

San José State University
Department of Geography and Global Studies
GEOG 12, Global Geography, Section 80&81, Spring 2019

Course and Contact Information

Instructor:	Gary Pereira
Office Location:	Washington Square Hall 113
Telephone:	(510) 825-3506
Email:	CANVAS messaging only, please, or text 510-825-3506 in emergency. gary.manuel.pereira@gmail.com
Office Hours:	Please text 510-825-3506 if you need to set up an appointment.
Class Days/Time:	online
Web Address:	Canvas: http://sjsu.instructure.com
GE/SJSU Studies Category:	Social Science – Comparative Systems – D2

Course Format

This is an online course. Internet connectivity and a computer are required. Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>.

Course Description

Comparative geography of our world: regions and countries, natural environments and resources, settlements and land use, cultural diversity, economic and political patterns. Prerequisite: Sophomore or upper division standing.

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

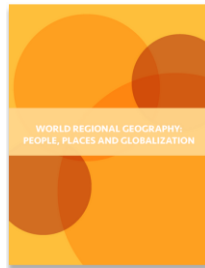
CLO4: discuss current events as they pertain to the Global Geography

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 **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

Online videos are a big part of this course, and much of the homework will be evaluated 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 within CANVAS. I suggest you open videos in separate browsers and possibly take notes as you watch; that is why a bigger screen is preferable. Separate browsers often also provide additional information, as well as full access to other material on the author's channel. I encourage you to explore the work of any YouTube contributor whose work you appreciate.

However, you might want to open videos by clicking on the embedded option within CANVAS (if access is offered), and read over the assignment as you watch. It's up to you. I've included some of my own videos in the homework, and I might provide links to others in the **Announcements**.

Some YouTube videos may be preceded by ads. Usually, these ads can be cut short by clicking on 'Skip Ad' at the lower right of the screen. There are never ads on my videos, and I get absolutely no monetary benefit from YouTube.

There is a great deal of excellent educational material on the Internet, but you have to search for it. The best isn't often easy to find. If you have any suggestions or discoveries that you think I might appreciate, please let me know. But nothing politically partisan please, one way or the other.

Course Requirements and Assignments

Your responsibilities for this course lie entirely in submitting homework assignments and a final evaluation. I encourage you to discuss the material or any other relevant matters with me via CANVAS messaging. You may do so as much or as little as you like. Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week) for preparation/studying or course related activities.

Homework Assignments

Please access homework assignments and submit your homework responses within Canvas Assignments for this course. The assignments are also described completely in the Course Schedule below. Word or pdf files are acceptable. Please keep file sizes reasonable. Use 10 point font, with 1 ½ line spacing and normal margins. Please include the following information at the upper right of the first page of each homework submission:

Your name
Geog12-80 or 81
Spring 2019
Homework #

Figures, images, and quotations from the references listed here or from other sources may be embedded in your homework responses, but you must provide attribution. Citations should be explicit and complete.

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. Each assertion should be supported by evidence; in fact, you should be spending more time in discussing evidence (for and against particular claims) than in making assertions. It's OK to be unsure about topics that you are just beginning to understand. Doubt and uncertainty are virtues. If your writing style is average, and you avoid redundancy, each homework assignment should probably 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 left. If you'd like to continue the conversation (which I welcome) please do so as a CANAS message to me independently of that particular assignment, which I am unlikely to check back on.

Final Evaluation

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

Grading Information

Homework: Fifteen homework assignments and the Final Evaluation should be completed the due dates, as described in the Course Schedule below. Submit everything by the end of the semester even if it is late. Unexplained missing work counts as a zero. Please submit all your responses via Canvas.

Determination of Grades

Fifteen homework assignments (6% each x 15)	90%
Final Evaluation	10%
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

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.

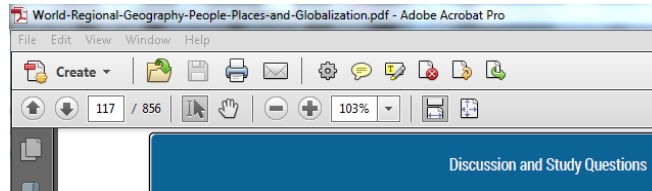
University Policies

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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Geog12: Global Geography, Sections 80 and 81, Spring 2019

Course Schedule

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 below, in order to access the first three textbook homework questions:



Week	Due Date	Readings, Assignments
1	1/28/2019	<p>Topic: Europe</p> <p>Watch: Late 1890s - A Trip Through Paris, France https://youtu.be/NjDclfAFRB4</p> <p>Watch: PARIS WALK Street Market by Eiffel Tower https://youtu.be/Huf3QpHTSyk</p> <p>Watch: Real Scenes: London Resident Advisor https://youtu.be/jN1XUBrwp5A</p> <p>You will watch several videos this semester that portray life in various cities through the eyes of young aspiring musicians. The films are well made, and the dialog is intelligent and engaging. Hopefully you will enjoy these videos even if you aren't a fan of the music</p> <p>Yes, my ancestry is mostly European. A film of my family in Portugal in 1960 is <i>not</i> required viewing: https://youtu.be/o9YRI-UO9Q4</p> <p>Homework 1:</p> <ol style="list-style-type: none"> Prompted by the Paris videos, and including anything else you know to be true, describe some of the differences between the Paris of the 1890's and the Paris of today, in terms of transportation, communication, commerce, heat, light, fashion, livelihood, demographics, etc. 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 that creative interaction of this kind is good, or do you think it is 'appropriate' for people to explore artistic and cultural expressions that originate from outside their host country? Briefly discuss anything about the Real Scenes film that you may have found engaging. Does it make you want to visit London? <p>In addition, Chapter 2</p> <p>Page 118 questions 8, 9: 118.8. How does agricultural production vary with physical geography in Western Europe? 118.9. What are the key factors that make Western Europe an economic core area of the world?</p> <p>Page 134 question 1: 134.1. What were four of the main reforms that occurred in Eastern Europe with the collapse of the USSR?</p>

Week	Due Date	Readings, Assignments
2		<p>Topic: Russia</p> <p>For some reason, I read lots of Russian literature when I was young: Dostoyevsky, Tolstoy, Chekov, Bulgakov, Zamyatin, and Solzhenitsyn, among others. I saw <i>Dr. Zhivago</i> on the big screen in 1965. I listened to radio stations from behind the ‘iron curtain’ on a shortwave receiver while we all experienced the cold war, the nuclear arms race, and lots of movies and TV shows about spies and espionage. But I have found that most people don’t really seem to know or care much about Russian history, communism, or the USSR. If you do, I think that you will understand better why some of us believe that even well-intentioned people, who have convinced themselves that they have the answer to social problems, also inevitably become authoritarian and, if challenged, totalitarian, regardless of culture. George Orwell was one of the few Western socialists in the time of Stalin who understood the pathology behind this tendency. I recommend that you read his <i>1984</i> and <i>Animal Farm</i>. I also recommend that you read at least the first three chapters of <i>The Gulag Archipelago</i>, by Alexander Solzhenitsyn, as well as any honest historical accounts of the October Revolution, Lenin, Stalin, etc.</p> <p>We’ll get to some of that. First, keep in mind that communism in Russia came and went. What existed long before that, and what remains, is the deep soulfulness of Russian culture. Consider the following video of 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>Watch: Anna Netrebko - MOSCOW NIGHTS - Dmitri Hvorostovsky https://youtu.be/t5SIUmCdXf0</p> <p>Here are the lyrics in English:</p> <p>Stillness in the grove, not a rustling sound Softly shines the moon clear and bright. Dear, if you could know how I treasure so The most beautiful Moscow night. Dear, if you could know how I treasure so The most beautiful Moscow night.</p> <p>Lazily the brook, like a silvery stream Ripples gently in the moonlight, And a song afar fades as in a dream, In the spell of this summer night. Dearest, why so sad, why the downcast eyes, And your lovely head bent so low? Oh, It's hard to speak---and yet not to speak Of the longing my heart does know. Promise me, my love, as the dawn appears And the darkness turns into light, That you'll cherish, dear, through the passing years This most beautiful Moscow night.</p> <p>As America’s relationship with the Russian state continues to be difficult, it is important to remember our shared humanity with the Russian people and the tremendous contributions Russia has made and continues to make to world culture, science, mathematics, and the arts.</p> <p>Week 2 (homework 2: due 2/04) continues on next page.</p>

Week	Due Date	Readings, Assignments
	2/04/2019	<p>Nevertheless, the USSR continues to be very relevant. As a callback to last week, I want you to be aware of Eastern Europe’s experience with Russian communism in the 20th Century. 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) https://youtu.be/3dFdKjhg3k</p> <p>Homework 2:</p> <p>1. Take notes on the video “The Lost World of Communism (Part 1)” and describe the experiences of two of the people who were interviewed.</p> <p>In addition: Chapter 3</p> <p>Page 144 questions 2, 5: 144.2. What are Russia’s main physical regions? 144.5. What were Soviet Socialist Republics, and why were they created?</p> <p>Page 156 questions 7, 9: 156.7. What two policies did the last Soviet leader implement to assist in reforming the USSR? 156.9. How did the economic system change for Russia after 1991?</p>
3	2/11/2019	<p>Topic: Europe and Russia</p> <p>This week, I want you to explore your own interests through virtual travel. There is no way that we could possibly cover everything of importance explicitly in this class, and I don’t want to burden you with too many textbook questions. So this week, you’ll do some research on your own and engage in some creative writing. Think about what you would be most interested in experiencing and learning about with regard to a specific aspect of culture if you had the chance to travel around Europe and Russia. For example, it might have something to do with the arts, science, technology, sports, food, fashion, finance, etc. Where precisely would you go? What would you do? Be specific in your intent. This would not be a vacation; it would be an intentional learning experience, like ‘study abroad’. Do some Internet research. By the way, for anyone caring to travel as a tourist in Europe, Rick Steves is a valuable resource:</p> <p>https://www.youtube.com/channel/UCchglh8Tc4sTmBfnMQ5pDdg</p> <p>Homework 3: Plan out and describe a trip you would take around Europe and Russia. Both regions must be included. Keep in mind that Russia includes Siberia and extends all the way to the Pacific. Assume that you are not limited in terms of funds and time, but don’t be deliberately extravagant. This is intended to be a learning experience, of value to you personally in terms of your particular interests or career goals. Make sure to include specific locations within at least five nations. Tell me something about the history, culture, and physical attributes of each of the places you would visit. Tell me things you would not expect me to already know. You don’t need to include a map in your response, but make your itinerary clear. Tell me which legs of your travel would be by air, train, car, bus, or bike, where you would stay for extended periods of time, and what you would do.</p>

Week	Due Date	Readings, Assignments
4	2/18/2019	<p>Topic: North America</p> <p>Watch: 1911 - A Trip Through New York City https://youtu.be/aohXOpKtns0</p> <p>Watch: Dec 7, 1929 - Driving Through Broadway At Daytime, NYC https://youtu.be/saFipM-y7oM</p> <p>Watch: Real Scenes: Detroit Resident Advisor https://youtu.be/TCAY5L2zDtU</p> <p>Homework 4:</p> <ol style="list-style-type: none"> 1. One of the most significant agents of change in North America in the 20th Century was the automobile. Describe physical and social differences between the New York City of 1911, of 1929, and of today that you think have been catalyzed by changes in transportation. 2. Detroit, the home of the American automotive industry and of Motown Records, has fallen on hard times. At minute 17.27 in the video, though, one of the people showcased says why he is happy to be there and why he will never abandon Detroit. The city, by the way, is also home to a growing number of urban farms supplying locally grown produce. 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? <p>In addition: Chapter 4:</p> <p>Page 208 question 4: 208.4. Where are large deposits of fossil fuels found in Canada? What are tar sands?</p> <p>Page 226 questions 1, 9: 226.1. Where is the largest US megalopolis located? What region is it part of? 226.9. Why does the desert region of the American Southwest continue to attract a growing population?</p>
5	2/25/2019	<p>Topic: North America</p> <p>Discussing the United States and Canada for those of us who grew up here is kind of like looking in the mirror. The image of our nation that each of us has was shaped by our individual inner worlds. Travel stories often say more about the author than the place. I could discuss my explorations in North America, but that would be boring. This is my chance to glimpse your inner world.</p> <p>Homework 5: If you were to just get up and hit the road, where would you go? Describe in detail a road trip that you would take from here to New York City, while stopping at five or more specific locations along the way. 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 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 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>

Week	Due Date	Readings, Assignments
6		<p>Topic: Nuclear weapons</p> <p>Before we go any further, I want to introduce a topic that is historically tied to the relationship between the US and the USSR, and which continues to be an important factor in relations between nations: that of nuclear weapons. The massively destructive effects of nuclear weapons are not often discussed any longer, but maybe they should be. Thermonuclear weapons, with destructive potentials hundreds or thousands of times as great as the uranium and plutonium bombs that were dropped on Japan, have not yet been used as tools of war, and globally we seem to have avoided or contained most accidents thus far (often through pure luck). There is plenty of footage of nuclear weapons tests and related topics in YouTube. I've selected a couple of bomb test videos with the most informative narration.</p> <p>Watch: All The Largest Nuclear Explosions In History https://youtu.be/Jgi7WgB05Jo</p> <p>Watch: 5 Declassified Nuclear Explosions Caught on Film https://youtu.be/n82pfo-LzXY</p> <p>Tsar Bomba, the largest thermonuclear bomb ever detonated, with a yield of 50 megatons, has an interesting backstory that the video does not mention. Khrushchev initially ordered the development of a 100 megaton bomb. The lead designer, a brilliant physicist named Andrei Sakharov, deliberately scaled back the yield to 50 because he was aware of the huge risk all such bombs pose in terms of fallout, which would inevitably, eventually, result in many deaths. For his work in weapons development, he was awarded the Soviet Union's highest honors. He subsequently wrote an open letter (which was published in the West) to the leadership of the Soviet Union and of the United States, requesting an end to all atmospheric testing. Remarkably, in due course, they followed his advice, but he was hounded and imprisoned by the Soviet state, his clearance and access taken away, his health destroyed. He remained a very active dissident, supporting other dissidents and calling for democratic reform. He was eventually 'rehabilitated' after the fall of the Soviet Union, and even contributed to the writing of a new constitution.</p> <p>In addition to the historical footage of bomb tests, I wanted to make you aware of some new developments, as described in the video on 4th generation weapons. Thus far, thermonuclear weapons have required the initial fission of uranium or plutonium to trigger the fusion reaction. If (or rather when) fusion weapons are developed that can detonate without fission, it would be possible to deploy such weapons at any yield (from that of conventional weapons, upward possibly without limit) with immense blast and radiative power, without the release of any long-lived radioactive isotopes. Such localized contamination and extended fallout are unavoidable with current weapons, which would make the target unapproachable without special gear, and would contaminate the entire Earth through the atmosphere and oceans. Thus, thermonuclear weapons could become far more tempting as tools of war than they are now.</p> <p>When I was young, the threat of nuclear war (and the rapid pace of nuclear testing) created what was for many people of my generation, including myself, a difficult world to understand. I became periodically fascinated and depressed by both nuclear weapons and nuclear power. In order to experience the generation of nuclear power firsthand, I worked for a month at the Oyster Creek Nuclear Generating Station in New Jersey, in a vast room above the reactor, realigning brackets in pools on either side that are used to cool and store spent fuel. I am no fan of nuclear power and of these older plants in particular, and I remain ambivalent about new fission technologies. But fusion energy is something else. I worked for six years as an electronics technician for Princeton University, helping to build what was at the time the largest nuclear fusion device in existence, the Tokamak Fusion Test Reactor (TFTR). That was a much more positive and interesting experience.</p> <p>Week 6 (homework 6: due 3/04) continues on next page.</p>

Week	Due Date	Readings, Assignments
	3/04/2019	<p>Watch: 4th Generation Nuclear Weapons https://youtu.be/M5VNnmAoIYI</p> <p>Homework 6: I'm curious about the extent to which people might be thinking about the existence and possible use of nuclear weapons. I'd also like to know whether you think there is any connection between weapons and nuclear power. Did you find any of these films surprising? To what extent have you discussed these issues in school or among your friends? You are graded on how hard you work on exploring and explaining your impressions in these responses, not on what you believe.</p>
7	3/11/2019	<p>Topic: Mexico and Central America</p> <p>Migrants travelling through Mexico to the US border have obviously received a great deal of attention recently, but few American journalists (if any) seem to be reporting on the precise reasons so many people leave Honduras and Guatemala. What is being done within these nations to remedy this situation? Is the United States to blame, as our political left has claimed for decades? Can you find any objective reporting on this? Maybe, some. The video below is from a year ago, from a news organization based in the Middle East.</p> <p>Watch: Honduras gang violence uproots thousands https://youtu.be/GHs57f2nEUw</p> <p>Watch: Real Scenes: Mexico City Resident Advisor https://youtu.be/SeWPMlk5zQ4</p> <p>Homework 7:</p> <ol style="list-style-type: none"> 1. 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. 2. Describe some of the critiques and aspirations voiced by the people in the "Real Scenes: Mexico City" video. Based on your impressions, describe some of the reasons why Mexico City is one of the largest cities in the world, and why it continues to get larger. <p>In addition, Chapter 5:</p> <p>Page 261 questions 1, 2: 261.1. What are the main physical features of Mexico? 261.2. How does the core-periphery spatial relationship apply to Mexico?</p> <p>Page 275 questions 3, 8: 275.3. How are the Central American republics different in their political histories? 275.8. Who started building the Panama Canal? Who completed it? Who controls it today?</p> <p>Page 291 questions 2, 7: 291.2. Which European countries were the main colonizers of the Caribbean? 291.7. How is Haiti different from its neighbor, the Dominican Republic?</p>

Week	Due Date	Readings, Assignments
8	3/18/2019	<p>Topic: South America</p> <p>The natural, physical environments represented by these different world regions are an important aspect of world geography. In South America, we have environments that are unique: Patagonia, for example, or the Amazon Basin. It has often been said that the Amazon rainforests are the lungs of the world; they remain under threat, and they continue to be fragmented and developed in Brazil and elsewhere.</p> <p>Morten Rustad has produced some extraordinary films of natural beauty, mostly about South America; this is a sampling of his work.</p> <p>Watch: South America 8K https://youtu.be/pp95UwZGD8Y</p> <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 https://youtu.be/sNEeY_gXFBc</p> <p>Homework 8:</p> <p>1. Describe in some detail the four core problems facing São Paulo and what is being done about them.</p> <p>In addition, Chapter 6:</p> <p>Page 323 questions 5, 10: 323.5. Where are the five main cultural regions of South America? 323.10. Why has it been so difficult to unify the countries in this realm into a single trade zone?</p> <p>Page 340 questions 5, 10: 340.5. What environmental problems result from the cocaine production process? 340.10. What types of agriculture are found in the north and western regions of South America?</p> <p>Page 356 questions 5, 6: 356.5. Why is Manaus such a core city for its region? 356.6. What are the main causes of deforestation in the Amazon Basin? How can deforestation be reduced?</p> <p>Page 369 questions 1, 7, 10: 369.1. What are the main physical regions of Argentina and Chile? 369.7. What are the main attributes and contributions of the Pampas and Patagonia? 369.10. How does Chile complement the agricultural production of the United States and Canada?</p>
9	3/25/2019	Spring Recess

Week	Due Date	Readings, Assignments
10	4/01/2019	<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.</p> <p>Watch: Real Scenes: Johannesburg Resident Advisor https://youtu.be/Ykt2f6o7-e8</p> <p>Homework 9:</p> <p>1. This time, I’d like you to watch the Real Scenes video with a slightly more critical eye. One of the people in the video says that “there are hundreds of thousands of young people in townships with computers and software programs that are making music; we’ve got the voices of people across the continent and it all feeds into Johannesburg.” That sounds great, but do you suspect there might be some unrealistically wishful thinking going on here in terms of opportunity and financial stability resulting from a career in the music industry? Isn’t it possible, given such high unemployment rates, that some of the young people being encouraged to seek fame as DJ’s should probably seek out some sort of job training? What sorts of investment do you think might help to significantly lower these unemployment rates?</p> <p>In addition, Chapter 7:</p> <p>Page 402 questions 2, 5: 402.2. What is the difference between the formal and informal sectors of the economy? 402.5. Approximately how many languages are spoken in Africa? How many are spoken in Nigeria alone?</p> <p>Page 419 questions 4, 5, 8: 419.4. How do most of the people in West Africa make a living? 419.5. What are blood diamonds? What two countries in West Africa have had civil wars based on them? 419.8. What was the Pan-African concept, and how did it affect West Africa?</p> <p>Page 438 questions 1, 8: 438.1. What are the main physical geographic features in Central Africa? 438.8. What are some of the main women’s issues in Central Africa?</p> <p>Page 457 questions 4, 5: 457.4. How have Kenya and Tanzania attempted to preserve and protect the environment? 457.5. Where is the Serengeti Plain? How does it bring national wealth to its home countries?</p> <p>Page 475 questions 6, 7, 9: 475.6. How did the Cold War influence Southern African countries? 475.7. What economic condition plagues most developing countries that seek aid from the IMF and the World Bank? 475.9. How has the policy of apartheid affected South Africa? When did apartheid officially end?</p>

Week	Due Date	Readings, Assignments
11	4/08/2019	<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>Homework 10:</p> <p>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?</p> <p>In addition, Chapter 8:</p> <p>Page 517 questions 1, 2, 8: 517.1. What is the name of the majority ethnic group that resides in the Maghreb? What is the main physical feature there? 517.2. What have been the main ties between North Africa and European continent? 517.8. Name the country in the Sahel where slavery has become prominent. Why did no one stop it?</p> <p>Page 535 questions 6, 9: 535.6. How are the governments of Israel, Jordan, Syria, and Lebanon different? 535.9. Where was the “Paris of the Middle East”? What happened to the city in 1975?</p> <p>Page 551 questions 2, 5: 551.2. Why type of government does Saudi Arabia have? What is the law based on? 551.5. Who drilled the first offshore Kuwaiti oil well? Why is this significant?</p> <p>Page 569 question 6: 569.6. What three ethnic groups form an Ethnic Triangle that dominates the Middle East?</p> <p>Page 590 question 3, 4,7: 590.3. How is the Tengiz basin important to the global economy? Where is it located? 590.4. How have problems with the Aral Sea affected the people of the region? 590.7. List at least five general trends that have been occurring in Central Asia since the collapse of the Soviet Union.</p>

Week	Due Date	Readings, Assignments
12	4/15/2019	<p>Topic: South Asia</p> <p>South Asia is a region where population growth and climate change will probably present some of the greatest challenges in the near future. It is also a region of extraordinary beauty and spirit. I am particularly fond of the Himalayas; I can honestly say that a month-long trip within Nepal in 1984 changed my life. The dynamics of mountain rain and snow upon which much of South Asia depends for fresh water are changing rapidly, and the region is prone to disastrous earthquakes. The people of this region thus have to deal with immediacies and difficulties in everyday life that we can barely comprehend. The following film is a stunning portrayal of life in one of South Asia's most vulnerable nations. Please watch the whole thing.</p> <p>Watch: Climate Change in Bangladesh (2016 Documentary) https://youtu.be/99jkZ-6vvvE</p> <p>Homework 11:</p> <p>1. It is probably pointless for me to formulate specific questions regarding the film. You might have picked up on some interesting points that a question or two from would not necessarily elicit. So I want you to write a comprehensive summary of the film, focusing out anything that you found to be most interesting or surprising.</p> <p>In addition, Chapter 9:</p> <p>Page 608 questions 6, 7: 608.6. Explain Bhutan's guiding philosophy regarding development. 608.7. Why is Nepal experiencing environmental degradation?</p> <p>Page 626 questions 3, 6: 626.3. Compare the population density of Pakistan, Bangladesh, and the United States. 626.6. What are the main environmental problems in Pakistan? In Bangladesh?</p> <p>Page 641 questions 2, 3, 5: 641.2. What are the three main language families in India? What is the lingua franca? 641.3. List the main qualities that are different between the rural and urban areas of India. 641.5. Explain the various ways in which the rapid population growth is impacting India.</p>

Week	Due Date	Readings, Assignments
13	4/22/2019	<p>Topic: East Asia</p> <p>Watch: Real Scenes: Tokyo Resident Advisor https://youtu.be/paR21Qi6848</p> <p>Here's a recent report on communities that were contaminated by the Fukushima plants. As one of the comments state, "they still haven't been able to clean any of the radiation in the reactors. That radiation is still leaking to this day".</p> <p>Watch: Fukushima's ghost towns https://youtu.be/xKfnsYzQWjw</p> <p>Homework 12:</p> <ol style="list-style-type: none"> 1. Tell me about the Fueiho law in Japan and efforts to have it overturned. Use Google to discover and describe briefly what happened in this regard since this film was produced. 2. 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. Please be honest and specific. Do you think this has attracted the attention it deserves? <p>In addition, Chapter 10:</p> <p>Page 692 questions 2, 6, 9: 692.2. What are SEZ's? Where would we find them in China? Why are they located where they are located? 692.6. Why did China shift from a command economy to a market economy? 692.9. Under what four main principles do the SEZs operate?</p> <p>Page 704 questions 1, 3: 704.1. What makes the port of Hong Kong significant in both physical characteristics and relative location? 704.3. Where is Shenzhen? Why did this city emerge as one of the fastest growing cities in the world?</p> <p>Page 721 questions 4, 5: 721.4. Does Japan have a high or low population growth rate? What problems arise from this situation? 721.5. How did Japan become an economic superpower after 1945?</p> <p>Additional Topic: Rural China</p> <p>Watch: Down to the Countryside: a fifty year reunion https://youtu.be/d1nywzYowiI</p> <p>There is no homework associated with this video, which portrays my trip last year to one little corner of rural Jilin Province, China. If you'd like to comment, please do so in this week's homework.</p> <p>In 1968, members of my wife's junior high school graduating class were asked to go 'down to the countryside' as part of the Chinese Cultural Revolution. This film documents part of that group's fifty year reunion. There isn't much documentation of their original experience in English, but I'll outline it here. The countryside around Dehui, China (midway between Changchun and Harbin) is largely agricultural. Winters can be brutal (it happens to be 9 degrees F there at the moment). Different members of this group</p>

Week	Due Date	Readings, Assignments
		<p>of young teenagers stayed for different periods of time, depending on their personal situation. My wife's father, an army college professor of veterinary diseases, had been made a political prisoner and was relegated to a hog farm, so she stayed the longest, for 3 ½ years.</p> <p>When our students arrived in 1968, members of that small village community helped them to build their own home. As you can see from the video, houses in that area follow the same general plan. The front door is often in the center, and you can either go straight in to the kitchen, or off to either side. The kitchen is generally in the middle because it is the source of heat. The student group's home had two bedrooms: one for the boys and one for the girls, on either side of the kitchen. In all of these houses, exhaust from the stove is channeled through sealed stone beneath the bed platform, or 'kang', in both rooms before being vented. This is a very efficient system, and it's safe, since the exhaust is vented completely after giving up most of its heat to the kangs, which slowly release it over the course of the night. These houses haven't changed much since 1968. They still don't have air conditioning, but summer temperatures in Jilin Province are seldom extreme, and Dehui is surrounded by the cooling effect of vegetation and a nearby river. Roofs in 1968 were made of thatch, which insulated homes from both heat and cold, but which had to be replaced periodically. Thatch is no longer used for roofing homes. There was limited access to electricity in 1968 now everyone is on the grid. The outhouse was always out back, and it still is, but like everything else it reflects the villagers' relative prosperity now as compared with fifty years ago.</p> <p>Participation in agriculture (along with keeping them clear of the troubles occurring in the cities) was of course the purpose of our students' stay in 1968. The main source of transportation and non-human labor at the time was horses. Horses to pull wagons and horses to pull plows. Crops were picked entirely by hand. At the time, these included corn and soybeans, which were sent off to the cities. They were not allowed to eat the soybeans, which are particularly difficult to pick by hand, since they grows low to the ground and their leaves are abrasive. All the corn was and continues to be utilized, including the stalks and husks. Nevertheless, corn was a treat for our students. They often had to eat sorghum, or 'kaoliang'. As you can see in the film, sorghum is a very tough grain that can be difficult to digest. Sorghum is no longer being grown deliberately, but it continues to grow wild by the side of the road. So does non-psychoactive hemp, which was once grown for fiber. Each household, including that of our students, tried to produce vegetables, meat (generally poultry) and eggs for themselves. You can see from the film that many households still do. Our host was one of the villagers who originally helped the students get settled and accustomed to farm life in 1968. He still lives in the same house with his family. They call him 'second brother'; he is the gentleman wearing the white shirt in the video. As you can see from his home garden, he remains a real farmer, and he appears to be in excellent health well into his 70s.</p> <p>At this time, all of the fields are devoted to corn, which the villagers sow and harvest by machine. Corn is grown because it provides the highest yield; China now imports most of its soybeans from Brazil and the US. At the time we were there, the corn was about to be harvested, and you could see that it covered nearly all of the available land. Groves of trees are maintained, fortunately, and the soil in that part of China is quite fertile, but it is probably becoming depleted under these conditions.</p> <p>Wintertime meant different kinds of work in 1968. Since the watery bogs and depressions were firmer and could then be worked, our students had to haul out composted organic material to spread on the fields. The roads were not plowed, and they had to clear their own snow. They had to gather fuel to supplement their share of coal. That was winter, but any number of tasks had to be done, throughout the year. Many of those activities no longer occur, or they are tackled with machinery. In 1968, goods were hard to come by; there were no stores, only a government depot for basic necessities some distance away; you'd have to hitch a ride there on a wagon from a friendly villager. Even today, the village remains relatively isolated even from the nearest stores in Dehui City, but as you can see from the video, a few merchants now travel up and down the road peddling various things.</p>

Week	Due Date	Readings, Assignments
		<p>Here are some more of my China videos, if you're interested:</p> <p>A Wild Ride through the Countryside https://youtu.be/kNk0BJwheh4</p> <p>The Three Gorges https://youtu.be/yQ7lrqE_bKU</p> <p>Little Three Gorges of the Daning https://youtu.be/ZY9Ug2CXFwo</p> <p>Springtime Impressions of Chongqing https://youtu.be/AAAWEHxp8Xg</p> <p>Chongqing to Chengdu by high-speed rail https://youtu.be/WXPospdPi-8</p> <p>Beijing Car Ride https://youtu.be/FpQoAPIux00</p> <p>Farmers' Market, Changchun, China https://youtu.be/7gtOG_qxMmY</p>
14	4/29/2019	<p>Topic: Southeast Asia</p> <p>The United States has had a shared history with some of the nations of Southeast Asia that remains very fresh in the memories of many people. If you have family or friends with such memories, I suggest you ask about them and encourage them to talk about their experiences. I have heard some remarkable, inspiring stories. So while Southeast Asia is a region of incredible beauty and grace, this week I feel obliged once again to explore the dark side of human nature. In years past, I listed question 7 from page 770 in the homework, but I found that too many people seemed to have the idea that the 'killing fields' were localized and involved the deaths of only a few hundred people. While the US was not directly involved, it did lay the groundwork for war in Cambodia, by responding to incursions from North Vietnamese troops with bombs. This entire episode was an even bigger blot on the moral authority of China, which supported the Khmer Rouge. Unfortunately, these events in Cambodia seem to have been largely forgotten. Therefore, I'd like you to watch the following BBC documentary.</p> <p>Watch: BBC Timewatch - Pol Pot: The Journey to the Killing Fields https://youtu.be/iAiDAgLcIbY</p> <p>Homework 13:</p> <p>1. After watching the film, and aided by a little Internet research, tell me about events in Cambodia between 1975 and 1979.</p> <p>Chapter 11:</p> <p>Page 730 question 4: 730.4. Which European countries have been the main colonizers and which countries did each colonize? How has the colonial experience influenced the realm?</p> <p>Page 766 questions 4, 7, 9 766.4. What type of economic activity has Singapore engaged in to gain wealth? 766.7. What environmental problems exist in Indonesia and Philippines? Which are natural? 766.9. What are the three main regions of the Philippines? Which region has the largest population?</p>

Week	Due Date	Readings, Assignments
15	5/06/2019	<p>Topic: Oceania: Australia, New Zealand, and the Pacific</p> <p>Watch: The Reef Pt 1: Is it too late to repair the Great Barrier Reef? https://youtu.be/Rmkvj9qghGY</p> <p>Watch: The Reef Pt 2: Could farming changes help save the Great Barrier Reef? https://youtu.be/ICKV22wDrBA</p> <p>Watch: The Reef Pt 3: Where do we need to invest to save the Great Barrier Reef? https://youtu.be/NYtsIfmX9pk</p> <p>Homework 14:</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>Chapter 12:</p> <p>Page 783 questions 3, 4, 9 783.3. What are some of Australia’s main physical features? How are they developed for tourism? 783.4. What are the main climate types in Australia? How does climate relate to population? 783.9. What are Australia’s main exports? Who is their main trading partner?</p> <p>Page 793 questions 1, 2, 4, 9 793.1. What are the main physical features of the South Island and North Island of New Zealand? 793.2. How is the North Island different from the South Island in population and economic activities? 793.4. Who were the inhabitants of New Zealand before the colonial era? Where did they come from? 793.9. How has the economic situation in New Zealand changed over the past few decades?</p> <p>Chapter 13:</p> <p>Page 812 questions 1, 2, 5 812.1. What are the three main regions of islands in the Pacific? What island nations belong to each? 812.2. What are the traditional methods of making a living on the Pacific islands? 812.5. Name three major environmental concerns of these islands.</p>
16		<p>Topic: Urbanization</p> <p>Probably the most common trend that we find occurring throughout the world is the massive, relentless move of people away from rural areas and small towns to cities of ever increasing size. Urbanization throughout the world has resulted in ever increasing numbers of megacities, some of which we have looked at this semester. This has resulted in improvements in the lives of many people, but it has also resulted, in my opinion, in great loss and ever greater risk, which the proponents of a fully globalized economy and culture seem not to have much concern about. The following videos present an extraordinary, detailed view of where the world’s largest cities will be found by 2030 and 2100.</p> <p>Week 16 (homework 15: due 5/13) continues on next page.</p>

Week	Due Date	Readings, Assignments
	5/13/2019	<p>Watch: Top 10 Largest Cities by 2030 https://youtu.be/N-a0TCWb6E</p> <p>Watch: Top 10 Largest Cities by 2100 https://youtu.be/9OulEjWI-bE</p> <p>Homework 15:</p> <p>1. List for me 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 any of this surprising? I want you to comment on Tokyo, which is an unusual case in that, as the speaker indicated, Japan's total population actually likely to shrink as the greater Tokyo region continues to absorb people from throughout rural Japan. Keep in mind Japan's vulnerability to earthquake and tsunami. Much of the countryside, presumably, is becoming depopulated even as the population ages. Is there something about Japan's economy and culture that results this degree of urbanization? Young people are naturally attracted to cities; country life can be boring and lack work opportunities. Even elderly Japanese be attracted to cities after a lifetime of rural living for the social interaction, well-developed service industries, and quality health care?</p> <p>2. By 2100, environmental change might make urbanization the only choice for vast numbers of people (e.g., rising sea levels in Bangladesh and drought in Niger). List for me the projected numbers of people that will be living in each of the ten cities listed for 2100, and keep in mind that a growing number of unmentioned megacities, many larger than today's largest, will be also grow to enormous size. How have things changed since 2030? Do you think that these cities of the future will be like today's cities? 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 places like Afghanistan, Niger, and Pakistan will be more or less governable as the possible result of continuing political instability, social conflict, and high birth rates, despite their urbanization?</p>
	5/20/2019	<p>Final Evaluation</p> <p>A final exam would not make much sense in the context of an online class of this kind. Therefore, I ask you to complete the virtual world travel that you began with Homework 3 and 5. Keep in mind this evaluation is worth 10 points, so please put in the corresponding work.</p> <p>Plan out and describe a trip you would take through Central and South America, Africa, Asia, and Oceania. Assume that you are not limited in terms of funds and time, but don't be deliberately extravagant. Again, this is intended to be a learning experience, of value to you personally in terms of your particular interests and career goals. Make sure to include at least five nations, major or minor. Tell me something about the history, culture, and physical attributes of each of the places you would visit, Try to tell me something you would not expect me to already know. You don't need to include a map in your response, but make your itinerary clear. Tell me which legs of your travel would be by air, train, car, bus, or bike, where you would stay for extended periods of time, and what you would do.</p>