

**San José State University
Department of Urban and Regional Planning
GEOG 12: Global Geography, Sections 2 and 3**

Spring 2022



January 13, 2020

Course and Contact Information

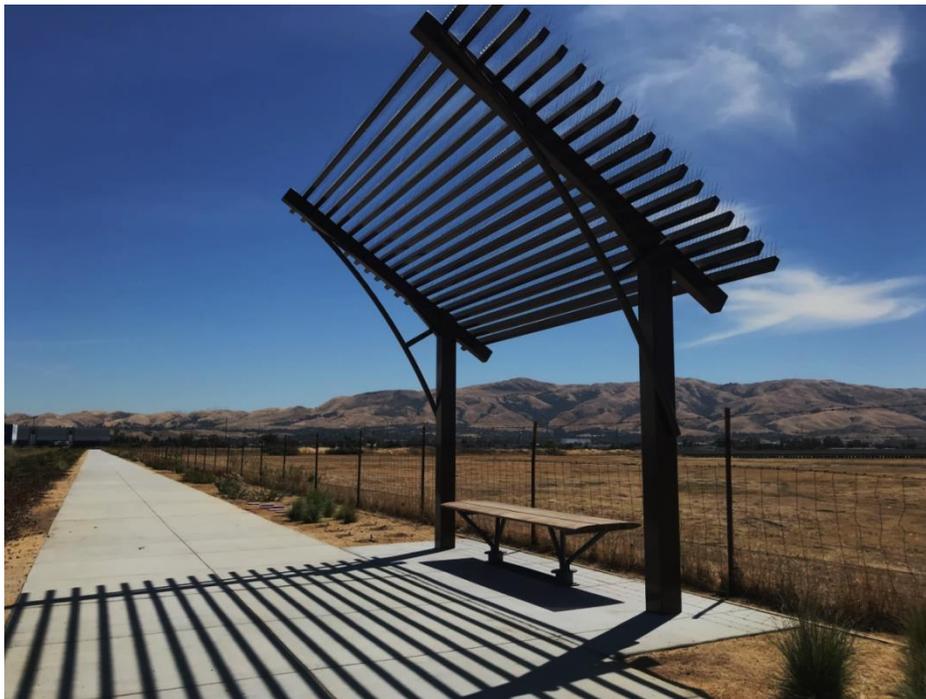
Instructor: Gary Pereira
Office Location: Online only.
Telephone: (510) 825-3506 (**text** please, at least initially)
Email: (**Canvas messaging preferred**, or text 510-825-3506 in emergency)
gary.manuel.pereira@gmail.com
Office Hours: Please message me if you need to set up an appointment.
Class Days/Time: 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 by the schedule. Students are required submit one homework assignment each week, as well as a final evaluation paper. Study material and assignments are listed and described under **Assignments**, but additional requirements or suggestions may be described within the **Announcements**. Please check the Announcements at least once a week, particularly before submitting homework. Your grades may reflect repeated failure to address additional questions or concerns that I may post there.

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

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



The bench in the photo is intended here to represent the parts of Canvas that we will be using: **Announcements**, **Assignments**, and **Files**, communicating as necessary via messaging. The stylish structure looming over it might be taken to represent what I consider some of the less helpful parts of Canvas, as well as most of the published resources that students are often required to buy and use. For this course, I have found that a free online textbook is sufficient to supplement some carefully chosen Internet sources, as well as some of my own material. In my opinion, this strategy results in a more substantive, robust, personal, and direct understanding of the topics described here than even the most expensive textbooks and their associated resources offer.

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

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

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

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

Given the current state of America’s universities, I will not ask you to share your work, your opinions, or even your image with others in the class, or with anyone else who happens to be looking in. I do not want anyone to suffer retaliation for anything expressed in any of my classes. For the foreseeable future, I will never ask students to use zoom, skype, Canvas conversations, or whatever the latest thing happens to be, tools that have gotten innocent people like you and me in a great deal of trouble merely for exploring ideas that someone finds unacceptable. Instead, I encourage you to edit the work you do for me and for others, and post it online at your own discretion and in a way that is fully under your own control (e.g., via Portfolium).

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

your words and thoughts should be your own. You may quote extensively from material in the assigned or suggested texts or videos, but please provide attribution, by means of notes or references. A URL alone is not enough; provide proper references. The style is unimportant; just be consistent.

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

Course Description

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

Course Goals

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

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)

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

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

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



Download this book in Digital PDF format.

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

Videos

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

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

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

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

If you open YouTube videos in a separate browser, you will find that many of them contain or are preceded by ads. Usually, these can be cut short by clicking on 'Skip Ad' at the lower right of the browser, or by clicking on the X if it's a popup. YouTube now reserves the right to place ads on anything, including my own videos, although I get no monetary benefit from YouTube. I do not often provide tags, but I do sometimes disable comments. If you watch my videos

embedded Canvas, these views are not counted by YouTube. As a result, most of the videos watched by students within Canvas get few officially counted views. Feel free to ‘subscribe’ to my channel and to share my videos with others.

Course Requirements and Assignments

Homework Assignments:

Fourteen homework assignments should be completed on or before the due dates, as described in the course schedule below. They should all be submitted, even if late. Please submit all files via Canvas; never email them to me. If you are having difficulties, message me through Canvas. If Canvas goes down or if you are having difficulties communicating, just be patient, try again later or the next day, and let me know about it. No penalty, obviously, if you let me know. For each homework assignment, I would prefer that you use 10 (or 12) point font with 1½ line spacing. Put your name, the assignment number, ‘geog12-02’ or ‘geog12-03’, and ‘Spring 2022’, arranged at the upper right of the first page.

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

Regarding the length in pages or word count expected for each assignment: this depends on the topic, and also on your writing style. **I’m looking for evidence of understanding, substance, and a willingness to sufficiently pursue each point you are making until you’ve made it properly.** I understand that you only have a few days for each assignment. It is perfectly reasonable to be unsure about topics that you are just beginning to understand. The ability and willingness to express one’s own misunderstandings, doubts and uncertainties is a virtue, since it often leads to further understanding. If your writing style is average, if 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 just for being correct. Each of your submissions is graded relative to those of your classmates in the current and former semesters. I might look through each week’s submissions repeatedly before deciding on grades. I might offer comments or advice tagged to specific assignments. Check back on each assignment a week or more after the deadline for any comments that I may have tagged to it, even if it hasn’t been graded. 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.

Grading Information

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. Please submit all your work via Canvas as either Word or pdf documents.

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

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

University Policies

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

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

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

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

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

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

About your instructor



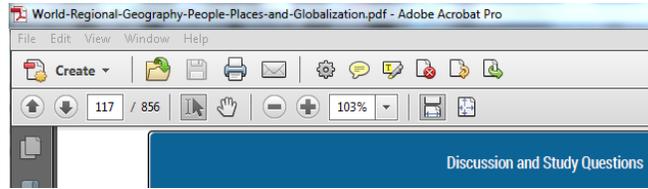
I grew up in a semi-industrial town in New Jersey, near NYC. I went to public schools and held several untrained jobs in various settings, from our single-screen downtown movie theater to the reactor building of an active nuclear power plant. I began working professionally with a two-year degree in electronics engineering, on a team of about a dozen technicians that built and maintained the data acquisition and instrument control system for Princeton University's tokamak reactor 'TFTR', the largest nuclear fusion experiment in the world at the time. After six years at Princeton and the reactor's successful completion, I worked as an electronics technician for the science departments of Brooklyn College in NYC, where I took evening courses and earned a master's degree in computer science. While in Brooklyn, I met Cheri, we married and had a child. We moved to Bethlehem, PA, where I worked as a technician for the Physics Department at Lehigh University, later as a geographic information systems engineer for Lockheed Martin. After a few years we moved to Minnesota, where I worked at a NOAA facility called NOHRSC, which processes remote sensing, GIS, and hydrological models to produce online data products. I earned a PhD in Geography at the University of Minnesota, where I did tropical fire research, taught physical geography, and met and worked with some of the most well-known and highly respected scholars in geography and related fields. We finally moved to the Bay Area, and I've been at SJSU for nearly 20 years.

I encourage you all to participate in professional organizations or guilds and to make use of any truly meaningful online learning opportunities or certifications that are being offered, at least until you are settled into a career path. Learn a few extra skills. Even if you don't end up using them all, you will have demonstrated to yourself and to others that you remain capable of learning. I've worked for business, government, and education, and everywhere the intentions and capabilities of individual people are the key to the success or failure of any given project. Before anyone serious hires you, they will probably want to know more about you than what your degree and GPA or even an interview or two may provide. I encourage you to revise and publish your best work (in whatever medium you use, but certainly including your most engaging text), within a setting that potential employers or collaborators can easily access, like Portfolium. Here's a little story to show what might happen if you just let people know what you're capable of doing. I worked for a few years as a technician for Lehigh University, where I also took the classes that I needed for a PhD in Computer Science. We moved away before I could make much progress on a dissertation, but I'd been working independently on something. Based largely on what I'd learned at Brooklyn and Lehigh, I developed a system in software that performed some novel analyses and visualizations (at the time) in remote sensing and GIS. I presented a paper explaining its function at an international conference in Vancouver. I paid for the membership, registration, flights, hotel, and everything myself. A couple of weeks later, I got a call from someone at Lockheed Martin Corporation who'd been to the conference and had read my paper. He described a position at a cutting edge GIS project within commuting distance of my home. They interviewed me and offered me a job as a systems engineer, which I accepted.

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

Geog12-02(03): Global Geography, Spring 2022

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 #, geog 12-02 or 03, Spring 2022.

Course Schedule

Week	Due Date	Readings, Assignments
1		<p>If you haven’t already done so, please Watch: General notes for my online classes [Gary Pereira] https://youtu.be/ AN8k0OgwI0</p> <p>This week, we will cover a few background topics that describe where I’m coming from in the design of this course, and the sorts of things I’d like you to think about and pay attention to as we tour the world.</p> <p>Topic 1: The individual and the collective</p> <p>Watch: Humanity [Gary Pereira] https://youtu.be/IeT2AObKkJM</p> <p>This course takes a deliberately non-collectivist approach to the study of geography. I base it on the notion that, regardless of how large and complex world societies may be, every one of them is ultimately comprised of uniquely individualized human beings. This is self-evident, and it’s pretty obvious to us as children. But as we grow older and begin to categorize people and form our own impressions about how they might be grouped, impressions that may or may not be true, we often lose sight of our own essential nature. To the extent possible, I’d like to keep that essential nature in mind, by focusing on our common needs and unique aspirations and how they play out in different parts of the world.</p> <p>As you let this little video/soundscape of mine play (shot early one weekday morning on the Yangtze River), you might start to feel that the absolute numbers of people on this Earth are just too large and overwhelming to think about in terms of individual people. But I’d like you to try. My goal is to just take a broad and sympathetic view of modern life in different parts of the world. We all already know what it’s like to be a uniquely individualized human being. We will encounter many people, each of whose lives are as important to each of them as mine is to me and yours is to you. Behind those windows overlooking the river in the video, thousands of people are waking up. Each one of them has experiences, dreams, ambitions, disappointments, successes, joys, sufferings.</p>

Week	Due Date	Readings, Assignments
		<p data-bbox="397 153 747 189">Topic 2: Human relations</p> <p data-bbox="397 231 1526 514">Given our focus on the individual, there are at least a couple of reasons why I still feel compelled to begin with a general discussion of relationships not only between people, between also people and their governments, and between the peoples or governments of different nations and cultures. I've lived long enough to have seen our nation and the world go through multiple cycles of conflict, despair, rage, awakening, hope, unity, peace, prosperity, misunderstanding, and misplaced trust. Our news media and educational establishment have done a very poor job in my opinion of portraying this drama honestly. I don't expect to set the record straight here, but with your indulgence I'd like to discuss a few memories and impressions that might help you to understand my approach to current issues in this course.</p> <p data-bbox="397 546 1526 1249">My father worked in radio and TV. He served in the Signal Corps in WWII, setting up transmitters on remote islands in the Pacific. As a child, I had access to a selection of shortwave radios, including a Heathkit GR-64 that I built myself. I listened often in the evening and found the air to be filled with mysterious codes and conversations. Since shortwave signals bounce between layers of the atmosphere ionosphere, and magnetosphere as they make their way around the world, different stations from different parts of the world might fade in and out depending on the time of day, time of year, and current atmospheric and solar conditions. The broadcasts that I listened to in the 1960s and early 1970s consisted mostly of music, news, and commentary in English. You could often hear the chimes of Big Ben on the BBC. But some of the clearest and most powerful stations were often within the USSR and its Eastern Bloc. Radio Moscow and Radio Sofia from Hungary came in particularly strong in the evening at my home in New Jersey. Although I heard plenty of socialist and communist commentary, and read plenty of the revolutionary literature that was popular in the 1960s, I never became socialist or communist or even particularly political. What my shortwave listening did for me was put a human face (or rather many human voices) to an enemy who was, to most of the adults around me at the time, unpredictable and inscrutable. The music was stirring, and I could understand how downtrodden people might feel, hearing the same things as me. I learned more from shortwave radio than from all the spy movies in the world. Probably as a result of this experience, I really think that we should probably be paying closer attention to what many of our current antagonists actually have to say. Although the Internet should make it easier, most young Americans are probably afraid to even look at what our self-proclaimed enemies might be saying, for fear of being watched by our own government.</p> <p data-bbox="397 1281 1526 1491">The second reason I feel compelled to begin this course with a general discussion of human relations has to do with my own personal and professional ties with China. I've been going to the People's Republic of China since 1990. My wife's family members all live there and I'd like to continue to visit in the future. I have no ties to the CCP or to any of their outreach programs, nor do I have any ties to either pro-CCP or anti-CCP organizations or media. I don't anticipate ever having any such ties. My personal concerns are entirely private and non-political.</p> <p data-bbox="397 1522 1526 1879">But I do have a few things to say about politics, and you'll be getting some of them here. What many people don't realize is that, despite their very different political systems, the United States and China have a great deal in common. I think that it is essential, if your generation is to know peace, for our governments and business leaders to make an honest effort to learn from one another. I find it hysterical that so many American 'socialists' know so little about how the world's most successful socialist country is run. The reverse is somewhat less true. Until recent years, people in China had a positive view of the US. Many of my wife's generation, for example, even in Mao's time, were schooled with and often memorized passages from the Declaration of Independence and the Gettysburg Address. I continue to believe that the United States has something very valuable to offer the world, particularly with regard to freedom, dignity, and opportunity.</p>

Week	Due Date	Readings, Assignments
		<p>Questions regarding the source of the covid-19 pandemic are absolutely legitimate, and they should be pursued. But we may have to live without knowing. Our two governments do not seem to be interesting in pursuing the question, which is troubling. In my view, precisely because of their very different histories, China and the US should to try to learn from each other’s failures with greater understanding than we’ve seen of late, rather than to relentlessly, malevolently, continue to dig up our differences. You will get an example of what I mean in a couple of weeks, when we briefly cover the Great Proletarian Cultural Revolution of 1966-1976.</p> <p>Topic 3: A sense of place</p> <p>The psychological and social significance of a sense of ‘place’ is one of the themes that distinguish Geography from some of the other spatial disciplines. I think that we all have some idea of what a sense of place signifies, particularly with regard to locations that are familiar or meaningful to us, and we don’t need to formally define it here. Over the course of your life, as things return to normal, many of you are likely to travel internationally. Getting some sense of some place before you go there often helps you to fully appreciate and absorb the actual experience. Otherwise it might just become a series of selfies. One of the goals of this course as I see it is to provide as immersive an experience as possible for a selection of specific places throughout the world. I’ll try to cover the important issues, particularly those you may not have heard about, but I won’t pretend to be comprehensive. Hopefully, you will be inspired to do your own research. Since we’ve had to restrict ourselves for so long, I thought you might appreciate doing some virtual walking around each week. YouTube also offers drone, aircraft, and satellite imagery, and it allows us to travel back in time through restored and enhanced vintage film. I may embed additional links into our Canvas Announcements. VR videos with steerable vision are also available on YouTube, but Canvas might not embed them properly, so we won’t be using them here.</p> <p>It is impossible to cover each region as thoroughly as our textbooks in global geography might imply, so we will be concentrating on particular representative features and issues. In addition to street videos, we will be viewing some geopolitical and documentary videos. For advice on viewing the videos, see the section in the syllabus titled Videos. Since most of the videos in this course are on YouTube, you can also view them outside of Canvas. If you open a homework assignment within Canvas and click on the hyperlink above a video rather than the video itself, it should open up in a separate browser. You can also bring the videos up on a different device from the one you are using for Canvas or for writing. There are lots of strategies you can use. I encourage you to view at least some of these videos on a device with which you can easily interact and that has a high definition screen. You might want to watch some of the videos on a high definition TV if one is available as you take notes on a laptop, for example.</p> <p>If any of the videos for the course become unavailable over the course of the semester, don’t panic. Check the Announcements to see whether I have recognized the issue yet and have provided alternatives. If I have not addressed it yet, please let me know about it. Otherwise, if time is short, do your best with the resources at hand, and if you’re feeling resourceful you may searching for alternatives. In any case, videos disappear from YouTube only rarely.</p> <p>As a reminder, if you’re asked to ‘Watch’ a video, you should watch it at least once. If you’re asked to ‘Examine’ a video, you needn’t watch it continuously from beginning to end, although you may of course do so if you find it interesting. You might want to swipe through or sample segments near the beginning, middle, and end of an Examined video to get an overall impression, and then go back and watch those segments that seemed to be most informative. Keep the homework questions in mind, and pause videos to write down notes.</p>

Week	Due Date	Readings, Assignments
		<p>This first question of the homework assignment below is intended to be mostly fun, since (hopefully) you've put in the significant time required time to read and consider the material above. As you watch the street videos this week and in most of the coming weeks, I encourage you to start by just listing for yourself anything that interests you, including human interactions, as they occur. You might group them together in some organized way in your response. This sort of question is intended to get you to look more closely and think more deeply about other cultures. I think that most of us would probably find Seoul and Tokyo to seem safe, clean, and comfortable, and since Tokyo is one of the world's biggest megacities, they preface next week's discussion of urbanization.</p> <p>You may pay most attention to whichever scenes most interest you: shops, restaurants, residential, etc. Keep in mind, however, that entertainment districts can be somewhat misleading with regard to national or even local culture, since they cater to the tastes of tourists. In any case, try to pay attention to different modes of transportation and how they relate to one another: walking, bicycles, motorbikes, cars, taxis, buses, subways, trains, etc. What sorts of food seem popular? How do people seem to feel about coffee? Do they carry it around outside much, or do they sit and linger? Don't think of these things as trivial. They convey real and often helpful information that textbooks never mention. How respectful do people appear to be of one another and of their environment? Some quick tips: Japanese drive on the left, and Koreans drive on the right. About 110 Japanese yen convert to one US dollar, so if you see '1000' on a sign or menu, think about \$9 US. Similarly, about 1100 Korean won convert to a dollar, so '10,000' is about \$9 US in Seoul. Of course, the relative values of these currencies can float. Just divide by either 100 or 1000 for a quick estimate.</p> <p>Japan</p> <p>Examine at least one of the following seven videos from Japan (or find your own).</p> <p>Tokyo from day to night - from Gotokuji to Shimokitazawa [Rambalac] https://youtu.be/GFbNmgabnYw</p> <p>Live Tokyo Walk - Ueno & Yanesen [Tokyo Explorer] https://youtu.be/QU_POD4UDgQ</p> <p>Tokyo Evening Walk - Ginza, The Famous Shopping District https://youtu.be/rFZH64qUyss</p> <p>Night videowalk in Akihabara, Tokyo [Rambalac] https://youtu.be/2PqkuJMbHaw</p> <p>Tokyo Harajuku and Omotesando night walk [Rambalac] https://youtu.be/pdCaVAPZLXM</p> <p>Evening Tokyo walk in Tachikawa [Rambalac] https://youtu.be/7kxKbFawvvY</p> <p>Night Shibuya [Rambalac] https://youtu.be/kxbXUs7EL9w</p>

Week	Due Date	Readings, Assignments
		<p>Korea</p> <p>Examine at least one of the following eight videos from Korea. They are a warm-wether selection, but you are welcome to find your own. My favorite Korean street channel is “Seoul Walker”, but since Nathan does not allow embedding, his videos don’t come up within Canvas.</p> <p>Seoul Walk - Hongdae Street, Yeonnam-dong Cafe Street, Gyeongui Line Forest Rd [Seoul 4K Walker] https://youtu.be/HTDGsV7KjCY</p> <p>Walk Seoul Korea - Namseong Market, Bangbae cafe street, Seorae Village [4K SEOUL] https://youtu.be/LH66OXr_M7o</p> <p>Summer Friday Night Walk in Gangnam 2021 [Walk Together] https://youtu.be/qKtXaqKNCw8</p> <p>SEOUL WALK - Seongsu-dong Cafe Street [Seoul Trip Walk] https://youtu.be/WeihwtlzCEE</p> <p>Ihwa Village - Wall painting town of Seoul [Walk Together] https://youtu.be/r9qrPb1pnfk</p> <p>Summer Seoul Night Walk - Balsan to Magok [Walk Together] https://youtu.be/GJCWUspDVbk</p> <p>Seoul Walk - GANGNAM Hot Friday Night [Seoul 4K Walker] https://youtu.be/rNoAL5Exarw</p> <p>Rainy Seoul Walk [Walk Together] https://youtu.be/Esct7i-W3fs</p> <p>Topic 4: The particularity of place</p> <p>The more I actually see of this world, the more unique each place actually seems to be, from megacities to wilderness and everything in between. I got the idea of calling this topic the ‘particularity of place’ from the first recommended documentary listed below, so I think it might be appropriate to use Miyazaki himself and the animation studio he cofounded to illustrate this idea. I hope you keep it in mind as we explore the world.</p> <p>Recommended: Hayao Miyazaki The Mind of a Master [Any-Mation] https://youtu.be/1zi7jIZkS68</p> <p>Recommended: The Beauty Of Ghibli [The Beauty Of] https://youtu.be/z4fYKnTPPeY</p> <p>Studio Ghibli is located in a mixed use neighborhood in Tokyo. This sort of quiet and unpretentious location seems to me perfect for this sort of creative work. The old trees around the studio and around Miyazaki’s home seem to frame them perfectly. Ordinary things are what matters. Consider the high voltage power lines that run past the studio. If you’ve seen his films, you will have noticed that even power lines can be used and transformed by an active imagination:</p>

Week	Due Date	Readings, Assignments
	02/02/22	<p>Watch: Miyazaki on looking out a window https://youtu.be/VrAxPD4A6Iw</p> <p>Miyazaki continues to work there on a forthcoming movie. The first video below takes us for a walk from a neighborhood train station to Studio Ghibli (minute 8 to 10), and from there to Miyazaki’s home (minute 12). The second video traces a different route past the studio:</p> <p>Examine: From Higashi-Koganei Station to Studio Ghibli [Tokyo Walking View] https://youtu.be/ApmKS9GyMNO</p> <p>Examine: Tokyo Walk - Higashi Koganei to Studio Ghibli [Samurai Walker] https://youtu.be/Varfpj7bsB4</p> <p>Homework 1:</p> <p>1. List and discuss a few unusual or interesting things that you notice about the streets of Seoul, and then separately List and discuss what you’ve noticed about the streets of Tokyo. Try to compare similar types of scenes, if you can. How do they differ from US cities and from each other? In this and future questions regarding your street impressions, please try to stay positive, and point out any potentially negative issues in a gentle way. Remember, these are just impressions, which as we all know are often likely to be wrong. But we all have to start somewhere. This sort of question, which is intended to be enjoyable. You may organize your response any way you’d like: in paragraph form, or as lists and bullet points, for example.</p> <p>2. Do you think people in the United States (or the world generally) have lost or are losing a sense of place? Is it your impression that we as individuals or as a society have maintained sufficient regard for the places and neighborhoods within which we live and work, and through which we travel? If we maintained a healthy sense of place, might this help in confronting social or environmental issues? Would work be more pleasant? Would it be easier to relax and maintain our own personal health?</p>
2		<p>Reminder: check each week for any new Announcements.</p> <p>Topic: Urbanization</p> <p>Probably the most common trend throughout the world is the massive, relentless move of people away from rural areas and into cities of ever increasing size. Cities do often grow in part from the pressure of population growth, but economic, political, and cultural forces influence their growth as well. In other words, cities are growing even within nations that are not experiencing population growth. Urbanization often co-occurs with the depopulation of the rural countryside, which is a co-phenomenon that is often neglected.</p> <p>Largely as part of this trend, but also as a result of greater food requirements worldwide, greater numbers of people are now living, and more intensive essential agriculture is occurring, in coastal and delta environments. Even if severe storms and flooding were not increasing (which they are), and even if sea levels were not relentlessly rising (which they are), the very fact that ever greater numbers of people are living and working pretty much at sea level results in unprecedented challenges regarding emergency evacuation, long term migration, and economic and political stability worldwide in coming years.</p> <p>The Greater Tokyo Area is currently the most populous metropolitan area in the world, with around 39 million people. I think that most of us would agree that the Japanese and Koreans have done a pretty good</p>

Week	Due Date	Readings, Assignments
		<p>job of making their urban environments livable (each in the wake of wartime destruction), so I think it's a good idea to keep places like this in mind as we explore the world. A great many urban environments are surprisingly lovely, but they unfortunately remain exceptional in much of the world.</p> <p>Watch the following short video on a high definition screen, if you can. As you watch, try to think of some of the neighborhoods we explored last week. I know it is a real challenge trying to integrate these two scales into a single impression, but that I think is what a class in geography should encourage you to try to do. Otherwise, we'll never really get an accurate picture of the larger forces driving politics and culture, and of the huge numbers of unique people and situations that are actually involved in making this happen.</p> <p>Watch: Japan Night Aerials in 8K [Armadas] https://youtu.be/6k7a8bw451M</p> <p>The following two videos present some extraordinary predictions regarding the likely locations and sizes of the world's largest cities by 2030 and 2100. Keep in mind that these projections do not include the tendency for cities to form larger extended metropolitan areas around them. So these numbers might grow much bigger, depending on a number of factors.</p> <p>Watch: Top 10 Largest Cities by 2030 [The B1M] https://youtu.be/N-a0TCWb6E</p> <p>Watch: Top 10 Largest Cities by 2100 [The B1M] https://youtu.be/9OulEjWI-bE</p> <p>The following documentary provides a good overview and specific examples of current and developing megacities around the world. Not required viewing.</p> <p>Recommended: MEGACITIES of the World (Season 1 - Complete) [TDC] https://youtu.be/0ULzxD3w_c8</p> <p>When I was a graduate student at the University of Minnesota in Minneapolis in the late 1990's and early 2000's, several of my classmates had come from Korea just to study there in their doctoral program. They were all interested in designing cities with nature in mind; one resulting dissertation concerned the creation of greenbelts around Korean cities. I'm sure that the presence of parks and greenbelts around Seoul and other cities in Korea was at least partly due to their personal efforts.</p> <p>Watch: Cheonggyecheon River history and restoration {Sierra Club Huron Valley} https://youtu.be/NJkZYCiXRAw</p> <p>Examine: One or more of the following three videos:</p> <p>Cheonggyecheon and surrounding scenery at sunset [Bau Walk] https://youtu.be/YNEymTSjpYA</p> <p>Cheonggyecheon in the Evening (Sep.2021) [4K Korea] https://youtu.be/LqEnkG5LY9k</p> <p>Peaceful evening walk in Seoul, Danghyun Stream [Walk Together] https://youtu.be/H61dOkJfEW0</p>

Week	Due Date	Readings, Assignments
	02/09/22	<p>Homework 2:</p> <ol style="list-style-type: none"> 1. List the projected numbers of people that will be living in each of the ten biggest megacities listed for 2030, according to The B1M, 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 according to The B1M, and comment on at least five. How are things anticipated to change since 2030? For example, what parts of the world take on this trend most dramatically? 3. Often, in the United States, small streams and even rivers in urban areas are fenced off as dangerous and made inaccessible. They are often dirty and ugly, and made even more dangerous, in their ill-maintained inaccessibility. I don't think anyone can deny our collective neglect of these potentially fun environments. Just give me your initial impression of Korean or Japanese treatment and care of outdoor urban environments (like the Cheonggyecheon River walk) and whether we might have something to learn in that regard. 4. Do you think that the megacities of the future will be like today's cities? Will they sustain the sort of automotive situation that we find in US cities today? Can they succeed in providing the sort of comfortable, interesting, and safe environment exemplified in some of the videos we've seen? What sort of planning do you think will be necessary for future megacities to be sustainable?
3		<p>Reminder: check each week for any new Announcements.</p> <p>Topic 1: Modernity</p> <p>Before beginning our tour of the world, I want to underscore the uniqueness and historical significance of the current moment. We obviously live in trying times. The continuing presence of COVID-19, its still undetermined but problematic origin and evolution; extreme events triggered by the relentlessly changing global climate system; rising criminality and corruption; the challenge of human migration, etc. form the backdrop of our lives. To some of us, humanity appears to have been plunged into a massive struggle for dominance among the world's most influential and powerful nations and corporations.</p> <p>I attended New Jersey public schools in the 1960s and 70s. My junior and senior high schools had a woodshop, metal shop, an actual print shop with movable type, an auto shop, and drafting, chemistry, physics, biology, and electronics labs. My chemistry teacher, Mr. Saltzer, was a middle aged man whose family had perished twenty years earlier in the Holocaust. He introduced us to a short book of essays called <i>Brave New World Revisited</i>, by Aldous Huxley, which had been published in 1958. The chapters are titled: Over-Population; Quantity, Quality, Morality; Over-Organization; Propaganda in a Democratic Society; Propaganda Under a Dictatorship; The Arts of Selling; Brainwashing; Chemical Persuasion; Subconscious Persuasion; Hypnopedia; Education for Freedom; and What Can Be Done?. Mr. Saltzer introduced this little book to us more than fifty years ago. In case you haven't heard of it, I am now introducing it to you. The video below is a nice little contemporary discussion of the book from the Academy of Ideas.</p> <p>Recommended: Do We Live in a Brave New World? - Aldous Huxley's Warning [Academy of Ideas] https://youtu.be/aPkQ57cXrPA</p>

Week	Due Date	Readings, Assignments
		<p>While I was reading Orwell and Huxley, interesting things were happening on the other side of the world:</p> <p>Topic 2: The Great Proletarian Cultural Revolution, 1966-1976</p> <p>The Great Proletarian Cultural Revolution was a sociopolitical movement in China from 1966 until 1976. Its stated goal was to purge remnants of capitalist and traditional elements from Chinese society, and to re-impose ‘Mao Zedong Thought’ as the dominant ideology. The Cultural Revolution was catalyzed by fundamental disagreements within the central government regarding the nature of socialist revolution. The seriousness of this central drama is illustrated in the fact that the President of the People’s Republic, Liu Shaoqi, was imprisoned and beaten by ‘Red Guards’ and denounced as a traitor by the Party, finally dying from the abuse he’d received.</p> <p>Read: “Notes on the Great Proletarian Cultural Revolution” (in Files as cultural_revolution.pdf).</p> <p>As embedded in the reading, make sure to watch or examine the following videos:</p> <p>Watch: The Cultural Revolution (1966) [Daniel Guiney] https://youtu.be/XXJ2rQPMkBA</p> <p>The following videos and the accompanying text within cultural_revolution.pdf are relevant to question 3.</p> <p>Watch: 1960s China, Students Leave City to Help on Commune Farms [thekinolibrary] https://youtu.be/t4Dpo_a-Bg</p> <p>Watch: Down to the Countryside: a fifty year reunion [Gary Pereira] https://youtu.be/d1nywzYowiI</p> <p>In previous semesters, I posed a homework question that I won’t include here, but I do want to discuss the topic. At about minute three into the video ‘The Cultural Revolution (1966)’, an actor says: “As artists, we were engineers of human souls. [We] had a serious responsibility to reeducate people.” My question was whether artists in China at the time really had such responsibilities, whether they continue to have such responsibilities now, and whether artists in the US have such responsibilities. I asked whether educators, public servants, scientists, business people, etc. should generally engage in political education or in social engineering. Should they do so in China? Should they do so here? Should they align with current orthodoxy, even if much of that orthodoxy seeks to overthrow whatever currently exists? Should they be encouraged to act in opposition to current orthodoxy, even if it means preserving what already exists? Should they participate in such activities even if they would rather not? The responses to this general set of questions reflected much of what I’d already suspected: that many young people today do indeed believe that activism is a responsibility; perhaps not everyone’s responsibility on all issues, but one that should be actively encouraged.</p> <p>Rather than continue to ask for your opinions on this topic, I thought that by 2021 it might be sufficiently safe for me to push back just a little bit on the general consensus. In my humble opinion, social engineering (like genetic engineering; or perhaps more topically, like the engineering of viruses) is not something that people should be encouraged to engage in, particularly when the tactics chosen are often self-defeating. There are always kinder, safer, more rational and humane ways of achieving the desired results. I’m radically Taoist on the issue of social coercion: I’m against it. Regardless of tactics, all explicitly political movements are full of internal contradictions, which lead to their eventual collapse or evolution into something completely different. Politically motivated action and explicitly political art are likely to destroy innocent people’s lives and careers, often in large numbers, and often in the shadows.</p>

Week	Due Date	Readings, Assignments
	02/16/22	<p>Americans seldom learn about this sort of history, unfortunately, because of the explicitly political nature of our educational establishment. I'll close with an excerpt from a letter that a prisoner in China wrote to his jailors back in 1982. Wei Jingsheng was sent to prison repeatedly for expressing his opinions in the wake of the cultural revolution:</p> <p style="padding-left: 40px;">“Fatheadedness has so reduced everything but politics into matters of such insignificance that the sole factor determining human existence in China is politics. Therefore, people have little choice but to waste most of their energy on politics, which has been blown way out of proportion for far too long. This has served to increase both the intensity and complexity of political disputes, and caused the vulgar ruthlessness of politics to infect and disease science and culture as well. To use political standards to judge science and culture, not to mention people of talent, is as worthless as breeding a donkey with a thoroughbred. It blurs the lines between right and wrong, and good and bad in science and culture, and breaks down the natural process of weeding out the inferior and choosing the superior.”</p> <p>- Wei Jingsheng, July 20, 1982. Excerpt from a letter to the “Members of the Commission for Discipline Inspection of the Central Committee and Members of the Standing Committee of the People’s Political Consultative Conference”. From <i>The Courage to Stand Alone: Letters from Prison and Other Writings</i>, Penguin 1997.</p> <p>Recommended: Reflect [Gary Pereira] https://youtu.be/73i2d-NP1Qg</p> <p>Homework 3:</p> <ol style="list-style-type: none"> 1. Tell me about the lives and experiences of at least two prominent victims of the Cultural Revolution, in greater detail than I’ve provided in the notes. Although they are not always a reliable source of unbiased information on political matters, the Wikipedia links and their links may help in addressing this question. 2. Tell me about some of the larger scale atrocities that have been associated with the Cultural Revolution, in greater detail than I’ve provided in the notes. Again, although they are not always a reliable source of unbiased information on political matters, the Wikipedia links and their links may help in addressing this question. 3. Read the text and watch or examine the videos on the ‘sent-down youth’. Do you think that a similar program asking young people to work outdoors (well-compensated and under safe conditions) could succeed on a large in the US? What if a large scale tree planting program were initiated, for example, requiring lots of healthy exercise? In general, can the US learn anything (either positive or negative) from experiences like the Chinese Cultural Revolution? As usual, you will not be graded on your opinion, but rather on the degree to which you have thought about your response. Try to separate yourself from your initial impression of what modern day China represents. The Cultural Revolution occurred 50 years ago.

Week	Due Date	Readings, Assignments
4		<p>Reminder: check each week for any new Announcements.</p> <p>Topic: East Asia</p> <p>Let's start our tour with what's logical, given what we've seen so far. For each of the regions in this course, we can only select a small sample of what's interesting or important. Hopefully, this will spark you to learn more on your own The Democratic People's Republic of Korea (North Korea) and the Republic of Korea (South Korea) are ruled by completely different forms of government, but Koreans remain essentially one people, united until recently by a common history, culture, and language. This was a nation that was literally torn apart by other nations. It had suffered tremendously under Japanese occupation since 1910, and the Korean War itself resulted in the deaths of about 3 million people, the majority of whom were civilians. We should know about this, since our nation was (and continues to be) a key participant in the politics of the region. Fair and accurate documentaries about the Korean War are hard to find; those that are available are sometimes hard to watch.</p> <p>Watch: Korea the Forgotten War [Voices of History] https://youtu.be/LNyG0HCfpDc</p> <p>Watch: North Korea's Geographic Challenge [Stratfor] https://youtu.be/85rvUc6SP0E</p> <p>Watch: A Brief History of Taiwan [famous videos] https://youtu.be/jyTdwuGEq54</p> <p>Watch: The Unstoppable Growth of China's High-Speed Rail Network [The B1M] https://youtu.be/belm4kDAHgM</p> <p>Recommended: Chongqing to Chengdu by high-speed rail [Gary Pereira] https://youtu.be/WXPospdPi-8</p> <p>Watch: Evergrande's 39 Buildings Scheduled for Demolition on Ocean Flower Island [China Observer] https://youtu.be/0uQnpQpgZVw</p> <p>Watch: China's Skyscraper Boom is Officially Over [The B1M] https://youtu.be/PilJj0TR_xk</p> <p>Examine: Walking In Shanghai along the Huangpu Riverside [Walk East] https://youtu.be/sBFfZFvCU3g</p> <p>Japan is a politically complicated, energy-intensive country with few domestic energy resources, and its energy challenges have not always been met wisely. Given that both major political parties in the United States currently support increased nuclear energy production of some kind, as well as many (perhaps most) environmentalists, there has been disturbingly little discussion or even awareness of this, as well as other nuclear power and weapons based accidents. Nevertheless, these issues do exist, and I want you to be aware of them. I worked in the reactor building of an active nuclear reactor, but that's a story for later.</p> <p>Watch: Understanding the accident of Fukushima Daiichi https://youtu.be/YBNFvZ6Vr2U</p> <p>Watch: Here's what Fukushima's damaged reactors look like today [Science Magazine]</p>

Week	Due Date	Readings, Assignments
	02/23/22	<p>https://youtu.be/Lxg38I0P7z4</p> <p>Recommended: Japan’s plan to release radioactive water sparks outrage [South China Morning Post] https://youtu.be/Uij2cD5XDpU</p> <p>Recommended: Fukushima's ghost towns https://youtu.be/xKfnsYzQWjw</p> <p>I’ve shot several videos in China; several still need to be published. Here are a few of my favorites.</p> <p>Recommended: 1442 Steps to Heaven Lake [Gary Pereira] https://youtu.be/TsnoFuC4zrw</p> <p>Recommended: Qingdao [Gary Pereira] https://youtu.be/qyYWqZG157U</p> <p>Recommended: Farmers' Market, Changchun, China [Gary Pereira] https://youtu.be/7gtOG_qxMmY</p> <p>Recommended: Springtime Impressions of Chongqing [Gary Pereira] https://youtu.be/AAWEHxp8Xg</p> <p>Homework 4:</p> <ol style="list-style-type: none"> 1. Briefly discuss the Korean War, particularly highlighting anything you may have discovered in watching the video. 2. What nations, in what rough order throughout time, have had possession or expressed claims over Taiwan? In particular, what role has the island played in Chinese and Japanese history? 3. Why and how has China’s high speed rail become so successful, according to The B1M? 4. What’s been going on with China’s recent building boom? 5. Give me your impression of the video taken along the Huangpu River in Shanghai. Is it what you expected? 6. To what extent do you think our own society has been made aware of the details and development of the Fukushima nuclear disaster? Do you think it has attracted the attention it deserves? Why or why not?
5		<p>Reminder: check each week for any new Announcements.</p> <p>Topic: Russia and Ukraine</p> <p>Watch: Russia's Geographic Challenge [Stratfor] https://youtu.be/W6LIhNgsQoc</p> <p>Watch: Ukraine's Geographic Challenge [Stratfor] https://youtu.be/Eicrsq6K85I</p>

Week	Due Date	Readings, Assignments
	03/02/22	<p>Watch: Why Russia is Building an Arctic Silk Road [The BIM] https://youtu.be/pvy9usF7ohE</p> <p>Russian opera singers Anna Netrebko and Dmitri Hvorostovsky perform a well-known, popular Russian song. Tragically, Hvorostovsky died in 2017 from a brain tumor at the age of 55.</p> <p>Recommended: Anna Netrebko, Dmitri Hvorostovsky - Moscow Nights [Music Video Vault] https://youtu.be/r3-z_KKsYhA</p> <p>Examine two or more of the following three videos:</p> <p>Walking in Moscow 4K - Old Arbat Street [RussianPlus] https://youtu.be/aSyipwo0BzA</p> <p>Walking Streets Moscow [Walking in Moscow] https://youtu.be/On9AHgWDDiY</p> <p>Walking in Kiev. (Ukraine) [keezi walks] https://youtu.be/nJvHbOnFPkU</p> <p>An Australian family's Russian shopping experience [Backyard Russia] https://youtu.be/3dNQuvWGgIQ</p> <p>Homework 5:</p> <ol style="list-style-type: none"> 1. Describe the geographic challenges of Russia and of Ukraine, according to Stratfor. 2. Discuss plans for an ‘Arctic Silk Road’. 3. What are your initial impressions of the streets of Moscow or Kiev and/or of the Siberian supermarket? <p>This is the first week that I’ll be asking you to address questions from the textbook, <i>World Regional Geography: People, Places and Globalization</i>. Please download the book for free in Digital pdf format from the following website: http://open.lib.umn.edu/worldgeography/</p> <p>All homework questions are taken from the ‘Discussion and Study Questions’ at the end of each section. Page numbers refer to those indicated within an Acrobat Reader, not from the Table of Contents. Jump to the first two questions below by typing 144 into the page tool of your pdf file reader.</p> <p>Textbook questions:</p> <p>144.2. What are Russia’s main physical regions?</p> <p>144.5. What were Soviet Socialist Republics, and why were they created?</p> <p>156.7. What two policies did the last Soviet leader implement to assist in reforming the USSR?</p> <p>156.9. How did the economic system change for Russia after 1991?</p>

Week	Due Date	Readings, Assignments
6		<p>Reminder: check each week for any new Announcements.</p> <p>Topic: Southeast Asia</p> <p>This is such an incredibly rich region culturally that I had a hard time fitting everything I wanted into one week. Although the nation of Myanmar (Burma) is considered to be part of Southeast Asia, we will be covering it later during the week on South Asia.</p> <p>Watch: The Battle of Manila: 75 years after one of WWII's deadliest battles [DW News] https://youtu.be/cJ8boNQcnK8</p> <p>Watch: The Lost World Of The Khmer Rouge: Pol Pot's Cambodian Genocide [Timeline] https://youtu.be/MU4hWdIMTGs</p> <p>Watch any two of the following five Stratfor videos for question 2:</p> <p>The Philippines' Geographic Challenge [Stratfor] https://youtu.be/33nVonMhfaU</p> <p>Indonesia's Geographic Challenge [Stratfor] https://youtu.be/c1UaaZ_CPIM</p> <p>Vietnam's Geographic Challenge [Stratfor] https://youtu.be/Vw2yRTfGYgw</p> <p>Thailand's Geographic Challenge [Stratfor] https://youtu.be/NPbov3zeivA</p> <p>Malaysia's Geographic Challenge [Stratfor] https://youtu.be/rHI1f9DQbIg</p> <p>Examine two or more of the following seven videos from Vietnam for question 3:</p> <p>Walking in Hanoi - Hồng Hà - Phúc Tân [keezi walks] https://youtu.be/gooXjxhk65U</p> <p>Hanoi City, Long Bien Bridge to St. Joseph's Cathedral [Wanderlust Travel Videos] https://youtu.be/YCzROJ08kfc</p> <p>Hanoi City, Old Quarter [Wanderlust Travel Videos] https://youtu.be/NQp9Ig9MpcM</p> <p>Walking in Hanoi - Hồng Hà - Phúc Tân [keezi walks] https://youtu.be/gooXjxhk65U</p> <p>Walking in Hồ Chí Minh City (Saigon) https://youtu.be/_cE1N52uyuM</p> <p>Saigon Skydeck (Bitexco Tower), Ho Chi Minh City [Wanderlust Travel Videos] https://youtu.be/O_ckK7Hxlrk</p>

Week	Due Date	Readings, Assignments
	03/09/22	<p>Walking in Hồ Chí Minh City (Saigon) https://youtu.be/_cE1N52uyuM</p> <p>Examine two or more of the following eight videos from the rest of Southeast Asia for question 4:</p> <p>Virtual Walking Tour through Culture Center of Ubud, Bali, Indonesia [4K Urban Life] https://youtu.be/5p5FoQR8wTM</p> <p>Walking around Divisoria Market in Tondo, Manila [Wind Walk Travel Videos] https://youtu.be/1VFUKX1_1Jg</p> <p>Walking in Jakarta (Indonesia) [keezi walks] https://youtu.be/EwxkiHE6YsU</p> <p>Walking in Vientiane (Laos) [keezi walks] https://youtu.be/UTIEOJcFGyw</p> <p>Walking In Bangkok (Thailand) [keezi walks] https://youtu.be/2Hses2nG2gc</p> <p>Walking in Kuala Lumpur (Malaysia) [keezi walks] https://youtu.be/d6sSCs6k1hY</p> <p>Walking in Singapore [keezi walks] https://youtu.be/Y5iOb023Jv0</p> <p>Walking tour in Phnom Penh [Run Chuppytou] https://youtu.be/Sx036m-Evkg</p> <p>Homework 6:</p> <ol style="list-style-type: none"> 1. Discuss the Battle of Manila (WWII). 2. Describe what you've learned from the Timeline documentary, The Lost World Of The Khmer Rouge. 3. Discuss the principal geographic challenges of any two of the following nations, according to Stratfor: Philippines, Indonesia, Vietnam, Thailand, and Malaysia. 4. What are your impressions of the streets of Hanoi and Saigon? Any noticeable differences between them? 5. What are your street-level impressions of at least two other places in Southeast Asia? <p>Textbook questions:</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>

Week	Due Date	Readings, Assignments
7		<p>Reminder: check each week for any new Announcements.</p> <p>Topic: Sub-Saharan Africa</p> <p>With 200 million people aged between 15 and 24, Africa has the largest population of young people in the world, and their numbers are expected to grow by 42.5 million between 2010 and 2020. Youth unemployment is a big problem in many African nations. Young adults account for 60% of all of Africa's jobless, according to the World Bank. In North Africa, the youth unemployment rate is 25%, but it is even greater in Sub-Saharan nations like Botswana, the Republic of the Congo, Senegal, and South Africa, and others. In most African countries, youth unemployment "occurs at a rate more than twice that for adults," notes the African Development Bank. We've already seen how several of the world's largest cities will probably be in Africa by 2100.</p> <p>The recent news from South Africa has not been good.</p> <p>Watch: South Africa: More than 100 dead in worst unrest since apartheid [DW News] https://youtu.be/Tnyy_QTjRyE</p> <p>"South Africa is facing its worst unrest since apartheid. What originally started as protests over the arrest and jailing of former President Jacob Zuma shifted to violence and anger over the country's dire social and economic issues. Now a clean-up operation is underway after days of looting of shopping centers and businesses that disrupted supply chains and transport links. The government has deployed security forces to contain tensions in several provinces. More than 100 people have been killed and over 2,000 arrested."</p> <p>Watch: Bauxite: Guinea's mineral wealth [DW News] https://youtu.be/K_WkvtBWIx0</p> <p>Watch: Why is Central African Republic failing to contain armed groups? [Al Jazeera English] https://youtu.be/WB_Rkm5-QIQ</p> <p>Watch any two of the following Stratfor videos:</p> <p>Nigeria's Geographic Challenge [Stratfor] https://youtu.be/irn2SWBRZWO</p> <p>Mozambique's Geographic Challenge [Stratfor] https://youtu.be/gjOX9hGEx7Y</p> <p>Chad's Geographic Challenge [Stratfor] https://youtu.be/Kv-oixS6TsI</p> <p>Examine two or more of the following six videos:</p> <p>Lagos Nigeria Ojo [Ludo Liu 2] https://youtu.be/g1af9kKnI9o</p> <p>Walking in Mombasa (Kenya) [keezi walks] https://youtu.be/yPehq4Vz3EI</p> <p>Walking in Entebbe (Uganda) [keezi walks]</p>

Week	Due Date	Readings, Assignments
	03/16/22	<p>https://youtu.be/9Mo8tvVyRtA</p> <p>Walking in Cape Town (South Africa) [keezi walks] https://youtu.be/leAL9c4meTs</p> <p>Walking in Johannesburg (South-Africa) [keezi walks] https://youtu.be/KXIiAUFgJvI</p> <p>Walking in Dar es Salaam (Tanzania) [keezi walks] https://youtu.be/3s4hAOo8Us4</p> <p>Homework 7:</p> <ol style="list-style-type: none"> 1. According to the economist interviewed at about minute 2:20 in the DW video on South Africa, what are the reasons for the recent violence and breakdown of social cohesion in South Africa? 2. Discuss the geographic challenges of two of the following nations, according to Stratfor: Nigeria, Mozambique, and Chad. 3. What are your street-level impressions of at least two places in sub-Saharan Africa? 4. Why is Africa’s mineral wealth of particular importance to the modern world of technology, and what are some of the issues regarding social and environmental justice in the extraction of these resources? 5. Why is Central African Republic failing to contain armed groups, according to Al Jazeera? <p>Textbook questions:</p> <p>407.5. Approximately how many languages are spoken in Africa? How many are spoken in Nigeria alone?</p> <p>445.1. What are the main physical geographic features in Central Africa?</p> <p>445.10. Which country in Central Africa has the highest standard of living and a stable government?</p> <p>464.5. Where is the Serengeti Plain? How does it bring national wealth to its home countries?</p> <p>482.1. What is threatening Madagascar’s biodiversity?</p>
8		<p>Reminder: check each week for any new Announcements.</p> <p>Topic 1: North Africa and Southwest Asia</p> <p>This region, alternatively termed the Near and Middle East, has been in focus globally for a number of reasons, many of them having to do with conflict. But accounts of these conflicts often neglect to mention important environmental and economic contributors. In the years prior to the so-called ‘Arab Spring’, for example, food prices often doubled and tripled, In a region already racked with poverty, why shouldn’t adverse environmental conditions lead to economic despair and revolution?</p>

Week	Due Date	Readings, Assignments
		<p>Watch: Mecca And Medina: The Power of The Holy Cities [TRACKS] https://youtu.be/zMuKEUZILvE</p> <p>Watch: Water Crisis in the Middle East https://youtu.be/1FHksyApxmE</p> <p>ONE of the world’s most ambitious construction projects is being built in the middle of a desert. The Gulf Cooperation Council, made up of six of the Middle East’s wealthiest countries, is constructing a 2,000+ km long railway to better connect the region.</p> <p>Watch: The \$100BN Railway in the Desert [The B1M] https://youtu.be/oNsn3ds2op8</p> <p>Watch: A year after Beirut's deadly blast [DW Documentary] https://youtu.be/PgvqNz4J_2k</p> <p>Examine: INSIDE BEIRUT, LEBANON (After 2020 Port Explosion)[Indigo Traveller] https://youtu.be/37PVQ-2pEV8</p> <p>Watch anyone of the following four Stratfor videos:</p> <p>Saudi Arabia's Geographic Challenge [Stratfor] https://youtu.be/LS4G0bvpwgc</p> <p>Iran's Geographic Challenge [Stratfor] https://youtu.be/4ClfNCvMkMM</p> <p>Jordan's Geographic Challenge [Stratfor] https://youtu.be/Zn_4U9JmhXs</p> <p>Israel's Geographic Challenge [Stratfor] https://youtu.be/93onRmj9guc</p> <p>Examine two or more of the following five videos:</p> <p>Walking in Cairo (Egypt) [keezi walks] https://youtu.be/oDDL-d6eQeE</p> <p>Tehran - Evening Walk in Saádat Abad Neighborhood [Bahador Hadizadeh] https://youtu.be/iK_V_L6RO3U</p> <p>Nazareth- Walking Through the Streets of Beautiful City [Relaxing Walker] https://youtu.be/KCChT7jmOII</p> <p>Walking in Tel Aviv (Israel) [keezi walks] https://youtu.be/yXCdjiOKt60</p> <p>Walking in Hebron (Palestine) [keezi walks] https://youtu.be/Ml4gm7GBZiU</p>

Week	Due Date	Readings, Assignments
		<p>Topic 2: Afghanistan</p> <p>The following news stories are listed in order of publication. I offer them here without comment.</p> <p>Watch at least two of the following thirteen videos:</p> <p>How Afghanistan became a failed state [Caspian Report, Aug 24, 2021] https://youtu.be/_jsvmQR19TE</p> <p>Female Afghan judges hunted by the murderers they convicted [BBC News, Sep 28, 2021] https://youtu.be/vKN663hfWnQ</p> <p>Former negotiator with the Taliban: Darkest days are still ahead [DW News, Oct 7, 2021] https://youtu.be/OBaOBDVfmxA</p> <p>Afghan women disappear from public life by order of Taliban's Vice and Virtue Ministry [BBC News, Oct 17, 2021] https://youtu.be/IhmM3Z869W0</p> <p>UN: 50% of Afghans face extreme hunger [DW News, Oct 26, 2021] https://youtu.be/vCgEidURDHA</p> <p>Female judges fleeing Afghanistan and criminals they imprisoned [BBC News, Oct 26, 2021] https://youtu.be/m9xzRooK_-U</p> <p>Afghanistan: Kabul under the Taliban [DW Documentary, Nov 1, 2021] https://youtu.be/ILF4q-1Clwc</p> <p>The Afghans turning to people smugglers to flee their country [BBC News, Nov 9, 2021] https://youtu.be/gV9LaqpFqmY</p> <p>Child malnutrition surges in Kabul amid economic crisis under Taliban rule [The Telegraph, Nov 9, 2021] https://youtu.be/LEppBQUINTU</p> <p>LGBTQ Afghans Fearing for Their Lives Hope for Relocation [VOA News, Nov 9, 2021] https://youtu.be/nHpicnlOz74</p> <p>Kandahar Hospital Reports Increased Child Malnutrition Cases [VOA News, Nov 15, 2021] https://youtu.be/nR8R9YDAX2A</p> <p>Facing Hunger, Afghans Trade Belongings For Food [Radio Free Europe/ Radio Liberty, Nov 15, 2021] https://youtu.be/q8ffXhsaUpU</p>

Week	Due Date	Readings, Assignments
	03/23/22	<p>A million children at risk of hunger as Afghan winter bites [BBC News, January 11, 2022] https://youtu.be/hxy1EXdw71g</p> <p>Homework 8:</p> <ol style="list-style-type: none"> 1. Tell me about something you've learned from the TRACKS documentary on Mecca And Medina. 2. What are some of the reasons for, and consequences of, the water crisis in the Middle East? 3. Describe the \$100B rail project being constructed in the Middle East. Which nations are involved? 3. Try to describe Beirut a year after the blast. 4. What are the principal geographic challenges of any one of the following nations, according to Stratfor: Saudi Arabia, Iran, Israel, Jordan? 5. What are your street-level impressions of at least two places in the region? 6. Summarize two of the videos listed above describing Afghanistan after the Taliban takeover. <p>Textbook questions:</p> <p>558.5. Who drilled the first offshore Kuwaiti oil well? Why is this significant?</p> <p>597.4. How have problems with the Aral Sea affected the people of the region?</p>
9		Spring Recess
10		<p>Reminder: check each week for any new Announcements.</p> <p>Topic: Mexico and Central America</p> <p>Obviously, any meaningful discussion of Mexico and Central America should include a consideration of the migrant crisis and the situation on the US southern border. However, since these are topics that stir emotions, I will not weigh in, nor will I ask you to take sides. I would like us to briefly examine a couple of facets of .the situation from a generally leftist point of view [ProPublica], and from a presumably unaligned media source [Al Jazeera]. Personally, having worked with and studied practical methods of combatting the effects of climate change locally (including tropical regions), I would generally encourage people to stay at or near home, if possible, and to try to improve conditions there. Significant challenges are likely to occur globally, and people will have difficulty in dealing with their own climate change issues. Unchecked migration either in or out is not likely to help. Of course, you need not agree.</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>

Week	Due Date	Readings, Assignments
	04/06/22	<p>Watch: Honduras gang violence uproots thousands [Al Jazeera English] https://youtu.be/GHs57f2nEUw</p> <p>Watch: How the Climate Crisis Will Force A Massive American Migration [ProPublica] https://youtu.be/pWu_-duWSh8</p> <p>Examine at least one of the following five videos:</p> <p>WALK MEXICO CITY[4K WALK] https://youtu.be/ER_szwLxHYk</p> <p>walking in Mexico city (Mexico) [keezi walks] https://youtu.be/OFLn-S049ZY</p> <p>Walking in Havana (Cuba) [keezi walks] https://youtu.be/7BPgD6ZmTJ0</p> <p>walking in Santa Elena Flores (Guatemala) [keezi walks] https://youtu.be/wy7NHhI9rpc</p> <p>Walking in Tegucigalpa (Honduras) [keezi walks] https://youtu.be/EbHQrBBgIQM</p> <p>Homework 9:</p> <ol style="list-style-type: none"> 1. What are the principal geographic challenges of Mexico and of Guatemala, according to Stratfor? 2. Why is gang violence such an apparently intractable problem in some Central American countries? Are the local and state governments, police forces, and judiciary of these nations at least partly responsible for this state of affairs? What can or should be done, and by whom? 3. Briefly describe the argument for an acceptance of climate-based migration. 4. Describe the geographic challenges of Mexico and Guatemala, according to Stratfor. 5. What are your street-level impressions of at least one place in the region? <p>Textbook questions:</p> <p>264.1. What are the main physical features of Mexico?</p> <p>264.2. How does the core-periphery spatial relationship apply to Mexico?</p> <p>264.10. How has the illegal drug trade affected Mexico?</p> <p>295.2. Which European countries were the main colonizers of the Caribbean?</p> <p>295.7. How is Haiti different from its neighbor, the Dominican Republic?</p>

Week	Due Date	Readings, Assignments
11	04/13/22	<p>Reminder: check each week for any new Announcements.</p> <p>Topic: South America</p> <p>Watch: São Paulo: South America's MEGACITY [The Daily Conversation] https://youtu.be/sNEeY_gXFbc</p> <p>Watch: What If We Lost The Amazon Rainforest? [What If] https://youtu.be/pRZKGLIc9DA</p> <p>Watch any one of the following three Stratfor videos:</p> <p>Brazil's Geographic Challenge [Stratfor] https://youtu.be/d7i0yA_upx8</p> <p>Colombia's Geographic Challenge [Stratfor] https://youtu.be/8u4InrBnJ5Y</p> <p>Venezuela's Geographic Challenge [Stratfor] https://youtu.be/w-PDdggGJC4</p> <p>Examine at least two of the following six videos:</p> <p>Walking in Quito (Ecuador) [keezi walks] https://youtu.be/FsuvoXXiyVM</p> <p>Walking in La Paz (Bolivia) [keezi walks] https://youtu.be/kjSxN22a-g</p> <p>walking In São Paulo (Brasil) [keezi walks] https://youtu.be/kTAWZS1CdXQ</p> <p>Walking in Valparaíso (Chile) [keezi walks] https://youtu.be/GIPcrCaqwlS</p> <p>Walking in Buenos Aires (Argentina) [keezi walks] https://youtu.be/rVLOQB5kGGw</p> <p>walking in Bogota (Colombia) [keezi walks] https://youtu.be/XiOLYmF70fA</p> <p>Homework 10:</p> <ol style="list-style-type: none"> 1. Describe the four core problems facing São Paulo and what is being done about them. 2. What is the actual value of the Amazon rainforest? What would happen (is happening) if we lost it? 3. Describe the geographic challenges of one of the following nations, according to Stratfor: Brazil, Colombia, and Venezuela.

Week	Due Date	Readings, Assignments
		<p>4. What are your street-level impressions of at least one city in the region?</p> <p>Textbook questions:</p> <p>360.5. Why is Manaus such a core city for its region?</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>
12		<p>Reminder: check each week for any new Announcements.</p> <p>Topic: Europe</p> <p>Watch: Real Scenes: London [Resident Advisor] https://youtu.be/jN1XUBrwp5A</p> <p>Examine at least three of the following eight videos:</p> <p>Paris evening walking tour [Silent Walker] https://youtu.be/G-v-UKEJ4E4</p> <p>.</p> <p>Rome Night Walking Tour [Prowalk Tours] https://youtu.be/Gy6fDx9L-zk</p> <p>Budapest Hungary walking the streets [Se Meyer] https://youtu.be/5-1u2DKIDGQ</p> <p>Cycling Crisscross Amsterdam [keezi walks] https://youtu.be/EK8UzM3MN_M</p> <p>Walking In Paris (France) [keezi walks] https://youtu.be/Dq3_fgLOoHc</p> <p>Walking in Krakow (Poland) [keezi walks] https://youtu.be/QMwBMvFtiVE</p> <p>Walking in Berlin, Alexanderplatz [keezi walks] https://youtu.be/gBo-fY7a67I</p> <p>The Ultimate Central London Early Morning Walk [Watched Walker] https://youtu.be/CGslieDL-04</p> <p>London on a Rainy Evening - July 2021 [Mostly Walking] https://youtu.be/FbMIKw_qpkY</p>

Week	Due Date	Readings, Assignments
	04/20/22	<p>Watch any two of the following six 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”. Part 1 is about East Germany.</p> <p>Homework 11:</p> <ol style="list-style-type: none"> 1. Why do you think cities like London have become the locus of so much creative work, with the roots extending around the globe? 2. Describe the geographic challenges of any two of the following nations, according to Stratfor: France, Germany, Italy, Poland Romania, and Spain. 3. What are your street-level impressions of at least three cities in the region? 4. Describe the experiences of three people interviewed in the video <i>The Lost World of Communism</i>. <p>Textbook questions:</p> <p>118.2. How have strong egalitarian ideals shaped northern European countries?</p> <p>118.9. What are the key factors that make Western Europe an economic core area of the world?</p>

Week	Due Date	Readings, Assignments
13		<p>Reminder: check each week for any new Announcements.</p> <p>Topic: South Asia</p> <p>Watch: Along The Ganges: India's Holy River Cities [TRACKS] https://youtu.be/NIVBW0ZaWOs</p> <p>Watch: Climate Change in Bangladesh (2016 Documentary) https://youtu.be/99jkZ-6vvvE</p> <p>I visited Nepal once and stayed for a month in 1984 (after a short time in a very tense New Delhi shortly before Prime Minister Indira Gandhi was assassinated). I left Nepal with a deep impression of the raw sometimes transcendent beauty as well as the endemic poverty of the country. Kathmandu Valley offers a number of absolutely fascinating places to wander around in. Since the country had become so open and accessible, a great many Western influences (some bad) were clearly present at the time. Hippies, seekers, trekkers, and their suppliers were everywhere in Kathmandu. The local bookstores sold what seemed to be a surprising amount of communist and socialist literature. I was not surprised to see the development of a long term Maoist insurgency that began there later. This could all be found alongside an ever present spirituality. Walk around in an endless presentation of the sights, sounds, and incense of Hindu and Buddhist shrines, temples, and festivals. It was like nothing else I've ever experienced. Nepal remains poor despite its vibrancy. Of all the Himalayan societies, Nepal has been the most open to outsiders. As a result, many people have visited, providing a few tourist dollars as well as some bad influences. Poverty, pollution, and environmental degradation remain big problems. I don't know how much is being done to restore what was destroyed in the recent earthquake. You are not required to watch the following four videos, but they might give you an idea of what the Himalayan region is like:</p> <p>Recommended: Kathmandu Durbar Square before the earthquake [Amazing Places on Our Planet] https://youtu.be/QpeR50k8km8</p> <p>Recommended: Temples in Kathmandu valley, Nepal [Amazing Places on Our Planet] https://youtu.be/xf86EzuLXu0</p> <p>Recommended: Bhaktapur, Kathmandu Valley, Nepal [Amazing Places on Our Planet] https://youtu.be/RELnHgirjic</p> <p>Recommended: Patan (Lalitpur), Kathmandu Valley, Nepal [Amazing Places on Our Planet] https://youtu.be/D0IKuSYPDj4</p> <p>Examine at least two of the following four videos:</p> <p>Walking in Old Delhi (India) [keezi walks] https://youtu.be/QsyoLAWWQ9Q</p> <p>Walking in New Delhi (India) [keezi walks] https://youtu.be/9puDiItvJKE</p> <p>Walking in Paharganj New Delhi - India [Virtual Walker] https://youtu.be/XVvYXBTSuaA</p>

Week	Due Date	Readings, Assignments
		<p>Walking in Kathmandu (Nepal) [keezi walks] https://youtu.be/UsjJg4xBNGo</p> <p>Examine at least two of the following four videos:</p> <p>Myanmar Village Life 2019 [Travel & Talk] https://youtu.be/IqpeqdzoM3s</p> <p>Walking in Yangon (Myanmar) [keezi walks] https://youtu.be/h-Bs7331yTQ</p> <p>Walking in Myeik (Myanmar) [keezi walks] https://youtu.be/2Hses2nG2gc</p> <p>Walking in Mawlamyine (Myanmar) [keezi walks] https://youtu.be/ATmSPmyh-PY</p> <p>Examine at least two of the following six videos:</p> <p>Dhaka city, Bangladesh unedited walking tour [Walk The World] https://youtu.be/iYU1ptF8IKs</p> <p>A Walk in Rich Modern Area of Dhaka [Mirza Shahan] https://youtu.be/WmUN-KbWXBQ</p> <p>Walking in Kolkata (Calcutta) [keezi walks] https://youtu.be/VxetyciW22A</p> <p>DHAKA, BANGLADESH The Most Densely Populated City in the World https://youtu.be/5Rtsav021Rs</p> <p>Driving through the streets of Galle in Sri Lanka in the evening [The Last Traveller] https://youtu.be/46NIgE_y1eI</p> <p>Nightwalk Galle Sri Lanka [The Last Traveller] https://youtu.be/2uHzXeQUSWA</p> <p>Watch any two of the following four Stratfor videos:</p> <p>Sri Lanka's Geographic Challenge [Stratfor] https://youtu.be/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>

Week	Due Date	Readings, Assignments
	04/27/22	<p>Homework 12:</p> <ol style="list-style-type: none"> 1. Describe how Bangladesh is particularly vulnerable to climate change. 2. Describe your impressions or something you learned from the TRACKS video on the Ganges River. 3. What are your initial street-level impressions of New Delhi and/or Kathmandu? 4. What are your initial street-level impressions of Dhaka, Galle, and/or Kolkata (Calcutta)? 5. Describe the principal geographic challenges of any two of the following nations, according to Stratfor: Sri Lanka, India, Nepal, and Pakistan. <p>Textbook questions:</p> <p>660.2. What are the three main language families in India? What is the lingua franca?</p> <p>660.3. List the main qualities that are different between the rural and urban areas of India.</p> <p>660.10 How has the government of India worked to protect the biodiversity of the natural environment? What are some of the animals that are being protected?</p>
14		<p>Reminder: check each week for any new Announcements.</p> <p>Topic: Oceania: Australia, New Zealand, and the Pacific</p> <p>Watch: Australia's Geographic Challenge [Stratfor] https://youtu.be/quNdaS895gE</p> <p>Watch: Atomic Testing in the Marshall Islands [unnaturalcausesdoc] https://youtu.be/Tvj7MscvSrg</p> <p>Watch: Marshall Islands: A third of the nation has left for the US [PBS NewsHour] https://youtu.be/ZB8s_Yqp3ko</p> <p>Examine: This Concrete Dome Holds A Leaking Toxic Timebomb [ABC News In-depth] https://youtu.be/autMHvj3exA</p> <p>Examine at least two of the following four videos:</p> <p>Sydney Spring Walk [A walk around the world] https://youtu.be/OJFGYLuGOZQ</p> <p>The Main Street In Sydney, Australia [More Locations] https://youtu.be/4FdIOJicGBk</p> <p>Walk Tour Auckland City New Zealand [Virtual New Zealand] https://youtu.be/y7zhnCmGvi8</p>

Week	Due Date	Readings, Assignments
	05/04/22	<p>Walk Tour Queenstown New Zealand https://youtu.be/DLru1iQICJo</p> <p>Homework 13:</p> <ol style="list-style-type: none"> 1. Describe Australia's geographic challenge, according to Stratfor. 2. Describe the history of the Marshall Islands in US nuclear testing. What is the situation there now? 3. What are your initial street-level impressions of Australia and/or New Zealand? <p>Textbook questions:</p> <p>797.3. What are some of Australia's main physical features? How are they developed for tourism?</p> <p>797.4. What are the main climate types in Australia? How does climate relate to population?</p> <p>797.9. What are Australia's main exports? Who is their main trading partner?</p> <p>808.1. What are the main physical features of the South Island and North Island of New Zealand?</p> <p>808.4. Who were the inhabitants of New Zealand before the colonial era? Where did they come from?</p> <p>826.1. What are the three main regions of islands in the Pacific? What island nations belong to each?</p>
15		<p>Reminder: check each week for any new Announcements.</p> <p>Topic: United States and Canada</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>We've tried to take an honest look at the rest of the world, and honestly, much of America is not doing very well. Having lived in cities large and small through most of my life, I can honestly say that many of our largest cities and metro areas are currently unusually dirty, dangerous, expensive, and poorly run. In addition, many of our rural regions have become, and continue to become, unpopulated, poor, and depressed. I would refer you to Nick Johnson's YouTube channel, for an assortment of videos that document these conditions, several of them close to home. Think back if you will on the street videos you've seen from Korea, Japan, or elsewhere, and ask yourself whether we may have lost something very important with regard to our civic responsibilities. Unfortunately, we as a society are divided on all aspects of this problem, from defining the problem itself to deciding what should be done. Again, having lived for so long in the East, the Midwest, and now here, I have my own views, but I dare not outline them here, since they might get me cancelled. That itself is a big part of the problem, in my humble opinion.</p>

Week	Due Date	Readings, Assignments
	05/11/22	<p>I graduated high school in 1973. My cohorts and I were part of an unnamed generation that lived in the wake of the 60s generation. The memory and legacy of the 1960s continues to be revised and polished and idolized to this day, to ever greater heights of absurdity. We were of course influenced by the ideas, music, and books, of those times, but we also lived through them as kids. What we experienced and saw was anger, violence, war, killings, lawlessness, urban decay, riots, and cities in flames. There was a philosophical and experiential gap between generations, and we got little guidance from any reliable source, unless we sought it out. Personally, I spent my spare time either outdoors in nature, or in a library. America had never experienced something like this, and it was unclear what the outcome would be. I think we are experiencing something similar today. History doesn't repeat itself, but it often rhymes.</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>Watch: What Went Wrong With California's High-Speed Railway [The B1M] https://youtu.be/p_teJLmY3k</p> <p>I'd like to end the semester as we started it, with a little walk in a big city. I've been visiting NYC on my own since I was a young teen, and I lived in Brooklyn for several years. Regardless of how frustrating it can be, I still love it, or rather parts of it. So it is nice to see that, despite the very real bad news coming from cities like New York, urban improvements do occur, and there will always be reasons to visit. One project that happened after I left, and which I'm looking forward to seeing, is shown here:</p> <p>Examine: Walking NYC : The High Line Elevated Park (June 2021) [ActionKid] https://youtu.be/L2y8wAbxWnI</p> <p>Homework 14:</p> <ol style="list-style-type: none"> 1. What are some of the geographic challenges of the US and Canada, as described in the Stratfor videos? 2. Detroit, the home of the American automotive industry, has fallen on hard times. The growing numbers of abandoned lots are beginning to host some urban farms. Do you think that nontraditional careers in the arts and agriculture can make a city like Detroit viable, even if it never comes back as a major manufacturing center? Does the health of a city depend primarily on its ability to generate wealth and jobs, or does it also depend on its ability to inspire young people to stay for possibly nonmonetary reasons involving personal fulfillment? 3. Describe a trip that you can imagine taking from here to New York City, while stopping at five or more specific locations along the way. Describe each of these destinations in detail and why you would go there. Use the Internet to research your trip. Travel by train and/or by car. Assume that you have plenty of time. You can use Google Maps or something similar for routing advice. Do not pick just coastal locations. I want to see some stops in the Midwest and South. Use this opportunity to educate yourself about the interior of America. 4. A locally significant question: what went wrong with California's high-speed railway, according to B1M?

Week	Due Date	Readings, Assignments
16	05/20/22	<p>Final evaluation:</p> <p>I'd like you to write a paper about an imaginary trip around the world that you would take if you had the opportunity. First, have a specific theme. It may be related to your career, or to some specific interest involving history, art, science, etc. You must make at least seven stops, within at least four of the regions covered in this course. Assume that you are not limited in terms of funds and time, but don't be deliberately extravagant. Plan a trip that would of value to you personally. Tell me precisely why each of the places visited is important in terms of your chosen theme. Tell me something about the history, culture, and physical attributes of each of these places. You don't need to include a map in your response, but make your itinerary clear. Keep in mind this essay is worth 9 points, so it must be substantial. I expect at least four pages of text.</p>