BRITANNICA GLOBAL GEOGRAPHY SYSTEM

Overview

BGGS Overview



BGGS is the Britannica Global Geography System, a modular electronic learning system which combines the latest pedagogical approach to geogra-

phy learning with interactive multi-media materials enabling students and teachers to immerse themselves in exciting geographic investigations. BGGS is made up of the following components:

- Geographic Inquiry into Global Issues (GIGI) Student DataBooks
- Teacher's Guides with Overhead Transparencies in a three-ring binder
- Laminated Mini-Atlases to accompany each module
- · BGGS CD-ROM with User's Manual
- 3 BGGS Videodiscs with Barcode Guides
- · 3 thematic posters

This section of your Teacher's Guide will examine each component and demonstrate how the components work together to facilitate some very exciting geography learning for you and your students!

I. GIGI

Geographic Inquiry into Global Issues (GIGI) is the foundation of the BGGS. GIGI is a series of modules developed at the Center for Geographic Education at the University of Colorado at Boulder. The modules are independent of one another and can be presented in any order.

They use an inquiry approach and are organized around ten world regions:

South Asia

Southeast Asia

Japan

Former Soviet Union

East Asia

Australia/New Zealand/Pacific

North Africa/Southwest Asia

Africa-South of the Sahara

Latin America

Europe

Each GIGI module is centered around a particular question, such as "Why are people in the world hungry?" and "Is freedom of movement a basic human right?" The lead question is explored in one region of the world, then, in most modules, in a second region, before being investigated in North America.

The modules can be used in geography classes, or selected modules can be used in other courses, such as Earth Science, Global Studies, or Economics. Twelve modules constitute ample material for a full year's geography course. Each module is accompanied by sets of laminated mini-atlases which students can write on with dry-erase markers (provided by the teacher), then wipe clean to be re-used by the next class. This activity works well with cooperative groups of students.

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Each module comprises a Teacher's Guide in a three-ring binder which includes Handouts and Activity masters for duplication and Overhead Transparencies; twenty-five Student DataBooks (additional Student DataBooks available) and the Mini-Atlases all packaged in a sturdy box suitable for storage when the class moves on to the next module. Since the Student DataBooks are soft-covered three-hole punched, nonconsumable books, we recommend that each student have a binder to protect them. BGGS binders are available from Britannica, or you might ask each student to obtain one at the beginning of the course to keep the books in good condition for the next group of students that will use them. As the class completes a module, you can collect the Student DataBooks, place them in their storage box, and distribute the next module's DataBook to be placed in the student's binder.

GIGI print materials are organized in a unique fashion. The Teacher's Guide explains procedures to use in presenting the material found in the GIGI Student DataBook. Miniature layouts of student pages show the teacher how many pages of student material correspond with a given Teacher's Guide page. The Teacher's Guide includes Activities and Handouts to be copied and passed out to the class and Overhead Transparencies to enhance each lesson. All of a module's Activities, Handouts, and Overheads are located behind the third tab divider in each Teacher's Guide.

The teacher needs to become familiar in advance with both Teacher and Student material in order to effectively engage the class in meaningful geographic inquiries. There is a comprehensive "Memo to the Teacher from the GIGI Staff" in each Teacher's Guide which explains in detail the

goals and principles behind the inquiry approach to geography learning.

The electronic components of the *Britannica Global Geography System* further empower students and teachers alike to engage in meaningful investigations. They are explained in detail in the following section.

II. BGGS CD-ROM

The BGGS CD-ROM is a resource manager and reference tool designed to help both teachers and students get maximum impact from the *Britannica Global Geography System*. This CD-ROM contains the text of the GIGI Student DataBooks in both Spanish and English, as well as Britannica's innovative geography reference program Geopedia™ all on a single disk. Here are some of the ways you and your class can use this software:

• When preparing to teach a module, you can access the GIGI Student DataBook on the CD to find which other elements of the BGGS are keyed to that lesson. For example, if you are teaching Lesson 3 in the Population and Resources module (What is overpopulation and how is it distributed?), accessing that lesson on the CD-ROM will reveal that there is one clip on the Economic Development videodisc called "Population/Wealth Correlation." With this information, you can plan when to reserve your department's videodisc player to preview the clip and show it to your class.

Furthermore, you will discover that there is one GIGI mini-atlas activity related to this lesson, five articles in the Geopedia database, ten entries in

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Geopedia's World Data, five maps in the Geopedia Atlas, and five learning activities in the Geopedia BrainTeasers. You may want to assign each student or small group of students a research project using these extra resources to be done over the course of the module, or you can create a set of questions which the students must complete using the information found in Geopedia.

These activities can serve as a performance-based assessment of what students have learned in studying each module.

Since many schools have a limited number of computers with CD-ROM drives available, you may wish to devise a rotating schedule or sign-up system to ensure that each student has a chance to get at the BGGS CD-ROM. If it takes 15 class periods for a class of twenty-five students to do one module, students working in pairs can each have one turn at the computer if they schedule their time at the outset of the module. Using the CD-ROM's resource managing capability, you will have a very good sense of what resources you have at your disposal and how to make the most of them.

• All GIGI lessons are indexed by word and by key topic. If your class is studying food shortages in the Hunger module, you can key in the word hunger, and immediately learn where else in the GIGI modules this word or key topic appears. You can go directly to those occurrences in the text. You will also be directed to appropriate Geopedia references and Brain Teaser activities. Figures, Maps and Tables from GIGI print modules do not appear in the CD-ROM. However, the caption describing each of them is part of the online text. If Spanish is the primary language of your students, GIGI lessons can be accessed and printed out in Spanish from the BGGS CD-ROM. The BGGS Videodiscs have a Spanish soundtrack as well.

III. BGGS Videodiscs

More than ever before, today's students are visual learners. The GIGI modules explore issues and regions of the world with which many students are unfamiliar. With this in mind, we have produced three videodiscs, one to correspond to each of three major strands we have identified in GIGI: Earth's Environment and Society; Economic Development; and Global Political and Cultural Change.

These videodiscs, with English and Spanish soundtracks, can take you and your class to the parts of the world you are investigating with the wave of a barcode wand. Your class will hear how Amazon native peoples feel about the exploitation of the tropical rain forests where they live, witness the eruption of a volcano, and see first-hand the environmental disasters human beings have brought about.

The Barcode Guide which accompanies each disc enables you to access with a light pen or barcode reader, segments which pertain to the lesson being investigated. The Guide includes barcodes in both English and Spanish. Teachers can use the segments to enrich lessons, and students can make use of segments to enhance a report or group presentation.

There is a full-color poster to accompany each videodisc cluster which engages the students by asking "How do these images connect to you?" The posters can provide a colorful springboard for classroom discussion.

BRITANNICA GLOBAL GEOGRAPHY SYSTEM

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BRITANNICA GLOBAL GEOGRAPHY SYSTEM

GIGI

Geographic Inquiry into Global Issues

Diversity and Nationalism

Program Developers

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TEACHER'S GUIDE

Regional Case Study Former Soviet Union



Geographic Inquiry into Global Issues (GIGI)

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Memo to the Teacher from the GIGI Staff

You have in your hands the GIGI Teacher's Guide. Teaching with GIGI is a departure from teaching with a conventional textbook. By taking the time to study this memo—about 30 minutes—you will gain a good understanding of the kind of teaching that's needed to be successful with GIGI. We hope you have a rewarding and enjoyable experience!

Goals

The three major goals of *Geographic Inquiry into Global Issues* (GIGI) are to help you teach your students the following:

- 1. Responsible citizenship
- 2. Geographic knowledge, skills, and perspectives
- 3. Critical and reflective thinking

We believe you can accomplish these goals as well as others by teaching real-world issues. GIGI presents these issues with an inquiry approach, using the information, concepts, skills, and perspectives of geography.

GIGI and the Britannica Global Geography System

GIGI offers you two instructional modules for each of ten world regions (Figure 1 on pages vi and vii). There is no necessary sequence of modules; each one is independent, so you can use them in any order you wish or put together smaller clusters of modules to fit your needs. A leading question frames the issue of each module, and student inquiry proceeds through a sequence of lessons, each of which requires one or more daily periods of class time.

Color photographs at the beginning and end of each Student DataBook graphically illustrate the topic under inquiry.

Modules typically begin with a broad introduction to the global issue. Then, a major case study of three to four lessons examines the issue in a real place within the selected world region. Students also explore, usually in a single lesson, a comparative case study in a different region, which gives a variant of the issue and a sense of its global nature. Modules also bring the students "back home" to focus on the issue as it may appear in the United States or Canada. We do this because although North America is not one of the 10 GIGI

regions, frequent comparisons to North America throughout each module achieve additional instruction on this "home region."

Each GIGI module requires from two to three weeks of teaching time (10 to 15 class periods of 50 minutes) and contains a Student DataBook, Teacher's Guide, and Mini-Atlas. These GIGI print materials are at the heart of the Britannica Global Geography System (BGGS), which extends and enhances the inquiry approach to real-world issues with a CD-ROM and three videodiscs.

The BGGS CD-ROM puts the text of the GIGI Student DataBooks on line in both English and Spanish, then enables both teacher and students to search the text by lesson, key topic, or word to find the resources in the system that will enhance each. Geopedia™, Britannica's multimedia geography program, is provided in the CD-ROM for follow-up research. It features an atlas with more than 1,000 new maps, an encyclopedia with more than 1,200 geography-related articles, statistical information on every country from Britannica World Data Annual, a chartmaker for creating charts and graphs, a selection of video clips exploring cities and regions, and an electronic notepad allowing teachers and students to clip and edit text right on the screen.

Three videodiscs, designed to electronically transport students to the regions of the world where GIGI case studies are focused, are another part of the BGGS. The discs emphasize three major strands of the GIGI investigations: Earth's Environment and Society, Economic Development, and Global Political and Cultural Change. Each videodisc has two soundtracks, English and Spanish, and is accompanied by a Barcode Guide that enables teachers and students to access the segments that accompany the GIGI lesson with a wave of the barcode reader. A poster accompanies each videodisc to reinforce the connections between your students and the issue being studied.

A full explanation of the Britannica Global Geography System components and how they work together is located in the BGGS overview in the front section of this Teacher's Guide.

Geographic Inquiry into Global Issues (GIGI)

Issues, Leading Questions, and Case Study Locations

South Asia **Population and Resources Religious Conflict** Where do religious differences How does population growth contribute to conflict? affect resource availability? Bangladesh Kashmir (Haiti) (Northern Ireland, United States) **Human Rights** Southeast Asia Sustainable Agriculture How can the world achieve How is freedom of movement a sustainable agriculture? basic human right? Malaysia Cambodia (Cameroon, Western United (Cuba, United States) States) **Global Economy Natural Hazards** Japan Why do the effects of natural How does the global economy affect peoples and places? hazards vary from place to place? Japan (Colombia, United States) Japan (Bangladesh, United States) Diversity and **Former Soviet** Nationalism **Environmental Pollution** Union What are the effects of severe How do nations cope with cultural diversity? environmental pollution? Commonwealth of Aral Sea Independent States (Madagascar, United States) (Brazil, United States, and Canada) East Asia **Political Change Population Growth** How does political change affect How is population growth to be managed? peoples and places? China Hong Kong (United States) (South Korea, Taiwan, Singapore, Canada)

Figure 1 Matrix showing GIGI modules. Geographic issues are in bold and leading questions are in italics. Major case study locations are followed by comparison examples in parentheses.

Geographic Inquiry into Global Issues (GIGI)

Issues, Leading Questions, and Case Study Locations

Australia/ New Zealand/ Pacific

Global Climate Change

What could happen if global warming occurs? Australia and New Zealand (Developing Countries, U.S. Gulf Coast)

Interdependence

What are the causes and effects of global interdependence? Australia (Falkland Islands, United States)

North Africa/ Southwest Asia

Oil and Society

How have oil riches changed nations? Saudi Arabia (Venezuela, Alaska)

Hunger

Why are people hungry? Sudan (India, Canada)

Africa—south of the Sahara

Building New Nations

How are nation-states built? Nigeria (South Africa, the Kurdish nation)

Infant and Child Mortality

Why do so many children suffer from poor health? Central Africa (United States)

Latin America

Urban Growth

What are the causes and
effects of rapid
urbanization and urban
growth?
Mexico
(United States)

Development

How does development affect peoples and places? Amazonia (Eastern Europe, U.S. Tennessee Valley)

Europe

Regional Integration

What are the advantages of and barriers to regional integration? Europe (United States, Mexico, Canada)

Waste Management

Why is waste management both a local and global concern? Western Europe (Japan, United States)

The Student DataBook contains the following features:

- Memo to the Student from the GIGI Staff
- An overview of the key questions and places explored in the module
- Lesson objectives
- Data presented in a variety of forms, including text, maps, graphs, tables, photographs, and cartoons
- Questions
- Glossary
- · References

Students are not expected to learn the GIGI curriculum through the Student DataBook alone. Rather, they derive meaning from the DataBook when you use the Teacher's Guide to work through the curriculum with them. You may want to explain this process to students. Point out that you will be directing them to carry out various activities that are not specified in their text but are important in the sequence of learning.

Prior to teaching the first lesson, be sure students read the "Memo to the Student from the GIGI Staff" and the two-page overview, which gives the module's objectives in question form. Point out the Glossary and encourage its use as you work through the module, noting that glossary words are listed at the beginning of each lesson. So that students will know what they are expected to learn, they need to read carefully and understand the objectives listed at the beginning of each lesson.

This Teacher's Guide contains the following sections:

- Preparing to Teach This Module, a synopsis of the module's leading question, themes, and activities
- Module Objectives
- Number of Days Required to Teach the Module
- Suggestions for Teacher Reading
- Extension Activities and Resources

Most lessons include the following sections:

- Time Required
- · Materials Needed
- Glossary Words
- · Getting Started (suggested anticipatory sets)
- Procedures (for group and individual work)
- Modifications for older or younger students (in a different type face, printed in color)
- Questions and Answers (shown in tinted boxes)
- For Further Inquiry (suggestions for extensions and/or assessments)

 Masters of Overhead Transparencies and Activity masters and keys (located at the back of the Teacher's Guide)

Each module has its own accompanying Mini-Atlas, which provides four-color maps designed especially for use with that module. The Teacher's Guide explains how to use these maps. No additional atlases are required to teach the module, but large wall maps are highly recommended for your classroom. In addition to the maps in the Mini-Atlas, you will find numerous maps in the Student DataBook.

Intended Grade Levels

We believe GIGI enables you to probe global issues in various degrees of depth. This allows for the modules' use both over several grade levels (7–12) and over varying lengths of time at a grade level. The Teacher's Guides suggest alternatives for modifying instruction for different grade levels where appropriate. The reading level varies within each module: The Student DataBooks are approximately at grade 9 level, but some extracts from other sources are more challenging. These extracts are important because they show students that many people have contributed to the data, but younger students may need more time and help to understand them. The Teacher's Guides also include extension activities and resources that can maximize the grade-level flexibility of each module. Using the visuals included in the BGGS videodiscs and the activities built into the CD-ROM, you can further tailor instruction to your students. Obviously, you will determine whether particular lessons suit your students' abilities. When a range of required teaching time is given for a module, for example, 10 to 12 days, the greater amount of time should be planned for younger students. If you believe a lesson might be too difficult for your students, eliminate or simplify it. Rarely will the elimination of a lesson render a module ineffective. On the other hand, try to utilize the suggested extensions if the lesson does not adequately challenge your students.

Issues-Based Geographic Inquiry

In order to foster active learning and higher-level thinking, GIGI stresses issues-based geographic inquiry. Inquiry is essentially the method of science and of good detective work: It poses questions and proposes answers about the real world and it tests its answers with real data. Students do this with GIGI. Because this approach may be different from what students are familiar with, you may wish to pre-

pare them by describing the process and its connection to the real world. Also, their reading and discussion of the "Memo to the Student from the GIGI Staff" will help them understand the inquiry approach. GIGI is based on Frances Slater's inquiry activity planning model (1993). To reach GIGI's goals, your students study specific global issues by pursuing answers to geographic questions (Figure 2). They answer these questions by analyzing and evaluating data, using geographic methods and skills. This "doing geography" approach leads to significant outcomes in knowledge, skills, and perspectives. The progression from questions to generalizations "is crucial as a structure for activity planning and as a strategy for developing meaning and understanding. Meaning and understanding define the process of tying little factual knots of information into bigger general knots so that geography begins to make sense, not as a heap of isolated facts but as a network of ideas and procedures" (Slater 1993, page 60).

In truly free inquiry, students work independently, but with GIGI posing questions and providing data, you and your students explore the issues together. This approach supports and encourages your students in learning geography.

By using issues-based inquiry, you promote the development of a critical perspective in your students. They learn the habits of critical and reflective thinking. Multiple and opposing positions are inherent

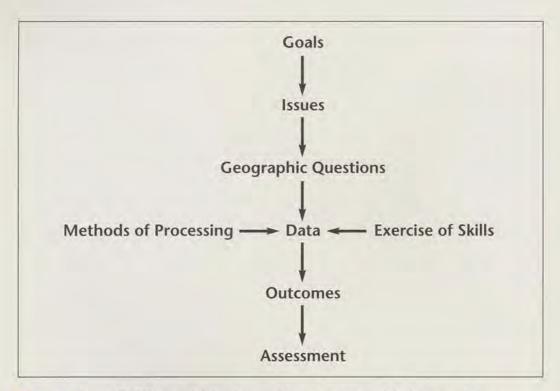


Figure 2 GIGI's model for issues-based geographic inquiry (after Slater 1993).

in these issues. Facts can be used to support different points of view. This is the context in which the habits of the critical perspective can develop, and *interpretation* is the key activity. With GIGI you foster these habits and abilities as you help your students interpret data guided by hypotheses, propositions, arguments, or questions.

An essential element of data-based, issues-oriented inquiry is to challenge your students by giving them opportunities to

- · raise new questions,
- · question the quality of the data,
- · seek more useful or current data,
- · articulate relationships they perceive,
- · explain their processes of investigation, and
- · defend their positions, decisions, and solutions.

Why These Issues Were Chosen

In planning GIGI, we sought timeless issues that are truly global in scope and that are of special concern to geographers. In this way, GIGI fosters what the National Geography Standards calls "the geographically informed person" needed by modern global citizenry (Geography Education Standards Project 1994).

The major case study, chosen to give solid grounding to the issue, is focused on a region where the issue is clearly expressed. The secondary case studies, based in other regions including the United States and Canada, show the *global* scope of the issue.

It is important to stress that, although GIGI contains a wide selection of case studies in all major regions (Figure 1) as well as frequent references to the global distribution of many geographic phenomena, GIGI is not a traditional regional geography. It does not attempt to provide basic geographic information for each region, such as one finds in traditional regional geography textbooks. In teaching a GIGI module, it is important to keep the emphasis on the issue and not get distracted with extraneous regional information.

Role of Questions

Each GIGI module is divided into six to eight lessons, each titled by a question; subquestions head individual sections of the lessons. Questions guide inquiry in order to merge the process of investigation with the drawing of conclusions. Directly linking questions and answers helps achieve an intellectually satisfying understanding of a problem (Slater 1993). When students are asked to learn only conclusions without learning how they are drawn, we perpetuate the tradition of an answer-centered education bereft of higher-level thinking. Therefore, it is important that students understand they are not

always expected to answer the questions when they first appear, but rather to keep them in mind as guides when they are reading or discussing.

GIGI asks both convergent and divergent questions, trying to reach a balance between the two. Supplement the questions in GIGI by asking your students many more of the types of questions suggested by Slater (1993). These are questions that encourage

- · recall,
- · classification and ordering,
- · the use of data to draw conclusions,
- awareness of the limitations of data or of evaluation of data, and
- · awareness of the processes of reasoning used.

According to the National Geography Standards, the "geographically informed person applies a comprehensive spatial view of the world to life situations" (Geography Education Standards Project 1994). In order to foster such a view of the world, GIGI asks geographic questions that ask where things are and why. By asking such geographic questions and by having students learn to ask them, you will reinforce GIGI's approach. A good question to begin with is: Where is this issue located? Then proceed to questions such as the following:

- · Why does it take place there?
- · How and why does this issue affect the people in this place?
- In what other places do people confront this issue?
- · How and why are these places related?
- What alternatives do people have to improve their situation, and which alternatives do you recommend?

Fundamental Themes of Geography

In recent years, many geography teachers have learned that the five "fundamental themes" (Joint Committee on Geographic Education 1984) help them ask geographic questions. The theme of Location asks where things are and why things are located where they are. Place is the theme that inquires into human and physical characteristics of locations. Human-Environment Interaction examines how and why humans both adapt to and modify their environments as well as the consequences of these actions. Movement investigates not only how and why places are connected but also what is the significance of those interactions. The theme of Region seeks to identify and explain similarities and differences among areas and how and why these form and change. An extended explanation of the themes and their concepts, interrelationships, and applications is

given in Hill and McCormick (1989). The themes are useful because they encourage the kinds of questions required to help students develop the geographic perspective.

Importance of Local Examples

GIGI is a world geography, but it shows that issues work at various geographic scales—personal, local, regional, national, and global. Because it is sometimes difficult for younger students to identify with faraway places, success with GIGI in part depends upon the ability of both you and your students to relate the issues to examples in your local community. We strongly recommend that you refer in class to local examples of the issue being investigated. Just as important, we encourage you to have your students conduct local field studies related to this issue whenever possible. Issues having important geographic dimensions abound in every community (see the Extension Activities and Resources section at the end of this Teacher's Guide for examples). Peak educational experiences often come when students see things in the field that relate to their classroom studies. We discuss other reasons for local involvement in the next section.

Familiar people can be as important as familiar places in motivating students. The quality of personal engagement is at the crux of successful instruction. Using the BGGS videodisc segments that accompany most GIGI lessons is a powerful way to help your students find relevance by identifying the GIGI issues with real people. Similarly, you can connect GIGI issues to everyday life at a human scale, especially at the students' own age levels, by using current newspaper accounts or magazines that address the student's perspective.

As you gain familiarity with teaching local examples, as you develop field exercises for your students, and as you learn how to put a human face on these materials, you will begin to customize the GIGI modules to fit your particular environment. Our trial teachers reported that the more they taught GIGI modules, the more comfortable they became in adapting them to fit their needs.

Fostering Optimistic and Constructive Perspectives

The seriousness and complexity of the global issues studied in GIGI can overwhelm students unless you take care to foster optimistic and constructive perspectives toward issues. "Gloom and doom" needs to be balanced with examples of success and prospects for positive change. It is important to help your students develop a

sense of personal efficacy, an attitude that their actions can make a difference in solving global problems. The maxim, "Think Globally, Act Locally," speaks to the need to help students organize and conduct constructive actions that address local variants of the issues they are studying. As we noted earlier, student involvement in local projects enriches their educational experience. There is also good evidence that it actually produces an optimistic feeling—that their actions *can* make a difference—to help them deal with the often difficult and sometimes depressing world issues. GIGI modules often include lessons and activities to show possibilities for positive action.

Certain perspectives foster student optimism and constructive behavior. Geography students, especially, should learn to respect other peoples and lands, and they should come to cherish environmental unity and natural diversity. They should also learn to be skeptical about simplistic explanations, such as the theory that attempts to explain human characteristics and actions in terms of the physical environment alone, which geographers call "environmental determinism." Most important, optimistic and constructive perspectives accompany the development of empathy, tolerance, and openmindedness. These traits are fostered by avoiding sexist and racist language, discouraging ethnocentricity, and challenging stereotypes, simplistic solutions, and basic assumptions.

References to Data

Unlike most textbooks, GIGI attributes its sources of data with in-text citations and full reference lists, which is another way of encouraging the critical perspective. In the Student DataBook, material that has been extracted from original sources is indented and printed in a different typeface. Long extracts are highlighted with background color. Use of these sources helps your students learn that real people construct ideas and data and that their concepts and information are not immutable. Instead, they often change through the critiques and interpretations of various people. By using these scholarly conventions, we intend to encourage your students to appreciate the tentativeness of knowledge and to value scholarship and academic integrity.

Updating

Real data quickly become obsolete. GIGI addresses this fact by discussing historical trends of data and by stressing concepts. You should reinforce this bias for concepts and also freely acknowledge the datedness of information by explaining why it is still used (for example, the lags between research and writing and publication and

use; the lack of more recent data). Whenever possible, guide students to update materials. Britannica's Geopedia, on the BGGS CD-ROM, contains data based on Encyclopædia Britannica's World Data Annual, which is also available in print form. Have students use these sources to supplement and update GIGI data.

Assessing Learning

Evaluation of student achievements with GIGI can be focused on two broad areas. The first is the developing ability of students to undertake geographic inquiry. The second is the acquisition of knowledge and perspectives about the module issue.

The ability of students to undertake inquiry in geography can be related to the primary questions that guide geographical study. They are noted earlier in this memo. As students work through the module, they are likely to become increasingly adept at asking and answering geographic questions. Seek to extend your students' competence in several clusters of skills that facilitate geographic inquiry. These clusters include the following:

 Identifying problems and issues. This may be done through observation, asking questions, brainstorming, reading, and in other ways.

 Inquiring into the problems and issues in many ways such as through map reading and interpretation, making surveys, and using results of surveys done by others.

 Making decisions and taking action, for example, through reviewing alternatives, establishing priorities and criteria, and communicating cooperatively with people in other ways.

 Reflecting at all stages of the process of inquiry, especially through careful consideration of diverse sources of evidence.

Students will acquire knowledge of the module issue as they make their inquiries. This knowledge can be tested and graded. Assessments may be based on the following:

- Knowledge and skills shown by work on Activities included in this Teacher's Guide and on questions in the Student DataBook.
- Observations of student participation in groups and in class discussions.

Specific assessment ideas are given at the end of some lessons in the section called For Further Inquiry. In addition, the Teacher's Guide ends with Extension Activities and Resources. Some of these extension activities can serve as authentic assessments.

Potential Uses

In addition to the flexibility offered by the free-standing nature of the modules, GIGI has a number of other characteristics that encourage widespread use. Modules can be extended and enhanced with the BGGS CD-ROM, videodiscs, and posters. Because GIGI's issuesbased approach integrates several topics (for example, population, economic, political, physical, and cultural geography) in a single module, the modules are not conducive to using an approach in which topics are taught separately. On the other hand, GIGI may be used with a world regional approach because there are modules for each of 10 world regions. A year-long world geography or global studies course will have more than enough material by using 12 modules. Five to seven modules may constitute a one-semester, issuesbased geography course covering several regions. You can define clusters of modules for your own curricular purposes. We have identified three clusters for interdisciplinary studies within the Britannica Global Geography System, each comprising six or seven GIGI modules. They are Earth's Environment and Society, Economic Development, and Global Political and Cultural Change. BGGS includes a videodisc and poster for each cluster. These strand packages could well be used in Social and Environmental Studies, Earth Science, Global Studies, and Area Studies classes. Activities in the modules also support math, language arts, and arts curricula.

GIGI encourages and facilitates the development of a variety of geographic skills that transfer widely into the natural and social sciences. Among these are skills of asking geographic questions and developing and testing geographic generalizations. These require other GIGI skills including examining and making a variety of maps; analyzing photographs; constructing and interpreting graphs and tables of spatial data; and collecting, interpreting, and presenting geographic information.

Finally, GIGI promotes a wide variety of linguistic, numeric, oral, creative, and social skills as well as geographic skills. In particular, GIGI emphasizes cooperative learning. We believe that one of the great strengths of the GIGI modules is that they give students practice in both group and individual problem solving. As students become more familiar with the global issues, they learn that finding solutions to world problems requires people to work together cooperatively.

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PREPARING TO TEACH THIS MODULE

Diversity and Nationalism

How do nations cope with cultural diversity?

The end of the Cold War seems to have generated "hot spots," a rash of ethnic and national conflicts in the newly independent states of the former Soviet Union. But ethnic conflicts are by no means limited to that region. They are found throughout the world. While high technology in transportation and communications and the global economy make the world more interdependent, cultural diversity, ethnicity, and nationalism pull peoples and places apart. There is a tension between these powerful centripetal and centrifugal forces. Ethnic differences manifest themselves in massive, armed conflicts in some areas and in social unrest and individual grievances at local scales from Sri Lanka to Los Angeles. Ethnic diversity alone does not cause conflicts, but it is oftentimes used to advance powerful interests. The curriculum needs to include examinations of diversity and nationalism and their effects.

In political geography a nation is a large group of people sharing a common cultural identity, but not necessarily having independence and self-rule. But in keeping with common parlance, this module's leading question uses the term to mean countries. Few countries are inhabited by only one ethnic group. Multiculturalism is the rule rather than the exception. This module is about the challenges that cultural diversity and nationalism pose for countries.

Geography's fundamental theme of *Place* is central to this module because cultural features are often what best define the character of a place. And cultural differences between places are important markers of regions (*Region* being another fundamental theme). This module plays all five fundamental themes, but those of Place and Region dominate.

In Lesson 1, students learn the concepts of nations, ethnic groups, and states with real-world examples. The module's major case study

begins with Lesson 2 as students locate the new states of the former Soviet Union and the Commonwealth of Independent States (CIS) and identify the major nations in these states.

In Lesson 3, students apply a Geographic Information System technique to regionalize these states. In Lesson 4, students interpret data to try to decide which are the most serious ethnic and national conflicts within the former Soviet Union. Lesson 5 engages students in a role-playing simulation to try to resolve three ethnic conflicts in the former Soviet Union. Students debate whether Quebec should separate from Canada in Lesson 6. In Lesson 7, students use a variety of qualitative and quantitative data to conduct a comparative analysis of the status of citizens of African descent in the United States and Brazil.

Using the BGGS CD-ROM can simplify lesson planning by making it easy to access the resources the system provides for each lesson. It shows exactly which Geopedia™ data and learning activities can be used in long-range and short-term assignments, and which videodisc clips will provide visual reinforcement for each GIGI lesson. The CD-ROM can also show you ways in which a lesson in one module relates to a lesson in another module. And it indicates where to find every reference in GIGI, Geopedia™, the Mini-Atlas maps, and the videodiscs to any key topic—for example, "tsunami" or "Bangladesh." The students will also be able to use the BGGS CD-ROM for further research and short-term or long-term range assignments. The BGGS multimedia components and their uses are explained fully in the tabbed BGGS section in the front of this Teacher's Guide.

The following are general modifications recommended for younger students:

- Plan for fifteen days because the activities will require more teacher explanation and support.
- Provide directions for homework assignments and monitor students' understanding and progress.
- Prior to assigning written activities requiring students to draw conclusions and summarize their findings, ask guiding questions and develop a sample outline on the chalkboard.

Module Objectives

- Understand the concepts of ethnicity and nationalism and apply them to a range of real ethnic diversity and nationalism issues.
- Identify, compare, and regionalize the key characteristics of the former Soviet republics.

- Examine, interpret, and attempt to resolve ethnic and national conflicts in the former Soviet Union.
- Examine and debate the French separatist movement in Quebec, Canada.
- Compare and contrast the status of people of African descent in the United States and Brazil.

Number of Days Required to Teach Diversity and Nationalism

Twelve to fourteen 50-minute class periods

Suggestions for Teacher Reading

- Calder, Nigel. 1991. Spaceship Earth. London: Viking.
- Center for Foreign Policy Development. 1991. Facing a Disintegrated Soviet Union. Providence: Brown University (Box 1948, Providence, RI 02912).
- Cooper, Mary. 1991. The deepening Canadian crisis over Quebec. Editorial Research Reports, April 12.
- De Blij, H. J., and Muller, Peter O. 1991. Geography: Regions and Concepts, 6th edition. New York: John Wiley.
- d'Encausse, Helene Carrere. 1993. The End of the Soviet Empire: The Triumph of the Nations. New York: New Republic Books.
- Diuk, Nadia and Karatnycky, Nadia. 1990. The Hidden Nations: The People Challenge the Soviet Union. New York: William Morrow and Company.
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- Hardwick, Susan W. and Holtgrieve, Donald G. 1990. Patterns on Our Planet: Concepts and Themes in Geography. New York: Merrill.
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- Hill, A. David, and McCormick, Regina. 1989. Geography: A Resource Book for Secondary Schools. Santa Barbara, CA: ABC-Clio.
- Kaplan, Robert D. 1994. The coming anarchy. Atlantic Monthly. February: 44-76.
- Kaufman, Richard F., and Hardt, John P., editors for the Joint Committee, Congress of the United States. 1993. The Former Soviet Union in Transition. Armonk, NY: M. E. Sharpe.
- Marshall, Bruce, editor. 1991. The Real World: Understanding the Modern World Through the New Geography. Boston: Houghton Mifflin.

- Moynihan, Daniel Patrick. 1993. *Pandaemonium: Ethnicity in International Politics*. London: Oxford University Press.
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What are nations, ethnic groups, and states?



Time Required

One 50-minute class period



Materials Needed

Mini-Atlas map 1



Glossary Words

ethnic group

nation-state

nation

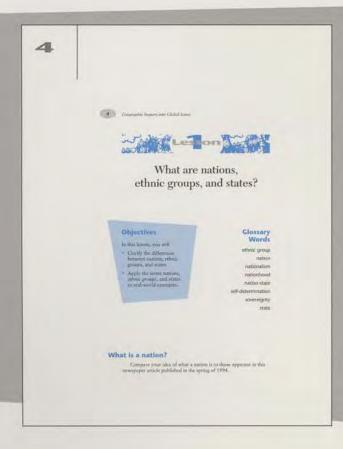
self-determination

nationalism

sovereignty

nationhood

state





Getting Started

Have students read the Memo to the Student on page 1 and the overview on pages 2–3 in the Student DataBook prior to beginning the module. Also make sure students are aware that there is a Glossary in the back of their DataBooks.

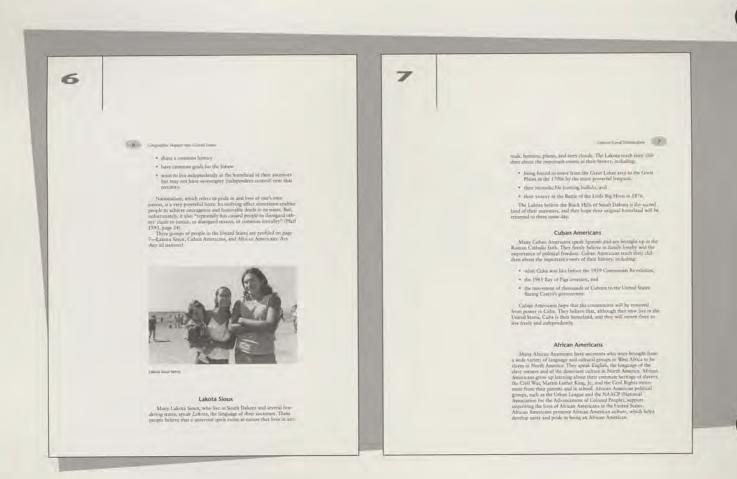
Procedures

What is a nation? (pages 4-8)

A. Have students read the newspaper article "Clinton to Meet Tribal Leaders" and the text up to the section headed "Lakota Sioux." Then discuss with students the meanings of the key words nationhood, sovereignty, and self-determination. Accept all their definitions without judgment, but then say that they will learn more about these ideas in this lesson.

B. Divide the class into "expert" groups of three students each. Ask the groups to read the material following the newspaper article to the end of this section. Have each student in the group read one of the three profiles ("Lakota Sioux," "Cuban Americans," and "African Americans") and then teach what he or she has learned to the others in the group. (You may need to review the history of Cuban Americans coming to the United States after the communist revolution and the takeover of Cuba in 1959.) Then, using the definition of nation that is provided on pages 5 and 6, students can decide whether or not the three groups of peoples should be called nations. Have one member of each expert group report their decision to the class and give reasons that back up that decision. [The term nation can only be applied to the Lakota Sioux and Cuban Americans.1

Have students read the short text in the following sections, which explains why African Americans are considered an ethnic group rather than a nation.



What is an ethnic group? (page 8)

What is a state? (pages 8-9)

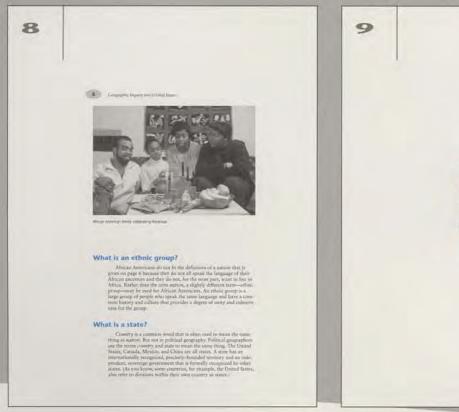
C. Have the expert groups complete the lesson by reading the two remaining sections and answering Questions 1–4. Questions 2–4 call for prior knowledge, but students can work

within their groups to speculate on the answers. You may also wish to have individual students give their answers orally or have them write out their answers. Students can use Mini-Atlas map 1 or a world political wall map to locate the peoples and places mentioned in the questions.

Questions and Answers for page 9

- 1. Do you think the United States is a multiethnic and multinational state? Why or why not?
 - The United States is both a multiethnic and multinational state. Examples of its multiethnicity are provided in the answer to Question 3 and of its multinationalism in the answer to Question 2.

continued





2. What are examples of nations within the United States or Canada?

Students may suggest several possible examples. For instance, they may say that the French Canadians of Quebec are a nation. A large majority of them speak French as their first language. They have a large political movement dedicated to separating themselves from

English-speaking Canada and to forming an independent country.

Also, students may say that many Native American tribes in both the United States and Canada qualify as nations. For example, the Navajo of Arizona and New Mexico, with tribal headquarters at Window Rock, Arizona, migrated to this area from the north in the 1700s. In some cases, they displaced the Zuni, Acoma, and other Pueblo peoples, creating territorial disputes that still exist today. But the Navajo are a nation because they consider this land the homeland and burial ground of their ancestors, regardless of current disputes with other Native Americans. Another example of a nation were the Spanish-speaking colonists from Spain and Mexico who settled in New Mexico and established Sante Fe in 1605. (New Mexico became part of the United States after the Mexican-American War in 1845–1848.) They were a nation because they considered the land they settled to be their homeland, and they believed control of their land was unfairly taken away from them by the United States.

3. What are examples of ethnic groups within the United States or Canada?

• Students may give many examples. You may wish to share the following information: There are almost as many ethnic groups in North America as there have been immigrant groups, namely, Polish Americans and Polish Canadians, Italian Americans and Italian Canadians, Irish Americans, and so forth. The United States also provides a home for many Mexican Americans. These immigrants have moved to the southwestern United States, seeking better jobs and a higher standard of living for their families. Most Canadian cities have some Chinese Canadians; and Chinese Americans, whose ancestors first moved to the United States in the mid-1800s to work in mining camps and build railroads, represent a large ethnic group. Like many North American ethnic groups, Chinese Americans do not want to return to their homeland, and over time they have adopted some, but not all, traditional European-American customs and values.

Another ethnic group are American Jews. They started immigrating to the United States individually and with families to escape persecution in Europe, North Africa, and Southwest Asia in the mid-1600s. Israel is considered the historic homeland and birthplace of Judaism. Some may argue that Jews everywhere are a nation, because they kept their values and beliefs intact. Technically speaking, those in Israel make up the Jewish nation.

4. What other multiethnic or multinational states can you think of?

 Students' answers will vary. You may wish to share the following information: Well over 100 states are multiethnic or multinational, including China, India, Indonesia, Spain, France, United Kingdom, Switzerland, Brazil, Mexico, Nigeria, and South Africa. There are over 100 nations in the former Soviet Union. There are only a few states that are not or nearly not multiethnic, including Denmark, Iceland, and Japan.

- D. Establish a bulletin board to use for the duration of the module, on which students can post clippings of news stories, pictures of ethnic and nationalist issues, and other relevant data. Have students bring in data continuously and help them to organize the material using some
- regional or topical scheme. You may wish to send for a copy of "The New World Map" from U.S. News & World Report, 1-800-523-5948. This is an excellent source for locating contemporary nationalist movements and ethnic conflicts.



What are the major nations of the former Soviet Union?



Time Required

Two 50-minute class periods



Materials Needed

Copies of Activity 1 for each pair of students Copies of Activity 2 for each pair of students (optional) Mini-Atlas map 2 Republics. When the USSR split up in 1991, Russia became a state, the largest member of the Commonwealth of Independent States. To add to this point, you may wish to point out that *America* is sometimes used incorrectly to mean the United States. Technically, America is a vast region consisting of North America, Central America, and South America. Students should be careful to use these terms correctly when referring to these areas.



Glossary Words

commonwealth

empire

ethnic group

nationalism

nation-state

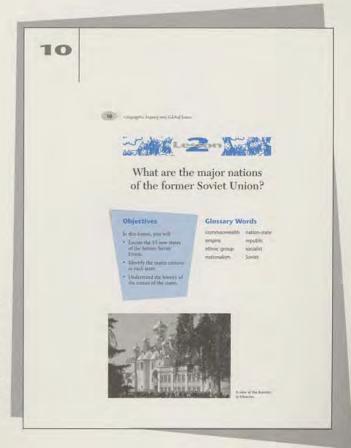
republic

socialist

Soviet

Getting Started

You may wish to clarify for students that the term Russia has often been used incorrectly in the past to mean the USSR. Since the Soviets took over the Russian Empire in the Communist Revolution of 1917–1922, the term Russia has correctly been used to refer to the republic only, one of the 15 republics belonging to the Union of Soviet Socialist

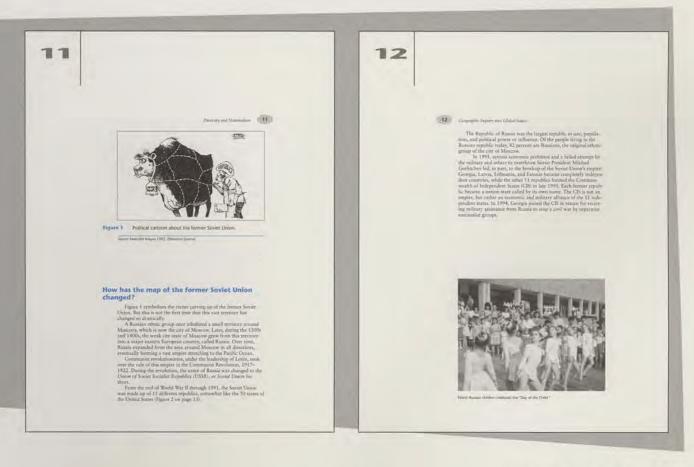


Direct students' attention to the cartoon in Figure 1 on page 11. Encourage them to interpret the cartoon by asking them what point the cartoonist is making. [This political cartoon uses the cow as a symbol of the Soviet Union and the butcher as a symbol of the republics to represent the breakup of the Soviet Union in 1991 into independent republics.] Have students look at the cartoon again and ask them the following questions: What symbols were used in the cartoon? What did each symbol stand for? What, if anything, was exaggerated to clarify the cartoonist's point of view? [Students may offer several interpretations. A conventional view is that the cow's side looks like a map. The expression on the cow's face (eyes crossed) could be interpreted as saying that it is confused as it is being led to the slaughter.]

Procedures

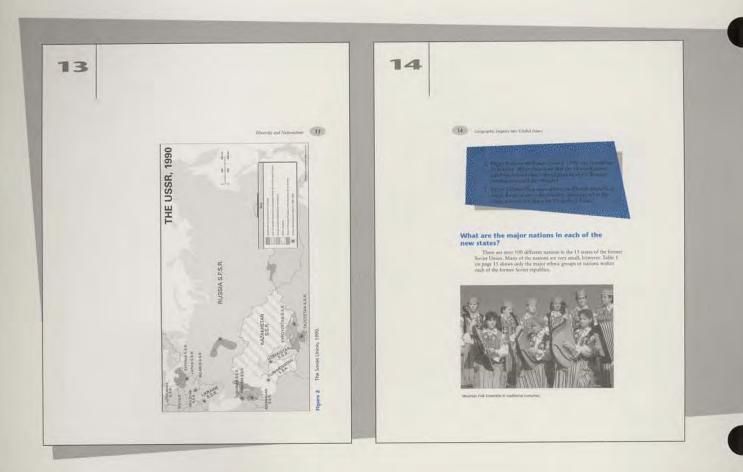
How has the map of the former Soviet Union changed? (pages 11–14)

A. Have the students read the text that begins this lesson, including Figure 2 on page 13. Remind them that they can use the Glossary to help them define certain terms. Divide the class into pairs to study Figure 2. Have them work together to answer Questions 1–2 on page 14. Alternatively, ask individual students to give their answers orally or to write them on the chalkboard.



Questions and Answers for page 14

- 1. Figure 2 shows the Soviet Union in 1990, one year before its breakup. What clues show that the 14 non-Russian republics wanted their independence from the Russian-dominated central government?
 - There are several clues in the map key: independence declarations and movements and violent ethnic/political clashes.
- 2. Figure 2 shows three areas within the Russian Republic in which Russians are in the minority. Speculate what this might mean in the future for the unity of Russia.
 - Students might speculate that these areas might create future trouble for Russia by pressing for independence or at least for greater autonomy from the central government.



B. Have students work in pairs to complete Activity 1. They can use Mini-Atlas map 2 to help them locate the states of the former Soviet Union.

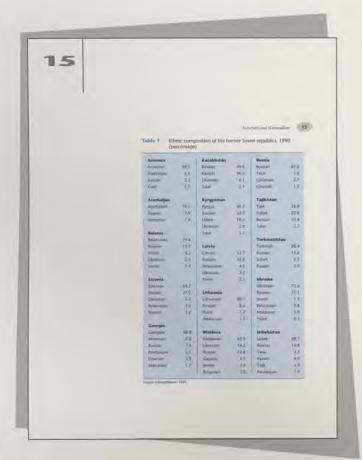
What are the major nations in each of the new states? (pages 14–15)

C. Still working in pairs, have students read this section including Table 1. If you would like to have students develop their graphing skills, have them use Table 1 to complete Activity 2. Help students understand how to tabulate the percentages by working through an example.

You may wish to have older students create their own graph rather than using the graph form given on Activity 2. Distribute graph paper and direct them to develop an accurate visual representation of the ethnic composition data. Let them create their own style of graph, without seeing the model of the bar graph in the Activity. If possible, encourage them to make a computer-generated graph. Alternately, students can put all ethnic groups that make up 5 percent or more of any state on the model bar graph and develop a color-coded key.

For Further Inquiry

To help students see how different the ethnic groups of the former Soviet Union are, have them look through recent *National Geographic* magazines and other magazines to find articles and pictures describing and portraying the different ethnic groups and cultures. Have them make posters for each state with the pictures and maps they collect.





How do the states of the former Soviet Union compare to each other?



Time Required

Two 50-minute class periods



Materials Needed

Copies of Activity 3 for all students
Mini-Atlas maps 3 and 4
Sets of colored pens for each group of
five students
Sets of four plastic sheets (8 1/2 x 11 inches)
for each group of five students

and physical types; they can generalize that a great variety of ethnic groups are found in the former Soviet Union. Tell students that this lesson will help them to understand how much ethnic variety there is among the 15 states.



Glossary Words

cartographer

ethnic group

Geographic Information System (GIS)

language group

region

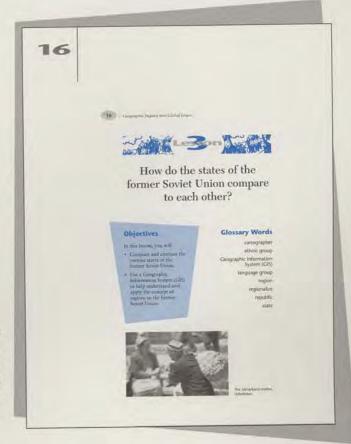
regionalize

republic

state

Getting Started

Ask students to study Figure 3 on pages 17–18, the photos of various peoples within the former Soviet Union, and to make a generalization about that vast area based upon those photos. Students can explain that the photos show a great variety of dress, activities,



Procedures

What are the regions of the former Soviet Union? (pages 19–26)

A. Read aloud to the class the text under this heading. Help students to understand what geographers mean when they refer to regionan area that displays unity in terms of selected criteria. Also, make sure students know that a generalization is a statement that encompasses a variety of detailed information. A region, then, is a geographic generalization. The concept of region is helpful in forming generalizations about the tremendous detail on Earth and the changes that occur from place to place. Emphasize that geographers identify regions-they regionalize-in order to generalize from a lot of detail. Explain that regionalizing the detail of the former Soviet Union is the main activity in this lesson.



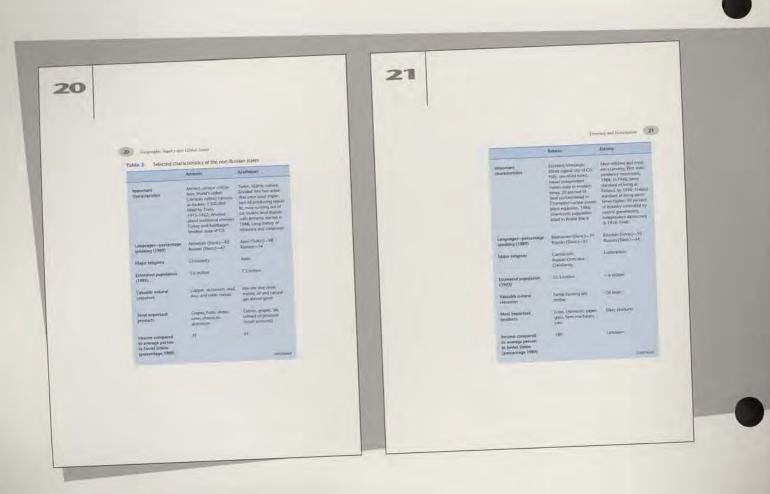




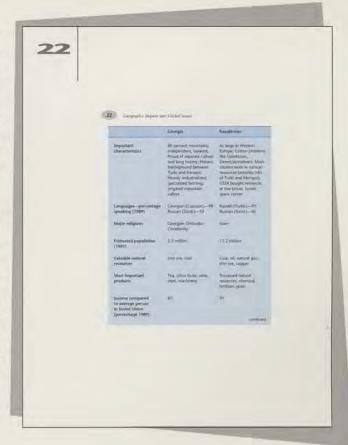
B. In order to complete Activity 3, have students form groups of five. Distribute copies of Activity 3 to each student and four sheets of plastic and colored pens to each group. Have Mini-Atlas maps 3 and 4 available. Students will use Table 2 on pages 20-26 in the Student DataBook to divide the former Soviet Union into regions with a technique called a Geographic Information System (GIS). The GIS helps geographers manage and analyze a variety of geographic information, that is, information that has a geographic location, in order to solve problems. Activity 3 not only introduces students to the GIS and to the characteristics of the various states, but it also reinforces the concept of region.

Students may be confused when they see that the percentages of people speaking languages in each state total more than 100 percent. In Kyrgyzstan, for example, 98 percent speak Kyrgyz and 35 percent speak Russian. This is because some people speak both languages; in this example 33 percent speak two languages.

You may need to help younger students by "walking" them through the directions for Activity 3. You may need to draw the characteristics and map symbols on the chalkboard or overhead transparency as a model for them and to help them understand the data.



- C. Provide Mini-Atlas map 3 (world religions) for students working on the map of religions. Mini-Atlas map 4 (physical features of the western part of the former Soviet Union) should be used by groups when they are deciding on their regional boundaries. Tell students that physical features are often used as criteria with which to define regions; they may use them as an additional criterion if they so choose.
- D. When groups have finished their final maps, you may wish to have them write the names of the regions and the states within each on the chalkboard. The class can then discuss the decisions they made in forming their regions. Stress that there is no single, correct set of regions; what is most important is that students have sound reasoning for the regional decisions they make. If you wish, you can have them compare their regions with the list of regions on the following page that are often used by geographers.







REGIONS OF THE FORMER SOVIET UNION

Western Borderlands—Belarus, Ukraine, and Moldova

Ukraine and Belarus are Slavic, Christian, and have a mixed economy. By virtue of location, agriculture, and Christianity, Moldova is usually included, even though its ethnicity and culture is different.

Transcaucasus—Georgia, Armenia, and Azerbaijan

The Caucasus Mountains, agriculture, and proximate location are the few uniting characteristics of this region. The ethnicity in each is distinct and has led to much conflict and violence in the region. Culturally, this is more a region of convenience, than a geographical one.

Central Asia—Turkmenistan, Kazakhstan, Uzbekistan, Tajikistan, and Kyrgyzstan Islam, topography, and similar economies are all important unifying factors.

Baltics—Estonia, Latvia, and Lithuania Location on the Baltic Sea, proximate location, Christianity, generally strong and mixed industry, dairy farming, and relative lack of natural resources are unifying factors.

For Further Inquiry

- Write an essay comparing and contrasting the different regions as a background to explaining a current issue or event in the former Soviet Union.
- Imagine you are the United States secretary of state. Write a letter to the president explaining why the United States should or should not send financial assistance and food aid to the independent states of the former Soviet Union this year. Suggest which states, if any, should be assisted and why.
- This lesson may be extended, especially for older students, with questions for teacher-led discussions. You may provide information where students lack prior knowledge to answer the following questions.

EXTENDING THE LESSON

- 1. Why do you think Russians are the second largest ethnic group in many states and the largest in Kazakhstan?
 - Many Russians immigrated to the new territories to become government officials, acquire land, and start businesses. Kazakhstan, a very large but thinly populated area, was used by the Soviet Union as a primary site for nuclear and space activities.
- 2. Which states seem to have ethnic and national identities separate from the Russian state that conquered or acquired them? What evidence supports your conclusions?
 - The evidence quoted is from Table 2 on pages 20-26 of the Student DataBook.

Ukraine "proud of cultural difference from Russia"

Moldova "Romanian culture and language"

Georgia "proud of separate culture and long history"

Armenia "ancient, unique civilization"

Azerbaijan "Turkic, Islamic culture" Kazakhstan "mix of Turks and Mongols"

Turkmenistan "strongest regional resistance to Russian conquest"

Tajikistan "old culture Persian/ Iranian," "resisted Russian culture" Kyrgyzstan "long history of distrust of many outside rulers"; "1916 revolt against Russian settlers failed"

- 3. How might location affect the religion of the different states?
 - Western states were influenced by Christian Europe; Asian states were influenced by Islamic Southwest Asia. Tell students to look at Mini-Atlas map 3 of world religions before answering. Hint that neighboring countries may be a clue.
- 4. What five states were the poorest in 1989, and how do you know?
 - On Table 2, Tajikistan, Uzbekistan, Azerbaijan, Turkmenistan, and

Kyrgyzstan had the lowest average percentage of Soviet Union per capita income in 1989.

5. Why do you think these five are the poorest states? How do their economies help explain this?

• They have extractive and agricultural, rather than industrial, economies.

6. When they were under Soviet and communist control, why did these five states consider themselves natural-resources colonies?

• The Soviet Union took advantage of their wealth of natural resources, forcing the republics to sell their minerals, oil, and agricultural products at low prices to benefit the rest of the Soviet Union.

7. What economic and health problems do Uzbekistan, Kazakhstan, and Turkmenistan have in common?

• These states were forced by the Soviet Union to switch from their traditional production of fruits and vegetables to cotton. Massive irrigation, pesticide, and fertilizer programs have led to higher death rates, water pollution, the drying up of the Aral Sea, and other serious health, economic, and environmental problems. [The Aral Sea problems are addressed in the *Environmental Pollution* module.]





What ethnic and national conflicts are found in the former Soviet Union?



Time Required

One 50-minute class period



Materials Needed

None



Glossary Words

ethnic group

glasnost

nation

nationalism

nationalist

perestroika

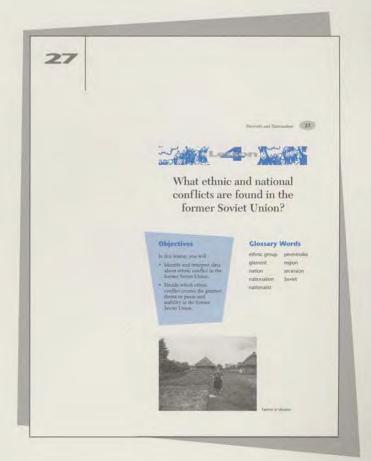
region

secession

Soviet

Getting Started

Have students interpret the cartoon in Figure 4 on page 28 and address Question 1.



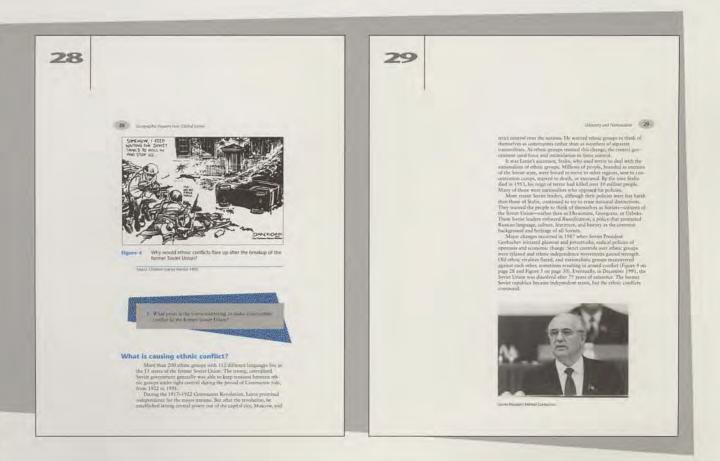
- 1. What point is the cartoonist trying to make about ethnic conflict in the former Soviet Union?
 - Since the breakup of the Soviet Union and the independence of former Soviet republics, there has been no strong, central authority to maintain peace within or between those republics. As a consequence, armed conflict has flared between long-time ethnic and national rivals within the former Soviet Union.

Procedures

What is causing ethnic conflict? (pages 28–32)

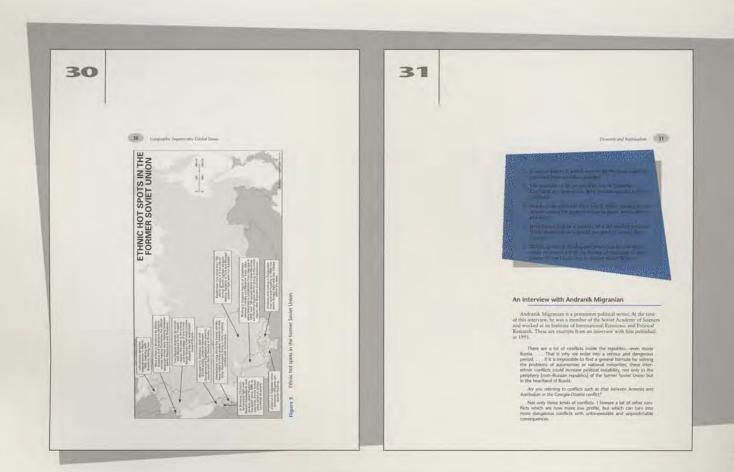
A. Working in groups of three, have students read this segment, study Figure 5 on page 30 and

develop group answers for Questions 2–6. Alert students that they may need to refer again to Table 2 in Lesson 3 to answer some of these questions. You may wish to have students put their answers in writing and/or discuss them with the class.

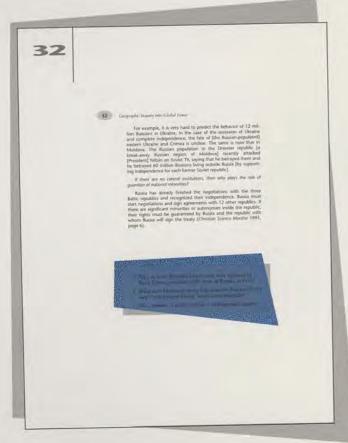


- 2. Based on Figure 5, which seem to be the most common problems between ethnic groups?
 - The most common problems are ethnic diversity, border disputes, and housing disputes.
- 3. The majority of the people who live in Nagorno-Karabakh are Armenians. Why has this created a serious problem?
 - Armenians and Azerbaijanis are traditional enemies, with territorial and religious differences (Muslims and Christians).
- 4. Based on the available data, which ethnic conflict do you believe creates the greatest threat to peace and stability and why?
 - Nagorno-Karabakh is the longest lasting conflict, with the greater number of people being killed over it. This conflict involves land, religion, and ethnic issues.

continued



- 5. Does Figure 5 show a pattern, or is the conflict random? What additional data would you need to answer this question?
 - There is not enough information given to determine a pattern. To answer this question, more data are needed about other ethnic conflicts and the nature, locations, and histories of each dispute.
- 6. Which, if any, of the disputes portrayed do you think might be resolved if all the leaders of the states of the former Soviet Union met to discuss them? Why?
 - Answers will vary. Encourage students to speculate, and tell them they will deal with this
 issue in greater depth in Lesson 5.



B. Still working in groups of three, have students read the interview with Andranik Migranian on pages 31–32 and develop group answers for Questions 7–9. Answers can be either written or oral.

- 7. Why do some Russians believe they were betrayed by Boris Yeltsin, president of the state of Russia, in 1991?
 - There are some 60 million Russians living as minority groups in 10 states. As minorities, they are worried about their rights being protected in the future. Yeltsin did not seem to them to consider their concerns when he supported independence for the republics.
- 8. What does Migranian imply that minority Russians in the newly independent former Soviet states might do?
 - They might cause trouble by acts of rebellion or secession.
- 9. What pattern of ethnic conflict does Migranian foresee?
 - An increase in conflict, not only from traditional rivalries such as Armenia and Azerbaijan, but also from ethnic Russians living in non-Russian states who believe their rights as minorities will be unprotected.



How can ethnic and national conflict be resolved in the former Soviet Union?



Time Required

Three 50-minute class periods with the Activity 4 simulation. If you choose not to run the simulation, students can read the material and answer Questions 1–8 in the Student DataBook in one 50-minute class period.

solve some of the challenging problems relating to nationality issues by attending a mock Council of Leaders meeting, set in 1992. After they learn their roles and prepare their strategies, they will try to help their states or nations by negotiating agreements with other states or nations.



Materials Needed

Copies of Activity 4 for all students (optional)



Glossary Words

bilateral agreement

commonwealth

empire

multilateral agreement

nationalism

nationalist

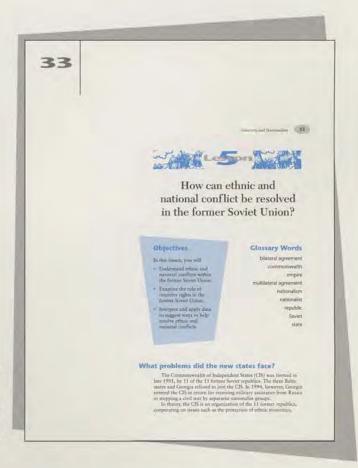
republic

Soviet

state

Getting Started

Tell students they are now going to apply the information they have worked so hard to learn by playing the roles of diplomats from republics of the former Soviet Union. After they read the entire lesson, they will attempt to



Procedures

What problems did the new states face? (pages 33-37)

What are the major national conflicts and how might they be resolved? (pages 38-43)

- A. If you are *not* running the simulation, have students read these two sections and answer Questions 1–3 on page 37 and Questions 4–8 on page 43. If you *are* running the simulation, you may wish to save time by not requiring students to answer the questions but having them familiarize themselves with the material in the lesson.
- B. If you are running the role-play simulation, hand out Activity 4 and go over it quickly with the students. Ask them to think about what

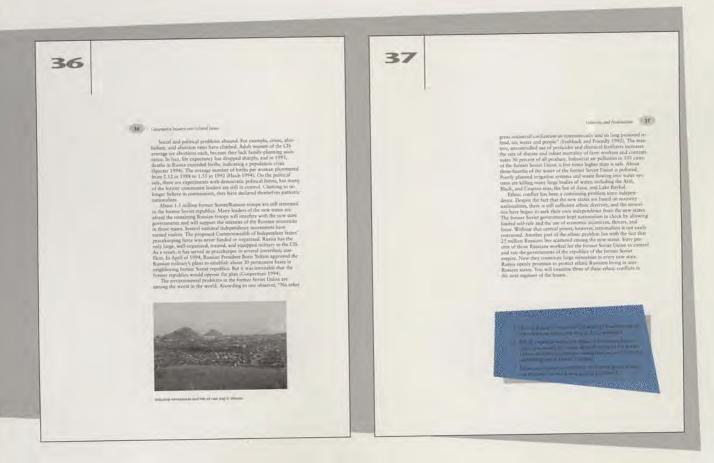
state or nation they would like to represent, and try to accommodate their preferences as you divide the class into the following groups. (The groups here reflect a class size of 24. In adjusting for different class sizes, make sure that Russia has the largest number of students.)

- a. Armenia-three students
- b. Azerbaijan—three students
- c. Estonia-three students
- d. Russians living in Estonia-two students
- e. Ukraine-five students
- f. Russians living in Ukraine-two students
- g. Russia—six students (Each Russian can negotiate with one other group.)



- 1. How is Russia's role in the CIS different than the role of the other new states, and why is that a problem?
 - Russia, by far the largest state in the CIS, has most of the military and international
 diplomatic power of the former Soviet Union. The other states fear that Russia will use its
 power against them. The CIS is weak because the small states want it to be weak. To make
 it strong would mean allowing Russia to exert its power over the other states.
- 2. Which problems facing the states of the former Soviet Union are mainly the result of the breakup of the Soviet Union, and which problems would have occurred under a continuing Soviet Union? Explain.
 - Students can determine from the reading that the environmental problems are carried over from the Soviet regime. Also, they can see that independence has allowed ethnic differences to erupt into violence or to become potentially violent in the absence of Soviet control. Most political problems are also a result of the freedom that accompanied independence. For the other problems mentioned—economic and social—it is less obvious that they have or have not resulted from independence. Figure 6 can help students see the severity of economic hardships facing the states. Prior knowledge is needed to answer, but encourage students to speculate. The Soviet Union was suffering from severe economic and social problems, which contributed to the breakup. Nevertheless, it appears that these problems have worsened since 1991.

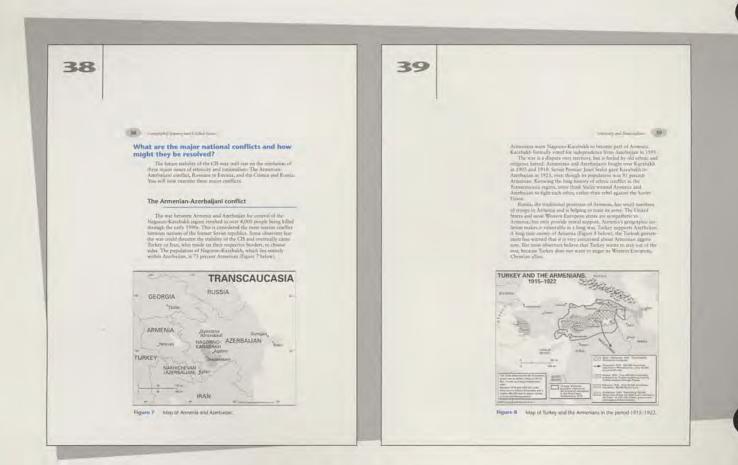
continued



- 3. Ethnic and national conflicts in the former Soviet Union are the result of which two general problems?
 - Ethnic diversity and nationalism were unrestrained after the breakup of the Soviet Union; without a strong central power to control them, conflicts have gone unchecked. The second problem is that large numbers of Russians remain in the independent non-Russian states, thus forcing the new non-Russian governments to deal with minorities' problems. In some cases, the Russian minorities have tried to continue their control of these governments.
- C. Give each student one copy of his or her group's Secret Document (provided with the Activity). They should not let diplomats from other groups see these. You may wish to allow espionage. If so, students may spy by looking at other states' documents (intelligence gathering), but they may not take materials from the teacher.

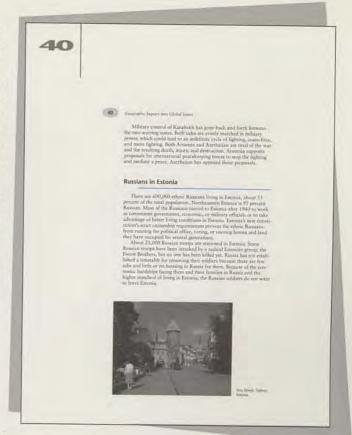
Option: If you wish, have groups design and make flags. The flag should symbolize

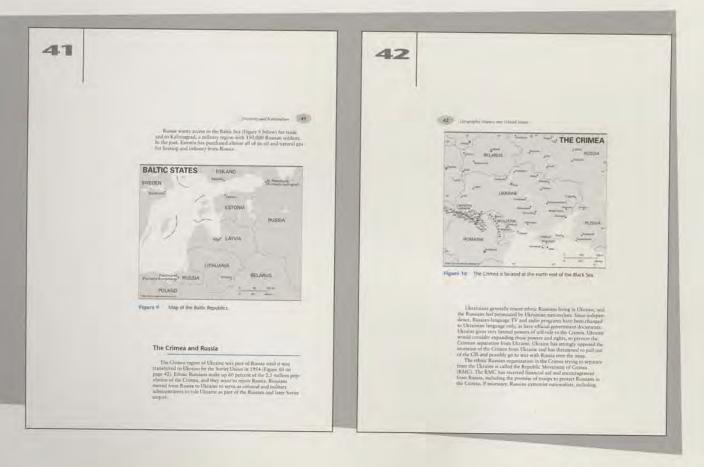
their state or nation in such a way that looking at it will inspire them. It should also have the name of the state or nation somewhere in bold letters. The flag creates a symbol to unify the group and it can be used by other diplomats to locate the states or nations with whom they need to negotiate.



D. Students can study Lesson 5 in the Student DataBook (all students should read the first section, but in the second section, they only need to read about their particular conflict), Activity 4, and their Secret Document. These materials are essential as groups set out to formulate their three goals and negotiate with other groups. You may need to help some groups develop realistic goals. A sample list of goals is included (Key for Activity 4). You may wish to make these goals available to younger students by copying the list and cutting out each country's goals and distributing them to the appropriate groups.

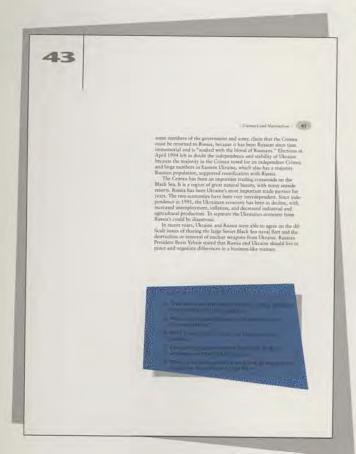
Collect the set of goals from each group so that you can make written comments on them or simply to check again that their goals are realistic. Keep that set, so you will know what their goals are during the simulation.





- 4. What makes the Armenian-Azerbaijani conflict different from the other two ethnic conflicts?
 - The Armenians and Azerbaijanis are killing each other in a war over the Karabakh territory. The other two conflicts have not resulted in warfare.
- 5. What is the common element in the Estonian and the Crimean conflicts?
 - Both conflicts are the result of large numbers of Russians living in non-Russian states and demanding certain rights.
- 6. What is the common element in all three of these conflicts?
 - · All three conflicts are between different ethnic groups.

continued



E. Begin the simulation by writing the following on the chalkboard:

Former Soviet Union Council of Leaders Meeting,

October, 1992,

Minsk, Belarus.

Run the simulation as follows:

Strategy preparation: Allow students time to review with their groups their negotiating positions. Allow no discussions with the other states yet. (4–5 minutes)

Speeches: Give speeches in the order that groups are listed in Procedure B. Each spokesperson should describe the problems facing his or her nation or state and describe possible solutions. Tell students that this is their chance to tell the world about the problems that face their state or nation and to ask for aid. Stress that the international press and TV cameras are present to broadcast their views to the rest of the world. (15 minutes)

Negotiations preparation: This time is for last-minute strategy changes based on the reaction to the speeches. No discussions should

- 7. How would you rank the three conflicts in terms of seriousness and potential for violence?
 - There is already war over Karabakh; threats of war have been made over the Crimea; the Estonian situation appears to have the least potential for violence.
- 8. Which of the three conflicts is most likely to engage states outside the former Soviet Union? Why?
 - The Karabakh war seems to have the greatest potential to draw in outside states, especially Iran, which would support the Muslim Azerbaijanis against the Christian Armenians. Although Muslim Turkey is an ancient enemy of the Armenians, Turkey is likely to show restraint because of its membership in NATO, which is a partnership of Western, largely Christian, countries.

take place with other groups yet. Make sure the groups keep their three main goals in mind as they plan. (3 minutes)

Negotiations: Before starting, remind students to get their agreements in writing and have them signed by a representative from each country.

One diplomat should stay at the group's location to receive and negotiate with foreign diplomats. The other diplomats in the group should move about the council room to negotiate with other diplomats.

Students may ask you how the United States, Turkey, Iran, and other countries would respond to their actions or what involvement or relationships those other countries have with students' nations and states. Play those roles as best you can, given the information you have. Try to stay as neutral and as non-involved as possible, so the focus is on students' decisions and actions, not yours (or the countries you may speak for.)

Warn students when five minutes and two minutes remain for negotiations. (15 minutes)

Action statements: Students can write the name of their state or nation, date, period, and what specific actions they took that round. They must record every action they take. Stress

that agreements are one thing, but actions are what count. Save the last five minutes of the class for students to write down what actions they took. They may have agreed to provide military support or financial aid to another country, but if it is not recorded, the action does not take place. You may wish to pick up the action statements to read. (5 minutes)

Read action statements and resolve conflicts: If one state attacks another, you may announce that the attack has concerned and angered the rest of the world, leading to UNsponsored and U.S.-enforced trade embargoes. You may need to explain how this will weaken the aggressor nation's economy. If Armenia attacked Azerbaijan with conventional weapons, consider all one-on-one attacks as stalemates. The attack would probably end in a stalemate and more deaths and destruction on both sides. If Russia or Ukraine are involved, they would defeat the smaller states or nations and would stalemate if they opposed each other. The outcomes of the negotiations are not as important as the process of student critical thinking and the application of knowledge to the situation. Students will want to "win," but you want them to think and problem solve in order to achieve their goals.

- F. If you wish to do a second round of negotiations, simply follow the above procedures. In any case, be sure to debrief students after the simulation. The following are some questions you can ask the class to discuss:
 - What were your goals and how effective were you in reaching them?
 - What strategies and tactics worked well?
 Which ones did not work? Why?
 - If you had to do it over again, what changes would you make? Why?
 - What additional information did you need? Why did you need it?
 - What were the factors that led to so much ethnic and national violence and conflict in the former Soviet Union?
 - How do you think ethnic and national conflict could best be handled in the former Soviet Union?
 - What has happened to each of the states or nations since October 1992?

For Further Inquiry

- Have students conduct a library search to find out what has happened since October 1992 in the states or nations they represented in the simulation.
- Have students write an essay on how to resolve a particular ethnic and national conflict in the former Soviet Union. They should consider rights of ethnic or national minorities, how disputes would be resolved, how agreements would be enforced, and the role of outside mediation or peacekeeping forces.
- Have students write an essay on whether or not the 15 former republics of the Soviet Union would be better off as independent states, or in a stronger, more centralized Commonwealth of Independent States.



How can Canada resolve French nationalist and separatist conflict?



Time Required

Two 50-minute class periods



Materials Needed

Transparency of Overhead 1

homeland to return to. Their separatist movement created a civil war of competing groups within the same nation.]

Others may ask about American Indian separatist or national movements. Acquiring



maritime

nation-state

Parliament

referendum

secession

segregation

separatists

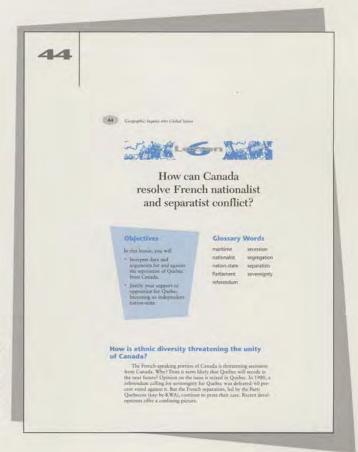
sovereignty

Glossary Words

nationalist

Getting Started

Ask students if there ever was a major separatist movement in the United States. Most will respond by mentioning the Civil War. Ask if the Confederacy was a national movement. [No. Although some would argue that the South had a different culture from the North, they did not have a separate language or



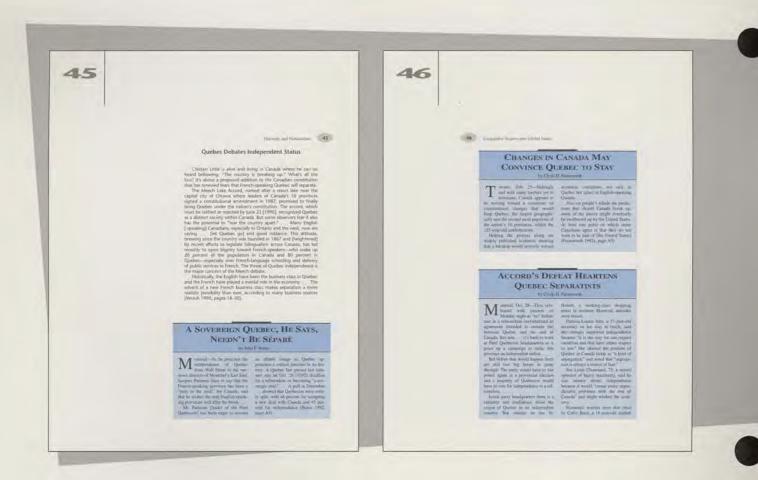
or protecting rights to land, water, natural resources, fishing access, and religious freedom have been the recent focus of most United States native tribal activists. There have been no recent, major, broad-based native separatist movements in the United States.

 Ask the students if they know that there is a national separatist movement in one of the countries bordering the United States. Tell them this lesson is about the French separatist movement in Quebec.

Procedures

How is ethnic diversity threatening the unity of Canada? (pages 44–47)

A. Have students work in pairs to read this section and answer Question 1 on page 47. You may need to explain that Chicken Little was a folk-tale character who kept repeating "The sky is falling." Make sure students follow the chronology of the excerpts.

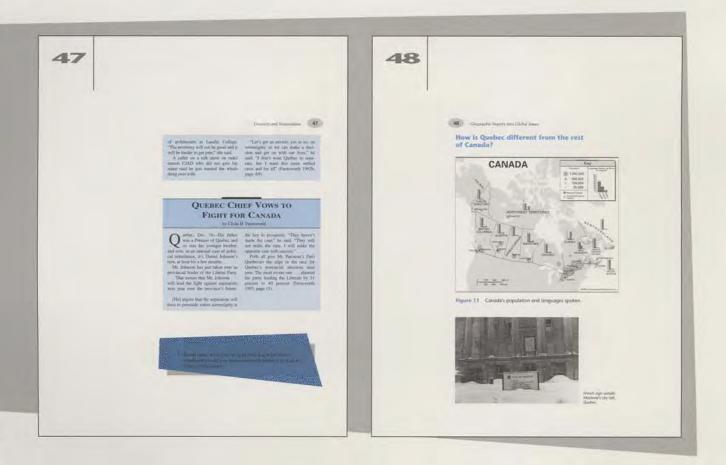


- 1. Based upon what you've read thus far, what three questions would you want answered before you had to vote on this issue?
 - There is no single, correct set of answers, but encourage students to think broadly. Post their questions and display them for future reference.

How is Quebec different from the rest of Canada? (pages 48–50)

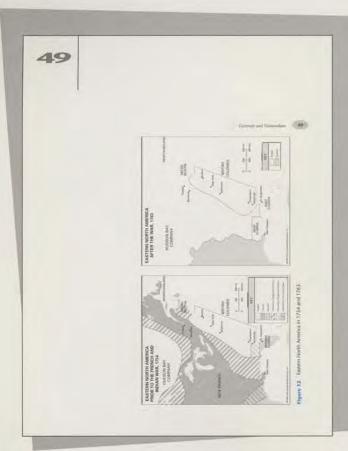
B. Still working in pairs, have students examine Figures 11 and 12 and answer Questions 2–6

on page 50. You may wish to have students give their answers orally or in writing.



- 2. Based on Figure 11, how would you describe the geographic distribution of Canada's population?
 - Most of Canada's population is located in the south near the U.S. border. The greatest concentration is found in southeastern Ontario and southern Quebec.
- 3. Based on the language data in Figure 11, how is Quebec unique among all Canadian provinces?
 - Quebec is the only province in which more people speak French at home than speak English.
- 4. Which parts of what is now the United States and Canada were claimed by the French by 1754?
 - Areas claimed by the French were south and east Quebec; southern Ontario; the Great Lakes area of Michigan, Wisconsin, and Illinois; and the Mississippi Valley to Louisiana.

continued





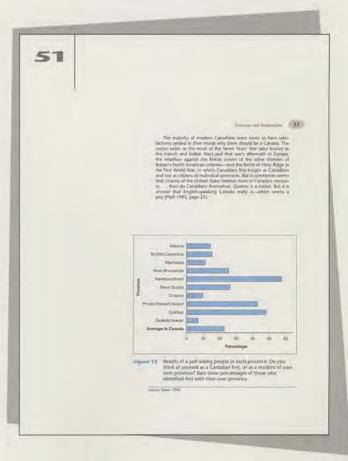
- 5. What country took control of what was to become eastern Canada after the French and Indian War? (The peace treaty was signed in 1763.)
 - · Great Britain controlled this area.
- 6. How do you think the French Quebecers felt about losing the war and being under control of their foreign rival?
 - They probably felt bitter and resentful—some feel that way even today, just as some southerners in the United States still have feelings from the Civil War.

C. Project Overhead 1 and ask students to use the scale to indicate their feelings about the statement that Quebec should separate from Canada. Poll students by having them raise their hands for each of the four possible responses. Tally the results on the chalkboard. You can calculate the mean position of the responses by summing the points for each student response and dividing by the number of students in the class. You can then recreate the opinion scale on the chalkboard and place an X at the mean position of the scale. Have those students selecting numbers 1 or 2 (in favor of separation) form one group. Students opposing separation, numbers 3 and 4, can form another group. These two groups will prepare to debate the following issue: Quebec should separate from Canada.

Why do Quebecers want to separate from Canada? (pages 50–53)

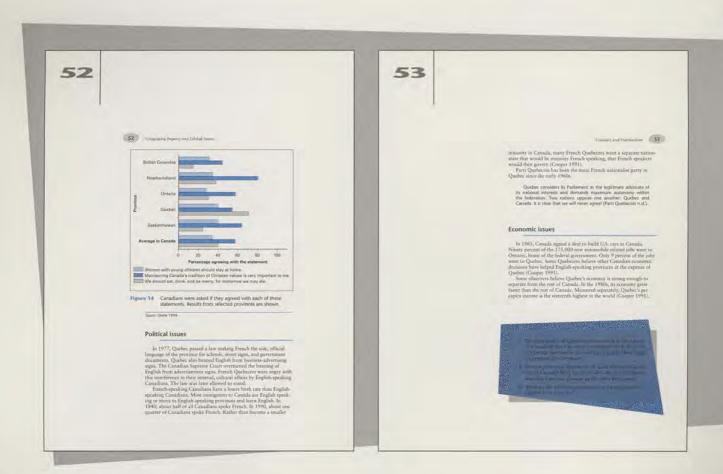
- D. To prepare for the debate, have students favoring separation study this section. Students in the group opposed to separation can study the segment, "Why should Quebec and Canada remain united?" on pages 54–56.
- E. If this group is too large for good interaction and for debate preparation, divide the group into the following three subgroups: (1) ethnic issues; (2) political issues; and (3) economic issues. Note these are the three subheadings in this segment. Each subgroup can study its set

of issues and teach them to the group as a whole. You may wish to have the group answer Questions 7–9 on page 53 in writing or orally as a preparation for the debate. Have the group select three members as its debating team.



- 7. Do more people of Quebec see themselves as Quebecers or Canadians first? By what percentage? How does that percentage compare to the national average? How might you explain the difference?
 - They see themselves as Quebecers first. The percentage of people who see themselves first as Quebecers is 27 percent higher than the national average of people whose first identifier is with the provincial government instead of the federal government. French language and culture helps explain much of this difference.
- 8. In what issue were Quebecers the most different from the rest of Canada? Were Quebecer attitudes much different from the Canadian average on the other two issues?
 - "We should eat, drink, and be merry, for tomorrow we may die." This light-hearted, live-for-the-moment attitude towards life was shared by 71 percent compared to the national average of 40 percent. On the other two issues, Quebecer attitudes were not much different from the national average.

continued

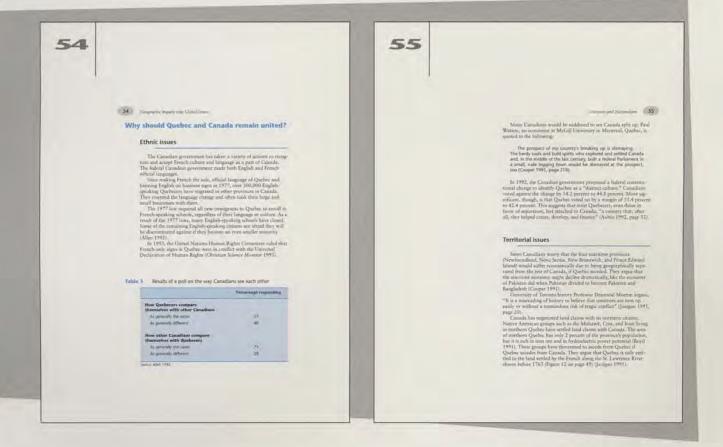


- 9. What are the strongest arguments for the separation of Quebec from Canada?
 - The group favoring separation will need to answer this question as it prepares for the debate.

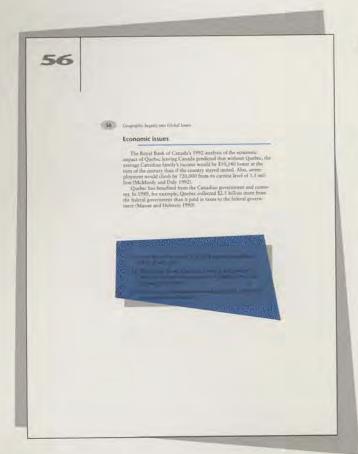
Why should Quebec and Canada remain united? (pages 54–56)

F. Students opposed to separation can be responsible for this section, which provides arguments against separation. If this group is too large for good interaction and for debate preparation, divide the group into the following three subgroups: (1) ethnic issues; (2) terri-

torial issues; and (3) economic issues. Note that these are the three subheadings in this segment. Each subgroup can study its set of issues and teach them to the group as a whole. You may wish to have the group answer Questions 10–12 on page 56 in writing or orally as a preparation for the debate. Have the group select three members as its debating team.



- 10. Does the poll reported in Table 3 support separation? Why or why not?
 - No. A majority of Quebecers and other Canadians see each other as essentially the same, with small differences.
- 11. Why might French Quebecers think it is important to keep the northern three-quarters of Quebec, if it is only sparsely populated?
 - It has iron deposits and hydroelectric power from damming rivers.
- 12. What are the strongest arguments against the separation of Quebec from Canada?
 - The group opposed to separation will need to answer this question as it prepares for the debate.



G. Conduct a debate based on the following issue: Quebec should separate from Canada. Put the three-student teams on opposing sides, and structure and time the debate as you see fit. When the debate has ended, you may wish to tally the students again, as in Procedure C on page 33 in this Teacher's Guide, and compare the two results.

Important: When this module was completed in May 1994, Canada had not yet resolved the dilemma of Quebec nationalism. In 1994, Parti Quebecois promised to put the question directly to Quebecers in a referendum in 1995. The first time the referendum was raised was 1980, when it was voted down 60 percent to 40 percent. Try to have students update the module to include developments after May 1994.

For Further Inquiry

 Have students write an editorial for Maclean's, Canada's weekly news magazine, in which they argue for or against Quebec's independence. Stress that they use their best writing style and use specific geographic facts, names, dates, and events to support their position.

You may wish to ask older students to write the editorial from the other point of view of their original position, to force them to look at both sides of the issue.

You may wish to ask younger students to write an outline and the first paragraph of an editorial.

Have students imagine they are French-speaking Quebecers getting ready to vote on the 1995 Quebec referendum on separation. If they favor separation, have them write a letter to an English-speaking cousin in Toronto, explaining why. If they oppose it, have them write to a French-speaking cousin in Quebec

City, explaining their vote. Again, stress that they use their best writing style and use specific geographic facts, names, dates, and events to support their position.

- Have students search the library for material on the proposed 1995 referendum to consider Quebec separation.
- Have students compare and contrast the Quebec separatist movement to separatist movements in the former Soviet Union. Except for the 1970 murder of a Quebec cabinet minister by a radical French-speaking separatist organization, the movement has been nonviolent, like the Baltic states' independence movement. The English-speaking-dominated federal government has generally tried to compromise and make concessions to the French-speaking minority of Canada. (This has angered some English-speaking Canadians.) In contrast, in the former Soviet Union, Russian language and culture was forced on the other republics or nations. Students may suggest other comparisons and contrasts.



How has racial equality progressed in Brazil and the United States?



Time Required

Two 50-minute class periods



Materials Needed

None



Glossary Words

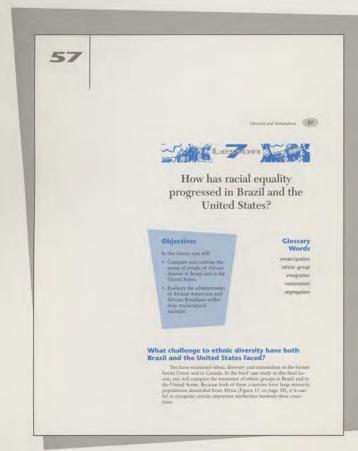
emancipation

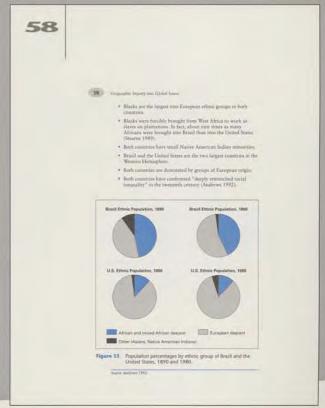
ethnic group

integration

nationalism

segregation





Getting Started

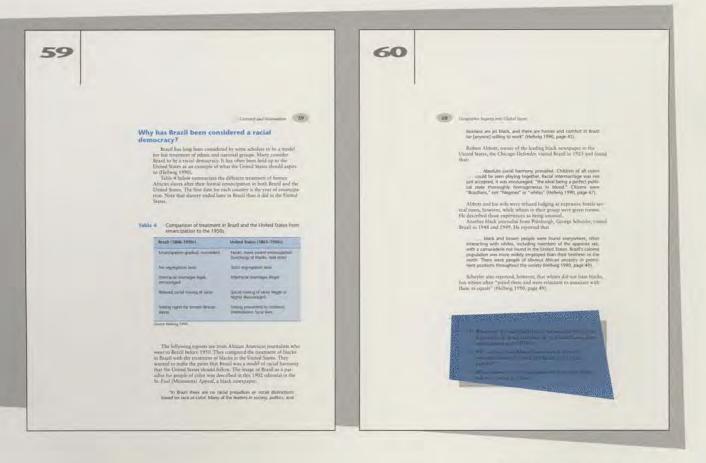
Ask students if, since studying ethnic and national conflict in the former Soviet Union and Canada, they have new perspectives on how ethnic groups are treated in the United States. Is there a great deal of organized, ethnic violence in the United States, as in some states of the former Soviet Union? Are there strong separatist movements, like those formed by French Quebecers or the Baltic countries?

Procedures

What challenge to ethnic diversity have both Brazil and the United States faced? (pages 57–58)

Why has Brazil been considered a racial democracy? (pages 59–60)

A. Have students study these two sections and answer Questions 1-3 on page 60. Students may answer these questions orally or in writing.



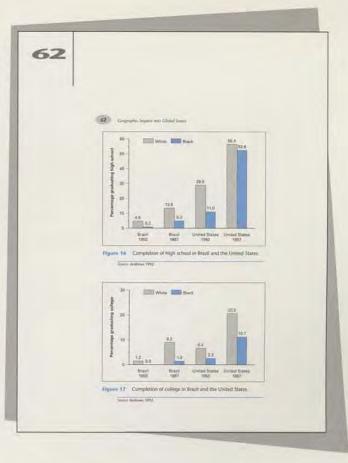
- 1. What were the major differences between the lives of the freed slaves in Brazil and those in the United States, from emancipation to the 1950s?
 - Former African slaves in Brazil had much more freedom and gained more political and social rights than those in the United States.
- 2. Why do you think African Americans in the early twentieth century believed that Brazil was a racial paradise?
 - Prominent African American journalists reported conditions of racial harmony and greater opportunities for African Brazilians.
- 3. What evidence did the black journalists give that Brazil was not a racial paradise?
 - Abbott and his wife were refused lodging several times because they were black; some
 whites pitied blacks and refused to associate with them as equals.

How do the United States and Brazil compare, since 1970, in the status and treatment of citizens of African descent? (pages 61–66)

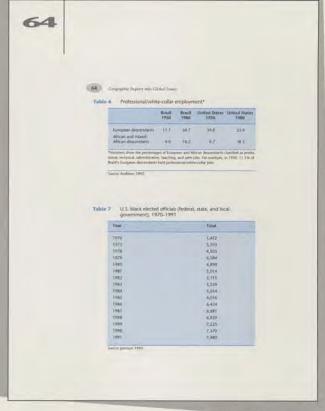
- B. Form groups of three to four students to work together for the remainder of the lesson. Tell them their first task is to develop a group hypothesis for the section-title question. They can write out their hypothesis in two parts: The first part will answer the question and the second part will explain the answer. Have them post their hypotheses around the room.
- C. Groups can proceed to test their hypotheses against the data in the remainder of the lesson. You may wish to have them use a cooperative learning strategy to cover the data: Each student would examine one or two figures and tables on pages 62–65 and teach their findings to other members of the group. Students can write answers to Questions 4–9 on page 66 or present their answers orally at the end of the lesson.



- D. You may wish to have students make pie charts and bar and line graphs to illustrate Tables 5–7 on pages 63–64. Have students include these illustrations with their written answers or use them to enhance their end-of-lesson oral presentations.
- E. End the lesson by having groups rewrite their hypotheses based on their complete study of the data. You may choose to have groups go to their original, posted hypotheses and tell the class how and why they have changed them, or have each student write out their original and final hypotheses and explain why they changed them.

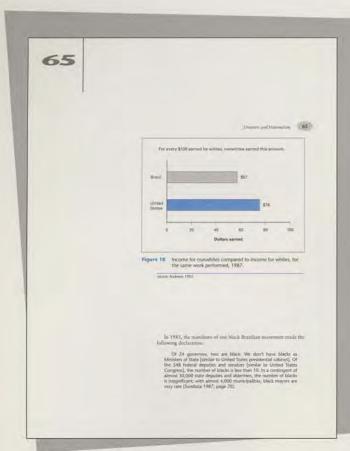






- 4. What conclusion can you draw from Figure 16 about comparative high school education opportunities for blacks in Brazil and in the United States?
 - The rate is much higher in the United States—very close to the rate for whites in the United States in 1987.
- 5. How does Figure 17 correlate with Figure 16? What conclusion can you draw from Figure 17 about comparative college education opportunities for blacks in Brazil and the United States?
 - Both figures show increases over time in both high school and college graduation rates for both countries and for each race. Rates for blacks and whites are higher in the United States than in Brazil, leading to the conclusion that there are more educational opportunities in the United States. Finally, blacks have more opportunities in the United States than in Brazil.
- 6. Which country has the most integrated housing? How do you know?
 - Brazil; the mean of the segregation index in Table 5 is lower in Brazil (47) than in the United States (78).

continued





- 7. In what areas do African Americans statistically have better opportunities than African Brazilians?
 - African Americans have better education, professional career opportunities, pay, and political participation than African Brazilians.
- 8. Do the data in Figures 16–18 and Tables 5–7 support the idea of Brazil as a racial paradise? Explain.
 - Answers will vary in degree, but students should conclude that statistically blacks in the
 United States are better off than those in Brazil since 1970. Changes in the U.S. laws have
 increased opportunities for African Americans. Opportunities for African Brazilians
 appear to have lagged behind. These data tend to refute the idea of Brazil as a racial
 paradise.
- 9. Is there enough data to develop a reasonable, intelligent hypothesis? If not, what additional data would you need?
 - Students may possibly think there is too much data, but more information about interracial marriages and opinion polls of public attitudes toward blacks would be very useful. Students can brainstorm other ideas.

For Further Inquiry

Have students discuss and write essays on the following: Is it more appropriate to compare the treatment of blacks in the United States to

that of blacks in Brazil or to the ideal of equal opportunity? Is it appropriate to compare the treatment of blacks in the United States to the ideal of equal outcomes with whites?

Extension Activities and Resources

1. Related GIGI Modules

- Five modules contain case studies in some of the same regions that are examined in this module. *Environmental Pollution* also has the former Soviet Union as its major case study. In that module, students examine the causes and consequences of the drying up of the Aral Sea. The Brazilian Amazon is the focus of the major case study in the *Development* module. And studies touching on Canada are found in *Hunger*, *Political Change*, and *Regional Integration*.
- For further study of issues related to ethnic diversity and nationalism, see *Hunger* (the ethnic differences involved in the civil war in Sudan), *Building New Nations* (ethnicity as a major source of instability in Nigeria and South Africa, and the status of the Kurdish nation), and *Religious Conflict* (diversity and nationalism in India, Kashmir, and Northern Ireland). Ethnic differences are also an issue in *Urban Growth*, wherein students evaluate the effects of the rapid growth of the Hispanic population in the United States. *Human Rights* considers ethnic issues in Cuba and the United States.

2. Britannica Global Geography System (BGGS)

BGGS provides myriad extension activities to enhance each GIGI module. For a complete description of the BGGS CD-ROM and videodiscs and how they work with the GIGI print modules, please read the BGGS Overview in the tabbed section at the beginning of this Teacher's Guide.

3. Related Videos

• EBEC offers these videos about the issues and regions explored in this module: "Soviet Union: Peoples and Cultures"; "Soviet Union: Large and Diverse Land"; "Canadiens: Their Cities"; and "Brazil and the Northern Countries."

For more information, or to place an order, call toll-free, 1-800-554-9862.

• Other related videos include: "Coming Apart" (Inside Gorbachev's Soviet Union series, Coronet/MTI Film and Video); "The Struggle for Russia" (Frontline series, PBS); "Soviet Union, Russia: After the USSR"; and "The Rise and Fall of the Soviet Union" (National Geographic).

4. Additional Activities

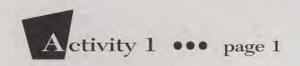
- Acquire maps from various news magazines to use and display in class. You might call U.S. News and World Report at 1-800-523-5948 to see if they have updated The New World Map: 1994. Your local university or public library may have updated copies of Atlas of World Political Flashpoints, Evan W. Anderson, Facts on File or Atlas of World Affairs, Andrew Boyd, Routledge Publishing.
- Have students search the library for data on different native separatist movements in Canada and on the agreement that will make most of the northern and eastern section of the Northwest Territories a native nation-state, to be called Nunavut. It would be primarily Inuit, with the capital at Frobisher Bay. See GIGI'S *Political Change* module for a lesson on Nunavut.
- Encourage students to compare Canadian native separatist movements with native demands and separatist movements in the United States.
- Students could gain assistance from your school's French teacher or someone else conversant in French to write the Quebec government for posters and information on Quebec. Ask if he or she has further information on or personal experience with Quebec.
- As an alternative assessment in Lesson 5, use the activity developed by The Center for Foreign Policy Development, Brown University. In this activity, students will perform the following tasks:
 - a. Clarify and analyze their beliefs about the actions the United States should take towards the former Soviet Union by completing a short "Beliefs Survey."
 - b. Read three alternative United States policies towards the former Soviet Union.
 - c. Select one policy.
 - d. Answer a set of short essay questions to support their choice (Center for Foreign Policy Development 1991, pages 19–24, 37, 39).

5. Outside Experts

Representatives of Amnesty International or other human rights organizations can be invited to speak to the class about regions of ethnic and national conflict.

6. Other Resources

- · There are many materials available to help students understand why many Native Americans still seek their lost homelands. One of the very best is Collision: A Simulation of the Conflicts Between Native Americans and the U.S. Government, by Interact. Students play the role of six Plains Indians tribes and representatives of the United States government. \$20.00. Order from Social Studies School Service, 1-800-421-4246.
- · Atlas of the North American Indian, Carl Waldman, 1985, provides excellent maps and a thought-provoking text about Native Americans of North and Central America.
- · Natives and Strangers: Blacks, Indians and Immigrants in America, by Leonard Dinnerstein, et al., 1990, is one of the few available books that examines most American ethnic groups chronologically.
- · The State of Native America: Genocide, Colonization and Resistance, Annette Jaimes, ed., 1992, is a series of articles written mostly by native authors, describing the current status of native people in the United States and actions taken to acquire land, water, fishing, religious, and natural resources rights.
- Lerner Publications Co. (1-800-328-4929) publishes a series of individual books on the former Soviet republics called Then and Now: The Soviet Union that are full of quality color photographs and text written for grades 5-12. Dept. D32, 241 First Ave. North, Minneapolis, MN 55401.
- Social Studies School Catalog (1-800-421-4246) carries a variety of useful materials, including the following:
 - a. Then and Now: The Soviet Union. This is the book series described above.
 - b. Russia and Neighboring Countries, with an inexpensive political wall map, The Changing Face of Russia; and the New Commonwealth, an inexpensive laminated wall map, with 8" x 11 1/2" reproducible political blackline map.
- Russia and the Independent States, 1993, series of articles from Congressional Quarterly.



Names	

GIGI

Diversity and Nationalism
Lesson 2

Where Are the States of the Former Soviet Union Located?

Directions: On the blank map on page 2 of this Activity label the 15 independent states of the former Soviet Union. Use Mini-Atlas map 2 to help locate these new countries. You will be adding to this map later in the module, so it should be labeled neatly. You may need to place the names of the smallest states outside of their territory and use arrows to locate them. Also label on your map the Baltic Sea, Black Sea, Caspian Sea, and Arctic Ocean.

Title the map "States of the Former Soviet Union." The following list may help you with the more difficult pronunciations:

Belarus (bell-uh-ROOSE)

Ukraine (yoo-KRANE)

Moldova (mol-DOH-vuh)

Armenia (are-MEEN-ee-a)

Azerbaijan (a-zer-bye-JAN)

Turkmenistan (TURK-men-i-stan)

Kazakhstan (ka-ZAK-stan)

Uzbekistan (ooz-BEK-i-stan)

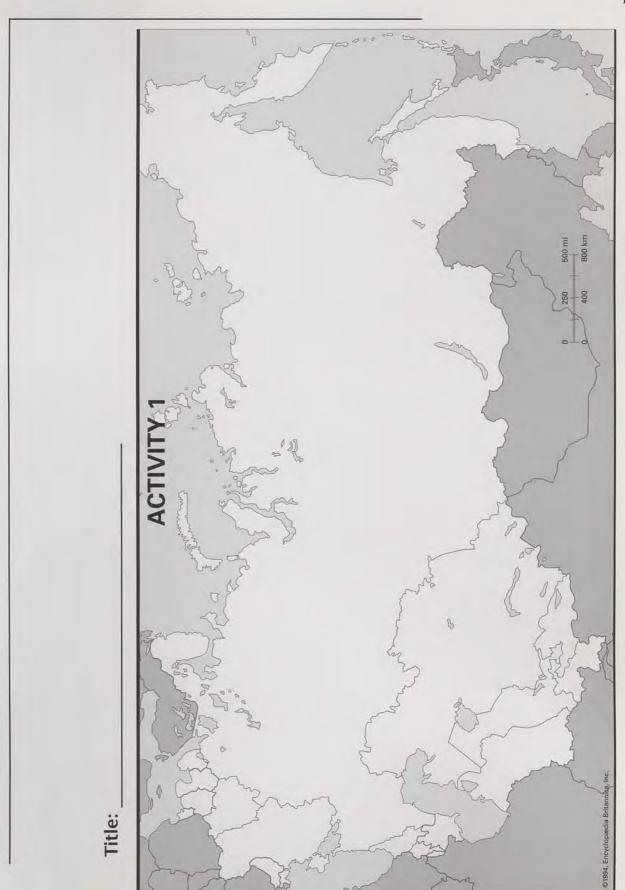
Tajikistan (ta-JIK-i-stan)

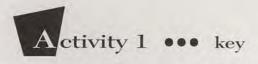
Kyrgyzstan (keer-geez-STAHN)

These former republics all became independent in 1991 and the spelling of some of their names changed. You may see them spelled several different ways in various materials.

Diversity and Nationalism

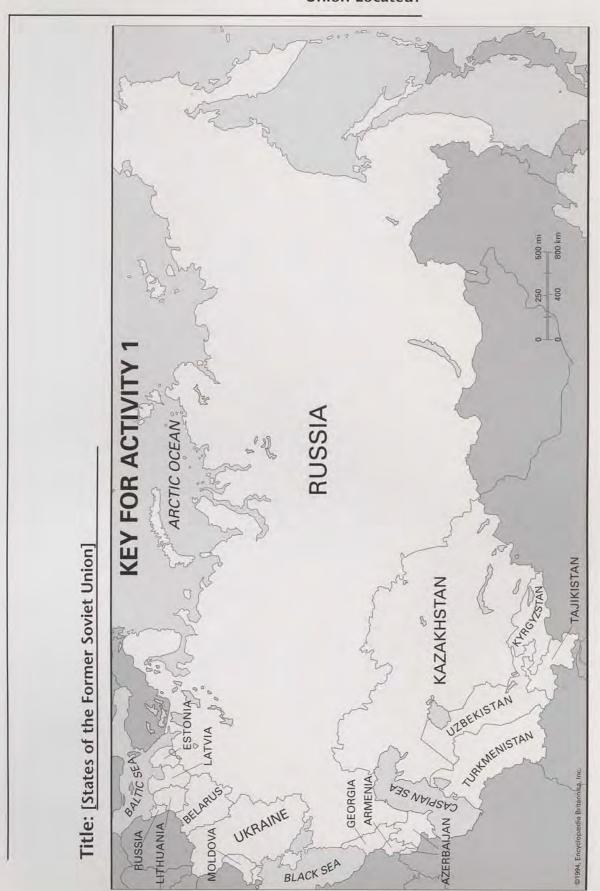
Lesson 2





Where Are the States of the Former Soviet Union Located?

Diversity and Nationalism Lesson 2



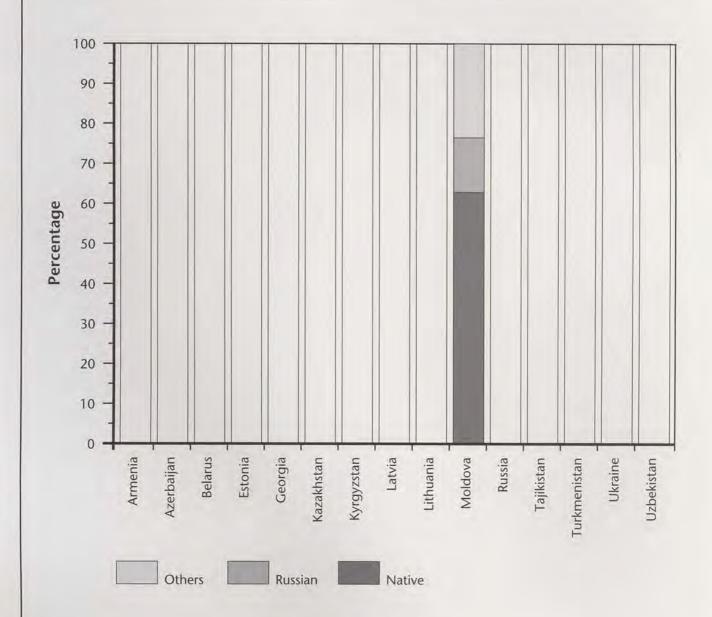
Names ____

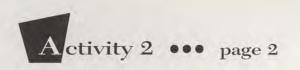
GIGI

Ethnic Composition of the States of the Former Soviet Union

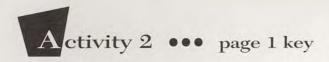
Diversity and Nationalism Lesson 2

Directions: Using the data in Table 1 on page 15 of your Student DataBook, create a bar graph from the blank graph below. The bar graph will show the major ethnic groups of the 15 republics of the former Soviet Union. Plot the percentage of Russians found in each state and then the total percentage of all the other nationalities found in each state. Round off the percentages from those given in Table 1. Moldova has been done for you. After you have completed the bar graph, answer the questions on page 2 of this Activity.



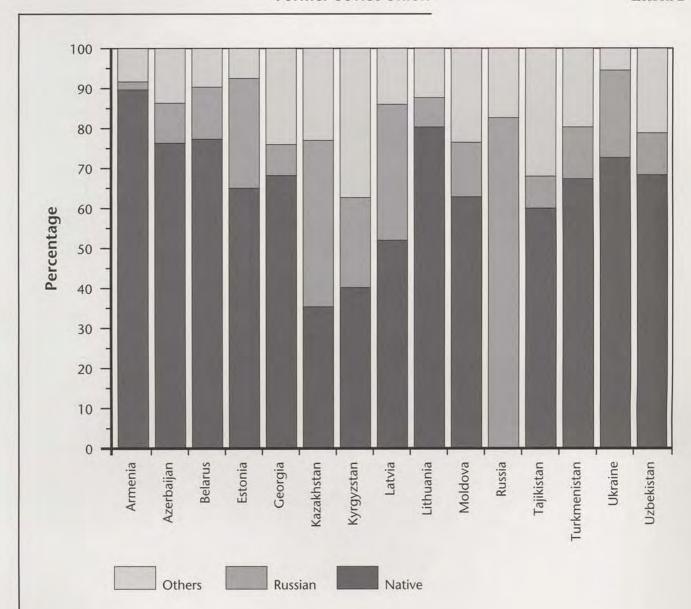


2.	Which state has the highest percentage of its native nationality?
3.	How many different ethnic groups are listed on Table 1? Which ethnic group does every state have? Why does every state include this ethnic group?
4.	If you were visiting the capital city of any of these states, would you expect to see different types of people and hear a variety of languages? Why or why not?
5.	Is there enough information in Table 1 to know which of the ethnic groups are nation Was the former Soviet Union a multinational state? Is each of the 15 new states of the former Soviet Union a multinational state?
5.	What general conclusion can you make about ethnic groups within the former



Ethnic Composition of the States of the Former Soviet Union

Diversity and Nationalism Lesson 2



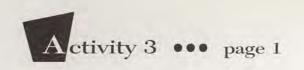
Diversity and Nationalism

Lesson 2

- How many of the 15 states were named after their largest ethnic group? List the one(s) not named after the largest ethnic group. Speculate about the reasons why not.
 [All but one were named after their largest ethnic group; Kazakhstan;
 When Kazakhstan was named, the Kazakhs were the largest ethnic group, but many Russians moved there after it was conquered as part of the Russian Empire.]
- 2. Which state has the highest percentage of its native nationality? [Armenia]
- How many different ethnic groups are listed on Table 1? Which ethnic group does every state have? Why does every state include this ethnic group?
 [27; Russian; Russians conquered and occupied each of the 14 non-Russian territories over time.]
- 4. If you were visiting the capital city of any of these states, would you expect to see different types of people and hear a variety of languages? Why or why not?

 [Yes. There seem to be a variety of ethnic groups and/or nationalities in each state.]
- 5. Is there enough information in Table 1 to know which of the ethnic groups are nations? Was the former Soviet Union a multinational state? Is each of the 15 new states of the former Soviet Union a multinational state?
 - [No, there is not enough information to determine whether the ethnic groups meet the criteria of being nations. Many of these ethnic groups are nations, that is, they have their own separate language, beliefs, history, goals, and desire to live in the homeland of their ancestors, but the table doesn't provide this information; Yes. Review with students the definition of a multinational state if necessary; Yes, because each state has its indigenous nation, Russians, and other ethnic groups and nations. Some of the other ethnic groups may also be nations.]
- 6. What general conclusion can you make about ethnic groups within the former Soviet Union?

[There are many ethnic groups in the former Soviet Union.]



How Can the Former Soviet Union Be Regionalized?

In this Activity, you will use a technique called a Geographic Information System (GIS) to regionalize the former Soviet Union. This means you will use a variety of information about the 14 non-Russian states to help you categorize them into four distinct regions based on three characteristics—religion, language, and economy.

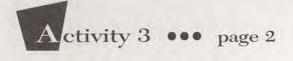
Directions:

1. For this Activity your group consists of five mapmakers, called cartographers. One of you can be the cartographer for a religions map, two of you can make a languages map, and two of you can be in charge of the economies map. The data you will need are in Table 2 on pages 20–26 in your Student DataBook. The first step is to trace the state boundaries from the base map on page 3 of this Activity onto your three plastic overlays, using black pens. These overlays will be used to make the three maps of religions, languages, and economies.

Religions map: Table 2 lists the major religions for each state. Christianity and Islam are the two major religions practiced in these states. The table lists several types of Christianity, including Catholicism, Russian and Georgian Orthodox, and Lutheranism. But to keep the map simple, map only Islam and Christianity. Use a crescent (quarter-moon) as the symbol for Islam and a Christian cross to symbolize Christianity. Be sure you make a key for your map that explains the symbols.

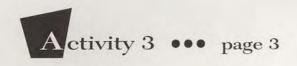
Languages map: Table 2 lists the two most common languages spoken in each state and the percentages of the population that speak those languages. In parentheses following each language is the language group to which it belongs. A language group contains numerous related, but distinct languages. For example, Polish, Czech, Russian, and Ukrainian are included in the Slavic language group. You will map the language group of the most commonly spoken language in each state. For example, in Belarus, 71 percent of the population speak Belarussian, the most common language spoken there. Since Belarussian belongs to the Slavic group, you should map Belarus as Slavic. Use different symbols for each of the eight language groups you map. Make your symbols using combinations of colors, dots, and lines. Be sure you make a key for your map that explains these symbols.

Economies map: Table 2 lists important characteristics, natural resources, and products. Use this information to locate the major type of economic activity in each state: agriculture (crops and livestock), extraction (metals, oil, and other minerals), or manufacturing (chemicals, machinery, or other industry). In some cases, it may be difficult to decide which is the major type of economic activity. Create special symbols for each of these types of economies and place the appropriate symbol within each state. Be sure you make a key for your map that explains these symbols.



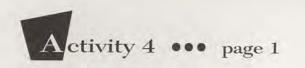
Diversity and Nationalism Lesson 3

- 2. After you have made the three maps on your plastic sheets, your next task is to decide how to make four regions out of the 14 states. To do this, carefully overlay the three maps and place a fourth clear plastic sheet on top of them. Look for common characteristics in adjoining states. Remember the definition of a region: an area that displays unity in terms of selected characteristics. In this case, you are creating four regions based on three selected characteristics: religion, language, and economy. Your data will not match perfectly, but use your best judgment to make your four regions. On the fourth plastic sheet, draw in the boundaries of your four regions. To simplify this activity, no information has been given for Russia, so make that largest state your fifth region.
- 3. Finally, put a key on your map that lists the states in each of your regions and gives each region a name that suggests its location. The fourth plastic overlay, with its key, will be your group's final map. Give it a title and put the names of the cartographers on it.



Diversity and Nationalism
Lesson 3





Former Soviet Union Council of Leaders Simulation

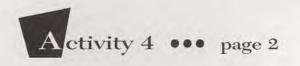
In this activity, you will participate in a role-playing simulation to try to resolve three ethnic and national conflicts in the former Soviet Union in the early 1990s. You will play the role of a diplomat representing one of the states or nations of the former Soviet Union. After learning your role with the other diplomats from your state or nation, you will set your goals and plan the strategy you will follow at a meeting of the Council of Leaders. You will then negotiate with other diplomats to resolve problems facing your state or nation.

Directions:

- 1. Introduce yourself to the other diplomats from your state or nation.
- 2. To prepare for negotiations at the Council of Leaders, review the material in the Student DataBook that explains your state or nation's history and its problems. You only need to read the part on the particular conflict in which you find yourself. Then read the secret document for your state or nation, which will be provided to you.
- 3. Decide in your group what you think are the three main goals facing your nation or state in its relations with other former republics. Try to achieve all three of your goals through diplomacy and discussion. The nation or state that reaches the most goals will be considered the most successful diplomats and leaders. How you meet your goals is up to you. List your three goals below:
- 4. Select one person from your group to be your spokesperson. That person will make a one- to two-minute speech to the Council of Leaders. This speech is important because it gives you a chance to persuade other leaders to assist you. Help your spokesperson decide what to say and the way to say it. Remember that there may be some things you do not want to say publicly.
- 5. The following are the procedures for the Council of Leaders meeting:

Speech: Use the speech to describe the problems facing your nation or state, educate the world about your unique situation, try to gain sympathy for your position, make appeals for aid, and/or suggest solutions. (1 to 2 minutes)

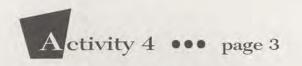
Negotiations preparation: This is your chance to discuss last-minute strategy changes based on the speeches. Do not discuss strategy with other groups. Keep your three main goals in mind as you plan. (3 minutes)



Negotiations: Keep one diplomat at your capital to receive and negotiate with foreign diplomats. Your other diplomats will move about the council room to negotiate with other diplomats. Remember your goals and get agreements or treaties in writing and signed by representatives of all states or nations. (15 minutes)

Action statements: Write the name of your state or nation, date, period, and what specific action you have taken. You may make and receive promises, but the only ones that count are the action statements that you write down. To follow through on an agreement or treaty, you must act on it by writing it as an action statement. Examples of actions you may take include the following:

- · nonaggression or peace agreements
- · resolutions of boundary disputes
- · land trades
- trade agreements
- · threats of war
- · military assistance
- · financial assistance
- military alliances
- guarantees of protection for minority ethnic groups
- · military attacks
- sending troops to borders
- 6. At the end of the simulation, be ready to discuss the following:
 - Did you meet your goals?
 - How effective was your strategy?
 - How do you think the national and ethnic conflict in the former Soviet republics can be resolved?



Secret Document For Armenian Eyes Only!

You are the representatives from Armenia at the Council of Leaders. Established in 303 B.C., Armenia was the first nation to make Christianity its state religion. Part of your country was added to the Russian Empire in 1828 after Russia defeated Persia (present-day Iran). Russia wanted to increase its territory and international status and take over your country's copper, lead, and other mineral resources. At that time, the majority of ethnic Armenians lived in Turkey.

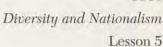
From 1915 to 1922, Turkey killed over 1.5 million Armenians living in Turkey because of religious, ethnic, and political differences. Turkey was afraid that the large number of Armenians in eastern Turkey would create a large, independent state if the Turks were defeated by the Allies in World War I.

When your Armenian ancestors openly celebrated early Turkish defeats, the Turks started widespread massacres and deportations of Armenian civilians. The Russian army was defeated early in World War I and was unable to protect your ancestors from the Turks. The Turkish government still denies that the 1.5 million mass murders ever took place. It remains one of the least-known modern examples of genocide. Genocide is a large-scale murder of members of a particular ethnic group.

This Armenian genocide was a national disaster that led to your country's fierce desire for political, religious, and cultural independence. Armenia is surrounded on all sides by Muslim states, except Christian Georgia to the north. Almost an island of Christianity, your state is very concerned about its national security and threats from its Muslim neighbors.

Over 90 percent of the population is Armenian, making your state the most ethnically pure in the Commonwealth of Independent States. Even in the darkest days of the Turkish slaughter and Soviet communist rule, Armenia maintained a strong sense of national identity through church, language, and culture.

A more immediate concern is the freeing of Nagorno-Karabakh. Commonly called Karabakh, it is totally enclosed inside neighboring Muslim Azerbaijan. Fierce fighting for the region between Armenia and Azerbaijan has lasted since 1988.



Secret Document For Azerbaijani Eyes Only!

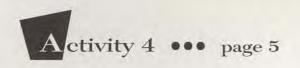
You are the representatives from Azerbaijan at the Council of Leaders. Yours is a relatively young, Turkic, and Islamic country with a tangled history of many tribes, ethnic groups, invasions, and conquests. The Russian Empire took northern Azerbaijan from Persia (present-day Iran) in 1813 for access to trade routes between the Black and Caspian seas.

ctivity 4 ••• page 4

Oil was discovered at a later date and your country became the largest oil-producing republic of the Soviet Union—the "Texas" of the Soviet Union. Eventually, natural gas, iron ore, and other metals were discovered. Azerbaijan became a natural resources colony for the Soviet Union. Its resources were mined and/or refined and sent to the other republics, with little of the profit returning to your people.

Unfortunately, your state is running out of natural resources and your weak economy will have to depend more on agricultural products.

You see territory as your main claim to national legitimacy and dignity. As a result, you have engaged in a bitter war with Armenia over Nagorno-Karabakh. Commonly called Karabakh, it is totally enclosed inside your state. You are determined to keep Karabakh as part of Azerbaijan, but recent military defeats have led to many changes in the political leadership of your state, creating some instability and confusion.



Secret Document For Estonian Eyes Only!

You are the representatives from Estonia at the Council of Leaders. Estonia was an independent democracy from 1918 to 1940, with historic ties to Western Europe. Your country was conquered and taken over by the Soviet Union in 1940 for the trade routes to the Baltic Sea and to profit from your more advanced economy. During the 1940s, about one-tenth of Estonia's population was sent to Siberian slave-labor camps as punishment for their opposition to Soviet rule and other beliefs.

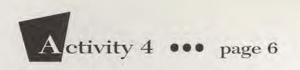
Of the 15 former Soviet republics, Estonia had the most efficient and modern economy. In 1940, its standard of living was as high as Finland's. However, when Estonia gained its independence from the Soviet Union in 1991, Finland's standard of living was seven times higher than your country's.

Under Soviet control, Estonia's best farm land was strip-mined for shale oil, polluting its rivers and streams. Your country's first winter of independence was very hard, with cold apartments and many fuel and food shortages. Russia cut its traditional supplies of heating oil and food to your country that winter.

You blame the inefficient, centrally controlled communist system for your many economic problems. You believe you would have had a very strong economy like that of Finland, and as your country had before 1940, if the Soviets had not taken over.

You were the first republic to declare independence from the Soviet Union, in 1988. However, your government's opposition to Soviet control has always been moderate and nonviolent. Estonia and the two other Baltic states (Latvia and Lithuania) chose not to join the Commonwealth of Independent States in 1991.

You are very concerned about the ethnic Russian civilians and troops still living or stationed in Estonia.



Secret Document For the Eyes of Russians Living in Estonia Only!

You are the representatives of Russians living in Estonia at the Council of Leaders. Estonia was an independent democracy from 1918 to 1940, with historic ties to Western Europe. The Soviet Union conquered Estonia in 1940 for the trade routes to the Baltic Sea and to profit from its advanced economy. During the 1940s, about one-tenth of Estonia's population was sent to Siberian slave-labor camps as punishment for their opposition to Soviet rule.

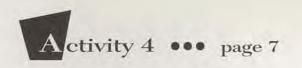
In 1940, the Estonian standard of living was as high as Finland's and had the most efficient and modern economy of the 15 Soviet republics. By 1991, after 51 years of Russian control, Estonia's standard of living was only one-seventh of Finland's. Under Russian control, Estonia's best farm land was strip mined for shale oil, polluting its rivers and streams. This economic stagnation led to a great bitterness of the Estonians to Russian rule.

On the other hand, the Russian Republic supplied Estonia with oil, natural gas, gold, and other valuable minerals and built many factories, hospitals, apartments, and roads. You believe Estonians have not appreciated the contributions made by Russia for their benefit. They also do not understand that people living in the Russian Republic suffered worse economic conditions than those in Estonia. Unlike most other empires in history, the Soviet Union provided many resources for its republics.

Estonia was the first republic to declare independence from the Soviet Union, in 1988. Their opposition to Russian control was moderate and nonviolent. After the failed coup of Soviet Premier Mikhail Gorbachev and the breakup of the Soviet Union in 1991, Estonia gained its independence from Russian control.

Russia cut off the traditional supplies of heating oil and food from Russia to Estonia the first year of independence. That winter was very hard, with cold apartments and many fuel and food shortages. Your family and other Russian families suffered, too. The Estonians blame the inefficient, centrally controlled communist system for their many economic problems. They believe they would have had a very strong economy, like Finland had, if the Soviet Union had not taken over. Estonia and the two other Baltic states (Latvia and Lithuania) chose not to join the Commonwealth of Independent States in 1991.

You do not want to move to Russia because the economy there is terrible. Unemployment and inflation are high and there is little or no housing available. The economy in Estonia is stronger and your family has been established here for 50 years. You have a good relationship with some Estonians, but others refuse to serve you in their stores or even to talk to you. As a matter of pride, they refuse to speak Russian to you, although about one-third of them speak Russian. Schools and government business are conducted only in Estonian.



Secret Document For Russian Eyes Only!

You are the representatives from Russia at the Council of Leaders. The Russian Republic has been the historical, political, military, and cultural center of the Russian Empire and the Soviet Union. The 1917–1922 Russian Revolution led to the establishment of communism in the Russian Empire, which became the Soviet Union.

Under the Soviets, the state built a modern, industrialized economy from a backwards, agricultural society. The Soviet Union defeated Nazi Germany in World War II. (The Soviet Union did most of the fighting against Germany, losing 20 million people, compared to 330,000 American dead in both Europe and the Pacific.) The Soviet Union became a military superpower after World War II, and expanded the Soviet Empire into Central Europe.

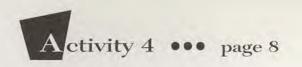
The Soviet Union eventually provided housing and jobs for almost all citizens. The Soviets were the first to succeed in putting a satellite and an astronaut into space, and it made many other scientific and medical advances.

Moscow became the undisputed center of the Soviet Union. Russian language and history was taught in all non-Russian schools. Most of the Soviet Union's political, military, and scientific leaders were ethnic Russians. However, during the Communist era, Russian nationalism and pride was discouraged, replaced by pride in communism and the Soviet Union as a whole. Local, non-Russian culture was often encouraged and recognized in the republics. One reason for this was that the former republics complained about being controlled and dominated by Russians from Moscow.

The non-Russian republics also complained about losing most of their natural resources to the Russian Republic. Communist Russian leaders in Moscow pointed out that most of those natural resources were distributed throughout the Soviet republics through the centralized economic system. The Russian Republic provided many natural resources that were also distributed to non-Russian republics. The central government built huge factories, collective farms, roads, canals, railroads, ports, hospitals, and schools in all the republics.

After the attempted economic reforms of Presidents Gorbachev and Yeltsin in the late 1980s and early 1990s, unemployment, prices, alcoholism, crime, inflation, and housing shortages increased dramatically in all the republics.

After 1991, long suppressed Russian nationalism increased as writers, painters, filmmakers, and political leaders expressed pride in the history, music,



literature, art, and traditions of Russia. Much of this was a reaction to the complaints against the many flaws of the Soviet communist system by the non-Russian republics and to the loss of empire after 1991.

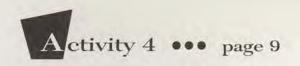
The Russian state contains 31 independent ethnic regions covering more than 53 percent of Russian territory. The people in the 31 independent ethnic regions make up only 17 percent of the population of Russia. With the two exceptions that follow, most of these regions have shown a lack of interest in national independence.

Russia refused to recognize the independence of two regions who demanded it after 1991: Chechenya, consisting of about 1,000,000 predominantly Sunni Muslims; and Tatarstan, an oil-rich region of former Mongol conquerors of Russia.

Russia believes it has a responsibility to protect the 25 million Russians in the former Soviet republics. The use of military force to protect Russians would, however, be a last resort, following diplomacy and political negotiations.

The Russian army has on occasion been asked by the CIS to serve as a peace-keeping force. These CIS leaders were often former communist leaders and ethnic Russians trying to stay in power. Russia believes it cannot let national conflicts flare up into large-scale civil wars in the former republics.

Extreme Russian nationalists claim Russia should reestablish control over the former republics to stop ethnic and national conflict, to regain the prestige of controlling an empire, and to again have access to the natural resources of the former republics.



Secret Document For Ukrainian Eyes Only!

You are the representatives from Ukraine at the Council of Leaders. Ukraine was conquered by Russia during the seventeenth and eighteenth centuries for its excellent farmland, access to trade routes and the Black Sea, and as land for expanding numbers of Russian settlers. Your people resented Russian and Soviet rule and were enthusiastic about your independence in 1991.

The historical Ukrainian bitterness and often hatred toward Russia has led you to be suspicious and wary about Russia's attempts to lead and possibly dominate the Commonwealth of Independent States. You believe it is best to have separate relations with each state, rather than be tied to multiple CIS relations that Russia attempts to control.

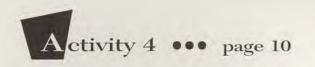
Your country is larger than any other state in Europe, except Russia. Many observers predict that Ukraine is the state with the most economic potential, thanks to its natural resources, industry, farmland, and skilled people.

However, the parliament is made up of conservative former Communist party members. As a result, Ukraine, unlike Russia, has initiated very few economic reforms. Western businesses have not invested in the Ukrainian economy as much as had been hoped. The Ukrainian economy is struggling and has not yet lived up to expectations.

You are very concerned that the ethnic Russian majority in the Crimea will break away and reunite with Russia. You are determined to keep the Crimea, but you and others worry about the threats of a war with Russia.

Russian was the official language of Ukraine under Russian and Soviet rule, but you believe it is appropriate to make Ukrainian the official language now that you are an independent nation-state. You believe the ethnic Russians' complaint about Ukrainian becoming the official language is just an excuse for them to try to rejoin Russia.

You would no more give up the Crimea than the United States would let California leave the United States. You insist that the Crimea is an internal Ukrainian problem and not an issue for talks with Russia.



Secret Document For the Eyes of Russians Living in Ukraine Only!

You are the representatives of Russians living in Ukraine at the Council of Leaders. Ukraine was conquered by Russia during the seventeenth and eighteenth centuries for its excellent farmland, access to trade routes and the Black Sea, and as land for expanding numbers of your Russian ancestors. The Ukrainians resented Russian and Soviet rule and were enthusiastic about their independence in 1991.

The historical Ukrainian bitterness and often hatred toward Russia has led them to be suspicious and wary about Russia's attempts to lead and possibly dominate the Commonwealth of Independent States. They believe it is best to have separate relations with other states, rather than be tied to multiple CIS relations that Russia attempts to control.

Ukraine is larger than any other state in Europe, except Russia. Many observers predicted that Ukraine was the state with the most economic potential; it has significant natural resources, industry, farmland, and skilled people.

The parliament is made up of conservative, former Communist party members. As a result, Ukraine, unlike Russia, has initiated very few economic reforms. Western businesses have not invested in the Ukrainian economy as much as had been hoped. Ukraine's economy is struggling and has not yet lived up to expectations.

Ukrainians are very concerned that Russians in the Crimea will break away and reunite with Russia. They are determined to keep the Crimea.

An unfair share of natural resources and profits go from the Crimea to the Ukrainian central government in Kiev and not enough of the profits come back to the Crimea. Long-serving ethnic Russian officers in the Ukrainian military have been asked or forced to resign by Ukrainian military officials.

Russian was the official language of Ukraine under Russian and Soviet rule.

GIGI

Diversity and Nationalism

Lesson 5

Former Soviet Union Council of Leaders Simulation

The following are sample goals for the states of the former Soviet Union. Goals with an asterisk should be included in students' lists of three goals.

Armenia

- · Secure borders for an Armenian homeland.*
- Defeat Azerbaijan and reunify Nagorno-Karabakh with the rest of Armenia.*
- Maintain large Russian or United Nations peacekeeping force in Karabakh.
- · Receive military and financial support from Russia and the West.
- · Keep Turkey and Iran out of the war.

Azerbaijan

- · Defeat Armenia to keep Karabakh.*
- · Keep Russian peacekeepers or other troops out of Karabakh.
- · Continue trade with Russia.
- · Develop trade alliances to boost the economy.

Estonia

- · Keep Russian troops out of Estonia.*
- Develop trade agreement with Russia for purchase of natural gas and oil.*
- · Develop a Russian nonaggression pact.
- · Persuade Russian communist officials and families to move back to Russia.
- Receive a Russian apology for Estonians killed in Siberia.
- · Receive a Russian apology and a commitment to pay for pollution.

Russians in Estonia

- · Stay in Estonia.*
- · Receive full citizenship rights in Estonia.*
- Keep Russian military assistance or alliance with Russians in Estonia.
- · End Forest Brothers attacks on Russian troops.
- Receive commitment from northeast Estonia to secede and join Russia.

Ukraine

· Keep the Crimea.*

ctivity 4 ••• page 2 key

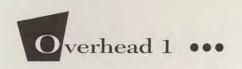
- · Prevent war between Ukraine and Russia.*
- Develop a trade agreement with Russia for continued supply of low-cost oil and natural gas necessary for industry and domestic use.*
- · Keep a weak CIS, not one led by Russia.
- Strengthen the economy.
- · Develop nonaggression and trade agreements with Russia.
- Receive commitment from Russians in Ukraine to accept and learn Ukrainian language and culture.

Russians in Ukraine

- · Persuade the Crimea to rejoin Russia.*
- · Prevent war between Russia and Ukraine.*
- Keep Russian language and culture.
- · Keep profits from the Crimean economy and natural resources.
- Develop military and trade alliances with Russia.

Russia

- Lead a strengthened, more centralized CIS.*
- Protect ethnic Russians in the former republics.*
- Persuade Ukraine to give up nuclear weapons and Black Sea fleet that both you and Ukraine claim.*
- Prevent destabilizing civil wars between ethnic groups and nations in the former republics.*
- · Prevent loss of territory.
- Recognize and make public Russian achievements.
- Maintain Russian troops in the former republics as peacekeepers to protect ethnic Russians.

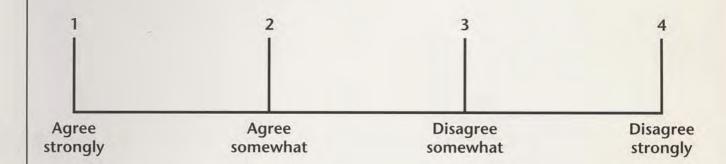


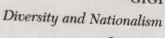
What Is Your Opinion?

Lesson 6

Directions: Read the following statement, and then circle the number above the choice that best reflects your opinion on this matter.

Quebec should separate from Canada.





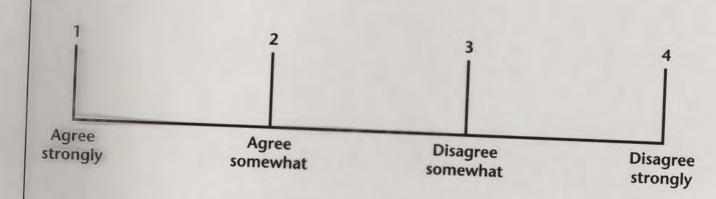
What Is Your Opinion?

Lesson 6

Directions: Read the following statement, and then circle the number above the choice that best reflects your opinion on this matter.

Quebec should separate from Canada.

Overhead 1 •••





GIGI

Geographic Inquiry into Global Issues

Diversity and Nationalism

Program Developers

A. David Hill, James M. Dunn, and Phil Klein

Regional Case Study Former Soviet Union



Geographic Inquiry into Global Issues (GIGI)

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GIGI National Field Trial Locations

Anchorage, AK

Juneau, AK

Birmingham, AL

Grove Hill, AL

Ventura, CA

Arvada, CO

Boulder, CO

Colorado Springs, CO

Lakewood, CO

Westminster, CO

Wilmington, DE

Nokomis, FL

Lithonia, GA

Marietta, GA

Beckemeyer, IL

Red Bud, IL

Lafayette, IN

La Porte, IN

Merrillville, IN

Mishawaka, IN

Eldorado, KS

Morgantown, KY

Lowell, MA

South Hamilton, MA

Westborough, MA

Annapolis, MD

Baltimore, MD

Pasadena, MD

Detroit, MI

Mt. Pleasant, MI

Rochester Hills, MI

South Haven, MI

St. Joseph, MI

Jefferson City, MO

Raymondville, MO

St. Louis, MO

McComb, MS

Boone, NC

Charlotte, NC

Oxford, NE

Franklin Lakes, NJ

Lakewood, NJ

Salem, OH

Pawnee, OK

Milwaukie, OR

Portland, OR

Armagh, PA

Mercersburg, PA

Spring Mills, PA

State College, PA Swiftwater, PA

Easley, SC

Alamo, TN

Evansville, TN

Madison, TN

El Paso, TX

Gonzales, TX

Houston, TX

Kingwood, TX

San Antonio, TX

Tyler, TX

Centerville, UT

Pleasant Grove, UT

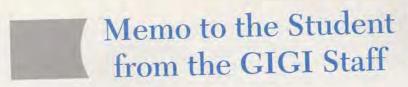
Salt Lake City, UT

Monroe, WI

Racine, WI

Cheyenne, WY

Worland, WY





GIGI stands for Geographic Inquiry into Global Issues, which is the name of a series of modules. Each module inquires into a different world issue. We wrote this memo to explain that GIGI is different

from most textbooks you have used.

With GIGI, you can have fun learning if you think like a scientist or detective. The main business of both scientists and detectives is puzzle-solving. They use information ("data" to the scientist and "evidence" to the detective) to test their solutions to puzzles. This is what you do with GIGI. GIGI poses many puzzles about important global issues: Each module centers around a major question, each lesson title is a question, and there are many other questions within each lesson. GIGI gives you real data about the world to use in solving these puzzles.

To enjoy and learn from GIGI, you have to take chances by posing questions and answers. Just as scientists and detectives cannot always be sure they have the right answers, you will sometimes be uncertain with GIGI. But that's OK! What's important is that you try hard to come up with answers, even when you're not sure. Many of GIGI's questions don't have clear-cut, correct answers. Instead, they ask for your interpretations or opinions. (Scientists and detectives are expected to do this, too.) You also need to ask your own questions. If you ask a good question in class, that can sometimes be more helpful

to you and your classmates than giving an answer.

The data you will examine come in many forms: maps, graphs, tables, photos, cartoons, and written text (including quotations). Many of these come from other sources. Unlike most textbooks, but typical of articles in scientific journals, GIGI gives its sources of data with in-text references and full reference lists. Where an idea or piece of information appears in GIGI, its author and year of publication are given in parentheses, for example: (Gregory 1990). If the material used is quoted directly, page numbers are also included, for example: (Gregory 1990, pages 3–5). At the end of the module you'll find a list of references, alphabetized by authors' last names, with complete publication information for the sources used.

To help you understand the problems, GIGI uses "case studies." These are examples of the global issue that are found in real places. "Major case studies" detail the issue in a selected world region. You will also find one or two shorter case studies that show variations of

the issue in other regions.

We hope your geographic inquiries are fun and worthwhile!



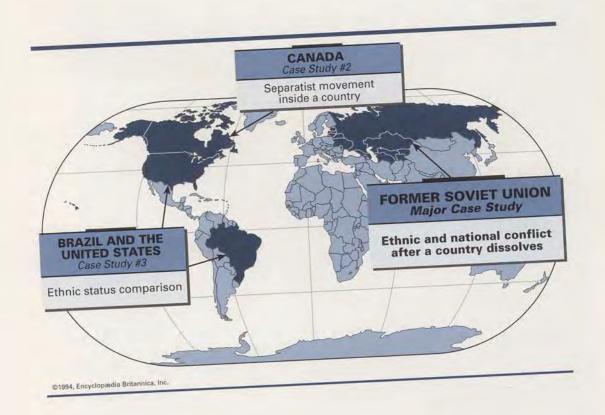
Diversity and Nationalism

H ow do nations cope with cultural diversity?

- How does ethnic diversity challenge you?
- How does it challenge your region and your country?
- Are the various parts of the world coming closer together or are they being pulled apart by cultural diversity? What is causing these changes?
- · How can you help bring peoples of diverse ethnicities together?

The Soviet Union was the world's last great empire, before its government collapsed in 1991. It also was the largest multinational state in the world. Now, ethnic differences are tearing apart some of the newly independent states of the former Soviet Union. You will examine these conflicts and try to resolve them in this module.

You will also study a serious ethnic conflict in Canada and you will examine the status of African Americans and African Brazilians. The main purpose of the module is to consider the ways that cultural diversity and nationalism challenge the stability of countries.



Questions You Will Consider in This Module

- How can the concepts of ethnic diversity and nationalism help to explain conflicts in various parts of the world?
- How can the key characteristics of places be used to describe regions?
- Why does the former Soviet Union have serious ethnic and national conflicts and how can these be resolved?
- Why do French-speaking Canadians want to form a separate country and what is the likelihood that they will succeed in doing so?
- What is the relative status of people of African descent in Brazil and the United States?



What are nations, ethnic groups, and states?

Objectives

In this lesson, you will

- Clarify the differences between nations, ethnic groups, and states.
- Apply the terms nations, ethnic groups, and states to real-world examples.

Glossary Words

ethnic group nation nationalism nationhood nation-state self-determination sovereignty state

What is a nation?

Compare your idea of what a nation is to those apparent in this newspaper article published in the spring of 1994.

CLINTON TO MEET TRIBAL LEADERS

by Kit Miniclier

P or the first time in their history, American Indian leaders are being invited to air their grievances and concerns with the two cabinet members most responsible for Uncle Sam's evolving obligations to the Indians.

President Clinton announced yesterday that 545 tribes are being invited to a two-day meeting in Albuquerque with Interior Secretary Bruce Babbitt and Attorney General Janet Reno on May 5 and 6. The Bureau of Indian Affairs is under Babbitt's jurisdiction and federal law enforcement on reservations is under Reno's.

Clinton himself plans to meet Indian leaders in late April to explain his administration's "overall commitment to ensuring American Indian sovereignty and about how his domestic agenda impacts American Indians," according to an administration statement.

However, practically every topic on the agenda for the New Mexico meeting raises potential challenges to Indian sovereignty. They include Indian gambling, tribal and federal responsibility for use and management of tribal land, water and natural resources, the status of tribal government and courts, and the free exercise of religion. More than 65 Indian tribes in about 20 states have opened gambling casinos since the Indian Gaming Regulatory Act was approved by Congress in 1988. Now, there are several proposals to change the law.

One of the most controversial ideas directly challenging Indian nationhood would be a 4 percent federal excise tax on net gambling revenues.

Tribal leaders say the proposed meetings represent the first major effort by the White House to reach out to the [country's] Indians since the presidency of Richard Nixon.

Many Indians . . . credit Nixon with reversing the official policy of suppressing Indian culture, language and traditions, as BIA [the federal Bureau of Indian Affairs] had systematically done since its creation in 1824. They say Nixon opened the door to Indian self-determination a quarter of a century ago. . . .

As Indians have increasingly taken over their own affairs from the BIA, their influence in Washington has grown and their nationwide population jumped 37.9 percent between the 1980 and 1990 census, from 1.4 million to 1.9 million (Miniclier 1994, pages 1A and 11A).

The article above speaks of Indian "nationhood," Indian "sover-eignty," and Indian "self-determination." These are important concepts in political geography. To most people, the terms *nation* and *country* have the same meaning, but to political geographers, a *nation* is a group of people who:

- speak the language of their ancestors
- share similar important beliefs or values

- share a common history
- have common goals for the future
- want to live independently in the homeland of their ancestors but may not have sovereignty (independent control) over that territory.

Nationalism, which refers to pride in and love of one's own nation, is a very powerful force. Its unifying effect sometimes enables people to achieve courageous and honorable deeds in its name. But, unfortunately, it also "repeatedly has caused people to disregard others' claim to justice, or disregard reason, or common morality" (Pfaff 1993, page 24).

Three groups of people in the United States are profiled on page 7—Lakota Sioux, Cuban Americans, and African Americans. Are

they all nations?



Lakota Sioux family.

Lakota Sioux

Many Lakota Sioux, who live in South Dakota and several bordering states, speak *Lakota*, the language of their ancestors. These people believe that a universal spirit exists in nature that lives in ani-

mals, humans, plants, and even clouds. The Lakota teach their children about the important events in their history, including:

- being forced to move from the Great Lakes area to the Great Plains in the 1700s by the more powerful Iroquois,
- · their nomadic life hunting buffalo, and
- their victory at the Battle of the Little Big Horn in 1876.

The Lakota believe the Black Hills of South Dakota is the sacred land of their ancestors, and they hope their original homeland will be returned to them some day.

Cuban Americans

Many Cuban Americans speak Spanish and are brought up in the Roman Catholic faith. They firmly believe in family loyalty and the importance of political freedom. Cuban Americans teach their children about the important events of their history, including:

- what Cuba was like before the 1959 Communist Revolution,
- the 1961 Bay of Pigs invasion, and
- the movement of thousands of Cubans to the United States fleeing Castro's government.

Cuban Americans hope that the communists will be removed from power in Cuba. They believe that, although they now live in the United States, Cuba is their homeland, and they will return there to live freely and independently.

African Americans

Many African Americans have ancestors who were brought from a wide variety of language and cultural groups in West Africa to be slaves in North America. They speak English, the language of the slave owners and of the dominant culture in North America. African Americans grow up learning about their common heritage of slavery, the Civil War, Martin Luther King, Jr., and the Civil Rights movement from their parents and in school. African American political groups, such as the Urban League and the NAACP (National Association for the Advancement of Colored People), support improving the lives of African Americans in the United States. African Americans promote African American culture, which helps develop unity and pride in being an African American.



African American family celebrating Kwanzaa.

What is an ethnic group?

African Americans do not fit the definition of a nation that is given on page 6 because they do not all speak the language of their African ancestors and they do not, for the most part, want to live in Africa. Rather than the term *nation*, a slightly different term—*ethnic group*—may be used for African Americans. An ethnic group is a large group of people who speak the same language and have a common history and culture that provides a degree of unity and cohesiveness for the group.

What is a state?

Country is a common word that is often used to mean the same thing as nation. But not in political geography. Political geographers use the terms country and state to mean the same thing. The United States, Canada, Mexico, and China are all states. A state has an internationally recognized, precisely—bounded territory and an independent, sovereign government that is formally recognized by other states. (As you know, some countries, for example, the United States, also refer to divisions within their own country as states.)

States whose entire population belongs to a single nation are called *nation-states* by political geographers. According to this strict definition, there are few nation-states in the world. It is an ideal seldom attained.

In fact, over 90 percent of the states in the world have two or more ethnic groups or nations living within the boundaries of the state. These are called *multiethnic* and/or *multinational states*.

- 1. Do you think the United States is a multiethnic and multinational state? Why or why not?
- 2. What are examples of nations within the United States or Canada?
- 3. What are examples of ethnic groups within the United States or Canada?
- 4. What other multiethnic or multinational states can you think of?

The Soviet Union was one of the world's largest multinational states until its breakup in 1991. In the next lesson, you will begin to examine how ethnic diversity and nationalism have proven to be powerful forces in determining the new geography of this vast territory.



What are the major nations of the former Soviet Union?

Objectives

In this lesson, you will

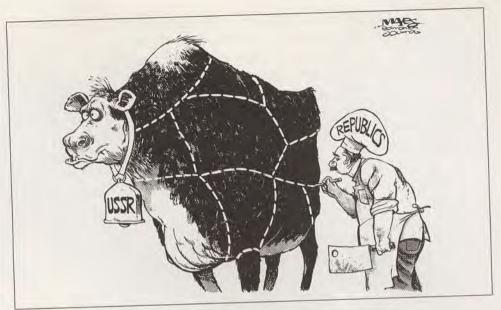
- Locate the 15 new states of the former Soviet Union.
- Identify the major nations in each state.
- Understand the history of the names of the states.

Glossary Words

commonwealth nation-state
empire republic
ethnic group socialist
nationalism Soviet



A view of the Kremlin in Moscow.



Political cartoon about the former Soviet Union. Figure 1

Source: Malcolm Mayes 1992, Edmonton Journal.

How has the map of the former Soviet Union changed?

Figure 1 symbolizes the recent carving up of the former Soviet Union. But this is not the first time that this vast territory has

changed so drastically.

A Russian ethnic group once inhabited a small territory around Muscovy, which is now the city of Moscow. Later, during the 1300s and 1400s, the weak city-state of Moscow grew from this territory into a major eastern European country, called Russia. Over time, Russia expanded from the area around Moscow in all directions, eventually forming a vast empire stretching to the Pacific Ocean.

Communist revolutionaries, under the leadership of Lenin, took over the rule of this empire in the Communist Revolution, 1917-1922. During the revolution, the name of Russia was changed to the Union of Soviet Socialist Republics (USSR), or Soviet Union for

short. From the end of World War II through 1991, the Soviet Union was made up of 15 different republics, somewhat like the 50 states of the United States (Figure 2 on page 13).

The Republic of Russia was the largest republic in size, population, and political power or influence. Of the people living in the Russian republic today, 82 percent are Russians, the original ethnic group of the city of Moscow.

In 1991, serious economic problems and a failed attempt by the military and others to overthrow Soviet President Mikhail Gorbachev led, in part, to the breakup of the Soviet Union's empire. Georgia, Latvia, Lithuania, and Estonia became completely independent countries, while the other 11 republics formed the Commonwealth of Independent States (CIS) in late 1991. Each former republic became a nation-state called by its own name. The CIS is not an empire, but rather an economic and military alliance of the 11 independent states. In 1994, Georgia joined the CIS in return for receiving military assistance from Russia to stop a civil war by separatist nationalist groups.



Ethnic Russian children celebrate the "Day of the Child."



Figure 2 The Soviet Union, 1990.

- 1. Figure 2 shows the Soviet Union in 1990, one year before its breakup. What clues show that the 14 non-Russian republics wanted their independence from the Russiandominated central government?
- 2. Figure 2 shows three areas within the Russian Republic in which Russians are in the minority. Speculate what this might mean in the future for the unity of Russia.

What are the major nations in each of the new states?

There are over 100 different nations in the 15 states of the former Soviet Union. Many of the nations are very small, however. Table 1 on page 15 shows only the major ethnic groups or nations within each of the former Soviet republics.



Ukrainian Folk Ensemble in traditional costumes.

Table 1 Ethnic composition of the former Soviet republics, 1990 (percentage)

Armenia		Kazakhstan		Russia	
Armenian	89.7	Russian	40.8	Russian	82.6
Azerbaijani	5.5	Kazakh	36.0	Tatar	3.6
Russian	2.3	Ukrainian	6.1	Ukrainian	2.7
Kurd	1.7	Tatar	2.1	Chuvash	1.2
Azerbaijan		Kyrgyzstan		Tajikistan	
Azerbaijani	78.1	Kyrgyz	40.7	Tajik	58.8
Russian	7.9	Russian	22.0	Uzbek	22.9
Armenian	7.9	Uzbek	10.3	Russian	10.4
	2100	Ukrainian	2.6	Tatar	2.1
Belarus		Tatar	1.7		
Belarussian	79.4			Turkmenistar	1
Russian	11.9	Latvia		Turkmen	68.4
Polish	4.2	Latvian	53.7	Russian	12.6
Ukrainian	2.4	Russian	32.8	Uzbek	8.5
Jewish	1.4	Belarussian	4.5	Kazakh	2.9
jevisi		Ukrainian	2.7		
Estonia		Polish	2.5	Ukraine	
Estonian	64.7			Ukrainian	73.6
Russian	27.9	Lithuania		Russian	21.1
Ukrainian	2.5	Lithuanian	80.1	Jewish	1.3
Belarussian	1.6	Russian	8.6	Belarussian	0.8
Finnish	1.2	Polish	7.7	Moldovan	0.0
111111111		Belarussian	1.5	Polish	0
Georgia					
Georgian	68.8	Moldova		Uzbekistan	
Armenian	9.0	Moldovan	63.9	Uzbek	68.
Russian	7.4	Ukrainian	14.2	Russian	10.
Azerbaijani	5.1	Russian	12.8	Tatar	4.
Ossetian	3.3	Gagauzi	3.5	Kazakh	4.
Abkhazian	1.7	Jewish	2.0	Tajik	3.
		Bulgarian	2.0	Karakalpak	1.

Source: Mandelbaum 1991.



How do the states of the former Soviet Union compare to each other?

Objectives

In this lesson, you will

- Compare and contrast the various states of the former Soviet Union.
- Use a Geographic Information System (GIS) to help understand and apply the concept of regions to the former Soviet Union.

Glossary Words

cartographer
ethnic group
Geographic Information
System (GIS)
language group
region
regionalize
republic



The Samarkand market, Uzbekistan.



Figure 3 Scenes from life in (a) Ukraine, (b) Azerbaijan, (c) Georgia, and (d) Armenia.

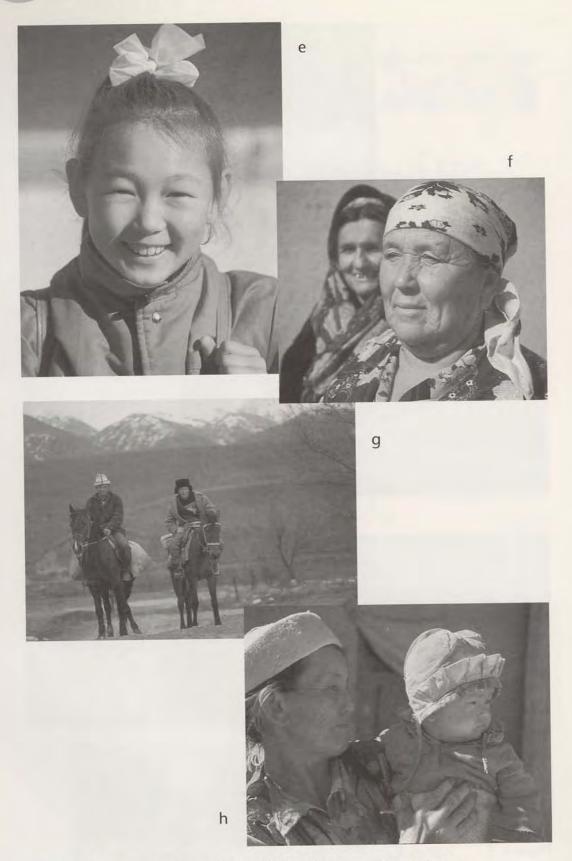


Figure 3 Scenes from life in (e) Kazakhstan, (f) Uzbekistan, (g) Kyrgyzstan, and (h) Central Asia.

What are the regions of the former **Soviet Union?**

Table 1 on page 15 in Lesson 2 showed the ethnic composition of the 15 republics of the former Soviet Union, a huge multinational state when it was still intact in 1990. Most people in the United States thought the Soviet Union was the same as its largest republic, Russia, and knew very little about the 14 non-Russian republics. In 1991, the Soviet Union was broken up into 15 independent states. These states include a great and confusing array of cultural and economic differences.

In the face of such complexity, geographers often begin by regionalizing to discover similarities and differences. They do this by organizing several smaller areas into larger areas called regions. As you may know, a region is an area that shares certain characteristics, or

displays unity in certain ways.

A region is a geographic generalization. People need to think of regions to help them generalize the details of the many human and physical features on Earth and the changes from place to place. Geographers identify regions—they regionalize—in order to understand and try to solve the problems presented by too many details.

The state you live in is different from its neighboring states, but it has some features in common with the other states in your region. Similarly, some of the states of the former Soviet Union have certain similarities with their neighboring states, and so they may be grouped together into a region. That region is separated from another set of

states that comprises a different region.

A technique called a Geographic Information System (GIS) can help you manage the geographic information you analyze when you regionalize. Geographers utilize computers to cope with the huge amounts of information used in regionalizing and solving other geographic problems. But even without a computerized GIS, you can use the data in this lesson to regionalize the 14 non-Russian states of the former Soviet Union. The rest of this lesson will be devoted to developing a GIS from the information provided by Table 2 on page 20.

No data on Russia are provided in the table. That state alone is so large, covering 11 time zones, with so many different ethnic groups, that it could be broken into several regions, but that is

beyond the scope of this lesson.

 Table 2
 Selected characteristics of the non-Russian states

	Armenia	Azerbaijan
Important characteristics	Ancient, unique civilization; World's oldest Christian nation; Famous as traders; 1,500,000 killed by Turks, 1915–1922; Worried about traditional enemies Turkey and Azerbaijan; Smallest state of CIS	Turkic, Islamic culture; Divided into two areas; Was once most impor- tant oil-producing repub- lic, now running out of oil; Violent land dispute with Armenia started in 1988; Long history of invasions and conquests
Languages—percentage speaking (1989)	Armenian (Slavic)—92 Russian (Slavic)—47	Azeri (Turkic)—98 Russian—34
Major religions	Christianity	Islam
Estimated population (1993)	3.6 million	7.2 million
Valuable natural resources	Copper, aluminum, lead, zinc, and other metals	Iron ore and other metals; oil and natural gas almost gone
Most important products	Grapes, fruits, sheep, wine, chemicals, aluminum	Cotton, grapes, silk, refined oil products (small amounts)
Income compared to average person in Soviet Union (percentage 1989)	71	61 continue

	Belarus	Estonia
Important characteristics	Excellent farmlands; Minsk capital city of CIS; Hilly, one-third forest; Never independent nation-state in modern times; 20 percent of land contaminated in Chernobyl nuclear power plant explosion, 1986; One-fourth population killed in World War II	Most efficient and modern economy; First independence movement, 1988; In 1940, same standard of living as Finland, by 1990, Finland standard of living seven times higher; 90 percent of industry controlled by central government; Independent democracy in 1918–1940
Languages—percentage speaking (1989)	Belarussian (Slavic)—71 Russian (Slavic)—55	Estonian (Finnic)—95 Russian (Slavic)—34
Major religions	Catholicism, Russian Orthodox Christianity	Lutheranism
Estimated population (1993)	10.3 million	1.6 million
Valuable natural resources	Fertile farming soil, timber	Oil shale
Most important products	Food, chemicals, paper, glass, farm machinery, cars	Dairy products
Income compared to average person in Soviet Union	100	Unknown
(percentage 1989)		continu

	Georgia	Kazakhstan
Important characteristics	80 percent mountains; Independent, isolated; Proud of separate culture and long history; Historic battleground between Turks and Iranians; Heavily industrialized, specialized farming; Irrigated mountain valleys	As large as Western Europe; Cotton problems like Uzbekistan; Desert/semidesert; Most citizens work in natural- resources factories; Mix of Turks and Mongols; USSR bought resources at low prices; Soviet space center
Languages—percentage speaking (1989)	Georgian (Caucasic)—98 Russian (Slavic)—33	Kazakh (Turkic)—97 Russian (Slavic)—60
Major religions	Georgian Orthodox Christianity	Islam
Estimated population (1993)	5.5 million	17.2 million
Valuable natural resources	Iron ore, coal	Coal, oil, natural gas, iron ore, copper
Most important products	Tea, citrus fruits, wine, steel, machinery	Processed natural resources, chemical fertilizer, grain
Income compared to average person in Soviet Union (percentage 1989)	85	91 continue

	Kyrgyzstan	Latvia
mportant characteristics	Long history of distrust of many outside rulers; Russian settlers took best land; 1916 revolt against Russian settlers failed; 85 percent mountains; Ethnic violence against Uzbeks in 1990	Most industrialized republic; Independent democracy in 1919–1940; Very important to keep Latvian culture alive; Most cautious Baltic independence movement; Population 50 percent German in 1900; Germans brought Lutheran religion
Languages—percentage speaking (1989)	Kyrgyz (Turkic)—98 Russian (Slavic)—35	Latvian (Baltic)—95 Russian (Slavic)—64
Major religions	Islam	Lutheranism
Estimated population (1993)	4.6 million	2.6 million
Valuable natural resources	Mercury, uranium, wool, coal, oil, natural gas	
Most important products	Wool, stone building materials, raw natural resources	Timber, furniture, dairy products
Income compared to average person in Soviet Union (percentage 1989)	65	Unknown

	Lithuania	Moldova
Important characteristics	Large empire in 13th–16th centuries; Industrialized; Want independence badly; Extremely dependent on outside sources of energy (natural gas); Independent democracy in 1919–1940; High per- cent native Lithuanians	Part of Romania until 1940; Romanian culture and language; Best farm- ing climate; Intense farming; Orthodox Christianity closer to Russian culture than Romanian culture; Most dense population
Languages—percentage speaking (1989)	Lithuanian (Baltic)—98 Russian (Slavic)—38	Romanian (Romanic)— 92 Russian (Slavic)—54
Major religions	Catholicism	Orthodox Christianity
Estimated population (1993)	3.8 million	4.4 million
Valuable natural resources	None	Fertile farming soil
Most important products	Dairy products, machine tools, amber	Wine, fruit, tobacco, grain, vegetables
Income compared to average person in Soviet Union (percentage 1989)	Unknown	87 continu

	Tajikistan	Turkmenistan
Important characteristics	90 percent mountains; Pamir Mountains highest in CIS; Poorest republic; Old culture Persian/ Iranian; Resisted Russian culture; Most religious USSR state; 85 percent of people live in valleys of Pamir Mountains	90 percent desert with oases; Rich in natural resources; Second largest oil and gas deposits in CIS; USSR bought natural resources at low prices; Cotton problems like Uzbekistan; Strongest regional resistance to Russian conquest; Originally nomadic tribes
Languages—percentage speaking (1989)	Tajik (Iranian)—98 Russian (Slavic)—28	Turkmen (Turkic)—99 Russian (Slavic)—28
Major religions	Islam	Islam
Estimated population (1993)	5.7 million	4.0 million
Valuable natural resources	Rivers for hydroelectric power, coal, oil, natural gas	Oil, natural gas, metals, lead, zinc, gold, copper
Most important products	Cotton, wool, silk, carpets, raw natural resources	Oil and minerals, carpets, cotton, dates, figs, wool
Income compared to average person in Soviet Union (percentage 1989)	52	64 continue

	Ukraine	Uzbekistan
Important characteristics	Second largest and richest state of CIS; Slavic, but proud of cultural difference from Russia; Excellent farmland; Supplied 60 percent of former USSR coal and iron ore; Larger than any European country, except Russia	World's third largest cotton producer; Forced to grow cotton instead of traditional foods by former USSR; Serious water pollution, health problems from fertilizers, pesticides; Irrigation ruining Aral Sea; USSR bought resources at low prices
Languages—percentage speaking (1989)	Ukrainian (Slavic)—81 Russian (Slavic)—56	Uzkbek (Turkic)—98 Russian (Slavic)—24
Major religions	Catholicism, Russian Orthodox Christianity	Islam
Estimated population (1993)	51.9 million	21.7 million
Valuable natural resources	Fertile farming soil, iron ore, coal, natural gas	Natural gas, oil, gold
Most important products	Steel, food products, chemicals, machinery	Cotton, cloth, natural gas, oil, gold
Income compared to average person in Soviet Union (percentage 1989)	87	56

Sources: Diuk and Karatnycky 1990; Hunczak 1974; Milner-Gulland and Dejevsky 1989; National Geographic Society 1990; Binder 1991; New York Times 1991; Population Reference Bureau 1993; Thompson 1990.



What ethnic and national conflicts are found in the former Soviet Union?

Objectives

In this lesson, you will

- Identify and interpret data about ethnic conflict in the former Soviet Union.
- Decide which ethnic conflict creates the greatest threat to peace and stability in the former Soviet Union.

Glossary Words

ethnic group perestroika glasnost region

nation secession nationalism Soviet

nationalist



Farmer in Ukraine.



Figure 4 Why would ethnic conflicts flare up after the breakup of the former Soviet Union?

Source: Christian Science Monitor 1992.

1. What point is the cartoonist trying to make about ethnic conflict in the former Soviet Union?

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What is causing ethnic conflict?

More than 200 ethnic groups with 112 different languages live in the 15 states of the former Soviet Union. The strong, centralized Soviet government generally was able to keep tensions between ethnic groups under tight control during the period of Communist rule, from 1922 to 1991.

During the 1917–1922 Communist Revolution, Lenin promised independence for the major nations. But after the revolution, he established strong central power out of the capital city, Moscow, and

strict control over the nations. He wanted ethnic groups to think of themselves as communists rather than as members of separate nationalities. As ethnic groups resisted this change, the central government used force and intimidation to force control.

It was Lenin's successor, Stalin, who used terror to deal with the nationalism of ethnic groups. Millions of people, branded as enemies of the Soviet state, were forced to move to other regions, sent to concentration camps, starved to death, or executed. By the time Stalin died in 1953, his reign of terror had killed over 10 million people. Many of those were nationalists who opposed his policies.

More recent Soviet leaders, although their policies were less harsh than those of Stalin, continued to try to erase national distinctions. They wanted the people to think of themselves as Soviets—citizens of the Soviet Union—rather than as Ukrainians, Georgians, or Uzbeks. These Soviet leaders enforced *Russification*, a policy that promoted Russian language, culture, literature, and history as the common background and heritage of all Soviets.

Major changes occurred in 1987 when Soviet President Gorbachev initiated *glasnost* and *perestroika*, radical policies of openness and economic change. Strict controls over ethnic groups were relaxed and ethnic independence movements gained strength. Old ethnic rivalries flared, and nationalistic groups maneuvered against each other, sometimes resulting in armed conflict (Figure 4 on page 28 and Figure 5 on page 30). Eventually, in December 1991, the Soviet Union was dissolved after 75 years of existence. The former Soviet republics became independent states, but the ethnic conflicts continued.



Soviet President Mikhail Gorbachev.

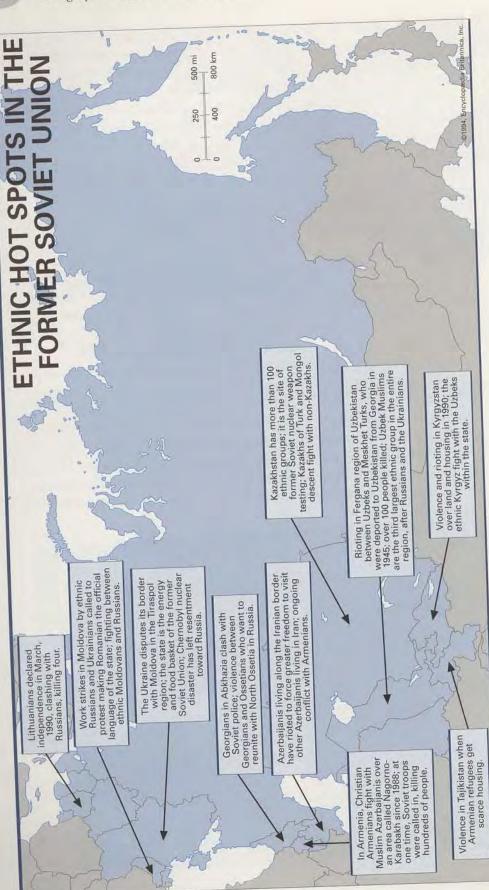


Figure 5 Ethnic hot spots in the former Soviet Union.

- 2. Based on Figure 5, which seem to be the most common problems between ethnic groups?
- 3. The majority of the people who live in Nagorno-Karabakh are Armenians. Why has this created a serious problem?
- 4. Based on the available data, which ethnic conflict do you believe creates the greatest threat to peace and stability and why?
- 5. Does Figure 5 show a pattern, or is the conflict random? What additional data would you need to answer this question?
- 6. Which, if any, of the disputes portrayed do you think might be resolved if all the leaders of the states of the former Soviet Union met to discuss them? Why?

An interview with Andranik Migranian

Andranik Migranian is a prominent political writer. At the time of this interview, he was a member of the Soviet Academy of Sciences and worked at its Institute of International Economic and Political Research. These are excerpts from an interview with him published in 1991.

There are a lot of conflicts inside the republics—even inside Russia. . . . That is why we enter into a serious and dangerous period. . . . If it is impossible to find a general formula for solving the problems of autonomies or national minorities, these interestheic conflicts could increase political instability, not only in the periphery [non–Russian republics] of the former Soviet Union but in the heartland of Russia.

Are you referring to conflicts such as that between Armenia and Azerbaijan or the Georgia-Ossetia conflict?

Not only those kinds of conflicts. I foresee a lot of other conflicts which are now more low profile, but which can turn into more dangerous conflicts with unforeseeable and unpredictable consequences.

For example, it is very hard to predict the behavior of 12 million Russians in Ukraine. In the case of the secession of Ukraine and complete independence, the fate of [the Russian-populated] eastern Ukraine and Crimea is unclear. The same is now true in Moldova. The Russian population in the Dniester republic [a break-away Russian region of Moldova] recently attacked [President] Yeltsin on Soviet TV, saying that he betrayed them and he betrayed 60 million Russians living outside Russia [by supporting independence for each former Soviet republic].

If there are no central institutions, then who plays the role of guardian of national minorities?

Russia has already finished the negotiations with the three Baltic republics and recognized their independence. Russia must start negotiations and sign agreements with 12 other republics. If there are significant minorities or autonomies inside the republic, their rights must be guaranteed by Russia and the republic with whom Russia will sign the treaty (*Christian Science Monitor* 1991, page 6).

- 7. Why do some Russians believe they were betrayed by Boris Yeltsin, president of the state of Russia, in 1991?
- 8. What does Migranian imply that minority Russians in the newly independent former Soviet states might do?
- 9. What pattern of ethnic conflict does Migranian foresee?



How can ethnic and national conflict be resolved in the former Soviet Union?

Objectives

In this lesson, you will

- Understand ethnic and national conflicts within the former Soviet Union.
- Examine the role of minority rights in the former Soviet Union.
- Interpret and apply data to suggest ways to help resolve ethnic and national conflicts.

Glossary Words

bilateral agreement
commonwealth
empire
multilateral agreement
nationalism
nationalist
republic
Soviet

What problems did the new states face?

The Commonwealth of Independent States (CIS) was formed in late 1991, by 11 of the 15 former Soviet republics. The three Baltic states and Georgia refused to join the CIS. In 1994, however, Georgia entered the CIS in return for receiving military assistance from Russia in stopping a civil war by separatist nationalist groups.

In theory, the CIS is an organization of the 11 former republics, cooperating on issues such as the protection of ethnic minorities,

economic development, defense, immigration, environmental prob-

lems, and border disputes.

Russia is the largest and most powerful new state. It holds the majority of the weapons from the former Soviet army and has maintained the strongest military of the former Soviet republics. Russia also has taken over many of the rights and responsibilities of the former Soviet Union. It negotiated with the United States to reduce nuclear arms throughout the CIS, accepted responsibility for \$74 billion in debt, and took the powerful Soviet permanent seat on the Security Council at the United Nations.



Russian soldiers training.

Russia took on this responsibility because it believed that, for the Commonwealth to be effective, it needed a powerful political and military organization to enforce CIS policies and agreements. Most of the former republics, however, did not want to risk their newly won independence by depending on Russia. Instead, they started to behave like independent states and made specific, bilateral agreements among themselves. They ignored most of the multinational CIS agreements.

At a one-day summit conference in Moscow on April 15, 1994, the leaders of the CIS signed agreements to try to boost trade and economic ties. But despite these positive intentions, the CIS faced political disarray, tensions, and armed conflicts (Associated Press 1994). The new states had to cope with economic, social, political, military, environmental, and ethnic problems.

Since the CIS was formed in 1991, high unemployment has been at the top of its list of economic problems. Along with unemployment are high prices, inflation, and housing shortages, all of which make daily life for most citizens of the CIS difficult and discouraging (Figure 6 below). The \$74 billion foreign debt, assumed by Russia, adds to the economic burden there. And a breakdown of transportation and trade between former Soviet republics is a problem that needs to be resolved if economic development is going to proceed.



Figure 6 Former Soviet republics need a great deal of money to make ends meet.

Social and political problems abound. For example, crime, alcoholism, and abortion rates have climbed. Adult women of the CIS average six abortions each, because they lack family-planning assistance. In fact, life expectancy has dropped sharply, and in 1993, deaths in Russia exceeded births, indicating a population crisis (Specter 1994). The average number of births per woman plummeted from 2.12 in 1988 to 1.55 in 1992 (Haub 1994). On the political side, there are experiments with democratic political forms, but many of the former communist leaders are still in control. Claiming to no longer believe in communism, they have declared themselves patriotic nationalists.

About 1.5 million former Soviet/Russian troops are still stationed in the former Soviet republics. Many leaders of the new states are afraid the remaining Russian troops will interfere with the new state governments and will support the interests of the Russian minorities in those states. Several national independence movements have turned violent. The proposed Commonwealth of Independent States' peacekeeping force was never funded or organized. Russia has the only large, well-organized, trained, and equipped military in the CIS. As a result, it has served as peacekeeper in several interethnic conflicts. In April of 1994, Russian President Boris Yeltsin approved the Russian military's plans to establish about 30 permanent bases in neighboring former Soviet republics. But it was inevitable that the former republics would oppose the plan (Cooperman 1994).

The environmental problems in the former Soviet Union are among the worst in the world. According to one observer, "No other



Industrial smokestacks and hills of coal slag in Ukraine.

great industrial civilization so systematically and so long poisoned its land, air, water and people" (Feshback and Friendly 1992). The massive, uncontrolled use of pesticides and chemical fertilizers increases the rate of disease and infant mortality of farm workers and contaminates 30 percent of all produce. Industrial air pollution in 103 cities of the former Soviet Union is five times higher than is safe. About three-fourths of the water of the former Soviet Union is polluted. Poorly planned irrigation systems and waste flowing into water systems are killing many large bodies of water, including the Aral, Black, and Caspian seas, the Sea of Azoz, and Lake Baykal.

Ethnic conflict has been a continuing problem since independence. Despite the fact that the new states are based on majority nationalities, there is still sufficient ethnic diversity, and the minorities have begun to seek their own independence from the new states. The former Soviet government kept nationalism in check by allowing limited self-rule and the use of economic incentives, threats, and force. Without that central power, however, nationalism is not easily restrained. Another part of the ethnic problem lies with the fact that 25 million Russians live scattered among the new states. Sixty percent of those Russians worked for the former Soviet Union to control and run the governments of the republics of the former Soviet empire. Now they constitute large minorities in every new state. Russia openly promises to protect ethnic Russians living in non-Russian states. You will examine three of these ethnic conflicts in the next segment of the lesson.

- How is Russia's role in the CIS different than the role of the other new states, and why is that a problem?
- 2. Which problems facing the states of the former Soviet Union are mainly the result of the breakup of the Soviet Union, and which problems would have occurred under a continuing Soviet Union? Explain.
- 3. Ethnic and national conflicts in the former Soviet Union are the result of which two general problems?

What are the major national conflicts and how might they be resolved?

The future stability of the CIS may well rest on the resolution of three major issues of ethnicity and nationalism: The Armenian-Azerbaijani conflict, Russians in Estonia, and the Crimea and Russia. You will now examine these major conflicts.

The Armenian-Azerbaijani conflict

The war between Armenia and Azerbaijan for control of the Nagorno-Karabakh region resulted in over 4,000 people being killed through the early 1990s. This is considered the most intense conflict between nations of the former Soviet republics. Some observers fear the war could threaten the stability of the CIS and eventually cause Turkey or Iran, who reside on their respective borders, to choose sides. The population of Nagorno-Karabakh, which lies entirely within Azerbaijan, is 75 percent Armenian (Figure 7 below).



Figure 7 Map of Armenia and Azerbaijan.

Armenians want Nagorno-Karabakh to become part of Armenia. Karabakh formally voted for independence from Azerbaijan in 1991.

The war is a dispute over territory, but is fueled by old ethnic and religious hatred. Armenians and Azerbaijanis fought over Karabakh in 1905 and 1918. Soviet Premier Josef Stalin gave Karabakh to Azerbaijan in 1923, even though its population was 95 percent Armenian. Knowing the long history of ethnic conflict in the Transcaucasia region, some think Stalin wanted Armenia and Azerbaijan to fight each other, rather than rebel against the Soviet Union.

Russia, the traditional protector of Armenia, has small numbers of troops in Armenia and is helping to train its army. The United States and most Western European states are sympathetic to Armenia, but only provide moral support. Armenia's geographic isolation makes it vulnerable in a long war. Turkey supports Azerbaijan. A long time enemy of Armenia (Figure 8 below), the Turkish government has warned that it is very concerned about Armenian aggression. But most observers believe that Turkey wants to stay out of the war, because Turkey does not want to anger its Western European, Christian allies.



Figure 8 Map of Turkey and the Armenians in the period 1915–1922.

Military control of Karabakh has gone back and forth between the two warring states. Both sides are evenly matched in military power, which could lead to an indefinite cycle of fighting, cease-fires, and more fighting. Both Armenia and Azerbaijan are tired of the war and the resulting death, injury, and destruction. Armenia supports proposals for international peacekeeping forces to stop the fighting and mediate a peace. Azerbaijan has opposed those proposals.

Russians in Estonia

There are 600,000 ethnic Russians living in Estonia, about 33 percent of the total population. Northeastern Estonia is 95 percent Russian. Most of the Russians moved to Estonia after 1940 to work as communist government, economic, or military officials or to take advantage of better living conditions in Estonia. Estonia's new constitution's strict citizenship requirements prevent the ethnic Russians from running for political office, voting, or owning homes and land they have occupied for several generations.

About 23,000 Russian troops are stationed in Estonia. Some Russian troops have been attacked by a radical Estonian group, the Forest Brothers, but no one has been killed yet. Russia has not established a timetable for removing their soldiers because there are few jobs and little or no housing in Russia for them. Because of the economic hardships facing them and their families in Russia and the higher standard of living in Estonia, the Russian soldiers do not want to leave Estonia.



Viru Street, Tallinn, Estonia.

Russia wants access to the Baltic Sea (Figure 9 below) for trade and to Kaliningrad, a military region with 150,000 Russian soldiers. In the past, Estonia has purchased almost all of its oil and natural gas for heating and industry from Russia.



Figure 9 Map of the Baltic Republics.

The Crimea and Russia

The Crimea region of Ukraine was part of Russia until it was transferred to Ukraine by the Soviet Union in 1954 (Figure 10 on page 42). Ethnic Russians make up 60 percent of the 2.5 million population of the Crimea, and they want to rejoin Russia. Russians moved from Russia to Ukraine to serve as colonial and military administrators to rule Ukraine as part of the Russian and later Soviet empire.

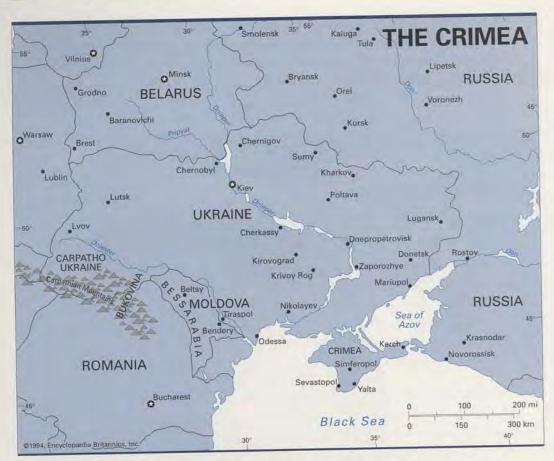


Figure 10 The Crimea is located at the north end of the Black Sea.

Ukrainians generally resent ethnic Russians living in Ukraine, and the Russians feel persecuted by Ukrainian nationalists. Since independence, Russian-language TV and radio programs have been changed to Ukrainian language only, as have official government documents. Ukraine gives very limited powers of self-rule to the Crimea. Ukraine would consider expanding those powers and rights, to prevent the Crimean separation from Ukraine. Ukraine has strongly opposed the secession of the Crimea from Ukraine and has threatened to pull out of the CIS and possibly go to war with Russia over the issue.

The ethnic Russian organization in the Crimea trying to separate from the Ukraine is called the Republic Movement of Crimea (RMC). The RMC has received financial aid and encouragement from Russia, including the promise of troops to protect Russians in the Crimea, if necessary. Russian extremist nationalists, including

some members of the government and army, claim that the Crimea must be returned to Russia, because it has been Russian since time immemorial and is "soaked with the blood of Russians." Elections in April 1994 left in doubt the independence and stability of Ukraine because the majority in the Crimea voted for an independent Crimea and large numbers in Eastern Ukraine, which also has a majority Russian population, supported reunification with Russia.

The Crimea has been an important trading crossroads on the Black Sea. It is a region of great natural beauty, with many seaside resorts. Russia has been Ukraine's most important trade partner for years. The two economies have been very interdependent. Since independence in 1991, the Ukrainian economy has been in decline, with increased unemployment, inflation, and decreased industrial and agricultural production. To separate the Ukrainian economy from Russia's could be disastrous.

In recent years, Ukraine and Russia were able to agree on the difficult issues of sharing the large Soviet Black Sea naval fleet and the destruction or removal of nuclear weapons from Ukraine. Russian President Boris Yeltsin stated that Russia and Ukraine should live in peace and negotiate differences in a business-like manner.

- 4. What makes the Armenian-Azerbaijani conflict different from the other two ethnic conflicts?
- 5. What is the common element in the Estonian and the Crimean conflicts?
- 6. What is the common element in all three of these conflicts?
- 7. How would you rank the three conflicts in terms of seriousness and potential for violence?
- 8. Which of the three conflicts is most likely to engage states outside the former Soviet Union? Why?



How can Canada resolve French nationalist and separatist conflict?

Objectives

In this lesson, you will

- Interpret data and arguments for and against the separation of Quebec from Canada.
- Justify your support or opposition for Quebec becoming an independent nation-state.

Glossary Words

maritime secession
nationalist segregation
nation-state separatists
Parliament sovereignty
referendum

How is ethnic diversity threatening the unity of Canada?

The French-speaking portion of Canada is threatening secession from Canada. Why? Does it seem likely that Quebec will secede in the near future? Opinion on the issue is mixed in Quebec. In 1980, a referendum calling for sovereignty for Quebec was defeated: 60 percent voted against it. But the French separatists, led by the Parti Quebecois (kay-be-KWA), continue to press their case. Recent developments offer a confusing picture.

Quebec Debates Independent Status

Chicken Little is alive and living in Canada where he can be heard bellowing: "The country is breaking up." What's all the fuss? It's about a proposed addition to the Canadian constitution that has renewed fears that French-speaking Quebec will separate.

The Meech Lake Accord, named after a resort lake near the capital city of Ottawa where leaders of Canada's 10 provinces signed a constitutional amendment in 1987, promised to finally bring Quebec under the nation's constitution. The accord, which must be ratified or rejected by June 23 [1990], recognized Quebec as a distinct society within Canada. But some observers fear it also has the potential to "tear the country apart." . . . Many English [-speaking] Canadians, especially in Ontario and the west, now are saying . . . [let Quebec go] and good riddance. This attitude, brewing since the country was founded in 1867 and [heightened] by recent efforts to legislate bilingualism across Canada, has led recently to open bigotry toward French-speakers—who make up 20 percent of the population in Canada and 80 percent in Quebec—especially over French-language schooling and delivery of public services in French. The threat of Quebec independence is the major concern of the Meech debate.

Historically, the English have been the business class in Quebec and the French have played a menial role in the economy. . . . The advent of a new French business class makes separatism a more realistic possibility than ever, according to many business sources

(Verzuh 1990, pages 18-20).

A SOVEREIGN QUEBEC, HE SAYS, NEEDN'T BE SÉPARÉ

by John F. Burns

ontreal—As he preaches the independence of Quebec from Wall Street to the rundown districts of Montreal's East End, Jacques Parizeau likes to say that the French-speaking province has been a "pain in the neck" for Canada, and that he wishes the nine English-speaking provinces well after the break. . . .

Mr. Parizeau [leader of the Parti Quebecois] has been eager to present an affable image as Quebec approaches a critical juncture in its history: A Quebec law passed last summer sets an Oct. 26 [1992] deadline for a referendum on becoming "a sovereign state." . . . A poll in December . . . showed that Quebecers were evenly split, with 46 percent for accepting a new deal with Canada and 45 percent for independence (Burns 1992, page A4).

CHANGES IN CANADA MAY CONVINCE QUEBEC TO STAY

by Clyde H. Farnsworth

and with many barriers yet to surmount, Canada appears to be moving toward a consensus on constitutional changes that would keep Quebec, the largest geographically and the second most populous of the nation's 10 provinces, within the 125-year-old confederation.

Helping the process along are widely published scenarios showing that a breakup would severely worsen economic conditions, not only in Quebec but [also] in English-speaking Canada. . . .

Also on people's minds are predictions that should Canada break up, some of the pieces might eventually be swallowed up by the United States. At least one point on which many Canadians agree is that they do not want to be part of [the United States] (Farnsworth 1992a, page A3).

ACCORD'S DEFEAT HEARTENS QUEBEC SEPARATISTS

by Clyde H. Farnsworth

ontreal, Oct. 28—They celebrated with passion on Monday night as "no" ballots cast in a referendum overwhelmed an agreement intended to cement ties between Quebec and the rest of Canada. But now . . . it's back to work at Parti Quebecois headquarters as it gears up a campaign to make this province an independent nation. . . .

But before that would happen there are still two big hoops to jump through: The party would have to win power again in a provincial election and a majority of Quebecers would have to vote for independence in a referendum. . . .

Inside party headquarters there is a certainty and confidence about the vision of Quebec as an independent country. But outside on rue St.

Hubert, a working-class shopping street in northern Montreal, attitudes were mixed.

Patricia-Louise Jette, a 37-year-old secretary on her way to lunch, said she strongly supported independence because "it is the way we can respect ourselves and thus have others respect us too." She likened the position of Quebec in Canada today as "a kind of segregation," and noted that "segregation is always a source of fear."

But Louis Chouinard, 75, a retired operator of heavy machinery, said he was uneasy about independence because it would "create many unpredictable problems with the rest of Canada" and might weaken the economy.

Economic worries were also cited by Cathy Bach, a 19-year-old student of architecture at Lasalle College. "The economy will not be good and it will be harder to get jobs," she said.

A caller on a talk show on radio station CJAD who did not give his name said he just wanted the whole thing over with.

"Let's get an answer, yes or no, on sovereignty so we can make a decision and get on with our lives," he said. "I don't want Quebec to separate, but I want this issue settled once and for all" (Farnsworth 1992b, page A9).

QUEBEC CHIEF VOWS TO FIGHT FOR CANADA

by Clyde H. Farnsworth

uebec, Dec. 16—His father was a Premier of Quebec and so was his younger brother, and now, in an unusual case of political inheritance, it's Daniel Johnson's turn, at least for a few months.

Mr. Johnson has just taken over as provincial leader of the Liberal Party. . . . That means that Mr. Johnson . . . will lead the fight against separatists next year over the province's future.

[He] argues that the separatists will have to persuade voters sovereignty is

the key to prosperity. "They haven't made the case," he said. "They will not make the case. I will make the opposite case with success."...

Polls all give Mr. Parizeau's Parti Quebecois the edge in the race for Quebec's provincial elections next year. The most recent one . . . showed the party leading the Liberals by 51 percent to 40 percent (Farnsworth 1993, page 15).

1. Based upon what you've read thus far, what three questions would you want answered before you had to vote on this issue?

How is Quebec different from the rest of Canada?

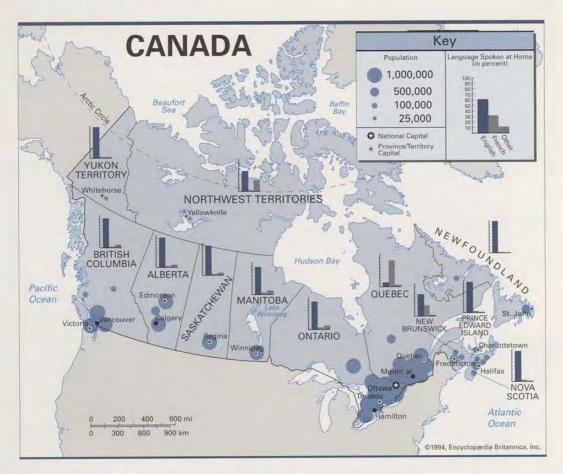


Figure 11 Canada's population and languages spoken.

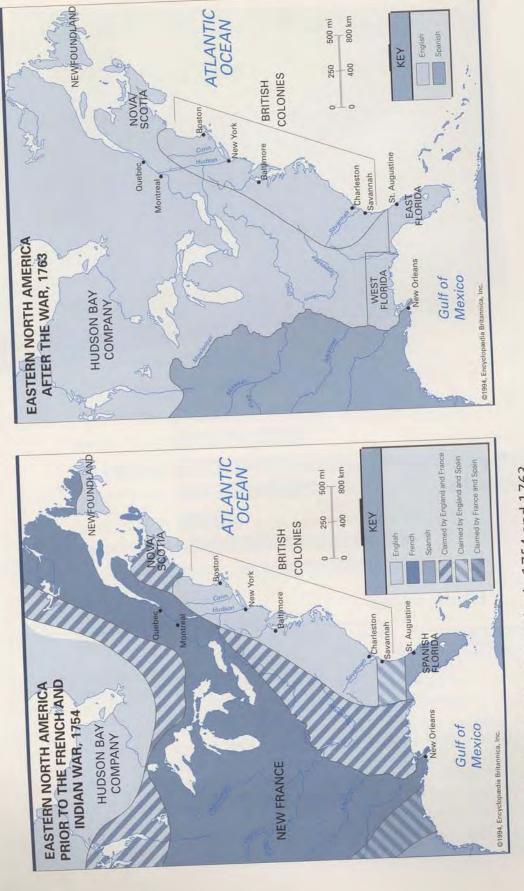


French sign outside Montreal's city hall, Quebec.

Spanish English KEY

800 km 500 mi

400 250



NEWFOUNDLAND

Eastern North America in 1754 and 1763. Figure 12

- 2. Based on Figure 11, how would you describe the geographic distribution of Canada's population?
- 3. Based on the language data in Figure 11, how is Quebec unique among all Canadian provinces?
- 4. Which parts of what is now the United States and Canada were claimed by the French by 1754?
- 5. What country took control of what was to become eastern Canada after the French and Indian War? (The peace treaty was signed in 1763.)
- 6. How do you think the French Quebecers felt about losing the war and being under control of their foreign rival?

Why do Quebecers want to separate from Canada?

Reasons why Quebecers want to separate from Canada can be divided into three sets of issues: ethnic, political, and economic.

Ethnic issues

Quebecers have an image of themselves as more fun-loving, sexier, more open-minded, modern and more European [than the rest of Canada] (Wood 1992, page 53).

French Quebecers believe they have a distinct, unique French culture and language that makes them different from the rest of mostly English-speaking Canada. They are proud of their French heritage and culture and want leaders with French background to determine and direct the destiny of Quebec.

The majority of modern Canadians seem never to have satisfactorily settled in their minds why there should be a Canada. The nation exists as the result of the Seven Years' War (also known as the French and Indian War) and that war's aftermath in Europe, the rebellion against the British crown of the other thirteen of Britain's North American colonies—and the Battle of Vimy Ridge in the First World War, in which Canadians first fought as Canadians and not as citizens of individual provinces. But it sometimes seems that citizens of the United States believe more in Canada's necessity . . . than do Canadians themselves. Quebec is a nation. But it is unclear that English-speaking Canada really is—which seems a pity (Pfaff 1993, page 25).

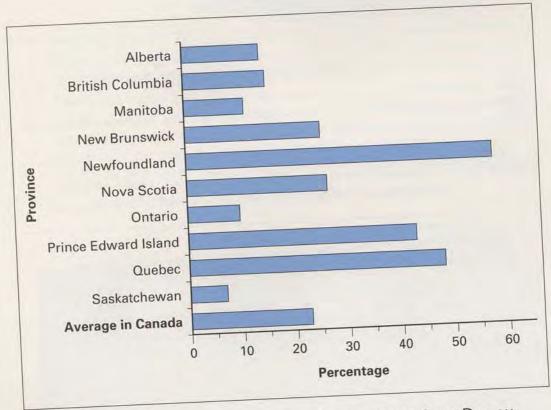


Figure 13 Results of a poll asking people in each province: Do you think of yourself as a Canadian first, or as a resident of your own province? Bars show percentages of those who identified first with their own province.

Source: Steele 1994.

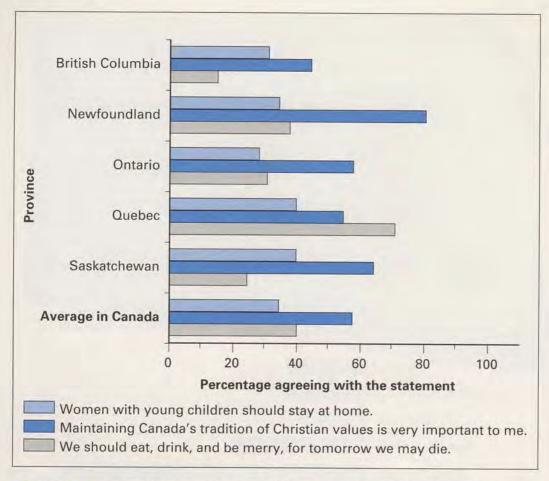


Figure 14 Canadians were asked if they agreed with each of these statements. Results from selected provinces are shown.

Source: Steele 1994.

Political issues

In 1977, Quebec passed a law making French the sole, official language of the province for schools, street signs, and government documents. Quebec also banned English from business-advertising signs. The Canadian Supreme Court overturned the banning of English from advertisement signs. French Quebecers were angry with this interference in their internal, cultural affairs by English-speaking Canadians. The law was later allowed to stand.

French-speaking Canadians have a lower birth rate than English-speaking Canadians. Most immigrants to Canada are English speaking or move to English-speaking provinces and learn English. In 1840, about half of all Canadians spoke French. In 1990, about one quarter of Canadians spoke French. Rather than become a smaller

minority in Canada, many French Quebecers want a separate nationstate that would be majority French speaking, that French speakers would then govern (Cooper 1991).

Parti Quebecois has been the main French nationalist party in

Quebec since the early 1960s.

Quebec considers its Parliament as the legitimate advocate of its national interests and demands maximum autonomy within the federation. Two nations oppose one another: Quebec and Canada. It is clear that we will never agree! (Parti Quebecois n.d.).

Economic issues

In 1965, Canada signed a deal to build U.S. cars in Canada. Ninety percent of the 175,000 new automobile-related jobs went to Ontario, home of the federal government. Only 9 percent of the jobs went to Quebec. Some Quebecers believe other Canadian economic decisions have helped English-speaking provinces at the expense of Quebec (Cooper 1991).

Some observers believe Quebec's economy is strong enough to separate from the rest of Canada. In the 1980s, its economy grew faster than the rest of Canada. Measured separately, Quebec's per capita income is the sixteenth highest in the world (Cooper 1991).

- 7. Do more people of Quebec see themselves as Quebecers or Canadians first? By what percentage? How does that percentage compare to the national average? How might you explain the difference?
- 8. In what issue were Quebecers the most different from the rest of Canada? Were Quebecer attitudes much different from the Canadian average on the other two issues?
- 9. What are the strongest arguments for the separation of Quebec from Canada?

Why should Quebec and Canada remain united?

Ethnic issues

The Canadian government has taken a variety of actions to recognize and accept French culture and language as a part of Canada. The federal Canadian government made both English and French official languages.

Since making French the sole, official language of Quebec and banning English on business signs in 1977, over 300,000 English-speaking Quebecers have migrated to other provinces in Canada. They resented the language change and often took their large and small businesses with them.

The 1977 law required all new immigrants to Quebec to enroll in French-speaking schools, regardless of their language or culture. As a result of the 1977 laws, many English-speaking schools have closed. Some of the remaining English-speaking citizens are afraid they will be discriminated against if they become an even smaller minority (Allen 1992).

In 1993, the United Nations Human Rights Committee ruled that French-only signs in Quebec were in conflict with the Universal Declaration of Human Rights (*Christian Science Monitor* 1993).

Table 3 Results of a poll on the way Canadians see each other

	Percentage responding
How Quebecers compare themselves with other Canadians	
As generally the same	57
As generally different	40
How other Canadians compare themselves with Quebecers	
As generally the same	71
As generally different	28

Source: Allen 1992.

Many Canadians would be saddened to see Canada split up. Paul Watson, an economist at McGill University in Montreal, Quebec, is quoted in the following:

The prospect of my country's breaking up is dismaying. . . . The hardy souls and bold spirits who explored and settled Canada and, in the middle of the last century, built a federal Parliament in a small, rude logging town would be dismayed at the prospect, too (Cooper 1991, page 218).

In 1992, the Canadian government proposed a federal constitutional change to identify Quebec as a "distinct culture." Canadians voted against the change by 54.2 percent to 44.8 percent. More significant, though, is that Quebec voted no by a margin of 55.4 percent to 42.4 percent. This suggests that most Quebecers, even those in favor of separation, feel attached to Canada, "a country that, after all, they helped create, develop, and finance" (Aubin 1992, page 52).

Territorial issues

Some Canadians worry that the four maritime provinces (Newfoundland, Nova Scotia, New Brunswick, and Prince Edward Island) would suffer economically due to being geographically separated from the rest of Canada, if Quebec seceded. They argue that the maritime economy might decline dramatically, like the economy of Pakistan did when Pakistan divided to become Pakistan and Bangladesh (Cooper 1991).

University of Toronto history Professor Desmond Morton argues, "It is a misreading of history to believe that countries are torn up easily or without a tremendous risk of tragic conflict" (Janigan 1991,

page 20).

Canada has negotiated land claims with its northern citizens. Native American groups such as the Mohawk, Cree, and Inuit living in northern Quebec have settled land claims with Canada. The area of northern Quebec has only 2 percent of the province's population, but it is rich in iron ore and in hydroelectric power potential (Boyd 1991). These groups have threatened to secede from Quebec if Quebec secedes from Canada. They argue that Quebec is only entitled to the land settled by the French along the St. Lawrence River shores before 1763 (Figure 12 on page 49) (Janigan 1991).

Economic issues

The Royal Bank of Canada's 1992 analysis of the economic impact of Quebec leaving Canada predicted that without Quebec, the average Canadian family's income would be \$10,140 lower at the turn of the century than if the country stayed united. Also, unemployment would climb by 720,000 from its current level of 1.5 million (McMurdy and Daly 1992).

Quebec has benefited from the Canadian government and economy. In 1989, for example, Quebec collected \$2.5 billion more from the federal government than it paid in taxes to the federal government (Mason and Holstein 1990).

- 10. Does the poll reported in Table 3 support separation? Why or why not?
- 11. Why might French Quebecers think it is important to keep the northern three-quarters of Quebec, if it is only sparsely populated?
- 12. What are the strongest arguments against the separation of Quebec from Canada?



How has racial equality progressed in Brazil and the United States?

Objectives

In this lesson, you will

- Compare and contrast the status of people of African descent in Brazil and in the United States.
- Evaluate the advancements of African Americans and African Brazilians within their multicultural societies.

Glossary

emancipation ethnic group integration nationalism segregation

What challenge to ethnic diversity have both Brazil and the United States faced?

You have examined ethnic diversity and nationalism in the former Soviet Union and in Canada. In the brief case study in this final lesson, you will compare the treatment of ethnic groups in Brazil and in the United States. Because both of these countries have large minority populations descended from Africa (Figure 15 on page 58), it is useful to recognize certain important similarities between these countries:

- Blacks are the largest non-European ethnic groups in both countries.
- Blacks were forcibly brought from West Africa to work as slaves on plantations. In fact, about nine times as many Africans were brought into Brazil than into the United States (Stearns 1989).
- Both countries have small Native American Indian minorities.
- Brazil and the United States are the two largest countries in the Western Hemisphere.
- Both countries are dominated by groups of European origin.
- Both countries have confronted "deeply entrenched racial inequality" in the twentieth century (Andrews 1992).

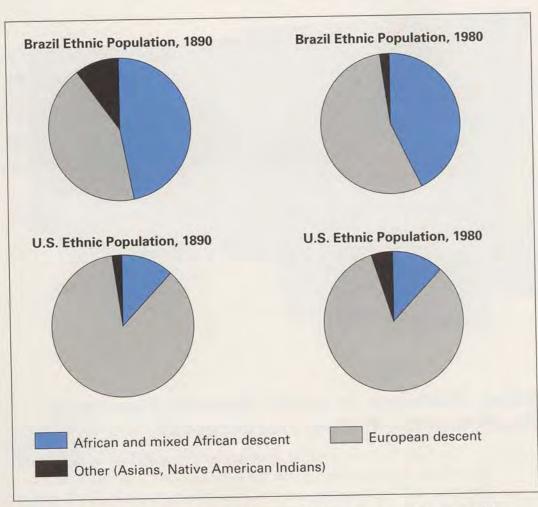


Figure 15 Population percentages by ethnic group of Brazil and the United States, 1890 and 1980.

Why has Brazil been considered a racial democracy?

Brazil has long been considered by some scholars to be a model for fair treatment of ethnic and national groups. Many consider Brazil to be a racial democracy. It has often been held up to the United States as an example of what the United States should aspire to (Hellwig 1990).

Table 4 below summarizes the different treatment of former African slaves after their formal emancipation in both Brazil and the United States. The first date for each country is the year of emancipation. Note that slavery ended later in Brazil than it did in the United States.

Table 4 Comparison of treatment in Brazil and the United States from emancipation to the 1950s

Brazil (1888–1950s)	United States (1863–1950s)	
Emancipation gradual, nonviolent	Faster, more violent emancipation (lynchings of blacks, race riots)	
No segregation laws	Strict segregation laws	
Interracial marriages legal, encouraged	Interracial marriages illegal	
Relaxed social mixing of races	Social mixing of races illegal or highly discouraged	
Voting rights for former African slaves	Voting prevented by violence, intimidation, local laws	

Source: Hellwig 1990.

The following reports are from African American journalists who went to Brazil before 1950. They compared the treatment of blacks in Brazil with the treatment of blacks in the United States. They wanted to make the point that Brazil was a model of racial harmony that the United States should follow. The image of Brazil as a paradise for people of color was described in this 1902 editorial in the St. Paul (Minnesota) *Appeal*, a black newspaper:

"In Brazil there are no racial prejudices or social distinctions based on race or color. Many of the leaders in society, politics, and business are jet black, and there are homes and comfort in Brazil for [anyone] willing to work" (Hellwig 1990, page 45).

Robert Abbott, owner of the leading black newspaper in the United States, the Chicago *Defender*, visited Brazil in 1923 and found that:

. . . Absolute social harmony prevailed. Children of all colors . . . could be seen playing together. Racial intermarriage was not just accepted, it was encouraged; "the ideal being a perfect political state thoroughly homogeneous in blood." Citizens were "Brazilians," not "Negroes" or "whites" (Hellwig 1990, page 47).

Abbott and his wife were refused lodging at expensive hotels several times, however, while whites in their group were given rooms. He described those experiences as being unusual.

Another black journalist from Pittsburgh, George Schuyler, visited Brazil in 1948 and 1949. He reported that

... black and brown people were found everywhere, often interacting with whites, including members of the opposite sex, with a camaraderie not found in the United States. Brazil's colored population was more widely employed than their brethren to the north. There were people of obvious African ancestry in prominent positions throughout the society (Hellwig 1990, page 49).

Schuyler also reported, however, that whites did not hate blacks, but whites often "pitied them and were reluctant to associate with them as equals" (Hellwig 1990, page 49).

- 1. What were the major differences between the lives of the freed slaves in Brazil and those in the United States, from emancipation to the 1950s?
- 2. Why do you think African Americans in the early twentieth century believed that Brazil was a racial paradise?
- 3. What evidence did the black journalists give that Brazil was *not* a racial paradise?

How do the United States and Brazil compare, since 1970, in the status and treatment of citizens of African descent?

You have seen (Table 4 on page 59) that before 1950, conditions for citizens of African descent were apparently better in Brazil than in the United States. Most African Americans in 1950 still lived in the South, where they were legally segregated from whites by "Jim Crow" laws. Those living in the North and West also faced serious discrimination, although it was not legalized.

This situation was radically changed by a series of court decisions and civil rights laws in the 1950s and 1960s. Segregation in education and public facilities was outlawed. The Civil Rights and Economic Opportunity acts of 1964 made many racist practices

illegal.

The result was that African Americans began to benefit from postwar economic growth to a degree never seen before in the United States. Differences between whites and blacks regarding income and earnings, education, and vocational achievement declined during this period. Discrimination did not disappear, but by 1970 its importance as an obstacle to black advancement was much less than it was in 1950 (Andrews 1992).

What kind of data might help you understand the following question: How have ethnic groups in the United States been treated, compared to Brazil, since 1970? In addition to anecdotal material, you also need to find numerical data of the kind that can be compared in

different places and over time.

The first task in answering this question is to formulate some hypotheses—some tentative answers—by examining the several sets of data (Figures 16-18 and Tables 5-7 on pages 62-65). After examining and analyzing the data, write your answer to the question.



Martin Luther King Day march and rally.

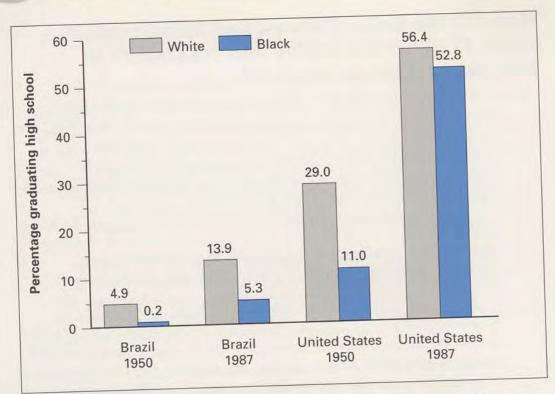


Figure 16 Completion of high school in Brazil and the United States.

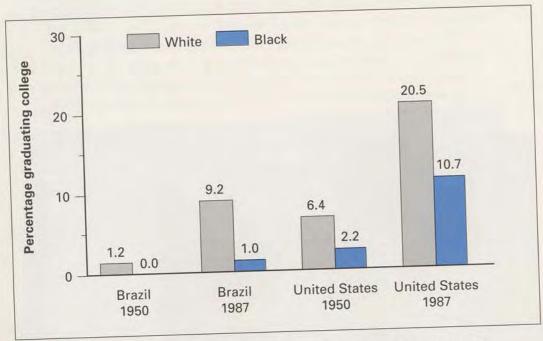


Figure 17 Completion of college in Brazil and the United States.

Table 5 Housing segregation in the 10 largest metropolitan areas of Brazil and the United States

City	Score for segregation*
Brazil	41
São Paulo	43
Rio de Janeiro	42
Belo Horizonte	50
Recife	42
Pôrto Alegre	53
Salvador	48
Curitiba	56
Fortaleza	42
Brasília	50
Belém	
Average for Brazil	47
United States	78
New York	79
Los Angeles	88
Chicago	78
Philadelphia	88
Detroit	71
San Francisco	71
Washington	78
Dallas	74
Houston	77
Boston	
Average for the United States	78

^{*}Note: On a scale of 0 to 100, 100 represents a city where every neighborhood is either all white or all black (segregated).

Table 6 Professional/white-collar employment*

	Brazil 1950	Brazil 1980	United States 1950	United States 1980
European descendants	11.1	34.7	39.8	53.9
African and mixed- African descendants	4.0	16.2	9.7 African descendants	38.5

^{*}Numbers show the percentages of European and African descendants classified as professional, technical, administrative, teaching, and sales jobs. For example, in 1950, 11.1% of Brazil's European descendants held professional/white-collar jobs.

Table 7
U.S. black elected officials (federal, state, and local government), 1970–1991

Year	Total
Year	1,472
1970	3,503
1975	4,503
1978	4,584
1979	4,890
1980	5,014
1981	5,115
1982	5,559
1983	5,654
1984	6,016
1985	6,424
1986	6,681
1987	6,829
1988	7,225
1989	7,370
1990	7,480
1991	

Source: Johnson 1993.

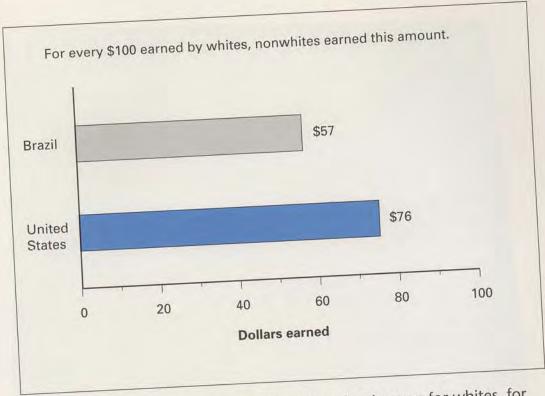


Figure 18 Income for nonwhites compared to income for whites, for the same work performed, 1987.

In 1983, the manifesto of one black Brazilian movement made the following declaration:

Of 24 governors, two are black. We don't have blacks as Ministers of State [similar to United States presidential cabinet]. Of the 548 federal deputies and senators [similar to United States Congress], the number of blacks is less than 10. In a contingent of almost 30,000 state deputies and aldermen, the number of blacks is insignificant; with almost 4,000 municipalities, black mayors are very rare (Sundiata 1987, page 70).

- 4. What conclusion can you draw from Figure 16 about comparative high school education opportunities for blacks in Brazil and in the United States?
- 5. How does Figure 17 correlate with Figure 16? What conclusion can you draw from Figure 17 about comparative college education opportunities for blacks in Brazil and the United States?
- 6. Which country has the most integrated housing? How do you know?
- 7. In what areas do African Americans statistically have better opportunities than African Brazilians?
- 8. Do the data in Figures 16–18 and Tables 5–7 support the idea of Brazil as a racial paradise? Explain.
- 9. Is there enough data to develop a reasonable, intelligent hypothesis? If not, what additional data would you need?

According to the data you have analyzed, the status and treatment of African Americans has improved since 1950. This is largely because of equal opportunity laws and rulings against segregation. Even so, discrimination has not been eliminated. Rather, it has been "... driven ... underground and forced ... to become more subtle [and] unpredictable. ..." (Andrews 1992, page 229). Ethnic Studies expert Evelyn Hu-DeHart adds:

Civil rights and affirmative action legislation in the United States are good policies, but need consistent enforcement and can't make up for hundreds of years of discrimination. Further advancement will depend on changing personal attitudes (Hu-DeHart 1993).

Glossary

- Bilateral agreement An agreement between two states or countries.
- Cartographer A mapmaker.
- Commonwealth A group of states joined together by mutual agreement for economic or political purposes.
- Emancipation The freeing of slaves.
- Empire A state that has expanded, usually by force, to unite many territories and peoples under its rule.
- Ethnic group A large group of people distinguished by common language, customs, and history.
- Geographic Information System (GIS) A method of storing, sorting, and analyzing information about any and all things that share the same location.
- Glasnost Soviet President Gorbachev's policy of openness and candor that brought major changes leading to the breakup of the Soviet Union.
- Integration The bringing together, us ally in residential areas, of peoples of different races.
- Language group A group of languages that share certain common features that distinguish them from other language groups.
- Maritime A term referring to the sea, e.g., maritime provinces are those that border the sea.
- Multilateral agreement An agreement between three or more states or countries.
- Nation A large group of people who share common language, beliefs, and history as well as a strong desire to be self-governing in the homeland of their ancestors.

- Nation-state A political entity consisting of a large group of people who share a sense of belonging and identity to an area of land that is controlled by one government.
- Nationalism The sense of pride, spirit, and purpose of a large group of people who seek to establish and/or promote, support, and defend their homeland.
- Nationalist A person who advocates nationalism.
- Nationhood The achievement of unity by a group so that they can be called a nation.
- Parliament A democratically elected, legislative body in some ways similar to state legislatures and Congress in the United States.
- Perestroika Soviet President Gorbachev's policy of economic change that lead to the breakup of the Soviet Union.
- Referendum A vote on an issue by the people of a republic or state.
- Region An area with one or more common features that gives it a measure of unity and makes it different from surrounding areas.
- Regionalize The act of forming or devising regions to help solve geographic problems.
- Republic A political subunit of the Soviet Union; similar to the 50 states in the United States.
- Secession The process of withdrawing or breaking away from a state or country to establish a separate state or country.
- Segregation The separation, usually into different residential areas, of people according to race.

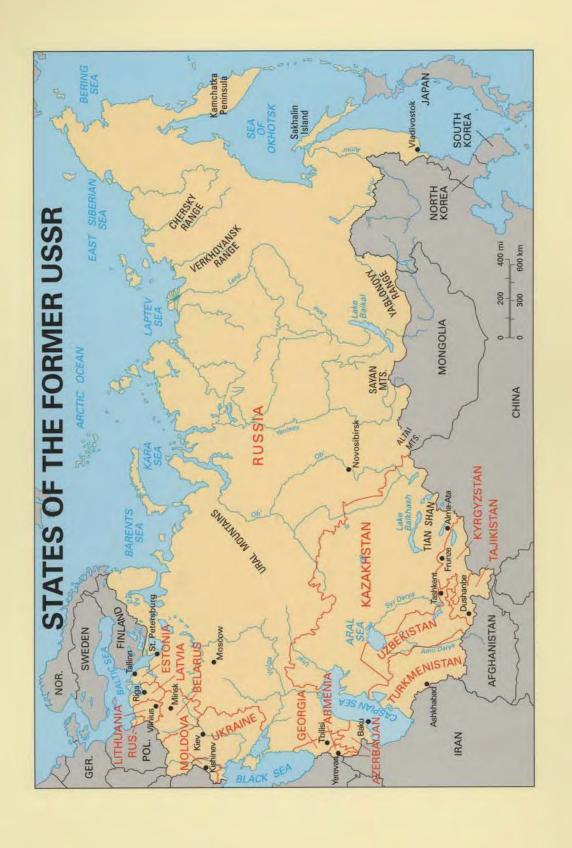
- Self-determination The right of a people to decide upon its own form of government, without outside force or influence.
- Separatists People who are actively committed to withdraw or break away from a state or country in order to establish a separate state or country.
- Socialist A person or group committed to socialism—the idea that society rather than individuals should own property and the means to produce goods and services.

- **Sovereignty** The independent power and authority of a state or country.
- Soviet The worker political group of the 1917–1922 Communist revolution in Russia.
- State A country with internationally recognized borders and independent government.

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