

San José State University
Department of Geography and Urban and Regional Planning
GEOG12: Global Geography, Section 81

Fall 2020



Course and Contact Information

Instructor: Gary Pereira

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Office Hours: Please contact me if you would like to set up an appointment.

Course Format

This is an online course. Internet connectivity and a computer are required. Course materials (including this syllabus) can be found on the Canvas Learning Management System course login website at <http://sjsu.instructure.com>, under **Files**.

For this course, students are required submit one homework assignment each week, as well as a final evaluation paper. Study material and assignments are listed and described under **Assignments**, but additional requirements or suggestions may be discussed within recent **Announcements**. Please check **Announcements** at least once a week, and before submitting homework. All homework must be submitted, even if late. Repeated lateness should be explained in a message. As each assignment is viewed and graded, comments may be pinned to particular submissions. Check for such comments, regardless of whether you have received a grade, and address any concerns expressed there. If you would like to respond to a comment, please do so with an independent message. A final evaluation paper must also be submitted. That's it in a nutshell.

The photo above was intended to represent (with a little humor) how my courses might relate to some of the available online educational technologies that we are often encouraged to use. Look closely; you should notice something. The metal structure over the bench looks like something that might provide shade or shelter from rain, but in fact *it does neither, at any time*. Nevertheless, its oddly aligned slats need spikes to keep the birds away.

Imagine the bench in the photo as representing the three Canvas tabs that we will be using: **Assignments**, **Announcements**, and **Files**, communicating individually if necessary with Canvas **messaging**.

Imagine the metal structure in the photo as the rest of Canvas, which you may safely ignore for my classes. I don't mind it being there, but all we really need is the bench, from which you can metaphorically watch golden eagles, hawks, meadowlarks, gulls, waterfowl, songbirds, jackrabbits and colonies of ground squirrels just beyond the fence.

From the videos and texts I will ask you to examine, you can explore a great many things in great depth. The subject matter is what (hopefully) makes it engaging, not the structure of a course. Don't mistake the finger pointing at the moon for the moon itself. The finger is not important. Obeying the elaborate structures of education and social media is not the goal of my courses. I hope to keep that stuff to a minimum.

You should all be working and writing as individuals, so there is no need in my classes for group communication via skype, zoom, or whatever the latest platform may be. I will point out any interesting observations or advice that I might have generally about your homework responses in the **Announcements**, but I will never identify individual student publicly. If I send you a message, you may rest assured that I will keep any information we exchange private. Nevertheless, you may release any conversations that you have with me publicly at any time.

Within Canvas, conversations cannot be tampered with, overlooked, ignored, or shared with others. There are no such assurances with email. That is why I would prefer never to use email. You may text my private phone number if you ever need to reach me in a hurry or in an emergency. Being late with homework is not an emergency.

Please read and view the material at the beginning of each homework assignment, as well as any new **Announcements**, every week. These are where my 'lectures' are located. If I suspect that you are not paying attention (by, for example, not addressing an additional question that I may have posed in a recent **Announcement**), this will be reflected in your grade. I encourage you to get someone to read and edit your homework before submission if you are uncertain, but your words and thoughts should be your own. You may quote extensively from material in the assigned or suggested texts or videos, but please provide attribution, by means of formal notes or references.

The university expects that each student put at least nine hours of work per week into each three-credit course. Your homework assignments and final paper are evaluated and graded primarily on the degree to which this expectation has been met, based on my impressions of your work. The more detailed, organized, and thoughtful your responses are, relative to your classmates, the better your grades will be. I do not grade on the basis of the opinions or conclusions you may express on any issue, even when I may ask you to express one. Further details are discussed below under Course Requirements and Assignments and in the Course Schedule.

Course Description

This course presents a comparative geography of our world: regions and countries, natural environments and resources, settlements and land use, cultural diversity, economic and political patterns. It follows much of the general outline of other university courses of this kind, and a textbook available free online provides that traditional context. But we often depart from the text by introducing videos from other sources, including the instructor. For example, we begin with a discussion of urbanization and rural depopulation, which is important in understanding much of the world today. We shall also spend additional weeks on two important regions: South America and Sub-Saharan Africa. I would like to do the same with South, Southeast, and East Asia, but we have limited time.

Course Goals

The purpose of this class is to provide a framework for understanding the world from a geographic perspective. We cannot possibly cover all important aspects of world geography, so we will focus on specific aspects as we travel the world at a rapid pace. Hopefully, it will spark your interest and open your mind to how absolutely wonderful and truly diverse this world can be.

GE Learning Outcomes (GELO)

Upon successful completion of the course, students shall be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation. Students will be able to:

GELO 1: place contemporary developments in cultural, historical, environmental, and spatial contexts; (this will be achieved by successfully completing the individual assignments for each chapter).

GELO 2: identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them; (this will be achieved by successfully completing the individual assignments for each chapter).

GELO 3: evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues (this will be achieved by successfully completing the individual assignments for each chapter).

GELO 4: compare and contrast two or more ethnic groups, cultures, regions, national or social systems.

Course Learning Outcomes (CLO) (Required)

Upon successful completion of this course, students will be able to:

CLO1: describe the physical characteristics of the world by use of a regional approach.

CLO2: describe the cultural characteristics of the world by use of a regional approach.

CLO3: differentiate the economic, social, and other cultural characteristics that occurs across the world

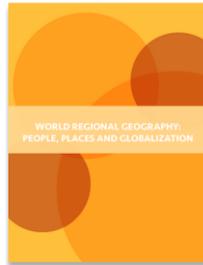
CLO4: discuss current events as they pertain to the Global Geography

Required Texts/Readings

Textbook

Our textbook, **World Regional Geography: People, Places and Globalization** (ISBN: 978-1-946135-27-8), is adapted from a work produced by a publisher who has requested that they and the original author not receive attribution. This adapted edition is produced by this instructor's alma mater, the University of Minnesota, through its Libraries Publishing eLearning Support Initiative. Please download the book for free in **Digital pdf** format from the following website:

<http://open.lib.umn.edu/worldgeography/>



Download this book in Digital PDF format.

Note: it will be far more convenient for you to download this book than to just access it online. Once downloaded, it can be easily searched for relevant phrases, and you can jump to particular pages as you respond to homework questions. You cannot do so online.

Videos

Videos are a big part of this course, and much of the homework will be judged on the basis of how closely you considered them in your discussions. If you are accessing each assignment through CANVAS **Assignments**, you might be given the choice of opening a video in a separate browser or of watching it embedded within CANVAS. Whichever method you use, feel free to scrub and pause each video frequently and watch portions repeatedly, taking notes as you watch.

Watching videos within separate browsers often provides you with additional information, as well as access to other material on the author's channel. You might want to pull up videos on your phone or tablet as you write on a laptop. Do whatever feels comfortable, but make sure you have a large enough screen and sufficient bandwidth to see the details (including text) that are important to most of these videos, including mine. I encourage you to explore the work of any YouTube contributor whose work you appreciate.

Many YouTube videos are preceded by ads, particularly if they are viewed in a separate browser. Usually, these ads can be cut short by clicking on 'Skip Ad' at the lower right of the screen, or by clicking on the x at the upper right of a popup ad. There are never ads on my own videos, and I get no monetary benefit from YouTube. I also provide no tags on my videos. If you view a video within Canvas (by clicking on the image rather than the link), this is not counted as a 'view' by YouTube. For these reasons, my videos (intentionally) get few views. However, you may share my videos with anyone at any time.

Course Requirements and Assignments

Homework Assignments: Fourteen homework assignments must be completed on or before the due dates, as described in the course schedule below. Please submit these responses via Canvas. For each homework assignment, I would prefer you use primarily 10pt font with 1½ line spacing. Put your name, the homework number, 'Pereira', 'geog12-80' and 'Fall 2019', arranged at the upper right of the first page. Text, figures, and images lifted from documents or screenshots may be embedded in your homework, but these must all include full attribution. In other words, be honest about which words, figures and images are your and which are from other sources. It is often helpful to include this sort of material, but these should be explicitly cited. Habitual lateness in submitting assignments may result in a full grade change at the instructor's discretion.

Regarding the length in pages or word count expected for each assignment: this depends on the topic and your writing style. I'm looking for understanding, substance, and a willingness to sufficiently pursue each point you are making. It is perfectly reasonable to be unsure about topics that you are just beginning to understand. This is a course in science. Doubt and uncertainty are actually virtues. If your writing style is average, and you avoid redundancy, each homework assignment should run at least three pages.

You will be graded relative to the performance of your classmates in the current and former semesters. I may offer comments or advice in Canvas for each assignment. Check back on each assignment not only for your grade, but also for any comments I may have tagged to an assignment. If you'd like to continue the conversation about an assignment, please do so as an independent Canvas message.

Announcements

Please check the **Announcements** tab every week. Discussions of homework results and expectations, current events, and other issues of interest to this class will be posted here. Your homework and any one-on-one discussions are kept private, although you are always free to make them public.

Final Evaluation

Instead of a comprehensive exam, I want you to write a thoughtful essay as described below in the Course Schedule.

I don't believe in having students review one another's work, but I do encourage you to make your best work available to the world, on your own terms. That is what **Portfolium** and similar online services are for. I advise you all to polish up and recombine some of the work you do for this class and others, create some graphical, illustrative material, and put it online. Portfolium is designed to be a one-stop shop for potential partners, employers, and clients who want to get an idea of just how bright you might be. As a reminder of what Portfolium looks like, here's the account I created in order to understand the system (I haven't touched it for years, so it's a bit out of date). You all should create and begin populating your own accounts, which you can constantly revise and over which you have total control. It's free.

<https://portfolium.com/garympereira/portfolio>

Grading Information

Homework: Fourteen homework assignments and the Final Evaluation should be completed by the due dates, as described in the Course Schedule below. Submit everything by the end of the semester, even if it is late. Any assignment missing by December 18th counts as a zero. Please submit all your work via Canvas as Word or pdf documents.

Determination of Grades

Fourteen homework assignments (6.5% each x 14)	91%
Final Evaluation	9%
Total	100%

98% and above	A+
94% - 97%	A
93% - 90%	A-
89% - 87%	B+
86% - 84%	B
83% - 80%	B-
79% - 77%	C+
76% - 74%	C
73% - 70%	C-
69% - 67%	D+
66% - 64%	D
63% - 60%	D-
below 60%	F

University Policies

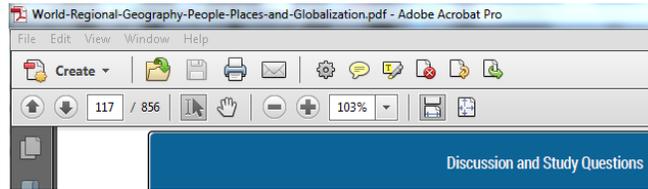
SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>

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Note: All homework questions from the book (pdf format) are taken from the ‘Discussion and Study Questions at the end of each section. Page numbers refer to those indicated within an Acrobat Reader, not from those listed in the Table of Contents. For example, you would type ‘117’ into the page tool, as shown in the viewer below, in order to access the first three textbook homework questions:



Please submit your homework responses as Word or pdf files by the due date indicated. Use 10 point font, with 1 ½ line spacing and normal margins. Put at upper right on the first page of each submission your name, the homework #, geog12-81, Fall 2020.

Course Schedule

Week	Due Date	Readings, Assignments
1		<p>Topic: Urbanization</p> <p>If you haven’t watched my general notes video, please do so. Watch: General notes for my online classes [Gary Pereira] https://youtu.be/_AN8k0Ogw10</p> <p>Probably the most common trend throughout the world is the massive, relentless move of people away from rural areas and into cities of ever increasing size. Cities might grow in part from the pressure of population growth, but social and cultural trends influence their growth as well. Urbanization often co-occurs with the depopulation of the rural countryside.</p> <p>In order to illustrate this nearly global tendency, we’ll look at some videos whose subjects we may return to later as we cover different regions. For now, I just want you to get in the mood to wander through places you’ve never been. Some videos in this course are slow-paced, and you can easily write down notes or do other things as you watch (or if you are like me, you may be mesmerized). Other videos convey a lot of specific information very quickly, and you may need to pause and repeat segments in order to take notes properly. I suggest that you read through the homework questions once first, or come back to them again later.</p> <p>I’d like us to begin with what most of us would consider to be a pleasant example of what urbanization can be, by having you take a couple of video walks through the Shinjuku neighborhood of Tokyo. Many videos of this kind are appearing now. I picked this location because Tokyo has a population of about 14million and the greater metro area has 40 million, making it currently the world’s most populous metropolitan area. In the following two videos, you may of course skip around, but I do encourage you to just relax for a few minutes and let the sights (and the sounds) take you away.</p> <p>Optional: Nightlife Streets In Tokyo Shinjuku [Nippon Wandering TV] https://youtu.be/1YXmdSVhA3M</p> <p>This second video is from a different source and has a different style. Pay attention after minute 7 or so.</p>

Week	Due Date	Readings, Assignments
	08/25/20	<p>Optional: Night videowalk in East Shinjuku, Tokyo [Rambalac] https://youtu.be/vHr4qSQ-5XU?list=WL</p> <p>The following two videos present an extraordinary, detailed view of where the world’s largest cities will be found by 2030 and 2100.</p> <p>Watch: Top 10 Largest Cities by 2030 [The B1M] https://youtu.be/N-a0TCWb6E</p> <p>Watch: Top 10 Largest Cities by 2100 [The B1M] https://youtu.be/9OulEjWI-bE</p> <p>Homework 1:</p> <ol style="list-style-type: none"> 1. Compare the urban environment in Shinjuku, Tokyo, to any city of similar density that you may have experienced or know about (for example, some big city here in the US). Describe similarities and differences in both the physical layout and condition, as well as social and cultural differences. I expect you to describe a few obvious differences from typical US cities, as well as some less obvious ones. <p>Hint: watching ambient videos like this is not everyone’s cup of tea. I find them relaxing and entertaining, particularly since we’ve been cooped up for so long. You might be surprised by how absorbed you become in noticing things if you give yourself the chance.</p> <ol style="list-style-type: none"> 2. List the projected numbers of people that will be living in each of the ten cities listed for 2030, and comment on at least five of them. Do you find this trend surprising in any way? Compare them to the numbers living in the world’s largest cities today. 3. List the projected numbers of people that will be living in each of the ten cities listed for 2100. How have things changed since 2030? Do you think that these cities of the future will be anything like today’s cities? <p>For example, could they sustain the sort of automotive transportation we find in the largest cities today? What sort of planning do you think will be necessary for such cities to be sustainable? Should they grow ‘organically’ as many now do, or should they be fully or partially planned? Do you think the relevant governmental bodies are up to the task? Do you think urban life in places like Afghanistan, Niger, and Pakistan will become increasingly unpleasant as the result of continuing political instability, social conflict, and high birth rates, or do you anticipate a path to urban life like what you’ve seen in Japan?</p>
2		<p>Topic: United States and Canada</p> <p>Watch: The United States' Geographic Challenge [Stratfor] https://youtu.be/DUsVZ-gFOGA</p> <p>Watch: Canada's Geographic Challenge [Stratfor] https://youtu.be/TftLaHb1FvA</p> <p>The recent history of Detroit has become a cautionary tale regarding the uncertainties of urban health. And yet, life goes on.</p>

Week	Due Date	Readings, Assignments
	09/01/20	<p>Watch: Real Scenes: Detroit [Resident Advisor] https://youtu.be/TcAY5L2zDtU</p> <p>Watch: This Tree Farm Is Bringing Life Back To Detroit's East Side https://youtu.be/I5wekB5IpHA</p> <p>Homework 2:</p> <ol style="list-style-type: none"> 1. What are some of the geographic challenges of the US and Canada? 2. Detroit, the home of the American automotive industry and of Motown Records, has fallen on hard times. The growing numbers of abandoned lots are beginning to host some urban farms. Do you think that nontraditional careers in the arts and agriculture can make a city like Detroit viable, even if it never comes back as a major manufacturing center? Does the health of a city depend primarily on its ability to generate wealth and jobs, or does it also depend on its ability to inspire young people to stay for possibly nonmonetary reasons involving personal fulfillment? 3. If you were to just get up and hit the road, where would you go? Describe a road trip that you would take from here to New York City, while stopping at five or more specific locations along the way. Describe each of these destinations. Use the Internet to research your trip. You don't have to connect it to a specific theme as you did for Europe, but you may. Do not travel by air. Trains, cars, buses etc. are fine. Assume that you have plenty of time. You might for example decide to take mostly the northern, central, or southern route, if you travel primarily along interstate highways. Use Google Maps or a similar service for routing advice. Name and describe at least five specific destinations along the way in order of arrival, and why you'd want to stop there. <p>Textbook questions (see Required Texts/Readings above for instructions on downloading free textbook) are delineated as follows: electronic page number . question number:</p> <p>235.1. Where is the largest US megalopolis located? What region is it part of?</p> <p>235.3. What have been some of the traditional economic activities in the American South? How is this changing?</p> <p>235.9. Why does the desert region of the American Southwest continue to attract a growing population?</p>
3		<p>Topic: Europe</p> <p>Let's go for a walk in Paris.</p> <p>Watch: Paris evening walking tour [Silent Walker] https://youtu.be/G-v-UKEJ4E4</p> <p>.</p> <p>Watch: Real Scenes: London [Resident Advisor] https://youtu.be/jN1XUBrwp5A</p> <p>Watch: Closed Border: How COVID-19 is Changing Global Migration [Center for Strategic &</p>

Week	Due Date	Readings, Assignments
	09/08/20	<p>International Studies] https://youtu.be/fGJ_Nr907P0</p> <p>Optional: France's Geographic Challenge [Stratfor] https://youtu.be/iGYPQLOUKeI</p> <p>Optional: Germany's Geographic Challenge [Stratfor] https://youtu.be/oTPIzzcBPaA</p> <p>Optional: Italy's Geographic Challenge [Stratfor] https://youtu.be/nsbthExJoDo</p> <p>Optional: Poland's Geographic Challenge [Stratfor] https://youtu.be/vYxjA1C9JQ8</p> <p>Optional: Romania's Geographic Challenge [Stratfor] https://youtu.be/R719mLoDLaQ</p> <p>Optional: Spain's Geographic Challenge [Stratfor] https://youtu.be/1U8XcP_o5RE</p> <p>Homework 3:</p> <ol style="list-style-type: none"> 1. Describe your impression of the walking tour of Paris. How does it compare to Tokyo, or to comparable cities you may have experiences elsewhere? 2. Why do you think cities like London have become the locus of so much creative work with the roots extending around the globe? Do you think something may have been lost in the process? 3. Discuss developments at the Greek/Turkish border and their wider implications. 4. Describe the geographic challenges of <i>either</i>: France, Germany, Italy, Poland Romania, or Spain. <p>Textbook questions:</p> <p>118.2. How have strong egalitarian ideals shaped northern European countries?</p> <p>118.8. How does agricultural production vary with physical geography in Western Europe?</p> <p>118.9. What are the key factors that make Western Europe an economic core area of the world?</p> <p>134.2 Which Eastern European countries were once members of the Soviet Union?</p>

Week	Due Date	Readings, Assignments
4	09/15/20	<p>Topic: Russia and Ukraine</p> <p>Watch: Russia's Geographic Challenge [Stratfor] https://youtu.be/W6LlhNgsQoc</p> <p>Watch: Ukraine's Geographic Challenge [Stratfor] https://youtu.be/Eiersq6K85I</p> <p>Let's try to look at Russia and Russian history outside of the lens of current politics. First, the soulfulness of Russian arts. This first video shows Russian opera singers Anna Netrebko and Dmitri Hvorostovsky performing a popular Russian song in Red Square in 2013. Tragically, Hvorostovsky died in 2017 from a brain tumor at the age of 55.</p> <p>Optional: Anna Netrebko - Moscow Nights - Dmitri Hvorostovsky [George Vidakis] https://youtu.be/t5SIUmCdXf0</p> <p>Russia made very important contributions to science, mathematics, and the arts. But the legacy of Russian communism remains strong and continues to be very relevant. It is my impression that Americans students know relatively little about this chapter in history. A BBC documentary series from 2009 called <i>The Lost World of Communism</i> examines the legacy of communism “twenty years after the fall of the Stalinist regimes of the Eastern Bloc, focusing on personal memories and descriptions of daily life”. The three programs of the series were each about a different country — East Germany, Czechoslovakia and Romania. Part 1, about East Germany, is below.</p> <p>Watch: The Lost World of Communism (Part 1) [Haunting Europe] https://youtu.be/3dFdKjhgt3k</p> <p>Homework 4:</p> <ol style="list-style-type: none"> 1. What are Russia’s principal geographic challenges? How has it addressed them historically? 2. Describe in detail the experiences of three of the people who were interviewed in the video <i>The Lost World of Communism</i>. 3. Describe the geographic challenges of the Ukraine. <p>Textbook questions:</p> <p>144.2. What are Russia’s main physical regions?</p> <p>144.5. What were Soviet Socialist Republics, and why were they created?</p> <p>156.7. What two policies did the last Soviet leader implement to assist in reforming the USSR?</p> <p>156.9. How did the economic system change for Russia after 1991?</p>

Week	Due Date	Readings, Assignments
5	09/22/20	<p>Topic: Mexico and Central America</p> <p>Watch: Mexico's Geographic Challenge [Stratfor] https://youtu.be/lbmo9aO27L0</p> <p>Watch: Guatemala's Geographic Challenge [Stratfor] https://youtu.be/Dt8uBiL4LZg</p> <p>Watch: Honduras gang violence uproots thousands [Al Jazeera English] https://youtu.be/GHs57f2nEUw</p> <p>Homework 5:</p> <ol style="list-style-type: none"> 1. What are Mexico's principal geographic challenges? 2. Describe Guatemala's geographic challenges. 3. Why is gang violence such an apparently intractable problem in some Central American countries? Are the local and state governments, police forces, and judiciary of these nations at least partly responsible for this state of affairs? What do you think can or should be done, and by whom? I will evaluate your response as always on the depth of your reasoning, and not on the opinion you express. <p>Textbook questions:</p> <p>264.1. What are the main physical features of Mexico?</p> <p>264.2. How does the core-periphery spatial relationship apply to Mexico?</p> <p>264.10. How has the illegal drug trade affected Mexico?</p> <p>295.2. Which European countries were the main colonizers of the Caribbean?</p> <p>295.7. How is Haiti different from its neighbor, the Dominican Republic?</p>
6		<p>Topic: South America and the Caribbean</p> <p>Watch: Brazil's Geographic Challenge [Stratfor] https://youtu.be/d7i0yA_upx8</p> <p>Watch: Colombia's Geographic Challenge [Stratfor] https://youtu.be/8u4InrBnJ5Y</p> <p>Watch: Venezuela's Geographic Challenge [Stratfor] https://youtu.be/w-PDdggGJC4</p> <p>Optional: South America [Morten Rustad] https://youtu.be/pp95UwZGD8Y</p>

Week	Due Date	Readings, Assignments
	09/29/20	<p>We will discuss the future of global urbanization at the end of the semester, but it is important that you keep in mind that the sheer scale of this process, along with its opportunities and problems, have come to dominate global society. Megacities in particular pose huge challenges. We've looked briefly at Mexico City; this week we examine São Paulo, Brazil.</p> <p>Watch: São Paulo: South America's MEGACITY [The Daily Conversation] https://youtu.be/sNEeY_gXFbc</p> <p>Watch: What If We Lost The Amazon Rainforest? [What If] https://youtu.be/prZKGLIc9DA</p> <p>Homework 6:</p> <ol style="list-style-type: none"> 1. What are Brazil's principal geographic challenges? How has it attempting to addressed them? 2. Compare the geographic challenges of Colombia and Venezuela. 3. What is the actual value of the Amazon rainforest? What would happen (is happening) if we lost it? 4. Describe the four core problems facing São Paulo and what is being done about them. <p>Textbook questions:</p> <p>360.5. Why is Manaus such a core city for its region?</p> <p>360.6. What are the main causes of deforestation in the Amazon Basin? How can deforestation be reduced?</p> <p>373.1. What are the main physical regions of Argentina and Chile?</p> <p>373.7. What are the main attributes and contributions of the Pampas and Patagonia?</p> <p>373.10. How does Chile complement the agricultural production of the United States and Canada?</p>
7		<p>Topic: Sub-Saharan Africa</p> <p>Watch: Nigeria's Geographic Challenge [Stratfor] https://youtu.be/irn2SWBRZWQ</p> <p>Watch: Mozambique's Geographic Challenge [Stratfor] https://youtu.be/gjOX9hGEx7Y</p> <p>Watch: The Great Elephant Census https://youtu.be/imvehfydUpc</p> <p>Watch: Akashinga: The Brave Ones [National Geographic] https://youtu.be/WUYQS40I9mw</p>

Week	Due Date	Readings, Assignments
	10/06/20	<p>Read the sections on Threats and Conservation: https://en.wikipedia.org/wiki/African_elephant</p> <p>Homework 7:</p> <ol style="list-style-type: none"> 1. Discuss the geographic challenges of Nigeria. 2. How do the geographic challenges of Mozambique differ from those of Nigeria? 3. Using the above and/or other reliable sources, describe current threats to the African Elephant and efforts underway to protect them. <p>Textbook questions:</p> <p>407.2. What is the difference between the formal and informal sectors of the economy?</p> <p>407.5. Approximately how many languages are spoken in Africa? How many are spoken in Nigeria alone?</p> <p>425.4. How do most of the people in West Africa make a living?</p> <p>425.5. What are blood diamonds? What two countries in West Africa have had civil wars based on them?</p> <p>425.8. What was the Pan-African concept, and how did it affect West Africa?</p>
8		<p>Topic: Sub-Saharan Africa</p> <p>With 200 million people aged between 15 and 24, Africa has the largest population of young people in the world, and their numbers are expected to grow by 42.5 million between 2010 and 2020. Youth unemployment is a big problem in many African nations. Young adults account for 60% of all of Africa's jobless, according to the World Bank. In North Africa, the youth unemployment rate is 25%, but it is even greater in Sub-Saharan nations like Botswana, the Republic of the Congo, Senegal, and South Africa, and others. In most African countries, youth unemployment "occurs at a rate more than twice that for adults," notes the African Development Bank. We've already seen how several of the world's largest cities will probably be in Africa by 2100. Let's take a closer look at plans for Lagos, Nigeria.</p> <p>Watch: Building Africa's City in the Sea [The B1M] https://youtu.be/SGIeAm6NolQ</p> <p>Watch: Chad's Geographic Challenge [Stratfor] https://youtu.be/Kv-oixS6TsI</p> <p>Chad and other nations of the Sahel have many of the characteristics and challenges of both the sub-Saharan nations, and of the North African region that we will cover next week.</p>

Week	Due Date	Readings, Assignments
	10/13/20	<p>Homework 8:</p> <ol style="list-style-type: none"> 1. Describe what is being done in Lagos in order to accommodate growth from an already whopping 13 million inhabitants to 88 million by 2100. 2. Describe Chad's geographic challenges. <p>Textbook questions:</p> <p>445.1. What are the main physical geographic features in Central Africa?</p> <p>445.3. What caused the Rwandan civil war? Which two groups were in conflict?</p> <p>445.10. Which country in Central Africa has the highest standard of living and a stable government?</p> <p>464.4. How have Kenya and Tanzania attempted to preserve and protect the environment?</p> <p>464.5. Where is the Serengeti Plain? How does it bring national wealth to its home countries?</p> <p>482.1. What is threatening Madagascar's biodiversity?</p>
9		<p>Topic: North Africa and Southwest Asia</p> <p>This region, alternatively also termed the Near and Middle East, has been in focus globally for a number of reasons, many of them having to do with uprisings and conflict. But accounts of these conflicts often neglect to mention important environmental and economic contributors. In the years prior to the so-called 'Arab Spring', for example, food prices often doubled and tripled, in a region already racked with poverty, why shouldn't adverse environmental conditions lead to economic despair and revolution?</p> <p>Watch: Water Crisis in the Middle East https://youtu.be/1FHksyApxmE</p> <p>Watch: Saudi Arabia's Geographic Challenge [Stratfor] https://youtu.be/LS4G0bvpwgc</p> <p>Watch: Iran's Geographic Challenge [Stratfor] https://youtu.be/4ClfNCvMkMM</p> <p>Watch: Jordan's Geographic Challenge [Stratfor] https://youtu.be/Zn_4U9JmhXs</p> <p>Watch: Israel's Geographic Challenge [Stratfor] https://youtu.be/93onRmj9guc</p>

Week	Due Date	Readings, Assignments
	10/20/20	<p>Homework 9:</p> <ol style="list-style-type: none"> 1. What are some of the reasons for the water crisis in this region? About one minute into the video is a discussion of Syria. How could the mass migration within Syria to the cities as a result of drought prior to the Civil War helped to have brought about the horror we've seen there in recent years? 2. What are Iran's principal geographic challenges? How has it addressed them historically? 3. What are Saudi Arabia's principal geographic challenges? How has it addressed them historically? 4. Compare the geographic challenges of Israel and Jordan. 4. Discuss Chad's principal geographic challenges. <p>Textbook questions:</p> <p>524.1. What is the name of the majority ethnic group that resides in the Maghreb? What is the main physical feature there?</p> <p>524.2. What have been the main ties between North Africa and European continent?</p> <p>524.8. Name the country in the Sahel where slavery has become prominent. Why did no one stop it?</p> <p>542.6. How are the governments of Israel, Jordan, Syria, and Lebanon different?</p> <p>542.9. Where was the "Paris of the Middle East"? What happened to the city in 1975?</p> <p>558.2. Why type of government does Saudi Arabia have? What is the law based on?</p> <p>558.5. Who drilled the first offshore Kuwaiti oil well? Why is this significant?</p> <p>597.4. How have problems with the Aral Sea affected the people of the region?</p>
10		<p>Topic: South Asia</p> <p>Watch: Sri Lanka's Geographic Challenge [Stratfor] https://youtu.be/YOjKFT1yhf0</p> <p>Watch: India's Geographic Challenge [Stratfor] https://youtu.be/LPUjLci2ARY</p> <p>Watch: Nepal's Geographic Challenge [Stratfor] https://youtu.be/8CSKPTfP_C8</p> <p>Watch: Pakistan's Geographic Challenge [Stratfor] https://youtu.be/WN7mNEQ7s58</p>

Week	Due Date	Readings, Assignments
	10/27/20	<p>Watch: Climate Change in Bangladesh (2016 Documentary) https://youtu.be/99jkZ-6vvvE</p> <p>Watch: Waters of Paradise - Adapting to Climate Change in the Maldives [UNDP Climate] https://youtu.be/mKoppdJ6H4c</p> <p>Homework 10:</p> <ol style="list-style-type: none"> 1. What are India’s principal geographic challenges? How has it addressed them historically? 2. What are Pakistan’s principal geographic challenges? How has it addressed them historically? 3. Summarize the “Climate Change in Bangladesh” film, focusing out anything that you found to be most interesting or surprising. 4. Why would the country of the Maldives be concerned about climate change? What is being done there in an effort to keep life and society on the islands sustainable? <p>Textbook questions:</p> <p>614.2. What are the three major rivers of South Asia? Where do they start and what bodies of water do they flow into? Why have these river basins been such an important part of the early civilizations of the realm and why are they core population areas today?</p> <p>614.3. Why does the monsoon usually arrive in late May or early June? What is the main precipitation pattern that accompanies the monsoon? Why is the monsoon a major source of support for South Asia’s large population?</p> <p>627.6. Explain Bhutan’s guiding philosophy regarding development.</p> <p>627.7. Why is Nepal experiencing environmental degradation?</p> <p>627.8. What was the civil war about in Sri Lanka? What did each side want?</p> <p>645.7. What type of government does Pakistan have? What is the law based on?</p> <p>627.1. Why is the Punjab region vital to both Pakistan and India?</p> <p>660.2. What are the three main language families in India? What is the lingua franca?</p> <p>660.3. List the main qualities that are different between the rural and urban areas of India.</p>
11		<p>Topic: East Asia</p> <p>Watch: China's Geographic Challenge [Stratfor] https://youtu.be/H8uWoBtCkg8</p> <p>Watch: China's Belt and Road initiative [CaspianReport]</p>

Week	Due Date	Readings, Assignments
		<p>https://youtu.be/mOmEFOaWjI8</p> <p>Watch: A Brief History of Taiwan [famous videos] https://youtu.be/jyTdwuGEq54</p> <p>Watch: Japan's Geographic Challenge [Stratfor] https://youtu.be/BhSeQxdJw1w</p> <p>Watch: North Korea's Geographic Challenge [Stratfor] https://youtu.be/85rvUc6SP0E</p> <p>Watch: Interesting Facts About South Korea[CoolVision] https://youtu.be/Ko1bqasNDls</p> <p>Watch: Understanding the accident of Fukushima Daiichi https://youtu.be/YBNFvZ6Vr2U</p> <p>Watch: Fukushima's ghost towns https://youtu.be/xKfnsYzQWjw</p> <p>I was fortunate enough recently to have been a few feet away from North Korea, at one of the most beautiful places on Earth. There were no guards or soldiers in sight. We were in China. Weather on the mountain is treacherous, and the park was closed when we arrived. It finally cleared up enough to allow us to climb up to the rim of the crater and watch the lake emerge from the mist...</p> <p>Optional: 1442 Steps to Heaven Lake [Gary Pereira] https://youtu.be/TsnoFuC4zrw</p> <p>Changbaishan, or Changbai Mountain (in Chinese), is a massive volcano with a magnificent crater lake. It last erupted, with tremendous force, about a thousand years ago. The scars remain, and have created some unique and magical ecosystems in northeast Asia (see video below). Anyone who grew up with either Lord of the Rings or Harry Potter would love this place.</p> <p>The China/DPRK border runs right through the lake. This is a holy site in Korean mythology. Kim Jong Un and his forefathers have visited the lake several times. So have several Chinese leaders. If you look at a map (or watch the beginning of the above video) you'll notice that the China/DPRK border was intentionally diverted to allow Korean access to this lake. Unfortunately, the North Korean people do not seem to have been given such access. But despite the fact that getting there involves a long car ride, many South Koreans who travel to China continue to visit this wonderful place from Chinese access points.</p> <p>Optional: Valley Float Stone Forest of Changbai Mountain [Gary Pereira] https://youtu.be/_HSdtL-AQyM</p> <p>Optional: Natural History Museum of Changbaishan [Gary Pereira] https://youtu.be/Un6ig2Z9I1Y</p> <p>Within the park itself, people are not allowed to live, camp, or gather forest products without special permission. But in a rare flat valley, deep within the park, is an ethnic Korean village! It does of course conform to Chinese law and policy, but it offers the tourist a working glimpse of life for Koreans long before all the trouble started. Keep in mind that the original invaders of the 20th century came from Japan,</p>

Week	Due Date	Readings, Assignments
	11/03/20	<p>in 1910. Koreans escaping the occupation often fled to China, as you would expect, and Jilin Province has a high proportion of ethnic Koreans as a result. Koreans who lived on or near the border, in isolated places like Changbaishan, knew the terrain, and the often participated in anti-Japanese activities, something the rest of China would be doing soon afterwards. So these Koreans on Chinese territory continue to be honored as patriots to both the Korean and Chinese cause. If you visit as an American, be prepared to be criticized. In fact, unfortunately these days, that applies to the rest of China as well.</p> <p>I have video from our visit to the Korean village that I haven't edited or published yet, so I'll give you a verbal description for now. The village grows all its own food, and it earns disposable income primarily by growing and selling ginseng, which is an unusual crop. It takes several years before the root is generally harvested, and the longer you wait the stronger and more valuable the root becomes. Sometimes they wait 25 years or more. So growing and harvesting requires a great deal of patience and long term planning. It is grown in shaded greenhouses or on the grounds of the park itself. The latter method of growing and harvesting ginseng is the more interesting. These village people have permission to wander through the park and plant and harvest ginseng and other products, sustainably. They are counted among the stewards of the park, along with the rangers and firefighters. They keep an eye on things, note any unusual changes, assist with scientific work, and report any intruders or poachers. By often allowing people to live and work in its parks, China seems to do a decent job of protecting and maintaining its natural environment, at lower government expense. But of course there are far fewer freedoms than what the Western visitor would expect. You can't camp or wander off trail in China without permission. Generally, permission is not given. That does help to protect fragile environments. My sister in law, for example, had been to Changbaishan many years earlier, and she had been able to walk over the crater rim and right down to the water's edge. No more.</p> <p>Homework 11:</p> <ol style="list-style-type: none"> 1. What are China's principal geographic challenges? How has it addressed them historically? How is it addressing them now? 2. Beginning about minute 4 in the China's Belt and Road video is a discussion of the US Naval presence that is currently protecting China's sea lanes, the vulnerability of maritime choke points, and security concerns. Please describe this and other factors described later that are driving the initiative. 3. What are Japan's principal geographic challenges? 4. Please tell me the extent to which you (and our society generally) have been made aware of the details and development over the years of the Fukushima nuclear disaster were discussed in your schools. Do you think this has attracted the attention it deserves? Does it influence how you think about energy? 5. What nations, in what rough order throughout time, have had possession or expressed claims over Taiwan? What role has the island played in 20th century Chinese and Japanese history? Elaborate. <p>Textbook questions:</p> <p>702.7 What are the main ethnic groups, languages, and religions in China?</p> <p>702.9. Under what four main principles do the SEZs operate?</p> <p>732.4. Does Japan have a high or low population growth rate? What problems arise from this situation?</p>

Week	Due Date	Readings, Assignments
		<p>732.7. How did South Korea develop such a robust economy with such a small physical area?</p> <p>732.10. Explain how the concept of regional complementarity applies to the two Koreas.</p>
12		<p>Topic: The Great Proletarian Cultural Revolution</p> <p>This week, we will depart from our world tour to present in some detail a piece of history that I think Americans should know more about. Most of the following text is my own, but some comes from Wikipedia and other sources. You might want to read my assessment and the homework first, so that you understand the perspectives that I try to portray. What actually happened is obviously a great deal more complex than what we can consider in a couple of weeks. You don't need to follow every link, but please <i>do</i> watch all of the videos.</p> <p>Some common acronyms:</p> <p>PRC: People's Republic of China CPC: Communist Party of China (also referred to as CCP) PLA: People's Liberation Army (China's armed forces)</p> <p>Political origins</p> <p>Watch: The Cultural Revolution (1966) [Daniel Guiney] https://youtu.be/XXJ2rQPMkBA</p> <p>The Great Proletarian Cultural Revolution was a sociopolitical movement in China from 1966 until 1976. Launched by Mao Zedong, the Chairman of the CPC, its stated goal was to purge remnants of capitalist and traditional elements from Chinese society, and to re-impose Mao Zedong Thought as the dominant ideology. The Cultural Revolution marked Mao's return to power after the failure of the Great Leap Forward, which had coincided with the forced export of grains and materials to the Soviet Union and approximately 30 million deaths in the Great Chinese Famine.</p> <p>Several things had to come together for this movement to have taken over the nation the way it did. Some of these forces were bottom-up, coming from the students and staff of elite high schools and universities. Much of it also had to do with the struggle for political power at the highest levels of government, which had to decide which direction the nation would go culturally, economically, and politically. Although the results were often evil, much of the energy and idealism of the Cultural Revolution came from innocent patriotism and from youthful exuberance. Keep one thing in mind: these young people had been born into a nation that was less than 20 years old at the time.</p> <p>General reference: Cultural Revolution https://en.wikipedia.org/wiki/Cultural_Revolution</p> <p>The schools and military</p> <p>The Red Guards https://en.wikipedia.org/wiki/Red_Guards</p>

Week	Due Date	Readings, Assignments
		<p>The Red Guards were a mass student-led paramilitary social movement that began in Beijing. Specifically, it began within two neighboring universities, the most prestigious in China: Tsinghua University and Peking University.</p> <p>Download (from Files): Wang_Youqin.pdf <i>Student Attacks Against Teachers: The Revolution of 1966</i>, by Wang Youqin</p> <p>“When interviewing teachers, I asked what their reaction was to the beatings at that time. In fact, all of them silently endured the brutality and cruelty. Guo Shengming, a history professor at Huadong Teachers University, said that when he was dragged away from his home and paraded on campus with a high hat and without shoes, he thought all those actions nonsensical and tried not to take them seriously. His Taoist philosophy helped him to bear all insults. Guo was not the only teacher who, in order to protect himself psychologically, deceived himself into believing that the violence was just an absurd farce.”</p> <p>“No one took action to protest the brutality or criticize the violence in public. This was not because the teachers were all cowards but because such protest was impossible. There were three obvious reasons:</p> <p>(1) the police had received an order to ignore the student violence; none would help those who were mistreated;</p> <p>(2) the violent students were members of the “Red Guard” organization which was supported by the authorities, while the teachers were isolated individuals; and</p> <p>(3) any personal resistance could bring serious revenge and cause more deaths.”</p> <p>From: <i>China’s Great Terror</i>, by Jonathan Spense, New York Review of Books, September 21, 2006: https://www.chinafile.com/library/nyrb-china-archive/chinas-great-terror</p> <p>“Why were so many of the early radical activists so young, in many cases just middle school or even primary students, and why were girls often prominent in the violence? The answer... is that these younger students were mainly from highly privileged elite Party families; they lived in the same compounds, and were tightly bonded together through work and leisure activities. In this closed setting, sheltered from the real worlds of farm and factory, girls were under intense pressure to appear as revolutionary as boys.”</p> <p>In August 1966, Marshall Lin Biao publicly called for ‘three-month turmoil’ within the PLA, and on October 6 Lin’s Central Military Commission issued an urgent instruction that all military academies and institutes were to dismiss their classes and allow their students to become fully involved in the Cultural Revolution.</p> <p>Following the orders of this directive, officers and commissars were expelled from their positions, and some were beaten to death. Students at Chinese military academies followed Lin’s instructions to rebel against their senior officers, breaking into the offices of Lin’s National Commission for Defense Science to abduct one of the department’s directors, and claiming Lin’s deputy chief of staff. The students overthrew General Xiao Hua, the head of the PLA’s Political Department, and went on to purge 40 other top officers working under him, most dying in prison.</p> <p>Nevertheless, Lin continued to support the Red Guards until May 1967, when Mao accepted Zhou’s appeals to moderate their radical activity through military intervention. Lin eventually moderated some of the most radical activity within the PLA, and he later used the army to put an end to the fighting between Red Guard factions in the cities.</p>

Week	Due Date	Readings, Assignments
		<p>From 1967 to 1969, 80,000 officers were purge by Red Guards. Over 1000 died from torture, starvation, or execution. Research programs were cancelled and the number of military academies across China shrank by two-thirds. Many defensive fortifications were destroyed, and regular training within the PLA ceased.</p> <p>Eliminating the past</p> <p>Four Olds https://en.wikipedia.org/wiki/Four_Olds</p> <p>Watch: 1960s China Cultural Revolution, Propaganda Film [thekinolibrary] https://youtu.be/yKg97b5j7mU</p> <p>The Four Olds were: Old Customs, Old Culture, Old Habits, and Old Ideas. Calls to destroy the Four Olds usually did not appear in isolation, but were contrasted with the hope of building the Four News (new customs, new culture, new habits, new ideas).</p> <p>“The first things to change were the names of streets and stores: ‘Blue Sky Clothes Store’ to ‘Defending Mao Zedong Clothes Store’, ‘Cai E Road’ to ‘Red Guard Road’, and so forth. Many people also changed their given names to revolutionary slogans, such as ‘Determined Red’ or ‘Following the Revolution’.”</p> <p>“Red Guards broke into homes... and destroyed paintings, books, and furniture; all were items that they viewed as part of the Four Olds. Many families' long-kept genealogy books were burned to ashes. The Chinese government stopped short of endorsing the physical destruction of products. In fact, the government protected significant archaeological discoveries...”</p> <p>A Red/Black class distinction was used to create a status society. People in the Five Black Categories were separated out for struggle sessions, humiliation, re-education, beating, and persecution.</p> <p>Documented atrocities (See also Wang_Youqin.pdf, in Files.)</p> <p>Red August https://en.wikipedia.org/wiki/Red_August</p> <p>Daxing Massacre https://en.wikipedia.org/wiki/Daxing_Massacre</p> <p>Guangxi Massacre https://en.wikipedia.org/wiki/Guangxi_Massacre</p> <p>Guangdong Cultural Revolution Massacre https://en.wikipedia.org/wiki/Guangdong_Cultural_Revolution_Massacre</p> <p>Shadian incident https://en.wikipedia.org/wiki/Shadian_incident</p> <p>Inner Mongolia incident https://en.wikipedia.org/wiki/Inner_Mongolia_incident</p> <p>Zhao Jianmin Spy Case https://en.wikipedia.org/wiki/Zhao_Jianmin_Spy_Case</p> <p>Daoxian massacre https://en.wikipedia.org/wiki/Daoxian_massacre</p>

Week	Due Date	Readings, Assignments
		<p>Shaoyang County Massacre https://en.wikipedia.org/wiki/Shaoyang_County_Massacre</p> <p>Some the major players</p> <p>Mao Zedong https://en.wikipedia.org/wiki/Mao_Zedong https://en.wikipedia.org/wiki/Mao_Zedong%27s_cult_of_personality</p> <p>Mao must of course be listed as the key figure in the Cultural Revolution. He was already old at the time, and revered by a new generation as the principal founder of a nation that was less than twenty years old. He had been the ‘great helmsman’ through every experience: the Civil War and the war with Japan, the Korean War, collectivization, famine, and divorce from the Soviet Union. His role in the Cultural Revolution should therefore be understood from the context of his entire career and the history of modern China.</p> <p>The same could be said of Premier Zhou Enlai. Although Zhou participated in the Cultural Revolution, he worked behind the scenes to minimize the damage and to help and protect some of those who had been victimized. Unfortunately, Zhou was also old, and ill, and he succumbed to cancer during this period. I would not include him as a major player in the Cultural Revolution. Despite the far-left rhetoric of the time, both Premier Zhou and Chairman Mao were intent on creating for the first time a healthy relationship with the United States. This culminated in a state visit to China by US President Nixon, during the Cultural Revolution</p> <p>Lin Biao https://en.wikipedia.org/wiki/Lin_Biao</p> <p>One of the more interesting characters in this tragedy, Lin was a Marshal of the People's Republic of China. He had been pivotal in the Communist victory in the Civil War. He tried to avoid high office, but he did hold a series of important posts, voicing opinions that were highly supportive of the Chairman. After Mao's second-in-command, President Liu, was denounced as a "capitalist roader" in 1966, Lin Biao emerged as the most likely candidate to replace Liu as Mao's successor. Lin attempted repeatedly to avoid this promotion, but Mao insisted. Lin published and distributed the ‘Little Red Book’ of quotations, and as head of the armed forces he deactivated the PLA and confined them to quarters. Later, he ordered the PLA to eventually put an end to the Cultural Revolution’s excesses. Lin died in a plane crash that may have been part of a failed coup attempt against the Chairman.</p> <p>Chen Boda https://en.wikipedia.org/wiki/Chen_Boda</p> <p>Chen Boda was a Chinese Communist journalist, professor and political theorist who rose to power as the chief interpreter of ‘Mao Zedong Thought’ in the first 20 years of the PRC. In May 1966, he was placed at the head of the Cultural Revolution Group, a body established to oversee and direct the course of the Cultural Revolution. In time, this group would rise to become the most important political body in China, surpassing even the influence of the Politburo</p> <p>Nie Yuanzi https://en.wikipedia.org/wiki/Nie_Yuanzi</p>

Week	Due Date	Readings, Assignments
		<p>Nie Yuanzi was a Chinese academic administrator at Peking University. She wrote and posted a 'big-character poster' on May 25, 1966 criticizing the university leadership. Mao Zedong ordered the poster to be read on the Central People's Broadcasting Station and published in the People's Daily, accompanied by official commentaries. Nie's poster is considered to have been the opening shot of the Cultural Revolution. Mao's approval encouraged further attacks on authorities and inspired students at other universities to write posters, most of which expressed support for Nie's "revolutionary action". She controlled revolutionary activities at Peking University, protected by her celebrity status. She became widely known as one of the top five leaders of Red Guards in the capital. However, after Red Guard activity was suppressed, things changed for Nie. Along with many millions of other young people, she was sent to work in the countryside. In December 1969, she was sent to labor at Peking University's farm. In 1971, she was subjected to examination, and her movements were restricted. In 1973, she was sent to work in the Xinhua Printing House, where she lived, ate and slept in the factory. She moved to a factory that made apparatuses for Peking University in 1975. She went from being a pampered student who idealized working people of low status to becoming one, herself. This was not an unusual trajectory for young people at the time. In 1978, after the end of the Cultural Revolution, Nie was sent to prison. She was convicted of counterrevolutionary activities and defamation in 1983. Sentenced to 17 years in prison, she was paroled in 1986. She lived to be 98.</p> <p>Jiang Qing https://en.wikipedia.org/wiki/Jiang_Qing</p> <p>Jiang Qing was Mao's third wife (his first, an arranged marriage, had been annulled, and his second, the love of his life, had been killed in the revolutionary struggle). She had been a Shanghai actress before joining Mao in Yan'an. During the Cultural Revolution, she was responsible for commissioning the revolutionary operas and ballets that defined on a cultural level what the revolution was all about, suppressing or transforming traditional or 'bourgeois' forms of art into something modern and thoroughly socialist. The following quote is attributed to her; it reflects the general sentiment of the time: "If good people beat bad people, it serves them right; if bad people beat good people, the good people achieve glory; if good people beat good people, it is a misunderstanding. Without beatings, you do not get acquainted. Once acquainted, you no longer need to beat them."</p> <p>Gang of Four https://en.wikipedia.org/wiki/Gang_of_Four</p> <p>Prominent victims</p> <p>Liu Shaoqi https://en.wikipedia.org/wiki/Liu_Shaoqi</p> <p>Liu was President of the People's Republic of China. Although the CPC Chairman held far more power, Liu remained China's titular head of state from 1959 to 1968. During this time, he implemented policies of economic reconstruction while reinforcing the authority of the CPC. For 15 years, President Liu was the third most powerful man in China, behind only Chairman Mao and Premier Zhou. Originally groomed as Mao's successor, Liu antagonized him in the early 1960s. From 1966 onward, he was criticized and purged. After his arrest in 1967, Liu was beaten regularly at public denunciation meetings by Red Guards. He was denied medicine for his diabetes and for the pneumonia he developed while in custody. At the Ninth Party Congress in 1969, Liu was formally denounced as a traitor and an enemy agent. He died soon afterward.</p> <p>Lao She</p>

Week	Due Date	Readings, Assignments
		<p>https://en.wikipedia.org/wiki/Lao_She</p> <p>Lao She was a Chinese novelist and dramatist and one of the most significant figures of 20th-century Chinese literature. Condemned as a counterrevolutionary, he was paraded by the Red Guards through the streets and beaten publicly at the door steps of the Temple of Confucius in Beijing. This abuse left him greatly humiliated and depressed, and he committed suicide by drowning himself in Beijing's Taiping Lake on 24 August 1966.</p> <p>Fu Lei https://en.wikipedia.org/wiki/Fu_Lei</p> <p>Fu Lei was China's most respected translator of French literature. In 1958, he was labelled a rightist. In 1966, at the beginning of the Cultural Revolution, he and his wife Zhu Meifu committed suicide. His letters to their son, the pianist Fou Ts'ong, were published in 1981. <i>Fu Lei's Family Letters</i> later became a long-standing best-seller in China.</p> <p>Yao Tongbin https://en.wikipedia.org/wiki/Yao_Tongbin</p> <p>Yao Tongbin was one of China's foremost missile engineers. Two rival political factions in the ministry where he worked battled each other for control, and Yao was beaten to death on June 8, 1968. After this loss, Zhou Enlai ordered special protection for key technical experts</p> <p>Zhao Jiuzhang https://en.wikipedia.org/wiki/Zhao_Jiuzhang</p> <p>Zhao Jiuzhang was a Chinese meteorologist and physicist. He was a pioneer of Chinese space technology and is considered to be a founding father of China's satellite program. He was persecuted by the Red Guards and committed suicide in October 1968.</p> <p>The arts</p> <p>The early period of ideological fervor was both reflected in and stimulated by the popular arts in China. Nevertheless, traditional or unapproved forms of the arts and humanities suffered tremendously, as evidenced by the murder and suicide of so many creative souls and the destruction of so many priceless works. The 'four olds' were attacked everywhere. You can still see evidence of this destruction in museums and at cultural sites throughout China, where the faces of ancient Buddha sculptures for example had been meticulously chiseled off.</p> <p>Most of China's cultural heritage was spared, often due to the remoteness of such sites, but also because local people protected them and kept them hidden when possible.</p> <p>As a side note, and to provide you with a nice break from politics and destruction, here is a video of mine from a site that was indeed protected from the Cultural Revolution, located deep in the mountainous outskirts of Chongqing. It is now a World Heritage Site. You can imagine how easy it would have been for someone to have damaged these fragile works.</p> <p>Dazu Rock Carvings [Gary Pereira] https://youtu.be/Vf_tfXF9y8o</p>

Week	Due Date	Readings, Assignments
		<p>Now, before I ask you to watch portions of a ballet representing (along with several other modern ballets and operas) the official performing arts of the time, I'd like you to keep an open mind. These works were commissioned and chosen by Jiang Qing (see above), herself a former actress, to represent the spirit, background, and beliefs of China, of the CPC, and of the Chairman. Artistically, much of the popular narrative fiction and films of Communist China can be quite compelling.</p> <p>The Cultural Revolution coincided with a boom of enthusiastic young people who were ready to build and defend the nation. China had long experienced war and occupation by Japan, followed immediately by Civil War, suffering enormous casualties throughout. The PRC was itself less than twenty years old, and its future was still not secure. It had stumbled badly with collectivization. It had fought to a draw a war with the US in Korea, with enormous casualties. Relations with the USSR had soured and border conflicts had begun.</p> <p>The Cultural Revolution also coincided with the widespread appreciation of popular culture through inexpensive radios, movies (often shown in the open air), and shared TVs. Songs from movies were broadcast over the radio and memorized by many millions of young people. The young generation was seen as the long-awaited positive outcome of many, many years of tears. There was an atmosphere of hopefulness and of pent-up energy that was reflected in the arts. In some ways, it seems to have been similar to postwar US prior to the Kennedy assassination, with Chinese characteristics, of course.</p> <p>Revolutionary opera https://en.wikipedia.org/wiki/Revolutionary_opera</p> <p><i>Red Detachment of Women</i> https://en.wikipedia.org/wiki/Red_Detachment_of_Women_(ballet)</p> <p>Watch: Highlights from <i>Red Detachment of Women</i> https://youtu.be/vWoE6Wu_AJI</p> <p>President Nixon watched this ballet during his state visit to China.</p> <p>Sent-down youth</p> <p>We will have much more to say next week on the topic of the sent-down youth, so this is just a general introduction. By 1967 to 1968, as different student factions began to battle one another in the cities with guns that had been commandeered from the military, the leadership in Beijing realized that something had to be done quickly to lower the temperature and cut down on the violence.</p> <p>China's farms, still unmechanized and suffering from recent experiments in large scale collectivization, and finally recovered from several years of drought, cried out for labor. The younger people who were in junior high school and high school throughout the nation's cities at the time were not like the older Red Guards in Beijing. Although most young people were devoted to the success of the new nation and of its Great Helmsman, they had no political ambitions. The decision was made to send tens of millions of young people out into the countryside to help with the work and to learn from the peasants (a term that is used non-pejoratively in China). This program was not intended to punish. Nevertheless, the more Red your background happened to be, the less time you were required to stay. There were abuses, but for many the experience was a good one. Most of the farmers they joined were kind, moral people who had suffered in recent years, and they tried to look after the young people who were arriving at their doorstep.</p> <p>Down to the Countryside Movement</p>

Week	Due Date	Readings, Assignments
		<p>https://en.wikipedia.org/wiki/Down_to_the_Countryside_Movement</p> <p>Sent-down youth https://en.wikipedia.org/wiki/Sent-down_youth</p> <p>Download from Files: <i>Sent-down youth 50 year reunion.pdf</i> This pdf file contains a full explanation of the following videos.</p> <p>Watch: 1960s China, Students Leave City to Help on Commune Farms [thekinolibrary] https://youtu.be/t4Dpo_a-Bg</p> <p>Optional: A Wild Ride through the Countryside [Gary Pereira] https://youtu.be/kNk0BJwheh4</p> <p>Watch: Down to the Countryside: a fifty year reunion [Gary Pereira] https://youtu.be/d1nywzYowiI</p> <p>Afterward</p> <p>The Cultural Revolution was brought under partial control when the Red Army reasserted control over the cities. Nevertheless, the education system and economy of China continued to suffer from leftist abuse and neglect for several years, until the movement was finally declared over after the death of Mao and the arrest of the Gang of Four.</p> <p>Boluan Fanzheng https://en.wikipedia.org/wiki/Boluan_Fanzheng</p> <p>This program, initiated by Deng Xiao-ping, gradually dismantled the Maoist policies associated with the Cultural Revolution, rehabilitated millions of victims who were persecuted during the Revolution, initiated various sociopolitical reforms, and brought the country back to order in a systematic way. Nevertheless, further calls for democracy would not be honored, as evidenced later by the events of the Spring of 1989. By the way, Deng Xiao-ping's son had been tortured and thrown out of the window of a four-story building by Red Guards in 1968, becoming a paraplegic.</p> <p>Scar literature https://en.wikipedia.org/wiki/Scar_literature</p> <p>The Cultural Revolution is officially regarded as a "severe setback" for the PRC. ("Resolution on Certain Questions in the History of Our Party Since the Founding of the People's Republic of China," Adopted by the Sixth Plenary Session of the Eleventh Central Committee of the Communist Party of China on June 27, 1981).</p> <p>It has been argued that fear of a repetition of the chaos of the Cultural Revolution may have contributed to Deng Xiao-ping's decision in 1989 to violently put an end to demonstrations that were taking place at Tiananmen Square and in other parts of the country that Spring. Deng's own son had become paraplegic after being thrown out of a window by Red Guards.</p> <p>In 1996, the local government of Shantou, Guangdong decided to erect the first Cultural Revolution museum in mainland China, which was opened to the public in 2005. However, the museum was forced to close in 2016 after Xi Jinping came to power.</p>

Week	Due Date	Readings, Assignments
		<p>Wei Jingsheng https://en.wikipedia.org/wiki/Wei_Jingsheng</p> <p>The spirit of outspokenness lived on, but often voicing principles that were very different from those of the Cultural Revolution.</p> <p>“Fatheadedness has so reduced everything but politics into matters of such insignificance that the sole factor determining human existence in China is politics. Therefore, people have little choice but to waste most of their energy on politics, which has been blown way out of proportion for far too long. This has served to increase both the intensity and complexity of political disputes, and caused the vulgar ruthlessness of politics to infect and disease science and culture as well. To use political standards to judge science and culture, not to mention people of talent, is as worthless as breeding a donkey with a thoroughbred. It blurs the lines between right and wrong, and good and bad in science and culture, and breaks down the natural process of weeding out the inferior and choosing the superior.”</p> <ul style="list-style-type: none"> - Wei Jingsheng, July 20, 1982. Excerpt from a letter to the “Members of the Commission for Discipline Inspection of the Central Committee and Members of the Standing Committee of the People’s Political Consultative Conference”. <i>The Courage to Stand Alone: Letters from Prison and Other Writings</i>, Penguin 1997. <p>My assessment</p> <p>The Cultural Revolution was catalyzed by fundamental disagreements within the central government regarding the very nature of socialist revolution. The seriousness of this central drama can be seen in the fact that the President of the People’s Republic, Liu Shaoqi, was imprisoned, beaten, and denounced as a traitor, finally dying from abuse.</p> <p>The Cultural Revolution began within the elite universities and high schools near centers of governmental authority in Beijing and Shanghai. The Red Guards movement arose spontaneously among students and staff of Beijing and Tsinghua Universities in response to the Chairman’s call for a re-expression of the socialist revolution. The tactics and goals of Red Guards were initially embraced by the CPC, which provided free transportation to a series of mass rallies in Beijing, where the Chairman himself reviewed the students. Whether someone was admitted into a Red Guards unit depended on one’s attitude and family background. But everyone could wear the military fashion, attend rallies, and thus join in the revolutionary spirit.</p> <p>The most radical of the Red Guards were upwardly mobile, status conscious university and high school students near centers of political power. The Chairman had called for young people to challenge older cadres who, in his opinion, had become soft and may have betrayed the revolution. The Red Guards responded to that call. Many of these students saw their participation as an opportunity for rapid career advancement, with the apparent approval of the highest authorities in the land.</p> <p>Red Guards attacked first and most brutally anyone against whom they may have held a grudge: teachers who had not given them top grades, for example. Red Guards almost always attacked in groups by detaining, humiliating, and beating or otherwise torturing their victims. Few of these Red Guards stood out as undisputed leaders. This was conditional on properly interpreting and anticipating the Chairman’s thoughts, which were nearly always open to interpretation. Once it all had ended, very few of these criminals wanted to be known as former Red Guards, particularly if they had participated in the commission of murder and other serious crimes that were punishable by death.</p>

Week	Due Date	Readings, Assignments
	<p data-bbox="207 1549 326 1581">11/10/20</p>	<p data-bbox="397 195 1528 394">During the Cultural Revolution, statues, sculptures, books and works of art that represented anything religious, foreign, or old were defaced and destroyed throughout China by gangs of Red Guards. Even the Confucius family graveyard was ransacked. Anyone who created, owned, protected, or openly appreciated anything deemed unacceptable was likely to be detained, questioned, punched, slapped, yelled at, humiliated ... and often much more. It seems not to have occurred to anyone that Marx and Lenin also represented old, foreign ideas.</p> <p data-bbox="397 438 1516 533">Women were prominent among the leaders of the movement (e.g., Nie Yuanzi and Jiang Qing). Women were prominent in its philosophical and artistic expression (see for example <i>Red Detachment of Women</i>), and many young women joined their male peers in participating in mass rallies and struggle sessions.</p> <p data-bbox="397 577 1528 814">Suddenly, to a greater extent than had ever occurred at this scale, everyone was being judged in relation to where one fell along the Red /Black divide, which was usually determined more or less unambiguously at birth. It did not depend on race, however; but rather on one's relative poverty, and whether someone in your extended family may have supported the wrong people in the Civil War. Please keep in mind, however, that this does not represent typical historical Chinese social behavior. When the Cultural Revolution ended, China went back to venerating ancestors, honoring the old, respecting the educated, and admiring financial and familial success.</p> <p data-bbox="397 858 1520 953">Civil and military authority throughout the nation was disrupted or destroyed in a relatively short period of time. It took another eight years after the imposition of martial law for the full restoration of legitimate authority to occur and for the official rehabilitation of the movement's victims to begin taking place.</p> <p data-bbox="397 997 1490 1197">It has been said that the Left eats its own. That is what happened to the Red Guards. Different factions disagreed about the proper interpretation of the Chairman's thoughts, and they battled one another like gangs, with increasingly deadly results. Weapons had been commandeered from the PLA, and gunfire could be heard in the streets: something very unusual in a nation without civilian gun ownership. CPC support for the Red Guards ended. The PLA left their barracks and asserted control of the streets. Red Guards abandoned their weapons and melted away.</p> <p data-bbox="397 1241 1520 1514">Younger high school students in smaller cities and towns throughout most of the nation knew nothing about the violence that was taking place at the heart of the Cultural Revolution. They were inspired by its idealism and by the optimistic future it portrayed. Many of these younger people made their way to Beijing's summer rallies. The youngsters were not as radicalized as the ambitious, upwardly mobile Red Guards who had taken over Tsinghua and Beijing Universities. For the most part, they were just innocent kids participating in history. It was primarily these younger students who would participate in the Down to the Countryside Movement, often spending years working alongside local peasants, far from the trouble in the cities.</p> <p data-bbox="397 1558 602 1589">Homework 12:</p> <p data-bbox="397 1633 1520 1875">1. At about minute 3 into the first video <i>The Cultural Revolution (1966)</i>, an actor says: "As artists, we were engineers of human souls. [We] had a serious responsibility to reeducate people." Do you think that artists in China at the time had such responsibilities? How about now? How about here? Do you think public servants, scientists, business people, educators, etc. should be expected to engage in political education or social engineering? Should they do so in China? Should they do so here? Should they align with current orthodoxy? Should they be allowed or encouraged to differ from current orthodoxy? Should they participate in such activities even if they would rather not? Are there any drawbacks?</p>

Week	Due Date	Readings, Assignments
		<p>If you think this requires a complicated response, tell me precisely how. Please use examples from the Cultural Revolution to make your point. Show that you have read and understood today's topic.</p> <p>2. The participants in the video "Down to the Countryside: a fifty year reunion" all remember their experiences in the countryside as positive and memorable, resulting in many lifelong friendships, and even one marriage. Chinese society continues to be influenced a great deal by Confucian philosophy. What are your impressions? Do you think that a similar program requiring young people to work for a period of time outdoors (if they can) could work here? For example, what would be the reaction if California called on high school kids to work clearing brush in fire-prone areas?</p>
13	11/17/20	<p>Topic: Southeast Asia</p> <p>Watch: The Philippines' Geographic Challenge [Stratfor] https://youtu.be/33nVonMhfaU</p> <p>Watch: Indonesia's Geographic Challenge [Stratfor] https://youtu.be/c1UaaZ_CPIM</p> <p>Watch: Vietnam's Geographic Challenge [Stratfor] https://youtu.be/Vw2yRTfGYgw</p> <p>Watch: Walking in Hanoi - Hồng Hà - Phúc Tân [keezi walks] https://youtu.be/gooXjxhk65U</p> <p>Watch: Walking in Hồ Chí Minh City (Saigon) https://youtu.be/cE1N52uyuM</p> <p>Watch: Myanmar's Geographic Challenge [Stratfor] https://youtu.be/Ito-3kZjpAY</p> <p>Watch: The Most Evil Men in History Pol Pot [DokumentarniProgram] https://youtu.be/3rtSZTVZVfs</p> <p>Watch: Thailand's Geographic Challenge [Stratfor] https://youtu.be/NPbov3zeivA</p> <p>Watch: Malaysia's Geographic Challenge [Stratfor] https://youtu.be/rHI1f9DQbIg</p> <p>Homework 13:</p> <ol style="list-style-type: none"> 1. What are Indonesia's principal geographic challenges? How has it addressed them historically? 2. What are the Philippines' principal geographic challenges? How has it addressed them historically? 3. Discuss Vietnam's principal geographic challenges. How has it addressed them historically?

Week	Due Date	Readings, Assignments
		<p>4. What are your impressions of the streets of Hanoi and Saigon? Any differences?</p> <p>5. Describe in detail events in Cambodia between 1975 and 1979, including the roles of the US, Vietnam, and China. Had you known about this before?</p> <p>Textbook questions:</p> <p>758.2. What are the two main core areas of Vietnam? Which river is associated with each city?</p> <p>758.4. What river flows through parts of Laos? What is the main economic activity in Laos?</p> <p>758.5. What geographic aspect isolates the country of Laos and restricts its globalization efforts?</p> <p>779.3. What cultural and ethnic issues does Malaysia need to address?</p> <p>779.4. What type of economic activity has Singapore engaged in to gain wealth?</p> <p>779.9. What are the three main regions of the Philippines? Which region has the largest population?</p>
14	11/24/20	<p>Topic: Oceania: Australia, New Zealand, and the Pacific</p> <p>Watch: Australia's Geographic Challenge [Stratfor] https://youtu.be/quNdaS895gE</p> <p>Watch: The Reef Pt 1: Is it too late to repair the Great Barrier Reef? [ABC News Australia] https://youtu.be/Rmkyj9qghGY</p> <p>Watch: The Reef Pt 2: Could farming changes help save the Great Barrier Reef? [ABC News Australia] https://youtu.be/ICKV22wDrBA</p> <p>Watch: The Reef Pt 3: Where do we need to invest to save the Great Barrier Reef? [ABC News Australia] https://youtu.be/NYtsIfmX9pk</p> <p>Homework 14:</p> <p>1. Describe Australia's geographic challenge.</p> <p>1. Based on these videos, discuss the situation with the Great Barrier Reef. Is it too late to repair it? What can be done? What is being done?</p> <p>Textbook questions:</p> <p>797.3. What are some of Australia's main physical features? How are they developed for tourism?</p> <p>797.4. What are the main climate types in Australia? How does climate relate to population?</p>

Week	Due Date	Readings, Assignments
		<p>797.9. What are Australia's main exports? Who is their main trading partner?</p> <p>808.1. What are the main physical features of the South Island and North Island of New Zealand?</p> <p>808.2. How is the North Island different from the South Island in population and economic activities?</p> <p>808.4. Who were the inhabitants of New Zealand before the colonial era? Where did they come from?</p> <p>808.9. How has the economic situation in New Zealand changed over the past few decades?</p> <p>826.1. What are the three main regions of islands in the Pacific? What island nations belong to each?</p> <p>826.2. What are the traditional methods of making a living on the Pacific islands?</p> <p>826.5. Name three major environmental concerns of these islands.</p>
15	12/01/20	No work due. Please work on your term paper.
16	12/09/20	<p>Final evaluation:</p> <p>Choose one of the nations or topics we've covered and write a thoughtful term paper. This will serve as your final evaluation. Provide at least four citations. It doesn't matter what format you use, so long as you are consistent. I suggest that you choose a serious topic that is aligned with your interests or career plans. The resulting paper's text should be at least four pages long, easily more. Use the same font and spacing as for the homework, please. You may also include graphics and extended quotations, if you provide citations. I encourage you to produce some of your own graphics if you are so inclined. You will find these to be useful if you upload your work to Portfolium. There is no upper limit to the length of the paper, but please don't lengthen it with unnecessary repetition. I expect all of you to produce a paper that you can publish online without further editing.</p>