

Crossing Boundaries in World Geography Class

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GEO 100 – Introduction to Geography is a freshman level social sciences and multi-cultural course. This course is taught as a world regional geography course. Students learn the basic geographical terms by examining different regions of the world. The regions include Europe, Sub-Sahara Africa, Latin American – Caribbean, Middle East – North Africa, South Asia and East Asia. In the East Asia section, our students learn about China, Japan and China. This multi-lesson document will explain our discussion on Buddhism, Silk Road and the Belt and Road Initiative (BRI) and the integration of the Crossing Boundaries workshop into my class. This lesson will be spread out over several different classes.

National Geography Standard 1 - How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

National Geography Standard 6 - How culture and experience influence people's perceptions of places and regions

National Geography Standard 11 - The patterns and networks of economic interdependence on Earth's surface

Part 1 – Globalization and the Silk Road

Students will learn about the Globalization and then complete the following exercise.

- 1) Students will click the following ArcGIS Online link and sign in

Home ▾ Silk Road ✎

New Map ▾



- 2) – Students will be divided into 2 groups

- A) Group 1 = China
- B) Group 2 = Western Locations
- 3) Students will be given a product (Silk, Bronze, etc.) They will research the product's location, etc

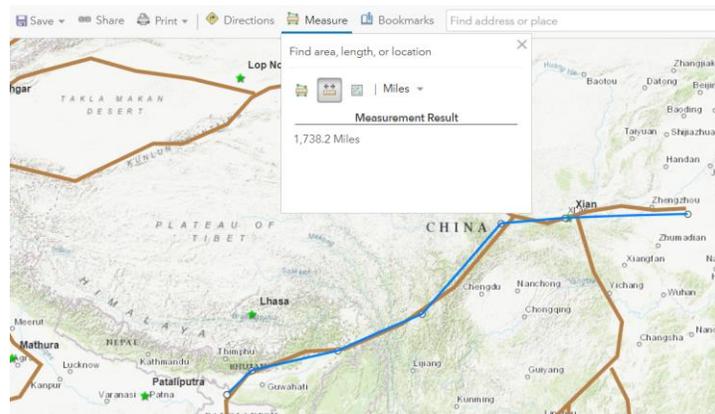
	A	B	C	D
1	Exports	Time Period	Location	Code
2	Silk	5th & 6th Centuries	Central Asian countries	1
3	Silk	1100s	Italy	1
4	Porcelain	Han, then exported Tang	West	1
5	Bronze		West	1
6	Paper		West	1
7	Millet and Rice	5th to 2nd millennium BC	Western Asia and Europe	1
8	Paper	8th Century	Samarkand	1
9	Paper	13th Century	Baghdad to Europe	1
10	Gunpowder	1300s	England, France	2
11				
12				
13				
14				

	A	B	C	D
1	Imports	Time Period	Location	Code
2	Jade	1600 - 1046 BC	Xinjiang central Asia	1
3	Horses	6th Century	Central Asia	1
4	Gold & Silver		Roman Empire	1
5	Silver Metal		Central Asian countries	1
6	Silver wares		Persia	1
7	Woolen Goods		Central Asia and eastern Mediterranean	1
8	Grape Seeds	Han era	Eurasia	1
9	Wheat	2800 BC	Fertile Crescent	1
10	Buddhism		India	1
11				
12				

- 4) Then using the above sheets (on Imports and Exports) and their research they will measure the distance between areas.
 - a) Distance (Please describe cardinal directions to describe the events (North, Northeast, etc.) Please use the Distance Tool to examine distances traveled

Click Measure – Distance

Click on once on first location (click once every time you want to change direction) and then double click on the final location to find the total distance



- b) Then students will discuss with other students intermediate trades they can make so that they do not have to travel the entire distance but still receive the actual final good.
- c) Students will present their results.

Part 2 – Buddhism (Religion and Culture)

Students will learn about Culture – a learned behavior entity. Examples – Language, Religion, Sports, Tools, etc.

Students will learn about the different religions – Christianity, Islam, Hinduism and Buddhism. When the class discusses Buddhism. They will learn the Four Noble Truths, Eight Fold Path, etc.

- 1) Students will then examine the Hell Scrolls - <http://people.reed.edu/~brashiek/scrolls/index.html>
- 2) The class then will discuss - What are the similarities and what are the differences of their vision of Hell?
 - Students would understand and (hopefully) appreciate the similarities and differences of Buddhists and themselves.
- 3) For Homework students will be split into 3 groups and given one of three readings
 - A) Korean Peninsula – **Korean Experiences with Buddhism**
 - B) Japan – Japanese Experiences with Buddhism**
 - C) China – **Chinese Experiences with Buddhism**
- 4) Students will then present their findings to the class - main points from their readings and then discuss similarities and differences
- 5) For Homework – Students will be assigned Travels of Xuanzang – Ten Thousand miles along the Silk Road - <https://artsandculture.google.com/exhibit/travels-of-xuanzang-629-645-ce-xuanzang-memorial-nava-nalanda-mahavihara/nQJS3GyICUOmKg?hl=en>. Students will examine the following and write an essay
 - A) In your opinion, what was the most interesting experience of this trip? Why?
 - B) Discuss the different types of landscapes in this trip
 - C) Would they make the trip? Why?
 - D) What would worry them about making this trip?

References for Part 2

Mitchell, Donald and Sarah Jacoby. (2013). *Buddhism: Introducing the Buddhist Experience 3rd Edition*. New York: Oxford University Press.

Part 3: East Asia Region (Belt and Road Initiative)

- 1) Students will be shown several maps of the Belt and Road Initiative. (Not all the maps are exactly the same) – Why?
- 2) Then the class will focus on Xinjiang and its importance to the Belt and Road Initiative.
- 3) Students will read articles from the Radio Free Asia about the current situation. <https://www.rfa.org/english/news/uyghur> and discuss the use of the “fight on terrorism argument” by China to push these atrocities would also lead to a further examinations.

- A) Students will discuss their awareness of this situation before their class.
- B) Students will summarize their articles and discuss their opinion of the situation.