

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

Fall 2023



January 13, 2020

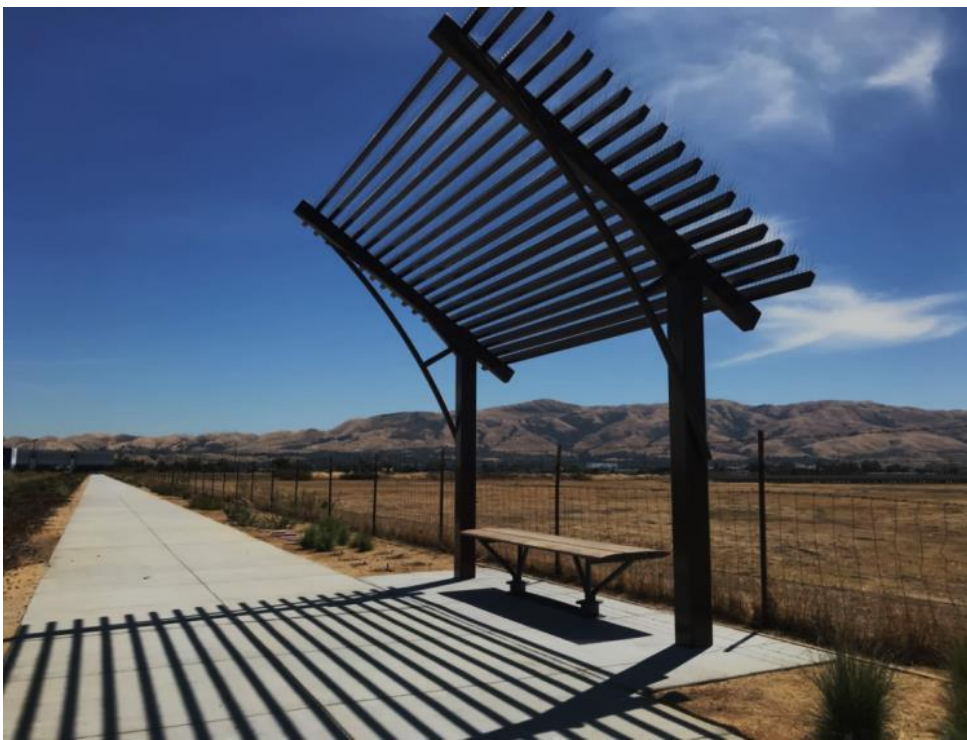
Course and Contact Information

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 an independent Canvas message or with a message pinned to the submission itself. Messages may be pinned to particular assignments 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 later for any remarks or instructions that may have been pinned to that assignment, regardless of whether you have received a grade. Please address any requests for revision and resubmission I may have made. If you want to respond to a pinned message after a grade was issued, please do so by sending me an independent message within Canvas. I am unlikely to return to any 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. You might notice something a little strange. The structure looming over the bench looks it might provide some shade or shelter from the rain, but in fact it does neither, at any time. You can take this photo as my commentary on contemporary decision-making. Several of these structures were built, and it wasn't easy. Spikes had to be installed to keep birds from perching and messing up the bench, which would have been left undisturbed, had this remarkable structure not been there.



The bench is intended here to represent the parts of Canvas that we will be using: **Announcements, Assignments, Files,** and messaging. The stylish, attractive, but useless structure looming above it might be taken to represent what I consider some of the less helpful facets of Canvas, as well as most of the published resources that students are often required to buy. For this course, I have found that freely available readings are sufficient to supplement some carefully chosen Internet sources, as well as some of my own material. This strategy I believe 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 the instructor or participants. Let's try a simple metaphor. If you're looking for the moon in the night sky, it would certainly be foolish to confuse the finger that someone might be using to point out the moon for you, with the moon itself. The characteristics of the finger are completely unimportant. It just points the way. For the most part, that is what I will be doing for you: pointing the way. As best I can, of course, given what I find to be true and meaningful thus far in my understanding of things. I've kept the structure of this course simple so that we will have more flexibility to follow relevant current events, discoveries, or connections in real time. Therefore, despite the structural simplicity of this course, it is important that you follow the **Announcements** by checking them at least once a week, and **respond in subsequent homework assignments to specific questions that may be posted there.**

Remaining within our metaphor, 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. Possibly, at least for educational purposes, I would like you to try to set aside the implications of your own personal or collective identities and just do your best to learn about what exists well beyond (or invisibly within) yourselves. I have found that, by taking this approach, we can learn to more realistically evaluate and adapt to whatever the unknown forces of nature (and of the human heart) might throw our way.

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

We can communicate as much or as little as you'd like, within Canvas messaging. I've had some long conversations with some students, and none (outside of homework comments) with others. I leave that up to you; it has no effect on your grade. With messaging, conversations cannot be ignored, misplaced, manipulated, forged, modified, or inappropriately shared with others. There are no such assurances with email (including the one assigned by the university, and is run by Google) or with 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. I prefer not to use email in my role as educator. The gmail address listed on page one here is a good way to get in touch with me down the line, but during the semester, **Canvas messaging is sufficient.** Text my private number, which is also listed on page one, if you have a time critical emergency, and I'll call you back. Being late with homework is not an emergency. If any of your work is late, submit it anyway and pin an explanatory message to the homework itself, or message me separately regarding more serious issues.

Given the current state of America's universities, I will not require you to share your work, your opinions, or even your image with others in the class, or with anyone else that happens to be looking in. Unfortunately, every moment of screen time can be inappropriately saved, shared, and broadcast publically, and it can live forever. Every exploratory, poorly phrased, or easily misinterpreted remark can grow to enormously proportions in the minds of the sorts of self-righteous and malevolent people one often finds in this world. I do not want anyone to suffer retaliation for anything expressed in any of my classes. This is not an idle concern. I know what it's like. It has happened to me repeatedly, and it is likely to

happen again, and again. For the foreseeable future, I will not be asking students to use zoom or skype or whatever the latest thing happens to be to gather around a screen at some particular time. Nor will I organize or participate in any sort of online discussions, so long as innocent people like you and me remain under threat for expressing or exploring ideas that someone somewhere now or at some future time happens to find problematic. Instead, I encourage you to refine and edit the work that you do for my courses and for others, and to post it online: **in your own time, at your own discretion, in a way that is fully under your own control** (e.g., via Portfolium).

Please carefully read and view the material that I have provided at the beginning of each **Assignment**, as well as any new **Announcements**, every week. These locations are where the material or pointers to 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 pinned comments you receive from me. 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.

Copying and pasting text without attribution, or using an AI service to generate homework responses, is very likely to:

1. get me (your instructor and grader) extremely annoyed;
2. prompt me to investigate how much of your response has been synthesized or plagiarized (this isn't difficult);
3. generate a zero grade for each synthesized or plagiarized response, and possibly for the entire assignment;
4. prompt me to investigate all previous and subsequent submissions from you very carefully, and repeat steps 1,2,3.

So plagiarism on assignment 1, even if it is only discovered at the end of semester, can still lead to a reevaluation of its original grade. You will find that most of my questions are intended to elicit your impressions, rather than just regurgitate facts, so plagiarism would be pointless anyway. It should be easy to ask yourself for such impressions. Try writing the way that you talk. If you have no clear impressions or opinions when I ask for one, just try the following strategy: on the one hand..., on the other hand....

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 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.

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 my alma mater, the University of Minnesota, through its Libraries Publishing eLearning Support Initiative. I will make the book available under Files. Alternatively, you may 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 use a pdf file of the book than to 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.

Readings

Readings are required for certain assignments. All of the readings listed in the schedule are preceded by one of the following:

Read: take the time to read all or most of the text, keeping in mind any associated homework questions.

Reference: contains information that may help to fill out your understanding of key terms and relationships. You may use this information to inform your homework responses.

Recommended reading: read this if the topic interests you, and if you intend to study or write about the topic in greater detail (for example, for the final paper).

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, particularly if you use public portals.

Videos are indicated by a short description, followed by the channel name in brackets. If a particular video interests you, you might want to check out other channel offerings. All of the videos listed in the schedule are preceded by one of the following instructions:

Watch: take the time to watch all or most of this video. 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.

It is important that you have clear audio with easily adjustable volume. The sound processing on some of the videos is binaural, meaning that it simulates the geometry of human hearing. This provides a more realistic, 3D experience than normal stereo processing, particularly if you use earphones.

Most of the videos that I require or recommend embed within Canvas. If you click on the video, it should play. However, it is possible that the channel supplying the video has prohibited embedding, in which case you will get a screen indicating that it must be opened in a separate browser.

If you open any video in a separate browser, you will find that many of them contain or are preceded by ads. Some of these ads are part of the video. But often, ads can be cut short by clicking on the Skip Ad button that might appear, or by clicking on the **X** within the ad itself if it's a popup. YouTube reserves the right to place ads in front of, including my own videos, although I get no monetary benefit. By the way, I do not generally provide tags on my videos, and I sometimes disable comments. Views of my videos embedded within Canvas are not counted as views by YouTube. These are some of the reasons why most of my videos get few officially counted views, which is fine with me. Feel free to subscribe to any channel that interests you, including my channel, and to share these videos with others. 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

Course Requirements and Assignments

Homework

Fourteen homework assignments should be completed on or before the due dates, as described in the course schedule below. They must all be submitted, even if late. Please submit all files via Canvas; never email them to me or as attachments to messages. If you are having difficulties, message me through Canvas. If personal life intrudes or if Canvas or the Internet are giving you problems, just be patient, try again later or the next day, and let me know about it in general terms. There is 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, 'envs121-80' or 'geog121-80', and 'Fall 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 should include full attribution (not just the URL). In other words, just be honest about which words, figures and images are yours, and which are from other sources. You will need to be especially careful about this if you decide to publish or post your work in an online portfolio. Most of the text in each homework submission should be your own. If you do upload anything to a platform like Portfolio, you immediately get basic copyright protection under Creative Commons. That is evidence that you published it, and when. So make sure that it's all really yours.

Regarding the length in pages or word count expected for each assignment: this depends on the topic, and also on your writing style. **I'm looking for evidence of understanding, substance, and a willingness to sufficiently pursue each point you are making until you've made it properly.** I understand that you only have a few days for each one. It is also perfectly reasonable to be unsure about topics that you are just beginning to understand. The ability and willingness to openly express one's own doubts and uncertainties is a virtue, 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. The time and effort you spend on each question may vary, depending on your interest. **If you cannot find much to say about one topic, make sure you compensate for that with another one in the same assignment.**

Each of your submissions is graded relative to those of your classmates in the current and former semesters. I often look through each week's submissions repeatedly before deciding on grades. I may offer comments or advice in Canvas for each assignment. Check back on each assignment a week or more after the deadline for any comments that I may have tagged to it, 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.

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 Exam should be completed on or before the due dates, as described in the Course Schedule below. They must all be completed by the end of semester. Please submit these responses as either Word or pdf files via Canvas.

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
81% - 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 the instructor



I grew up in a semi-industrial town in New Jersey, near New York City. Refinery flares lit the night sky. 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 over 20 years.

I encourage all students to participate in professional organizations or guilds and to make use of any truly meaningful 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 or decides to collaborate with 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 on my own and 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>

GEOG 12-80: Global Geography, Fall 2023

Please submit your homework responses as either Word or pdf files. Use 10 point font, with ~1 ½ line spacing and normal margins. At the top of the first page of each assignment, arrange your name, my name, the homework #, geog121-80 or envs121-80, Fall 2023.

Course Schedule

Week	Due Date	Topics, Videos, 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>It might be helpful to first discuss a few general matters of relevance to this course. I realize that this initial discussion is a lot to respond to in the first week. Nevertheless, I do expect substantive responses. in line with the requirements described in the syllabus, which you should already have read. You might also find it helpful to come back to portions of this week's discussion over the course of the semester. I also want to be explicit up front about some of my own perspectives, in order to provide you with enough time to drop the class without penalty, should you find any of these views to be intolerable.</p> <p>Topic 1: The individual and the collective</p> <p>Most discussions of the human experience are predicated on some commonly accepted categorizations: nationality, race, ethnicity, livelihood, income, religion, political affiliation, age, sex, gender, marital status, etc. Twenty-five years ago, while I was working with old books of census data at the University of Minnesota, I discovered that many of these presumably stable categorizations actually come and go over time, despite everyone's best efforts to keep them orderly and continuous. Any given category may emerge out of nowhere or disappear entirely, depending often on dynamically changing technological and social factors. This represented my first practical understanding that more care and contextualization are required than we might assume, when using social categorizations. In order to truly understand how and why human life changes on a local, regional or global basis, we need to recognize that it often depends upon multiple sources of agency at indeterminate scales, individual human beings, and ephemeral circumstances. Social dynamics are often observable, and possibly explainable, only at a much finer resolution of discernment than most social analyses manage to achieve. This semester, we will discuss some conceptual and technical ways to possibly bridge some of that gap.</p> <p>Most of us would probably accept the idea that every society, regardless of how large or complex it may be, is ultimately comprised of uniquely individualized human beings. Even within the largest of crowds, and even under the most oppressive of circumstances, there are no 'non-player characters'. Everyone is a player. Everyone, regardless of circumstances, has some sort of human agency. This is message is often conveyed to the rest of us by people who have survived some of most horrific experiences imaginable. This access to an individualized human existence is pretty obvious to most of us as children, but as we grow older we often shape our inner selves to match outer expectations, categorize people in various ways, and form impressions about ourselves and others that may not actually be true. We may even lose sight of our own essential nature. Regardless of how mysterious or undefined 'human nature' may be, and</p>

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>whatever it is, most of us would recognize it as being present in each of us. I think it's easy to recognize the presence of individualized agency in members of other species as well, but for the most part we will focus our attention on human beings. I just wanted to begin the semester with this simple point: we should keep in mind the significance of the individual human being, while we look at how our common needs and unique aspirations play out in space and time.</p> <p>Watch (or listen while reading): Humanity [Gary Pereira] https://youtu.be/IeT2AOBkKJM</p> <p>As you take in the sights and sounds of this video (which I shot early one weekday morning from the deck of a boat on the Yangtze River), you might think that the absolute numbers of people on this Earth are just too overwhelming to consider in individual terms. Nevertheless, I'd like you to try to do just that. Behind those windows, thousands of people are waking up to another day. Each one of them has had unique personal experiences, attachments, dreams, ambitions, disappointments, successes, joys, and sufferings. Regardless of how distant much of the world may seem to be from our own experiences, we also know instinctively, without having to be told, that each of these people's lives is just as important to each of them as mine is to me and yours is to you. If we keep that in mind, we can learn a great deal more than we otherwise might.</p> <p>In the syllabus, I try to describe my role as pointing out what I think might be potential sources of insight. The characteristics of the person doing the pointing are unimportant, but in light of what I've just said about human individuality, and so that you might appreciate my particular focus, it might be helpful to discuss a few of my own experiences from time to time. My father was an electronics expert, specializing in radio and TV. He had served in the Signal Corps in WWII, setting up transmitters on remote islands in the Pacific. As a kid, I had access to shortwave radios, including a Heathkit GR-64 that I built myself. The shortwave bands in the 1960s and 70s were filled with mysterious codes, conversations, and noises, like some kind of dark ambient music. Shortwave signals bounce off the ionosphere as they make their way around the world, so different stations fade in and out depending on the time of day, time of year, and current space weather. The precise heartbeat of Greenwich Mean Time was always there, and the chimes of Big Ben introduced each hour's news programming on the BBC. The Voice of America and Radio Free Europe provided (and continue to provide) people around the world with programming in English and many other languages. But some of the most powerful signals that I could pick up at the time came from the Soviet Union and associated Eastern Bloc nations. Particularly strong were Radio Moscow and Radio Sofia (Bulgaria), broadcasting in English. I often listened to socialist stations, since these broadcasts put a human face (or rather many real human voices) to a set of enemies that seemed evil and malevolent to the adults around me at the time. Hearing the utopian socialist line and its stirring music, I could understand how downtrodden people around the world might feel after hearing it. But I was able to deconstruct the rhetoric and develop a more critical understanding of Soviet socialism than I otherwise would have. There is something to be gained from paying close attention to what your antagonists have to say, as well as the dissidents among them. Although the Internet should make this easier, most Americans are probably unwilling to even look at what our nation's antagonists have to say, for fear that our own government might be watching. The great thing about good old fashioned radio is that nobody knows you're listening.</p> <p>Many people, including of course academics and intellectuals, like to theorize on a grand scale about societies and cultures. It is often said for example that Western societies have a more 'individualized' focus, while Eastern societies have a more 'collectivized' focus. You can find any number of videos with</p>

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>titles like “Me or We? Cultural Difference between East and West”. I do not recommend that you accept any claims of this sort without first carefully examining the facts in a detailed way. When you do, I think that you will find, as I have, that assumptions of this kind are often misleading or just plain wrong, when you compare them to what you might witness directly in this rapidly changing real world. Unless you have personally examined these or any other social or cultural premises or claims very carefully, I do not recommend that you rely on them as fact. I’ve chosen our sources here carefully, rejecting dozens of videos for each one chosen, based mostly on their superficial and stereotypical rendering of human life.</p> <p>As an illustration of the fundamental reality of individualized differences and similarities among people within a single culture, regardless of culture, I’d like you to watch the following video of short street interviews in Russia on a YouTube channel called “1420 by Daniil Orain”, with question 1 below in mind. I’ve been watching Daniil’s videos for some time now. They present a remarkable record of attitudes within Russia on a number of provocative topics. We’ll see more later.</p> <p>Watch: 5 years in jail or going to war? [1420 by Daniil Orain] https://youtu.be/krD3xySrwNk</p> <p>Topic 2: The particularity of place</p> <p>The notion of ‘place’ in the psychological sense is one of the principal themes that distinguish Geography from some of the other spatial disciplines. We all know what having a ‘sense of place’ means, so we don’t need to formally define it here. I’ll let you explore the idea in your assignments. It clearly involves our impressions and memories of physical locations at various scales, particularly if they have personal significance. Most of us can conjure up spatial memories of familiar places. Words can create a powerful sense of place, and this is one of the characteristics of great literature. But for purposes of this class, I would like you to consider the idea that recognizing the particularity of the actual places through which we navigate our lives will help us to appreciate the real human significance (down to the level of the individual) of some of our most difficult environmental and social challenges. These may involve the deterioration of what might be called place stability, often associated with economic collapse, human rootlessness, displacement, and migration, accompanied by urban, rural, and environmental decay.</p> <p>For instructions on viewing videos in this class, be sure to read the section in the syllabus titled Videos. Since they are mostly on YouTube, you can either view most of them either within or outside of Canvas. If you click on the hyperlink above a video rather than the video itself, it should open up in a separate browser. If the video indicates that it cannot be viewed within Canvas, you will have to view it in a separate browser. You might also want to view the videos and other resources on a device separate from the one you are using to write with. There are lots of strategies you can use. Many of the 4K and 8K videos in particular look spectacular on a high definition screen. It is important that you have clear and easily adjustable audio. The default sound volume on videos can vary enormously. The sound on many of the street videos in particular is binaural, which simulates the geometry of human hearing, thus providing often a more realistic experience than ordinary stereo, particularly if you use earphones.</p> <p>As a reminder, a video labeled Watch should be watched at least once. One labeled Examine does not need to be watched from beginning to end. You might want to swipe through or sample segments at intervals 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. In order to</p>

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>address some of the questions, you might end up spending more time examining than watching.</p> <p>As a reminder, a video labeled Watch should be watched (most of it) at least once. If a video is labeled Examine, it does not need to be watched from beginning to end, but I still expect you to look (and listen) carefully through parts of it. You might want to swipe through or sample segments at intervals to get an overall impression, and then go back and watch those segments that seemed to be most informative. Keep any relevant homework questions (listed at the end of each discussion) in mind, and get in the habit of pausing videos to write down notes. In order to address some of the questions, you might end up spending more time with a video I ask you to examine than one I ask you to watch.</p> <p>Next week, we will discuss some of the world’s current and future megacities and metropolitan areas, so let’s start our consideration of the particularities of place by taking a look at one of the most famous neighborhoods of what has been and may still be the world’s largest metro area. And I’ve chosen a video with weather conditions that we lack: summertime rain. The reflections of rain on the streets of a busy modern city seem to add another dimension to the scene. I’d like you to examine this and at least two more videos below from Japan and Korea, with question 2 below in mind.</p> <p>Examine: Tokyo Rainy Night Walk in Shinjuku [VIRTUAL JAPAN] https://youtu.be/SiryvrStb8E</p> <p>Examine at least one additional video from Japan, and one from Korea:</p> <p>Japan: Shinjuku in Tokyo [Japan Walk] https://youtu.be/i111Cpv2cBU</p> <p>Japan: Tokyo market street Sugamo [Ramblac] https://youtu.be/oWSwQ8ZtG1A</p> <p>Korea: Walk around Insadong Street, Seoul [4K Seoul] https://youtu.be/6IIngT2TfAc</p> <p>Korea Ikseon-dong Hanok Street , Seoul [Seoul Travel Walker] https://youtu.be/R9hqsGFt00Q</p> <p>We need to honestly assess where we as a nation, state, and region stand with regard to our understanding and appreciation of urban life. We need to recognize the limited, incomplete, and often inconsistent nature of some of our common assumptions. Collectively, in and near several of our nation’s largest cities, our understanding of the nature and possibilities of urban life is poor and getting poorer, but as an individual each of us can disentangle the truth from delusion. We might begin by engaging in a little self-reflection. I’d like you to watch the following videos with question 3 below in mind.</p> <p>Examine: Every Store is CLOSED in San Francisco Downtown [Nomadic Solo Travel] https://youtu.be/HV7F9YNxmWE</p> <p>Examine: Every store is CLOSED on Market St, San Francisco [METAL LEO] https://youtu.be/5UWIyGDnHmk</p>

Week	Due Date	Topics, Videos, Readings, Assignments
	08/28/23	<p>Regardless of what your impression of San Francisco currently may be, you might assume that the Tenderloin is as bad as it might get. If that is your impression, please take a good look at Kensington Avenue, Philadelphia. I am not presenting this in order to shock or impress. I think that any serious student of the social sciences should be aware of this, happening at this time, in many locations throughout the US,.</p> <p>Examine: Kensington Philadelphia on a Friday Morning [GhettoMerica] https://youtu.be/pll0MaIi3c</p> <p>Examine: Kensington Avenue, July 2023[StreetRecord] https://youtu.be/F0MWxbN89Aw</p> <p>Homework 1:</p> <ol style="list-style-type: none"> 1. Did anything about the questions and responses in the video of spontaneous interviews on Russian streets surprise you? Why/why not? 2. Although they are not necessarily representative of each of these cities and nations, I'd like you to discuss a few things about the scenes from Tokyo and Seoul that you found particularly interesting or unexpected. Are there any differences between the streets of these cities, other than language? What seems to be the general mood among the people? How do they interact? Do you think you would feel comfortable in these surroundings? You may organize your response to this sort of question any way you'd like: in paragraph form, or as lists or developed bullet points, for example. 3. After watching the videos that were shot in San Francisco and Philadelphia, as well as contemporary scenes from Tokyo and Seoul, I want you to think about what precisely goes into forming or fostering a sense of place. Is it the buildings, roads, lawns and trees, existing in space and in history as if in a snapshot? To what extent is our sense of place dependent on the presence, absence, general mood, and behavior of the people that occupy that space? Do we retain a sense of place even in the dead of night, even if no people are around? Can our impression of a place be changed irrevocably by one tragic event, or by the sort of slow social malaise that some of us may see happening at present before our own eyes? I'd like to keep the contrast between what could be and what is ever present in your mind. We Americans pretend to be world leaders, particularly here in California, and particularly in California's state-run schools. But do we really have an understanding of what comprises healthful urban life? Might we have something to learn?
2		<p>Topic 1: 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. In addition, many rural areas around the world (including prime farmland) are being urbanized.</p>

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		<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 environments. Even if severe storms and flooding were not increasing, and even if sea levels were not relentlessly rising, 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 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>Topic 2: Family, community, health, and well-being</p> <p>Reminder: check each week for any new Announcements.</p> <p>We cannot honestly study public health in a course on population and global change without addressing the elephant in the room. The available evidence strongly indicates that the COVID-19 virus and resulting</p>

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		<p>pandemic had their origins in a viral selection and enhancement research program that was (and remains) active in the US, China, and other nations. US research shifted to China when it was discouraged here by law. Regardless of where these activities took place, the record shows that they received encouragement, participation, and funding from US scientists and administrators, and ultimately, unknowingly, from the American taxpayer. All of this occurred under the direction of the same people who were subsequently tasked with responding to the consequences.</p> <p>One of the most troubling aspects of the COVID-19 pandemic has been the lack of genuine interest by our own political, managerial, scientific, and media elite in determining the origin of this virus, or in making any genuine effort to prevent it from ever happening again. This suggests that the same thing could happen again, and quite soon, for similar reasons, possibly involving pathogens that may already have been developed and that happen to lie dormant (for the time being) in a freezer somewhere in the world. We are being encouraged by the medical/ pharmaceutical industry to prepare for ‘the next pandemic’ and for a lifetime of synthetic vaccines and treatments for a potentially endless sequence of emerging pathogens (currently labeled and planned for by the WHO, calling them disease ‘X’). Is this state of affairs now expected to become routine? If so, why? The continuing dull-witted disinterest in these fundamental issues of survival by people who should know better indicates to me that most of the people involved in managing things in this nation and elsewhere are cowards. They would rather look the other way than jeopardize their own comfortable lives and careers, even at the potential cost of many more millions or billions of deaths. Instead, they attack their fellow citizens for political and cultural wrongthink. Many of the people managing things now would have done quite well for themselves working for Joseph Stalin, who reputedly said that, although a single death may be tragic, a million are merely statistical.</p> <p>How many of us are aware of the astonishing numbers of excess deaths that have occurred, and continue to occur, in the wake of the pandemic and the jobs we endured, deaths that are not directly attributable to COVID-19. I wonder how many of us are aware of the astonishing numbers of adverse reactions and deaths that have occurred that are clearly attributable to the experimental vaccines we were expected to endure. Unproven, untested, new technologies that we are told not only to accept for ourselves and others, but, amazingly, at this late date, despite all the evidence, still being advised by our very own governments to inject into our children. If that is not dystopia incarnate, I don’t know what is. If that does not illustrate a crisis in science, I don’t know what does..</p> <p>Recommended: Excess deaths, lack of debate [Dr. John Campbell] https://youtu.be/jB0Tp1oM_t0</p> <p style="text-align: center;">1.1: Human development</p> <p>We looked briefly at how the UN and other supranational organizations approach human development and well-being in week 1,</p> <p>Reference: Human development (economics) [Wikipedia] https://en.wikipedia.org/wiki/Human_development_(economics)</p> <p>Reference: Human Development Index (HDI) [UN Development Programme] https://hdr.undp.org/data-center/human-development-index#/indicies/HDI</p>

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>The Human Development Index (HDI) is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and having a decent standard of living. The HDI is the geometric mean of normalized indices for each of the three dimensions... The HDI simplifies and captures only part of what human development entails. It does not reflect on inequalities, poverty, human security, empowerment, etc.</p> <p>Watch: What is Human Development? [UNDP Kosovo] https://youtu.be/HwgZQ1DqG3w</p> <p>Watch: How can countries measure the well-being of their citizens? [TED Institute] https://youtu.be/4PkD4JebMAY</p> <p style="text-align: center;">1.2: UN global goals</p> <p>Often cited as justification for global campaign to assign social credit scores and health scores, create digital currencies and enforce any suggested or required restrictions on agencies, businesses, banks, farms, and individuals, and, are the United Nations' Sustainable Development Goals.</p> <p>The Sustainable Development Goals (SDGs) or Global Goals are a list of seventeen interlinked global goals designed to be a "blueprint to achieve a better and more sustainable future for all". The SDGs were set up in 2015 by the United Nations General Assembly and are intended to be achieved by 2030. They are included in a UN-GA Resolution called the "2030 Agenda", or Agenda 2030. Like many UN documents, the descriptions and discussions surrounding Agenda 2030 are open to interpretation. These goals can therefore be many things to many people. We should not disparage the economic focus on lifting people out of poverty, and all that entails, while recognizing the value of individual or group freedom from excessive control, which is perhaps not so often discussed.</p> <p>Reference: Transforming our world: the 2030 Agenda for Sustainable Development https://sdgs.un.org/2030agenda</p> <p>The following site contains descriptions and discussions of each goal.</p> <p>Reference: Sustainable Development Goals https://en.wikipedia.org/wiki/Sustainable_Development_Goals</p> <p>Here are the shortened titles of each goal.</p> <ol style="list-style-type: none"> 1: No Poverty 2: Zero Hunger 3: Good Health and Well-being 4: Quality Education 5: Gender Equality 6: Clean Water and Sanitation 7: Affordable and Clean Energy

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>8: Decent Work and Economic Growth 9: Industry, Innovation and Infrastructure 10: Reduced Inequality 11: Sustainable Cities and Communities 12: Responsible Consumption and Production 13: Climate Action 14: Life Below Water 15: Life on Land 16: Peace and Justice Strong Institutions 17: Partnerships to achieve these goals</p> <p>In the following interview, Nobel laureate in economics Professor Amartya Sen discussed the past and future challenges to development. I recommend any of Sen’s published works. He is absolutely brilliant, and he argues in a very reasonable and convincing way. When asked about the Sustainable Development Goals, Sen emphasized that democracy and human rights are key factors for such goals to succeed. He talks about what makes for good development goals, which might not always be quantifiable.</p> <p>Watch: Amartya Sen on the Sustainable Development Goals [UNU-WIDER] https://youtu.be/LggTrGMygFY</p> <p>Watch any three of the following seven videos about family life, intergenerational issues, and demographics in East Asia, for question 3:</p> <p>The Dark Side of Japan: The Lost Generation [Explained with Dom] https://youtu.be/tgGvUNiykyU</p> <p>Population Crisis/The divorce rate is surprisingly high in post-90s in China [China Insights] https://youtu.be/24H7ltivcSY</p> <p>China's Falling Birth Rate: Can It Sustain The Rise To Superpower? [CNA Insider] https://youtu.be/r7dFoCbE5zU</p> <p>Japan’s population drops by 644,000 in a single year [South China Morning Post] https://youtu.be/vFfNoqdnUGU</p> <p>Why South Korea's Seniors Are So Poor [Asianometry] https://youtu.be/fvkGOeLoZG4</p> <p>How Japan Keeps Clean [Life Where I’m From] https://youtu.be/BOGMkgnc2YY</p> <p>What a Japanese Childcare Centre is Like [Life Where I’m From] https://youtu.be/1qRfqboYWN0</p>

Week	Due Date	Topics, Videos, Readings, Assignments
	09/04/23	<p>Homework 2:</p> <p>Reminder: check each week for any new Announcements.</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. What is human development? What is human well-being? What are some ways in which these social characteristics have been or might be measured? Do you think it is fully possible to accurately quantify human well-being across all cultures using the same criteria? 4. What do you of Dr. Sen's argument that democracy is a key requirement for successfully sustainable development? Has this been properly addressed by the UN? 5. Summarize and discuss any three of the seven videos about family and demographics in East Asia listed above. Identify each by its title. This counts as three questions.
3		<p>Topic: United States and Canada</p> <p>Reminder: check each week for any new Announcements.</p> <p>There's no point in going through the physical or social geography of our home nation or of Canada in this short survey. I've been to or through every state and much of Canada, and you might end up moving around as well. It is certainly highly varied in both respects, and as Californians I think you might appreciate experiencing a rainier, greener summer somewhere else, sometime. Anyway, I think we really need to look at our cultural assumptions more closely. You may have already begun doing that in week 1, when I asked you to look at Kensington. We will discuss the Chinese Cultural Revolution of 1968 in week 5, and we will look just a bit more at some of our own contradictions this week. The connection is intentional. I want you to be aware of the violence that is often inherent to conformity. Our domination of weapons development and production continues to accelerate, with a humiliating withdrawal from Afghanistan and an extremely hot war with a nuclear Russia. The military-industrial complex that even President Eisenhower warned us about has never been healthier. But that's not my focus this week.</p> <p>For well over a generation, the United States has been on the process of dismantling much of its industrial base, while simultaneously industrializing its agricultural base. These large scale changes are of course reflected in local change. For example, consider changes that have taken place in a quiet little corner of what is now Fremont, close to where some of the first 'westerns' and Chaplin films were made. Lots of disused or lightly used rail lines populate the area, evidence of industrial and agricultural activities that no longer take place. I was able to film a drywall manufacturing plant there just as it was being dismantled.</p>

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		<p>All that's left now is an empty field. As I try to point out in the following video, the demise of this plant (and of wallboard manufacturing in many parts of the US) was largely due to the presence of asbestos in some of the materials that were being mined and added to the mixture for fire prevention. This lack of domestic capacity and a hurricane or two at the height of the economic globalization drive led to the importation of often inferior and potentially dangerous wallboard from China.</p> <p>Watch: Demolition begins at the US Gypsum Reload Center [Gary Pereira] https://youtu.be/z4Z4iO4b9sw</p> <p>The Midwest is often neglected when we think of the United States. Having lived in Minnesota for several years, and having crossed through the Midwest many times by several different routes, I do recommend it both as a travel destination and as a potential home. Watch the following video with question 4 in mind.</p> <p>Watch: Best Places to Live in the Midwest [Extra Space Storage] https://youtu.be/HNr-rnkB1AQ</p> <p style="text-align: center;">1.1: Urban decay in the heartland</p> <p>Often, urban growth is accompanied by urban decay. Although decay of urban infrastructure, homes, and businesses can be found nearly everywhere in the world, their circumstances can vary widely. Poverty is a nearly universal ingredient, and this is often the result of regional economic collapse, as production shifts elsewhere and jobs are lost. It would be dishonest of us to focus our attention right from the start only on emerging global trends, without also examining at least briefly our own nation's current conditions.</p> <p>Examine: at least three of the following eleven videos</p> <p>Detroit, Michigan [Hoods N Hollers] https://youtu.be/RL8ME09602E</p> <p>Cleveland, Ohio [Hoods N Hollers] https://youtu.be/NxaruDP7HDc</p> <p>Chester, Pennsylvania [Hoods N Hollers] https://youtu.be/vYDdaOdVnHw</p> <p>Philadelphia, Pennsylvania [Hoods N Hollers] https://youtu.be/r5ECaCBCboU</p> <p>Philadelphia Pennsylvania at night [Hoods N Hollers] https://youtu.be/vKPI8vww3uA</p> <p>Steubenville, Ohio [Hoods N Hollers] https://youtu.be/tXgZyEynNA</p>

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		<p>Cincinnati, Ohio [Hoods N Hollers] https://youtu.be/5wNqgn9RJ24</p> <p>Brownsville, Pennsylvania [Hoods N Hollers] https://youtu.be/ptcgdJyE4g8</p> <p>Camden, New Jersey [Hoods N Hollers] https://youtu.be/szRfMq-_614</p> <p>Youngstown, Ohio [Hoods N Hollers] https://youtu.be/MQoc0pnwRKI</p> <p>East Liverpool, Ohio [Hoods N Hollers] https://youtu.be/OpyF_iq6d74</p> <p style="text-align: center;">1.2: Evidence of a changing climate in America’s heartland</p> <p>We will discuss climate related issues in greater detail in the coming weeks, but I wanted to underscore their centrality to this course right from the start. We will discuss some background material before returning to the topic of climate in week 8. While other regions may be at greater risk of disruption, I believe it would be helpful for us to briefly consider changes taking place within the United States.</p> <p>Reference: The Future of Supercells in the United States, Bulletin of the American Meteorological Society, volume 104, issue 1. Online Publication: 04 Jan 2023 https://journals.ametsoc.org/view/journals/bams/104/1/BAMS-D-22-0027.1.xml</p> <p>This recent publication analyzes changes in tornado activity and violent storms in the United States:</p> <p style="padding-left: 40px;">A supercell is a distinct type of intense, long-lived thunderstorm that is defined by its quasi-steady, rotating updraft. Supercells are responsible for most damaging hail and deadly tornadoes, causing billions of dollars in losses and hundreds of casualties annually.</p> <p style="padding-left: 40px;">Results reveal that supercells will be more frequent and intense in future climates, with robust spatiotemporal shifts in their populations. Supercells are projected to become more numerous in regions of the eastern United States, while decreasing in frequency in portions of the Great Plains. Supercell risk is expected to escalate outside of the traditional severe storm season, with supercells and their perils likely to increase in late winter and early spring months under both emissions scenarios. Conversely, the latter part of the severe storm season may be curtailed, with supercells expected to decrease midsummer through early fall. These results suggest the potential for more significant tornadoes, hail, and extreme rainfall that, when combined with an increasingly vulnerable society, may produce disastrous consequences.</p> <p>People in what has been known as ‘tornado alley’ are generally prepared, in terms of availability and awareness of underground shelters. But people further east are not.</p>

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>Examine: at least two of the following six drone videos showing the aftermath of recent tornados:</p> <p>Whiteland, Indiana [ABC7 Chicago] https://youtu.be/BVTzCVCq9FU</p> <p>Little Rock, Arkansas [THV11] https://youtu.be/bazeywcX4U0</p> <p>Wynne, Arkansas [StormChasingVideo] https://youtu.be/BOFQXp_r7GQ</p> <p>Wren, Mississippi [StormChasingVideo] https://youtu.be/LGnLc3AKN9g</p> <p>McNairy County, Tennessee [Live Storms Media] https://youtu.be/F45NYmQWPI4</p> <p>Sullivan, Indiana [Live Storms Media] https://youtu.be/JSGMXh3GhJc</p> <p style="text-align: center;">1.3: Rural wellsprings of American culture</p> <p>The United States is essentially a revolutionary experiment in human dignity. I'd like us to take a more sympathetic look at what I think of as some of the authentic roots of revolutionary cultural change both here and elsewhere. These cultural roots often emerge more from the naturally embedded, largely agricultural societies that exist far from the froth, ferment, and sinfulness that have existed throughout history in many cities. Religious movements for example often survived oppression by retreating into relative isolation in the countryside, or even further into the wilderness. I would like to close our discussion of the United States on some of its rural roots. Wendell Berry is a farmer-writer who has personified this side of the United States throughout his career.</p> <p>Watch: Wendell Berry Farming Program [Religion and Ethics NewsWeekly] https://youtu.be/vGG5BED6dZI</p> <p>Watch at least three of the following short videos:</p> <p>Lizzie's Story Wendell Berry Farming Program [Sterling College] https://youtu.be/iIoKiv-zQB8</p> <p>Recommended: Emily's Story Wendell Berry Farming Program https://youtu.be/c50alkjVSdo</p> <p>Recommended: Gabriel's Story Wendell Berry Farming Program https://youtu.be/pJEVG6EN1Ww</p>

Week	Due Date	Topics, Videos, Readings, Assignments
	09/11/23	<p>Recommended: Hannah's Story Wendell Berry Farming Program https://youtu.be/UIqR6zwr7s</p> <p>Recommended: Grace's Story Wendell Berry Farming Program https://youtu.be/JrqaFHbv91E</p> <p>Homework 3:</p> <p>Reminder: check each week for any new Announcements.</p> <ol style="list-style-type: none"> 1. Wallboard manufacturing may not seem very interesting to you (hopefully my video was), but it exemplifies the sort of production that should remain regionally healthy. There is no reason to import wallboard from China. Describe another product or commodity whose production in the US may have declined over the years in favor of imports, but which you'd like to see return to more robust US production. 2. Of the locations described in the Best Places to Live in the Midwest video, which two would you be most interested in making home, even for a limited time? Why? 3. Discuss any general and specific impressions you may have formed of three or more of the neighborhoods portrayed in the 'Hoods N Hollers' videos. Although I did not include any such scenes from California, you know they exist. To what degree had you been aware of these conditions? To what extent have journalists and governments kept us abreast of the situation resulting from the train derailment and fire in East Palestine? So-called 'flyover country' is where much of our food, energy, and manufactured goods come from. Are we generally dismissive of certain regions of our own nation? If so, why? 4. A shifting pattern of tornados, environmental issues involving toxic substances, an economy in decline, psychological despair, drug use, and other issues now plague the heartland of the United States. It would be disingenuous of us to ignore these facts, as we examine the rest of the world. It would be easy for us to slide into a political discussion, which is not what I want from you. What I'd like your initial thoughts about is this: to what extent do you think we as a nation are united in our desire for success? To what extent are we at one others' throats? I want you to think about this seriously, since we are so quick to judge other nations and cultures. Particularly those of East Asia, which we will be looking at next.
4		<p>Topic: East Asia</p> <p>Reminder: check each week for any new Announcements.</p> <p>The Democratic People's Republic of Korea (North Korea) and the Republic of Korea (South Korea) are ruled by completely different forms of government, but 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.</p>

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>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>Examine two or more of the following videos of street scenes from South Korea:</p> <p>Hongdae Street, Yeonnam-dong Cafe Street, Gyeongui Line Forest Rd [Seoul 4K Walker] https://youtu.be/HTDGsV7KjCY</p> <p>Heatwave, weekend Yeonnam-dong, Hongdae street Night [4K Seoul] https://youtu.be/X4D6_yFFrnE</p> <p>Gangnam street walk [Seoul 4K] https://youtu.be/VkOsWm3x8Xo</p> <p>Weekend Yeonnam-dong [4K Seoul] https://youtu.be/_aLWSq1ilFM</p> <p>Summer Friday Night Walk in Gangnam 2021 [Walk Together] https://youtu.be/qKtXaqKNCw8</p> <p>Seongsu-dong Cafe Street [Seoul Trip Walk] https://youtu.be/WeihwtlzCEE</p> <p>Summer Seoul Night Walk - Balsan to Magok [Walk Together] https://youtu.be/GJCWUspDVbk</p> <p>Urban North Korea reminds me of China in the 1980s and early 1990s. This kind of urban environment is fast disappearing in Asia, although second or third tier Chinese cities away from centers of commerce still retain this look. I kind of like the quietness of it, especially when there are trees. Of course, living there is a different story, and one that most of us know little about. It is fascinating, however, to watch the people.</p> <p>Examine two or more of the following five videos from North Korea, for question 2.</p> <p>Pyongyang's downtown [Mihai Titienar] https://youtu.be/0fL2r6FbEzs</p> <p>Walking Through Pyongyang [Koryo Tours] https://youtu.be/KaUTnwWjMaw</p> <p>Wedding Road-Pyongyang [Aramaki Project] https://youtu.be/Rfhw2SS-3_w</p> <p>Riding down the street in Pyongyang [Justin Abroad] https://youtu.be/-kP-3Hvyb0</p>

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>Taking the Pyongyang subway [Justin Abroad] https://youtu.be/2fC15tVISHc</p> <p>Taiwan is uniquely situated, both physically and culturally. Its importance to the world's semiconductor industry cannot be overstated. But I want us to look a bit at Taiwan's history, which is seldom discussed.</p> <p>Watch: A Brief History of Taiwan [famous videos] https://youtu.be/jyTdWuGEq54</p> <p>Let's take a more in-depth look at social conditions in East Asia.</p> <p>Watch any three of the following six videos:</p> <p>4a. Why South Korea's Seniors Are So Poor [Asianometry] https://youtu.be/fvkGOeLoZG4</p> <p>4b. Poverty in South Korea (Those Left Behind) [Coreanofilos] https://youtu.be/k2wseOFORPA</p> <p>4c. How Japan Keeps Clean [Life Where I'm From] https://youtu.be/BOGMkgnc2YY</p> <p>4d. What a Japanese Childcare Centre is Like [Life Where I'm From] https://youtu.be/1qRfqboYWN0</p> <p>4e. How Taiwan's Young Graduates Cope With High Costs, Low Pay [CAN Insider] https://youtu.be/I2CK-j-pR7M</p> <p>4f. How South Korean youth drive a shift in attitude towards Japan DW News https://youtu.be/jUiqKWcEaro</p> <p>I've been to China on several extended visits periodically since 1990. I have no connection to the Chinese Communist Party (CCP) or to any pro-CCP or anti-CCP organizations. I feel as you might expect, that America and China need to try to understand each other (and themselves) better than we currently do, for obvious reasons. Generally, we should try to learn from one another's mistakes, rather than just use them to tear one another down. In particular, we might be surprised at what we discover at the personal or individual or local level, and this experience can change what we think is true with regard to the big picture.</p> <p>Watch: The Unstoppable Growth of China's High-Speed Rail Network [The B1M] https://youtu.be/belm4kDAHgM</p> <p>Examine: Walking In Shanghai along the Huangpu Riverside [Walk East] https://youtu.be/sBFfZFvCU3g</p>

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	09/18/23	<p>Recommended: The world of China’s President Xi Jinping [DW Documentary] https://youtu.be/-DKIQpu4hhQ</p> <p>Recommended: How the Chinese Communist Party Works [PolyMatter] https://youtu.be/vre_yhZXPVU</p> <p>Some of the videos I shot while in China:</p> <p>Recommended: Springtime Impressions of Chongqing [Gary Pereira] https://youtu.be/AAAWEHxp8Xg</p> <p>Recommended: Chongqing to Chengdu by high-speed rail [Gary Pereira] https://youtu.be/WXPospdPi-8</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>Homework 4:</p> <p>Reminder: check each week for any new Announcements.</p> <ol style="list-style-type: none"> Briefly discuss the Korean War, particularly highlighting anything new you may have discovered in watching the video. What is your impression of the street scenes from Seoul? What is your impression of the street scenes from Pyongyang? How do they compare with each other and with places with which you are familiar? 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? Address any three of the following six topics. Identify each response by the letter assigned to the corresponding videos above. <ol style="list-style-type: none"> Why are many of South Korea’s seniors so poor? Discuss poverty in South Korea. Why are Japanese streets so clean? Why and when were public trash cans removed?

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>d. What are your impressions of the Japanese child care center?</p> <p>e. What sorts of challenges do South Korea's graduates have to deal with?</p> <p>f. How are South Korean youth driving a shift in attitude towards Japan?</p> <p>5. Why and how has China's high speed rail become so successful, according to The BIM?</p> <p>6. Give me your impression of the video taken along the Huangpu River in Shanghai. Is it what you expected?</p>
5		<p>Topic: The Great Proletarian Cultural Revolution, 1966-1976</p> <p>It is still easy, when walking around ancient religious sites in China, to find that stone faces of Buddha had often been deliberately chiseled off. After surviving for hundreds of years, they were permanently defaced in seconds. People had put lots of effort into this destruction. Why?</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>If you have not read this short document, or at least followed the links provided therein, I will know by the responses you give to the homework. For example, links to well-known victims and documented atrocities are provided therein. If you describe Deng Xiao-ping as a prominent victim, I will assume you have not read my notes very carefully. Embedded in the reading is the the following video:</p> <p>Watch: The Cultural Revolution (1966) [Daniel Guiney] https://youtu.be/XXJ2rQPMkBA</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 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</p>

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		<p>believe that social 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 think that it is time for me to push back on the general consensus. In my own humble opinion (of course), 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 since the tactics chosen are often hurtful, destructive, and ultimately self-defeating. If the goal is a good one, there are kinder, safer, more rational and humane ways of achieving the desired results. If no such way can be found, then the goal cannot be a good one. I’m radically Taoist on the issue of social coercion: I’m against it. Regardless of whether you consider yourself to be powerful or powerless, if you are being psychologically or physically coercive, I’m against it. Consider the lessons of history. All coercive political movements are full of internal contradictions. These contradictions are often ignored, but they invariably lead to the eventual collapse of the movement or its evolution into something completely different from what had been intended. Most importantly, politically motivated action and even explicitly political art are very likely to destroy innocent people’s lives and careers, often in large numbers, and often in the shadows. The perpetrators are seldom punished; indeed, they often remain blissfully ignorant of the significance of their own crimes. Americans seldom learn about this sort of history, unfortunately, because of the political nature of our educational system. 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>Agricultural work during the Cultural Revolution</p> <p>I recently attended and documented a 50-year reunion by a group of junior high school classmates who became agricultural workers during the Cultural Revolution, instead of going to high school. One of those participants is my wife. Part of the reunion occurred in the village in China’s Northeast where they had been sent. The archival film below shows a similar group of students from Changchun who left at about</p>

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		<p>the same time as our group, from the same station. This video also shows groups of slightly older young people who continued to live in the city but who took day trips to nearby farms to help with the planting and harvesting.</p> <p>Watch: 1960s China, Students Leave City to Help on Commune Farms [thekinolibrary] https://youtu.be/t4Dpo_a-Bg</p> <p>Once the train deposited our group in the rural agricultural town of Dehui, 50 years ago, they were conveyed to their designated village by horse-drawn wagons, probably along the route shown here:</p> <p>Recommended: A Wild Ride through the Countryside [Gary Pereira] https://youtu.be/kNk0BJwheh4</p> <p>The discussion below accompanies the video:</p> <p>Watch: Down to the Countryside: a fifty year reunion [Gary Pereira] https://youtu.be/d1nywzYowiI</p> <p>In 1968, after the students arrived at their destination, members of the village gave them temporary quarters and helped them build a home. The countryside around Dehui, in northeast China (midway between Changchun and Harbin) is largely agricultural. Winters are brutal, and temperatures routinely stay below 10^o F for long periods of time. It's kind of like northern Minnesota. As you can see from the video, homes in the region follow the same general plan. The front door is generally in the center at the front, and once inside you can go straight through to the kitchen, or you can go off to either side, which for our students was where the men's and women's sleeping quarters were located. The kitchen is often in the middle of the house because it is the source of heat. Exhaust from the oven and stove is channeled through sealed stone beneath the bed platforms, or 'kangs', before being vented outside. This is a safe and efficient system, since the exhaust is vented completely after giving up most of its heat to the brick and masonry kang, which slowly release it over the course of the night. The region around Dehui is not excessively hot in the summer, due to its latitude and the presence of vegetation and water. Passive solar building techniques help to keep the inside air temperate and clean.</p> <p>The floor plans of the homes in the village haven't changed much since 1968, but some of the building materials have changed. In 1968, only dried mud bricks were available for building homes. Baked bricks were a luxury. Since mud bricks tend to crumble and break at the edges, they often had to be lined with wood to keep the edges intact. These days, permanent fire-hardened bricks and masonry are used. Roofs in 1968 were made of thatch. This worked well in insulating homes from both heat and cold, but it had to be replaced quite often. Thatch is no longer used for roofing homes, although it is stored and used for other purposes. There was limited access to electricity in 1968, but now everyone is on the electrical grid, and cellular internet access is available.</p> <p>During the Cultural Revolution, the number of years each person was required to stay in the countryside depended on that person's class and family background. Very little other than food was available locally. The members of our group were friends from school, and Dehui was a long difficult day's journey from their homes in Changchun. Individuals would make the journey periodically and return with supplies and treats not available locally. Young people were sent into the countryside in order to have them participate in agriculture and other labor-intensive activities. Since very little agricultural machinery existed in China</p>

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	09/25/23	<p>at the time, a great deal of human labor was required. The main source of energy, transportation, and non-human labor at the time in the region around Dehui was horses. Horses pulled wagons, and horses pulled plows. Crops were picked by hand, without gloves. The main crops were corn and soybeans. Some of the corn could be consumed locally, but the soybeans were sent off to the cities. Soybeans are particularly difficult to pick by hand, since they grows low to the ground and the leaves are abrasive. Nearly all of the corn plant was utilized, including the stalks and husks. The students often ate sorghum, or 'kaoliang'. As you can see from the video, sorghum is a very tough grain; it can also be difficult to digest. It is no longer being grown deliberately in the region, but it continues to grow wild by the side of the road. So does hemp, which was once grown locally for fiber.</p> <p>In 1968, each household produced its own vegetables, meat (usually poultry) and chicken and duck eggs. You can see from the video that many still do. Our host was one of the villagers who had originally helped the students get settled and accustomed to farm life. He still lives in the same house with his family. They call him 'second brother'; he is the gentleman wearing the white shirt in the video. As you can see from his home garden, he has a green thumb (by the way, with lots of beneficial ladybugs, and no visible chemicals). He appears to be in excellent health, and is well into his 70s.</p> <p>Wintertime meant different kinds of work for the students. Since the watery bogs and depressions were frozen and could therefore be worked in the winter, the students hauled out composted organic material to spread on the fields later in the spring when the ground thawed. Snow in that region accumulates all winter, but the roads were never plowed at the time; they had to be cleared by hand. Fuel had to be gathered and dried to supplement their small allotment of coal. There was always something that needed to be done throughout the year. Currently, many of those activities no longer occur, or they are done with machinery.</p> <p>In 1968, home and personal goods were hard to come by, and there were no stores nearby. You would have to walk or hitch a wagon ride from a friendly villager to a government depot some distance away for basic necessities. Even today, these households remain relatively isolated from the nearest stores, but as you can see from the video, merchants now travel up and down the road peddling various things.</p> <p>Homework 5:</p> <p>Reminder: check each week for any new Announcements.</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. After reading the text and watching the videos on agricultural work during the Cultural Revolution, do you think that a similar program asking young people to work outdoors (with monetary compensation, insurance, and health care provided) could succeed in the US? What if a large scale tree planting program

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>were initiated, for example, in locations likely to be successful long term? Would that be the kind of experience young people (and their parents) might appreciate or learn from?</p> <p>4. In general, do you see any parallels between popular and unquestionable beliefs during the Cultural Revolution and beliefs that are popular or even unquestionable in our own society right now? Can the US learn anything (either positive or negative) from events like the Chinese Cultural Revolution? Why or why not? 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. It is a very different country now.</p>
6		<p>Topic: Southeast Asia</p> <p>Reminder: check each week for any new Announcements.</p> <p>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: Why wasn't Thailand Colonized? [Knowledgia] https://youtu.be/8i9Rg1rmyb8</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>

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		<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> <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>

Week	Due Date	Topics, Videos, Readings, Assignments
	10/02/23	<p>Homework 6:</p> <p>Reminder: check each week for any new Announcements.</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. Why wasn't Thailand colonized, according to the Knowledgia channel? 4. Discuss the principal geographic challenges of any two of the following nations, according to Stratfor: Philippines, Indonesia, Vietnam, Thailand, and Malaysia. 5. What are your impressions of the streets of Hanoi and Saigon? Any noticeable differences? 6. What are your street-level impressions of at least two other places in Southeast Asia? <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>. I will provide a pdf copy of the book in Files. Alternatively, you may download the book 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 (779 in this case) refer to those indicated within an Acrobat Reader, not from the Table of Contents.</p> <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>
7		<p>Topic: Sub-Saharan Africa</p> <p>Reminder: check each week for any new Announcements.</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. Unemployment among young people is a big problem in many African nations. Young adults account for 60% of all of Africa's jobless, according to the World Bank. Perfect conditions for exploitation.</p> <p>Watch: The cobalt challenge - The dark side of the energy transition [DW Documentary] https://youtu.be/0Q2IW7UEcII</p>

Week	Due Date	Topics, Videos, Readings, Assignments
	<p style="text-align: center;">10/09/23</p>	<p>Watch: Is Africa the Next China? [Wendover Productions] https://youtu.be/8egszLpKMWU</p> <p>Watch: Why China is Building Africa's Railways [The B1M] https://youtu.be/z4iVqd-Tkk</p> <p>Watch one of the following three videos:</p> <p>Why is Central African Republic failing to contain armed groups? [Al Jazeera English] https://youtu.be/WB_Rkm5-QIQ</p> <p>Chad, Other African Countries Not Thriving, UN Index Shows [Voice of America] https://youtu.be/NJfCxZyCbTM</p> <p>Africa's \$5BN Megadam Will Block the Nile [The B1M] https://youtu.be/a-BrHqQwXI</p> <p>Examine two or more of the following six videos:</p> <p>Lagos Nigeria Ojo [Ludo Liu 2] https://youtu.be/g1af9kKn19o</p> <p>Walking in Mombasa (Kenya) [keezi walks] https://youtu.be/yPehq4Vz3EI</p> <p>Walking in Entebbe (Uganda) [keezi walks] https://youtu.be/9Mo8tvVyRtA</p> <p>Walking in Cape Town (South Africa) [keezi walks] https://youtu.be/leAL9c4meTs</p> <p>Walking in Johannesburg (South-Africa) [keezi walks] https://youtu.be/KXliAUFgJvI</p> <p>Walking in Dar es Salaam (Tanzania) [keezi walks] https://youtu.be/3s4hAOo8Us4</p> <p>Homework 7:</p> <p>Reminder: check each week for any new Announcements.</p> <p>1. Describe the circumstances surrounding cobalt mining in the Congo. What us cobalt used for? Why is the mining and processing of cobalt likely to continue to be an issue in Africa?</p>

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>2. Describe some Africa/China connections, according to the videos from Wendover Productions and BIM.</p> <p>3. 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?</p> <p>4. Address any one of the following three topics:</p> <ul style="list-style-type: none"> a. Why is Central African Republic failing to contain armed groups, according to Al Jazeera? b. Why are Chad and other African countries not thriving, according to the UN? c. What nation is building a new dam on the Nile, and what are the possible consequences? <p>5. What are your street-level impressions of at least two places in sub-Saharan Africa?</p> <p>This is the second week that I’ll be asking you to address questions from the textbook, <i>World Regional Geography: People, Places and Globalization</i>. All homework questions are taken from the ‘Discussion and Study Questions’ at the end of each section. Page numbers (407, 445, etc.) refer to those indicated within an Acrobat Reader, not from the Table of Contents.</p> <p>Textbook questions:</p> <p>407.5. Approximately how many languages are spoken in Africa? How many in Nigeria alone?</p> <p>445.1. What are the main physical geographic features in Central Africa?</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>Topic 1: North Africa and Southwest Asia</p> <p>Reminder: check each week for any new Announcements.</p> <p>This region, alternatively termed the Near and Middle East, has been in focus globally for a number of reasons, many of them having to do with conflict. But accounts of these conflicts often neglect to mention important environmental and economic contributors. In the years prior to the so-called ‘Arab Spring’, for example, food prices often doubled and tripled, In a region already racked with poverty, why shouldn’t adverse environmental conditions lead to economic despair and revolution?</p> <p>Watch: Water Crisis in the Middle East https://youtu.be/1FHksyApxmE</p>

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>Watch: Iraq. 20 Years After Toppling Saddam. [Good Times Bad Times] https://youtu.be/UbJ5fqP_F7s</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>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> <p>Afghanistan</p> <p>The following news stories are listed in order of publication. I offer them here without comment. Watch two or more of the following 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>

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>Afghan women disappear from public life [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/gV9LaqFqmY</p> <p>Child malnutrition surges 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, Nov 15, 2021] https://youtu.be/q8ffXhsaUpU</p> <p>A million children at risk of hunger as Afghan winter bites [BBC News, January 11, 2022] https://youtu.be/hxy1EXdw71g</p> <p>I stopped compiling them at that point. Here are a few recent stories:</p> <p>Fearing for their lives: Rescuing Afghanistan's women judges [FRANCE 24 English, July 22, 2022] https://youtu.be/0pMwpg9MMsw</p> <p>Afghan women gradually disappearing from public life [FRANCE 24 English, August 3, 2022] https://youtu.be/UksBxbC54bE</p> <p>Taliban bans higher education for women 'until further notice' [DW News, December, 2022] https://youtu.be/4-nxQoQUfzA</p> <p>Aid groups stop work in Afghanistan over Taliban ban on female staff [DW News, December, 2022] https://youtu.be/Bc5v5-fjMYy</p> <p>Taliban deny Afghan women basic rights [DW News, December, 2022] https://youtu.be/K3S6aVyuPxs</p>

Week	Due Date	Topics, Videos, Readings, Assignments
	10/16/23	<p>Iran</p> <p>Watch: Students join anti-government protests in schools across Iran [Guardian News, Oct 4 2022] https://youtu.be/qnuAnpiOdd8</p> <p>Watch: Iran protest song that's become the soundtrack to civil uprising [Guardian News, Oct 4 2022] https://youtu.be/aNhEoQara9A</p> <p>Watch: Iranian schoolgirls address the regime [The Telegraph] https://youtu.be/3J3x2rrzRBI</p> <p>Recommended: Iran cracks down on protesters, EU considers sanctions [DW News, Oct 4 2022] https://youtu.be/SIXmH_loCZE</p> <p>Recommended: Iran: Teen protester Nika Shakarami's body stolen, sources say - BBC News https://youtu.be/CWUDK1cfvEM</p> <p>Recommended: Protests over Mahsa Amini's death threaten Iranian regime [CBC News, Oct 3 2022] https://youtu.be/vXkyyG75uk0</p> <p>Recommended: Iran's Gen Z is leading protests in the streets and online [PBS NewsHour, Oct 1 2022] https://youtu.be/24HfWshV8HU</p> <p>Homework 8:</p> <p>Reminder: check each week for any new Announcements.</p> <ol style="list-style-type: none"> 1. What are some of the reasons for, and consequences of, the water crisis in the Middle East? 2. Describe recent and current conditions in Iraq. 3. Describe the \$100B rail project being constructed in the Middle East. Which nations are involved? 4. What are your street-level impressions of at least two places in the region? 5. Summarize what you gleaned from at least two of the videos describing Afghanistan after the Taliban takeover. 6. Regarding Iran, what do you think is more significant? Are discussions around sanctions and nuclear technologies and weapons most significant? Are the policies of the ruling theocratic regime regarding their relationship to Russia, the US, Israel, and the Sunni states most significant? Or are the words and actions of angry, fed-up young people risking their lives most significant?

Week	Due Date	Topics, Videos, Readings, Assignments
9		<p>Topic: Mexico and Central America</p> <p>Reminder: check each week for any new Announcements.</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].</p> <p>Watch: How the Climate Crisis Will Force A Massive American Migration [ProPublica] https://youtu.be/pWu-duWSh8</p> <p>Watch: Honduras gang violence uproots thousands [Al Jazeera English] https://youtu.be/GHs57f2nEUw</p> <p>Watch: THIS is how MEXICO is becoming a WALKABLE CITY [Leaf of Life] https://youtu.be/MGGVbPn9tAY</p> <p>Examine at least one of the following two videos:</p> <p>Walk Mexica City [4K WALK] https://youtu.be/ER_szwLxHYk</p> <p>Walking in Mexico city (Mexico) [keezi walks] https://youtu.be/OFLn-S049ZY</p> <p>Examine at least one of the following three videos:</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>Interpretations of a song by a Mexican composer</p> <p>I'm honestly more interested in the tremendous cultural diversity that exists within Mexica and Central America, than in the sorts of issues that have come to the foreground in recent years. I'd like you to participate in a little survey. The song "Bésame Mucho" was written by Mexican songwriter Consuelo</p>

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>Velázquez in 1940. It was recognized in 1999 as the most recorded and covered song in Spanish of all time. This song type is called a <i>bolero</i> (different from the dance of the same name), which originated in Cuba and spread around the world:</p> <p>Reference: https://en.wikipedia.org/wiki/Bolero</p> <p>“Bolero music has also spread to Vietnam. In the 1930s, the nation grew fond of modern music, which combined Western elements with traditional music. Vietnamese bolero is generally slower tempo compared to Hispanic bolero, and partially-influenced by Japanese enka. Such music was romantic, expressing concepts of feelings, love, and life in a poetic language; this predisposition was hated by Viet Minh, who strived towards shaping the working class at the time.”</p> <p>“This genre became colloquially known as yellow music, in opposition to the red music endorsed by the Communist government of Hanoi during the era of the Vietnam War. As a result of North Vietnam winning the war, the music was banned in 1975. Those caught listening to yellow music would be punished, and their music confiscated. After the Fall of Saigon, many Vietnamese migrated to the United States, taking their music with them. The ban was lightened in 1986, when love songs could be written again, but by then the music industry was killed.”</p> <p>First please listen to a recording of "Bésame Mucho" by its author, minus her piano introduction.</p> <p>Watch: Consuelo Velazquez [Игорь Зерщиков] https://youtu.be/MY0fuEfBmD4</p> <p>Examine or watch most of the following recordings, for the purpose of addressing question 2:</p> <p>Connie Francis (in Spanish and English) [D’Citras] https://youtu.be/i4Fl4tjLvWY</p> <p>Angela Aguilar [Angela Aguilar Oficial] https://youtu.be/dEAAusgNvJk</p> <p>Tino Rossi (in French, from 1945) [240252] https://youtu.be/2ZSADBhXBm4</p> <p>Cesaria Evora [Ton Blancke] (don’t miss this one) https://youtu.be/LLsg_Lk819s</p> <p>Tatiana Eva-Marie (in French) [Tatiana Eva-Marie & Avalon Jazz Band] https://youtu.be/-uYVnqOdr9s</p> <p>Dean Martin (In English) [Dean Martin] https://youtu.be/0PGpT2G05NA</p> <p>Joao Gilberto [Joao Gilberto – Topic] https://youtu.be/GICw4CoJInA</p>

Week	Due Date	Topics, Videos, Readings, Assignments
	10/23/23	<p>Elvis Presley [Old Stars] https://youtu.be/uPmXji001Os</p> <p>The Beatles (an early rejected Decca Records audition) [The Beatles] https://youtu.be/y0VwQXnkDqU</p> <p>Luis Miguel [Carlos Jimenez] https://youtu.be/wSO9P8LgC-o</p> <p>Trio Los Panchos [gu7196] https://youtu.be/pwRiKDcrjz0</p> <p>Ray Conniff [Ray Conniff] https://youtu.be/pEM304r8_Rg</p> <p>Andrea Bocelli Live [Andrea Bocelli] https://youtu.be/BueVGiyx_E4</p> <p>Thalia [ThaliaLatinidade] https://youtu.be/IGHmWOSHddM</p> <p>Homework 9:</p> <p>Reminder: check each week for any new Announcements.</p> <ol style="list-style-type: none"> 1. Why are drug and human trafficking and 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? 2. Briefly describe the arguments for climate-based migration, as opposed to largely economic migration.. 3. In what sense is Mexico City becoming ‘walkable’, and why are European cities falling behind? What are your street-level impressions of Mexico City? 4. What are your street-level impressions of at least one other place in the region? 5. Listed above are fifteen performances of the song "Bésame Mucho": one by the author, and the others recorded over several decades in different styles, in different languages, and with different introductions, accompaniments, and orchestrations. List up to five of these recordings that you have found to be most enjoyable or at least most listenable. You needn't rank them; your top five or three. To what degree do you think factors like the cultural background of the performer, genre, style, phrasing, language, or instrumentation influence your impressions? All responses are confidential, but I will try to summarize the general results in a subsequent Announcement. <p>Textbook questions:</p>

Week	Due Date	Topics, Videos, Readings, Assignments
		<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>295.2. Which European countries were the main colonizers of the Caribbean?</p> <p>295.7. How is Haiti different from its neighbor, the Dominican Republic?</p>
10		<p>Topic: South America</p> <p>Reminder: check each week for any new Announcements.</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 three of the following videos:</p> <p>CROSSING THE BORDER BRAZIL - PARAGUAY Ciudad del Este [mucuva] https://youtu.be/g4Wtd5BTuKw</p> <p>Walking in Quito (Ecuador) [keezi walks] https://youtu.be/FsuvoXXiyVM</p> <p>Walking in La Paz (Bolivia) [keezi walks] https://youtu.be/kjiSXXN22a-g</p> <p>walking In São Paulo (Brasil) [keezi walks] https://youtu.be/kTAWZS1CdXQ</p> <p>Walking in Valparaíso (Chile) [keezi walks]</p>

Week	Due Date	Topics, Videos, Readings, Assignments
	10/30/23	<p>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> <p>Reminder: check each week for any new Announcements.</p> <ol style="list-style-type: none"> 1. Describe the four core problems facing São Paulo and what is being done about them. 2. What is the actual value of the Amazon rainforest? What would happen (is happening) if we lost it? 3. Describe the geographic challenges of one of the following nations, according to Stratfor: Brazil, Colombia, and Venezuela. 4. What are your street-level impressions of at least one city in the region? <p>Textbook questions:</p> <p>360.5. Why is Manaus such a core city for its region?</p> <p>373.1. What are the main physical regions of Argentina and Chile?</p> <p>373.7. What are the main attributes and contributions of the Pampas and Patagonia?</p> <p>373.10. How does Chile complement the agricultural production of the United States and Canada?</p>
11		<p>Topic: Europe</p> <p>Reminder: check each week for any new Announcements.</p> <p>What can I say about Europe? Everybody wants to visit eventually, and some scenes just can't be found anywhere else. We cannot possibly get into the truly diverse cultures, landscapes, and climates of Europe; this sort of information is easy enough to find, and I do believe in doing your research before going somewhere. Otherwise your trip might just become a series of ultimately pointless selfies. Even to Europe.</p> <p>Watch: Real Scenes: London [Resident Advisor] https://youtu.be/jN1XUBrwp5A</p>

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>Examine at least three of the following seven videos:</p> <ul style="list-style-type: none"> Rome Night Walking Tour [Prowalk Tours] https://youtu.be/Gy6fDx9L-zk Budapest Hungary walking the streets [Se Meyer] https://youtu.be/5-1u2DKIDGQ Cycling Crisscross Amsterdam [keezi walks] https://youtu.be/EK8UzM3MN_M Walking In Paris (France) [keezi walks] https://youtu.be/Dq3_fgLOoHc Walking in Krakow (Poland) [keezi walks] https://youtu.be/QMwBMyFtiVE Walking in Berlin, Alexanderplatz [keezi walks] https://youtu.be/gBo-fY7a67I London on a Rainy Evening - July 2021 [Mostly Walking] https://youtu.be/FbMIKw_qpkY <p>Watch any two of the following six Stratfor videos:</p> <ul style="list-style-type: none"> France's Geographic Challenge [Stratfor] https://youtu.be/iGYPQLOUKel Germany's Geographic Challenge [Stratfor] https://youtu.be/oTPIzzcBPaa Italy's Geographic Challenge [Stratfor] https://youtu.be/nsbthExJoDo Poland's Geographic Challenge [Stratfor] https://youtu.be/vYxjA1C9JQ8 Romania's Geographic Challenge [Stratfor] https://youtu.be/R719mLoDLaQ Spain's Geographic Challenge [Stratfor] https://youtu.be/1U8XcP_o5RE <p>Watch: The Lost World of Communism (Part 1) [Haunting Europe] https://youtu.be/3dFdKjhg3k</p>

Week	Due Date	Topics, Videos, Readings, Assignments
	11/06/23	<p>Homework 11:</p> <p>Reminder: check each week for any new Announcements.</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>
12		<p>Topic: Russia, Ukraine, and Central Asia</p> <p>Reminder: check each week for any new Announcements.</p> <p>I used to devote this week to Russian culture, and to positive changes that seemed to be happening there. Unfortunately, things have changed, and I think it's important that we change our focus at this time. The war in Ukraine is not as straightforward as our leaders and journalists keep telling us. It may in fact, given the endless stream of weapons going into the region, turn into something much bigger, and the United States seems fully committed to being involved. In fact, The United States has been involved in Ukrainian politics for a long time; this is a matter of record. We won't be going into all that here. I only caution you about being too enthusiastic in pounding those war drums.</p> <p>Watch: Is Central Asia Turning Its Back on Russia? [Good Times Bad Times] https://youtu.be/r9LTyF1y8l0</p> <p>Watch: Russia Heads Into an Economic Abyss [Good Times Bad Times] https://youtu.be/VB3LThyFe1U</p> <p>Watch: How war is changing Russia's population [DW News] https://youtu.be/gMk_ZxrrJOs</p> <p>Recommended: Russia's forests under threat [DW Documentary] https://youtu.be/TuLosPeHPSo</p>

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>Soviet industrialization and post-Soviet neglect</p> <p>From the descriptions of the following video: The derelict Usolyekhimprom chemical plant contains tanks of chlorine, mercury, and other deadly substances spread across hundreds of hectares in Russia's Irkutsk region. During a visit this July, the head of Russia's environmental safety agency warned that the site poses a potential environmental disaster on the scale of Chernobyl.</p> <p>Watch: Abandoned Russian Chemical Plant Threatens Ecological 'Chernobyl' [Radio Free Europe] https://youtu.be/LChKQOaJEng</p> <p>Watch: Dzerzhinsk - Russia - World's Worst Polluted Places [LuxLuy] https://youtu.be/uvqiSqXvrQo</p> <p>From the descriptions of the following three videos: Dzerzhinsk is a city in Nizhny Novgorod Oblast, Russia, located along the Oka River. In Soviet times, it was the largest center of the chemical industry in the USSR, in this connection the ecological situation in the region was in an unsatisfactory condition. The city was also among Soviet's principal production sites for chemical weapons. Nowadays some of the chemical factories are partially or completely abandoned.</p> <p>Examine: Dzerzhinsk chemical plants. Part 1. [Ninurta] https://youtu.be/KhXQqolcmjQ</p> <p>Examine: Dzerzhinsk chemical plants. Part 2. [Ninurta] https://youtu.be/7OMNci9mIxU</p> <p>Examine: Dzerzhinsk chemical plants. Part 3. [Ninurta] https://youtu.be/OHRD1f7Xi14</p> <p>Recommended: Dzerzhinsk, the dirtiest Russian city [vpro world stories] https://youtu.be/IOz3JNLy41I</p> <p>Reference: Dzerzhinsk, Russia https://en.wikipedia.org/wiki/Dzerzhinsk,_Russia</p> <p>The Soviet space shuttle</p> <p>Reference: Buran programme https://en.wikipedia.org/wiki/Buran_programme</p> <p>Watch: Energia-Buran programme. Part 1 [Ninurta] https://youtu.be/UuptV46P2rc</p> <p>From the description: This building, known as SDI (Russian for Dynamic Test Stand) is located at the Baikonur Cosmodrome (Kazakhstan) and contains full-size engineering mock-up of Energia rocket.</p>

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>Watch: Energia-Buran programme. Part 2. [Ninurta] https://youtu.be/nfOFFn7y84M</p> <p>From the description: This building, known as MZK (Russian for Assembly and Fueling Complex) is located at the Baikonur Cosmodrome (Kazakhstan) and contains second Buran-class spaceplane OK-1K2 Burya (Storm), which was never completed and also OK-MT - an earlier static test model used for testing and training. Buran (Snowstorm) was the first spaceplane to be produced as part of the Buran programme - Soviet reusable spacecraft project. The only orbital launch of the Buran-class orbiter occurred on 15 November 1988. Buran was lifted into space, on an unmanned mission, by the specially designed Energia rocket. After the first flight of a Buran shuttle, the project was suspended due to lack of funds and the political situation in the Soviet Union. On 12 May 2002 at the Baikonur Cosmodrome the MIK 112 hangar collapsed as a result of poor maintenance. The collapse killed eight workers and destroyed the craft as well as an Energia carrier rocket.</p> <p>War</p> <p>War is complicated, and people are seldom fully right or wrong, Regardless of the reasons for it, lest we forget what happened at the beginning of this war, just a few reminders.</p> <p>Watch: The streets of Ukraine before and after the Russian invasion [Channel 4 News] https://youtu.be/3pgsMeAarOc</p> <p>Watch: Ukraine: drone footage shows before war and after the invasion [Guardian News] https://youtu.be/kT6pV4rK5Gk</p> <p>(Warning: disturbing scenes)</p> <p>Recommended: Streets of Bucha after Russian troops retreat [The Telegraph] https://youtu.be/zK0pxZLfe5g</p> <p>Examine: Destruction of Ukraine from above [BBC News] https://youtu.be/1v8OT0rTKI0</p> <p>Examine: Aerial footage shows Mariupol reduced to ashes [CNN] https://youtu.be/i4D6RJ138Oc</p> <p>Examine: Russian shelling in town near Kyiv [Washington Post] https://youtu.be/p_Na_9McZYs</p> <p>The Russian YouTuber ‘1420’ has been asking Russian people questions on the street for years now, and he hasn’t held back lately on asking them about Putin and the war. These videos can teach us a great deal about what people in Russia are thinking at this time, and how it might be changing.</p> <p>Examine: What young Russians in Saint Petersburg think about Putin? [1420] https://youtu.be/mKBdG1X8DI8</p>

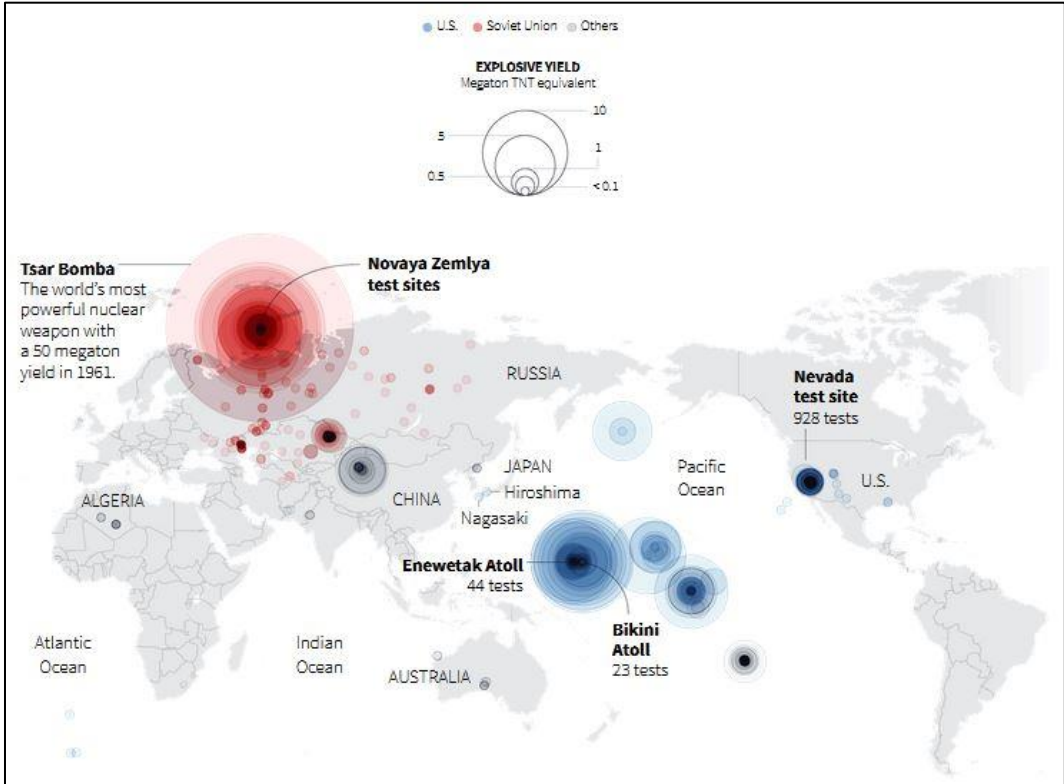
Week	Due Date	Topics, Videos, Readings, Assignments
	11/13/23	<p>Examine: Russians look at pictures of destroyed Ukrainian city (Bakhmut) [1420] https://youtu.be/isYkT-mjtEw</p> <p>Examine: What young Russians in Moscow think about Putin? [1420] https://youtu.be/XGUDYXXiGaM</p> <p>Examine: Why do we destroy civil infrastructure in Ukraine? [1420] https://youtu.be/QqB2ZAN1FoU</p> <p>Examine: A million of Russians left Russia. Are you happy about that? [1420] https://youtu.be/3TQHTkuaaDo</p> <p>Examine one or more of the following three videos:</p> <p>Walking Streets Moscow. Zamoskvorechie (June 16, 2022) [Lost in Moscow] https://youtu.be/yIsVhHJat2E</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>Examine one or more of the following three videos from prewar Ukraine:</p> <p>Kyiv Walking Tour [4K Urban Life] https://youtu.be/hUGIJYWFmew</p> <p>Walking in Kyiv: Maidan, Khreschatyk, Monastery and Park [POPTravel] https://youtu.be/3PAFFM1m4_o</p> <p>Walking in Kiev [keezi walks] https://youtu.be/nJvHbOnFPkU</p> <p>Evening City Walk in Kyiv [The Minister of Ambience] https://youtu.be/W8ayfyRWUrg</p> <p>Homework 12:</p> <p>Reminder: check each week for any new Announcements.</p> <p>1. What are the five post-soviet republics of Central Asia, why are they important to Russia, and what has been their response to the war, according to the Good Times Bad Times channel?</p>

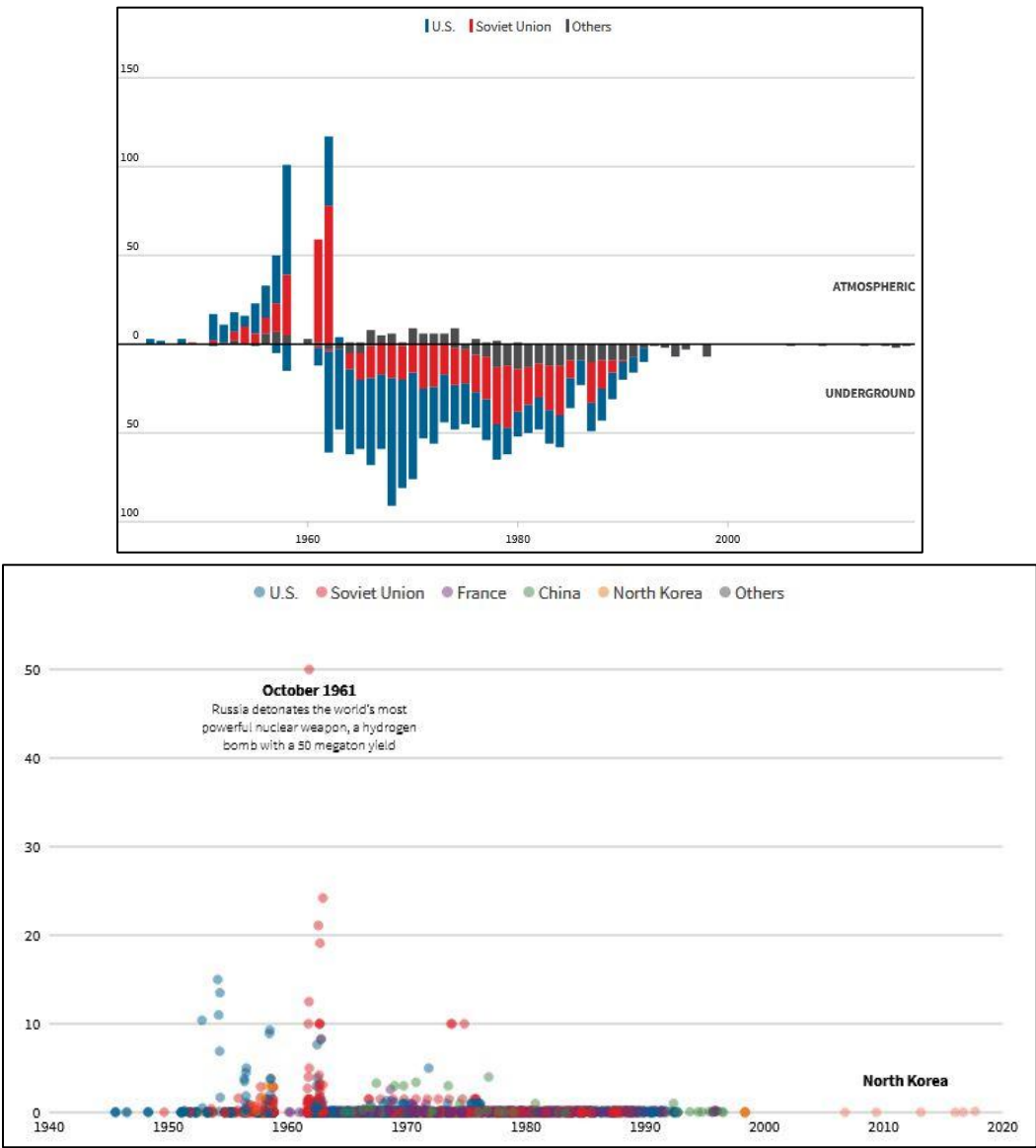
Week	Due Date	Topics, Videos, Readings, Assignments
		<p>2. What are Russia's economic prospects, according to the Good Times Bad Times channel?</p> <p>3. How war is changing Russia's population, according to DW News?</p> <p>4. What are your impressions of the remains of the Dzerzhinsk chemical plant and/or the Energia and Buran buildings as filmed by Ninurta?</p> <p>5. Were you surprised by some of the responses by Russians to questions posed on the 1420 channel? Anything that stands out?</p> <p>6. To what extent were you aware of the destruction wrought on Ukraine in the first weeks of the war? Anything surprising or significant?</p> <p>7. What are your initial impressions of the streets of Moscow and of prewar Ukraine?</p>
13		<p>Topic: South Asia</p> <p>I left our discussion of South Asia for the end because it has the conditions for some of our most troublesome economic, demographic, and climatic problems to most dramatically present themselves. South Asia is in some ways the 'canary in the coal mine'.</p> <p>Watch: Sri Lanka economy: Fertilizer ban contributes to food crisis [Al Jazeera English] https://youtu.be/-qsEvaZYGeo</p> <p>Watch: Sri Lanka's economic crisis leaves tea farmers struggling - BBC News https://youtu.be/dse7Xwlqt64</p> <p>Watch: Why Sri Lanka Is Approaching Its 'Worst Man-Made Disaster' In History [Roar LK] https://youtu.be/XBXQtGwZGxw</p> <p>Recommended: How did Sri Lanka's organic dream turn into chaos? [SBS Dateline] https://youtu.be/YWw5wIAf27g</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 shortly before Indian Prime Minister Indira Gandhi was assassinated (after a short stay in a very tense New Delhi). 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</p>

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>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> <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/Iqpeqdz0M3s</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]</p>

Week	Due Date	Topics, Videos, Readings, Assignments
	11/20/23	<p>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>Homework 13:</p> <p>Reminder: check each week for any new Announcements.</p> <ol style="list-style-type: none"> 1. Describe the agricultural and economic crisis in Sri Lanka. 2. Describe how Bangladesh is particularly vulnerable to climate change. 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)? <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>

Week	Due Date	Topics, Videos, Readings, Assignments
14	11/27/23	Thanksgiving break
15		<p>Topic 1: Oceania: Australia, New Zealand, and the Pacific</p> <p>Reminder: check each week for any new Announcements.</p> <p>I don't think we need to be too concerned about missing something new regarding this region, so I'd like to take most of this week describing the real world consequences of the nuclear arms race. I think the casualness with which people on our video screens throw around world war scenarios means that they have either forgotten or never learned anything significant about the forces they are playing with. This is a proper topic for the Pacific region, since the US (and others) did an enormous amount of damage there, with the goal admittedly of preserving the peace.</p> <p>Watch: Australia's Geographic Challenge [Stratfor] https://youtu.be/quNdaS895gE</p> <p>Watch: Atomic Testing in the Marshall Islands [unnaturalcausesdoc] https://youtu.be/Tvj7MscvSrg</p> <p>Watch: Marshall Islands: A third of the nation has left for the US [PBS NewsHour] https://youtu.be/ZB8s_Yqp3ko</p> <p>Examine: This Concrete Dome Holds A Leaking Toxic Timebomb [ABC News In-depth] https://youtu.be/autMHvj3exA</p> <p>Examine at least two of the following four videos:</p> <p>Sydney Spring Walk [A walk around the world] https://youtu.be/OJFGYLuGOZQ</p> <p>The Main Street In Sydney, Australia [More Locations] https://youtu.be/4FdIOJicGBk</p> <p>Walk Tour Auckland City New Zealand [Virtual New Zealand] https://youtu.be/y7zhnCmGvi8</p> <p>Walk Tour Queenstown New Zealand https://youtu.be/DLru1iQICJo</p>

Week	Due Date	Topics, Videos, Readings, Assignments
		<p>Topic 2: A history of nuclear weapons testing</p> <p>Let's look at a static map and two graphs first, and then we'll watch the animation. The US concentrated its testing in the South Pacific and in Nevada. Many of the earliest test and all of the H-bomb tests were conducted in the Pacific. Russia conducted its earlier tests in Kazakhstan, at the Semipalatinsk Test Site, shifting its larger tests to Novaya Zemlya.</p> <p>Reference: Semipalatinsk Test Site https://en.wikipedia.org/wiki/Semipalatinsk_Test_Site</p> <p>Reference: Novaya Zemlya https://en.wikipedia.org/wiki/Novaya_Zemlya</p> <p>Reference: A tally of nuclear tests, Reuters, SEPTEMBER 22, 2017 http://fingfx.thomsonreuters.com/gfx/rngs/NORTHKOREA-MISSILES/010050Y324P/index.html</p> 

Week	Due Date	Topics, Videos, Readings, Assignments
		<div style="text-align: center;">  </div> <p>I've tried to align these two graphs so that their time lines align. You should notice a discontinuity in 1958, when the United States instituted a self-imposed moratorium on nuclear tests. On October 31, 1958, the United States entered into a unilateral testing moratorium, announced by President Eisenhower, with the understanding that the former Soviet Union also would refrain from conducting tests. There was, in fact, a period of apparent inactivity, but I'll ask you to describe what you see afterwards in the animation.</p> <p>There was another discontinuity that is only directly apparent in the upper graph.. On October 7, 1963, President Kennedy signed the ratified Partial Nuclear Test Ban Treaty, along with the Soviet Union, which prohibited nuclear weapons tests or other nuclear explosions under water, in the atmosphere, or in outer space. It allowed underground nuclear tests as long as no radioactive debris falls outside the boundaries of the nation conducting the test. The history leading up to this is amazing, and few people</p>

Week	Due Date	Topics, Videos, Readings, Assignments																																																																														
		<p>remember it. Andrei Sakharov was a lead engineer of Soviet H-bombs. He received as a result the highest honors and privileges. He used this influence to write an open letter to Khrushchev and Kennedy, which was published in the West, pleading with them to stop atmospheric testing because it was killing so many people. It turns out that he had turned down the potential yield of Tsar Bomba to 54 MT, rather than the planned 100 MT, due to these concerns. It turns out that they listened to him, but he was removed from his positions and all security access, and he was hounded, imprisoned, and harassed for many years by the Soviet state authorities, until they themselves were finally defeated. If anyone deserves a movie of the stature of Oppenheimer, it would be one about Sakharov.</p> <p>Now let's look at which tests had the greatest power, and where and when they occurred. As indicated in the table below, the Soviet Union was responsible for the five most powerful blasts. The yield of Tsar Bomba has been variously estimated as 50 to 58 MT. But there were an additional four tests, one conducted by missile (!), that were larger than the infamous Castle Bravo test, which the United States conducted in the Bikini Atoll.</p> <p>Reference: List of nuclear weapons tests [Wikipedia] https://en.wikipedia.org/wiki/List_of_nuclear_weapons_tests</p> <table border="1" data-bbox="375 814 1495 1360"> <thead> <tr> <th>Date (GMT)</th> <th>Yield (megatons)</th> <th>Deployment</th> <th>Country</th> <th>Test Site</th> <th>Name or Number</th> </tr> </thead> <tbody> <tr> <td>October 30, 1961</td> <td>50</td> <td>parachute air drop</td> <td>Soviet Union</td> <td>Novaya Zemlya</td> <td>Tsar Bomba, Test #130</td> </tr> <tr> <td>December 24, 1962</td> <td>24.2</td> <td>missile warhead</td> <td>Soviet Union</td> <td>Novaya Zemlya</td> <td>Test #219</td> </tr> <tr> <td>August 5, 1962</td> <td>21.1</td> <td>air drop</td> <td>Soviet Union</td> <td>Novaya Zemlya</td> <td>Test #147</td> </tr> <tr> <td>September 27, 1962</td> <td>20.0</td> <td>air drop</td> <td>Soviet Union</td> <td>Novaya Zemlya</td> <td>Test #174</td> </tr> <tr> <td>September 25, 1962</td> <td>19.1</td> <td>air drop</td> <td>Soviet Union</td> <td>Novaya Zemlya</td> <td>Test #173</td> </tr> <tr> <td>March 1, 1954</td> <td>15</td> <td>ground</td> <td>USA</td> <td>Bikini Atoll</td> <td>Castle Bravo</td> </tr> <tr> <td>May 5, 1954</td> <td>13.5</td> <td>barge</td> <td>USA</td> <td>Bikini Atoll</td> <td>Castle Yankee</td> </tr> <tr> <td>October 23, 1961</td> <td>12.5</td> <td>air drop</td> <td>Soviet Union</td> <td>Novaya Zemlya</td> <td>Test #123</td> </tr> <tr> <td>March 26, 1954</td> <td>11.0</td> <td>barge</td> <td>USA</td> <td>Bikini Atoll</td> <td>Castle Romeo</td> </tr> <tr> <td>October 31, 1952</td> <td>10.4</td> <td>ground</td> <td>USA</td> <td>Enewetak Atoll</td> <td>Ivy Mike</td> </tr> <tr> <td>August 25, 1962</td> <td>10.0</td> <td>air drop</td> <td>Soviet Union</td> <td>Novaya Zemlya</td> <td>Test #158</td> </tr> <tr> <td>September 19, 1962</td> <td>10.0</td> <td>air drop</td> <td>Soviet Union</td> <td>Novaya Zemlya</td> <td>Test #168</td> </tr> </tbody> </table> <p>Watch: A Time-Lapse of Every Nuclear Explosion Since 1945 - by Isao Hashimoto [Physics Simulation] https://youtu.be/T2EgzSwoKm4</p> <p>Watch at least one of the following four videos about the Castle Bravo test:</p> <p>Castle Bravo: The Largest Nuclear Explosion in US History [Untold History] https://youtu.be/3K_XcJDJ6fI</p> <p>The Castle Bravo Disaster - A "Second Hiroshima" [Kyle Hill] https://youtu.be/ew064gt2thY</p>	Date (GMT)	Yield (megatons)	Deployment	Country	Test Site	Name or Number	October 30, 1961	50	parachute air drop	Soviet Union	Novaya Zemlya	Tsar Bomba, Test #130	December 24, 1962	24.2	missile warhead	Soviet Union	Novaya Zemlya	Test #219	August 5, 1962	21.1	air drop	Soviet Union	Novaya Zemlya	Test #147	September 27, 1962	20.0	air drop	Soviet Union	Novaya Zemlya	Test #174	September 25, 1962	19.1	air drop	Soviet Union	Novaya Zemlya	Test #173	March 1, 1954	15	ground	USA	Bikini Atoll	Castle Bravo	May 5, 1954	13.5	barge	USA	Bikini Atoll	Castle Yankee	October 23, 1961	12.5	air drop	Soviet Union	Novaya Zemlya	Test #123	March 26, 1954	11.0	barge	USA	Bikini Atoll	Castle Romeo	October 31, 1952	10.4	ground	USA	Enewetak Atoll	Ivy Mike	August 25, 1962	10.0	air drop	Soviet Union	Novaya Zemlya	Test #158	September 19, 1962	10.0	air drop	Soviet Union	Novaya Zemlya	Test #168
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	<p>12/04/23</p>	<p>A personal perspective from participants in castle bravo https://youtu.be/BddCmfRue0E</p> <p>Castle Bravo Nuclear Test [rammy9] https://youtu.be/fd1IFjBNNVo</p> <p>Recommended: American propaganda film, Operation Castle (1954) https://youtu.be/kfbHwj71k48</p> <p>Recommended: Tsar Bomba [Imdiatimes] https://youtu.be/Ptub8p9bMrQ</p> <p>Recommended: 1961 Tsar Bomba [Reuters] https://youtu.be/YtCTzbh4mNQ</p> <p>Homework 14:</p> <p>Reminder: check each week for any new Announcements.</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? 4. After watching the Time-Lapse of Every Nuclear Explosion Since 1945 video, describe some of the patterns you see. For example, the US declared a unilateral moratorium in 1958, but didn't this only happen after an enormous number of tests were conducted in a very short time? How did this moratorium break down? How did testing sites by the US and USSR change in 1963 with the atmospheric test ban? 5. What went wrong with Castle Bravo? <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>

Week	Due Date	Topics, Videos, Readings, Assignments
16	12/11/23	<p>Term paper (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>