

**San José State University
Department of Urban and Regional Planning
GEOG 12-80[81]: Global Geography**

Spring 2023



January 13, 2020

Course and Contact Information

Instructor: Gary Pereira

Office Location: Online only.

Contact:: (510) 825-3506 (**text** please, at least initially)
(**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.

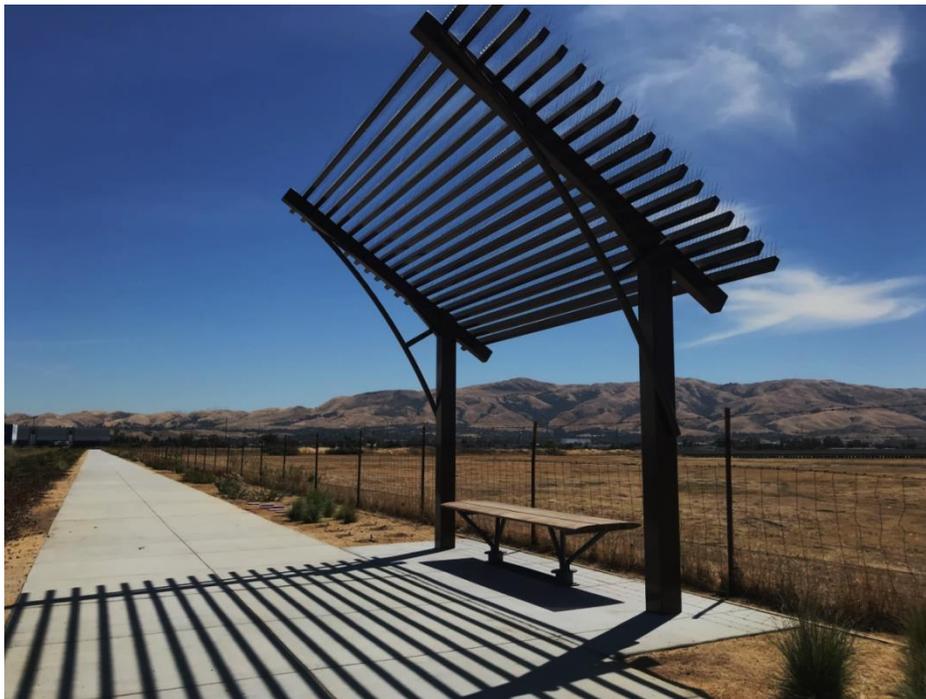
Class Days/Time: Weekly homework and announcements as scheduled.

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. Please be aware that messages may be pinned to particular submissions by both the instructor and student. I will try to get to each submission within a week after its due date, although I may sometimes run late. Check your submission for any remarks or instructions I may have pinned there, regardless of whether you have received a grade. Please address any requests for resubmission. If you want to respond to a pinned message, 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. If you look closely, you might notice something a little strange. The structure looming over the bench looks it might provide some sort of shade or shelter from the rain, but in fact it does neither, at any time. Nevertheless, spikes had to be inserted on top to keep birds from messing up the bench. This, in my opinion, perfectly exemplifies some of the confusion surrounding current thinking. People were paid to design and construct several of these things.



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

What makes a course engaging should be its subject matter, not the structure of the course or the personalities of 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 to 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, we should set aside the implications of our own personal or collective identities and just try to learn about what exists well beyond (or invisibly within) ourselves. We might thus learn to realistically evaluate and adapt to whatever the unknown forces of nature (and of the human heart) might throw our way.

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

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

Given the current state of America's universities, I will not ask you to share your work, your opinions, or even your image with others in the class, or with anyone else who happens to be looking in. I do not want anyone to suffer retaliation for anything expressed in any of my classes. For the foreseeable future, I will never ask students to use zoom, skype, Canvas conversations, or whatever the latest thing happens to be, tools that have gotten innocent people like you and me in a great deal of trouble merely for expressing or exploring ideas that someone finds unacceptable.

Instead, I encourage you to edit the work you do for me and for others, and to post it online in your own time, at your own discretion, and in a way that is fully under your own control (e.g., via Portfolium).

Please read and view the material at the beginning of each **Assignment**, as well as any new **Announcements**, every week. These locations are where the material that would otherwise be covered in lectures will be located. Homework questions are posed within each **Assignment**. If I pose an additional question for your homework in an **Announcement** and you have not addressed it in your homework, this may be reflected in your grade. I am not obsessive about the quality of your

writing, since you have a limited amount of time each week to proofread, but I do appreciate good organization, reasoning, and grammar. **I am looking mostly to see that you have actually accessed and examined the material in question, and that you have put in the time.** If you are uncertain, make adjustments based on the grades and comments you receive. You might want to ask someone to independently read and edit your homework before submission. However, your words and thoughts should be your own. You may quote extensively from material in the assigned or suggested texts or videos, but please provide attribution, by means of notes or references. A URL alone is not enough; provide proper references. The style is unimportant; just be consistent.

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

Course Description

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

Course Goals

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

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. Please download the book for free in **Digital pdf** format from the following website:

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



Download this book in Digital PDF format.

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

Additional readings may be in the form of pdf files that you should download from Files, or they may just be online somewhere. All of the readings listed in the schedule are preceded by one of the following:

Read: take the time to read most or all 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 or keep this handy if the topic interests you, and if you intend to study or write about the topic in greater detail (for example, for the final evaluation 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 with sufficient resolution 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.

All of the videos listed in the schedule are preceded by one of the following:

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

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

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

It is important that you have clear and easily adjustable audio. The sound processing on street videos is often 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.

If you open these videos in a separate browser, you will find that many of them contain or are preceded by ads. Usually, these can be cut short by clicking on 'Skip Ad' at the lower right of the browser, or by clicking on the **X** within the ad itself if it's a popup. YouTube reserves the right to place ads in anything, including my own videos, although I get no monetary benefit. By the way, views of videos embedded within Canvas are not counted as views by YouTube. I do not often provide tags on my videos. As a result, most of my own videos get few officially counted views. Feel free to subscribe to any channel that interests you, including my own, and to share them 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 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. In any case, videos disappear from YouTube only rarely.

Course Requirements and Assignments

Homework Assignments:

Fourteen homework assignments should be completed on or before the due dates, as described in the course schedule below. They should all be submitted, even if late. Please submit all files via Canvas; never email them to me. If you are having difficulties, message me through Canvas. If Canvas goes down or if you are having difficulties communicating, just be patient, try again later or the next day, and let me know about it. No penalty, obviously, if you let me know. For each homework assignment, I would prefer that you use 10 (or 12) point font with 1½ line spacing. Put your name, the assignment number, 'geog12-80 or -81', and 'Spring 2023', arranged at the upper right of the first page.

Text, figures, and images copied from documents or screenshots may be embedded within your homework, but these must all include full attribution (not just the URL). In other words, be honest about which words, figures and images are yours, and which are from other sources. You will need to be especially careful about this if you decide to publish or post your work in an online portfolio. Although it is often helpful to include external material in the form of extended quotes, graphs, and figures, these should be explicitly cited and referenced. They should be there for a reason, otherwise leave them out. 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. 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 assignment. It is perfectly reasonable to be unsure about topics that you are just beginning to understand. The ability and willingness to express one's own misunderstandings, doubts and uncertainties is a virtue, since it often leads to further understanding. If your writing style is average, if you avoid redundancy, and you put in the time expected of you, each homework assignment should probably run at least three pages. 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.

Don't expect an A just for being correct. Each of your submissions is graded relative to those of your classmates in the current and former semesters. I might look through each week's submissions repeatedly before deciding on grades. I might offer comments or advice tagged to specific assignments. Check back on each assignment a week or more after the deadline for any comments that I may have tagged to it, even if it hasn't been graded. If you would like to begin or continue a conversation about an assignment, please do so with an independent Canvas message. I encourage you all to go back and expand and polish up some of your most interesting essays and **publish them online**, in Portfolium at a minimum. In my opinion, the work you are doing for this class and others should be used in support of your professional career. Please read 'About your instructor', below.

Announcements

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

Final Evaluation

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

Grading Information

Fourteen homework assignments and the Final Evaluation should be completed by the due dates, as described in the Course Schedule below. Submit everything by the end of the semester, even if it is late. Please submit all your work via Canvas as either Word or pdf documents.

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

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

University Policies

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

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

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

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

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

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

About your instructor



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

I encourage 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, they will probably want to know more about you than what your degree and GPA or even an interview or two may provide. I encourage you to revise and publish your best work (in whatever medium you use, but certainly including your most engaging text), within a setting that potential employers or collaborators can easily access, like Portfolium. Here's a little story to show what might happen if you just let people know what you're capable of doing. I worked for a few years as a technician for Lehigh University, where I also took the classes that I needed for a PhD in Computer Science. We moved away before I could make much progress on a dissertation, but I'd been working independently on something. Based largely on what I'd learned at Brooklyn and Lehigh, I developed a system in software that performed some novel analyses and visualizations (at the time) in remote sensing and GIS. I presented a paper explaining its function at an international conference in Vancouver. I paid for the membership, registration, flights, hotel, and everything myself. A couple of weeks later, I got a call from someone at Lockheed Martin Corporation who'd been to the conference and had read my paper. He described a position at a cutting edge GIS project within commuting distance of my home. They interviewed me and offered me a job as a systems engineer, which I accepted.

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

Geog12-80[81]: Global Geography, Spring 2023

Note: Any homework questions from the book (pdf format) are taken from the ‘Discussion and Study Questions at the end of each section. Page numbers refer to those indicated within an Acrobat Reader, not from those listed in the Table of Contents.

Please submit your homework responses as Word or pdf files by the due date indicated. Use 10 point font, with 1 ½ line spacing and normal margins. Put at upper right on the first page of each submission your name, the homework #, geog12-80 or -81, Spring 2023.

Course Schedule

Week	Due Date	Readings, Assignments
1		<p>If you haven’t already done so, please Watch: General notes for my online classes [Gary Pereira] https://youtu.be/_AN8k0OgwI0</p> <p>Before embarking on our tour of the world, I’d like to spend some time discussing a few ideas; otherwise, you might not appreciate some of my basic concerns or understand my approach. If you’ve read the syllabus or watched the introductory video, you already will know that I don’t expect anyone to agree with any of my views. I am expressing them upfront this week for your potential benefit, at least in helping you understand why I ask the questions that I do. If any of these views are intolerable to you, be advised that the last day to drop this course without penalty is February 6th.</p> <p>Topic 1: The individual and the collective</p> <p>I prefer to think in terms of individual people and particular situations, rather than to try to constrain my understanding to conform to what are essentially collectivist approaches to world societies and cultures. I have formed my own impression of what a truthful epistemology might be, and it does not resemble that of most of the other instructors I’ve met or textbooks I’ve read.</p> <p>Most people 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 crowd or most populous country, there are no ‘non-player characters’. Everyone is a player. Everyone has agency. This universal access to the power of an individualized existence is pretty obvious to most of us as children, but as we grow older and categorize people in various ways, and as we shape our inner selves to match outer expectations, we may form impressions about ourselves and others that may not be true. We may even lose sight of our own essential nature. Regardless of how mysterious or undefined it may be, and whatever it is, most of us would recognize that something as being present in each of us. I’d like you to keep that in mind as we look at how our common human needs and individually unique aspirations play out in different parts of the world.</p> <p>Watch (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 from the deck of a boat on the Yangtze River), you might think that the absolute numbers of people on the Earth are just too overwhelming to consider as individuals. But I’d like you to try. Behind those windows, thousands of people are waking up to another weekday. Each one of them has had unique personal experiences, attachments, dreams, ambitions, disappointments, successes, joys, and sufferings. My goal here is to provide a broad, sympathetic, and admittedly incomplete tour of the world, at least partly as seen through the eyes of some</p>

Week	Due Date	Readings, Assignments
		<p>of its people. We all know what it's like to be a human being. Regardless of how distant much of the world seems to be from our own experience, we also know that each one of these people's lives is 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>Please bear with me for a paragraph as I reminisce. My father worked in radio and TV. He served in the Signal Corps in WWII, setting up transmitters on remote islands in the Pacific. From a young age, I had access to shortwave radios, including a Heathkit GR-64 that I built myself. The air was filled with mysterious codes and conversations, pops, and ghostly howls, like some kind of ambient dark music. Shortwave signals bounce off the ionosphere as they make their way around the world, so different stations from different parts of the world fade in and out depending on the time of day, time of year, and current conditions. The chimes of Big Ben announced each hour's programming on the BBC. The Voice of America and Radio Free Europe also continue to produce outstanding programming, now available on YouTube. But some of the most powerful signals in the 1960s and 1970s came from the Soviet Union and Eastern Bloc, particularly Radio Moscow and Radio Sofia. I listened often, as these broadcasts put a human face (or rather many human voices) to a set of enemies that seemed evil and malevolent to the adults around me at the time. Hearing the socialist line and its stirring music, I could understand how downtrodden people might feel about it. But the more I listened, the more I was able to deconstruct the rhetoric and develop a more critical understanding of socialism's shortcomings. There is something to be gained from paying close attention to what your antagonists have to say, in particular 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 them. The great thing about radio is that nobody knows you're listening.</p> <p>Many people like to theorize on a grand scale about society and culture. It has often been said for example that Western cultures have a more 'individualized' focus, and that Eastern cultures have a more 'collectivized' focus. You can find any number of videos with titles like "Me or We? Cultural Difference between East and West". Although the influences of Confucianism, for example, are indeed relevant, I do not recommend that you accept any claims of this sort without first carefully examining the facts in a detailed way. I think that you would find, as I have, that assumptions of this kind are often misleading or simply 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 very carefully, I do not recommend that you rely on them as fact. I've chosen our sources here carefully, rejecting 30 videos for each one chosen, based mostly on their superficial and stereotypical rendering of human life.</p> <p>Topic 2: Modernity</p> <p>In order to better contextualize some of the points I might make or concerns I might express this semester, it might be helpful to briefly describe from time to time some of the things that influence my thinking. I attended integrated public schools in a semi-industrial city in New Jersey in the 1960s and 70s. The upper grades had classes in wood shop, metal shop, print shop, and automotive technology, as well as drafting, chemistry, physics, biology, photography, and electronics labs. Science classes had as many girls as boys, but there were still far more boys than girls in the shop classes. Our chemistry teacher, Mr. Salzer, was a middle aged man whose family had perished twenty-five years earlier in the Holocaust. One day, he introduced us to a short book of essays called <i>Brave New World Revisited</i>, by Aldous Huxley, which had been published a few years earlier, in 1958. The chapters are:</p> <p>Over-Population; Quantity, Quality, Morality;</p>

Week	Due Date	Readings, Assignments
		<p>Over-Organization; Propaganda in a Democratic Society; Propaganda Under a Dictatorship; The Arts of Selling; Brainwashing; Chemical Persuasion; Subconscious Persuasion; Hypnopedia; Education for Freedom; and What Can Be Done?</p> <p>Mr. Salzer introduced this little book to us more than fifty years ago. In case you haven't heard of it, I am introducing it to you now. Along with Orwell, Huxley was one of the first authors to influence my perspective on the world. The video below is a contemporary discussion of the book.</p> <p>Recommended: Do We Live in a Brave New World? - Aldous Huxley's Warning [Academy of Ideas] https://youtu.be/aPkQ57cXrPA</p> <p>As I'm finishing up this semester's schedule, the Davos conference of the World Economic Forum is wrapping up. The smug self-righteousness dripping off the elite participants as they discuss some of the issues that concern us all absolutely puts me off, and I think it's perfectly legitimate to make fun of them. For example, Hitler, Stalin, and other dark forces also believed in 'stakeholder responsibility'.</p> <p>Recommended: Klaus Schwab opening statements at Davos 2022 [Matt Burgess] https://youtu.be/pSYVnpIeZIA</p> <p>Al Gore and John Kerry are not climate scientists. They are failed politicians.</p> <p>Recommended: Al Gore - 600 Thousand Hiroshima Bombs [World Economic Forum Video] https://youtu.be/rfAYLSQIxTI</p> <p>Recommended: John Kerry and a 'select group of human beings' [The First] https://youtu.be/ujJw9GKD8Zs</p> <p>The United Nations is almost indistinguishable from the World Economic Forum in terms of what it sees as its underlying mission. The Sustainable Development Goals (SDGs) or Global Goals are a collection 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. The following is the full text of Agenda 2030.</p> <p>Reference: Transforming our world: the 2030 Agenda for Sustainable Development https://sdgs.un.org/2030agenda</p> <p>The following contains descriptions and discussions of each goal.</p> <p>Reference: Sustainable Development Goals https://en.wikipedia.org/wiki/Sustainable_Development_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 and all of Sen's published works. He is absolutely</p>

Week	Due Date	Readings, Assignments
		<p>brilliant, and he cuts through the nonsense in a very reasonable and convincing way. When asked about the Sustainable Development Goals, Sen emphasized that democracy and human rights are key for sustainable development, and 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>Topic 3: Scientism</p> <p>Although a discussion of science may seem out of place in a course in regional geography, it has become increasingly clear to me that it is one of those topics that form the basis for any real understanding of contemporary human society. I feel compelled to make two general points:</p> <ol style="list-style-type: none"> 1. It seems increasingly likely that the COVID-19 virus was engineered. It may even have been created as part of a ‘gain of function’ viral enhancement program that was encouraged and at least partially funded by US scientists and administrators, and ultimately by American taxpayers. One of the most troubling aspects of the COVID-19 pandemic is 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. 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 would rather look the other way than jeopardize their own comfortable lives and careers, even at the potential cost of many more deaths. Instead, they attack their fellow citizens for political and cultural wrongthink. Many would have done quite well for themselves working under Joseph Stalin, who reputedly said that, although a single death may be tragic, a million deaths are a mere statistic. 2. Although both the mitigation of global warming and adaptation to regional and global climate change require a great deal of serious work, discussion, and decision making, it has become increasingly clear that these topics have been dominated in recent years by non-expert authoritarians, catastrophists, and social engineers in education, educational administration, and science administration, most of whom seem to have come to define science on the basis of irrelevant and often nonsensical psychological and cultural concerns. This lack of respect for the competencies and educational requirements that exist within the sciences themselves has resulted in the marginalization and cancellation of many of our most helpful courses of instruction and in the silencing of many of our most qualified voices, just when we need them most. Given how inconsistently and coercively authorities here and around the world have responded to the current pandemic, as well as many, many, many other things, it seems to me highly doubtful that our current crop of leaders, deciders, and activists will ever understand the interconnections between climate, energy, agriculture, economy, etc., even to the degree that you will understand at least some of these connections upon completion of this introductory course. In my view, our current political, managerial, educational, and scientific elite are just not qualified to plan and decide anything on our behalf. Most of them couldn’t run a grocery store. The wisdom required to overcome or at least competently recognize our environmental and social difficulties will not come from our leadership class, but from the intelligence residing within each of us.

Week	Due Date	Readings, Assignments
		<p>Let's think about the different meanings that have been assigned to the word 'science'. Two stand out. On the one hand, science has been defined as the application of a set of approaches to understanding reality, and on the other hand it is used to represent the body of knowledge that presumably resulted from the application of such approaches. It's not hard to see the paradox at the heart of this duality. Excessive or exclusive reliance on any body of knowledge, even one that has been accumulated 'scientifically', is fundamentally contrary to the methods that were presumably used to discover that very knowledge. It is unfortunate that one word carries these often contradictory meanings. The confusions and tensions that result from this conflation are real. The struggle between the proponents of acceptable accumulated truth, and attempts by others to falsify any portion of it in search of some greater or more reliable truth, is an ancient one.</p> <p>Science as an approach to understanding reality must always include a willingness to be proven wrong. But representatives of science as a body of knowledge and the institutions of science in particular are often unwilling to be proven wrong, or even to be second guessed. As a result, science is experiencing a number of crises at all levels, including a lack of successful replication and an explosion of unjustified or barely justified claims and counterclaims. Established publications favor established incumbent or fashionable opinions and topics, and funding is increasingly based on an ever-changing set of irrelevant political and cultural concerns. The tools, methods, skill sets, and good-natured disagreements that everyone knows lies at the heart of healthy science are ignored and set aside as unqualified people in positions of authority think and believe their own opinions and impressions fully represent what we all should think and believe. Which they most certainly do not.</p> <p>Now consider the following quotations from George Orwell's essay "What Is Science?" that was published in the London Tribune on October 26th, 1945. In Orwell's view we can all see that many non-scientists also keep rationality and objectivity, and even a willingness to be proven wrong, as their guideposts in their lives, even if they have nothing to do with the science of their time. On the other hand, scientists have often shown themselves to be unreliable practitioners of the scientific approach to knowledge and to life. One obvious example of this, according to Orwell, involves the history of scientific nationalism. The full essay can be found online in pdf form, if you are interested.</p> <p style="padding-left: 40px;">“This confusion of meaning, which is partly deliberate, has in it a great danger. Implied in the demand for more scientific education is the claim that if one has been scientifically trained one's approach to all subjects will be more intelligent than if one had had no such training. A scientist's political opinions, it is assumed, his opinions on sociological questions, on morals, on philosophy, perhaps even on the arts, will be more valuable than those of a layman. The world, in other words, would be a better place if the scientists were in control of it. But a 'scientist', as we have just seen, means in practice a specialist in one of the exact sciences. It follows that a chemist or a physicist, as such, is politically more intelligent than a poet or a lawyer, as such... But is it really true that a 'scientist', in this narrower sense, is any likelier than other people to approach non-scientific problems in an objective way? There is not much reason for thinking so. Take one simple test — the ability to withstand nationalism.”</p> <p style="padding-left: 40px;">“Clearly, scientific education ought to mean the implanting of a rational, skeptical, experimental habit of mind. It ought to mean acquiring a method — a method that can be used on any problem that one meets, and not simply piling up a lot of facts. Put it in those words, and the apologist of scientific education will usually agree. Press him further, ask him to particularize, and somehow it always turns out that scientific education means more attention to the sciences, in other words — more facts. The idea</p>

Week	Due Date	Readings, Assignments
		<p>that science means a way of looking at the world, and not simply a body of knowledge, is in practice strongly resisted. I think sheer professional jealousy is part of the reason for this. For if science is simply a method or an attitude, so that anyone whose thought-processes are sufficiently rational can in some sense be described as a scientist — what then becomes of the enormous prestige now enjoyed by the chemist, the physicist, etc. and his claim to be somehow wiser than the rest of us?”</p> <p>Textbooks often give the impression that the body of knowledge contained within is relatively complete and settled. But as I said in the syllabus for this course, we need to distinguish the finger that is being used to point at some object of study, from the object itself. The tendency for educators and publishers to write with self-assurance is often misleading. There is often a great deal more legitimate diversity of thought on even the most basic questions that you might find in the different fields of science than most textbooks would have us believe. That does not mean that anything can be valid. Mathematical representations, for example, are often essential to understanding, and they cannot simply be replaced by words. And texts that accurately represent scientific realities cannot be replaced by other texts just because those other texts seem to ‘feel’ right to someone. The practice of science requires rigorous understanding of what already exists within a given discipline, and this cannot be replaced by an active imagination alone. It always requires a lot of hard work.</p> <p>The perpetual presence of human ignorance with regard to what the universe may throw our way should not surprise us. Evolution may be a universal property of nature that guarantees the emergence of novel forms and functions (not necessarily biological) whose interactions with what already exists had never been predefined anywhere, or anytime; and what emerges from these interactions may also be entirely new. If this emergent property of nature is real, it has its potential down side. It guarantees that potentially troublesome forms or events that no one could have ever predicted will eventually appear. We may manage to avoid similar situations in the future, and that’s good. Nevertheless some entirely new, unanticipated situation will always eventually arise. If this property of nature is real, then even the most advanced future AI system, encompassing all of science, could still not possibly anticipate everything that will happen, including processes and events that, for good or ill, affect our future survival. I think that this is indeed a universal property of nature, as demonstrated in various domains by the uncertainty principle, by quantum indeterminacy, by deterministic chaos, by the Incompleteness Theorems of Kurt Gödel, and by the undecidability results of Turing and others in the domain of computation.</p> <p>I caution you not to take the preceding discussion as an endorsement of the sort of social reform of science with which educators are currently enthralled, based on belief systems that intentionally upend everything without justification. We can all see this for example with regard to human biology and the social sciences, but these so-called reforms are now penetrating the physical sciences and mathematics as well. It is my view that what has been taking place over the past decade is a cultural revolution that is far more sinister in its global implications than the cultural revolutions of the affluent West in the 1960s, the childish, destructive, self-righteous revolutions that educators seem so intent on romanticizing and imitating. We are for example being told to ‘decolonize the curriculum’, but I’m afraid the people who are telling us this have no self-awareness. If they had any self-awareness, they would realize that they are the real colonizers, since they are asking the world, which has contributed in a truly distributed way over many hundreds of years to the disciplines in question, to see things in the same superficial, artificial, delusional, and ultimately destructive way they see them. In the face of real issues related to climate, food, energy, economics, disasters, wars, and political instability, most of the world cannot afford to delude itself as cheaply and as self-righteously as we in the affluent West seem to have managed to delude ourselves about such things.</p> <p>I’ve had to earn my own wages in life, even while going to school. Professionally, my background is</p>

Week	Due Date	Readings, Assignments
	02/01/23	<p>embedded in the sciences, in a variety of capacities. I have worked for example in a nuclear fission electrical generation plant, within an international nuclear fusion program, and in a federal remote sensing hydrological agency, as a technician, programmer, systems engineer, and staff scientist. Only after more than twenty-five years of often challenging work did I return to school, further develop and publish my own research, and begin teaching. My nearly lifelong dependence on work is certainly not unusual, but it is unusual among university professors and instructors. Even as a student, but certainly upon graduation, you will begin to acquire work experiences the significance of which many teachers and education administrators and boards have no real appreciation, and about which they have no useful advice to offer. Please keep that in mind the next time you're tempted to be harsh to an outsider like me. The advantage of being an outsider is, I've been outside.</p> <p>You will find me taking examples from China and East Asia, not because those cultures are more exotic or important than others, but because I'm more confident, due to personal experience and careful research, that what I'm telling you or showing you is true. I've been to China for several extended visits since 1990, for both family and professional reasons. 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>Homework 1:</p> <p>1. Please download the file named jme-2022-108449.full.pdf from Files, in Canvas. Alternatively, it can be found at the following URL: https://jme.bmj.com/content/early/2022/12/05/jme-2022-108449 Describe in some detail the conclusions of the authors. The Conclusion of the paper begins at the bottom of page 10, and it is two paragraphs long. Cite the paper as:</p> <p>Bardosh K, Krug A, Jamrozik E et al. "COVID-19 vaccine boosters for young adults: a risk benefit assessment and ethical analysis of mandate policies at universities". Journal of Medical Ethics Published Online First: 05 December 2022.</p> <p>2. Based on the quotations provided in the discussion above, do you think that Orwell's essay "What Is Science?" might still describe a valid perspective on science and its institutions? Bear in mind that this essay was written in 1945, only a couple of months after the atomic bombings of Japan, and after the US and USSR had both recruited German weapons scientists with the Nazi defeat.</p> <p>3. Read through the Sustainable Development Goals as described on the Agenda2030 website. Describe if you can any assurances contained therein with regard to human rights and individual freedom. Do you get the impression that these goals are truly quantifiable? Do you agree with Amartya Sen that democracy and human rights are key for sustainable development?</p>

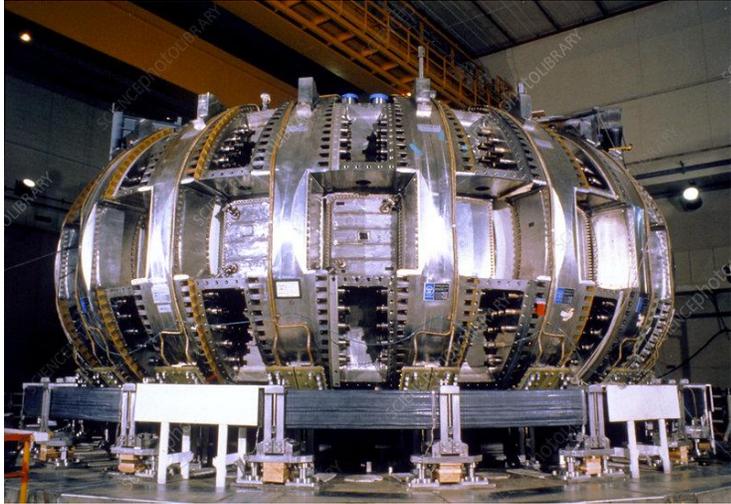
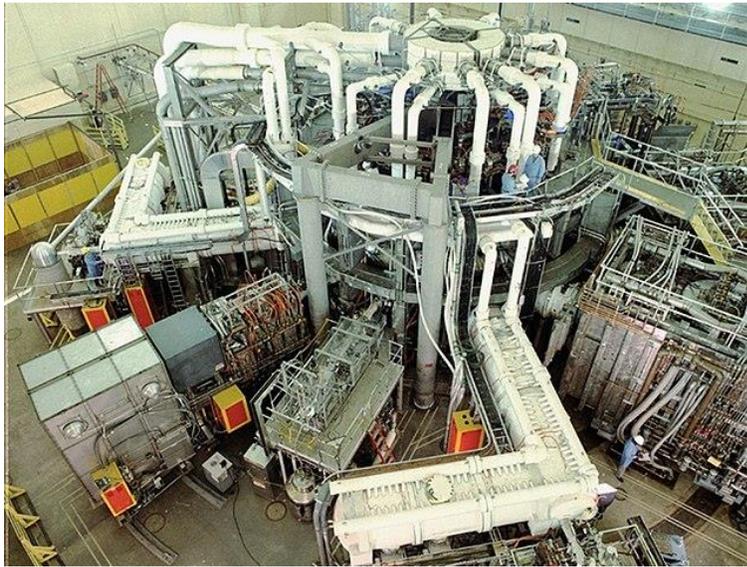
Week	Due Date	Readings, Assignments
2		<p data-bbox="397 199 698 235">Topic 1: Urbanization</p> <p data-bbox="397 277 1526 478">Probably the most common trend throughout the world is the massive, relentless move of people away from rural areas and into cities of ever increasing size. Cities do often 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> <p data-bbox="397 520 1526 722">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 data-bbox="397 764 1526 932">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 data-bbox="397 974 1526 1176">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 data-bbox="397 1218 876 1281">Watch: Japan Night Aerials in 8K [Armadas] https://youtu.be/6k7a8bw451M</p> <p data-bbox="397 1323 1526 1461">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 data-bbox="397 1503 941 1566">Watch: Top 10 Largest Cities by 2030 [The B1M] https://youtu.be/N-a0TCWb6E</p> <p data-bbox="397 1608 941 1671">Watch: Top 10 Largest Cities by 2100 [The B1M] https://youtu.be/9OulEjWI-bE</p> <p data-bbox="397 1713 1494 1776">The following documentary provides a good overview and specific examples of current and developing megacities around the world. Not required viewing.</p> <p data-bbox="397 1818 1201 1881">Recommended: MEGACITIES of the World (Season 1 - Complete) [TDC] https://youtu.be/0ULzxD3w_c8</p>

Week	Due Date	Readings, Assignments
		<p>Topic 2: The particularity of place</p> <p>The idea of ‘place’ in the psychological sense is one of the themes that distinguish Geography from some of the other spatial disciplines. We all know what having a sense of place means, particularly with regard to locations that are meaningful to us, so we don’t need to formally define it here. It may be superficially described as a location, but one with human significance. Because of this psychological significance, places can be understood remotely. Words can be used to create a powerful sense of place; this is one of the characteristics of great literature. We will primarily use street videos to try to get a sense of some of the places we will cover. YouTube also offers a growing library of drone, aircraft, and satellite based videos, and it allows us to travel back in time through restored and enhanced vintage film. Full 360° videos with steerable vision are also available on YouTube, but Canvas might not embed them properly, so we won’t be using them here. We will view mostly street videos because they convey most powerfully the sort of feeling and information we are looking for.</p> <p>For instructions on viewing the videos, see the section in the syllabus titled Videos. Since the videos in this course are on YouTube, you can view them 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. You can also figure out how to view the videos on a device separate from the one you are using to write. 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 sound on many of the on-scene videos is binaural. Binaural recordings simulate human hearing, thus providing often a more realistic experience than ordinary stereo processing provides, particularly if you use earphones.</p> <p>As a reminder, if you’re asked to ‘Watch’ a video, you should watch it at least once. To ‘Examine’ a video, you needn’t watch it continuously from beginning to end, although you may of course do so. You might want to swipe through or sample segments near the beginning, middle, and end to get an overall impression, and then go back and watch those segments that seemed to be most informative. Keep the homework questions in mind, and pause each video to write down notes.</p> <p>As a gentle introduction to the cultural particularities of place, I’d like to you take some time to watch life along urban rivers and streams in East Asia, and to record your impressions.</p> <p>Examine at least one of the following two videos from Japan:</p> <p>Rainy night Sakura cherry at Tokyo Meguro River [Ramblac] https://youtu.be/wuXmlyS3pVw</p> <p>(beginning at minute 28) Night Sakura of Mama river in Ichikawa city [Ramblac] https://youtu.be/KONsMZiXsH4</p> <p>Examine at least one of the following three videos from South Korea:</p> <p>Cheonggyecheon and surrounding scenery at sunset [Bau Walk] https://youtu.be/YNEymTSjpYA</p> <p>Cheonggyecheon in the Evening (Sep.2021) [4K Korea] https://youtu.be/LqEnkG5LY9k</p>

Week	Due Date	Readings, Assignments
	02/08/23	<p>Peaceful evening walk in Seoul, Danghyun Stream [Walk Together] https://youtu.be/H61dOkJfEW0</p> <p>Examine: The waterfront of Liangma River at night, Beijing, China [Beijing Walking] https://youtu.be/gJCJQwGi5MU</p> <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. Do you think that the megacities of the future will be like today's cities? Will they sustain the sort of automotive situation that we find in US cities today? Can they succeed in providing the sort of comfortable, interesting, and safe environment exemplified in some of the videos we've seen? What sort of planning do you think will be necessary for future megacities to be sustainable? 4. Describe and compare urban river scenes in Japan, Korea, and China. Did these scenes surprise you in any way? How do they compare with urban streams with which you are familiar? How would you feel about living in one of these neighborhoods? These questions regarding street scenes are intended to encourage independent observation and thought on your part. You will find many of them in this course. Try to be honest but gentle in your appraisals, and keep in mind that these are often 'first impressions' which, while valuable, can sometimes not tell the full story. Do not hesitate to compare what you see with what you may have experienced in your life, or to change your opinions about life elsewhere.
3		<p>Topic: United States and Canada</p> <p>For well over a generation, the United States has been on the process of dismantling much of its industrial base and 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 Fremont, CA, close to where some of the very first Western and Charlie 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. 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 eth 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>

Week	Due Date	Readings, Assignments
		<p>Rural wellsprings</p> <p>The United States is essentially a revolutionary experiment in human dignity. It is a revolution that is being severely challenged, even from within, by various theories of collectivism masquerading as revolutions. 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 center 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>Recommended: 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> <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>Contrasting realities</p> <p>Examine: Streets of Philadelphia, Kensington Avenue, Aug, 2021 [kimgary] https://youtu.be/Bi1Kf-1qd6Y</p> <p>Examine: Philadelphia Kensington Avenue, June 28 2021 [kimgary] https://youtu.be/MhvvxolgNPg</p> <p>Examine: Streets of Philadelphia, Kensington Ave. highlights of 2022 [Ulul Albab] https://youtu.be/C4gD7GAdM-U</p> <p>Examine: Kensington Ave at Night [HoodTime, March 10th, 2021] https://youtu.be/cOBoDT-3oM0</p> <p>Watch: Real Scenes: Detroit [Resident Advisor] https://youtu.be/TCAY5L2zDtU</p>

Week	Due Date	Readings, Assignments
		<p>Watch: This Tree Farm Is Bringing Life Back To Detroit's East Side https://youtu.be/I5wekB5IpHA</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>Development</p> <p>Clearly, economic globalization has led to the offshoring of much of our manufacturing base. I don't intend to cover this trend exhaustively, but I'd like to focus more on the future, as well s some of my own memories as an American who grew up in the wake of Sputnik. Please indulge me.</p> <p>Nearly all of the energy powering life on Earth is ultimately derived from the nuclear fusion process occurring within the sun. If we could create similar processes here on Earth, huge amounts of energy could be released through the use of a few very light, relatively safe substances. But this presents an enormous set of engineering challenges. Many of these challenges have already been met, or they soon will be. The developmental costs of the technology might mean that fusion energy might not be cheap or plentiful at first, but it as it scales up, it could go a long way toward reducing atmospheric carbon and solving our energy supply issues. The golden age of fusion energy research may be approaching. We've recently seen news from the Lawrence Livermore Lab with laser-induced fusion. We will concentrate here on the more likely pathway to power generation, magnetic confinement.</p> <p>Watch: Nuclear Fusion 3.0: Real World Electricity is Coming [Electric Future] https://youtu.be/4GJtGpvE1sQ</p> <p>Watch: Why Private Billions Are Flowing Into Fusion [Bloomberg Quick Takes] https://youtu.be/Dp6W7g9no0w</p> <p>Helion is an interesting company with a unique approach. What is most exciting to me is the way electricity is stored in capacitor banks between strokes of the 'engine', with the excess charge that is hopefully created by the fusion reaction bled off directly for immediate use. There is no need to convert heat or radiation into electricity; in it produced directly. This is real futuristic steampunk! Can you imagine working for this company?</p> <p>Watch: A New Way to Achieve Nuclear Fusion: Helion [Real Engineering] https://youtu.be/ bDXXWQxK38</p> <p>Memories of the Tokamak Fusion Test Reactor (TFTR)</p> <p>Science is a cooperative endeavor often involving many non-scientists. I was fortunate to have been in the right place, at the right time, and with the right qualifications to have been hired onto a team of about a dozen electronics technicians that helped built, install, and maintain the instrumentation for the largest, most elaborate nuclear fusion device in the world at the time. The Tokamak Fusion Test Reactor was built</p>

Week	Due Date	Readings, Assignments
		<p>on the grounds of the Princeton Plasma Physics Laboratory, amid the woods and cornfields just outside Princeton, New Jersey. Construction on TFTR began in 1980 and initial operations began in 1982. TFTR remained in use until 1997. It was dismantled in September 2002. My favorite memories of the tokamak were during the early stages of construction when the vacuum vessel was still visible. It is made of stainless steel, it was doughnut-shaped, and it was huge. The internal diameter of the vacuum vessel itself, within the body of the torus, was eight feet. Technicians could open it up and easily work on it from within.</p>  <p>Soon, however, the tokamak disappeared within a maze of instrumentation, magnets, and cryogenics. TFTR was the largest, most elaborate nuclear fusion device of its kind at the time. It was intended to test a simple idea, whether confining a cloud of hydrogen isotopes within a 'tokamak' a torus-shaped vacuum vessel, heating it with microwaves and squeezing it magnetically could ignite fusion reactions to the point of 'break even' energy generation. The name 'tokamak' sounds Russian because it is. The idea was originally proposed by the Soviet physicist and human rights campaigner, Andrei Sakharov. His story, by the way, is a fascinating one.</p> 

Week	Due Date	Readings, Assignments
		<p>I was member of a group of electrical and electronics engineers and technicians that was called ‘Central Instrumentation Control and Data Acquisition’ (CICADA). Most of the time, we worked in our own labs and in the computer and control rooms downstairs. This was in a building several hundred feet away from the building that actually contained the tokamak device. The buildings were connected through an underground tunnel. Through this tunnel, we installed the fiber optic lines that were used to communication with the device. Optical fiber rather than electrical wire was used to communicate with the tokamak primarily in order to keep the control and computer rooms electrically isolated from the pulsed high voltages and currents around the device itself. This power could not be drawn directly from the electrical grid. Two absolutely massive dynamos were slowly spun up to high speed like tops on vertical axes in huge cylindrical pits in yet another building, and the current required by the tokamak could then be drawn off suddenly from these dynamos. As they experienced the resulting breaking action, the dynamos would scream, and the images on CRT screens nearby would bend for a few seconds. No one was allowed near the device while it was in operation, and I was assigned to install and maintain the card readers and cameras that made sure. Through this task, I got to know the head of security, an old gentleman who had flown missions over the Himalayas to China during WWII. But that’s another story.</p> <p>Since a great deal of fabrication was required at the component level (with lots of soldering iron action), particular technicians were assigned to work closely with particular engineers. I was assigned to work with an absolutely brilliant engineer, Jane Montague, who was just a few years older than me, on some of the project’s most critically important systems. For example, we built a complex master clock that synchronized a whole suite of operations involving instrumentation control and data acquisition. All of these operations occurred within just a few seconds, and most in under a second, which was about how long stable plasma conditions could be maintained at the time. Since this master clock had to perform operations with sub-microsecond precision, it had to be built with fast, ultrareliable components and an extremely fast internal clock. Digital devices operate in discrete steps, and in real world applications they had to be timed precisely and responsively. All of the observational data resulting from the operation of the tokamak was processed and stored on large frame computers in a separate computer room, but these computers were not sufficiently isolated from outside influences to do the work required of our master clock, as well as many, many other real-time specialized functions.</p> <p>Jane would first meet with physicists and other engineers in order to determine what the requirements were. She would then design circuits with the most reliable military-grade TTL logic devices that were available at the time, and I would construct them on circuit boards, which would then be plugged into crates to connect them to other customized circuits, displays, computers, and peripherals. I decided on how the components would be arranged on a board, and I soldered them with individually to wires and other components. Jane and I might sit for hours, testing and modifying our circuits with the aid of logic analyzers and oscilloscopes. Meanwhile, other teams would be doing the same thing. It was challenging work involving invention, innovation, and craftsmanship on a scale that few people outside of such endeavors get to witness.</p> <p>The following is a promotional video from 1989 about the Plasma Physics Lab and the Tokamak Fusion Test Reactor (TFTR), with footage of the interior, machines, and scientists at work.</p> <p>Recommended: Plasma Physics Lab and the Tokamak Fusion Test Reactor, 1989 [princetoncampuslife] https://youtu.be/TamkP8QrZak</p> <p>Recommended: The Princeton Plasma Physics Laboratory [WebsEdge Science, Feb 28, 2014] https://youtu.be/b8iH1930p2s</p>

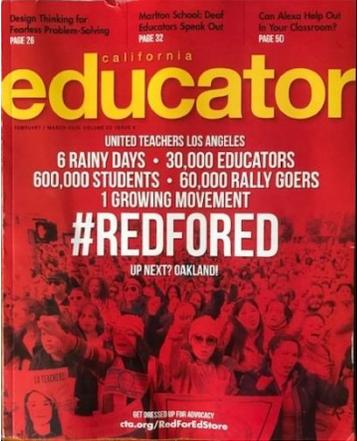
Week	Due Date	Readings, Assignments
	02/15/23	<p>Homework 3:</p> <p>Reminder: check each week for any new Announcements.</p> <ol style="list-style-type: none"> 1. Wallboard manufacturing may not seem very interesting to you (hopefully my video was), but it exemplifies the sort of production that should 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. Was Kensington Avenue, Philadelphia, a surprise to you? If you were President, Governor, or Mayor, what would you do about it? 3. Detroit, the home of the American automotive industry, has fallen on hard times. The growing numbers of abandoned lots are beginning to host some urban farms. Do you think that nontraditional careers in the arts and agriculture can make a city like Detroit viable, even if it never comes back as a major manufacturing center? Does the health of a city depend primarily on its ability to generate wealth and jobs, or does it also depend on its ability to inspire young people to stay for possibly nonmonetary reasons involving personal fulfillment? 4. 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? 5. My experience working at TFTR taught me a lot about the possibilities that exist for new revolutions in technological development in this country, particularly when it comes to energy generation. This may seem like a random topic for this course, but I'd like you to discuss the prospects for energy generation using magnetic confinement nuclear fusion. Do you think the United States is prepared to lead in this, or to effectively compete with other nations?
4		<p>Topic: East Asia</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. 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 one or more of the following videos shopping districts, café streets, etc from South Korea: Hongdae Street, Yeonnam-dong Cafe Street, Gyeongui Line Forest Rd [Seoul 4K Walker] https://youtu.be/HTDGsV7KjCY</p>

Week	Due Date	Readings, Assignments
		<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: at least two 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> <p>Taking the Pyongyang subway [Justin Abroad] https://youtu.be/2fCI5tVISHc</p> <p>Now for a more in-depth look behind the scenes of South Korea and Japan.</p> <p>Watch: Why South Korea's Seniors Are So Poor [Asianometry] https://youtu.be/fvkGOeLoZG4</p> <p>Watch: Poverty in South Korea (Those Left Behind) [Coreanofilos] https://youtu.be/k2wseOFORPA</p>

Week	Due Date	Readings, Assignments
		<p>Watch: How Japan Keeps Clean [Life Where I'm From] https://youtu.be/BOGMkgnc2YY</p> <p>Watch: What a Japanese Childcare Centre is Like [Life Where I'm From] https://youtu.be/1qRfqboYWN0</p> <p>Watch: Women fight back as South Korea tries to abolish its Gender Equality Ministry [BBC News] https://youtu.be/CxH2ELUTu_4</p> <p>China and Taiwan</p> <p>Watch: A Brief History of Taiwan [famous videos] https://youtu.be/jyTdwuGEq54</p> <p>Watch: The Unstoppable Growth of China's High-Speed Rail Network [The BIM] https://youtu.be/belm4kDAHgM</p> <p>Examine: Walking In Shanghai along the Huangpu Riverside [Walk East] https://youtu.be/sBFfZFvCU3g</p> <p>I'm not particularly qualified to discuss China's geopolitical goals, or how it sees its role. The people in the following documentary are, however. It's long, but very informative.</p> <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 in China:</p> <p>Recommended: Springtime Impressions of Chongqing [Gary Pereira] https://youtu.be/AAWEHxp8Xg</p> <p>Recommended: Chongqing to Chengdu by high-speed rail [Gary Pereira] https://youtu.be/WXPospdPi-8</p> <p>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>

Week	Due Date	Readings, Assignments
	02/22/23	<p>Homework 4:</p> <p>Reminder: check each week for any new Announcements.</p> <ol style="list-style-type: none"> 1. Briefly discuss the Korean War, particularly highlighting anything new you may have discovered in watching the video. 2. 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? 3. 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? 4. Discuss senior poverty and other social issues in South Korea. 5. What are your impressions of the Japanese child care center? 6. Why are Japanese streets so clean? Why and when were public trash cans removed? 7. Why and how has China's high speed rail become so successful, according to The B1M? 8. Give me your impression of the video taken along the Huangpu River in Shanghai. Is it what you expected?
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>As embedded in the reading, 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,</p>

Week	Due Date	Readings, Assignments
		<p>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 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>Watch: Reflect [Gary Pereira] https://youtu.be/73i2d-NP1Qg</p>

Week	Due Date	Readings, Assignments
		<p>Think we're not all being indoctrinated? This was the cover of a magazine the teachers' union sent out.</p>  <p>The image shows the cover of the California Educator magazine. The title 'california educator' is prominently displayed in yellow and white. Below the title, there is a red background with a crowd of people. The text on the cover includes 'UNITED TEACHERS LOS ANGELES', '6 RAINY DAYS • 30,000 EDUCATORS', '600,000 STUDENTS • 60,000 RALLY GOERS', '1 GROWING MOVEMENT', and '#REDFORED'. At the bottom, it says 'UP NEXT? OAKLAND!' and 'GET INVOLVED WITH THE AMERICAN EDUCATION ASSOCIATION #NoComp/RedForEdStore'.</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. One of those participants was 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 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>Examine: 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 10⁰ 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</p>

Week	Due Date	Readings, Assignments
		<p>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 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 grow 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>

Week	Due Date	Readings, Assignments
	03/01/23	<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 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? 4. In general, 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.
6		<p>Topic: Southeast Asia</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>

Week	Due Date	Readings, Assignments
		<p>Vietnam's Geographic Challenge [Stratfor] https://youtu.be/Vw2yRTfGYgw</p> <p>Thailand's Geographic Challenge [Stratfor] https://youtu.be/NPbov3zeivA</p> <p>Malaysia's Geographic Challenge [Stratfor] https://youtu.be/rHI1f9DQbIg</p> <p>Examine two or more of the following seven videos from Vietnam for question 3:</p> <p>Walking in Hanoi - Hồng Hà - Phúc Tân [keezi walks] https://youtu.be/gooXjxhk65U</p> <p>Hanoi City, Long Bien Bridge to St. Joseph's Cathedral [Wanderlust Travel Videos] https://youtu.be/YCzROJ08kfc</p> <p>Hanoi City, Old Quarter [Wanderlust Travel Videos] https://youtu.be/NQp9Ig9MpcM</p> <p>Walking in Hanoi - Hồng Hà - Phúc Tân [keezi walks] https://youtu.be/gooXjxhk65U</p> <p>Walking in Hồ Chí Minh City (Saigon) https://youtu.be/_cE1N52uyyM</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/_cE1N52uyyM</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]</p>

Week	Due Date	Readings, Assignments
	03/08/23	<p>https://youtu.be/2Hses2nG2gc</p> <p>Walking in Kuala Lumpur (Malaysia) [keezi walks] https://youtu.be/d6sSCs6k1hY</p> <p>Walking in Singapore [keezi walks] https://youtu.be/Y5iOb023Jv0</p> <p>Walking tour in Phnom Penh [Run Chuppytou] https://youtu.be/Sx036m-Evkg</p> <p>Homework 6:</p> <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? 3. Discuss the principal geographic challenges of any two of the following nations, according to Stratfor: Philippines, Indonesia, Vietnam, Thailand, and Malaysia. 4. What are your impressions of the streets of Hanoi and Saigon? Any noticeable differences? 5. 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>. Please download the book for free in Digital pdf format from the following website: http://open.lib.umn.edu/worldgeography/</p> <p>All homework questions are taken from the 'Discussion and Study Questions' at the end of each section. Page numbers (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>

Week	Due Date	Readings, Assignments
7		<p>Topic: Sub-Saharan Africa</p> <p>With 200 million people aged between 15 and 24, Africa has the largest population of young people in the world, and their numbers are expected to grow by 42.5 million between 2010 and 2020. 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. In North Africa, the youth unemployment rate is 25%, but it is even greater in Sub-Saharan nations like Botswana, the Republic of the Congo, Senegal, and South Africa, and others. In most African countries, youth unemployment “occurs at a rate more than twice that for adults,” notes the African Development Bank. We’ve already seen how several of the world’s largest cities will probably be in Africa by 2100.</p> <p>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: Nigeria Becoming Destination for Africa’s Promising Tech Startups [Voice of America] https://youtu.be/rZets8AYCCk</p> <p>Watch: Bauxite: Guinea's mineral wealth [DW News] https://youtu.be/K_WkvtBWix0</p> <p>Watch: Why is Central African Republic failing to contain armed groups? [Al Jazeera English] https://youtu.be/WB_Rkm5-QIQ</p> <p>Examine two or more of the following six videos:</p> <p>Lagos Nigeria Ojo [Ludo Liu 2] https://youtu.be/g1af9kKnI9o</p> <p>Walking in Mombasa (Kenya) [keezi walks] https://youtu.be/yPehq4Vz3EI</p> <p>Walking in Entebbe (Uganda) [keezi walks] https://youtu.be/9Mo8tvVyRtA</p> <p>Walking in Cape Town (South Africa) [keezi walks] https://youtu.be/leAL9c4meTs</p> <p>Walking in Johannesburg (South-Africa) [keezi walks] https://youtu.be/KXIiAUFgJvI</p> <p>Walking in Dar es Salaam (Tanzania) [keezi walks] https://youtu.be/3s4hAOo8Us4</p>

Week	Due Date	Readings, Assignments
	03/15/23	<p>Homework 7:</p> <p>Reminder: check each week for any new Announcements.</p> <ol style="list-style-type: none"> 1. Describe the Africa/China connection, according to the videos from Wendover Productions and B1M. 2. What are your street-level impressions of at least two places in sub-Saharan Africa? 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? 4. Why is Central African Republic failing to contain armed groups, according to Al Jazeera? <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 are spoken in Nigeria alone?</p> <p>445.1. What are the main physical geographic features in Central Africa?</p> <p>445.10. Which country in Central Africa has the highest standard of living and a stable government?</p> <p>464.5. Where is the Serengeti Plain? How does it bring national wealth to its home countries?</p> <p>482.1. What is threatening Madagascar’s biodiversity?</p>
8		<p>Topic 1: North Africa and Southwest Asia</p> <p>This region, alternatively termed the Near and Middle East, has been in focus globally for a number of reasons, many of them having to do with conflict. But accounts of these conflicts often neglect to mention important environmental and economic contributors. In the years prior to the so-called ‘Arab Spring’, for example, food prices often doubled and tripled, In a region already racked with poverty, why shouldn’t adverse environmental conditions lead to economic despair and revolution?</p> <p>Watch: Water Crisis in the Middle East https://youtu.be/1FHksyApxmE</p> <p>ONE of the world’s most ambitious construction projects is being built in the middle of a desert. The Gulf Cooperation Council, made up of six of the Middle East’s wealthiest countries, is constructing a 2,000+ km long railway to better connect the region.</p>

Week	Due Date	Readings, Assignments
		<p>Watch: The \$100BN Railway in the Desert [The BIM] 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> <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>

Week	Due Date	Readings, Assignments
		<p>Afghanistan: Kabul under the Taliban [DW Documentary, Nov 1, 2021] https://youtu.be/ILF4q-1Clwc</p> <p>The Afghans turning to people smugglers to flee their country [BBC News, Nov 9, 2021] https://youtu.be/gV9LaqpFqmY</p> <p>Child malnutrition surges 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/nHp1cnIOz74</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> <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>

Week	Due Date	Readings, Assignments
	03/22/23	<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 the \$100B rail project being constructed in the Middle East. Which nations are involved? 3. Try to describe Beirut a year after the blast. 4. What are your street-level impressions of at least two places in the region? 5. Summarize two or more of the videos listed above describing Afghanistan after the Taliban takeover. 6. Of all the news from within and about Iran, what do you think is more significant, as far as giving us some insight into what the future may hold? Are discussions around sanctions and nuclear technologies and weapons most significant? Are the radical policies of the ruling theocratic regime regarding 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? <p>Textbook questions:</p> <p>558.5. Who drilled the first offshore Kuwaiti oil well? Why is this significant?</p> <p>597.4. How have problems with the Aral Sea affected the people of the region?</p>
9	03/29/23	<p>Spring break</p>

Week	Due Date	Readings, Assignments
10		<p>Topic: Mexico and Central America</p> <p>Obviously, any meaningful discussion of Mexico and Central America should include a consideration of the migrant crisis and the situation on the US southern border. However, since these are topics that stir emotions, I will not weigh in, nor will I ask you to take sides. I would like us to briefly examine a couple of facets of .the situation from a generally leftist point of view [ProPublica], and from a presumably unaligned media source [Al Jazeera].</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>Focus topic: Interpretations of a Mexican tune: a survey</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 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>

Week	Due Date	Readings, Assignments
		<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/i4F14tjLvwY</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> <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>

Week	Due Date	Readings, Assignments
	04/05/23	<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 is gang violence such an apparently intractable problem in some Central American countries? Are the local and state governments, police forces, and judiciary of these nations at least partly responsible for this state of affairs? What can or should be done, and by whom? 2. Briefly describe the argument for an acceptance of climate-based 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> <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>

Week	Due Date	Readings, Assignments
11		<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/kjjSxN22a-g</p> <p>walking In São Paulo (Brasil) [keezi walks] https://youtu.be/kTAWZS1CdXQ</p> <p>Walking in Valparaíso (Chile) [keezi walks] https://youtu.be/GIPcrCaqwlS</p> <p>Walking in Buenos Aires (Argentina) [keezi walks] https://youtu.be/rVLOQB5kGGw</p> <p>walking in Bogota (Colombia) [keezi walks] https://youtu.be/XiOLYmF70fA</p>

Week	Due Date	Readings, Assignments
	04/12/23	<p>Homework 10:</p> <ol style="list-style-type: none"> 1. Describe the four core problems facing São Paulo and what is being done about them. 2. What is the actual value of the Amazon rainforest? What would happen (is happening) if we lost it? 3. Describe the geographic challenges of one of the following nations, according to Stratfor: Brazil, Colombia, and Venezuela. 4. What are your street-level impressions of at least one city in the region? <p>Textbook questions:</p> <p>360.5. Why is Manaus such a core city for its region?</p> <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>Watch: Real Scenes: London [Resident Advisor] https://youtu.be/jN1XUBrwp5A</p> <p>Examine at least three of the following seven videos:</p> <p>Rome Night Walking Tour [Prowalk Tours] https://youtu.be/Gy6fDx9L-zk</p> <p>Budapest Hungary walking the streets [Se Meyer] https://youtu.be/5-1u2DKIDGQ</p> <p>Cycling Crisscross Amsterdam [keezi walks] https://youtu.be/EK8UzM3MN_M</p> <p>Walking In Paris (France) [keezi walks] https://youtu.be/Dq3_fgLOoHc</p> <p>Walking in Krakow (Poland) [keezi walks] https://youtu.be/QMwBMyFtiVE</p> <p>Walking in Berlin, Alexanderplatz [keezi walks] https://youtu.be/gBo-fY7a67I</p>

Week	Due Date	Readings, Assignments
	04/19/23	<p>London on a Rainy Evening - July 2021 [Mostly Walking] https://youtu.be/FbMIKw_qpkY</p> <p>Watch any two of the following six Stratfor videos:</p> <p>France's Geographic Challenge [Stratfor] https://youtu.be/iGYPLOUKel</p> <p>Germany's Geographic Challenge [Stratfor] https://youtu.be/oTPIzzcBPaA</p> <p>Italy's Geographic Challenge [Stratfor] https://youtu.be/nsbthExJoDo</p> <p>Poland's Geographic Challenge [Stratfor] https://youtu.be/vYxjA1C9JQ8</p> <p>Romania's Geographic Challenge [Stratfor] https://youtu.be/R719mLoDLaQ</p> <p>Spain's Geographic Challenge [Stratfor] https://youtu.be/1U8XcP_o5RE</p> <p>Watch: The Lost World of Communism (Part 1) [Haunting Europe] https://youtu.be/3dFdKjhgt3k</p> <p>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>

Week	Due Date	Readings, Assignments
13		<p data-bbox="397 199 958 235">Topic: Russia, Ukraine, and Central Asia</p> <p data-bbox="397 277 1528 478">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' may turn into something much bigger, and the United States is folly committed to being involved. In act, 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 that here. I only caution you about being too enthusiastic in pounding those war drums.</p> <p data-bbox="397 520 1235 585">Watch: Is Central Asia Turning Its Back on Russia? [Good Times Bad Times] https://youtu.be/r9LTyF1y8l0</p> <p data-bbox="397 627 1179 693">Watch: Russia Heads Into an Economic Abyss [Good Times Bad Times] https://youtu.be/VB3LThyFe1U</p> <p data-bbox="397 735 1068 800">Watch: How war is changing Russia's population [DW News] https://youtu.be/gMk_ZxrrJOs</p> <p data-bbox="397 842 1102 907">Recommended: Russia's forests under threat [DW Documentary] https://youtu.be/TuLosPeHPSo</p> <p data-bbox="397 978 1037 1014">Soviet industrialization and post-Soviet neglect</p> <p data-bbox="397 1056 1528 1188">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 data-bbox="397 1230 1458 1295">Watch: Abandoned Russian Chemical Plant Threatens Ecological 'Chernobyl' [Radio Free Europe] https://youtu.be/LChKQOaJEng</p> <p data-bbox="397 1337 1159 1402">Watch: Dzerzhinsk - Russia - World's Worst Polluted Places [LuxLuy] https://youtu.be/uvqiSqXvrQo</p> <p data-bbox="397 1474 1528 1646">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 data-bbox="397 1688 995 1753">Examine: Dzerzhinsk chemical plants. Part 1. [Ninurta] https://youtu.be/KhXQqolemjQ</p> <p data-bbox="397 1795 995 1860">Examine: Dzerzhinsk chemical plants. Part 2. [Ninurta] https://youtu.be/7OMNci9mIxU</p>

Week	Due Date	Readings, Assignments
		<p>Examine: Dzerzhinsk chemical plants. Part 3. [Ninurta] https://youtu.be/OHRD1f7XiI4</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> <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>Lest we forget what's been happening :</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]</p>

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		<p>https://youtu.be/1v8OT0rTKI0</p> <p>Examine: Aerial footage shows Mariupol reduced to ashes [CNN] https://youtu.be/i4D6RJI38Oc</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> <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/3TOHTkuaaDo</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/Qn9AHgWDDiY</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/hUGIJYWFmcw</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>

Week	Due Date	Readings, Assignments
	04/26/23	<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> <ol style="list-style-type: none"> 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? 2. What are Russia’s economic prospects, according to the Good Times Bad Times channel? 3. How war is changing Russia’s population, according to DW News? 4. What are your impressions of the remains of the Dzerzhinsk chemical plant and/or the Energia and Buran buildings as filmed by Ninurta? 5. Were you surprised by some of the responses by Russians to questions posed on the 1420 channel? Anything that stands out? 6. To what extent were you aware of the destruction wrought on Ukraine in the first weeks of the war? Anything surprising or significant? 7. What are your initial impressions of the streets of Moscow and of prewar Ukraine?
14		<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/YWw5w1Af27g</p> <p>Watch: Climate Change in Bangladesh (2016 Documentary) https://youtu.be/99jkZ-6vvvE</p>

Week	Due Date	Readings, Assignments
		<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 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/IqpeqdzoM3s</p>

Week	Due Date	Readings, Assignments
	05/03/23	<p>Walking in Yangon (Myanmar) [keezi walks] https://youtu.be/h-Bs7331yTQ</p> <p>Walking in Myeik (Myanmar) [keezi walks] https://youtu.be/2Hses2nG2gc</p> <p>Walking in Mawlamyine (Myanmar) [keezi walks] https://youtu.be/ATmSPmyh-PY</p> <p>Examine at least two of the following six videos:</p> <p>Dhaka city, Bangladesh unedited walking tour [Walk The World] https://youtu.be/iYU1ptF8IKs</p> <p>A Walk in Rich Modern Area of Dhaka [Mirza Shahan] https://youtu.be/WmUN-KbWXBQ</p> <p>Walking in Kolkata (Calcutta) [keezi walks] https://youtu.be/VxetycIW22A</p> <p>DHAKA, BANGLADESH The Most Densely Populated City in the World https://youtu.be/5Rtsav021Rs</p> <p>Driving through the streets of Galle in Sri Lanka in the evening [The Last Traveller] https://youtu.be/46NIgE_y1eI</p> <p>Nightwalk Galle Sri Lanka [The Last Traveller] https://youtu.be/2uHzXeQUSWA</p> <p>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	Readings, Assignments
15	05/10/23	<p>Topic: Oceania: Australia, New Zealand, and the Pacific</p> <p>Watch: Australia's Geographic Challenge [Stratfor] https://youtu.be/quNdaS895gE</p> <p>Watch: Atomic Testing in the Marshall Islands [unnaturalcausesdoc] https://youtu.be/Tvj7MscvSrg</p> <p>Watch: Marshall Islands: A third of the nation has left for the US [PBS NewsHour] https://youtu.be/ZB8s_Yqp3ko</p> <p>Examine: This Concrete Dome Holds A Leaking Toxic Timebomb [ABC News In-depth] https://youtu.be/autMHvj3exA</p> <p>Examine at least two of the following four videos:</p> <p>Sydney Spring Walk [A walk around the world] https://youtu.be/OJFGYLuGOZQ</p> <p>The Main Street In Sydney, Australia [More Locations] https://youtu.be/4FdIOJicGBk</p> <p>Walk Tour Auckland City New Zealand [Virtual New Zealand] https://youtu.be/y7zhnCmGvi8</p> <p>Walk Tour Queenstown New Zealand https://youtu.be/DLru1iQICJo</p> <p>Homework 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? <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>

Week	Due Date	Readings, Assignments
		<p>808.1. What are the main physical features of the South Island and North Island of New Zealand?</p> <p>808.4. Who were the inhabitants of New Zealand before the colonial era? Where did they come from?</p> <p>826.1. What are the three main regions of islands in the Pacific? What island nations belong to each?</p>
16	05/22/23	<p>Final evaluation:</p> <p>I'd like you to write a paper about an imaginary trip around the world that you would take if you had the opportunity. First, have a specific theme. It may be related to your career, or to some specific interest involving history, art, science, etc. You must make at least seven stops, within at least four of the regions covered in this course. Assume that you are not limited in terms of funds and time, but don't be deliberately extravagant. Plan a trip that would of value to you personally. Tell me precisely why each of the places visited is important in terms of your chosen theme. Tell me something about the history, culture, and physical attributes of each of these places. You don't need to include a map in your response, but make your itinerary clear. Keep in mind this essay is worth 9 points, so it must be substantial. I expect at least four pages of text.</p>