

San José State University
Department of Geography and Urban and Regional Planning
ASIA 160-80 / GEOG 160-80: East, South, and Southeast Asia

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 with 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 use: **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 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 will never identify individual student publicly. I will keep any information we exchange private. Nevertheless, you may release the record of any communications that you have with me publicly at any time.

Within Canvas, conversations cannot be tampered with, overlooked, ignored, lost, or shared with others. There are no such assurances with email. That is why I would prefer never to use email. Canvas messaging is all we should ever need. 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 the two places where my 'lectures' are located.** If I suspect that you are not paying attention (by, for example, not addressing questions that I may have posed in recent **Announcements**), this will be reflected in your grade. If you are uncertain of your work, I encourage you to get someone to read and edit your homework before submission, 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 notes or references, that include the author, title, and source.

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, as compared to your classmates. The more detailed, organized, and thoughtful your responses are, the better your grades will be. You will not be graded on the basis of the opinions or conclusions you may express on any issue, even if I ask you to express one. Further details are discussed below under Course Requirements and Assignments and in the Course Schedule.

Course Description

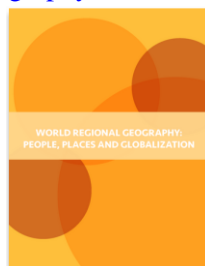
This course covers many of the nations, environments, and cultures of East, South, and Southeast Asia. There are nations and cultures that could have been included (e.g., Mongolia) but were left out because of they are marginal to the regions covered, and due to a lack of time. We shall be spending three weeks on China and two weeks on India, due to their extraordinary importance and influence on the current moment. For reasons discussed below in the Course Schedule, our sequence of study will follow a clockwise rotation about the Tibetan Plateau: Japan, Korea, China, Taiwan, Hong Kong, Philippines, Indonesia, Vietnam, Laos, Cambodia, Thailand, Malaysia, Singapore, Burma (Myanmar), Bangladesh, Maldives, Southern India and Sri Lanka, Northern India and Nepal, Bhutan and Tibet, and finally Pakistan

We cannot give every nation the attention it deserves. We will be spending three weeks on China, including two weeks on the Chinese Cultural Revolution. It is my impression that the Chinese experience of 1966-1976 can provide a mirror for many of the changes that are being thrust upon us here at this particular moment in time. We'll take two weeks for India.

Required Texts/Readings

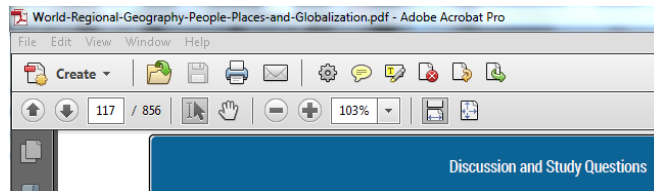
Some of the readings in the course schedule may have been uploaded to Canvas, under the **Files** tab. You may need these for some homework topics. You needn't read every paper thoroughly from beginning to end, unless you care to do so.

There is only one textbook that focuses on this region exclusively, but I don't like it very much. All of the global and regional geography textbooks available have their own quirks, so there is no need to insist on any particular one. Therefore, I have chosen to use one that is free. We will be using portions of the same textbook that we use in my online World Geography course. This book, **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 the book in Digital PDF format from the 'Download this book' tab.

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. Page numbers in the Course Schedule 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 that page:



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

Fourteen homework assignments should be completed on or before the due dates, as described in the course schedule below. Each must be submitted in any case, even if late. 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', 'geog120-80' and 'Fall 2018', 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 should include attribution.

Final Evaluation

A term paper will serve as the final evaluation. The term paper should be at least five pages long (10 point font, 1 ½ spaced) and contain a formal list of references. The resulting document should qualify for publication in your undergraduate portfolio, if you have one.

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 **Portfolio** 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. Portfolio 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 Portfolio 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://portfolio.com/garympereira/portfolio>

Determination of Grades

Fourteen homework assignments (6.5% each)	91%
Term paper	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

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>.

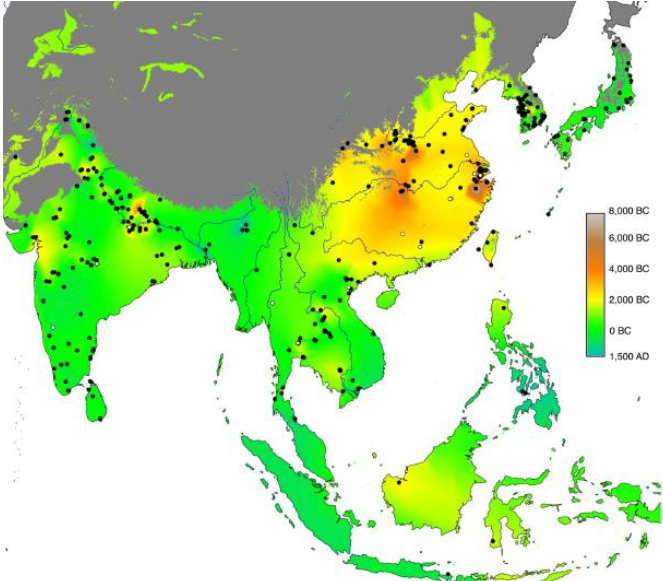
Note that "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more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

Asia160-80 / Geog160-80: East, South, and Southeast Asia, Fall 2020

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 your name, the homework #, asia160-80 or geog160-80, Fall 2020 at upper right on the first page

Course Schedule

Week	Due Date	Topics, Videos, Readings, Assignments
1		<p>Topic: Introduction; Japan</p> <p>If you haven't watched my general notes video, please do so:</p> <p>Watch: General notes for my online classes [Gary Pereira] https://youtu.be/_AN8k0OgwI0</p> <p>1. Commonalities</p> <p>Could we cover everything of potential interest about Asia? No, of course not. There is no objective, reliable way of covering everything fairly and with the consideration it deserves. I can only guide you through topics that I believe are important and may increase in significance in the coming years.</p> <p>We'll be covering most of Asia. What do most or all of these nations and cultures have in common, besides their continental contiguity? Nearly all have experienced occupation, colonialism, and crushing poverty and disease. Many have experienced warfare in recent times, and their civil wars have often involved the great powers. But I'd like to discuss some very long term commonalities.</p> <p>The weather and climate of this entire region are influenced in one way or another by the monsoon system, which exists due to the very arrangement and terrain of the continents. This climate system is generally beneficial in bring much-needed water, but it is also potentially dangerous and unstable. This past summer, Asia was hit very hard by flooding. An entire year's crops have been wiped away in many places, millions have been displaced, and many thousands killed.</p> 

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>In terms of surface hydrology, much of this region shares the same source of water. The Tibetan Plateau sits at the hub of the continent. Major rivers flow from it in nearly every direction. Himalayan glaciers feed the Ganges, Indus, Mekong, Yangtze, Huang He (Yellow), Brahmaputra, Irrawaddy, and Salween rivers, which together directly provide drinking water and irrigation for 1.5 billion people. Unfortunately, as the climate of the Himalayas continues to warm, the continued availability of this glacial ice over the coming decades is doubtful.</p> <p>According to the archeological evidence, rice cultivation spread throughout this entire region, beginning within modern day China and Nepal. Clearly, rice cultivation is dependent on water availability, which depends on the summer monsoon rains. The climatic system generating these rains is itself the result of the existence of the Tibetan plateau at the center of such a large landmass.</p>  <p><small>Fig 1. Map of the Rice Archaeological Database version 2.0. Sites with cultivated rice are shown as filled black dots, whereas open ones represent archaeological sites with wild rice. The background layer shows the quantile interpolation of the median dates for the arrival of cultivated rice. The grey-shaded region has been excluded from the interpolation (see main text). Major rivers have been included for reference (source: ESRI World Major Rivers).</small></p> <p>Modelling the Geographical Origin of Rice Cultivation in Asia Using the Rice Archaeological Database (Fabio Silva et al., PLOS ONE DOI:10.1371/journal.pone.0137024 September 1, 2015)</p> <p>This region is religiously and philosophically diverse, but it has one historical commonality: Buddhism. Buddhist philosophy and culture spread for the most part in a more or less clockwise manner from its source in India. It spread through modern day India, Sri Lanka, Nepal, Pakistan, and Kashmir, and then through and around the Himalayas into Xinjiang, Tibet, Mongolia, China, Korea, Japan, and finally into Southeast Asia. Buddhism has had a significant influence on nearly all of the cultures it has touched. It is certainly not the majority religion at this time in many regions, but its historical significance cannot be denied.</p> <p>Within the Himalayan region and on the Tibetan Plateau, people still circumambulate (walk respectfully around) sacred shrines, sites, and mountains in a clockwise direction as they pray. In honor of this tradition, we will also proceed in this course through the region in a clockwise manner.</p> <p>But rather than beginning with India, we begin in the northeast, with Japan.</p>

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>2. Japan</p> <p>The Stratfor YouTube channel provides a geopolitical focus on nations and events that may be valuable to many of you in your professional lives. For this reason, you can count on being asking you to summarize the points in available country-specific Stratfor videos.</p> <p>Watch: Japan's Geographic Challenge [Stratfor] https://youtu.be/BhSeQxdJw1w</p> <p>Tokyo is currently the world’s largest megacity. It is unique in a number of ways.</p> <p>Watch: TOKYO: Earth's Model MEGACITY [The Daily Conversation] https://youtu.be/-SL9KRvzVmo</p> <p>The Tohoku Earthquake and Tsunami, which triggered the Fukushima nuclear disaster, was the most powerful earthquake ever recorded in Japan, and the fourth most powerful earthquake in the world since modern record-keeping began in 1900. It occurred on March 11, 2011.</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>On a lighter note, Modern Japanese cultural exports have been a big part of many of our lives. This goes back much further than many of you might think. I remember watching Japanese monster movies almost sixty years ago. Like many, I find much of the contemporary Japanese aesthetic to be both comfortable and accessible. I’ve found most translated Japanese novels and films to be fully understandable and entertaining. I am a fan of Miyazaki and Studio Ghibli. And you all must be familiar with Dragonball Z, etc. How about One-Punch Man?</p> <p>Optional: (from a hotel room near the China/DPRK border) [Gary Pereira] https://youtu.be/Ta2QFqUCgCA</p> <p>One thing I’ll be asking you to do this semester is to take some virtual walks through local environments. I’ll try to use the most interesting tours, with the best sound and the least shakiness. I prefer the tours without narration. Personally, I find these sorts of videos fascinating, since one of my favorite things to do is walk around in unfamiliar cities in foreign lands. The videos chosen here are merely representative; check out other videos on the contributors’ channels, particularly if you are interested in ever visiting these places. These are mostly street environments, so you can often immerse yourself in the sound as well as the visual. You needn’t watch all of them or watch them continuously, so they are labeled Optional. You can try scrubbing through each one to find the most interesting parts. You will need to watch enough to respond effectively to some of the homework questions.</p> <p>Several YouTube contributors provide high quality ambient videos of Japan. Here are four.</p>

Week	Due Date	Topics, Videos, Readings, Assignments
	08/25/20	<p>Optional: Walking in the Rain Tokyo, Japan [Nomadic Ambience] https://youtu.be/dnJEsoGmh-8</p> <p>Optional: Nightlife Streets In Tokyo Shinjuku [Nippon Wandering TV] https://youtu.be/1YXmdSVhA3M</p> <p>Optional: Night videowalk in East Shinjuku, Tokyo [Rambalac] https://youtu.be/vHr4qSQ-5XU</p> <p>Optional: Kyoto Temples, Shrines & Gardens [Amazing Places on our Planet] https://youtu.be/yK4aAYHKAjg</p> <p>Homework 1:</p> <ol style="list-style-type: none"> 1. What are Japan’s principal geographic challenges? How has it addressed them historically? How is it addressing them now? 2. Based on the ambient videos, describe some of the social and physical differences you see between the streets of Tokyo and those of American cities you may have experienced. You should easily notice several major and minor differences. 3. Describe the events surrounding the Fukushima disaster and the current situation there. Tell me the extent to which you think our society has been made aware of the details and development over the years of Fukushima. Was it discussed when you were in school? Do you think it has attracted the attention it deserves? Should it influence how we think about energy? <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>732.4. Does Japan have a high or low population growth rate? What problems arise from this situation?</p> <p>732.5. How did Japan become an economic superpower after 1945?</p>
2		<p>Topic: Korea</p> <p>The Democratic People’s Republic of Korea (North Korea) and the Republic of Korea (South Korea) are ruled by completely different forms of government, but the Korean people remain essentially one people, united until recently by a common history, culture, and language. This was a nation that was literally torn apart by Japan, the Soviet Union, United States, and China. It had suffered tremendously under Japanese occupation since 1910, and the Korean War itself resulted in the deaths of about 3 million people, the majority of whom were civilians.</p> <p>Watch: Korea the never Ending war [CosiFlix] https://youtu.be/DoSRwmuVYyI</p> <p>Democratic People’s Republic of Korea (North Korea)</p>

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>Watch: North Korea's Geographic Challenge [Stratfor] https://youtu.be/85rvUc6SP0E</p> <p>Watch: Traveling through North Korea [DW Documentary] https://youtu.be/3zzPk-k4Xaw</p> <p>Optional: Facing Overseas Competition, North Korea Modernizes its Propaganda [VOA News] https://youtu.be/RRWzirIAFEw</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/Un6igZ29I1Y</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, 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>

Week	Due Date	Topics, Videos, Readings, Assignments
	09/01/20	<p>I have plenty of video from our visit that I still haven't edited or published yet. 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>Republic of Korea (South Korea)</p> <p>Watch: Interesting Facts About South Korea[CoolVision] https://youtu.be/Ko1bqasNDIs</p> <p>Watch: Why are K-pop stars committing suicide? [TRT World] https://youtu.be/rY4EkvhmJrY</p> <p>Optional: Walking around Itaewon on a Friday Night, Seoul, Korea [WalkScapes] https://youtu.be/YsFQaZpqCXI</p> <p>Optional: Walking in Gangnam on Friday Evening Seoul Korea [Seoul Walker] https://youtu.be/lqj710Xk0Ho</p> <p>Homework 2:</p> <ol style="list-style-type: none"> 1. Describe your impressions of the video about the Korean War in such a way as to show that you have watched it. Did any of this shock or surprise you? Does it help you to understand the current situation? 2. What are North Korea's principal geographic challenges? How has it addressed them historically? How is it addressing them now? 3. If you had to spend a month in South Korea, tell me where you would rather live, and why: Seoul, Busan, Incheon, Daegu, Ulsan, Gyeongju, Jeju Island, (see brief descriptions of these places beginning at minute 5 the CoolVision video, but feel free to do your own subsequent research). Does anything stand out as particularly impressive about South Korea? Should it be surprising that, despite their differences, life in South Korea looks much like Japan? 4. What is going on with the K-pop entertainment industry?

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>Textbook questions:</p> <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>
3		<p>Topic: China</p> <p>Watch: China's Geographic Challenge [Stratfor] https://youtu.be/H8uWoBtCkg8</p> <p>We cannot cover China without looking closely at the Belt and Road initiative.</p> <p>Watch: China's Belt and Road initiative [CaspianReport] https://youtu.be/mOmEFOaWjI8</p> <p>It would be easy for me to overload you with information and expectations regarding China, I've been visiting fairly regularly since 1990, and I've seen huge changes. Some things, some of the most fundamental things, remain the same. I've only begun filming recently and still have so much to be edit and publish. In addition to the videos from Changbaishan last week, here are some of my highlights so far. Something here should interest you.</p> <p>Optional: Little Three Gorges of the Daning River [Gary Pereira] https://youtu.be/ZY9Ug2CXFwo</p> <p>Optional: Springtime Impressions of Chongqing [Gary Pereira] https://youtu.be/AAWEHxp8Xg</p> <p>Optional: Dazu Rock Carvings [Gary Pereira] https://youtu.be/Vf_tfXF9y8o</p> <p>Optional: Qingdao [Gary Pereira] https://youtu.be/qyYWqZG157U</p> <p>Optional: Walking in Kowloon - Shanghai street [keezi walks] https://youtu.be/M61sMQmoPRw</p> <p>Optional: Walking The Shanghai Bund [keezi walks] https://youtu.be/ggraR0MSk1s</p> <p>Optional: Avatar Mountain & Wulingyuan Scenic Area, Zhangjiajie [Amazing Places on Our Planet] https://youtu.be/NUlyJT3RxQA</p> <p>The next two weeks will be about recent Chinese history, and you may soon feel ready to move on. Although I can think of a million things to discuss at this point, I don't want to overburden you. We will nevertheless need to continue to consider China in our discussions of other nations.</p>

Week	Due Date	Topics, Videos, Readings, Assignments
	09/08/20	<p>Homework 3:</p> <p>1. What are China’s principal geographic challenges? How has it addressed them historically? How is it addressing them now?</p> <p>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.</p> <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>
4		<p>Topic: The Great Proletarian Cultural Revolution</p> <p>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 PLA: People’s Liberation Army (China’s armed forces)</p> <p>Political origins</p> <p>General reference: Cultural Revolution https://en.wikipedia.org/wiki/Cultural_Revolution</p> <p>Watch: The Cultural Revolution (1966) [Daniel Guiney] https://youtu.be/XXJ2rQPMkBA (the beginning of this film seems to have been cut off, but in begins in the early 1960s.)</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</p>

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>of these 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 regarding fundamental disagreements at the highest levels of government. They had to decide which direction the nation should go culturally, economically, and politically. Much of the energy and idealism of the Cultural Revolution came from patriotism, and from youthful rebellion. I will be saying this repeatedly: these young people had been born into a nation that was less than 20 years old at the time, and it was the 1960's, after all.</p> <p>The schools and military</p> <p>The Red Guards https://en.wikipedia.org/wiki/Red_Guards</p> <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</p>

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		<p>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> <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>

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		<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> <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>

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		<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> <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,</p>

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		<p>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 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>

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		<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>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></p>

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		<p data-bbox="370 184 716 212">https://youtu.be/vWoE6Wu_AJI</p> <p data-bbox="370 254 1073 281">President Nixon watched this ballet during his state visit to China.</p> <p data-bbox="370 323 602 350">Sent-down youth</p> <p data-bbox="370 401 1500 533">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 data-bbox="370 575 1490 919">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 data-bbox="370 961 764 989">Down to the Countryside Movement</p> <p data-bbox="370 999 1101 1026">https://en.wikipedia.org/wiki/Down_to_the_Countryside_Movement</p> <p data-bbox="370 1068 553 1096">Sent-down youth</p> <p data-bbox="370 1106 873 1134">https://en.wikipedia.org/wiki/Sent-down_youth</p> <p data-bbox="370 1176 516 1203">Afterward</p> <p data-bbox="370 1253 1500 1386">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 data-bbox="370 1428 558 1455">Boluan Fanzheng</p> <p data-bbox="370 1465 878 1493">https://en.wikipedia.org/wiki/Boluan_Fanzheng</p> <p data-bbox="370 1535 1484 1736">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 data-bbox="370 1778 521 1806">Scar literature</p> <p data-bbox="370 1816 841 1843">https://en.wikipedia.org/wiki/Scar_literature</p>

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		<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> <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</p>

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		<p>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> <p>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>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>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>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>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>

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	09/15/20	<p>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>Homework 4:</p> <p>1. At about minute 3 into the 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? 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: Pick one of the following categories (indicated in red in the notes above): the schools and military; eliminating the past; the arts; documented atrocities; the major players; some prominent victims; afterward. Beginning with links within the Wikipedia entries in the notes above, describe what you have discovered about that particular facet of the Cultural Revolution. Please cite your sources (by author, title, URL, etc.). Is there anything about the Cultural Revolution that surprises you? Elaborate.</p>
5		<p>Topic: Sent-down youth: a 50-year reunion</p> <p>We briefly discussed the Down to the Countryside Movement last week. To conclude our discussion of China, let me offer a more personal look. Someone with whom I am quite familiar, my lovely wife, along with her junior high school classmates, was asked by her nation to live out in the countryside and work as a farmer for several years, beginning in 1968.</p> <p>The group of students whose 50-year reunion I documented was from Changchun, which is located in Jilin Province, in China’s Northeast. I found a video of a similar group of students leaving at about the same time from the very same train station. This video also portrays others from the city who took day trips into the nearby farms to help with planting and harvest.</p> <p>Watch: 1960s China, Students Leave City to Help on Commune Farms [thekinolibrary] https://youtu.be/t4Dpo_a-Bg</p> <p>Once the train deposited our group in the town of Dehui, they were conveyed to their designated village along the same route that I sort of documented in the optional video below.</p>

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>Optional: A Wild Ride through the Countryside [Gary Pereira] https://youtu.be/kNk0BJwheh4</p> <p>Here is they reunite with some of the same villagers (and their families) who had helped hem establish themselves fifty years earlier.</p> <p>Watch: Down to the Countryside: a fifty year reunion [Gary Pereira] https://youtu.be/d1nywzYowiI</p> <p>The countryside around Dehui, China (midway between Changchun and Harbin) is largely agricultural. Winters are brutal, and temperatures routinely stay below 10⁰ F. Different members of this particular group stayed for different periods of time, depending on their personal situation. My wife Cheri’s father, a professor of veterinary diseases, had been relegated to a hog farm earlier in the Cultural Revolution, so Cheri ended up staying in Dehui the longest, about 3 ½ years.</p> <p>When the students arrived, members of the village community helped them to build a home. As you can see from the video, houses there follow the same general plan. The front door is often in the center, and you can either go straight through to the kitchen, or off to either side. The kitchen is generally in the middle of the house 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 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. Except for the roofing, the houses there 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 water.</p> <p>In 1968, only mud bricks were available for building homes. Baked bricks were not available. The mud bricks tended to crumble and break at the edges, and they had to be lined (on the kang, for example) with wood to keep the edges intact. Fire-hardened bricks are used now. Roofs were made of thatch, which insulated homes from both heat and cold, but it had to be replaced periodically. Thatch is no longer used for roofing homes. There was limited access to electricity in 1968, but now everyone is on the grid with cellular internet access.</p> <p>The period of time each person spent there depended often on that person’s class and family background. Most of these youngsters were kept with their friends and neighbors and transported not too far (within a day’s journey) from their homes. This would allow for periodic visits and replenishment of supplies.</p> <p>Young people were sent into the countryside during the Cultural Revolution in order to have them participate in agriculture and other labor-intensive activities. Agricultural labor was certainly required at that time. The main source of energy, transportation, and non-human labor at the time in Dehui was horses. Horses pulled wagons, and they pulled plows. Crops were picked entirely by hand, without gloves. At that time, the main crops included corn and soybeans, which were sent off to the cities. Soybeans are particularly difficult to pick by hand, since they grows low to the ground and are abrasive. Nearly all of the corn plant was utilized, including the stalks and husks. The students were not allowed to eat the soybeans, and corn was a treat. They often ate sorghum, or ‘kaoliang’. As you can see from the</p>

Week	Due Date	Topics, Videos, Readings, Assignments
	09/22/20	<p>video, sorghum is a very tough grain; it 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.</p> <p>Each household tried to produce its own vegetables, meat (generally poultry) and eggs. You can see from the film that many households still do. Our host on this visit was one of the villagers who had 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, the main crop is corn, which the villagers sow and harvest cooperatively with machines. Corn 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 and wetlands are maintained, 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 therefore be worked in the winter, the students had to haul out composted organic material to spread on the fields later when they thawed. The roads were never plowed of snow; they had to clear snow by hand. They also had to gather burnable fuel to supplement their share of coal. There was always something that needed to be done, throughout the year. Now, many of those activities no longer occur, or they are done with machinery. In 1968, home and personal goods were hard to come by; there were no stores near the village, only a government depot for basic necessities some distance away. You would have had to walk or hitch a ride 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, merchants now travel up and down the road peddling various things.</p> <p>Homework 5:</p> <p>The participants in the reunion shown in the video want you to know that their experiences in the countryside were positive and memorable, and that they resulted in many lifelong friendships, and even one marriage. Chinese society continues to be influenced a great deal by Confucian philosophy. What are your impressions?</p> <p>2. Do you think that a national or state program requiring young people to work for a period of time on works projects could work here? For example, what would be the reaction if California called on high school kids to work for a month clearing brush in fire-prone areas, or to assist in the agricultural harvest?</p>
6		<p>Topic: Taiwan, Hong Kong</p> <p>Watch: The History of Hong Kong [The Daily Conversation] https://youtu.be/GtJxuh_u3WE</p> <p>Watch: A Brief History of Taiwan [famous videos] https://youtu.be/jyTdwuGEq54</p>

Week	Due Date	Topics, Videos, Readings, Assignments
	09/29/20	<p>Watch: Taiwan 4k. Cities, Sights and People [CoolVision] https://youtu.be/A9fdHs1uxGo</p> <p>Optional: Walking in Hong Kong [keezi walks] https://youtu.be/97YwXjLA9M8</p> <p>Optional: Tram east to west Hong Kong [keezi walks] https://youtu.be/1iFj2g8-A1Q</p> <p>Optional: WALKING IN WANCHAI HONG KONG https://youtu.be/hJP8cdGNk_M</p> <p>Optional: Jiufen, Taiwan [Amazing Places on Our Planet] https://youtu.be/3qJy-1XdqjY</p> <p>Homework 6:</p> <ol style="list-style-type: none"> 1. 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. 2. The quality of life in Taiwan is certainly impressive. In China, and here in the US, foods grown and processed in Taiwan have an excellent reputation for quality and purity. Based on these videos (including the optional ones), what do you think of Taiwanese life? If you knew the language (or even if you didn't), could you see yourself living there? Any drawbacks? Show in your response anything discovered in the relevant videos. 2. Based on the optional videos, what are your impressions of street life in Hong Kong?
7		<p>Topic: Philippines, Indonesia</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: The Battle of Manila: 75 years after one of WWII's deadliest battles [DW News] https://youtu.be/cJ8boNQcnK8</p> <p>Optional: Manila Philippines in 4K A City of Contrasts [videolux.org] https://youtu.be/Wu3aWZk7JJk</p> <p>Optional: Walking around Divisoria Market in Tondo, Manila [Wind Walk Travel Videos] https://youtu.be/1VFUKX1_1Jg</p>

Week	Due Date	Topics, Videos, Readings, Assignments
	10/06/20	<p>Optional: Walking in Jakarta (Indonesia) [keezi walks] https://youtu.be/EwxkiHE6YsU</p> <p>Optional: Walking in Surabaya (Indonesia) [keezi walks] https://youtu.be/3pn5ifV0d5I</p> <p>Optional: Bali, Indonesia [Amazing Places on Our Planet] https://youtu.be/2b9txcAt4e0</p> <p>Optional: Introducing Indonesia [Lonely Planet] https://youtu.be/073bRac_msM</p> <p>Optional: Jakarta Drone 2020, Capital City Of Indonesia [Raja Drone ID] https://youtu.be/WZYr5zklgFw</p> <p>Homework 7:</p> <ol style="list-style-type: none"> 1. What are Indonesia’s principal geographic challenges? How has it addressed them historically? How is it addressing them now? 2. What are the Philippines’ principal geographic challenges? How has it addressed them historically? How is it addressing them now? 3. World geography textbooks, when discussing history, often gloss over atrocities associated with war. Tell me about the Battle of Manila. 4. Based on some of the optional videos, what is your impression of street life in either Manila, Jakarta, Bali, etc.? <p>Textbook questions:</p> <p>779.9. What are the three main regions of the Philippines? Which region has the largest population?</p>
8		<p>Topic: Vietnam, Laos, Cambodia</p> <p>Watch: Vietnam's Geographic Challenge [Stratfor] https://youtu.be/Vw2yRTfGYgw</p> <p>Watch: The Most Evil Men in History Pol Pot [DokumentarniProgram] https://youtu.be/3rtSZTVZVfs</p> <p>Watch: Rare Khmer Rouge Video Propaganda [Rafael313] https://youtu.be/H7mJ0rs1e2w</p> <p>Optional: Ha Long Bay, Vietnam</p>

Week	Due Date	Topics, Videos, Readings, Assignments
	10/13/20	<p>https://youtu.be/a-mq7CkKww8</p> <p>Optional: Hội An Ancient Town, Vietnam https://youtu.be/kRSLwxHnbFs</p> <p>Optional: Hanoi City, Long Bien Bridge to St. Joseph's Cathedral [Wanderlust Travel Videos] https://youtu.be/YCzROJ08kfc</p> <p>Optional: Military History Museum, Hanoi [Wanderlust Travel Videos] https://youtu.be/jZ8QtS8yGVE</p> <p>Optional: Hanoi City, Old Quarter [Wanderlust Travel Videos] https://youtu.be/NQp9Ig9MpcM</p> <p>Optional: Saigon Skydeck (Bitexco Tower), Ho Chi Minh City [Wanderlust Travel Videos] https://youtu.be/O_ckK7Hxlrk</p> <p>Optional: The Road to Nong Khiaw, Laos [Lonely Planet] https://youtu.be/17EWJKIoVKY</p> <p>Optional: Walking in Hanoi - Hồng Hà - Phúc Tân [keezi walks] https://youtu.be/gooXjxhk65U</p> <p>Optional: Walking in Hồ Chí Minh City (Saigon) https://youtu.be/cE1N52uyuM</p> <p>Optional: Walking in Vientiane (Laos) [keezi walks] https://youtu.be/UTIEOJcFGyw</p> <p>Homework 8:</p> <ol style="list-style-type: none"> 1. Discuss Vietnam's principal geographic challenges. How has it addressed them historically? How is it addressing them now? 2. Based on the optional videos, what are your impressions of Hanoi and Saigon? Any differences? 3. Based on the optional videos, what are your impressions of Laos? 4. Discuss the emergence, dominance, and defeat of the Khmer Rouge in Cambodia. <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>

Week	Due Date	Topics, Videos, Readings, Assignments
9	10/20/20	<p>Topic: Thailand, Malaysia, Singapore</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>Watch: Malaysia's \$100BN Smart Island City https://youtu.be/QFG-PIJ0GUE</p> <p>Optional: Walking In Bangkok (Thailand) [keezi walks] https://youtu.be/2Hses2nG2gc</p> <p>Optional: Wat Phra Kaew & Grand Palace, Bangkok, Thailand [Amazing Places on Our Planet] https://youtu.be/MqF7ysFnz3s</p> <p>Optional: Walking in Kuala Lumpur (Malaysia) [keezi walks] https://youtu.be/d6sSCs6k1hY</p> <p>Optional: Walking in Singapore [keezi walks] https://youtu.be/Y5iOb023Jv0</p> <p>Homework 9:</p> <ol style="list-style-type: none"> 1. What are Indonesia's principal geographic challenges? How has it addressed them historically? How is it addressing them now? 2. Based on the optional videos, tell me about the streets of Singapore and Kuala Lumpur. 3. Tell me about Malaysia's planned Forest City. The high rise buildings concentrate the population so that the coastal mangroves are presumably preserved. Unsurprisingly, this mirrors much of what is happening in China. <p>Textbook questions:</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>779.5. How does the growth triangle that Singapore is engaged in work? How does each partner benefit?</p>

Week	Due Date	Topics, Videos, Readings, Assignments
10		<p>Topic: Myanmar (Burma), Bangladesh, Eastern India</p> <p>Culturally, Burma and Bangladesh are quite distinct. They share a British colonial background, and both nations remain relatively poor, but their greatest common problem probably comes most powerfully from the future: rising sea levels and increasingly powerful storms.</p> <p>Watch: Myanmar's Geographic Challenge [Stratfor] https://youtu.be/Ito-3kZjpAY</p> <p>Watch: Myanmar's Gold Mines: The Environmental and Human Cost [Radio Free Asia] https://youtu.be/DH1YT_UPZDY</p> <p>Watch: Myanmar: More than 160 killed in jade mine landslide [Al Jazeera English] https://youtu.be/khTczDj8-8w</p> <p>Watch: Two Years After Brutal Crackdown, Myanmar's Rohingyas See Bleak Future Ahead [VOA] https://youtu.be/tpw_4_y4DZk</p> <p>Watch: Climate Change in Bangladesh (2016 Documentary) https://youtu.be/99jkZ-6vvvE</p> <p>Optional: Shwedagon Pagoda, Myanmar [Amazing Places on Our Planet] https://youtu.be/SJwO7V_Y6LQ</p> <p>Optional: Myanmar Village Life 2019 [Travel & Talk] https://youtu.be/Iqpeqdz0M3s</p> <p>Optional: Walking in Yangon (Myanmar) [keezi walks] https://youtu.be/h-Bs7331yTQ</p> <p>Optional: Walking in Myeik (Myanmar) [keezi walks] https://youtu.be/2Hses2nG2gc</p> <p>Optional: Walking in Mawlamyine (Myanmar) [keezi walks] https://youtu.be/ATmSPmyh-PY</p> <p>Optional: Dhaka city, Bangladesh unedited walking tour [Walk The World] https://youtu.be/iYU1ptF8IKs</p> <p>Optional: A Walk in Rich Modern Area of Dhaka [Mirza Shahan] https://youtu.be/WmUN-KbWXBQ</p> <p>Optional: Walking in Kolkata (Calcutta) [keezi walks] https://youtu.be/VxetycIW22A</p>

Week	Due Date	Topics, Videos, Readings, Assignments
	10/27/20	<p>Homework 10:</p> <ol style="list-style-type: none"> 1. What are Myanmar’s principal geographic challenges? How has it addressed them historically? How is it addressing them now? 2. Discuss the mining of jade and gold in Myanmar. 3. Discuss the recent history of Myanmar's Rohingya minority. 3. Based on the optional videos, give me your quick impression of Myanmar. 4. Summarize the Climate Change in Bangladesh film, focusing out anything that you found to be most interesting or surprising. 5. Based on the optional videos, give me your impressions of either Dhaka or Kolkata (Calcutta). <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>645.5 How is Bangladesh affected by the summer monsoon? How much rain can it receive annually?</p>
11		<p>Topic: Southern India, Sri Lanka, Maldives</p> <p>Watch: Sri Lanka's Geographic Challenge [Stratfor] https://youtu.be/YOjKFT1yhf0</p> <p>Watch: The \$15BN Island That Will Make or Break Sri Lanka [The B1M] https://youtu.be/t2e1xOcGpDc</p> <p>Watch: Ancient water tanks of Sri Lanka to adapt to a changing climate https://youtu.be/nR8OkABdXww</p> <p>Watch: Waters of Paradise - Adapting to Climate Change in the Maldives [UNDP Climate] https://youtu.be/mKoppdJ6H4c</p> <p>Optional: Driving through the streets of Galle in Sri Lanka in the evening [The Last Traveller] https://youtu.be/46NIgE_y1eI</p>

Week	Due Date	Topics, Videos, Readings, Assignments
	11/03/20	<p>Optional: Nightwalk Galle Sri Lanka [The Last Traveller] https://youtu.be/2uHzXeQUSWA</p> <p>Optional: Southern India [Amazing Places on Our Planet] https://youtu.be/BRhj5sLA6EI</p> <p>Homework 11:</p> <ol style="list-style-type: none"> 1. What are Sri Lanka’s principal geographic challenges? How has it addressed them historically? How is it addressing them now? 2. Describe the astonishing hydrological engineering achievements of ancient Sri Lanka. 2. 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>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> <p>627.8. What was the civil war about in Sri Lanka? What did each side want?</p>
12		<p>Topic: Northern India, Nepal</p> <p>We should bring northern India and Nepal together this week, for a few reasons. A large percentage of Nepalese are Hindu, rather than Buddhist. Ethnically, most Nepalese people are closer to India than to Tibet, although many Tibetans and other mountain peoples live in Nepal. This is such a fascinating region that I couldn’t help but list lots of optional ambient videos. It is important however that you Watch the three videos in this list that are so indicated.</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>Optional: NORTHERN INDIA 4K https://youtu.be/o_24LPjOIHI</p> <p>Optional: Walking in Old Delhi (India) [keezi walks] https://youtu.be/QsyoLAWWQ9Q</p> <p>Optional: Walking in New Delhi (India) [keezi walks]</p>

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>https://youtu.be/9puDiItvJKE</p> <p>Optional: Walking in Paharganj New Delhi - India [Virtual Walker] https://youtu.be/XVvYXBTsuaA</p> <p>Optional: Agra, Uttar Pradesh, India [Amazing Places on Our Planet] https://youtu.be/UXzYKrpKWso</p> <p>Optional: Walking in Leh (Ladakh - India) https://youtu.be/eE3x-ZgaU3s</p> <p>Optional: Walking in Kathmandu (Nepal) [keezi walks] https://youtu.be/UsjJg4xBNGo</p> <p>Optional: Kathmandu Durbar Square, Nepal before the earthquake [Amazing Places on Our Planet] https://youtu.be/QpeR50k8km8</p> <p>Optional: Buddhist & Hindu Temples in Kathmandu valley, Nepal [Amazing Places on Our Planet] https://youtu.be/xf86EzuLXu0</p> <p>Optional: Bhaktapur, Kathmandu Valley, Nepal [Amazing Places on Our Planet] https://youtu.be/RELnHgirjic</p> <p>Optional: Patan (Lalitpur), Kathmandu Valley, Nepal [Amazing Places on Our Planet] https://youtu.be/D0IKuSYPDj4</p> <p>I visited Nepal once for a month in 1984. I was left with a deep impression of both the raw beauty and of poverty of the country. Kathmandu Valley is an absolutely fascinating place to wander in. Since the country was so open and accessible (I had flown in from Delhi), a great many Western influences, some bad, were clearly present. Hippies, seekers, trekkers, and their suppliers were everywhere in Kathmandu. The local bookstores sold what seemed to be a surprising amount of socialist literature. I was not surprised by the long term Maoist insurgency that began there later. This side by side with an ever present spirituality. Hindu and Buddhist shrines, temples, and festivities provide endless sights, sounds, and the smells of fine incense. Taking an evening walk through Kathmandu was like nothing else I've ever experienced.</p> <p>But there is a tragic sense about Nepal, which remains poor despite its vibrancy. Of all the Himalayan societies, Nepal has been the most open to outsiders. As a result, many people have visited, providing some (generally low-budget) tourist dollars. But poverty, pollution, and environmental degradation remain big problems. I don't know what is being done to restore what was destroyed in the earthquake. Next week, you will get the chance to compare Nepal with neighboring Bhutan. I don't want to overburden you with the vast cultural richness of this region, one of the original cradles of civilization, but I wanted you to get to know Dharamshala in northern India.</p> <p>Optional: Monks and Mountains of Mcleodganj and Dharamshala[Vishal B] https://youtu.be/Bx2paWHJKWo</p>

Week	Due Date	Topics, Videos, Readings, Assignments
	11/10/20	<p>Watch: Six decades on, Tibetan diaspora in Dharamsala worried about its future [France24] https://youtu.be/LzhKF3wKmk8</p> <p>Homework 12:</p> <ol style="list-style-type: none"> 1. What are India’s principal geographic challenges? How has it addressed them historically? 2. What are Nepal’s principal geographic challenges? How has it addressed them historically? 3. Tell me about Dharamsala (Dharmshala) and about the Tibetan community there. 4. Check out some of the optional videos for this region and tell me about something that impressed or surprised you. <p>Textbook questions:</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> <p>660.10 How has the government of India worked to protect the biodiversity of the natural environment? What are some of the animals that are being protected?</p>
13		<p>Topic: Bhutan, Tibet</p> <p>The first video below is really quite good. Please watch is carefully.</p> <p>Watch: Hydropower Export Helps Bhutan Provide for Future Generations [Asian Development Bank] https://youtu.be/hXII2WdMp8k</p> <p>Watch: Bhutan: The Kingdom Where GDP Is Measured In Happiness [Journeyman Pictures] https://youtu.be/CXJwNSkdTH0</p> <p>Watch: Climate Change and Bhutan [Bhutan Broadcasting Service] https://youtu.be/OnoOm90x6VY</p> <p>Watch: ‘Past is past’: Dalai Lama says Tibet wants to stay with China, wants development https://youtu.be/mSA31PD7050</p> <p>Watch: ‘How has housing changed in border regions of Tibet, China https://youtu.be/eJVYFgIvvIM</p> <p>Optional: This country isn't just carbon neutral — it's carbon negative Tshering Tobgay [TED] https://youtu.be/7Lc_dIVrg5M</p> <p>Optional: Potala Palace, Lhasa, Tibet, China [Amazing Places on Our Planet]</p>

Week	Due Date	Topics, Videos, Readings, Assignments
	11/17/20	<p>https://youtu.be/44ExQM0S4cI</p> <p>Optional: Ganden Monastery, Tibet, China [Amazing Places on Our Planet] https://youtu.be/178PmflaDMg</p> <p>Optional: Tibet, Lhasa, Exploring from Potala Palace to Jokhang Temple 2019 [Green Leigh] https://youtu.be/JwoKyMmEm0g</p> <p>Optional: Driving into Thimphu, Bhutan [BenSlivka] https://youtu.be/9CKPXzu4wm4</p> <p>Optional: Visiting Thimphu (Capital of Bhutan) [One Man Wolf Pack] https://youtu.be/4MnaF8V6qJA</p> <p>Optional: Thimphu Street Festival [EXD World] https://youtu.be/5MCtisoQJHk</p> <p>Optional: Thimphu City Tour Bhutan [Fardin Travel Vlogs] https://youtu.be/86m19zbfQFE</p> <p>Homework 13:</p> <ol style="list-style-type: none"> 1. What are Bhutan’s development challenges? How is using hydropower to catalyze development? 2. How is Bhutan dealing with a changing Himalayan climate? 2. What is your impression of street life and architecture in Tibet and Bhutan? How is it similar to or different from China, India, or Southeast Asia? <p>Textbook questions:</p> <p>627.6. Explain Bhutan’s guiding philosophy regarding development.</p>
14	11/24/20	<p>Topic: Pakistan, disputed territories</p> <p>Watch: Pakistan's Geographic Challenge [Stratfor] https://youtu.be/WN7mNEQ7s58</p> <p>Optional: Lahore, Pakistan [Amazing Places on Our Planet] https://youtu.be/qUdDKuxb7bc</p> <p>Optional: Hunza, Gilgit-Baltistan, Pakistan [Amazing Places on Our Planet] https://youtu.be/F8cYhngAZfI</p>

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>Homework 14:</p> <p>1. What are Pakistan's principal geographic challenges? How has it addressed them historically? How is it addressing them now?</p> <p>Textbook questions:</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>
15	12/01/20	<p>No work due. Please work on your term paper.</p>
16	12/09/20	<p>Term paper (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>