

**San José State University
Department of Urban and Regional Planning
GEOG 12: Global Geography, Sections 80 and 81**

Fall 2021



January 13, 2020

Course and Contact Information

Instructor: Gary Pereira

Office Location: Online only.

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

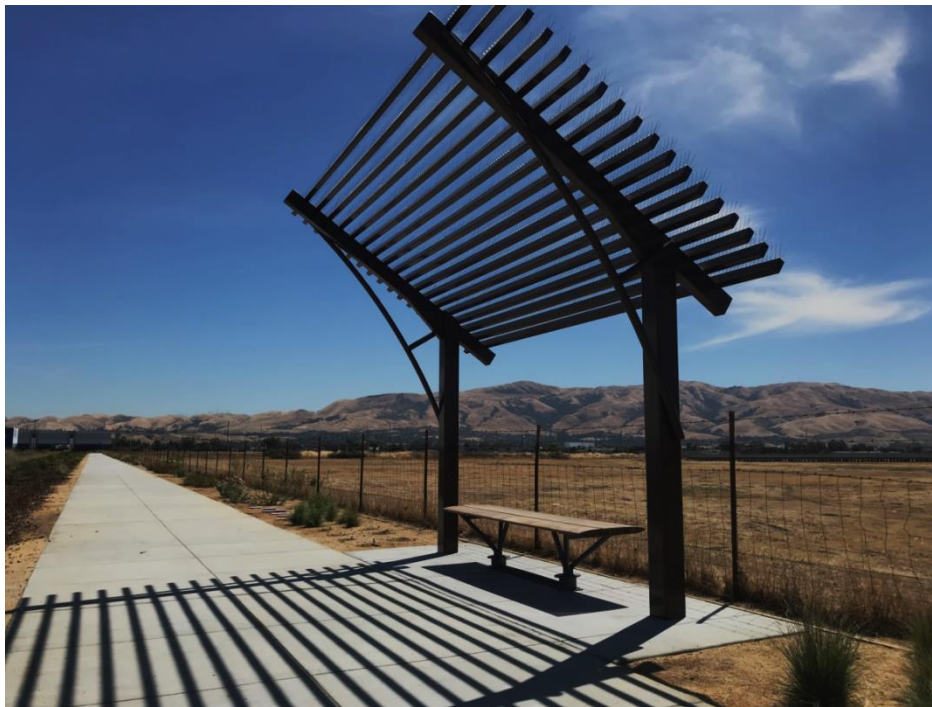
Class Days/Time: Weekly homework and announcements as scheduled.

Course Format

This is an online-only course. Internet connectivity and computer are required. Many of the resources that we will use are from safe, reliable sources on the Internet. The course itself can be accessed through the Canvas Learning Management System course login website, primarily through the **Announcements** and **Assignments** for this class. Additional course materials (including this syllabus) can be found and uploaded from **Files**, as prompted in the schedule. 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 described within the **Announcements**. Please check the Announcements at least once a week, particularly before submitting homework. Your grades may suffer if you repeatedly fail to address additional questions or concerns that I may have posted there.

All homework must be submitted, even if late. Any work that has not been submitted by the end of the semester will receive a zero grade. Repeated lateness should be explained in a Canvas message or with a comment pinned to the submission itself. Please be aware that comments may be pinned to particular submissions by both the instructor and student. I will try to get to each submission within a week after its due date, although I may sometimes run late. Check your submission for any comments I may have pinned there, regardless of whether you have received a grade, and address any pressing concerns expressed there. If you would like to respond to a pinned comment, please do so by sending me an independent message within Canvas, since I am unlikely to return to that particular submission once it has been graded (unless I've been prompted to do so by you).

The photo below represents (hopefully with a little humor) my impression of some of the systems and applications and that we are often encouraged to use. If you look closely, you might notice something rather odd. The structure looming over the bench looks it might provide some sort of shade or shelter from the rain, but in fact it does neither, at any time. Nevertheless, spikes had to be inserted on top to keep birds from messing up the bench. This, in my opinion, perfectly exemplifies postmodern decision making. People were paid to design and construct several of these things.



You can take the bench in the photo to represent the parts of Canvas that we will be using: **Announcements**, **Assignments**, and **Files**, communicating as necessary via messaging. The stylish structure looming over it might be taken

to represent what I consider some of the less helpful parts of Canvas, as well as most of the published resources that students are often required to buy and use. For this course, I have found that a free online textbook is sufficient to supplement some carefully chosen Internet sources, as well as some of my own material. In my opinion, this strategy results in a more substantive, robust, personal, and direct understanding of the topics described here than even the most expensive textbooks and their associated resources offer.

What makes a course engaging should be its subject matter, not the ‘structure’ of the course or the personalities of its instructor or participants. Let’s try another metaphor. If you’re looking for the moon, don’t confuse the finger that someone might be using to point out the moon, with the moon itself. The finger is unimportant. It just points the way. For the most part, that is what I will be doing: pointing the way. I’ve kept the structure of this course simple so that we will have more flexibility to follow current events, discoveries, or connections whenever they might come up in real time. Therefore, despite the simplicity of this course, it is important that you follow the **Announcements** by checking them at least once a week, and to respond in subsequent homework assignments to specific questions that may be posted there.

To stretch the metaphor just a bit, the tendency to confuse some pointing ‘finger’ with some external object of study can have another unfortunate association. Because we can manipulate our fingers any way we want, we might start to believe that by doing so we can magically affect the object being pointed at. Consider that the opposite might be true. By simply ignoring ourselves and just learning about what lies entirely beyond, we can learn to realistically evaluate and adapt to whatever the unknown forces of nature (and of the human heart) might throw our way.

Within **Announcements**, I might make some general observations and offer some general advice regarding earlier homework responses, but I will never identify students by name without prior permission. I further promise for my part to keep any information we exchange via either messages or homework completely private. Nevertheless, you may of course share any such exchanges or documents with anyone at any time.

With Canvas messaging, conversations cannot be easily ignored, misplaced, modified, forged, or shared with others. There are no such assurances with email and other social media platforms, which are as a result often used as tools of manipulation, power, confusion, and disrespect, particularly by people in positions of authority. That is why I would prefer not to use email in my role as educator. Canvas messaging is sufficient. Text my private number, which is listed on page one of this syllabus, if you have an emergency. Being late is not an emergency. If any of your work is late, submit it anyway and pin an explanation to the homework itself, or message me regarding more serious issues.

Given the censorious atmosphere that has taken over America’s universities, I will not ask you to share your work, your opinions, or even your image with others in the class, or with anyone else who happens to be looking in. I do not want anyone to suffer retaliation for anything expressed in any of my classes. For the foreseeable future, I will never ask students to use zoom, skype, Canvas conversations, or any of the other technologies that can, and have, gotten people like you and me in trouble merely for exploring interesting ideas. Instead, **I encourage you to edit the work you do for me and for others, and post it online in a way that is fully under your own control (e.g., via Portfolium).**

Please read and view the material at the beginning of each **Assignment**, as well as any new **Announcements**, every week. These locations are where the material that would otherwise be covered in lectures will be located. Homework questions are posed within each **Assignment**. If I pose an additional question for your homework in an **Announcement** and you have not addressed it in your homework, this may be reflected in your grade. I am not obsessive about the quality of your writing, since you have a limited amount of time each week to proofread, but I do appreciate good organization, reasoning, and grammar. **I am looking mostly to see that you have actually accessed and examined the material in question, and that you have put in the time.** If you are uncertain, make adjustments based on the grades and comments you receive. You might want to ask someone to independently read and edit your homework before submission. However, 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. A URL alone is not enough; provide proper references. The style is unimportant; just be consistent.

The university expects that each student put at least nine hours of work per week into each three-credit course (University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>). Your homework assignments and final paper will be evaluated and graded primarily on the degree to which this expectation has been met, based on my impression of your work. The more detailed, organized, and thoughtful your responses are, relative to your classmates, the better your grades will be. You are not graded on the basis of any opinions or conclusions you may express on any issue, even when I might ask you to express one. I am more interested in whether you understand and appreciate the background issues themselves. Further details are discussed below under **Course Requirements** and Assignments, in the **Course Schedule**, and in my introductory video.

Course Description

This course presents a comparative geography of our world: regions and countries, natural environments and resources, settlements and land use, cultural diversity, economic and political patterns.

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. The following are the learning outcomes as described in earlier iterations of this course.

GE Learning Outcomes (GELO)

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

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

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

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

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

Course Learning Outcomes (CLO) (Required)

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

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

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

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

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

Required Texts/Readings

Textbook

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

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



Download this book in Digital PDF format.

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

Videos

Videos are a big part of this course, and much of the homework will be judged on the basis of how closely you consider them in your discussions. If you are accessing each assignment directly through CANVAS **Assignments**, you can watch the videos coming from YouTube embedded directly within CANVAS, but you also have the choice of running each video in a separate browser. Watching videos within separate browsers often provides you with additional textual information, as well as access to the author's channel. You might want to watch videos on a tablet or TV as you write on a laptop. Use whatever method feels comfortable, but make sure you have a large enough screen to clearly see the details (including text) in the videos. You also obviously need sufficient bandwidth, which may change for you over the course of a typical day. Most videos listed in the schedule are preceded by either Watch or Examine. I may also Recommend additional videos if the topic interests you.

Watch: take the time to watch the video in its entirety, or at least most of it. You may find it helpful to 'pause' and watch key portions repeatedly, taking notes as you watch.

Examine: You may watch the video in its entirety if you like it, but there is no immediate need to do so. You might want to scrub through segments and watch only those portions that look particularly interesting or connect to the questions you need to address. Many of these videos have no narration, although they do convey a great deal of information. Some just provide a deeper sense of context. In any case, do NOT just skip over these videos, since they nearly always connect with the homework questions.

Recommended: You are not required to either watch or examine this video, but I have found it to be of exceptional value or interest with regard to the topic at hand, so you might want to check it out.

If you open YouTube videos in a separate browser, you will find that many of them contain or are preceded by ads. Usually, these can be cut short by clicking on '**Skip Ad**' at the lower right of the browser, or by clicking on the **X** if it's a popup. YouTube now reserves the right to place ads on anything, including my own videos, although I get no monetary benefit from YouTube. I do not often provide tags, but I do sometimes disable comments. If you watch my videos embedded Canvas, these views are not counted by YouTube. As a result, most of the videos watched by students within Canvas get few officially counted views. Feel free to 'subscribe' to my channel and to share my videos with others.

Course Requirements and Assignments

Homework Assignments:

Fourteen homework assignments should be completed on or before the due dates, as described in the course schedule below. They should all be submitted, even if late. Please submit all files via Canvas; never email them to me. If you are having difficulties, message me through Canvas. If Canvas goes down or if you are having

difficulties communicating, just be patient, try again later or the next day, and let me know about it. No penalty, obviously, if you let me know. For each homework assignment, I would prefer that you use 10 (or 12) point font with 1½ line spacing. Put your name, the assignment number, ‘geog12-80’ or ‘geog12-81’, and ‘Fall 2021’, arranged at the upper right of the first page.

Text, figures, and images copied from documents or screenshots may be embedded within your homework, but these must all include full attribution (not just the URL). In other words, be honest about which words, figures and images are yours, and which are from other sources. You will need to be especially careful if you decide to publish or post your work in an online portfolio. Although it is often helpful to include external material in the form of extended quotes, graphs, and figures, these should be explicitly cited and referenced. They should be there for an important reason, otherwise leave them out. Most of the text in each homework submission should be your own.

Regarding the length in pages or word count expected for each assignment: this depends on the topic, and also on your writing style. **I’m looking for evidence of understanding, substance, and a willingness to sufficiently pursue each point you are making until you’ve made it properly.** I understand that you only have a few days for each assignment. It is perfectly reasonable to be unsure about topics that you are just beginning to understand. The ability and willingness to express one’s own misunderstandings, doubts and uncertainties is a virtue, since it leads to further understanding. If your writing style is average, and you avoid redundancy, and you put in the time expected of you, each homework assignment should probably run at least three pages.

Don’t expect an A+ (or even an A) just for being correct. Each of your submissions is graded relative to those of your classmates in the current and former semesters. I often look through each week’s submissions repeatedly before deciding on grades. I may offer comments or advice in Canvas for each assignment. Check back on each assignment a week or more after the deadline for any comments that I may have tagged to it, particularly if it hasn’t been graded. I may be a few days late with grades on occasion. If you would like to begin or continue a conversation about an assignment, please do so with an independent Canvas message.

I encourage you all to go back and expand and polish up some of your most interesting essays and **publish them online**, in Portfolium at a minimum. In my opinion, the work you are doing for this class and others should be used in support of your professional career. Please read ‘About your instructor’, below.

Announcements

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

Final Evaluation

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

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

Grading Information

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

Determination of Grades

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

98% and above	A+
94% - 97.9%	A
90% - 93.9%	A-
87% - 89.9%	B+
84% - 86.9%	B
80% - 83.9%	B-
77% - 79.9%	C+
74% - 76.9%	C
70% - 73.9%	C-
67% - 69.9%	D+
64% - 66.9%	D
60% - 63.9%	D-
below 60%	F

University Policies

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

<http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at

<http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at

<http://www.sjsu.edu/gup/syllabusinfo/>

About your instructor



I'm just another kid who grew up in New Jersey, in a semi-industrial city near NYC. I went to public schools and held a variety of untrained jobs in various settings, from our downtown single-screen movie theater to the reactor building of an active nuclear power plant.

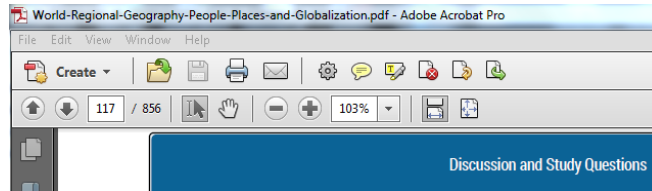
I began working professionally with a two-year degree in electronics engineering, with a team that helped to build and maintain the data acquisition and instrument control system for Princeton University's tokamak reactor 'TFTR', the largest nuclear fusion experiment in the world at the time. After six years at Princeton and the reactor's successful completion, I worked as an electronics technician for the science departments at Brooklyn College, where I took evening courses and earned a master's degree in computer science. While in Brooklyn, I met Cheri. We got married, and after having a child, we moved to Bethlehem, PA. I worked there for the Physics Department at Lehigh University, later as a geographic information systems engineer for Lockheed Martin. After a few years we moved again to Minnesota, where I worked in a government facility that processes remote sensing, GIS, and hydrological models to produce geospatial data products online. I earned a PhD in Geography at the University of Minnesota, where I did tropical fire research, taught physical geography, and met and worked with some well-known and highly respected scholars in geography. We moved again to the Bay Area, and I've been at SJSU for nearly 20 years.

Why do I encourage you all to join professional organizations or guilds as students and to participate in whatever online learning opportunities they offer? Why do I encourage you at the very least to put your best work online, within something that potential employers can access, like Portfolium? I can think of plenty of reasons, involving everything from the current state of the world to my own lived experience. For example, while I was working as a technician at Lehigh University, I also took all of the classes needed for a PhD in Computer Science, but we moved to Minnesota before I could make enough progress on a dissertation. Oh well. It didn't really matter that much, since none of that learning was wasted. I was most interested in pattern recognition, simulation, modeling, and visualization, as well as the natural sciences, and I independently developed a software system for remote sensing and GIS that I presented at a conference in Vancouver. I had no financial support. I paid for the travel, lodging and registration myself. A couple of weeks after the conference, I got a call from someone at Lockheed Martin Corporation who'd seen me there and read my paper. They had a GIS project within commuting distance of my home that might interest me. They interviewed me, and they offered me a job as a systems engineer, which I accepted.

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

Geog12-80, Geog12-81: Global Geography, Fall 2021

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



Please submit your homework responses as Word or pdf files by the due date indicated. Use 10 point font, with 1 ½ line spacing and normal margins. Put at upper right on the first page of each submission your name, the homework #, geog12-80(81), Fall 2021.

Course Schedule

Week	Due Date	Readings, Assignments
1		<p>If you haven’t already done so, please Watch: General notes for my online classes [Gary Pereira] https://youtu.be/_AN8k0OgwI0</p> <p>Reminder: check each week for any new Announcements.</p> <p>Topic 1: The individual and the collective</p> <p>Recommended: Humanity [Gary Pereira] https://youtu.be/IeT2AObKkJM</p> <p>These first three weeks, your instructor will be unusually chatty, so please bear with me.</p> <p>In this course, we will be taking a non-collectivist approach to the study of geography. Regardless of how large, societally structured, or tribal any given nation or region may be, it is ultimately comprised of uniquely individualized human beings. This seems pretty obvious to children, but it is often overlooked or denied as we become older. If you watch this little video of mine above shot early one weekday morning on the Yangtze River, the absolute numbers of people that comprise societies like this might seem to be overwhelming. But if you step back and try to take a broad and sympathetic view of modern life, it is always possible to take comfort in the fact that we are still talking about (and as) uniquely individualized human beings, each of whose lives are as important to each of them or each of us as mine is to me and yours is to you. Behind those windows, thousands of people are waking up; each of them has their own experiences, dreams, ambitions, disappointments, successes, joys and sufferings. Trying to form an accurate and sympathetic picture of the nearly incomprehensible diversity of individualized human and nonhuman life in this world is largely what this course is about.</p> <p>Topic 2: The US and China</p> <p>I had access to a selection of shortwave radios as a kid. My father was in radio and TV. He had his own business. He had been in the Signal Corps in the Pacific in WWII. I could listen to broadcasts from across the world, mostly music, news, and commentary in English, and often coming from communist countries.</p>

Week	Due Date	Readings, Assignments
		<p>Radio Sophia (the Hungarian state broadcasters), always came in strong. Other stations came in and out depending on the time and atmospheric and solar activity. I listened to plenty of communist propaganda. It didn't make me a communist. What my listening did was put a human face (or many human voices) to what seemed among the adults at the time to be an unpredictable and inscrutable enemy. Unfortunately, as Orwell predicted, we continue to be affronted by our media and by our political leadership with existential threats. This time they're coming from Eastasia rather than Eurasia.</p> <p>Anyway, the current flow of history does seem to heavily involve China and its relationship with both developed and developing nations. The yet to be determined origin of the pandemic, economics and climate change have underscored importance of these relationships. This semester, this course will be front loaded with China and East Asia, partly so that we can more fully shift our attention away once we've addressed a few things.</p> <p>I have personal and professional ties with people in China. I've travelled there since 1990. I would like to continue to travel to China in the coming years. I have no ties to the Chinese government, nor do I have any ties to any explicitly pro or anti-CCP organizations. I will never have such ties. Many of the people making strong anti-CCP claims are most often just repeating what they've heard, but they make them anyway because such claims arouse an emotional response in their audience. Most of the time, no nuance, and little or no evidence, are actually provided. It is just assumed by people on both the Left and the Right that the broad claims that they are making about China, are correct. For the media, this strategy increases clicks and advertiser revenue, and for politicians it solidifies political support. Exaggerating the enemy threat is an old trick that authoritarian bullies around the world have used for a very long time to gain the support of the people. Orwell knew this. Read 1984. Despite their very different political systems, the US and China actually have a great deal in common. China sometimes seems to me to be culturally and socially where the US was a few decades ago, with all the idiocy that sometimes entails. It is true that there is a growing anti-Americanism in China, but most people are friendly and open-minded. Those who aren't are usually just stupid, or young (influenced lately by popular Chinese action war movies). Things have changed there in the past few years, as they have here.</p> <p>Topic 3: A sense of place</p> <p>Recognition of the psychological significance of a sense of 'place' as experienced by people (and probably other sentient beings) is one of the themes that distinguish 'Geography' from many of the other spatial disciplines. I think we all have some idea of what having a sense of place signifies, particularly with regard to places that are most familiar or meaningful to us, so we don't need to formally define it here. One of the primary goals of this course, as I see it, is to provide as immersive and informative an experience as we can for you as an individualized human being for specific places throughout the world, given the time we have. Since we've all had to restrict our own personal travel for so long NOW, I think you might appreciate this approach at this time.</p> <p>Fortunately, YouTube can help. Using videos, we can usually explore places pretty effectively from a natural street-level perspective, and we can also check out drone, aircraft, and satellite imagery. We can travel back in time through restored and enhanced vintage films. VR with self-directed 3D vision is now available on YouTube, but Canvas might not embed it properly, so we won't be using it here.</p> <p>It is just impossible to cover each region as thoroughly as the exhaustive use of a textbook would (falsely) imply, so we will concentrate on certain features and issues as we randomly travel the regions of the world. In addition to street videos, we will be viewing some geopolitical and documentary videos. Look ahead and see what's in store. If this approach is not for you, keep in mind that the last day to drop a</p>

Week	Due Date	Readings, Assignments
		<p>course without record this semester is August 24th.</p> <p>For advice on viewing the videos, see the section in the syllabus titled Videos. Since most of the videos in this course are on YouTube, you can view them outside of Canvas. If you open a homework assignment within Canvas and click on the hyperlink above a video rather than the video itself, it should open up in a separate browser. You can also bring the videos up on a different device from the one you are using for Canvas and for writing. There are lots of strategies you can use. I encourage you to view at least some of these videos on a device with which you can easily interact and that has a high definition screen. You might find it easier and more comfortable to watch or scan through videos on a TV as you take notes on a laptop, for example.</p> <p>Some of the videos for the course might become unavailable over the course of the semester. There are many possible reasons for this, but there's no reason to panic. Check the Announcements to see whether I have recognized the issue yet and have provided alternatives, and if I have not, please let me know. Otherwise, just do your best with the relevant questions given the resources at hand, or if you're feeling resourceful you may find alternatives by searching within YouTube.</p> <p>As a reminder, if you're asked to 'Watch' a video, you should watch it at least once, but if you're asked to 'Examine' a video, you needn't watch it continuously from beginning to end (although you may do so if you find it to be engaging). I suggest generally that you swipe through or sample segments near the beginning, middle, and end to get an overall impression, and then go back and watch those segments that seemed to be most interesting or informative. Keep the homework questions in mind, and pause the videos often to write down notes.</p> <p>The following discussion and videos are relevant to question 1 in the homework.</p> <p>Japan and Korea seem to have achieved a great deal of success with urbanization. I wanted to concentrate on East Asia first in this course for a number of reasons, so Japan and Korea are as good a place as any to start. Better than most, I would say. Given the madness we've been through recently here in the US, I thought it might be nice for us to walk among people who seem to have gotten it together.</p> <p>Japan</p> <p>Examine one or more of the following seven videos from Japan. You may concentrate on whatever situations interest you most.</p> <p>Tokyo from day to night - from Gotokuji to Shimokitazawa [Rambalac] https://youtu.be/GFbNmgabnYw</p> <p>Live Tokyo Walk - Ueno & Yanesen [Tokyo Explorer] https://youtu.be/QU_POD4UDgQ</p> <p>Tokyo Evening Walk - Ginza, The Famous Shopping District https://youtu.be/rFZH64qUyss</p> <p>Night videowalk in Akihabara, Tokyo [Rambalac] https://youtu.be/2PqkuJMbHaw</p> <p>Tokyo Harajuku and Omotesando night walk [Rambalac] https://youtu.be/pdCaVAPZLXM</p>

Week	Due Date	Readings, Assignments
		<p>Evening Tokyo walk in Tachikawa [Rambalac] https://youtu.be/7kxKbFawvvY</p> <p>Night Shibuya [Rambalac] https://youtu.be/kxbXUs7EL9w</p> <p>Korea</p> <p>Examine one or more of the following eight videos from Korea (or find your own). You may concentrate on whatever situations interest you most.</p> <p>Seoul Walk - Hongdae Street, Yeonnam-dong Cafe Street, Gyeongui Line Forest Rd [Seoul 4K Walker] https://youtu.be/HTDGsV7KjCY</p> <p>Walk Seoul Korea - Namseong Market, Bangbae cafe street, Seorae Village [4K SEOUL] https://youtu.be/LH66OXr_M7o</p> <p>Summer Friday Night Walk in Gangnam 2021 [Walk Together] https://youtu.be/qKtXaqKNCw8</p> <p>SEOUL WALK - Seongsu-dong Cafe Street [Seoul Trip Walk] https://youtu.be/WeihwtlzCEE</p> <p>Ihwa Village - Wall painting town of Seoul [Walk Together] https://youtu.be/r9qrPb1pnfk</p> <p>Summer Seoul Night Walk - Balsan to Magok [Walk Together] https://youtu.be/GJCWUspDVbk</p> <p>Seoul Walk - GANGNAM Hot Friday Night [Seoul 4K Walker] https://youtu.be/rNoAL5Exarw</p> <p>Rainy Seoul Walk [Walk Together] https://youtu.be/Esct7i-W3fs</p> <p>Topic 4: The particularity of place</p> <p>The following discussion and videos are relevant to question 2 in the homework.</p> <p>It is remarkable how unique each neighborhood can be, even within megacities. An engaging sense of the particularity of place is often a characteristic of good story telling, and much of art. Since we've been looking at Tokyo, I thought that a discussion of Studio Ghibli and of Hayao Miyazaki in particular, might convey in an entertaining way what I mean. The recommended documentary below called 'The Mind of a Master' discusses the idea of 'particularity of place' in his work. You don't have to watch it, but it might help with what I'm trying to convey.</p> <p>Watch: The Beauty Of Ghibli [The Beauty Of] https://youtu.be/z4fYKnTPPeY</p>

Week	Due Date	Readings, Assignments
	08/25/21	<p>Recommended: Hayao Miyazaki The Mind of a Master [Any-Mation] https://youtu.be/1zi7jIZkS68</p> <p>Studio Ghibli is located in a quiet mixed use neighborhood in Tokyo. The first video below records a walk from Koganei Station to Studio Ghibli (at minute 8 to 10), and from there to Miyazaki’s home (arriving there at minute 12).</p> <p>Examine: From Higashi-Koganei Station to Studio Ghibli [Tokyo Walking View] https://youtu.be/ApmKS9GyMNO</p> <p>The old trees around the studio itself, as well as Miyazaki’s home, seem to be perfectly suited to the places they frame. Here’s a different route past the studio:</p> <p>Examine: Tokyo Walk - Higashi Koganei to Studio Ghibli [Samurai Walker] https://youtu.be/Varfj7bsB4</p> <p>A sleepy backwater of Tokyo, this neighborhood doesn’t seem to be particularly noteworthy, but it seems appropriate as the setting for Studio Ghibli. If you’ve seen a Ghibli film, I’m sure you’ve noticed that even the most ordinary scenes or objects are often made to seem charmed. Consider for example the high voltage power lines that actually run past the studio. Not particularly beautiful, right? But power lines like these have at least one memorable moment that I remember in a Miyazaki film. Here he is thinking aloud along similar lines.</p> <p>Watch: Miyazaki on looking out a window https://youtu.be/VrAxPD4A6Iw</p> <p>Homework 1 (two questions):</p> <p>1: Tell me at least a few unusual or interesting things that you notice about the streets of Seoul, and then separately tell me what you’ve noticed about the streets of Tokyo. Try to compare similar types of situations, if you can. How do they appear to differ from US cities and from each other? In this and all future questions asking for your impressions of another country, please try to stay positive, or point out any issues you see in a gentle way. Remember, these are just first impressions, which are often likely to be wrong. But we all have to start somewhere. It’s alright to be naive in your response to this sort of question, which is intended to be enjoyable.</p> <p>Discussion:</p> <p>This first homework assignment is intended to be mostly fun, since (hopefully) you’ve put in the time to read and follow the material above. I encourage you to start by just listing your observations about anything that interests you, including human interactions. This question is intended to get you to look more closely and think more deeply about other cultures, and we’ll be doing something similar as we travel around the world. I think that Seoul and Tokyo are cities that most of us would probably find to be rather friendly and comfortable (compared with many places in this world), and they fit nicely with next week’s discussion of urbanization. I hope you find this initial question to be enjoyable (rather than confusing), particularly after the long shut-ins we’ve had to endure. You may pay most attention to whichever scenes most interest you: shops, restaurants, residential, etc. Keep in mind, however, that entertainment districts can be somewhat misleading with regard to national or even local culture, since they cater to the tastes of tourists. In any case, try to pay attention to different modes of transportation and how they relate to one another: walking, bicycles, motorbikes, cars, taxis, buses, subways, trains, etc. What sorts of food seem popular? How do people seem to feel about coffee? But do they carry it around</p>

Week	Due Date	Readings, Assignments
		<p>outside much? Don't think of these things as trivial. You already know something important about young Koreans (never mentioned in textbooks): that they like to talk over coffee and dessert. How respectful do people appear to be of one another and of their environment? Some quick tips: Japanese drive on the left, and Koreans drive on the right. About 110 Japanese yen convert to one US dollar, so if you see '1000' on a sign or menu, think about \$9 US. Similarly, about 1100 Korean won convert to a dollar, so '10,000' is about \$9 US in Seoul. Of course, the relative values of these currencies can float. Just divide by either 100 or 1000 for a quick estimate.</p> <p>2: Do you think the United States (or the world generally) have lost or are losing a sense of place? Is it your impression that we as individuals or as a society have maintained sufficient regard for the places and neighborhoods within which we live and work, and through which we travel? If you think that we are lacking in this regard, might it be connected somehow to our apparent unwillingness to truly confront environmental and climatic issues? Regardless of your answer, try to explain.</p> <p>Discussion:</p> <p>We went into what may seem to be inexplicable detail about a famous animator and his attention to the 'particularity of place', as well as the ordinary-looking neighborhood where his studio is located. There are two reasons for this. First, although I've worked primarily with and within the sciences, the unrestricted creativity of the arts has always provided an important wellspring for me. Second, I want you to consider the idea that many of the environmental and social problems we are experiencing may be associated with a loss of connection to and respect for the places within which we live. Of course, this complaint is an old one. It is global, but there are plenty of American writers whose work I would recommend on the topic, from Wendell Berry to Jack Kerouac. Think about the videos for question 1 (you'll get more of these throughout the semester). Every storefront, door, window, and alley in this world has stories to tell. If we move blindly through it all without really looking very closely at any of it; if we neglect it, damage it, reject it, and eventually tear it all down and replace it with something else that's just as boring, will it ever really be possible to get people motivated about the complex socio-environmental systems within which we are embedded? Appreciating our environment isn't just about national parks. It's about streets and sidewalks, urban trees and empty lots, the sights and sounds of birds, pets, and familiar people going about their lives. As always, you will not be graded on your opinion on these sorts of questions, even if you reject my premise. I just want you to think about it and explain your reasoning as best you can within the time that you have.</p>
2		<p>Reminder: check each week for any new Announcements.</p> <p>Topic: Urbanization</p> <p>Probably the most common trend throughout the world is the massive, relentless move of people away from rural areas and into cities of ever increasing size. Cities do often grow in part from the pressure of population growth, but economic, political, and cultural forces influence their growth as well. In other words, cities are growing even within nations that are not experiencing population growth. Urbanization often co-occurs with the depopulation of the rural countryside, which is a co-phenomenon that is often neglected.</p> <p>Largely as part of this trend, but also as a result of greater food requirements worldwide, greater numbers of people are now living, and more intensive essential agriculture is occurring, in coastal and delta environments. Even if severe storms and flooding were not increasing (which they are), and even if sea levels were not relentlessly rising (which they are), the very fact that ever greater numbers of people are living and working pretty much at sea level results in unprecedented challenges regarding emergency evacuation, long term migration, and economic and political stability worldwide in coming years.</p>

Week	Due Date	Readings, Assignments
		<p>The Greater Tokyo Area is currently the most populous metropolitan area in the world, with around 39 million people. I think that most of us would agree that the Japanese and Koreans have done a pretty good job of making their urban environments livable (in the wake of two devastating wars), so I think it's a good idea to keep places like this in mind as we explore the world. A great many urban environments are surprisingly lovely, but they unfortunately remain exceptional in much of the world.</p> <p>Watch the following short video on a high definition screen, if you can. As you watch, try to think of some of the neighborhoods we explored last week. I know it is a real challenge trying to integrate these two scales into a single impression, but that I think is what a class in geography should encourage you to try to do. Otherwise, we'll never really get an accurate picture of the larger forces driving politics and culture, and of the huge numbers of unique people and situations that are actually involved in making this happen.</p> <p>Watch: Japan Night Aerials in 8K [Armadas] https://youtu.be/6k7a8bw451M</p> <p>The following discussion and videos are relevant to questions 1 and 2 in the homework.</p> <p>The following two videos present some extraordinary predictions regarding the likely locations and sizes of the world's largest cities by 2030 and 2100. Keep in mind that these projections do not include the tendency for cities to form larger extended metropolitan areas around them. So these numbers might grow much bigger, depending on a number of factors.</p> <p>Watch: Top 10 Largest Cities by 2030 [The B1M] https://youtu.be/N-a0TCWb6E</p> <p>Watch: Top 10 Largest Cities by 2100 [The B1M] https://youtu.be/9OulEjWI-bE</p> <p>The following discussion and videos are relevant to question 3 in the homework.</p> <p>In the following video, pay close attention to the walk along the stream, beginning at about minute 12. There are plenty of other examples of beautiful accessible parks in Seoul and Busan alone rivers and streams. I have a personal story to tell here. When I was a graduate student at the University of Minnesota in Minneapolis in the late 1990's and early 2000's, several of my classmates had come from Korea to study. They were particularly interested in designing with nature; one dissertation concerned the creation of greenbelts in Korea. I think that they all went back to Korea on completion of their studies (based in some of the videos we saw last week, wouldn't you?). I'm sure that the expansion of greenbelts around Seoul and other cities in Korea (particularly along waterways) was at least partly due to their personal efforts.</p> <p>Examine: Peaceful evening walk in Seoul, Danghyun Stream [Walk Together] https://youtu.be/H61dOkJfEW0</p> <p>Until our Department of Geography decided to dismantle its remote sensing program, we were exploring the effects of urban trees and open water on urban temperatures in cities worldwide. The Urban Heat Island effect is responsible for a great many hospitalizations and deaths in urban areas worldwide during heat waves. This problem is bound to increase dramatically with global warming. Until recently, little attention seems to have been given to this issue and how it can be effectively addressed, here in the US.</p>

Week	Due Date	Readings, Assignments
	09/01/21	<p>But China, Korea, and other nations have been working on it with some success for some time now.</p> <p>Homework 2 (four questions):</p> <ol style="list-style-type: none"> 1. List the projected numbers of people that will be living in each of the ten cities listed for 2030, and comment on at least five of them. Do you find this trend surprising in any way? Compare them to the numbers living in the world's largest cities today. 2. List the projected numbers of people that will be living in each of the ten cities listed for 2100. How are things anticipated to change since 2030? For example, what parts of the world take on this trend most dramatically? 3. Think about the video of a walk along Danghyun Stream, as well as others from last week. Think about the streams flowing through neighborhoods with which you are familiar. Often, in the US, small streams and even rivers are often fenced off and made inaccessible. They are often dirty, ugly, and ill-maintained. Where there are parks, in recent years, these have become dangerous. I don't think anyone can deny our collective neglect of these potentially fun environments. Just give me your initial impression of Korean or Japanese outdoor urban environments (particularly those associated with rivers and streams) and whether we might have something to learn in that regard. In general, due to their heat-reducing properties, why would we hesitate to bring more trees and open water into the heart of our cities? 4. Do you think that the megacities of the future will be anything like today's cities? For example, could or should they sustain the sort of automotive transportation we find in US cities today? Can they succeed in providing the sort of comfortable, interesting, and safe environment exemplified by present-day Tokyo or Seoul? What sort of planning do you think will be necessary for future megacities to be sustainable?
3		<p>Reminder: check each week for any new Announcements.</p> <p>Topic 1: Modernity</p> <p>Before beginning our tour of the world, I want to underscore the uniqueness and historical significance of the current moment. We obviously live in trying times. The continuing presence of COVID-19, its still undetermined but problematic origin and evolution; extreme events triggered by the relentlessly changing global climate system; rising criminality and corruption; the challenge of human migration, etc. form the backdrop of our lives. To some of us, humanity appears to have been plunged into a massive struggle for dominance among the world's most influential and powerful nations and corporations.</p> <p>I attended New Jersey public schools in the 1960s and 70s. My junior and senior high schools had a woodshop, metal shop, an actual print shop with movable type, an auto shop, and drafting, chemistry, physics, biology, and electronics labs. My chemistry teacher, Mr. Saltzer, was a middle aged man whose family had perished twenty years earlier in the Holocaust. He introduced us to a short book of essays called <i>Brave New World Revisited</i>, by Aldous Huxley, which had been published in 1958. The chapters are titled: Over-Population; Quantity, Quality, Morality; Over-Organization; Propaganda in a Democratic Society; Propaganda Under a Dictatorship; The Arts of Selling; Brainwashing; Chemical Persuasion; Subconscious Persuasion; Hypnopedia; Education for Freedom; and What Can Be Done?. Mr. Saltzer introduced this little book to us more than fifty years ago. In case you haven't heard of it, I am now introducing it to you. The video below is a nice little contemporary discussion of the book from the Academy of Ideas.</p>

Week	Due Date	Readings, Assignments
		<p>Recommended: Do We Live in a Brave New World? - Aldous Huxley's Warning [Academy of Ideas] https://youtu.be/aPkQ57cXrPA</p> <p>While I was in junior high school reading Orwell and Huxley, interesting things were happening on the other side of the world:</p> <p>Topic 2: The Great Proletarian Cultural Revolution, 1966-1976</p> <p>The Great Proletarian Cultural Revolution was a sociopolitical movement in China from 1966 until 1976. 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 was catalyzed by fundamental disagreements within the central government regarding the nature of socialist revolution. The seriousness of this central drama is illustrated in the fact that the President of the People's Republic, Liu Shaoqi, was imprisoned and beaten by 'Red Guards' and denounced as a traitor by the Party, finally dying from the abuse he'd received.</p> <p>Read: "Notes on the Great Proletarian Cultural Revolution" (in Files as cultural_revolution.pdf).</p> <p>As embedded in the reading, make sure to watch or examine the following videos:</p> <p>Watch: The Cultural Revolution (1966) [Daniel Guiney] https://youtu.be/XXJ2rQPMkBA</p> <p>The following videos and the accompanying text within cultural_revolution.pdf are relevant to question 3.</p> <p>Watch: 1960s China, Students Leave City to Help on Commune Farms [thekinolibrary] https://youtu.be/t4Dpo_a-Bg</p> <p>Examine: Down to the Countryside: a fifty year reunion [Gary Pereira] https://youtu.be/dInyWzYowI</p> <p>In previous semesters, I posed a homework question that I won't include here, but I do want to discuss the topic. At about minute three into the video 'The Cultural Revolution (1966)', an actor says: "As artists, we were engineers of human souls. [We] had a serious responsibility to reeducate people." My question was whether artists in China at the time really had such responsibilities, whether they continue to have such responsibilities now, and whether artists in the US have such responsibilities. I asked whether educators, public servants, scientists, business people, etc. should generally engage in political education or in social engineering. Should they do so in China? Should they do so here? Should they align with current orthodoxy, even if much of that orthodoxy seeks to overthrow whatever currently exists? Should they be encouraged to act in opposition to current orthodoxy, even if it means preserving what already exists? Should they participate in such activities even if they would rather not? The responses to this general set of questions reflected much of what I'd already suspected: that many young people today do indeed believe that activism is a responsibility; perhaps not everyone's responsibility on all issues, but one that should be actively encouraged.</p> <p>Rather than continue to ask for your opinions on this topic, I thought that by 2021 it might be sufficiently safe for me to push back just a little bit on the general consensus. In my humble opinion, social engineering (like genetic engineering; or perhaps more topically, like the engineering of viruses) is not something that people should be encouraged to engage in, particularly when the tactics chosen are often self-defeating. There are always kinder, safer, more rational and humane ways of achieving the desired</p>

Week	Due Date	Readings, Assignments
	<p>09/08/21</p>	<p>results. I'm radically Taoist on the issue of social coercion: I'm against it. Regardless of tactics, all explicitly political movements are full of internal contradictions, which lead to their eventual collapse or evolution into something completely different. Politically motivated action and explicitly political art are likely to destroy innocent people's lives and careers, often in large numbers, and often in the shadows. Americans seldom learn about this sort of history, unfortunately, because of the explicitly political nature of our educational systems. I'll close this little lecture with an excerpt from a letter that a prisoner in China wrote to his jailors back in 1982. Wei Jingsheng had been sent to prison repeatedly for his opinions in the wake 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”. From <i>The Courage to Stand Alone: Letters from Prison and Other Writings</i>, Penguin 1997. <p>My final two cents (with vintage film from the Cultural Revolution, and music and lyrics by Lou Reed). Recommended: Reflect [Gary Pereira] https://youtu.be/73i2d-NP1Qg</p> <p>Homework 3 (four questions):</p> <ol style="list-style-type: none"> 1. Tell me about the lives and experiences of at least two prominent victims of the Cultural Revolution, in greater detail than I've provided in the notes. Although they are not always a reliable source of unbiased information on political matters, the Wikipedia links and their links may help in addressing this question. 2. Tell me about some of the larger scale atrocities that have been associated with the Cultural Revolution, in greater detail than I've provided in the notes. Again, although they are not always a reliable source of unbiased information on political matters, the Wikipedia links and their links may help in addressing this question. 3. Read the text and watch or examine the videos on the ‘sent-down youth’. Do you think that a similar program asking young people to work outdoors (well-compensated and under safe conditions) could succeed on a large in the US? What if a large scale tree planting program were initiated, for example, requiring lots of healthy exercise? In general, can the US learn anything (either positive or negative) from experiences like the Chinese Cultural Revolution? As usual, you will not be graded on your opinion, but rather on the degree to which you have thought about your response. Try to separate yourself from your initial impression of what modern day China represents. The Cultural Revolution occurred 50 years ago. 4. Are we living in a dystopian nightmare? No need for a detailed discussion on this one, unless you want to. Just checking.

Week	Due Date	Readings, Assignments
4		<p>Reminder: check each week for any new Announcements.</p> <p>Topic: East Asia</p> <p>Let's start our tour with what's logical, given what we've seen so far. For each of the regions in this course, we can only select a small sample of what's interesting or important. Hopefully, this will spark you to learn more on your own 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 Koreans remain essentially one people, united until recently by a common history, culture, and language. This was a nation that was literally torn apart by other nations. 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. We should know about this, since our nation was (and continues to be) a key participant in the politics of the region. Fair and accurate documentaries about the Korean War are hard to find; those that are available are sometimes hard to watch.</p> <p>Watch: Korea the Forgotten War [Voices of History] https://youtu.be/LNyG0HCfpDc</p> <p>Watch: North Korea's Geographic Challenge [Stratfor] https://youtu.be/85rvUc6SP0E</p> <p>Watch: A Brief History of Taiwan [famous videos] https://youtu.be/jyTdwuGEq54</p> <p>Watch: China's Geographic Challenge [Stratfor] https://youtu.be/H8uWoBtCkg8</p> <p>Examine: Walking In Shanghai along the Huangpu Riverside [Walk East] https://youtu.be/sBFfZFvCU3g</p> <p>Unfortunately, I have found that in previous semesters many students were admittedly under-informed with regard to the accident at Fukushima Daiichi. Japan is a politically complicated, energy-intensive country with few domestic energy resources, and its energy challenges have not always been met wisely. Given that both major political parties in the US currently support increased nuclear energy production, as well as many (perhaps most) environmentalists, it is certainly no accident that there remains very little discussion of this or any other nuclear accident or near accident by our so-called journalists. Nevertheless, these issues do exist, and I want you to be aware of them. I worked in the reactor building of an active nuclear reactor, but that's a story for another time.</p> <p>Watch: Understanding the accident of Fukushima Daiichi https://youtu.be/YBNFvZ6Vr2U</p> <p>Watch: Here's what Fukushima's damaged reactors look like today [Science Magazine] https://youtu.be/Lxg38I0P7z4</p> <p>Recommended: Fukushima radioactive waste water to be dumped into the sea [DW News] https://youtu.be/AT6OQM3GaUk</p> <p>Recommended: Japan's plan to release radioactive water sparks outrage [South China Morning Post] https://youtu.be/Uij2cD5XDpU</p>

Week	Due Date	Readings, Assignments
	09/15/21	<p>Recommended: Fukushima's ghost towns https://youtu.be/xKfnsYzQWjw</p> <p>I have several videos from China on my channel, and some in production. Here are a few. None are required.</p> <p>I was fortunate to have had the opportunity to visit a park on the border of China and North Korea recently. Changbaishan (in Chinese), or Paektu (in Korean) is a massive dormant volcano with a huge, magnificent crater lake. It last erupted, with tremendous force, about a thousand years ago. The scars remain, and they contribute to some of the most unique and diverse ecosystems in northeast Asia. The international border runs directly through the lake. There were no guards or soldiers in sight, only park workers picking up hats and trash and watching out for the visitors' safety. Weather on the mountain can be treacherous, and the park was closed on the day we arrived due to high winds and rain. It cleared up enough on the following day to let us in, and we were able to visit a few spots. The first video below is one of several I shot within the park; others can be found on my channel.</p> <p>Recommended: 1442 Steps to Heaven Lake [Gary Pereira] https://youtu.be/TsnoFuC4zrw</p> <p>Recommended: Qingdao [Gary Pereira] https://youtu.be/qyYWqZG157U</p> <p>Recommended: Farmers' Market, Changchun, China [Gary Pereira] https://youtu.be/7gtOG_qxMmY</p> <p>Recommended: Springtime Impressions of Chongqing [Gary Pereira] https://youtu.be/AAWEHxp8Xg</p> <p>Recommended: Chongqing to Chengdu by high-speed rail [Gary Pereira] https://youtu.be/WXPospdPi-8</p> <p>If you are studying international finance, trade, or economics, you should probably familiarize yourself with China's Belt and Road Initiative.</p> <p>Recommended: China's Belt and Road initiative [Caspian Report] https://youtu.be/mOmEFOaWjI8</p> <p>Homework 4 (six questions):</p> <ol style="list-style-type: none"> 1. Briefly discuss the Korean War, particularly highlighting anything you may have discovered through watching the video. 2. What are the principal geographic challenges of China, according to Stratfor? 3. Give me your impression of the video taken along the Huangpu River in Shanghai. Is it what you expected? 4. Discuss the principal geographic challenges of North Korea, according to Stratfor, and give me your initial impressions of daily life there.

Week	Due Date	Readings, Assignments
		<p>5. What nations, in what rough order throughout time, have had possession or expressed claims over Taiwan? In particular, what role has the island played in Chinese and Japanese history? Elaborate.</p> <p>6. To what extent do you think our own society has been made aware of the details and development of the Fukushima nuclear disaster? Do you think it has attracted the attention it deserves? Why or why not?</p>
5	09/22/21	<p>Reminder: check each week for any new Announcements.</p> <p>Topic: Russia and Ukraine</p> <p>Watch: Russia's Geographic Challenge [Stratfor] https://youtu.be/W6LIhNgsQoc</p> <p>Watch: Ukraine's Geographic Challenge [Stratfor] https://youtu.be/Eicrsq6K85I</p> <p>Let's take a quick look at Russian culture. I'd like you to take a break from all the politics surrounding Russia and our relationship with that nation, and watch this video of an open air concert in Red Square in 2013. Whether you like the music or not, it might help to provide some respite from the shutdowns we've endured. Russian opera singers Anna Netrebko and Dmitri Hvorostovsky perform a well-known, popular Russian song. Tragically, Hvorostovsky died in 2017 from a brain tumor at the age of 55.</p> <p>Recommended: Anna Netrebko, Dmitri Hvorostovsky - Moscow Nights [Music Video Vault] https://youtu.be/r3-z_KKsYhA</p> <p>Examine two or more of the following three videos:</p> <p>Walking in Moscow 4K - Old Arbat Street [RussianPlus] https://youtu.be/aSyipwo0BzA</p> <p>Walking Streets Moscow [Walking in Moscow] https://youtu.be/Qn9AHgWDDiY</p> <p>Walking in Kiev. (Ukraine) [keezi walks] https://youtu.be/nJvHbOnFPkU</p> <p>An Australian family's Russian shopping experience [Backyard Russia] https://youtu.be/3dNQuvWGgIQ</p> <p>Homework 5 (six questions):</p> <ol style="list-style-type: none"> 1. Describe the geographic challenges of Russia and of Ukraine, according to Stratfor. 2. What are your initial impressions of the streets of Moscow or Kiev and/or of the Siberian supermarket? <p>This is the first week that I'll be asking you to address questions from the textbook, <i>World Regional Geography: People, Places and Globalization</i>. Please download the book for free in Digital pdf format from the following website: http://open.lib.umn.edu/worldgeography/</p>

Week	Due Date	Readings, Assignments
		<p>All homework questions 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 the Table of Contents. Jump to the first two questions below by typing 144 into the page tool of your pdf file reader.</p> <p>Textbook questions:</p> <p>144.2. What are Russia’s main physical regions?</p> <p>144.5. What were Soviet Socialist Republics, and why were they created?</p> <p>156.7. What two policies did the last Soviet leader implement to assist in reforming the USSR?</p> <p>156.9. How did the economic system change for Russia after 1991?</p>
6		<p>Reminder: check each week for any new Announcements.</p> <p>Topic: Southeast Asia</p> <p>This is such an incredibly rich region culturally that I had a hard time fitting everything I wanted into one week. Although the nation of Myanmar (Burma) is considered to be part of Southeast Asia, we will be covering it later during the week on South Asia.</p> <p>Watch: The Battle of Manila: 75 years after one of WWII's deadliest battles [DW News] https://youtu.be/cJ8boNQcnK8</p> <p>Watch any two of the following five Stratfor videos for question 2:</p> <p>The Philippines' Geographic Challenge [Stratfor] https://youtu.be/33nVonMhfaU</p> <p>Indonesia's Geographic Challenge [Stratfor] https://youtu.be/c1UaaZ_CPIM</p> <p>Vietnam's Geographic Challenge [Stratfor] https://youtu.be/Vw2yRTfGYgw</p> <p>Thailand's Geographic Challenge [Stratfor] https://youtu.be/NPbov3zeivA</p> <p>Malaysia's Geographic Challenge [Stratfor] https://youtu.be/rHI1f9DQbIg</p> <p>Examine two or more of the following seven videos from Vietnam for question 3:</p> <p>Walking in Hanoi - Hồng Hà - Phúc Tân [keezi walks] https://youtu.be/gooXjxhk65U</p> <p>Hanoi City, Long Bien Bridge to St. Joseph's Cathedral [Wanderlust Travel Videos] https://youtu.be/YCzROJ08kfc</p>

Week	Due Date	Readings, Assignments
	09/29/21	<p>Hanoi City, Old Quarter [Wanderlust Travel Videos] https://youtu.be/NQp9Ig9MpcM</p> <p>Walking in Hanoi - Hồng Hà - Phúc Tân [keezi walks] https://youtu.be/gooXjxhk65U</p> <p>Walking in Hồ Chí Minh City (Saigon) https://youtu.be/_cE1N52uyuM</p> <p>Saigon Skydeck (Bitexco Tower), Ho Chi Minh City [Wanderlust Travel Videos] https://youtu.be/O_ckK7Hxlrk</p> <p>Walking in Hồ Chí Minh City (Saigon) https://youtu.be/_cE1N52uyuM</p> <p>Examine two or more of the following eight videos from the rest of Southeast Asia for question 4:</p> <p>Virtual Walking Tour through Culture Center of Ubud, Bali, Indonesia [4K Urban Life] https://youtu.be/5p5FoQR8wTM</p> <p>Walking around Divisoria Market in Tondo, Manila [Wind Walk Travel Videos] https://youtu.be/1VFUKX1_IJg</p> <p>Walking in Jakarta (Indonesia) [keezi walks] https://youtu.be/EwxkiHE6YsU</p> <p>Walking in Vientiane (Laos) [keezi walks] https://youtu.be/UTIEOJcFGyw</p> <p>Walking In Bangkok (Thailand) [keezi walks] https://youtu.be/2Hses2nG2gc</p> <p>Walking in Kuala Lumpur (Malaysia) [keezi walks] https://youtu.be/d6sSCs6k1hY</p> <p>Walking in Singapore [keezi walks] https://youtu.be/Y5iOb023Jv0</p> <p>Walking tour in Phnom Penh [Run Chuppytou] https://youtu.be/Sx036m-Evkg</p> <p>Homework 6:</p> <ol style="list-style-type: none"> 1. Discuss the Battle of Manila. 2. Discuss the principal geographic challenges of any two of the following nations, according to Stratfor: Philippines, Indonesia, Vietnam, Thailand, and Malaysia. 3. What are your impressions of the streets of Hanoi and Saigon? Any noticeable differences between

Week	Due Date	Readings, Assignments
		<p>them?</p> <p>4. What are your street-level impressions of at least two other places in Southeast Asia?</p> <p>Textbook questions:</p> <p>758.5. What geographic aspect isolates the country of Laos and restricts its globalization efforts?</p> <p>779.3. What cultural and ethnic issues does Malaysia need to address?</p> <p>779.4. What type of economic activity has Singapore engaged in to gain wealth?</p> <p>779.9. What are the three main regions of the Philippines? Which region has the largest population?</p>
7		<p>Reminder: check each week for any new Announcements.</p> <p>Topic: Sub-Saharan Africa</p> <p>With 200 million people aged between 15 and 24, Africa has the largest population of young people in the world, and their numbers are expected to grow by 42.5 million between 2010 and 2020. Youth unemployment is a big problem in many African nations. Young adults account for 60% of all of Africa’s jobless, according to the World Bank. In North Africa, the youth unemployment rate is 25%, but it is even greater in Sub-Saharan nations like Botswana, the Republic of the Congo, Senegal, and South Africa, and others. In most African countries, youth unemployment “occurs at a rate more than twice that for adults,” notes the African Development Bank. We’ve already seen how several of the world’s largest cities will probably be in Africa by 2100.</p> <p>The recent news from South Africa has not been good.</p> <p>Watch: South Africa: More than 100 dead in worst unrest since apartheid [DW News] https://youtu.be/Tnyy_QTjRyE</p> <p>“South Africa is facing its worst unrest since apartheid. What originally started as protests over the arrest and jailing of former President Jacob Zuma shifted to violence and anger over the country's dire social and economic issues. Now a clean-up operation is underway after days of looting of shopping centers and businesses that disrupted supply chains and transport links. The government has deployed security forces to contain tensions in several provinces. More than 100 people have been killed and over 2,000 arrested.”</p> <p>Watch: Bauxite: Guinea's mineral wealth [DW News] https://youtu.be/K_WkvtBWIx0</p> <p>Watch: Why is Central African Republic failing to contain armed groups? [Al Jazeera English] https://youtu.be/WB_Rkm5-QIQ</p> <p>Watch any two of the following Stratfor videos:</p> <p>Nigeria's Geographic Challenge [Stratfor] https://youtu.be/irn2SWBRZWQ</p>

Week	Due Date	Readings, Assignments
	10/06/21	<p>Mozambique's Geographic Challenge [Stratfor] https://youtu.be/gjOX9hGEx7Y</p> <p>Chad's Geographic Challenge [Stratfor] https://youtu.be/Kv-oixS6TsI</p> <p>Examine two or more of the following six videos:</p> <p>Lagos Nigeria Ojo [Ludo Liu 2] https://youtu.be/g1af9kKnI9o</p> <p>Walking in Mombasa (Kenya) [keezi walks] https://youtu.be/yPehq4Vz3EI</p> <p>Walking in Entebbe (Uganda) [keezi walks] https://youtu.be/9Mo8tvVyRtA</p> <p>Walking in Cape Town (South Africa) [keezi walks] https://youtu.be/leAL9c4meTs</p> <p>Walking in Johannesburg (South-Africa) [keezi walks] https://youtu.be/KXliAUFgJvI</p> <p>Walking in Dar es Salaam (Tanzania) [keezi walks] https://youtu.be/3s4hAOo8Us4</p> <p>Homework 7:</p> <ol style="list-style-type: none"> 1. According to the economist interviewed at about minute 2:20 in the DW video on South Africa, what are the reasons for the recent violence and breakdown of social cohesion in South Africa? 2. Discuss the geographic challenges of two of the following nations, according to Stratfor: Nigeria, Mozambique, and Chad. 3. What are your street-level impressions of at least two places in sub-Saharan Africa? 4. Why is Africa's mineral wealth of particular importance to the modern world of technology, and what are some of the issues regarding social and environmental justice in the extraction of these resources? 5. Why is Central African Republic failing to contain armed groups, according to Al Jazeera? <p>Textbook questions:</p> <p>407.5. Approximately how many languages are spoken in Africa? How many are spoken in Nigeria alone?</p> <p>445.1. What are the main physical geographic features in Central Africa?</p> <p>445.10. Which country in Central Africa has the highest standard of living and a stable government?</p>

Week	Due Date	Readings, Assignments
		<p>464.5. Where is the Serengeti Plain? How does it bring national wealth to its home countries?</p> <p>482.1. What is threatening Madagascar's biodiversity?</p>
8		<p>Reminder: check each week for any new Announcements.</p> <p>Topic: North Africa and Southwest Asia</p> <p>This region, alternatively termed the Near and Middle East, has been in focus globally for a number of reasons, many of them having to do with 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>ONE of the world's most ambitious construction projects is being built in the middle of a desert. The Gulf Cooperation Council, made up of six of the Middle East's wealthiest countries, is constructing a more than 2,000 kilometer railway to better connect the region.</p> <p>Watch: The \$100BN Railway in the Desert [The B1M] https://youtu.be/oNsn3ds2op8</p> <p>Watch: A year after Beirut's deadly blast [DW Documentary] https://youtu.be/PgvqNz4J_2k</p> <p>Examine: INSIDE BEIRUT, LEBANON (After 2020 Port Explosion)[Indigo Traveller] https://youtu.be/37PVQ-2pEV8</p> <p>Watch any two of the following four Stratfor videos:</p> <p>Saudi Arabia's Geographic Challenge [Stratfor] https://youtu.be/LS4G0bvpwgc</p> <p>Iran's Geographic Challenge [Stratfor] https://youtu.be/4ClfNCvMkMM</p> <p>Jordan's Geographic Challenge [Stratfor] https://youtu.be/Zn_4U9JmhXs</p> <p>Israel's Geographic Challenge [Stratfor] https://youtu.be/93onRmj9guc</p> <p>Examine two or more of the following five videos:</p> <p>Walking in Cairo (Egypt) [keezi walks] https://youtu.be/oDDL-d6eQeE</p>

Week	Due Date	Readings, Assignments
	10/13/21	<p>Tehran - Evening Walk in Saádat Abad Neighborhood [Bahador Hadizadeh] https://youtu.be/iK_V_L6RO3U</p> <p>Nazareth- Walking Through the Streets of Beautiful City [Relaxing Walker] https://youtu.be/KCChT7jmOII</p> <p>Walking in Tel Aviv (Israel) [keezi walks] https://youtu.be/yXCdjiOKt60</p> <p>Walking in Hebron (Palestine) [keezi walks] https://youtu.be/Ml4gm7GBZiU</p> <p>Homework 8:</p> <ol style="list-style-type: none"> 1. What are some of the reasons for and consequences of the water crisis in this region? 2. Describe the 100 billion dollar rail project being constructed in the Middle East. Which nations are involved? 3. Summarize the current status of Beirut, Lebanon, a year after the blast. 4. What are the principal geographic challenges of any two of the following nations, according to Stratfor: Saudi Arabia, Iran, Israel, Jordan? 5. What are your street-level impressions of at least two places in the region? <p>Textbook questions:</p> <p>558.5. Who drilled the first offshore Kuwaiti oil well? Why is this significant?</p> <p>597.4. How have problems with the Aral Sea affected the people of the region?</p>
9		<p>Reminder: check each week for any new Announcements.</p> <p>Topic: Mexico and Central America</p> <p>Watch: Honduras gang violence uproots thousands [Al Jazeera English] https://youtu.be/GHs57f2nEUw</p> <p>Watch: Mexico's Geographic Challenge [Stratfor] https://youtu.be/lbmo9aO27L0</p> <p>Watch: Guatemala's Geographic Challenge [Stratfor] https://youtu.be/Dt8uBiL4LZg</p> <p>Examine at least one of the following five videos:</p>

Week	Due Date	Readings, Assignments
	10/20/21	<p>WALK MEXICO CITY[4K WALK] https://youtu.be/ER_szwLxHYk</p> <p>walking in Mexico city (Mexico) [keezi walks] https://youtu.be/OFLn-S049ZY</p> <p>Walking in Havana (Cuba) [keezi walks] https://youtu.be/7BPgD6ZmTJ0</p> <p>walking in Santa Elena Flores (Guatemala) [keezi walks] https://youtu.be/wy7NHhI9rpc</p> <p>Walking in Tegucigalpa (Honduras) [keezi walks] https://youtu.be/EbHQrBBgIQM</p> <p>Homework 9:</p> <ol style="list-style-type: none"> 1. What are the principal geographic challenges of Mexico and of Guatemala, according to Stratfor? 2. 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. 3. Describe the geographic challenges of Mexico and Guatemala, according to Stratfor. 4. What are your street-level impressions of at least one place in the region? <p>Textbook questions:</p> <p>264.1. What are the main physical features of Mexico?</p> <p>264.2. How does the core-periphery spatial relationship apply to Mexico?</p> <p>264.10. How has the illegal drug trade affected Mexico?</p> <p>295.2. Which European countries were the main colonizers of the Caribbean?</p> <p>295.7. How is Haiti different from its neighbor, the Dominican Republic?</p>
10		<p>Reminder: check each week for any new Announcements.</p> <p>Topic: South America</p> <p>Watch: São Paulo: South America's MEGACITY [The Daily Conversation] https://youtu.be/sNEeY_gXFBc</p>

Week	Due Date	Readings, Assignments
	<p style="text-align: center;">10/27/21</p>	<p>Watch: What If We Lost The Amazon Rainforest? [What If] https://youtu.be/pRZKGLIc9DA</p> <p>Watch any one of the following three Stratfor videos:</p> <p>Brazil's Geographic Challenge [Stratfor] https://youtu.be/d7i0yA_upx8</p> <p>Colombia's Geographic Challenge [Stratfor] https://youtu.be/8u4InrBnJ5Y</p> <p>Venezuela's Geographic Challenge [Stratfor] https://youtu.be/w-PDdggGJC4</p> <p>Examine at least two of the following six videos:</p> <p>Walking in Quito (Ecuador) [keezi walks] https://youtu.be/FsuvoXXiyVM</p> <p>Walking in La Paz (Bolivia) [keezi walks] https://youtu.be/kjjSXN22a-g</p> <p>walking In São Paulo (Brasil) [keezi walks] https://youtu.be/kTAWZS1CdXQ</p> <p>Walking in Valparaíso (Chile) [keezi walks] https://youtu.be/GIPcrCaqwlS</p> <p>Walking in Buenos Aires (Argentina) [keezi walks] https://youtu.be/rVLOQB5kGGw</p> <p>walking in Bogota (Colombia) [keezi walks] https://youtu.be/XiOLYmF70fA</p> <p>Homework 10:</p> <ol style="list-style-type: none"> 1. Describe the four core problems facing São Paulo and what is being done about them. 2. What is the actual value of the Amazon rainforest? What would happen (is happening) if we lost it? 3. Describe the geographic challenges of one of the following nations, according to Stratfor: Brazil, Colombia, and Venezuela. 4. What are your street-level impressions of at least one city in the region? <p>Textbook questions:</p> <p>360.5. Why is Manaus such a core city for its region?</p>

Week	Due Date	Readings, Assignments
		<p>373.1. What are the main physical regions of Argentina and Chile?</p> <p>373.7. What are the main attributes and contributions of the Pampas and Patagonia?</p> <p>373.10. How does Chile complement the agricultural production of the United States and Canada?</p>
11		<p>Reminder: check each week for any new Announcements.</p> <p>Topic: Europe</p> <p>Watch: Real Scenes: London [Resident Advisor] https://youtu.be/jN1XUBrwp5A</p> <p>Examine at least three of the following eight videos:</p> <p>Paris evening walking tour [Silent Walker] https://youtu.be/G-v-UKEJ4E4</p> <p>Rome Night Walking Tour [Prowalk Tours] https://youtu.be/Gy6fDx9L-zk</p> <p>Budapest Hungary walking the streets [Se Meyer] https://youtu.be/5-1u2DKIDGQ</p> <p>Cycling Crisscross Amsterdam [keezi walks] https://youtu.be/EK8UzM3MN_M</p> <p>Walking In Paris (France) [keezi walks] https://youtu.be/Dq3_fgLOoHc</p> <p>Walking in Krakow (Poland) [keezi walks] https://youtu.be/QMwBMyFtiVE</p> <p>Walking in Berlin, Alexanderplatz [keezi walks] https://youtu.be/gBo-fY7a67I</p> <p>The Ultimate Central London Early Morning Walk [Watched Walker] https://youtu.be/CGslieDL-04</p> <p>Watch at least two of the following six Stratfor videos:</p> <p>France's Geographic Challenge [Stratfor] https://youtu.be/iGYPLOUKel</p> <p>Germany's Geographic Challenge [Stratfor] https://youtu.be/oTPIzzcBPaA</p> <p>Italy's Geographic Challenge [Stratfor] https://youtu.be/nsbthExJoDo</p>

Week	Due Date	Readings, Assignments
	11/03/21	<p>Poland's Geographic Challenge [Stratfor] https://youtu.be/vYxjA1C9JQ8</p> <p>Romania's Geographic Challenge [Stratfor] https://youtu.be/R719mLoDLaQ</p> <p>Spain's Geographic Challenge [Stratfor] https://youtu.be/1U8XcP_o5RE</p> <p>Watch: The Lost World of Communism (Part 1) [Haunting Europe] https://youtu.be/3dFdKjhgt3k</p> <p>Just a little bit of recent but largely forgotten history. The 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 is about East Germany.</p> <p>Homework 11:</p> <ol style="list-style-type: none"> 1. Why do you think cities like London have become the locus of so much creative work, with the roots extending around the globe? 2. Describe the geographic challenges of any two of the following nations, according to Stratfor: France, Germany, Italy, Poland Romania, and Spain. 3. What are your street-level impressions of at least three cities in the region? 4. Describe in detail the experiences of three of the people who were interviewed in the video <i>The Lost World of Communism</i>. <p>Textbook questions:</p> <p>118.2. How have strong egalitarian ideals shaped northern European countries?</p> <p>118.9. What are the key factors that make Western Europe an economic core area of the world?</p>
12		<p>Reminder: check each week for any new Announcements.</p> <p>Topic: South Asia</p> <p>Watch: Climate Change in Bangladesh (2016 Documentary) https://youtu.be/99jkZ-6vvvE</p> <p>Watch: COVID-19: Public health services are collapsing in post-coup Myanmar [DW News] https://youtu.be/KGm5F94xOIk</p> <p>I visited Nepal once and stayed for a month in 1984 (after a short time in a very tense New Delhi shortly before Prime Minister Indira Gandhi was assassinated). I left Nepal with a deep impression of the raw</p>

Week	Due Date	Readings, Assignments
		<p>sometimes transcendent beauty as well as the endemic poverty of the country. Kathmandu Valley offers a number of absolutely fascinating places to wander around in. Since the country had become so open and accessible, a great many Western influences (some bad) were clearly present at the time. Hippies, seekers, trekkers, and their suppliers were everywhere in Kathmandu. The local bookstores sold what seemed to be a surprising amount of communist and socialist literature. I was not surprised to see the development of a long term Maoist insurgency that began there later. This could all be found alongside an ever present spirituality. Walk around in an endless presentation of the sights, sounds, and incense of Hindu and Buddhist shrines, temples, and festivals. It was like nothing else I've ever experienced. Nepal 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 a few tourist dollars as well as some bad influences. Poverty, pollution, and environmental degradation remain big problems. I don't know how much is being done to restore what was destroyed in the recent earthquake. You are not required to watch the following four videos, but they might give you an idea of what the Himalayan region is like:</p> <p>Recommended: Kathmandu Durbar Square before the earthquake [Amazing Places on Our Planet] https://youtu.be/QpeR50k8km8</p> <p>Recommended: Temples in Kathmandu valley, Nepal [Amazing Places on Our Planet] https://youtu.be/xf86EzuLXu0</p> <p>Recommended: Bhaktapur, Kathmandu Valley, Nepal [Amazing Places on Our Planet] https://youtu.be/RELnHgirjic</p> <p>Recommended: Patan (Lalitpur), Kathmandu Valley, Nepal [Amazing Places on Our Planet] https://youtu.be/D0IKuSYPDj4</p> <p>Examine at least two of the following four videos:</p> <p>Walking in Old Delhi (India) [keezi walks] https://youtu.be/QsyoLAWWQ9Q</p> <p>Walking in New Delhi (India) [keezi walks] https://youtu.be/9puDiItvJKE</p> <p>Walking in Paharganj New Delhi - India [Virtual Walker] https://youtu.be/XVvYXBT SuaA</p> <p>Walking in Kathmandu (Nepal) [keezi walks] https://youtu.be/UsjJg4xBNGo</p> <p>Examine at least two of the following four videos:</p> <p>Myanmar Village Life 2019 [Travel & Talk] https://youtu.be/IqpeqdzoM3s</p> <p>Walking in Yangon (Myanmar) [keezi walks] https://youtu.be/h-Bs7331yTQ</p> <p>Walking in Myeik (Myanmar) [keezi walks] https://youtu.be/2Hses2nG2gc</p>

Week	Due Date	Readings, Assignments
	11/10/21	<p>Walking in Mawlamyine (Myanmar) [keezi walks] https://youtu.be/ATmSPmyh-PY</p> <p>Examine at least two of the following six videos:</p> <p>Dhaka city, Bangladesh unedited walking tour [Walk The World] https://youtu.be/iYU1ptF8IKs</p> <p>A Walk in Rich Modern Area of Dhaka [Mirza Shahan] https://youtu.be/WmUN-KbWXBQ</p> <p>Walking in Kolkata (Calcutta) [keezi walks] https://youtu.be/VxetycIW22A</p> <p>DHAKA, BANGLADESH The Most Densely Populated City in the World https://youtu.be/5Rtsav021Rs</p> <p>Driving through the streets of Galle in Sri Lanka in the evening [The Last Traveller] https://youtu.be/46NIgE_y1eI</p> <p>Nightwalk Galle Sri Lanka [The Last Traveller] https://youtu.be/2uHzXeQUSWA</p> <p>Watch any two of the following four Stratfor videos:</p> <p>Sri Lanka's Geographic Challenge [Stratfor] https://youtu.be/YOjKFT1yh0</p> <p>India's Geographic Challenge [Stratfor] https://youtu.be/LPUjLci2ARY</p> <p>Nepal's Geographic Challenge [Stratfor] https://youtu.be/8CSKPTfP_C8</p> <p>Pakistan's Geographic Challenge [Stratfor] https://youtu.be/WN7mNEQ7s58</p> <p>Homework 12:</p> <ol style="list-style-type: none"> 1. What are your initial street-level impressions of New Delhi and/or Kathmandu? 2. What are your initial impressions of life in Myanmar before the coup? What is the situation there now? 3. What are your initial street-level impressions of Dhaka, Galle, and/or Kolkata (Calcutta)? 3. Describe the principal geographic challenges of any two of the following nations, according to Stratfor: Sri Lanka, India, Nepal, and Pakistan. 4. Describe how Bangladesh is particularly vulnerable to climate change.

Week	Due Date	Readings, Assignments
		<p>Textbook questions:</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>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>
<p>13</p>	<p>11/17/21</p>	<p>Reminder: check each week for any new Announcements.</p> <p>Topic: Oceania: Australia, New Zealand, and the Pacific</p> <p>Watch: Australia's Geographic Challenge [Stratfor] https://youtu.be/quNdaS895gE</p> <p>Watch: Atomic Testing in the Marshall Islands [unnaturalcausesdoc] https://youtu.be/Tvj7MscvSrg</p> <p>Watch: Marshall Islands: A third of the nation has left for the US [PBS NewsHour] https://youtu.be/ZB8s_Yqp3ko</p> <p>Examine: This Concrete Dome Holds A Leaking Toxic Timebomb [ABC News In-depth] https://youtu.be/autMHvj3exA</p> <p>Examine at least two of the following four videos:</p> <p>Sydney Spring Walk [A walk around the world] https://youtu.be/OJFGYLuGOZQ</p> <p>The Main Street In Sydney, Australia [More Locations] https://youtu.be/4FdIOJicGBk</p> <p>Walk Tour Auckland City New Zealand [Virtual New Zealand] https://youtu.be/y7zhnCmGvi8</p> <p>Walk Tour Queenstown New Zealand https://youtu.be/DLru1iQICJo</p> <p>Homework 13:</p> <p>1. Describe Australia's geographic challenge, according to Stratfor.</p>

Week	Due Date	Readings, Assignments
		<p>2. Describe the history of the Marshall Islands in US nuclear testing. What is the situation there now?</p> <p>3. What are your initial street-level impressions of Australia and/or New Zealand?</p> <p>Textbook questions:</p> <p>797.3. What are some of Australia's main physical features? How are they developed for tourism?</p> <p>797.4. What are the main climate types in Australia? How does climate relate to population?</p> <p>797.9. What are Australia's main exports? Who is their main trading partner?</p> <p>808.1. What are the main physical features of the South Island and North Island of New Zealand?</p> <p>808.4. Who were the inhabitants of New Zealand before the colonial era? Where did they come from?</p> <p>826.1. What are the three main regions of islands in the Pacific? What island nations belong to each?</p>
14	11/24/21	Thanksgiving Holiday
15		<p>Reminder: check each week for any new Announcements.</p> <p>Topic: United States and Canada</p> <p>Having visited much of the US, including Alaska and Hawaii, and having lived in the East, the Midwest, and now California, I could bore you with my own memories and reminiscences. But it is the end of the semester, and you still owe me a final paper, so I'll spare you.</p> <p>Watch: The United States' Geographic Challenge [Stratfor] https://youtu.be/DUsVZ-gF0GA</p> <p>Watch: Canada's Geographic Challenge [Stratfor] https://youtu.be/TftLaHb1FvA</p> <p>The recent history of Detroit has become a cautionary tale regarding the uncertainties of urban health.</p> <p>Watch: Real Scenes: Detroit [Resident Advisor] https://youtu.be/TcAY5L2zDtU</p> <p>Watch: This Tree Farm Is Bringing Life Back To Detroit's East Side https://youtu.be/I5wekB5IpHA</p> <p>I wish you all could experience what it's like to travel throughout the nation by affordable, gentle, quiet, high speed rail. I think that the following quick comparison between California's plan and China's reality actually says more about the way we do things (or pretend to do things) than I could ever do by lecturing you about it.</p> <p>Watch: What Went Wrong With California's High-Speed Railway [The B1M]</p>

Week	Due Date	Readings, Assignments
	12/01/21	<p>https://youtu.be/p__teJLmY3k</p> <p>Watch: The Unstoppable Growth of China's High-Speed Rail Network [The B1M] https://youtu.be/belm4kDAHgM</p> <p>I'd like to end the semester as we started it, with a little walk in a big city. I've been visiting NYC on my own since I was a young teen, and I lived in Brooklyn for several years. Regardless of how frustrating it can be, I still love it, or rather parts of it. So it is nice to see that, despite the very real bad news coming from cities like New York, urban improvements do occur, and there will always be reasons to visit. One project that happened after I left, and which I'm looking forward to seeing, is shown here:</p> <p>Examine: Walking NYC : The High Line Elevated Park (June 2021) [ActionKid] https://youtu.be/L2y8wAbxWnI</p> <p>Homework 14:</p> <ol style="list-style-type: none"> 1. What are some of the geographic challenges of the US and Canada, as described in the Stratfor videos? 2. Detroit, the home of the American automotive industry, has fallen on hard times. The growing numbers of abandoned lots are beginning to host some urban farms. Do you think that nontraditional careers in the arts and agriculture can make a city like Detroit viable, even if it never comes back as a major manufacturing center? Does the health of a city depend primarily on its ability to generate wealth and jobs, or does it also depend on its ability to inspire young people to stay for possibly nonmonetary reasons involving personal fulfillment? 3. Describe a trip that you can imagine taking from here to New York City, while stopping at five or more specific locations along the way. Describe each of these destinations in detail and why you would go there. Use the Internet to research your trip. There's just one condition: Do not travel by air. Trains and cars are fine. Assume that you have plenty of time. You can use Google Maps or something similar for routing advice. 4. Do you think the US could learn a thing or two from China about building railways? If so, what are they?
16	12/10/21	<p>Final evaluation:</p> <p>I'd like you to write a paper about an imaginary trip around the world that you would take if you had the opportunity. First, have a specific theme. It may be related to your career, or to some specific interest involving history, art, science, etc. You must make at least seven stops, within at least four of the regions covered in this course. Assume that you are not limited in terms of funds and time, but don't be deliberately extravagant. Plan a trip that would of value to you personally. Tell me precisely why each of the places visited is important in terms of your chosen theme. Tell me something about the history, culture, and physical attributes of each of these places. You don't need to include a map in your response, but make your itinerary clear. Keep in mind this essay is worth 9 points, so it must be substantial. I expect at least four pages of text.</p>