

GEO 240 Geography of East Asia



Waterfront in Guangzhou
early 20th Century



Waterfront in Guangzhou
early 21st Century

DETAILS

Fall 2020
Tuesday & Thursday 10:30 - 11:45
Room D 104

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The best way to contact me is to email me.
Title your email GEO 240.

DESCRIPTION

Translated from Greek, geography means writing about the earth, or simply earth writing. In less poetic terms, geography is an academic field that includes the study of the spatial patterns of both human and physical phenomena. By bridging both social and environmental sciences, geographers are uniquely suited to provide insight into complex spatial interactions that manifest as disease pandemics, climate change, urban design, and cultural complexes.

Contemporary economic and cultural development in Asia derives from ancient patterns of conflict and cooperation. For thousands of years, China profoundly influenced urban geographies throughout East Asia. Intended and unintended consequences of 20th century Japanese imperialism continues to influence East Asian spatial relations. This course allows students to gain understanding of this complex region at multiple scales—interpersonal, societal, and economic—and from multiple perspectives—historical, cultural, and political. Considering the everyday lives of ordinary North Koreans proffers fine-grained insight of complex relationships between this retrograde nation and its neighbors. Studying patterns of urbanization in China and Japan, particularly the organization of public space and patterns of land use, allows students to examine the impacts of urban planning on the lives of ordinary people. Exploring the rise of civil society, specifically neighborhood organizations and protest

movements, offers students insight into how grassroots organizations are forcing states throughout East Asia to reevaluate the rationale of maintaining rigid top-down relationships with their constitutive societies. Finally, mapping the geographies of ラメン (ramen) students will learn how cultural geographies and Cold War geopolitical systems interacted to produce this iconic dish. This course is pivots on two pedagogical tools: lectures and seminar discussions. Using perspectives offered by political geography, historical geography, and urban geography lectures focus on patterns of urbanization, territoriality, and East Asian cultural complexes. The seminar discussions emerge directly from the required readings and foreground two regions: North Korea and the French Concession in Shanghai.

Depending upon various realities related to the coronavirus pandemic, this class will be either taught as a live class with lectures and seminars or online as an asynchronous class with recorded lectures and webinars.

OBJECTIVES

Upon completion of this course students will:

1. Have learned fundamental geographical concepts and theories.
2. Have improved their reading comprehension skills.
3. Be comfortable using geographical terminology in written and verbal discourse.
4. Be able to think, write, and argue critically about geographical problems.
5. Have learned to recognize interdisciplinary relationships between geography, history, economics, and anthropology.
6. Have deepened their understanding of the political and urban geographies of East Asia.
7. Have gained insight into how these political geographies and urban geographies are affects and are coproduced cultural complexes.

READING

Required Texts

Barbara Demick (2010) *Nothing to Envy: Ordinary Lives in North Korea*

Rob Schmitz (2016) *Street of Eternal Happiness: Big City Dreams Along a Shanghai Road*

Additional Readings

Periodically I will post on AIMS readings selected from my library

ASSESSMENT

Reading/Multimedia Quizzes	30.0
Webinar/Seminar Papers	20.0
Webinar/Seminar Participation	20.0
Lecture Participation	5.0
Midterm Exam	12.5
Final Exam	12.5
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Total Points Possible	100.0

Reading/Multimedia Quizzes

In order to encourage a collective and deep engagement with reading/multimedia assignments throughout the semester and to facilitate well-informed discussions threads, I will post a study guide on AIMS each week. Each week I will administer a quiz that will assess student comprehension of assignments as well as allow students to critically analyze this material. Reading/multimedia quizzes comprise nearly one-third of a

student's final grade; therefore keeping current with reading/multimedia assignments is essential to earning high marks in this class.

Seminar/Webinar Papers

In order to demystify the paper writing process, I will send each student personalized a RAFT (Role, Audience, Format, Task). In other words, I will indicate what *role* I want you to assume as the author. I will indicate the *audience* to which I would like you to address your essay. I will remind you of the *format* I expect. And I will give you a *task* to accomplish with your paper.

Seminars

On days their **seminar** papers are due, students will be responsible for presenting their paper in class. The presentation style is open and therefore may include a slide-ware based presentation, a reading of the paper, collaborative work among other means of communicating and wrestling with ideas. Two discussion questions are required at the end of each presentation.

Seminar discussions will flow organically from presentations through discussion questions through to open ended discussions.

Webinars

In posting executive summaries and discussion questions, prime movers initiate, propel, and give cohesion to webinar forums. Webinar forums constitute sustained discussions revolving around specific tasks that I will have given each prime mover as part of their RAFT.

On GEO 220, GEO 240, GEO 260, GEO 270, and GEO 300 AIMS pages you will find a topic field titled Webinars. Under webinars you will find links to each webinar under the day it will be held. Under each webinar link you will find executive summaries and discussion questions posted by each webinar's prime movers.

All students are required to post multiple comments on each webinar forum. Prime movers are required to post their executive summaries and discussion questions. All other students are required to post an answer to at least one discussion question from each prime mover's executive summary. Finally, each student is required to comment on at least one answer to a post from another student.

I will monitor each webinar forum thread, checking each student's posts for intellectual merit, tone and objectivity. Performance in webinar forums constitutes 100% of students' webinar participation grade.

Webinar forums comprise an asynchronous element of this class. Nevertheless, time matters for prime movers, who must post their executive summaries and their discussion questions before the official beginning of the webinar to which they contribute. Because, I expect circumspect, well-considered responses, students will have five (5) hours after the end of the official class period to post their answers to prime movers' discussion questions as well as to post at least one comment to at least one other student's answer to a prime mover's question.

Executive Summaries

Executive summaries are used to quickly acquaint readers with the main points of a larger paper, proposal or project. For the purposes of this course, executive summaries consist of a *summary* of the section of the reading assigned to the student, a *summary* of the student's paper (including thesis statement and argument), and two *discussion questions*.

All students in this class are responsible for reading all the reading materials. Therefore, prime movers' summaries of readings should be written in such a way as to refresh classmates' memories of the assigned text. Prime mover summaries of readings are very different from summaries of their webinar papers. A webinar paper is an argument hinging on a very specific task that I assigned. The best way to summarize a webinar paper is to reword the introduction and conclusion. Doing so will give webinar participants the bare bones of each prime mover's argument.

At the end of their executive summaries prime movers must pose two discussion questions. One question must relate to the thesis of your paper. The other question must contextualize the paper's thesis in another context: if the reading pivoted on a historical context, then *another* context could be a modern context, if the context reading pivoted on a foreign context, then *another* context could be a domestic context, if the reading pivoted on the lives of others, *another* context could be the lives of your webinar colleagues.

In total executive summaries should comprise between 350 - 550 words. They must be double spaced. A first page header must include all relevant identifying information (name, date, course, professor's name, and a paper title).

Seminar/Webinar papers and presentations will be graded in accordance with the grading rubric posted on AIMS.

Seminar/Webinar Participation

The consistent attendance and engaged participation of each student is essential to the success of webinars.

I will maintain a log detailing each student's engagement in each webinar/seminar.

Lecture Participation

Whether real time or recorded, my lectures will be interspersed with discussion questions. Because this course pivots on a *writing to learn* pedagogy, students will write out their answers to these questions. With recorded lectures students will be directed to appropriate lecture forums on AIMS. With live lectures, students will be given time to write out their answers. I will then facilitate a class wide discussion of these answers and collect answers for further review.

Midterm Exam

The midterm will cover material presented in lectures and in the reading assignments. It will cover *terms, concepts, and theories* as well as *regional specifics* presented during the first part of the semester. It will comprise multiple-choice, short answer, true/false and essay questions. Aside from an exceptional situation as outlined in the Student Handbook, There will be no chance to make up the midterm exam.

Final Exam

The final will cover material presented in lectures and in the reading assignments during the entire semester. It will cover *terms, concepts and theories* covered during the entire semester and *regional specifics* presented during the second part of the semester. It will comprise multiple-choice, short answer, true/false and essay questions. Aside from an exceptional situation as outlined in the Student Handbook, there will be no chance to make up the final exam.

ASSESSMENT POLICIES

Format Requirements

All written assignments must include the following in the upper left corner of the first page: Student's name, student ID number, assignment name, and due date. All assignments must be formatted in the following manner: double spaced, font size of 11 or 12 point, standard margins, and an indented first line for each paragraph.

Submission Requirements

Unless otherwise instructed, students are expected to submit written assignments on the AIMS platform. I will only accept PDF (.pdf) documents. I expect assignments to be submitted on time. Assignments due in class must be turned in at the beginning of class. I reserve the right to deduct points for late submissions and I reserve the right to determine the percentage to be deducted.

Makeup Work

Aside from *exceptional situations*, there will be no chance to make up missed exams or quizzes or turn assignments in past their due day/time. Proof of an exceptional situation must be submitted to me in writing and signed by the appropriate authority within 24 hours of the due date. I reserve the right to define an exceptional situation and furthermore to make all final decisions relating to amending, redoing, or making up late or incomplete work.

GENERAL POLICIES

Academic Dishonesty

Academic dishonesty consists of plagiarism, cheating, fabrication and falsification, multiple submission of the same work, misuse of academic materials, and complicity in the academic dishonesty other others. Academic dishonesty will not be tolerated.

In accord with AIU policies and good practices in higher education, acts of academic dishonesty will result in the failure of the course at a minimum. An act of academic dishonesty during the final examination or assignment in lieu of the final examination will result in failure of all courses registered in the relevant academic term. All cases of academic dishonesty will be reported to the Dean of Academic Affairs.

Attendance

Learning is an ongoing process; one that builds upon previously acquired insights and skills. Consistent and engaged attendance is vital for success in this course. I reserve the right to deal with exceptional or extended absences on a case-by-case basis.

Special Needs

If you require accommodations, please alert me of your needs on the first day of class so that I can work with the administration to meet them.

Civility & Classroom Decorum

Silence all cell phones, beepers, etc., during class. Speaking on cell phones, texting, or using electronic equipment in any way that is not directly related to class is strictly prohibited.

Collaboratively and critically engaging with ideas is a powerful pedagogical tool that may lead to disagreement. Colleagues must learn to disagree *and* maintain respect for each other. I insist that students strive to learn from the differences that manifest while debating the merit of theoretical and empirical evidence by maintaining an atmosphere of civility during lectures and discussions.

SCHEDULE

Foundations

- Sept 8 Lecture - Distance Learning 101
 Sept 10 Lecture - The Social Production of Space

Urban Geographies of China

- Sept 15 Lecture - First Effective Settlement and the State
 Sept 17 Lecture - Chinese Urbanization

Urban Geographies of China

- Sept 22 Lecture - *Chengzhongcun* - Chinese slums
 Sept 24 Webinar

Historical Geographies of Korea

- Sept 29 Lecture - A shrimp among whales
 Oct 1 Webinar

Historical Geographies of Korea

- Oct 6 Lecture - A shrimp among whales
 Oct 8 Webinar

Historical Geographies of Korea

- Oct 13 Lecture - Producing Korean nationalism
 Oct 15 Webinar

Political Geographies of Korea

- Oct 20 Lecture - Reconciling Korean and Japanese nationalisms
 Oct 22 **MIDTERM EXAM**

Political Geographies of Korea

- Oct 27 Webinar
 Oct 29 Webinar

Political Geographies of Korea

- Nov 3 **NO CLASS**
 Nov 5 Webinar

Political Geographies of Taiwan

- Nov 10 Lecture - Taiwan's surveillance state
 Nov 12 Webinar

Urban Geographies of Japan

- Nov 17 Lecture - Tokugawa urbanization
 Nov 19 Lecture - Tokyo slums

Urban Geographies of Japan

- Nov 24 Lecture - Planning for authenticity in Kyoto
 Nov 26 Webinar

Cultural Geographies of Japan

- Dec 1 Lecture - 日本酒 (nihonshu) geographies
 Dec 3 Webinar/Seminar

Cultural Geographies of Japan

Dec 8 Lecture - ラーメン (ramen) geographies
Dec 10 Webinar/Seminar

Exam Week

Dec 15 **FINAL EXAM**