

**GEOG 352U: THE HIMALAYA AND TIBET**  
**WINTER 2016**  
**TUESDAY/THURSDAY 10:00-11:50 IN CRAMER HALL 418**

Instructor: Lindsay Skog  
Office: CH 424-Adjunct Office  
Office Hours: Tuesday 12-1 PM, or by appointment  
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**Description**

In this class we survey the physical, cultural, historical, economic, and political geographies of the spectacular High Asia region—the Himalaya, Hindukush, Karakoram, Pamirs, and the Tibetan Plateau. Moreover, we work to understand the ways in which these geographies are interconnected with each other and embedded in broader global contexts. My goal in presenting this course is to develop your broad understanding of the High Asia region. This landscape is a culturally, politically, and environmentally critical but threatened region. The high-relief landscape is a geopolitical stage upon which diverse cultures, religions, and ethnicities converge. The region supports unparalleled biodiversity and rich natural resources. Your in-depth exploration of the complex forces at play in one specific area of High Asia will afford you the opportunity to explore this fascinating place and to add to our class goal of surveying the broader High Asia landscape. This course is part of the Global Perspectives Cluster.

**Required Text**

- Zurick, David and Pacheco, Julson. 2006. *Illustrated atlas of the Himalaya*. Lexington: University of Kentucky Press.
- Additional articles and readings on D2L

**Grading**

2 Assignments (including map quiz) 25%  
Reading Responses and Quizzes 25%  
Regional Portfolio 50%

Your final course grade will be determined based on the following rubric:

<u>Percentage grade</u>	<u>Course grade</u>	<u>Percentage grade</u>	<u>Course grade</u>
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	59 or less	F

**Student Responsibilities**

You are responsible for your own learning; I am here to share my expertise and experience, guide you in your learning process, and cheer you on as you go! Ultimately, however, you will get out of this class what you put into it. In order to take advantage of all this course has to offer I expect you will:

- Attend all class meetings (NOTE: Attendance is required. I do take attendance. Two absences will result in a 10% reduction from your final course grade. Each subsequent absence will result in a 5% reduction. Chronic tardiness and/or early departures count as

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absences. Excused absences will be handled on a case-by-case basis and must be documented. Students are responsible for obtaining missed notes, announcements, and lecture material from other classmates.)

- Complete all readings
- Actively and thoughtfully participate. Invest time in this course
- Ask questions when you do not understand the material or assignment expectations
- Produce thoughtful and well-written assignments—this means paying attention to content, structure, and mechanics in all written assignments (do not just hit spell check and call it good!) NOTE: I do not accept late work

**Classroom environment**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. In short, treat your peers and me with respect at all times and under all circumstances. I encourage you to voice your opinions and perspectives in a constructive and respectful manner. Disrespectful or abusive language or behavior will not be tolerated.

**Assignments**

- All assignments are due in class, in person—unless otherwise indicated. Do not email me your assignments. I do not accept late work.
- All assignments should be typed in 12 point font, double spaced, and with 1 inch margins. Please print double-sided, when possible, to save paper.

**Map Assignment and Quiz (15%)** See instructions on D2L

**Electronic Resources Assignment (10%)** Locate **three** electronic resources (websites, databases, journals, etc) you think will be useful in your exploration of High Asia. At least two of the resources must be peer-reviewed journals with open access or electronic access through Portland State's library. In the *Dropbox* section of D2L submit the links to the resources. For each resource include a description of the resource and how you think it will be useful. After Thursday, January 21 at noon check the *Course Content* section of D2L for the complete annotated list of electronic resources identified by our class.

**Reading Responses and Quizzes (25%, 5% each)** You will prepare two reading responses (2-3 pages each) throughout the term. The content of each response is up to you, but should reflect your thinking about at least two of the readings or films assigned since the previous response (you may only use the Atlas once). As an example, you may choose to write brief summaries of two articles followed by what you see as the most important points in the articles. Also include 2-3 engaging discussion questions. In the end, reading responses are intended to help you understand the material you are reading and work through the questions and issues at hand. Be sure to include your own voice in your responses—this is not just summary. In addition, there will be three pop reading quizzes during the term.

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**Regional Portfolio (Group Presentations 20%, Individual research paper 30%)** Research paper topics due: January 26, 2016—submit to dropbox on D2L

One of the goals of this course is to encourage you to develop expertise in an area of High Asia of interest to you. You will demonstrate your expertise in that area through your portfolio—a combination of group presentations and a research paper. Your final portfolio accounts for 50% of your final grade in this class. Your portfolio is your opportunity to bring together the interlaced themes of this course as they play out in one High Asian sub-region.

*Group presentations* Your group members and region will remain constant through the course. With your group you will prepare two presentations between 12-15 minutes each. Your first presentation on February 4 will focus on people and place—sharing with the class what you have learned about the physical and cultural landscape of your region. Your second presentation, on February 23, will discuss natural resource management and contemporary issues in your region. All group members must participate in both presentations. Presentation must include images, map(s), and texts to be submitted and made available to the class. Be sure to properly cite all sources.

*Individual research paper* In addition to presentations, you will identify a topic of personal interest related to your sub region and prepare an **individual** mini-research paper exploring that topic. Papers should be 2500 words in length and draw from the information you gathered as a group to support your individual topic. All papers must be double-spaced, 12 point font, properly cited, drawing from scholarly sources, and include a map. You will present your research paper during the final two class periods. Details for the final presentation will be given in class.

### **Course policies**

**Computer and Cell Phone Policy** No screens. Computers, Ipads, etc will not be allowed in class, except during group discussions in order to review readings posted on D2L. If you feel that you learn best by taking electronic notes on your computer, then please see me following the first day of class for special arrangements. Please silence or turn off your cell phone during class. Texting and other forms of social media while in class will not be tolerated.

**Requests for Academic Accommodation** Students who have a learning disability that may affect their performance should contact the Disability Resource Center, 116 Smith Memorial Student Union, Phone: 503-725-4150, Email: [drc@pdx.edu](mailto:drc@pdx.edu) Fax: 503-725-4103, TTY or Relay: 503-725-6504. If you have a documented disability and are registered with the Disability Resource Center meet with the instructor as soon as possible so that accommodations can be made.

**Policy on Academic Honesty** Any type of academically and ethically dishonest work (plagiarism, copying someone else's work, etc.) may result in an automatic "F" for the assignment and, when appropriate, a report filed with the Office of Student Affairs. The PSU Bulletin includes the following statement on Academic Honesty: "The Student Conduct Code, which applies to all students, prohibits all forms of academic cheating, fraud, and dishonesty. These acts include, but are not limited to, plagiarism, buying and selling of course assignments and research papers, performing academic assignments including tests and examinations) for

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other persons, unauthorized disclosure and receipt academic information, and other practices commonly understood to be academically dishonest."

**Course Schedule**

Note: This schedule is subject to change. Any changes, including changes to the assigned readings, will be announced in class and posted to on Desire2Learn.

<b>Date</b>	<b>Topic</b>	<b>Readings and Assignments Due</b>
<b>I. Overview and introductions</b>		
Jan 5	Course introduction	
Jan 7	The Regional Setting	<ul style="list-style-type: none"> <li>• Atlas 1-30 AND 144-186</li> </ul>
Jan 12	The Natural Environment Part I	<ul style="list-style-type: none"> <li>• Atlas 31-66</li> <li>• Ives 1987</li> </ul>
Jan 14	The Natural Environment Part II Film: <i>Tibet: Cry of the Snow Lion</i>	<b>DUE: Map Assignment</b>
<b>II. People, place, and history</b>		
Jan 19	Tibet: Religion and history	<b>DUE: Electronic Resources Assignment</b> <ul style="list-style-type: none"> <li>• Atlas 67-98</li> <li>• Kapstein 2006</li> </ul>
Jan 21	The Himalaya: Religion and history	<b>Map Quiz</b>
Jan 26	Sacred space in High Asia	<b>DUE: Research topics</b> (List of topic ideas on D2L)
Jan 28	State formation and ethnicity	<ul style="list-style-type: none"> <li>• English 1985</li> </ul>
Feb 2	Livelihoods Film: <i>Himalayan Herders</i>	
Feb 4	<b>Student Regional Presentations</b>	
<b>III. Resources, Conservation, and Development</b>		
Feb 9	Resources and conservation Part I	<ul style="list-style-type: none"> <li>• Atlas 99-142</li> </ul> <b>DUE: Reading Response 1</b>
Feb 11	Resources and conservation Part II	<ul style="list-style-type: none"> <li>• Yeh 2000</li> </ul>
Feb 16	Development Part I	<ul style="list-style-type: none"> <li>• Guthman 1997</li> </ul>
Feb 18	Development Part II	<ul style="list-style-type: none"> <li>• Ahearn 2004</li> </ul>
Feb 23	<b>Student Regional presentations</b>	
<b>IV. Globalization and Contemporary Issues</b>		
Feb 25	Film: <i>Who will be Gurkha</i>	
Mar 1	Identity and conflict	<b>DUE: Reading Response 2</b>
Mar 3	Film: <i>The Sari Soldiers</i>	
Mar 8	Urbanization and globalization	<ul style="list-style-type: none"> <li>• Rademacher 2008</li> </ul>
Mar 10	<b>Student presentations</b>	
<b>Final Exam Period Tuesday, March 15, 10:15-12:05 – Presentations Portfolios Due</b>		