

**San José State University
Department of Urban and Regional Planning
GEOG12: Global Geography, Sections 2 and 3**

Spring 2021



January 13, 2020

Course and Contact Information

Instructor:	Gary Pereira
Office Location:	Online only.
Telephone:	(510) 825-3506 (text please, at least initially)
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:	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 recent **Announcements**. Please check the Announcements at least once a week, particularly before submitting homework. Your grades may suffer if you repeatedly fail to address the questions that may have been 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 one pinned to the submission itself. Comments may be pinned to particular submissions by either the instructor or student. I will try to get to each submission within a week after its due date, although I may run late. Check your submission for any comments I may have left, regardless of whether you have received a grade, and address any pressing requests expressed there. If you would like to respond to a pinned comment, please do so with an independent message, 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 (with a little humor) my impression of some of the online educational technologies that we are often encouraged to use. If you look closely, you might notice something odd. The metal structure looming over the bench looks it might provide some sort of shade or shelter from rain, but in fact it does neither, at any time. Nevertheless, spikes are required to keep birds from perching on it and messing up the bench.



You might take the bench in the photo to represent the parts of Canvas that we will use: **Files, Announcements, and Assignments**, communicating as necessary via messaging. The stylish structure looming over the bench might be taken to represent my impression of some of the less helpful parts of Canvas, as well as many of the published textbooks and resources that students are often required to buy. For this course, I have found that a free textbook available online is sufficient to supplement some carefully chosen Internet sources, as well as some of my own material.

The subject matter should be what makes a course engaging, not its structure. Let's not mistake the finger pointing at the moon, for the moon itself. The characteristics of the finger are not important. It just points the way. That's part of my role, but I can also provide feedback when appropriate and follow current events and recent discoveries wherever they might lead in real time. In order to allow for that kind of flexibility, it's often better to have less formal structure and superfluous interaction. Nor should we rely on the overpriced products of publishing houses that jazz up and help push a particular pundit's point of view. I would prefer to have us sample freely from any number of qualified sources of information, analysis, and wisdom that exist throughout the world. Conforming to the changing protocols of educational and social media is not the goal of any of my courses. I hope to keep that stuff to a minimum.

Within the **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 to keep any information we exchange via either messages or homework (other than your pointing out one or more of my many potential typos and simple errors that I need to tell the rest of the class about) **completely private**. Nevertheless, you may share any such exchanges or documents with anyone at any time.

Within **Canvas messaging**, conversations cannot be easily ignored, misplaced, tampered with, or shared with others. There are no such assurances with email, which has as a result become a tool for manipulation, power, confusion, and disrespect, even by people in authority. That is why I would prefer not to use email in my role as educator. Canvas messaging is sufficient. Text my private number if you have an emergency. Being late with your homework is not an emergency.

Please read and view the material at the beginning of each **Assignment**, as well as any new **Announcements**, every week. These 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 a recent **Announcement** and you have not addressed it, this may be reflected in your grade. I am not obsessive about the quality of your writing, since you have a very limited amount of time each week to proofread, but I do appreciate good organization and reasoning. I am looking mostly to see that you have actually accessed and examined the material in question. If you are uncertain, make adjustments based on prior grades and comments. 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 complete attribution, by means of notes or references (a URL alone is not enough).

The university expects that each student put at least nine hours of work per week into each three-credit course. Your homework assignments and final paper will be evaluated and graded primarily on the degree to which this expectation has been met, based on my impressions of your work. The more detailed, organized, and thoughtful your responses are, relative to your classmates, the better your grades will be. 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 issues themselves. Further details are discussed below under Course Requirements and Assignments, in the Course Schedule, and in my introductory videos.

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.

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

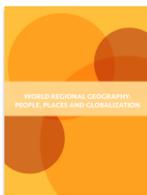
CLO4: discuss current events as they pertain to the Global Geography

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 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 to the author's channel. You might want to watch videos on a tablet 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. Each video listed in the schedule is preceded by either Watch or Examine:

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.

If you open YouTube videos in a separate browser, you will find that some of them contain 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. There are never ads on my own videos, and I get no monetary benefit from YouTube. I do not often provide tags, and I do often disable comments. In addition, embedded Canvas views are not counted as views by YouTube. As a result, most of my videos get few views. However, you may share my videos with anyone at any time. YouTube, along with most other social media, is becoming increasingly censorious, and this is a problem, but it remains the principle depository of educational videos.

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, ‘Pereira’, ‘geog12-2’ or ‘geog12-3’, and ‘Spring 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 one. It is also perfectly reasonable to be unsure about topics that you are just beginning to understand. The ability and willingness to openly express one’s own doubts and uncertainties is a virtue, if 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%	A
93% - 90%	A-
89% - 87%	B+
86% - 84%	B
83% - 80%	B-
79% - 77%	C+
76% - 74%	C
73% - 70%	C-
69% - 67%	D+
66% - 64%	D
63% - 60%	D-
below 60%	F

University Policies

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

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

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

About your instructor, Gary Pereira



I grew up in New Jersey, in an industrial city near NYC. I had various jobs thereabouts, from working in the downtown single-screen movie theater to working as an untrained technician at a now decommissioned nuclear power plant.

I began working professionally as a technician with an associates' degree in electronics engineering. For six years, I helped to build and maintain the data acquisition and instrument control system for Princeton University's huge experimental nuclear fusion reactor. I got to know graduate students and townies at the university and in downtown Princeton, which is absolutely soaked in history and greatness. After TFTR was completed, I went to work as a technician for Brooklyn College, where I also earned a master's degree in computer science. I had the opportunity to meet some of the giants in computer science and Artificial Intelligence, at both Brooklyn College and at the Graduate Center on 42nd Street in Manhattan. I met and married Cheri while in Brooklyn. We had a child and moved to Bethlehem, PA, where I worked and studied at Lehigh University for another few years, later at Lockheed Martin. We moved again to Minnesota, where I worked with a small federal agency in Chanhassen that uses remote sensing, GIS, and hydrological modeling to produce online data products (often involving snow cover) for the US weather services and hydrological agencies and industries. I earned a PhD in Geography at the University of Minnesota, where I met or studied under some of the most outstanding scholars in the field and researched methods of modeling and reducing fire spread in Amazonia. We finally moved again to the Bay Area, and I've been teaching at SJSU for about 18 years.

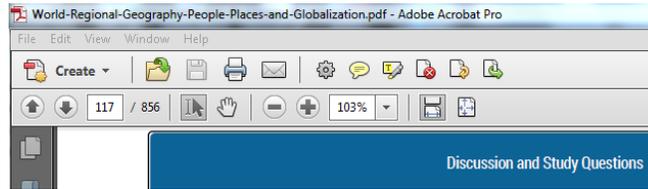
Why do I encourage you all to join professional organizations as students and participate in whatever online learning opportunities they offer? Why do I encourage you at the very least to put your best work online, within something that potential employers can access, like Portfolium? I can think of plenty of reasons, involving everything from the state of the world to my own lived experience. For example, while I was working as a technician at Lehigh University, I took all of the classes that were required for a PhD in Computer Science, but we moved to Minnesota before I could make much progress on a dissertation. Oh well. It didn't really matter. None of that learning was wasted. Since I was interested in pattern recognition, simulation, modeling, and visualization, as well as the natural sciences, I independently developed a software system using principles from pattern recognition, remote sensing, GIS, and AI 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. They had a GIS project within commuting distance of my home that might interest me. They gave me an interview, and they offered me a job as a systems engineer, which I accepted.

Shine a light.

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

Geog12-03, Geog12-03: Global Geography, Spring 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 #, geog12-02, Spring 2021.

Course Schedule

Week	Due Date	Readings, Assignments
1		<p>Topic: Urbanization</p> <p>If you haven't already done so, please Watch: General notes for my online classes [Gary Pereira] https://youtu.be/_AN8k0OgwI0</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, economic, and cultural forces influence their growth as well. Urbanization often co-occurs with the depopulation of the rural countryside. The following two videos present an extraordinary prediction of the location and size of the world's largest cities by 2030 and 2100. You will want to keep notes to address questions 1 and 2 below while watching these.</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 Greater Tokyo Area is currently the most populous metropolitan area in the world, with more than 37.393 million residents as of 2020. Compare that to the anticipated populations of the world's megacities in 2030 and 2100.</p> <p>A recent trend on YouTube has been the proliferation of high quality ‘walking around’ videos with little or no narration. I am personally quite fond of taking long walks in unfamiliar places, and these sorts of videos provide a partially satisfying substitute. A surprisingly realistic impression of the atmosphere of a place can be taken from them. They help to provide a sense of a place, and they are particularly helpful if you ever intend to actually visit. A great many of these sorts of videos have been posted from within Japan and Korea So let's take a look around a couple of neighborhoods in the world's most populous metro area, both before and after the pandemic hit.</p>

Week	Due Date	Readings, Assignments
	02/03/21	<p>Recorded before COVID-19: Examine: Night videowalk in Akihabara, Tokyo [Rambalac] https://youtu.be/2PqkuJMbHaw</p> <p>Recorded recently: Examine: Tokyo Harajuku and Omotesando night walk [Rambalac] https://youtu.be/pdCaVAPZLXM</p> <p>As instructor, I take no position on whether urbanization is a good thing for a nation or culture. There are many facets to this question. Keeping with Tokyo, consider the following:</p> <p>Watch: Japan's Country Towns Were Dying, Then COVID Happened [Vice Asia] https://youtu.be/csBr5pO_Gfk</p> <p>Homework 1:</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 have things changed since 2030? 3. 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 cities today? What sort of planning do you think will be necessary for such cities to be sustainable? 4. What is your impression of the streets of Tokyo? How does it appear to be different from (or similar to) large cities in the United States? I expect you to make several observations obvious and not so obvious that indicate you have watched portions of these videos carefully. I hope you take this opportunity to develop a realistically self-critical sense of our own culture, and to express this honestly. 5. What might be some of the reasons for choosing the rural life in a country like Japan?
2		<p>Topic: United States and Canada</p> <p>Americans have been accused of being preoccupied with ourselves, and in some sense this may be true, but it is also unfortunately true that many of us know very little about parts of the country that close family and friends haven't themselves experienced. Urban regions, particularly on the coasts, get lots of attention, but agricultural regions even in our own state are a mystery to many of us. Nevertheless, I won't overburden you this week. Many of us really do need to begin paying attention to the rest of the world.</p> <p>Spurred on partly by global events, I have begun introducing more experiences from my own life and those of others. We will look at the Cultural Revolution that took place 50 years ago in China, and I am likely to discuss China repeatedly in the Announcements. Although I have no connection to the Chinese government, the US/China relationship is something personal for me, as it is so for many, many others.</p>

Week	Due Date	Readings, Assignments
	02/10/21	<p>There are many people living in China whom I care about both personally and professionally, and people there also care about me. I want to be able to continue to visit them and their beautiful country, and. I want them to be able to visit, collaborate, and study in our beautiful country as well.</p> <p>Watch: The United States' Geographic Challenge [Stratfor] https://youtu.be/DUsVZ-gFOGA</p> <p>Watch: Canada's Geographic Challenge [Stratfor] https://youtu.be/TftLaHb1FvA</p> <p>The recent history of Detroit has become a cautionary tale regarding the uncertainties of urban health.</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>Homework 2:</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. <p>Textbook questions (see Required Texts/Readings above for instructions on downloading free textbook) are delineated as follows: [electronic page number] .[question number]:</p> <p>235.1. Where is the largest US megalopolis located? What region is it part of?</p> <p>235.3. What have been some of the traditional economic activities in the American South? How is this changing?</p> <p>235.9. Why does the desert region of the American Southwest continue to attract a growing population?</p>

Week	Due Date	Readings, Assignments
3		<p>Topic: Europe</p> <p>Let's go for a walk in Paris, Rome, and London.</p> <p>Examine: Paris evening walking tour [Silent Walker] https://youtu.be/G-v-UKEJ4E4</p> <p>Examine: Rome Night Walking Tour [Prowalk Tours] https://youtu.be/Gy6fDx9L-zk</p> <p>Examine either: Walking SOHO on a Saturday Evening London Reopens after Lockdown 2020 https://youtu.be/HGd7uKbaTKk</p> <p>or The Ultimate Central London Early Morning Walk [Watched Walker] https://youtu.be/CGslieDL-04</p> <p>Watch: Real Scenes: London [Resident Advisor] https://youtu.be/jN1XUBrwp5A</p> <p>Watch at least two of the following Stratfor videos:</p> <p>France's Geographic Challenge [Stratfor] https://youtu.be/iGYPQLOUKeI</p> <p>Germany's Geographic Challenge [Stratfor] https://youtu.be/oTPIzzcBPaA</p> <p>Italy's Geographic Challenge [Stratfor] https://youtu.be/nsbthExJoDo</p> <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>

Week	Due Date	Readings, Assignments
	02/17/21	<p>Homework 3:</p> <ol style="list-style-type: none"> 1. Describe your impression of the walking tours of two of the following: Paris, Rome, and/or London. How do they compare to Tokyo, or to comparable cities you may have experiences elsewhere? 2. Why do you think cities like London (and, although we didn't mention it last week, NYC) have become the locus of so much creative work, with the roots extending around the globe? 3. Describe the geographic challenges of any two of the following nations: France, Germany, Italy, Poland Romania, and Spain. 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>118.8. How does agricultural production vary with physical geography in Western Europe?</p> <p>118.9. What are the key factors that make Western Europe an economic core area of the world?</p>
4	02/24/21	<p>Topic: Russia and Ukraine</p> <p>Watch: Russia's Geographic Challenge [Stratfor] https://youtu.be/W6LlhNgsQoc</p> <p>Watch: Ukraine's Geographic Challenge [Stratfor] https://youtu.be/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. Hopefully, it provides some respite from the relentless shutdowns we are all enduring right now. Russian opera singers Anna Netrebko and Dmitri Hvorostovsky perform a popular Russian song. Tragically, Hvorostovsky died in 2017 from a brain tumor at the age of 55.</p> <p>Watch: Anna Netrebko, Dmitri Hvorostovsky - Moscow Nights [Music Video Vault] https://youtu.be/r3-z_KKsYhA</p> <p>Examine: Walking in Moscow 4K - Old Arbat Street [RussianPlus] https://youtu.be/aSyipwo0BzA</p> <p>Homework 4:</p> <ol style="list-style-type: none"> 1. Describe the geographic challenges of Russia. 2. Describe the geographic challenges of Ukraine.

Week	Due Date	Readings, Assignments
		<p>3. What is your impression of the pedestrian streets of Moscow as compared to comparable cities elsewhere?</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>
5	03/03/21	<p>Topic: Mexico and Central America</p> <p>Watch: Mexico's Geographic Challenge [Stratfor] https://youtu.be/lbmo9aO27L0</p> <p>Watch: Guatemala's Geographic Challenge [Stratfor] https://youtu.be/Dt8uBiL4LZg</p> <p>Watch: Honduras gang violence uproots thousands [Al Jazeera English] https://youtu.be/GHs57f2nEUw</p> <p>Homework 5:</p> <ol style="list-style-type: none"> 1. What are Mexico's principal geographic challenges? 2. Describe Guatemala's geographic challenges. 3. Why is gang violence such an apparently intractable problem in some Central American countries? Are the local and state governments, police forces, and judiciary of these nations at least partly responsible for this state of affairs? What do you think can or should be done, and by whom? I will evaluate your response as always on the depth of your reasoning, and not on the opinion you express. <p>Textbook questions:</p> <p>264.1. What are the main physical features of Mexico?</p> <p>264.2. How does the core-periphery spatial relationship apply to Mexico?</p> <p>264.10. How has the illegal drug trade affected Mexico?</p> <p>295.2. Which European countries were the main colonizers of the Caribbean?</p> <p>295.7. How is Haiti different from its neighbor, the Dominican Republic?</p>

Week	Due Date	Readings, Assignments
6	03/10/21	<p>Topic: South America</p> <p>Watch: Brazil's Geographic Challenge [Stratfor] https://youtu.be/d7i0yA_upx8</p> <p>Watch: Colombia's Geographic Challenge [Stratfor] https://youtu.be/8u4InrBnJ5Y</p> <p>Watch: Venezuela's Geographic Challenge [Stratfor] https://youtu.be/w-PDdggGJC4</p> <p>Examine: South America [Morten Rustad] 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>Watch: What If We Lost The Amazon Rainforest? [What If] https://youtu.be/pRZKGLIc9DA</p> <p>Homework 6:</p> <ol style="list-style-type: none"> 1. What are Brazil's principal geographic challenges? How has it attempting to addressed them? 2. Compare the geographic challenges of Colombia and Venezuela. 3. What is the actual value of the Amazon rainforest? What would happen (is happening) if we lost it? 4. Describe the four core problems facing São Paulo and what is being done about them. <p>Textbook questions:</p> <p>360.5. Why is Manaus such a core city for its region?</p> <p>360.6. What are the main causes of deforestation in the Amazon Basin? How can deforestation be reduced?</p> <p>373.1. What are the main physical regions of Argentina and Chile?</p> <p>373.7. What are the main attributes and contributions of the Pampas and Patagonia?</p> <p>373.10. How does Chile complement the agricultural production of the United States and Canada?</p>

Week	Due Date	Readings, Assignments
7	03/17/21	<p>Topic: Sub-Saharan Africa</p> <p>We'll be spending two weeks on sub-Saharan Africa. Please pay attention to Announcements regarding recent events or additional topics and questions.</p> <p>Watch: Nigeria's Geographic Challenge [Stratfor] https://youtu.be/irm2SWBRZWO</p> <p>Watch: Mozambique's Geographic Challenge [Stratfor] https://youtu.be/gjOX9hGEx7Y</p> <p>Watch: The Great Elephant Census https://youtu.be/imvehfydUpc</p> <p>Watch: Akashinga: The Brave Ones [National Geographic] https://youtu.be/WUYQS40I9mw</p> <p>Read the sections on Threats and Conservation: https://en.wikipedia.org/wiki/African_elephant</p> <p>Homework 7:</p> <ol style="list-style-type: none"> 1. Discuss the geographic challenges of Nigeria. 2. How do the geographic challenges of Mozambique differ from those of Nigeria? 3. Using the above and/or other reliable sources, describe current threats to the African Elephant and efforts underway to protect them. <p>Textbook questions:</p> <p>407.2. What is the difference between the formal and informal sectors of the economy?</p> <p>407.5. Approximately how many languages are spoken in Africa? How many are spoken in Nigeria alone?</p> <p>425.4. How do most of the people in West Africa make a living?</p> <p>425.5. What are blood diamonds? What two countries in West Africa have had civil wars based on them?</p> <p>425.8. What was the Pan-African concept, and how did it affect West Africa?</p>

Week	Due Date	Readings, Assignments
8	03/24/21	<p>Topic: Sub-Saharan Africa continued</p> <p>With 200 million people aged between 15 and 24, Africa has the largest population of young people in the world, and their numbers are expected to grow by 42.5 million between 2010 and 2020. Youth unemployment is a big problem in many African nations. Young adults account for 60% of all of Africa’s jobless, according to the World Bank. In North Africa, the youth unemployment rate is 25%, but it is even greater in Sub-Saharan nations like Botswana, the Republic of the Congo, Senegal, and South Africa, and others. In most African countries, youth unemployment “occurs at a rate more than twice that for adults,” notes the African Development Bank. We’ve already seen how several of the world’s largest cities will probably be in Africa by 2100. Let’s take a closer look at plans for Lagos, Nigeria.</p> <p>Watch: Building Africa's City in the Sea [The B1M] https://youtu.be/SGIeAm6NolQ</p> <p>Watch: Chad's Geographic Challenge [Stratfor] https://youtu.be/Kv-oixS6TsI</p> <p>Chad and other nations of the Sahel have many of the characteristics and challenges of both the sub-Saharan nations, and of the North African region that we will cover next week.</p> <p>Homework 8:</p> <ol style="list-style-type: none"> 1. Describe what is being done in Lagos, Nigeria in order to accommodate growth from an already whopping 13 million inhabitants to 88 million by 2100. 2. Describe Chad’s geographic challenges. <p>Textbook questions:</p> <p>445.1. What are the main physical geographic features in Central Africa?</p> <p>445.3. What caused the Rwandan civil war? Which two groups were in conflict?</p> <p>445.10. Which country in Central Africa has the highest standard of living and a stable government?</p> <p>464.4. How have Kenya and Tanzania attempted to preserve and protect the environment?</p> <p>464.5. Where is the Serengeti Plain? How does it bring national wealth to its home countries?</p> <p>482.1. What is threatening Madagascar’s biodiversity?</p>
9	03/31/21	<p>Recess</p>

Week	Due Date	Readings, Assignments
10	04/07/21	<p>Topic: North Africa and Southwest Asia</p> <p>This region, alternatively also termed the Near and Middle East, has been in focus globally for a number of reasons, many of them having to do with uprisings and conflict. But accounts of these conflicts often neglect to mention important environmental and economic contributors. In the years prior to the so-called ‘Arab Spring’, for example, food prices often doubled and tripled, In a region already racked with poverty, why shouldn’t adverse environmental conditions lead to economic despair and revolution?</p> <p>Watch: Water Crisis in the Middle East https://youtu.be/1FHksyApxmE</p> <p>Watch at least three of the following 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>Homework 9:</p> <ol style="list-style-type: none"> 1. What are some of the reasons for the water crisis in this region? About one minute into the video is a discussion of Syria. How could the mass migration within Syria to the cities as a result of drought prior to the Civil War helped to have brought about the horror we’ve seen there in recent years? 2. What are the principal geographic challenges of any three of the following nations: Saudi Arabia, Iran, Israel, Jordan? <p>Textbook questions:</p> <p>524.1. What is the name of the majority ethnic group that resides in the Maghreb? What is the main physical feature there?</p> <p>524.2. What have been the main ties between North Africa and European continent?</p> <p>542.9. Where was the “Paris of the Middle East”? What happened to the city in 1975?</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>

Week	Due Date	Readings, Assignments
11	04/14/21	<p>Topic: South Asia</p> <p>Watch at least three of the following Stratfor videos:</p> <p>Sri Lanka's Geographic Challenge [Stratfor] https://youtu.be/YOjKFT1yhF0</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>Watch: Climate Change in Bangladesh (2016 Documentary) https://youtu.be/99jkZ-6vvvE</p> <p>Watch: Waters of Paradise - Adapting to Climate Change in the Maldives [UNDP Climate] https://youtu.be/mKoppdJ6H4c</p> <p>Homework 10:</p> <ol style="list-style-type: none"> 1. Describe the principal geographic challenges of any three: Sri Lanka, India, Nepal, Pakistan. 2. Summarize the “Climate Change in Bangladesh” film and describe anything that you found to be most interesting or surprising. 3. Why would the country of the Maldives be concerned about climate change? What is being done there in an effort to keep life and society on the islands sustainable? <p>Textbook questions:</p> <p>614.2. What are the three major rivers of South Asia? Where do they start and what bodies of water do they flow into? Why have these river basins been such an important part of the early civilizations of the realm and why are they core population areas today?</p> <p>614.3. Why does the monsoon usually arrive in late May or early June? What is the main precipitation pattern that accompanies the monsoon? Why is the monsoon a major source of support for South Asia's large population?</p> <p>627.6. Explain Bhutan's guiding philosophy regarding development.</p> <p>627.7. Why is Nepal experiencing environmental degradation?</p> <p>660.2. What are the three main language families in India? What is the lingua franca?</p>

Week	Due Date	Readings, Assignments
12	04/21/21	<p>Topic: East Asia</p> <p>Watch: China's Geographic Challenge [Stratfor] https://youtu.be/H8uWoBtCkg8</p> <p>If you are interested in economic globalization, you should familiarize yourself with China's 'Belt and Road Initiative'.</p> <p>Watch: China's Belt and Road initiative [CaspianReport] https://youtu.be/mOmEFOaWjI8</p> <p>Watch: A Brief History of Taiwan [famous videos] https://youtu.be/jyTdwuGEq54</p> <p>Watch: Japan's Geographic Challenge [Stratfor] https://youtu.be/BhSeQxdJw1w</p> <p>Watch: Understanding the accident of Fukushima Daiichi https://youtu.be/YBNFvZ6Vr2U</p> <p>Watch: Fukushima's ghost towns https://youtu.be/xKfnsYzQWjw</p> <p>Watch: North Korea's Geographic Challenge [Stratfor] https://youtu.be/85rvUc6SP0E</p> <p>Watch: Why are K-pop stars committing suicide? [TRT World] https://youtu.be/rY4EkvhmJrY</p> <p>Optional: Walking around Itaewon on a Friday Night, Seoul, Korea [WalkScapes] https://youtu.be/YsFQaZpqCXI</p> <p>Optional: Walking in Gangnam on Friday Evening Seoul Korea [Seoul Walker] https://youtu.be/lqj7l0Xk0Ho</p> <p>I was fortunate enough recently to have been a few feet away from China/North Korea border, at one of the most beautiful places on Earth. There were no guards or soldiers in sight.</p> <p>Not required viewing: 1442 Steps to Heaven Lake [Gary Pereira] https://youtu.be/TsnoFuC4zrw</p> <p>Changbaishan, or Changbai Mountain (in Chinese), is a massive volcano with a magnificent crater lake. The China/DPRK border runs right through the lake. This is a holy site in Korean mythology. Kim Jong Un and his forefathers have visited the lake several times. So have several Chinese leaders. The North Korean people do not seem to have such access, but, many South Koreans who travel to China continue to visit this place from Chinese access points.</p>

Week	Due Date	Readings, Assignments
		<p>Homework 11:</p> <ol style="list-style-type: none"> 1. Discuss China’s principal geographic challenges. How might its Belt and Road initiative improve its position economically? 2. What are North Korea’s principal geographic challenges? 3. What are Japan’s principal geographic challenges? 4. What happened at Fukushima? What is the current state of things there? 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. Was it discussed in school? Do you think this has attracted the attention it deserves? Do you think it might influence how you think about energy? 5. What nations, in what rough order throughout time, have had possession or expressed claims over Taiwan? What role has the island played in 20th century Chinese and Japanese history? Elaborate. 6. What is going on with the K-pop entertainment industry? 7. Give me your impression of the streets of Seoul. How does it compare with Tokyo? <p>Textbook questions:</p> <p>732.4. Does Japan have a high or low population growth rate? What problems arise from this situation?</p> <p>732.7. How did South Korea develop such a robust economy with such a small physical area?</p> <p>732.10. Explain how the concept of regional complementarity applies to the two Koreas.</p>
13		<p>Topic: The Great Proletarian Cultural Revolution</p> <p>Please read this in its entirety. You are encouraged to read the indicated Wikipedia entries and other sources in responding to homework questions.</p> <p>This week we will take a break from our world tour to examine more closely events that occurred at a time and place seemingly distant from our own, but also similar in some ways. As I mentioned in week 2, I am troubled by the changes taking place on the world stage regarding the US and China. At a time when we have so many global challenges, it would be good to learn from one another’s successes and failures over time. In my small way, that is what I am trying to do here.</p> <p>The Great Proletarian Cultural Revolution was catalyzed by fundamental disagreements within the central government regarding the very nature of socialist revolution. The seriousness of this central drama can be seen in the fact that over the course of the Cultural Revolution the President of the People’s Republic, Liu Shaoqi, was imprisoned, beaten, and denounced as a traitor, finally dying from abuse.</p> <p>The Cultural Revolution can be said to have begun within the elite universities and high schools near centers of governmental authority in Beijing and Shanghai. The Red Guards movement arose among students and staff of Beijing and Tsinghua Universities in response to the Chairman’s call for a re-expression of the socialist revolution. The tactics and goals of Red Guards were initially embraced by the</p>

Week	Due Date	Readings, Assignments
		<p>CPC, which provided free transportation to a series of mass rallies in Beijing, where the Chairman himself reviewed the students. Whether someone was admitted into a Red Guards unit depended on one's attitude and family background. But everyone could wear the military fashion, attend rallies, and thus join in the revolutionary spirit.</p> <p>The most radical of the Red Guards were upwardly mobile, status conscious university and high school students near centers of political power. The Chairman had called for young people to challenge older cadres who, in his opinion, had become soft and may have betrayed the revolution. The Red Guards responded to that call. Many of these students saw their participation as an opportunity for rapid career advancement, with the apparent approval of the highest authorities in the land.</p> <p>Red Guards attacked first and most brutally anyone against whom they may have held a grudge: teachers who had not given them top grades, for example. Red Guards almost always attacked in groups by detaining, humiliating, and beating or otherwise torturing their victims. Few of these Red Guards stood out as undisputed leaders. This was conditional on properly interpreting and anticipating the Chairman's thoughts, which were nearly always open to interpretation. Once it all had ended, very few of these criminals wanted to be known as former Red Guards, particularly if they had participated in the commission of murder and other serious crimes that were punishable by death.</p> <p>During the Cultural Revolution, statues, sculptures, books and works of art that represented anything old or foreign were defaced and destroyed throughout China by gangs of Red Guards. Even the Confucius family graveyard was ransacked. Anyone who created, owned, protected, or openly appreciated anything deemed unacceptable was likely to be detained, questioned, punched, slapped, yelled at, humiliated ... and often much more. It seems not to have occurred to anyone that Marx and Lenin also represented old, foreign ideas.</p> <p>Women were prominent among the leaders of the movement (e.g., Nie Yuanzi and Jiang Qing). Women were prominent in its philosophical and artistic expression (see for example <i>Red Detachment of Women</i>), and many young women joined their male peers in participating in mass rallies and struggle sessions.</p> <p>To a greater extent than had ever occurred at this scale, everyone was being judged in relation to where one fell along the Red /Black class divide, which was often determined unambiguously at birth. Different factions disagreed about the proper interpretation of the Chairman's thoughts, and they battled one another like gangs, with increasingly deadly results. In some cases, weapons had been commandeered from the PLA, and gunfire could be routinely heard in the streets: something very unusual in a nation without civilian gun ownership. With reports of violence and atrocities, CPC support for the Red Guards eventually ended. The PLA left their barracks and asserted control of the streets. Red Guards abandoned their weapons and melted away.</p> <p>Civil and military authority throughout the nation was disrupted or destroyed in a relatively short period of time. It took another eight years after the imposition of martial law for the full restoration of legitimate authority to occur and for the official rehabilitation of the movement's victims to begin taking place.</p> <p>Younger high school students in smaller cities and towns throughout most of the nation knew nothing about the violence that was taking place at the heart of the Cultural Revolution. They were inspired by its idealism and by the optimistic future it portrayed. Many of these younger people made their way to Beijing's summer rallies. The youngsters were not as radicalized as the ambitious, upwardly mobile Red Guards who had taken over Tsinghua and Beijing Universities. For the most part, they were just innocent kids who did not participate in the atrocities that were taking place. These younger students would participate in the Down to the Countryside Movement, often spending years working alongside local</p>

Week	Due Date	Readings, Assignments
		<p>peasants, far from their parents, and away from the trouble taking place elsewhere.</p> <p>Some common acronyms:</p> <p>PRC: People’s Republic of China CPC: Communist Party of China (also referred to as CCP) PLA: People’s Liberation Army (China’s armed forces)</p> <p>Political origins</p> <p>The Great Proletarian Cultural Revolution was a sociopolitical movement in China from 1966 until 1976. Launched by Mao Zedong, the Chairman of the CPC, its stated goal was to purge remnants of capitalist and traditional elements from Chinese society, and to re-impose Mao Zedong Thought as the dominant ideology. The Cultural Revolution marked Mao's return to power after the failure of the Great Leap Forward, which had coincided with the forced export of grains and materials to the Soviet Union and approximately 30 million deaths in the Great Chinese Famine.</p> <p>Several things had to come together for this movement to have taken over the nation the way it did. Some of these forces were bottom-up, coming from the students and staff of elite high schools and universities. Much of it also had to do with the struggle for political power at the highest levels of government, which had to decide which direction the nation would go culturally, economically, and politically. Although the results were often evil, much of the energy and idealism of the Cultural Revolution came from innocent patriotism and from youthful exuberance. Keep one thing in mind: these young people had been born into a nation that was less than 20 years old at the time.</p> <p>Watch: The Cultural Revolution (1966) [Daniel Guiney] https://youtu.be/XXJ2rQPMkBA</p> <p>General reference: Cultural Revolution https://en.wikipedia.org/wiki/Cultural_Revolution</p> <p>The schools</p> <p>General reference: The Red Guards https://en.wikipedia.org/wiki/Red_Guards</p> <p>The Red Guards were a mass student-led paramilitary social movement that began in Beijing. Specifically, it began within two neighboring universities, the most prestigious in China: Tsinghua University and Peking University.</p> <p>General reference: (in Files): Wang_Youqin.pdf From <i>Student Attacks Against Teachers: The Revolution of 1966</i>, by Wang Youqin:</p> <p>“When interviewing teachers, I asked what their reaction was to the beatings at that time. In fact, all of them silently endured the brutality and cruelty. Guo Shengming, a history professor at Huadong Teachers University, said that when he was dragged away from his home and paraded on campus with a high hat and without shoes, he thought all those actions nonsensical and tried not to take them seriously. His Taoist philosophy helped him to bear all insults. Guo was not the only teacher who, in order to protect himself psychologically, deceived himself into believing that the violence was just an absurd farce.”</p>

Week	Due Date	Readings, Assignments
		<p>“No one took action to protest the brutality or criticize the violence in public. This was not because the teachers were all cowards but because such protest was impossible. There were three obvious reasons: (1) the police had received an order to ignore the student violence; none would help those who were mistreated; (2) the violent students were members of the Red Guard organization which was supported by the authorities, while the teachers were isolated individuals; and (3) any personal resistance could bring serious revenge and cause more deaths.”</p> <p>From: <i>China’s Great Terror</i>, by Jonathan Spence, New York Review of Books, September 21, 2006: https://www.chinafile.com/library/nyrb-china-archive/chinas-great-terror</p> <p>“Why were so many of the early radical activists so young, in many cases just middle school or even primary students, and why were girls often prominent in the violence? The answer... is that these younger students were mainly from highly privileged elite Party families; they lived in the same compounds, and were tightly bonded together through work and leisure activities. In this closed setting, sheltered from the real worlds of farm and factory, girls were under intense pressure to appear as revolutionary as boys.”</p> <p>The military</p> <p>In August 1966, Marshall Lin Biao publicly called for ‘three-month turmoil’ within the PLA, and on October 6 Lin's Central Military Commission issued an urgent instruction that all military academies and institutes were to dismiss their classes and allow their students to become fully involved in the Cultural Revolution. Lin continued to support the Red Guards until May 1967, when Mao accepted Zhou’s appeals to moderate their radical activity through military intervention. Lin eventually moderated some of the most radical activity within the PLA, and he later used the army to put an end to the fighting between Red Guard factions in the cities.</p> <p>From 1967 to 1969, 80,000 officers were purge by Red Guards. Over 1000 died from torture, starvation, or execution. Research programs were cancelled and the number of military academies across China shrank by two-thirds. Many defensive fortifications were destroyed, and regular training within the PLA ceased.</p> <p>Eliminating the past</p> <p>General reference: Four Olds https://en.wikipedia.org/wiki/Four_Olds</p> <p>Watch: 1960s China Cultural Revolution, Propaganda Film [thekinolibrary] https://youtu.be/yKg97b5j7mU</p> <p>The Four Olds were: Old Customs, Old Culture, Old Habits, and Old Ideas. Calls to destroy the Four Olds usually did not appear in isolation, but were contrasted with the hope of building the Four News (new customs, new culture, new habits, new ideas).</p> <p>“The first things to change were the names of streets and stores: ‘Blue Sky Clothes Store’ to ‘Defending Mao Zedong Clothes Store’, ‘Cai E Road’ to ‘Red Guard Road’, and so forth. Many people also changed their given names to revolutionary slogans, such as ‘Determined Red’ or ‘Following the Revolution’.”</p> <p>“Red Guards broke into homes... and destroyed paintings, books, and furniture; all were items that they viewed as part of the Four Olds. Many families’ long-kept genealogy books were burned to ashes. The</p>

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

Week	Due Date	Readings, Assignments
		<p>character poster' on May 25, 1966 criticizing the university leadership. Mao Zedong ordered the poster to be read on the Central People's Broadcasting Station and published in the People's Daily, accompanied by official commentaries. Nie's poster is considered to have been the opening shot of the Cultural Revolution. Mao's approval encouraged further attacks on authorities and inspired students at other universities to write posters, most of which expressed support for Nie's "revolutionary action". She controlled revolutionary activities at Peking University, protected by her celebrity status. She became widely known as one of the top five leaders of Red Guards in the capital. However, after Red Guard activity was suppressed, things changed for Nie. Along with many millions of other young people, she was sent to work in the countryside. In December 1969, she was sent to labor at Peking University's farm. In 1971, she was subjected to examination, and her movements were restricted. In 1973, she was sent to work in the Xinhua Printing House, where she lived, ate and slept in the factory. She moved to a factory that made apparatuses for Peking University in 1975. She went from being a pampered student who idealized working people of low status to becoming one, herself. This was not an unusual trajectory for young people at the time. In 1978, after the end of the Cultural Revolution, Nie was sent to prison. She was convicted of counterrevolutionary activities and defamation in 1983. Sentenced to 17 years in prison, she was paroled in 1986. She lived to be 98.</p> <p>Jiang Qing https://en.wikipedia.org/wiki/Jiang_Qing</p> <p>Jiang Qing was Mao's third wife (his first, an arranged marriage, had been annulled, and his second, the love of his life, had been killed in the revolutionary struggle). She had been a Shanghai actress before joining Mao in Yan'an. During the Cultural Revolution, she was responsible for commissioning the revolutionary operas and ballets that defined on a cultural level what the revolution was all about, suppressing or transforming traditional or 'bourgeois' forms of art into something modern and thoroughly socialist. The following quote is attributed to her; it reflects the general sentiment of the time: "If good people beat bad people, it serves them right; if bad people beat good people, the good people achieve glory; if good people beat good people, it is a misunderstanding. Without beatings, you do not get acquainted. Once acquainted, you no longer need to beat them."</p> <p>Prominent victims</p> <p>Liu Shaoqi https://en.wikipedia.org/wiki/Liu_Shaoqi</p> <p>Liu was President of the People's Republic of China. Although the CPC Chairman held far more power, Liu remained China's titular head of state from 1959 to 1968. During this time, he implemented policies of economic reconstruction while reinforcing the authority of the CPC. For 15 years, President Liu was the third most powerful man in China, behind only Chairman Mao and Premier Zhou. Originally groomed as Mao's successor, Liu antagonized him in the early 1960s. From 1966 onward, he was criticized and purged. After his arrest in 1967, Liu was beaten regularly at public denunciation meetings by Red Guards. He was denied medicine for his diabetes and for the pneumonia he developed while in custody. At the Ninth Party Congress in 1969, Liu was formally denounced as a traitor and an enemy agent. He died soon afterward.</p> <p>Lao She https://en.wikipedia.org/wiki/Lao_She</p> <p>Lao She was a Chinese novelist and dramatist and one of the most significant figures of 20th-century Chinese literature. Condemned as a counterrevolutionary, he was paraded by the Red Guards through the</p>

Week	Due Date	Readings, Assignments
		<p>streets and beaten publicly at the door steps of the Temple of Confucius in Beijing. This abuse left him greatly humiliated and depressed, and he committed suicide by drowning himself in Beijing's Taiping Lake on 24 August 1966.</p> <p>Fu Lei https://en.wikipedia.org/wiki/Fu_Lei</p> <p>Fu Lei was China's most respected translator of French literature. In 1958, he was labelled a rightist. In 1966, at the beginning of the Cultural Revolution, he and his wife Zhu Meifu committed suicide. His letters to their son, the pianist Fou Ts'ong, were published in 1981. <i>Fu Lei's Family Letters</i> later became a long-standing best-seller in China.</p> <p>Yao Tongbin https://en.wikipedia.org/wiki/Yao_Tongbin</p> <p>Yao Tongbin was one of China's foremost missile engineers. Two rival political factions in the ministry where he worked battled each other for control, and Yao was beaten to death on June 8, 1968. After this loss, Zhou Enlai ordered special protection for key technical experts</p> <p>Zhao Jiuzhang https://en.wikipedia.org/wiki/Zhao_Jiuzhang</p> <p>Zhao Jiuzhang was a Chinese meteorologist and physicist. He was a pioneer of Chinese space technology and is considered to be a founding father of China's satellite program. He was persecuted by the Red Guards and committed suicide in October 1968.</p> <p>The Arts</p> <p>The early period of ideological fervor was both reflected in and stimulated by the popular arts in China. Nevertheless, traditional or unapproved forms of the arts and humanities suffered tremendously, as evidenced by the murder and suicide of so many creative souls and the destruction of so many priceless works. The 'four olds' were attacked everywhere. You can still see evidence of this destruction in museums and at cultural sites throughout China, where the faces of ancient Buddha sculptures for example had been meticulously chiseled off.</p> <p>Most of China's cultural heritage was spared, often due to the remoteness of such sites, but also because local people protected them and kept them hidden when possible. Here is a video of mine from a site that was indeed deliberately protected from the Red Guards. It is located deep in the mountainous outskirts of Chongqing and is now a World Heritage Site. You can imagine how easy it would have been for someone to have damaged these fragile works.</p> <p>Dazu Rock Carvings [Gary Pereira] https://youtu.be/Vf_tXF9y8o</p> <p>The Cultural Revolution coincided with the widespread dissemination of popular culture in China through inexpensive radios, movies, and TV. Popular songs from movies were broadcast over the radio and memorized by many millions of young people. There was an atmosphere of hopefulness and of pent-up energy that was reflected in the arts. In some ways, it seems to have been similar to postwar US prior to the Kennedy assassination, with Chinese characteristics, of course.</p>

Week	Due Date	Readings, Assignments
		<p>Now, I will ask you to watch portions of a ballet that represented (along with several other revolutionary ballets and operas) the officially sanctioned performing arts of the time. These works were commissioned and chosen by Jiang Qing (see above), herself a former actress, to represent the spirit, background, and beliefs of the Cultural Revolution.</p> <p>General reference: Revolutionary opera https://en.wikipedia.org/wiki/Revolutionary_opera</p> <p>General reference: <i>Red Detachment of Women</i> https://en.wikipedia.org/wiki/Red_Detachment_of_Women_(ballet)</p> <p>Watch: Highlights from <i>Red Detachment of Women</i> https://youtu.be/vWoE6Wu_AJI</p> <p>Documented atrocities (See also Wang_Youqin.pdf)</p> <p>These atrocities were real, although they were (and largely remain) hidden from the Chinese people.</p> <p>General reference: Red August https://en.wikipedia.org/wiki/Red_August</p> <p>Daxing Massacre https://en.wikipedia.org/wiki/Daxing_Massacre</p> <p>Guangxi Massacre https://en.wikipedia.org/wiki/Guangxi_Massacre</p> <p>Guangdong Cultural Revolution Massacre https://en.wikipedia.org/wiki/Guangdong_Cultural_Revolution_Massacre</p> <p>Shadian incident https://en.wikipedia.org/wiki/Shadian_incident</p> <p>Inner Mongolia incident https://en.wikipedia.org/wiki/Inner_Mongolia_incident</p> <p>Zhao Jianmin Spy Case https://en.wikipedia.org/wiki/Zhao_Jianmin_Spy_Case</p> <p>Daoxian massacre https://en.wikipedia.org/wiki/Daoxian_massacre</p> <p>Shaoyang County Massacre https://en.wikipedia.org/wiki/Shaoyang_County_Massacre</p> <p>Sent-down youth</p> <p>By 1967 to 1968, as different student factions began to battle one another in the cities with guns that had been commandeered from the military, the leadership in Beijing realized that something had to be done quickly to lower the temperature and cut down on the violence.</p> <p>China's farms were largely unmechanized and recovering from drought and collectivization. The decision was made to send tens of millions of young people out into the countryside to help with the work and to learn from the farmers and laborers. Although the purpose of this program was not to punish, it occurred at the height of the Cultural Revolution's obsession with everyone's background. Generally, the more Red your background happened to be, the fewer years you were asked to put in as a farm laborer. There were of course abuses, but for many this experience and the 'Down to the Countryside Movement' were</p>

Week	Due Date	Readings, Assignments
	04/28/21	<p>seen and continue to be remembered as beneficial. Please make sure to read my discussion and examine the video of a recent reunion.</p> <p>.</p> <p>General reference: Down to the Countryside Movement https://en.wikipedia.org/wiki/Down_to_the_Countryside_Movement</p> <p>General reference: Sent-down youth https://en.wikipedia.org/wiki/Sent-down_youth</p> <p>Watch: 1960s China, Students Leave City to Help on Commune Farms [thekinolibrary] https://youtu.be/t4Dpo_a-Bg</p> <p>Read: <i>Sent-down youth 50 year reunion.pdf</i> (available in Files). This pdf file contains an explanation of the following video.</p> <p>Examine: Down to the Countryside: a fifty year reunion [Gary Pereira] https://youtu.be/d1nywzYowi</p> <p>Afterward</p> <p>The Cultural Revolution was brought under partial control when the Red Army reasserted control over the cities. Nevertheless, the education system and economy of China continued to suffer from leftist abuse and neglect for several years, until the movement was finally declared over after the death of Mao and the arrest of the Gang of Four.</p> <p>The Boluan Fanzheng program, initiated by Deng Xiao-ping, gradually dismantled the Maoist policies associated with the Cultural Revolution, rehabilitated millions of victims who were persecuted during the Revolution, initiated various sociopolitical reforms, and brought the country back to order in a systematic way. Nevertheless, calls for freedom and democracy would not be honored, as evidenced later by the events of the Spring of 1989.</p> <p>The Cultural Revolution is officially regarded as a "severe setback" for the PRC. ("Resolution on Certain Questions in the History of Our Party Since the Founding of the People's Republic of China," Adopted by the Sixth Plenary Session of the Eleventh Central Committee of the Communist Party of China on June 27, 1981). In 1996, the local government of Shantou, Guangdong decided to erect the first Cultural Revolution museum in mainland China, which was opened to the public in 2005. However, the museum was forced to close in 2016 after Xi Jinping came to power.</p> <p>Homework 12:</p> <ol style="list-style-type: none"> At about minute 3 into the first video <i>The Cultural Revolution (1966)</i>, an actor says: "As artists, we were engineers of human souls. [We] had a serious responsibility to reeducate people." Do you think that artists in China at the time had such responsibilities? How about now? How about here? Do you think public servants, scientists, business people, educators, etc. should be expected to engage in political education or social engineering? Should they do so in China? Should they do so here? Should they align with current orthodoxy? Should they be allowed or encouraged to differ from current orthodoxy? Should they participate in such activities even if they would rather not? Are there any drawbacks? 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 above. Wikipedia entries and sources they link to will be

Week	Due Date	Readings, Assignments
		<p>helpful in addressing this question.</p> <p>3. After having read <i>Sent-down youth 50 year reunion.pdf</i> (available in Files) and watching the “Down to the Countryside: a fifty year reunion” video, what are your impressions? I want you to remember that all of the participants in this particular group remember their experiences in the countryside as positive and memorable, resulting in many lifelong friendships and even one marriage. Do you think that a similar program asking 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 students to work clearing brush in fire-prone areas?</p>
14		<p>Topic: Southeast Asia</p> <p>Watch any three of the following Stratfor videos for question 1:</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>Myanmar's Geographic Challenge [Stratfor] https://youtu.be/Ito-3kZjpAY</p> <p>Thailand's Geographic Challenge [Stratfor] https://youtu.be/NPbov3zeivA</p> <p>Malaysia's Geographic Challenge [Stratfor] https://youtu.be/rHI1f9DQbIg</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: Thailand's youth rebellion and the monarchy [BBC News] https://youtu.be/v7VF55cyDUc</p> <p>Examine: Walking in Hanoi - Hồng Hà - Phúc Tân [keezi walks] https://youtu.be/gooXjxhk65U</p> <p>Examine: Walking in Hồ Chí Minh City (Saigon) https://youtu.be/cE1N52uyuM</p> <p>Examine: Virtual Walking Tour through Culture Center of Ubud, Bali, Indonesia [4K Urban Life] https://youtu.be/5p5FoQR8wTM</p>

Week	Due Date	Readings, Assignments
	05/05/21	<p>Homework 13:</p> <ol style="list-style-type: none"> 1. Discuss the principal geographic challenges of any three of the following nations: Philippines, Indonesia, Vietnam, Myanmar, Thailand, and Malaysia. 2. Discuss the Battle of Manila. 3. Why have there recently been protests in Thailand? 4. What are your impressions of the streets of Hanoi and Saigon? Any noticeable differences between them? Or: what is your impression of Bali, Indonesia? <p>Textbook questions:</p> <p>758.2. What are the two main core areas of Vietnam? Which river is associated with each city?</p> <p>758.4. What river flows through parts of Laos? What is the main economic activity in Laos?</p> <p>758.5. What geographic aspect isolates the country of Laos and restricts its globalization efforts?</p> <p>779.3. What cultural and ethnic issues does Malaysia need to address?</p> <p>779.4. What type of economic activity has Singapore engaged in to gain wealth?</p> <p>779.9. What are the three main regions of the Philippines? Which region has the largest population?</p>
15	05/12/21	<p>Topic: Oceania: Australia, New Zealand, and the Pacific</p> <p>Watch: Australia's Geographic Challenge [Stratfor] https://youtu.be/quNdaS895gE</p> <p>Watch: The Reef Pt 1: Is it too late to repair the Great Barrier Reef? [ABC News Australia] https://youtu.be/Rmkyj9qghGY</p> <p>Watch: The Reef Pt 2: Could farming changes help save the Great Barrier Reef? [ABC News Australia] https://youtu.be/ICKV22wDrBA</p> <p>Watch: The Reef Pt 3: Where do we need to invest to save the Great Barrier Reef? [ABC News Australia] https://youtu.be/NYtsIfmX9pk</p> <p>Homework 14:</p> <ol style="list-style-type: none"> 1. Describe Australia's geographic challenge. 1. Based on these videos, discuss the situation with the Great Barrier Reef. Is it too late to repair it? What

Week	Due Date	Readings, Assignments
		<p>can be done? What is being done?</p> <p>Textbook questions:</p> <p>797.3. What are some of Australia’s main physical features? How are they developed for tourism?</p> <p>797.4. What are the main climate types in Australia? How does climate relate to population?</p> <p>797.9. What are Australia’s main exports? Who is their main trading partner?</p> <p>808.1. What are the main physical features of the South Island and North Island of New Zealand?</p> <p>808.2. How is the North Island different from the South Island in population and economic activities?</p> <p>808.4. Who were the inhabitants of New Zealand before the colonial era? Where did they come from?</p> <p>808.9. How has the economic situation in New Zealand changed over the past few decades?</p> <p>826.1. What are the three main regions of islands in the Pacific? What island nations belong to each?</p> <p>826.2. What are the traditional methods of making a living on the Pacific islands?</p> <p>826.5. Name three major environmental concerns of these islands.</p>
16	05/19/21	<p>Final Evaluation:</p> <p>Choose either Option 1 or Option 2 and write a thoughtful term paper on some aspect of that topic. The paper should begin with an introduction to the topic, and a conclusion, but it need not be comprehensive. Provide at least four citations. It doesn’t matter what format you use, so long as you are consistent. I suggest that you choose a serious topic that is aligned with your interests or career plans. The resulting paper’s text should be at least four pages long, easily more. Use the same font and spacing as for the homework, please. You may also include graphics and extended quotations, if you provide citations. I encourage you to produce some of your own graphics if you are so inclined. You will find these to be useful if you upload your work to Portfolium. There is no upper limit to the length of the paper, but please don’t lengthen it with unnecessary repetition. I expect all of you to produce a paper that you can publish online without further editing.</p> <p>Option 1: Write an essay on some aspect of the COVID-19 epidemic that intersects with global travel, global health, or wildlife. I do not want a general essay on the pandemic itself. You might want to look through some of the following videos first to get some ideas.</p> <p>Option 2: Write an essay on regional vulnerabilities to climate change and climate refugees. Again, you might want to look through some of the videos further below, to get some ideas.</p> <p>Option 1: the following videos and essays may be helpful</p> <p>How Pandemics Spread [TED-Ed] https://youtu.be/UG8YbNbdaco</p>

Week	Due Date	Readings, Assignments
		<p>Spatial Epidemiology & Geography of Disease [The Great Courses Plus] https://youtu.be/-T4VUZmohAo</p> <p>Viral Intelligence: What Is Coronavirus? [The Great Courses Plus] https://youtu.be/P2AueO_pcAU</p> <p>Introduction to Infectious Diseases: Travel, War, and Natural Disasters [The Great Courses Plus] https://youtu.be/sghMinCXX4Y</p> <p>Why are outbreaks of infectious diseases on the rise? [DW News] https://youtu.be/4J1AqK0ayTE</p> <p>How we conquered the deadly smallpox virus [TED-Ed] https://youtu.be/yqUFy-t4MIQ</p> <p>COVID-19: Where It Starts and Stops [Wildlife Conservation Society] https://youtu.be/_D_6a56zI_U</p> <p>How wildlife trade is linked to coronavirus [Vox] https://youtu.be/TPpoJGYIW54</p> <p>Covid 19 is causing a conservation crisis. Endangered species at risk [Evening Standard] https://youtu.be/CGJ9X2MGzxw</p> <p>How deforestation helps deadly viruses jump from animals to humans https://theconversation.com/how-deforestation-helps-deadly-viruses-jump-from-animals-to-humans-139645</p> <p>How Climate Change Is Contributing to Skyrocketing Rates of Infectious Disease [ProPublica] https://www.propublica.org/article/climate-infectious-diseases</p> <p>Option 2: the following videos may be helpful</p> <p>Climate Refugees: Nations under threat [CBS News] https://youtu.be/4MXoUbsswHY</p> <p>Examine: Fleeing climate change — the real environmental disaster [DW Documentary] https://youtu.be/cl4Uv9_7KJE</p> <p>Here’s an interesting report from Elizabeth White of the University of San Francisco’s Geospatial Analysis Lab:</p> <p>Examine: Watch: Exploring the relationship between Climate Change and Human Migration in Africa [USFGsAL] https://youtu.be/HtUw_jvv3GU</p> <p>Examine: Climate Change: Rising Sea Levels + Coastal Megacities = Forced Migration [Big Think] https://youtu.be/s4UgekcYg2o</p>

Week	Due Date	Readings, Assignments
		<p>(The transcript of Dr. Khanna’s talk is available in the notes below the video if you open it in a separate browser.)</p> <p>Examine: Climate change and migration: How do they connect? [DIENewsflash] https://youtu.be/t5SygtZCFzo</p> <p>Examine: Climate Change Impacts in Bangladesh [World Bank] https://youtu.be/V3IL6Y1TDHo</p> <p>Examine: Climate refugees in Bangladesh [DW Documentary] https://youtu.be/co5uywe-1Z8</p> <p>Examine: Changing Climate, Moving People: A film on climate stress related migration [TERI] https://youtu.be/NjYR3LohMM0</p>