman.edu/docs/AcademicIntegrity.pdf>. If you have any questions concerning matters of academic integrity, please consult with me.

Oral Presentation

The oral presentation, accounting for 5% of the final grade, should resemble a presentation in a conference. This involves a 15 to 20-minute presentation, which means that it will be somewhat condensed relative to the length of the entire paper. Presentation of graphic material (e.g., maps, photographs, diagrams) is recommended. Students will face questions after their presentation. The criteria which I use to evaluate student presentations are shown below.

1. Organization

Were major sections clearly articulated?

Were the important points within each section made clear?

Were transitions between sections and subsections handled effectively?

Was there a concise conclusion?

2. Content

Were the two (or more) positions with respect to the issue at hand expertly summarized?

Was there an analysis of these positions that went beyond simply summarizing others' points of view?

Was there some sense of the geography of the issue, how it affects or is received in particular places?

3. Graphics (if used)

Were graphics effectively used to reinforce major points in the argument?

Were the graphics legible? If portions were not legible, were they adequately explained?

4. Time management

Was the length of the presentation close to the time limit?

5. Response to questions

Were questions answered succinctly?

Term Project Option II: Contribution to Web Site

The term project will consist of a contribution to “NORA” (Needs, Organizational forms, and Resources for Abundance) a wiki with the purpose of providing a reference tool for people searching for economic paths toward environmental sustainability as well as individual freedom and social equity. It is part of a larger social networking site for learning, collaboration and innovation for a sustainable economy called “CAN” (Commons Abundance Network, <http://commonsabundance.net>). The term project will focus on one or two “approaches toward creating greater abundance” that satisfy specific needs while using resources sustainably, following guidelines provided on the website. Your paper will need to be relevant to the geography of Asia, thus focusing on interesting initiatives in Asia, and dealing with issues similar to those addressed in this course. The project will be broken up into stages:

Project proposal

Due February 5. 5% of course grade. Select the one or more approaches to creating greater abundance on which you intend to concentrate. Explain in one paragraph how you think the selected approach may help to generate greater abundance (read some existing NORA pages to get ideas). List at least two scholarly references and at least two websites which provide useful information for your project. After receiving feedback from me on the proposal, you should begin uploading content onto the website (this will require registration with the CAN website; while no special computer skills are required, it is best to allow a day or two for registration in case you bump into any unforeseen obstacles).

Project Review I

Due March 5. A substantial part of your contribution should now be on the website; refer to the Guidelines for NORA Contributors (<http://commonsabundance.net/wiki/guidelines-for-nora-contributors/>) and the grading rubric (below) to make sure that the format and content of your work conforms to expectations. At this time, I will use the grading rubric to review what you have done so far, and suggest revisions and improvements. If the scope of your planned efforts is too narrow or too ambitious (i.e., there is either too little or too much material to incorporate), this stage also provides the opportunity to revise the scope of your project.

In addition to the material that you have submitted to NORA, submit a **work report** (counting for 3% of course grade) of three to four pages in which you 1) discuss any problems you may have encountered in finding information, following format guidelines, or anything else, 2) summarize the content of both print references (books and articles) and websites that you are using for your project, and assess how useful they are either for background information or as sources of information for potential readers of the website, 3)

explain how you responded to feedback from your professor, or other contributors to NORA (note that, as a wiki open to the general public, other registered users may also make changes to your contributions). Optionally, you can assess the NORA structure, and whether you think it is developing in a way that would be useful to people in search of answers (as a “guide to the perplexed”). You can also raise questions in your project review to help you in the next stage of work.

Project Review II

Due March 31. This provides a second opportunity to assess progress so far, similar to the first project review. As before, submit a work report similar to the previous one, focusing on the work done in the meantime, for example, with summaries of sources you have read since the first project review (again counting for 3% of course grade).

Peer Review

Due April 7. Review the work of two of your fellow students (sign-ups will be done to ensure that every student’s work is reviewed by two other students). Assess to what degree it fulfills the stated requirements, and suggest improvements, using the grading rubric as a guide.

Final Project

Due April 30. Your submissions to NORA should now be in a form that, while still subject to revision, can withstand considerable scrutiny, and can be of real service to people looking for solutions. As before, submit a work report of two to four pages similar to the previous ones, focusing on the work done in the last part of the semester (again counting for 3% of course grade).

Oral Presentations

Last three weeks of classes. Students give presentations about their term projects to the class; three presentations per 75-minute class period. The presentation, accounting for 5% of the final grade, should resemble a presentation in a conference. Presentations should take 15-20 minutes, allowing time for questions. Presentation of graphic material (e.g., content that you have put online on the wiki, maps, photographs, and diagrams) is recommended. The presentation should discuss 1) why the topic of your term project is relevant to the larger aims of the wiki, 2) what you learned as a result of working on this project, for example the strengths and weaknesses of the proposed solutions to environmental/social problems that you studied, and which groups in which places are most successful in applying those solutions, and 3) how you made what you learned available to others on the wiki.

The purpose of the term project is to collaboratively build a prototype of a website designed to help people find solutions to environmental and social problems, according to the framework of “abundance” as defined in this course. This work will provide you with experience that should be very valuable for any collaborative web-based projects in which you may be involved in the future. It will also provide you with the opportunity to investigate in some depth a selected approach to solving environmental/social problems, and to assess which sources of information both online and in print are the most useful for people in related practical projects.

The structured method of doing the project in stages, with written evaluations after each stage, ensures that you will be able to improve both your writing skills and the depth of your analysis, conforming to the objectives of Writing Enhanced courses at Truman State University.

Finally, please note that it is essential that your work follows guidelines of academic integrity. You can check what Truman State University has to say on this topic at <http://conduct.truman.edu/docs/AcademicIntegrity.pdf>. If you have any questions concerning matters of academic integrity, please consult with me.

Rubric for evaluation of NORA submissions

Process

Was a first draft submitted on time?

Was a second draft submitted on time?

Was the final paper submitted on time?

Final product

Is the context within NORA appropriately explained?

Are there good descriptions and explanations for patterns of abundance and scarcity relevant to the topic?

Does the page give a good and reasoned sense of the strengths and weaknesses of the approach(es) toward abundance covered?

Are there links to informative sites that would help somebody start a similar project, and learn where and by whom it has been done successfully?

Are sufficient other information sources and references provided?

Have format guidelines been followed (see <http://commonsabundance.net/wiki/guidelines-for-nora-contributors/>)?

Oral presentation of the project

The presentation, accounting for 5% of the final grade, should resemble a presentation in a conference. This involves a 20 or 25-minute presentation; the exact length being determined once we know whether two or three students will have to present in any one class session. Presentation of graphic material (e.g., content that you have put online on the wiki, maps, photographs, and diagrams) is recommended. Students will face questions after their presentations. The presentation should discuss 1) why the topic of your term project is relevant to the larger aims of the wiki, 2) what you learned as a result of working on this project, for example the strengths and weaknesses of the proposed solutions to environmental/social problems that you studied, and which groups in which places are most successful in applying those solutions, and 3) how you made what you learned available to others on the wiki.

The criteria for the evaluation of the presentation are as follows:

1. Organization

Were major sections clearly articulated?

Were the important points within each section made clear?

Were transitions between sections and subsections handled effectively?

Was there a concise conclusion?

6. Content

Was the relevance of the topic clearly articulated?

Was there a reasoned assessment of the strengths and weaknesses of the methods that were studied?

Was there a good sense of who is making substantial contributions to solving this problem, and where promising initiatives are to be found?

7. Graphics (including online content from the wiki)

Were graphics effectively used to reinforce major points in the argument?

Were the graphics legible? If portions were not legible, were they adequately explained?

8. Time management

Was the length of the presentation close to the time limit?

9. Response to questions

Were questions answered succinctly?