

**San José State University
Department of Geography
GEOG12: Global Geography, Sections 80 and 81
Spring2020**



January 13, 2020

Course and Contact Information

Instructor: Gary Pereira

Office Location: Washington Square Hall 113

Telephone: text (510) 825-3506

Email: (Canvas messaging preferred, or text 510-825-3506 in emergency)
gary.manuel.pereira@gmail.com

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

Class Days/Time: Online

Web Address: Canvas: <http://sjsu.instructure.com>

GE/SJSU Studies Category: Social Science – Comparative Systems – D2

Course Format

This is an online course. Internet connectivity and a computer are required. Course materials (including this syllabus) can be found on the Canvas Learning Management System course login website at <http://sjsu.instructure.com>, under **Files**. Assignments are all listed and described under **Assignments**. Additional guidance and discussion will be posted periodically under **Announcements**. You will generate documents and submit them online as homework assignments and a final paper.

Course Description

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

Course Goals

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

GE Learning Outcomes (GELO)

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

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

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

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

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

Course Learning Outcomes (CLO) (Required)

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

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

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

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

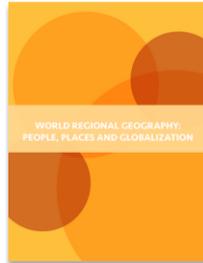
CLO4: discuss current events as they pertain to the Global Geography

Required Texts/Readings

Textbook

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

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



Download this book in Digital PDF format.

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

Videos

Online videos are a big part of this course, and much of the homework will be evaluated on the basis of how well you considered them in your discussions. If you are accessing each assignment through CANVAS **Assignments**, you might be given the choice of opening a video in a separate browser or of watching it within CANVAS. I suggest you open videos in separate browsers and possibly take notes as you watch; that is why a bigger screen is preferable. Separate browsers often also provide additional information, as well as access to other material on the author has published. I encourage you to explore the channel of any YouTube creator whose work you appreciate.

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

Occasionally videos are taken down. If that happens, search YouTube for something similar, or use other Internet and text resources to address the homework questions. Some YouTube videos may be preceded by ads. Usually, these ads can be cut short after five seconds by clicking the 'Skip Ad' button at the lower right of the screen. There are never any ads on my videos, and I get no monetary benefit from YouTube.

Course Requirements and Assignments

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

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

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

Announcements

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

Final Evaluation

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

Grading Information

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

Determination of Grades

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

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

University Policies

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

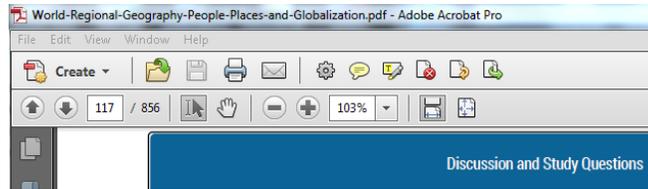
Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more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

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

Geog12: Global Geography, Sections 80 and 81, Spring 2020

Course Schedule

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



Week	Due Date	Readings, Assignments
1		<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 might grow in part from the pressure of population growth, but social and cultural trends influence their growth as well. Urbanization often co-occurs with the depopulation of the rural countryside.</p> <p>In order to illustrate this nearly global tendency, we'll look at some videos whose subjects we may return to later as we cover different regions. For now, I just want you to get in the mood to wander through places you've never been. Some videos in this course are slow-paced, and you can easily write down notes or do other things as you watch (or if you are like me, you may be mesmerized). Other videos convey a lot of specific information very quickly, and you may need to pause and repeat segments in order to take notes properly. I suggest that you read through the homework questions once first, or come back to them again later.</p> <p>I'd like us to begin with what most of us would consider to be a pleasant example of what urbanization can be, by having you take a couple of video walks through the Shinjuku neighborhood of Tokyo. Many videos of this kind are appearing now. I picked this location because Tokyo has a population of about 14million and the greater metro area has 40 million, making it currently the world's most populous metropolitan area. In the following two videos, you may of course skip around, but I do encourage you to just relax for a few minutes and let the sights (and the sounds) take you away.</p> <p>Nightlife Streets In Tokyo Shinjuku [Nippon Wandering TV] https://youtu.be/1YXmdSVhA3M</p> <p>This second video is from a different source and has a different style. Pay particular attention after minute 7 or so.</p> <p>Night videowalk in East Shinjuku, Tokyo [Rambalac] https://youtu.be/vHr4qSQ-5XU?list=WL</p> <p>CONTINUED ON NEXT PAGE</p>

Week	Due Date	Readings, Assignments
	01/29/20	<p>The following two videos present an extraordinary, detailed view of where the world's largest cities will be found by 2030 and 2100.</p> <p>Watch: Top 10 Largest Cities by 2030 [The B1M] https://youtu.be/N-a0TCWb6E</p> <p>Watch: Top 10 Largest Cities by 2100 [The B1M] https://youtu.be/9OulEjWI-bE</p> <p>Homework 1:</p> <ol style="list-style-type: none"> 1. Compare the urban environment in Shinjuku, Tokyo, to any city of similar density that you may have experienced or know about (for example, a residential neighborhood of some big city here in the US). Describe both similarities and differences in both the physical layout and condition, and the social and cultural factors involved. I expect you to describe a few obvious differences from typical US cities, as well as some less obvious ones. 2. List the projected numbers of people that will be living in each of the ten cities listed for 2030, and comment on at least five of them. Do you find this trend surprising in any way? 3. List the projected numbers of people that will be living in each of the ten cities listed for 2100, and keep in mind that a growing number of additional megacities will be also continue to grow to enormous size. How have things changed since 2030? Do you think that these cities of the future will be like today's cities? For example, could they sustain the sort of automotive transportation we find in the largest cities today? What sort of planning do you think will be necessary for such cities to be sustainable? Should they grow 'organically' as many now do, or should they be fully or partially planned? Do you think the relevant governmental bodies are up to the task? Do you think urban life in places like Afghanistan, Niger, and Pakistan will become increasingly unpleasant as the result of continuing political instability, social conflict, and high birth rates, or do you anticipate a path to urban life like what you've seen in Japan?
2		<p>Topic: United States and Canada</p> <p>Unfortunately, when people think of life in the US, they often limit their consideration to the coastal areas. The following video is part of a humorous account of a journey across the South.</p> <p>Watch: Forgotten Small Towns in Southern Alabama - Day TWO Backroad Cross Country Trip [TheDailyWoo] https://youtu.be/LzjX_cd4CeE</p> <p>The recent history of Detroit has become a cautionary tale regarding the uncertainties of urban health. And yet, life goes on.</p> <p>Watch: Real Scenes: Detroit [Resident Advisor] https://youtu.be/TCAY5L2zDtU</p> <p>CONTINUED ON NEXT PAGE</p>

Week	Due Date	Readings, Assignments
	02/05/20	<p>Watch: This Tree Farm Is Bringing Life Back To Detroit's East Side https://youtu.be/I5wekB5IpHA</p> <p>Homework 2:</p> <ol style="list-style-type: none"> 1. What impression do you get from the depopulated backroads of Alabama? Why have things have changed so much, in terms of population? 2. Detroit, the home of the American automotive industry and of Motown Records, has fallen on hard times. The growing numbers of abandoned lots are beginning to host some urban farms. Do you think that nontraditional careers in the arts and agriculture can make a city like Detroit viable, even if it never comes back as a major manufacturing center? Does the health of a city depend primarily on its ability to generate wealth and jobs, or does it also depend on its ability to inspire young people to stay for possibly nonmonetary reasons involving personal fulfillment? 3. If you were to just get up and hit the road, where would you go? Describe in detail a road trip that you would take from here to New York City, while stopping at five or more specific locations along the way. Describe each of these destinations. Use the Internet to research your trip. You don't have to connect it to a specific theme as you did for Europe, but you may. Do not travel by air. Trains, cars, buses etc. are fine. Assume that you have plenty of time. You might for example decide to take mostly the northern, central, or southern route, if you travel primarily along interstate highways. Use Google Maps or a similar service for routing advice. Name and describe at least five specific destinations along the way in order of arrival, and why you'd want to stop there. <p>Also, Chapter 4: Page 226 questions 1, 9:</p> <p>226.1. Where is the largest US megalopolis located? What region is it part of?</p> <p>226.9. Why does the desert region of the American Southwest continue to attract a growing population?</p>
3		<p>Topic: Europe</p> <p>Let's go for a walk in Paris.</p> <p>Watch: Paris evening walking tour [Silent Walker] https://youtu.be/G-v-UKEJ4E4</p> <p>Some of videos this semester portray life in various cities through the eyes of young aspiring musicians. The films are well made, and the dialog is intelligent and engaging. Hopefully you will enjoy these videos, even if you aren't a fan of the music</p> <p>.</p> <p>Watch: Real Scenes: London [Resident Advisor] https://youtu.be/jN1XUBrwp5A</p> <p>CONTINUED ON NEXT PAGE</p>

Week	Due Date	Readings, Assignments
	02/12/20	<p>Homework 3:</p> <ol style="list-style-type: none"> Describe your impression of the walking tour of Paris. How does it compare to Tokyo, or to comparable cities you may have experiences elsewhere? Why do you think cities like London have become the locus of so much creative work with the roots extending around the globe? Do you think something may have been lost in the process? Briefly discuss anything about the Real Scenes film that you may have found engaging. <p>In addition, Chapter 2</p> <p>Page 118 questions 8, 9: 118.8. How does agricultural production vary with physical geography in Western Europe? 118.9. What are the key factors that make Western Europe an economic core area of the world?</p> <p>Page 134 question 1: 134.1. What were four of the main reforms that occurred in Eastern Europe with the collapse of the USSR?</p>
4	02/19/20	<p>Topic: Russia</p> <p>Let's try to look at Russia and Russian history outside of the lens of current politics. First, the soulfulness of Russian arts. This first video shows Russian opera singers Anna Netrebko and Dmitri Hvorostovsky performing a popular Russian song in Red Square in 2013. Tragically, Hvorostovsky died in 2017 from a brain tumor at the age of 55.</p> <p>Watch: Anna Netrebko - Moscow Nights - Dmitri Hvorostovsky [George Vidakis] https://youtu.be/t5SIUmCdXf0</p> <p>Russia made very important contributions to science, mathematics, and the arts. But the legacy of Russian communism remains strong and continues to be very relevant. It is my impression that Americans students know relatively little about this chapter in history. A BBC documentary series from 2009 called <i>The Lost World of Communism</i> examines the legacy of communism “twenty years after the fall of the Stalinist regimes of the Eastern Bloc, focusing on personal memories and descriptions of daily life”. The three programs of the series were each about a different country — East Germany, Czechoslovakia and Romania. Part 1, about East Germany, is below.</p> <p>Watch: The Lost World of Communism (Part 1) [Haunting Europe] https://youtu.be/3dFdKjhg3k</p> <p>Homework 4:</p> <ol style="list-style-type: none"> Plan out and describe a trip you would take around Europe and Russia in order to explore a specific theme, as described above. Both regions must be included. Keep in mind that Russia includes Siberia and extends all the way to the Pacific. Assume that you are not limited in terms of funds and time, but don't be deliberately extravagant. This is intended to be a learning experience, of value to you personally in terms of your particular interests or career goals. <p>CONTINUED ON NEXT PAGE</p>

Week	Due Date	Readings, Assignments
		<p>Make sure to include specific locations within at least five nations. Don't just stick to the big cities. Tell me something about the history, culture, and physical attributes of each of the places you would visit. Tell me things you would not expect me to already know. You don't need to include a map in your response, but make your itinerary clear. Tell me which legs of your travel would be by air, train, car, bus, or bike, where you would stay for extended periods of time, and what you would do.</p> <p>2. Describe in detail the experiences of three of the people who were interviewed in the video <i>The Lost World of Communism</i>.</p> <p>In addition: Chapter 3</p> <p>Page 144 questions 2, 5: 144.2. What are Russia's main physical regions? 144.5. What were Soviet Socialist Republics, and why were they created?</p> <p>Page 156 questions 7, 9: 156.7. What two policies did the last Soviet leader implement to assist in reforming the USSR? 156.9. How did the economic system change for Russia after 1991?</p>
5	02/26/20	<p>Topic: Mexico and Central America</p> <p>Migrants travelling through Mexico to the US border have obviously received a great deal of attention recently, but few American journalists (if any) seem to be reporting on the precise reasons so many people leave Honduras and Guatemala. What is being done within these nations to remedy this situation? Is the United States to blame, as our political left has claimed for decades? Can you find any objective reporting on this? Maybe, some. The video below is from a year ago, from a news organization based in the Middle East.</p> <p>Watch: Honduras gang violence uproots thousands [Al Jazeera English] https://youtu.be/GHs57f2nEUw</p> <p>Watch: Real Scenes: Mexico City [Resident Advisor] https://youtu.be/SeWPMlk5zQ4</p> <p>Homework 5:</p> <p>1. Why is gang violence such an apparently intractable problem in some Central American countries? Are the local and state governments, police forces, and judiciary of these nations at least partly responsible for this state of affairs? What do you think can or should be done, and by whom? I will evaluate your response as always on the depth of your reasoning, and not on the opinion you express.</p> <p>2. Describe some of the critiques and aspirations voiced by the people in the "Real Scenes: Mexico City" video. Based on your impressions, describe some of the reasons why Mexico City is one of the largest cities in the world, and why it continues to get larger.</p> <p>CONTINUED ON NEXT PAGE</p>

Week	Due Date	Readings, Assignments
		<p>In addition, Chapter 5:</p> <p>Page 261 questions 1, 2: 261.1. What are the main physical features of Mexico? 261.2. How does the core-periphery spatial relationship apply to Mexico?</p> <p>Page 275 questions 3, 8: 275.3. How are the Central American republics different in their political histories? 275.8. Who started building the Panama Canal? Who completed it? Who controls it today?</p> <p>Page 291 questions 2, 7: 291.2. Which European countries were the main colonizers of the Caribbean? 291.7. How is Haiti different from its neighbor, the Dominican Republic?</p>
6	03/04/20	<p>Topic: South America and the Caribbean</p> <p>In South America, we have environments that are quite unique: Patagonia, for example, or the Amazon Basin. It has often been said that the Amazon rainforests are the lungs of the world; they remain under threat, and they continue to be fragmented and developed. Morten Rustad has produced some extraordinary films of natural beauty, mostly about South America; this is a sampling of his work.</p> <p>Optional: South America 8K https://youtu.be/pp95UwZGD8Y</p> <p>We will discuss the future of global urbanization at the end of the semester, but it is important that you keep in mind that the sheer scale of this process, along with its opportunities and problems, have come to dominate global society. Megacities in particular pose huge challenges. We've looked briefly at Mexico City; this week we examine São Paulo, Brazil.</p> <p>Watch: São Paulo: South America's MEGACITY [The Daily Conversation] https://youtu.be/sNEeY_gXFbc</p> <p>Homework 6:</p> <p>1. Describe in some detail the four core problems facing São Paulo and what is being done about them.</p> <p>In addition, Chapter 6:</p> <p>Page 323 questions 5, 10: 323.5. Where are the five main cultural regions of South America? 323.10. Why has it been so difficult to unify the countries in this realm into a single trade zone?</p> <p>Page 340 questions 5, 10: 340.5. What environmental problems result from the cocaine production process? 340.10. What types of agriculture are found in the north and western regions of South America?</p>

Week	Due Date	Readings, Assignments
7	03/11/20	<p>Topic: South America</p> <p>I did my PhD dissertation on fire in the Amazon. Things have gotten worse since then.</p> <p>Watch: What If We Lost The Amazon Rainforest? [What If] https://youtu.be/pRZKGLIc9DA</p> <p>Homework 7:</p> <p>1. What is the actual value of the Amazon rainforest? What would happen (is happening) if we lost it?</p> <p>In addition, Chapter 6:</p> <p>Page 356 questions 5, 6: 356.5. Why is Manaus such a core city for its region? 356.6. What are the main causes of deforestation in the Amazon Basin? How can deforestation be reduced?</p> <p>Page 369 questions 1, 7, 10: 369.1. What are the main physical regions of Argentina and Chile? 369.7. What are the main attributes and contributions of the Pampas and Patagonia? 369.10. How does Chile complement the agricultural production of the United States and Canada?</p>
8		<p>Topic: Sub-Saharan Africa</p> <p>Africa is likely to experience great change in the coming years. You've already seen that in the videos on urbanization. Can water resources and agriculture withstand the pressure from population growth and climate change simultaneously without destroying its soil? What about Africa's wildlife? There are so many questions. We'll explore some of them next week, but I'd like to begin with wildlife. Let's take the African Elephant for example (although the mountain gorilla would be another great candidate). If you get Netflix, I recommend you watch <i>Naledi: A Baby Elephant's Tale</i>, as well as <i>Virunga</i>.</p> <p>Watch: Do Elephants Have Minds? https://youtu.be/wTuOgBMzch0</p> <p>Watch: The Great Elephant Census https://youtu.be/imvehfydUpc</p> <p>Read the sections on Threats and Conservation: https://en.wikipedia.org/wiki/African_elephant</p> <p>CONTINUED ON NEXT PAGE</p>

Week	Due Date	Readings, Assignments
	03/18/20	<p>Homework 8:</p> <p>1. Using the above and/or other reliable sources, describe current threats to the African Elephant and efforts underway to protect them.</p> <p>In addition, Chapter 7:</p> <p>Page 402 questions 2, 5: 402.2. What is the difference between the formal and informal sectors of the economy? 402.5. Approximately how many languages are spoken in Africa? How many are spoken in Nigeria alone?</p> <p>Page 419 questions 4, 5, 8: 419.4. How do most of the people in West Africa make a living? 419.5. What are blood diamonds? What two countries in West Africa have had civil wars based on them? 419.8. What was the Pan-African concept, and how did it affect West Africa?</p>
9	03/25/20	<p>Topic: Sub-Saharan Africa</p> <p>With 200 million people aged between 15 and 24, Africa has the largest population of young people in the world, and their numbers are expected to grow by 42.5 million between 2010 and 2020. Youth unemployment is a big problem in many African nations. Young adults account for 60% of all of Africa’s jobless, according to the World Bank. In North Africa, the youth unemployment rate is 25%, but it is even greater in Sub-Saharan nations like Botswana, the Republic of the Congo, Senegal, and South Africa, and others. In most African countries, youth unemployment “occurs at a rate more than twice that for adults,” notes the African Development Bank.</p> <p>We’ve already seen how several of the world’s largest cities will probably be in Africa by 2100. Let’s take a closer look at plans for Lagos, Nigeria.</p> <p>Watch: Building Africa's City in the Sea [The B1M] https://youtu.be/SGIeAm6NolQ</p> <p>Homework 9:</p> <p>1. Describe what is being done in Lagos in order to accommodate growth from an already whopping 13 million inhabitants to 88 million by 2100.</p> <p>In addition, Chapter 7:</p> <p>Page 438 questions 1, 8: 438.1. What are the main physical geographic features in Central Africa? 438.8. What are some of the main women’s issues in Central Africa?</p> <p>CONTINUED ON NEXT PAGE</p>

Week	Due Date	Readings, Assignments
		<p>Page 457 questions 4, 5: 457.4. How have Kenya and Tanzania attempted to preserve and protect the environment? 457.5. Where is the Serengeti Plain? How does it bring national wealth to its home countries?</p> <p>Page 475 questions 6, 7, 9: 475.6. How did the Cold War influence Southern African countries? 475.7. What economic condition plagues most developing countries that seek aid from the IMF and the World Bank? 475.9. How has the policy of apartheid affected South Africa? When did apartheid officially end?</p>
10	04/01/20	Recess
11	04/08/20	<p>Topic: North Africa and Southwest Asia</p> <p>This region, alternatively also termed the Near and Middle East, has been in focus globally for a number of reasons, many of them having to do with uprisings and conflict. But accounts of these conflicts often neglect to mention important environmental and economic contributors. In the years prior to the so-called ‘Arab Spring’, for example, food prices often doubled and tripled, In a region already racked with poverty, why shouldn’t adverse environmental conditions lead to economic despair and revolution?</p> <p>Watch: Water Crisis in the Middle East https://youtu.be/1FHksyApxmE</p> <p>Homework 10:</p> <p>1. What are some of the reasons for the water crisis in this region? About one minute into the video is a discussion of Syria. How could the mass migration within Syria to the cities as a result of drought prior to the Civil War helped to have brought about the horror we’ve seen there in recent years?</p> <p>In addition, Chapter 8:</p> <p>Page 517 questions 1, 2, 8: 517.1. What is the name of the majority ethnic group that resides in the Maghreb? What is the main physical feature there? 517.2. What have been the main ties between North Africa and European continent? 517.8. Name the country in the Sahel where slavery has become prominent. Why did no one stop it?</p> <p>Page 535 questions 6, 9: 535.6. How are the governments of Israel, Jordan, Syria, and Lebanon different? 535.9. Where was the “Paris of the Middle East”? What happened to the city in 1975?</p> <p>Page 551 questions 2, 5: 551.2. Why type of government does Saudi Arabia have? What is the law based on? 551.5. Who drilled the first offshore Kuwaiti oil well? Why is this significant?</p> <p>Page 590 question 3, 4,7: 590.4. How have problems with the Aral Sea affected the people of the region?</p>

Week	Due Date	Readings, Assignments
12	04/15/20	<p>Topic: South Asia</p> <p>South Asia is a region where population growth and climate change will probably present some of the greatest challenges in the near future. It is also a region of extraordinary beauty and spirit. I am particularly fond of the Himalayas; I can honestly say that a month-long trip within Nepal in 1984 changed my life. The dynamics of mountain rain and snow upon which much of South Asia depends for fresh water are changing rapidly, and the region is prone to disastrous earthquakes. The people of this region thus have to deal with immediacies and difficulties in everyday life that we can barely comprehend. The following film is a stunning portrayal of life in one of South Asia's most vulnerable nations. Please watch the whole thing.</p> <p>Watch: Climate Change in Bangladesh (2016 Documentary) https://youtu.be/99jkZ-6vvvE</p> <p>Homework 11:</p> <p>1. It is probably pointless for me to formulate specific questions regarding the film. You might have picked up on some interesting points that a question or two from would not necessarily elicit. So I want you to write a comprehensive summary of the film, focusing out anything that you found to be most interesting or surprising.</p> <p>In addition, Chapter 9:</p> <p>Page 608 questions 6, 7: 608.6. Explain Bhutan's guiding philosophy regarding development. 608.7. Why is Nepal experiencing environmental degradation?</p> <p>Page 626 questions 3, 6: 626.3. Compare the population density of Pakistan, Bangladesh, and the United States. 626.6. What are the main environmental problems in Pakistan? In Bangladesh?</p> <p>Page 641 questions 2, 3, 5: 641.2. What are the three main language families in India? What is the lingua franca? 641.3. List the main qualities that are different between the rural and urban areas of India. 641.5. Explain the various ways in which the rapid population growth is impacting India.</p>
13		<p>Topic: East Asia</p> <p>I'd like to start with a personal account. I've been traveling to China regularly since 1990, and have been filming recent trips. You can find them on my YouTube channel.</p> <p>Watch: Down to the Countryside: a fifty year reunion [Gary Pereira] https://youtu.be/d1nywzYowiI</p> <p>CONTINUED ON NEXT PAGE</p>

Week	Due Date	Readings, Assignments
		<p>Optional: A Wild Ride through the Countryside [Gary Pereira] https://youtu.be/kNk0BJwheh4</p> <p>These videos portray our trip last year to one little corner of rural Jilin Province, China. In 1968, members of my wife Cheri's junior high school class were asked to go 'down to the countryside' (actually a couple of hours north by train) to assist the 'peasants' as part of the Chinese Cultural Revolution. This film documents part of that group's fifty year reunion. The countryside around Dehui, China (midway between Changchun and Harbin) is largely agricultural. Winters are brutal and routinely stay below 10⁰ F. Different members of this particular group stayed for different periods of time, depending on their personal situation. Cheri's father, a professor of veterinary diseases, had been relegated to a hog farm for political reasons, so Cheri stayed in the Dehui countryside the longest of the group, about 3 ½ years.</p> <p>When the students arrived, members of the village community helped them to build a home. As you can see from the video, houses there follow the same general plan. The front door is often in the center, and you can either go straight through to the kitchen, or off to either side. The kitchen is generally in the middle of the house because it is the source of heat. The student group's home had two bedrooms: one for the boys and one for the girls, on either side of the kitchen. In these houses, exhaust from the stove is channeled through sealed stone beneath the bed platform, or 'kang', in both rooms before being vented. This is a very efficient system, and it's safe, since the exhaust is vented completely after giving up most of its heat to the kangs, which slowly release it over the course of the night. Except for the roofing, the houses there haven't changed much since 1968. They still don't have air conditioning, but summer temperatures in Jilin Province are seldom extreme, and Dehui is surrounded by the cooling effect of vegetation and water. In 1968, roofs were made of thatch; this insulated homes from both heat and cold, but it had to be replaced periodically. Thatch is no longer used for roofing homes. There was limited access to electricity in 1968, but now everyone is on the grid and cellular access is excellent.</p> <p>Young people were sent into the countryside during the Cultural Revolution in order to have them participate in agriculture and other labor-intensive activities. Agricultural labor was certainly required at that time. The main source of energy, transportation, and non-human labor at the time in Dehui was horses. Horses to pull wagons and to pull plows. Crops were picked entirely by hand, without gloves. At that time, the main crops included corn and soybeans, which were sent off to the cities. Soybeans are particularly difficult to pick by hand, since they grows low to the ground and are abrasive. Nearly all of the corn plant was utilized, including the stalks and husks. The students were not allowed to eat the soybeans, and corn was a treat. They often ate sorghum, or 'kaoliang'. As you can see from the video, sorghum is a very tough grain; it can be difficult to digest. Sorghum is no longer being grown deliberately, but it continues to grow wild by the side of the road. So does non-psychoactive hemp, which was once grown for fiber.</p> <p>Each household tried to produce its own vegetables, meat (generally poultry) and eggs. You can see from the film that many households still do. Our host on this visit was one of the villagers who had originally helped the students get settled and accustomed to farm life in 1968. He still lives in the same house with his family. They call him 'second brother'; he is the gentleman wearing the white shirt in the video. As you can see from his home garden, he remains a real farmer, and he appears to be in excellent health well into his 70s.</p> <p>CONTINUED ON NEXT PAGE</p>

Week	Due Date	Readings, Assignments
	04/22/20	<p>At this time, the main crop is corn, which the villagers sow and harvest cooperatively with machines. Corn provides the highest yield; China now imports most of its soybeans from Brazil and the US. At the time we were there, the corn was about to be harvested, and you could see that it covered nearly all of the available land. Groves of trees and wetlands are maintained, and the soil in that part of China is quite fertile, but it is probably becoming depleted under these conditions.</p> <p>Wintertime meant different kinds of work in 1968. Since the watery bogs and depressions were firmer and could therefore be worked in the winter, the students had to haul out composted organic material to spread on the fields later when they thawed. The roads were never plowed of snow; they had to clear snow by hand. They also had to gather burnable fuel to supplement their share of coal. There was always something that needed to be done, throughout the year. Now, many of those activities no longer occur, or they are done with machinery. In 1968, home and personal goods were hard to come by; there were no stores near the village, only a government depot for basic necessities some distance away. You would have had to walk or hitch a ride on a wagon from a friendly villager. Even today, the village remains relatively isolated even from the nearest stores in Dehui City, but as you can see from the video, merchants now travel up and down the road peddling various things.</p> <p>I think this video of a daily farmer's market in a major city neighborhood might convey some of modern life in Northeast China. Many people shop for groceries every day in places like this, reducing or eliminating the need for personal refrigeration.</p> <p>Farmers' Market, Changchun, China https://youtu.be/7gtOG_qxMmY</p> <p>It has been my impression that students these days are not being told very much about recent events that provide disturbing warnings of future possibilities. The actual history of socialism, for example, or catastrophic events like earthquakes and nuclear disasters, or genocide (we will touch on this next week). So I feel obligated to present some of these sorts of things for your consideration.</p> <p>Watch: Understanding the accident of Fukushima Daiichi https://youtu.be/YBNFvZ6Vr2U</p> <p>Watch: Fukushima's ghost towns https://youtu.be/xKfnsYzQWjw</p> <p>Homework 12:</p> <ol style="list-style-type: none"> 1. The participants in the reunion shown in the video want you to know that their experiences in the countryside were positive and memorable, and that they resulted in many lifelong friendships, and even one marriage. Chinese society continues to be influenced a great deal by Confucian philosophy. What are your impressions? Do you think that a similar program requiring young people to work for a period of time outdoors (if they can) could work here? For example, what would be the reaction if California called on high school kids to work clearing brush in fire-prone areas? 2. The entire street that is closed early for the farmer's market portrayed in the video is cleaned up and opened for traffic every day by 10 AM. What is your impression? Do you ever shop at farmer's markets? If so, how do they compare to this one? <p>CONTINUED ON NEXT PAGE</p>

Week	Due Date	Readings, Assignments
		<p>3. Please tell me the extent to which you (and our society generally) have been made aware of the details and development over the years of the Fukushima nuclear disaster were discussed in your schools. Do you think this has attracted the attention it deserves? Does it influence how you think about energy?</p> <p>In addition, Chapter 10:</p> <p>Page 692 questions 2, 6, 9: 692.2. What are SEZ's? Where would we find them in China? What is the significance of their location? 692.6. Why did China shift from a command economy to a market economy? 692.9. Under what four main principles do the SEZs operate?</p> <p>Page 721 questions 4, 5: 721.4. Does Japan have a high or low population growth rate? What problems arise from this situation? 721.5. How did Japan become an economic superpower after 1945?</p>
14	04/29/20	<p>Topic: Southeast Asia</p> <p>The United States has had a shared history with some of the nations of Southeast Asia that remains very fresh in the memories of many people. If you have family or friends with such memories, I suggest you ask about them and encourage them to talk about their experiences. I have heard some remarkable, inspiring stories. So while Southeast Asia is a region of incredible beauty and grace, this week I feel obliged once again to explore the dark side of human nature. In years past, I listed question 7 from page 770 in the homework, but I found that too many people seemed to have the idea that the 'killing fields' were localized and involved the deaths of only a few hundred people. While the US was not directly involved, it did lay the groundwork for war in Cambodia, by responding to incursions from North Vietnamese troops with a devastating bombing campaign. This episode was also a blot on the moral authority of China, which had supported the Khmer Rouge. Unfortunately, these events in Cambodia seem to have been largely forgotten. Therefore, I'd like you to watch the following documentary.</p> <p>Watch: Khmer Rouge Cambodian genocide(full documentary) https://youtu.be/3piVnjqJAU</p> <p>Homework 13:</p> <p>1. Describe in detail events in Cambodia between 1975 and 1979. Had you known about this before?</p> <p>Chapter 11:</p> <p>Page 730 question 4: 730.4. Which European countries have been the main colonizers and which countries did each colonize? How has the colonial experience influenced the realm?</p> <p>Page 766 questions 4, 7, 9 766.4. What type of economic activity has Singapore engaged in to gain wealth? 766.7. What environmental problems exist in Indonesia and Philippines? Which are natural? 766.9. What are the three main regions of the Philippines? Which region has the largest population?</p>

Week	Due Date	Readings, Assignments
15	05/06/20	<p>Topic: Oceania: Australia, New Zealand, and the Pacific</p> <p>Sorry to lump so much into one category, but we have limited time. California seems to have much in common with many of these places. The wildfires in Australia are certainly similar to what we have been experiencing. But to pick out something significant, I would ask you to consider the Great Barrier Reef.</p> <p>Watch: The Reef Pt 1: Is it too late to repair the Great Barrier Reef? [ABC News Australia] https://youtu.be/Rmkyj9qghGY</p> <p>Watch: The Reef Pt 2: Could farming changes help save the Great Barrier Reef? [ABC News Australia] https://youtu.be/ICKV22wDrBA</p> <p>Watch: The Reef Pt 3: Where do we need to invest to save the Great Barrier Reef? [ABC News Australia] https://youtu.be/NYtsIfmX9pk</p> <p>Homework 14:</p> <p>1. Based on these videos, discuss the situation with the Great Barrier Reef. Is it too late to repair it? What can be done? What is being done?</p> <p>Chapter 12:</p> <p>Page 783 questions 3, 4, 9 783.3. What are some of Australia’s main physical features? How are they developed for tourism? 783.4. What are the main climate types in Australia? How does climate relate to population? 783.9. What are Australia’s main exports? Who is their main trading partner?</p> <p>Page 793 questions 1, 2, 4, 9 793.1. What are the main physical features of the South Island and North Island of New Zealand? 793.2. How is the North Island different from the South Island in population and economic activities? 793.4. Who were the inhabitants of New Zealand before the colonial era? Where did they come from? 793.9. How has the economic situation in New Zealand changed over the past few decades?</p> <p>Chapter 13:</p> <p>Page 812 questions 1, 2, 5 812.1. What are the three main regions of islands in the Pacific? What island nations belong to each? 812.2. What are the traditional methods of making a living on the Pacific islands? 812.5. Name three major environmental concerns of these islands.</p>

Week	Due Date	Readings, Assignments
16	05/13/20	<p>Final evaluation:</p> <p>Plan out and describe a trip you would take through Central and South America, Africa, Asia, and/or Oceania. The trip must cover at least three of these regions. 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 in terms of your particular interests and career goals. Tell me precisely why each of the places visited is important to you. 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.</p>