#### 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.

#### BRITANNICA GLOBAL GEOGRAPHY SYSTEM

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

#### BRITANNICA GLOBAL GEOGRAPHY SYSTEM

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 signup 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

## **Political Change**

Program Developers

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

#### **TEACHER'S GUIDE**

Regional Case Study East Asia



#### Geographic Inquiry into Global Issues (GIGI)

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# Contents

Memo to the Teacher from the GIGI Staff iv Preparing to Teach This Module: Political Change xvii

#### The Global Setting of the Issue

**Lesson 1** Where is political change happening? 1

## **Major Case Study: Hong Kong and the "Four Tigers"**

**Lesson 2** What kind of place is Hong Kong? 5

**Lesson 3** How did Hong Kong come under Britain's control? 10

**Lesson 4** What are the Four Tigers? 15

**Lesson 5** What will happen when Hong Kong is transferred to China? 22

**Lesson 6** How does political change affect people? 26

#### **Comparison Case: The Canadian Arctic**

**Lesson 7** How will political change affect the Canadian Inuit? 30

**Extension Activities and Resources** 35



## 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 connnections 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**

How does population growth affect resource availability? Bangladesh (Haiti)

#### **Religious Conflict\***

Where do religious differences contribute to conflict? Kashmir (Northern Ireland)

#### Southeast Asia

#### Sustainable Agriculture

How can the world achieve sustainable agriculture? Malaysia (Cameroon, Western United States)

#### **Human Rights**

How is freedom of movement a basic human right? Cambodia (Cuba, United States)

#### Japan

#### **Global Economy\***

How does trade shape the global economy? Japan (Colombia, United States)

#### **Natural Hazards**

Why do the effects of natural hazards vary from place to place? Japan (Bangladesh, United States)

### Former Soviet Union

### Diversity and Nationalism\*

How do nations cope with cultural diversity? Commonwealth of Independent States (Brazil, United States)

#### **Environmental Pollution**

What are the effects of severe environmental pollution? Aral Sea (Madagascar, United States)

#### East Asia

#### Population Growth\*

How is population growth to be managed?
China
(United States)

#### **Political Change**

How does political change affect peoples and places? Hong Kong (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.

<sup>\*</sup> Under development

## Geographic Inquiry into Global Issues (GIGI) Issues, Leading Questions, and Case Study Locations

Aust	ralia/	
New	Zealand	1/
Pacif	fic	

#### **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, Canada)

#### **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)

#### Figure 1 (continued)

<sup>\*</sup> Under development

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.

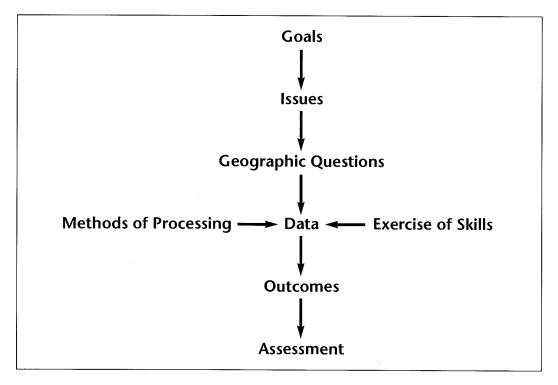
#### **Issues-Based Geographic Inquiry**

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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Geography Education Standards Project. 1994. Geography for Life: The National Geography Standards. Washington, DC: Geography Education Standards Project.

- Hill, A. David, and McCormick, Regina. 1989. Geography: A Resource Book for Secondary Schools. Santa Barbara, CA: ABC-Clio, Inc.
- Joint Committee on Geographic Education. 1984. Guidelines for Geographic Education: Elementary and Secondary Schools. Washington, DC:
  Association of American Geographers and National Council for Geographic Education.
- Slater, Frances. 1993. Learning through Geography. Revised. Indiana, PA: National Council for Geographic Education.

#### PREPARING TO TEACH THIS MODULE

#### **Political Change**

How does political change affect peoples and places?

Political changes in such places as the former Soviet Union, Poland, the former Yugoslavia, the former Czechoslovakia, Haiti, Somalia, South Africa, and Hong Kong are worldwide news stories. They are of global concern not only because they may involve armed conflict with death, destruction, and dislocation where they occur, but also because they often have profound effects on other places. Today's students are likely to be affected by these events and processes, because in an increasingly interconnected world, seemingly far-flung political changes can directly affect U.S. citizens. Not only is political change happening on national and international scales, but local political changes can also affect the lives of students; for example, a school board election can bring in new board members whose philosophies may diverge markedly from former members. For these reasons, it is important to include the study of political change in the curriculum.

This geography is directly concerned with the fudamental theme of *Place*, with understanding the physical and human characteristics of place, and with the causes of differences from place to place. Because political change is a major reason for such differences, the question of political change is important to geography. The central question of this module is "How does political change affect peoples and places?"

In Lesson 1, students address the meaning and importance of political change and place it in a global context by considering several recent examples from throughout the world. Lessons 2–6 constitute the module's major case study of Hong Kong, in which students explore what happens when places undergo political changes. Although Hong Kong is physically part of East Asia, its economic and cultural identity has been shaped by being politically administered by Great Britain since 1842. In 1997, after 155 years of British

control, the status of Hong Kong will change again when it is restored to the political control of China.

In Lesson 2, students use maps to evaluate Hong Kong's location, compare market to command economies, and describe landscape elements to examine the economic and cultural characteristics of this place. In Lesson 3, students compare differing Chinese and British views of the history of Great Britain's takeover of Hong Kong. In the following lesson, students analyze maps, tables, and graphs to look at the roles of four newly industrialized countries—Hong Kong and the three other "Tigers" (Taiwan, South Korea, and Singapore)—in relation to China. In Lesson 5, students role-play negotiations between Britain and China over the future of Hong Kong. Students examine in Lesson 6 how the political change planned for 1997 is already affecting people in Hong Kong and in other places, and they speculate about whether Hong Kong's economic and cultural dynamism will continue under Chinese control. For contrast, the closing lesson provides a brief case study of another example of planned political change—the negotiations of the Inuit peoples with the Canadian government for political control over their homeland in the far north of the Northwest Territories.

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<sup>TM</sup> 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<sup>TM</sup>, 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 how planned political changes may occur.
- Give examples of the effects of political change on peoples and places.
- Be able to relate political change to economic change.
- Describe how political changes can lead to cultural confrontations and how cultural differences may be seen in the built landscape.
- Examine reasons why people may seek political change.
- Recognize how political changes can help explain the differences between places.

#### Number of Days Required to Teach Political Change

Eleven to thirteen 50-minute class periods

#### **Suggestions for Teacher Reading**

- Edwards, Mike. 1991. Mother Russia on a new course. *National Geographic*, February: 2–37.
- Karnow, Stanley. 1989. What will happen when the Chinese take back their fragrant harbor? *Smithsonian*, April: 40–48.
- Kelly, Ian. 1986. Hong Kong: A Political-Geographic Analysis. Honolulu: University of Hawaii Press.
- Kohl, Larry. 1991. Hong Kong: plight of the Boat People. *National Geographic*, February: 133–138.
- Szulc, Tad. 1991. Dispatches from Eastern Europe. *National Geographic*, March: 2–33.
- Vesilind, Priit J. 1990. The Baltic Nations: Estonia, Latvia, and Lithuania struggle toward independence. *National Geographic*, November: 2–37.
- Woronoff, Jon. 1992. Asia's "Miracle" Economies, 2nd edition. Armonk, NY: M. E. Sharpe, Inc.



## Where is political change happening?



#### Time Required

One 50-minute class period



#### Materials Needed

Mini-Atlas maps 1 and 2



#### **Glossary Word**

apartheid

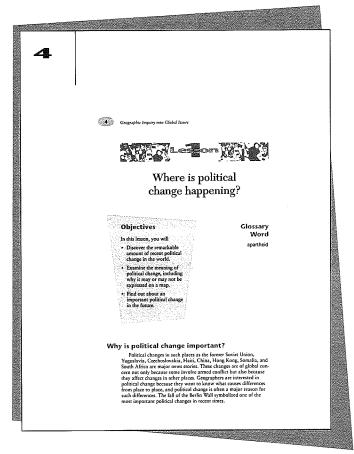
#### **Getting Started**

- Have students read the Memo to the Student and the overview on pages 2–3 in the Student DataBook prior to beginning the module. Also make students aware that there is a Glossary in the back of their DataBooks.
- Divide the class into groups of about three or four students. Distribute Mini-Atlas map 1 and Mini-Atlas map 2 (maps of Europe and Western Asia as of 1987 and 1994) to each group. Have the groups observe and list all of the changes to national boundaries that occurred in these regions. [These include the reunification of Germany and Yemen and the divisions of Czechoslovakia, Yugoslavia, and the Soviet Union.] Ask students to come up with a tentative definition of political change based on these maps. [At this point, students may think that political changes only occur when boundaries shift; they will see in this lesson that a broader definition is also appropriate.]

#### Procedures

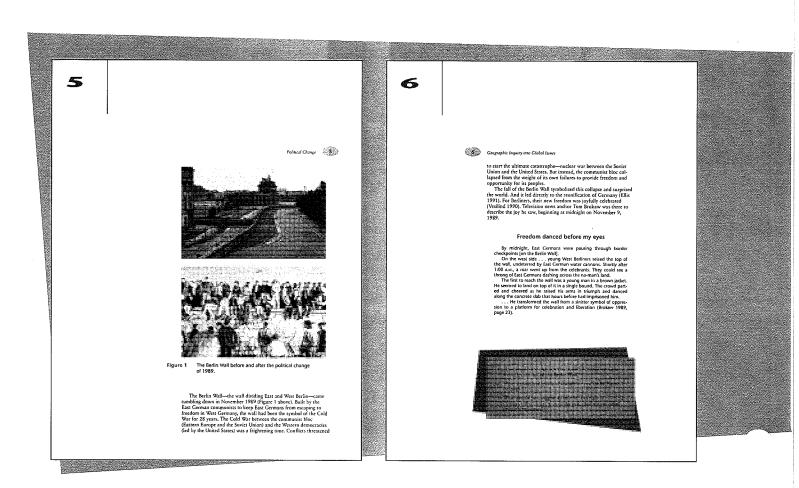
## Why is political change important? (pages 4–6)

A. Have students, still in their groups, read the text on pages 4-6, examine Figure 1 (the "before and after" photographs of the Berlin Wall), and answer Questions 1-3 on page 6.



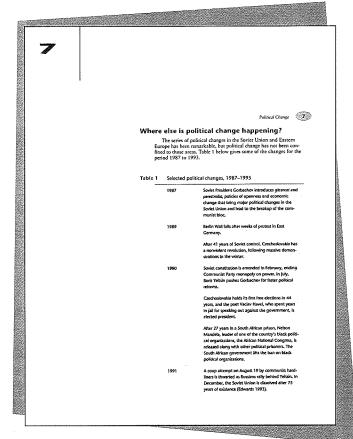
#### Questions and Answers for page 6

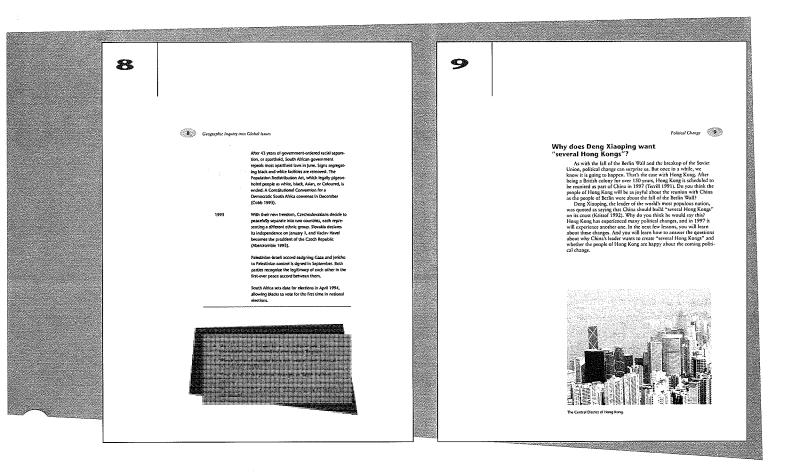
- 1. How would you describe the political change brought about by the fall of the Berlin Wall?
  - This event symbolized the reunification of Germany as the borders between the old East and West came down. The old communist political system of East Germany expired.
- 2. What evidence of political change do you see in Figure 1?
  - The "before" photo shows evidence of totalitarian control over people—guards, barbed wire, and so on. The "after" photo shows the expressions of freedom as Berliners rejoiced at the collapse of the old communist system.
- 3. What would you suggest as another example of political change, either recently or in the past, that also aroused people's emotions?
  - This question is open to student opinion. Events they remember may include the protests about attempted coups in Russia in 1991 and 1993, or from the more distant past (but perhaps studied recently by students), even the American or French Revolutions of the eighteenth century. Any change in government, such as a U.S. presidential election or a local election, would also be acceptable answers. The main point to note, in any case, is that political changes are important because they affect people by affecting their political and economic lives.



## Where else is political change happening? (pages 7–8)

- B. Have groups read through the list of selected political changes (Table 1). Have each group update the table by listing at least two other political changes since 1987 that are not on the table. [For example, the secession from Yugoslavia of Slovenia, Croatia, Bosnia-Herzegovina, and Macedonia was excluded from this table; other changes may have occurred since the publication of the module.]
- C. Have groups answer Questions 4 and 5 on page 8 by classifying the Table 1 list into (a) those changes that affected the world map and (b) those that did not. From this classification, groups can derive a general working definition of political change (Question 6) and speculate about future political changes (Question 7).





#### Questions and Answers for page 8

- 4. Which political changes have created new political boundaries and the need for new maps? Explain.
  - On Table 1, the breakup of the old Soviet Union and of Czechoslovakia and the reunification of Germany created the need for new maps.
- 5. Which political changes have not created new political boundaries? Explain.
  - Changes in the political and economic structures of Israel and Palestine and in South
    Africa have not, as yet, created new boundaries. Similarly, the first stirrings of political
    change in the Soviet Union (in 1987) and in Czechoslovakia (in 1989) did not immediately
    cause boundary changes.
- 6. How do all of the political changes in Table 1 affect people?
  - Students can easily note that political changes can create new countries or redefine old boundaries (changing peoples' citizenship). But it is also important to note that changes to political or economic systems can have profound effects on peoples' daily lives (as in Palestine or South Africa) without affecting mapped borders.
- 7. Where do you think political change is going to happen in the future?
  - This is for speculation; accept any suggestions from students. This is a lead-in to the Hong Kong case study introduced in the next section.

## Why does Deng Xiaoping want "several Hong Kongs"? (page 9)

D. Have students read this short text. Emphasize that the module will turn next to a case study of a future political change in Hong Kong, to explore in-depth how political change affects peoples and places. Ask students if they think that residents of Hong Kong will rejoice about political change as much as the Berliners shown in Figure 1 did. Also ask why the leader of China's government wants to build "several Hong Kongs." [Accept speculation; the photo on page 9 showing the intense economic development of Hong Kong may give some clues. Inform students that the next several lessons look at this question in more detail.]

#### For Further Inquiry

Ask students to begin bringing in articles over the next two or three weeks (the duration of the module) that exemplify current political changes. These should include not only international changes but also any national, state, or local changes (e.g., Congressional redistricting, creation of new school districts, or any elections). Hang the articles on the bulletin board after a discussion of them.



## What kind of place is Hong Kong?



#### Time Required

Two 50-minute class periods



#### **Materials Needed**

Mini-Atlas map 3



#### **Glossary Words**

command economy

estuary

laissez-faire

market economy

profit

relative location

#### **Getting Started**

This lesson looks at the physical, economic, and cultural characteristics of Hong Kong. To get students thinking about the geographic theme of *place*, have them describe the distinctive physical, economic, and cultural characteristics of their own community. These might include landforms, vegetation, types of industry, systems of transportation, major religions, ethnic groups, or architectural styles. Geographers think of *place* as a location that has been given character—ask students how their place differs from other nearby places. What makes it distinctive?

#### **Procedures**

## Where is Hong Kong and how has its location influenced political change? (pages 10–14)

A. Divide the class into small groups of about three or four students each. Have the groups read the text and examine Figures 2–4 (pages 11–13). Distribute Mini-Atlas map 3 (political world map), which they will need to answer Questions 1–2 on page 14.

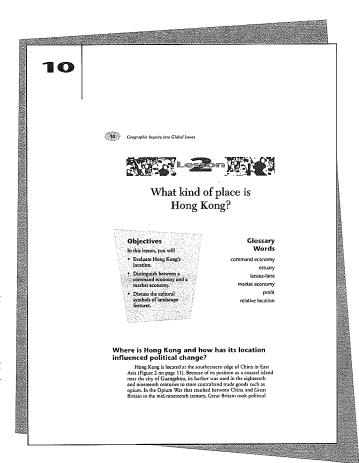




Figure 2 East Asia.

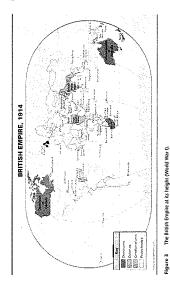
Marino C. varian

control of Hong Kong, Britain enforced its control with treaties and military force over Hong Kong, which became a colony in the British Enpire (Figure 3 on page 12).

China's central government, located in Beijing, found it difficult cover much influence in Hong Kong because of the geral distance to exert much influence in Hong Kong because of the great distance and enforced in worldwide empire (Figure 3 on page 12) with the most powerful analy in the world, wanted Hong Kong as a colony, By colonizing Hong Kong, the British empire gained a foothold in East Anal with which a supply its ships and to secure trade with China. Hong Kong is situated at the month of the Pearl River (known as the New Terticinote (Figure 4 on page 31). Estuater, like the Pearl River Estuary, are often attractive to merchants who use ships to

12

Geographic Inquiry into Global Issues



13

Political Change 13



transport goods. They provide excellent natural hards are can easily bring goods down the river from inland towns. Then goods can be loaded out to can going vessels and sent to larger markets thoughout the world arabilished in ancient time by the Chinese government as a trading area where faring an longer to the load of the control of



Figure 4 A close-up view of Hong Kong.



Geographic Inquiry into Global Issues



How do the economic systems of Hong Kong and China differ?

Economic pursuits are [Hong Kongs] life blood and its sole justification, and [people] in the market are concerned not so much with the future as with conditions as they are [Endacott 1973, page 324).

In fact, it has been suggested that the "fundamental purpose of the [colonial] administration [of Hong Kong] is after all to protect British tracting interests and this purpose is as evident toddy as it was when Hong Kong was founded" (Kelly 1986, page 14).

It was when tongs how years tomoser (keep yees, page 4). The two quotations above point out that Hong Kong's world position is based on economic goals. It is a global marketylace, complete with modern technology and strong feat to its rading partners. The question concerning Hong Kong's future, after 1997 when it becomes part of China again, is whether or not the economic prosperity that its people enjoy today will continue. The economic system of Hong Kong under the British is very different from the economic system of Hong Kong under the British is very different from the economic system of China. Hong under Kong became one for the component in the control of the control

#### Questions and Answers for page 14

- 1. What is Hong Kong's location in relation to (a) the Tropic of Cancer and the equator? (b) China's political capital at Beijing? (c) Great Britain?
  - With Mini-Atlas map 3 and Figures 2, 3, and 4, students can determine that Hong Kong is at about 22°30′ north latitude by 114°30′ east longitude. It is south of the Tropic of Cancer but north of the equator. Hong Kong is roughly 1,300 miles south of Beijing and 8,000 miles southeast of Great Britain.

For younger students, review how degrees of latitude and longitude are divided into 60 minutes to help them with the coordinates.

- 2. How has Hong Kong's location influenced political change?
  - Hong Kong has an advantageous coastal site, with a deep-water harbor near large markets in China and the rest of heavily populated East Asia. It is situated along a heavily traveled ocean trade route, providing access for international trade to China's interior. These factors made it an attractive and strategic location for a world power such as Great Britain. At the same time, its relatively great distance from the center of China's political power made it difficult for the Chinese to maintain control over Hong Kong. Because the British were superior to the Chinese in military power during the nineteenth century, they were able to obtain and hold control of Hong Kong, even though it is a great distance from Britain.

## How do the economic systems of Hong Kong and China differ? (pages 14–15)

B. Have groups read the text and create a brief skit, acting out the roles of producers, consumers, and the government as shown in Figure 5 on page 15. The point is for students to see how interactions between producers and consumers differ between the two economic systems described. In the same way, relations between individual consumers and their government differ in the two systems, with the government having more direct control over the individual's life in the command economy.

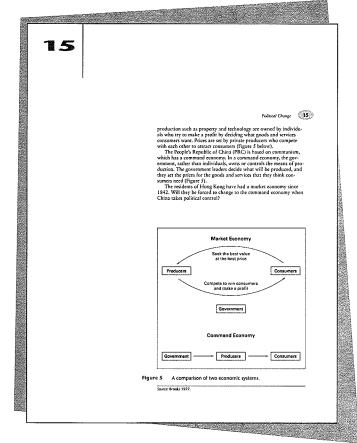
*Note:* The figure and text describe extreme examples of each system. The market economy shown has no government involvement, which

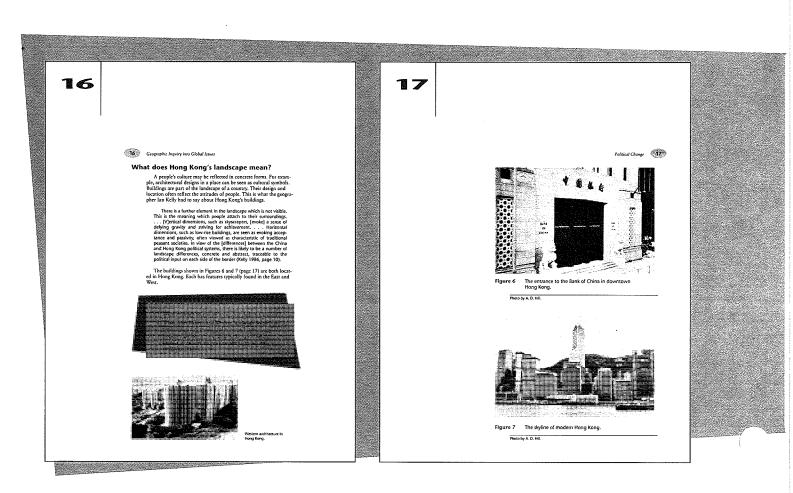
is only the case in true laissez-faire systems. Similarly, not all command economies are fully planned by governments. Point out that no place follows these examples perfectly; all places have some characteristics of each. Nevertheless, these extremes dramatize how different the present economic structure of Hong Kong is from that of China.

After the skit, have students describe which system they would prefer if they were producers or consumers. [Many students may be aware of how consumer goods (e.g., televisions, clothes) have typically been in very short supply in command economies such as the former Soviet Union.]

## What does Hong Kong's landscape mean? (pages 16–17)

C. Open discussion about how political and economic systems in a place can be reflected in the built environment (e.g., buildings, city layouts, and so on). Ask students to brainstorm what kinds of architectural or building characteristics fit their image of Eastern culture. Point out that Hong Kong is a place where there is a mixture of Eastern and Western cultural influences as a result of its being part of China and Great Britain at different times. Have students examine Figures 6 and 7 on page 17 and list items that they see in the photographs that seem to have Eastern and Western cultural influences. Have students read the text and discuss Questions 3–5 on page 16.





#### Questions and Answers for page 16

- 3. What evidence do you see to support Kelly's argument?
  - The Bank of China building (Figure 6) shows several elements typical of Chinese architecture: the Chinese characters over the entrance; the traditional animal figures "guarding" the doors; and the architectural motif on the walls. By contrast, the skyline shows the vertical elements (that is, skyscrapers) Kelly mentioned as typical of Western influences.

Younger students may need help with this somewhat abstract reading and Question 3. Use the other photographs included in the Student DataBook or video resources from your media center to help them identify features typical of Western cities and features more common in traditional Chinese cities.

- 4. What other Eastern and Western landscape features do you imagine you would find in Hong Kong?
  - Have the class brainstorm a list of landscape features that they identify with Eastern cultures (e.g., rickshaws, pagodas, street markets). Alternatively, have groups compete to make lists of landscape features.
- 5. In your own community, what buildings or other landscape features do you consider to be cultural symbols? Explain.
  - For this question, challenge groups to sketch the buildings or other architectural features of the built landscape that are evidence of cultural attitudes. Encourage students to think of their familiar landscape in a different way: What elements of their environment (which they may take for granted) might an outsider view as symbolic of their culture?

Examples are legion. Students in large cities may think of the variety of ethnic influences seen in restaurants or shops with non-English signs. Students in suburbs may recognize that subdivisions, shopping malls, and strips of fast-food restaurants are very characteristic of U.S. culture. Students in rural areas could consider something as ordinary as a barn as a distinctive cultural symbol.

The key point here is for students to realize that cultural influences are always reflected in the built environment of a place.

D. To close the lesson, ask students what they think might happen to Hong Kong's landscape after it reverts to China's control in 1997. Accept speculation, for it is uncertain whether Hong Kong will succumb to Chinese culture after the political change or whether it will remain as it is today, a unique place reflecting influences of both East and West.

#### For Further Inquiry

In advance of this class period, have students collect images of Eastern and Western countries or from places that have command economies and those that have market economies. Have students make collages contrasting these images.



# How did Hong Kong come under Britain's control?



#### Time Required

One or two 50-minute class periods



#### Materials Needed

Copies of Activity 1 for each student (optional) Copies of Activity 2 for each group of students Mini-Atlas map 4



#### **G** Glossary Words

dynasty

feng shui

mandarin

opium

profit

treaty port

"In this book it is our design to treat all of the great and admirable achievements of the Great Khan now reigning, who is styled Kublai Khan; the latter word implying in our language Lord of Lords, and of a surety he had good right to such a title, for in respect to number of subjects, extent of territory, and amount of revenue, he surpasses every sovereign that has heretofore been or that now is in the world...."

—The Travels of Marco Polo, edited by Manuel Komroff, New York: Random House Modern Library, 1953, page 111

The British, who had the world's largest empire in the nineteenth century, believed their culture to be the highest and most progressive in the world. For example, on page 24 of the Student DataBook, Hong Kong's Governor, Sir Henry Blake, is quoted as saying that he hoped the Chinese in Hong Kong would be prosperous and happy, "like the Queen's [Queen Victoria] subjects everywhere else." Thus, the Chinese and the British looked down on each other.

#### **Getting Started**

Students may need some background to understand the readings in this lesson, which show how the British and Chinese held very different views of the world. For example, the Chinese considered Westerners backward barbarians. The Chinese name for their own country (Chung Kuo) means central splendor, an expression of China's high opinion of itself. Indeed, in the thirteenth century, Marco Polo, the first Westerner to travel through and live in China, developed that opinion. For example, he wrote:

#### Procedures

## How did Chinese and British views of Hong Kong compare? (pages 18–23)

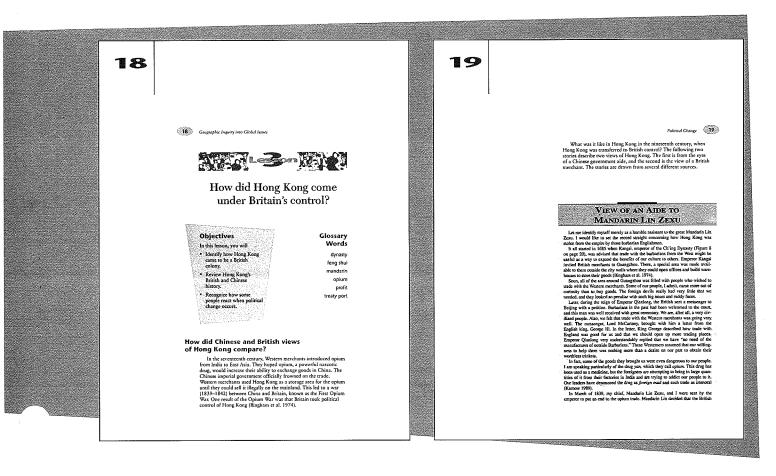
A. Students can read the two narratives in the Student DataBook (one by the aide to Mandarin Lin and the other by a British merchant) to get differing perspectives on how Hong Kong first became a colony of Great Britain. Although the narrator of each account is fictional, the events described are taken from

the historical record. Have students refer to Mini-Atlas map 4 (map of Hong Kong) and Figures 8 and 9 (pages 20 and 23) to locate places mentioned in the readings.

These two accounts may be used for inquiry in various ways. The following are three suggestions, the first two of which could be done in tandem with a fine arts, history, or English class.

- a. Have students use the two readings to create a short TV play with students acting out the roles of the characters mentioned in these accounts. Each narrative refers to several different historical figures (e.g., Lin Zexu, Charles Elliot); create other appropriate roles as needed to involve more students. Have other students videotape the dramatization.
- b. Give several students the narratives a day or two before the lesson. Have them learn the two views and appear in class as guests on a mock news-interview show (modeled on Face the Nation or Meet the Press). The remainder of the class then asks each guest questions (perhaps using Activity 1 as a guide). Have other class members videotape these interviews.
- c. Divide the class in half and have one group read the Chinese aide's point of view while the other group reads the British merchant's point of view. Then have each group orally present answers to their portion of the questions in Activity 1.

Some terms in the accounts may be unfamiliar to younger students; clarify these if



20 Geographic Inquiry into Global Issues



Hong Kong was part of the Ch'ing Empire in 1750.

Political Change (21)



#### VIEW OF A BRITISH MERCHANT

22

Geographic Inquiry into Global Issues

mentants who order us not to sell it are experty participating in the table of it for personal profit. And the Chlanes childs they are so openful. Queen Victaria's here representable used anny communder, Charles Elliot, is also against the opium unde. He fears that a wer may break out. Other merchans think that if such a word dast not our may would writ. I metalood this view to Elliot and suggested that we could open up more trade ultra such a war. He work that the country of the c

ing the coast.

If the coast is the coast is the coast is the war might come to applied litting the first days of 1841, it looked as if the war might come to applied little even met with the local College of flicials and convinced the British should have a realing post in the Chanton arm. We were go (xog., 60 hanny) 26, ships of the wistish anys funded a Possession the northern part of Hong Kong Island and raised the flag (Hoghes

23

Political Change 23





Treaty ports in China in the 1840s.

How did the Chinese react to political change in 1898?

nge in 1898?

We have seen the viewpoints of individuals who were in Hong Kong when it was first taken by the British. Now, we look at how the Chinese reacted to political change at the end of the uninteenth century in 1898.

England paid £500 to the government of China to lease the land north of Kowloon Peninsuls, known as the New Territories (Figure 4 mainlands, which were them annily appricablently exerce Leade for 99 years. The British announced that for the next 99 years (until 1997),

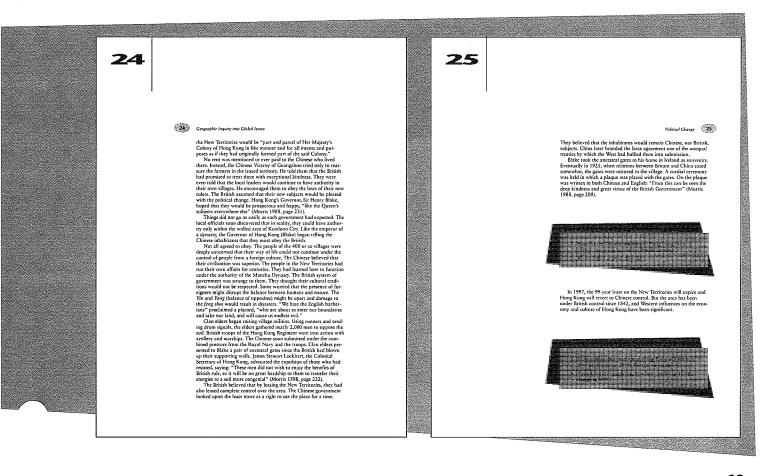
necessary. Be sure students understand what is meant by Western nations. If they are unsure, identify the European nations that expanded into Asia in search of trade, such as Portugal (Macau), the Netherlands (Indonesia), and England (Hong Kong).

B. Another way to look at the rationale for Britain's interest in Hong Kong is through map analysis. Divide the class into small groups and distribute the large-scale map of Hong Kong (Mini-Atlas map 4) and copies of Activity 2 to each group. The Activity provides additional historical background, picking up after the First Opium War described in the narrative accounts, and asks several questions about

Britain's motivation for acquiring the New Territories. Analysis of Mini-Atlas map 4 provides students with the data needed to answer these questions (see *Key for Activity 2*).

## How did the Chinese react to political change in 1898? (pages 23–25)

C. The final section of this lesson describes how residents of Hong Kong's New Territories reacted to becoming part of Great Britain's empire in 1898; it is in part a lead-in to the next two lessons, which explore the issues involved in the upcoming political change of 1997 (the end of the 99-year lease on the New Territories). Have groups read this text and answer Questions 1–4 on page 25.



## Questions and Answers for page 25

- 1. How did the Chinese residents of Hong Kong react in 1898 to becoming a part of the British Empire?
  - Students may point out that the Chinese faced tremendous changes at this time, shifting from what they believed was a superior Chinese life to one that was controlled by people they believed were barbaric. The treaty between the Chinese and the British had many examples of miscommunication, resulting in anger and mistrust from both parties.
- 2. Why did they react as they did?
  - Chinese residents in the New Territories were probably desperate in their decision to fight for freedom. They were considered to be citizens of China, yet the British also demanded loyalty. The British violated beliefs the Chinese held to be sacred and had an approach to life very different from that found in China.
- 3. Do you think that residents of Hong Kong will react in 1997 as they did in 1898? Why or why not?
  - This question asks for speculation. Students may be aware that many people have decided to leave Hong Kong before the lease expires in 1997. The irony is that the residents of Hong Kong have become accustomed to a more Western life-style than is now found in the communist society of China. Again, there may be great resistance to political change, but it is likely that the present cause of resistance is that economic systems under the two polities are so different—whereas in 1898, it was primarily a case of cultural conflict created by the political change from Chinese to British control.
- 4. If you lived in Hong Kong, how would you react to the change in 1997?
  - Encourage students to speculate on their actions from the perspectives of British-born residents, people of Chinese ancestry, wealthy international business owners, and people who came to Hong Kong from other parts of the world seeking work.
- D. As a segue into Lesson 4, ask for students' opinions on this question: Do you think Hong Kong will be able to continue its dynamic economy under Chinese control? After a brief discussion, tell students that in the next lesson, they will learn more about Hong Kong's economic importance and how it compares with its East Asian neighbors—the so-called "Four Tigers."



# What are the Four Tigers?



#### Time Required

Two or three 50-minute class periods



#### Materials Needed

Copies of Activity 3 for each group of students Colored pencils for Activity 3 Copies of Activity 4 materials for each group of students (optional)



## **Glossary Words**

Four Tigers
newly industrialized country (NIC)
Pacific Rim
region

## **Getting Started**

• This lesson introduces students to the Pacific Rim nations in East Asia that are considered newly industrialized countries (NICs). Although there are notable differences in development among Taiwan, South Korea, Singapore, and Hong Kong, what they share is that they all maintain Eastern cultures while practicing Western capitalistic economic policies. They each are members of two regions—the East Asian culture region and the global trading region based on Western capitalism—and each have had mixed success grappling with these dual roles.

• Tell students that nations often are symbolized by animal mascots, just as schools are often symbolized by mascots. Ask students to describe what their school mascot says about their school. Then ask them to identify any mascots of nations that they know. They may mention the eagle for the United States; note the mascots for nations discussed in this module—the dragon for China and the lion for England. Discuss students' perceptions of why the nations selected those symbols. That is, what image do citizens of those nations have or want to have about their country?

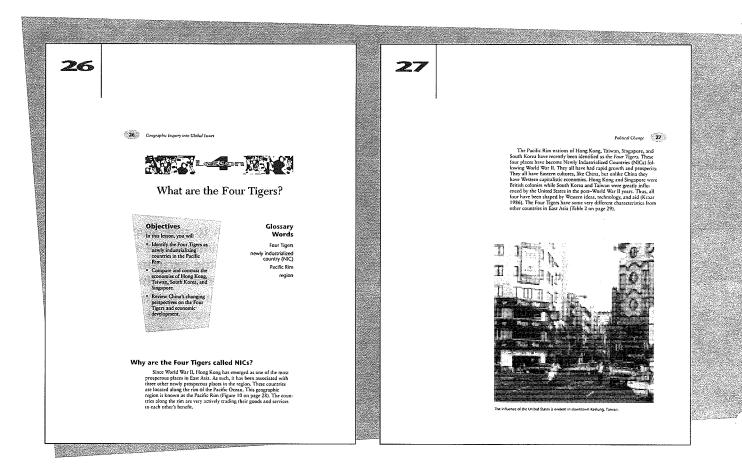
Show students a picture of a tiger. (If you do not have a picture of a tiger, make a transparency of the tiger face from the game board included in this lesson and project it on the overhead.) Explain that this symbol has recently been used for Hong Kong and three other nations in East Asia (Singapore, Taiwan, and South Korea). Ask students to list the qualities of a tiger that might be desirable as a national image. Explain that this lesson focuses on the "Four Tigers" of East Asia; students can refer to Figure 10 on page 28 for the location of these countries.

You may wish to give students a chance to act in the interests of the Four Tigers and simulate the excitement of trade in East Asia by playing the "Four Tigers Investment Game" in this lesson. This is an option recommended for younger students. See Procedures E–G.

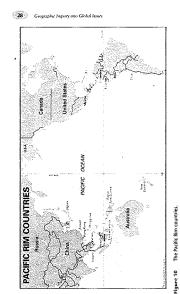
#### **Procedures**

# Why are the Four Tigers called NICs? (pages 26–34)

- A. Have students work in small groups to study this section and to answer Questions 1–9. Students will gain a better understanding of Tables 3 and 4 and will be better prepared to answer Questions 7–9 if you have them complete Procedures B and C below.
- B. Have students use Table 3 on page 32 to create a bar graph showing the changes from 1965 to 1988 in the Four Tigers' shares of world exports.
- You may wish to use the following to give younger students the structure of the bar graph: Label the vertical axis "Percentage of world exports" and mark off a scale, starting with 0 at the bottom and rising in even increments to 2.5 at the top. The horizontal scale should give the two time periods, 1965 and 1988. A bar should rise from each of the two time periods on the horizontal scale to the correct percentage for each of the Four Tigers. Write the names of the countries within the bars.
- C. Have students complete Activity 3, which has them use data from Table 4 on page 34 to create a vector map showing the destinations and percentages of the Four Tigers' exports. See *Key for Activity 3*.





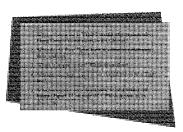


Political Change 29

Table 2 A comparison of selected East Asian countries

Sec. 1	Estimated opulation, 1992 (millions)	GNP per person, 1992 (U.S. S)	Area (square miles)
China	1,178.5	370	3,718,782
Japan	124.8	26,920	145,870
South Korea	44.6	6,340	38,025
Taiwan	20.9	7,330	13,900
Hong Kong	5.8	13,200	412
Singapore	2.8	12,890	239

The domestic economies of the Four Tigers have changed dramatically (Figure 11 on page 30).



30

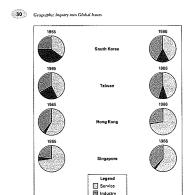


Figure 11 Importance of different activities to economies of Four Tigers, 1965–1986.

Why are they called the Four Tigers? The god of wealth has been represented as a tiger in Chinese folklore. The tiger is the opposite of the dragon. The dragon is the chief of all narines animals and the tiger is the chief of all land animals. The tiger, in folklore, lives to the goe of 1,000 years. At ag 600 in soft contanges to white. The White Tiger is the name given to the western quadrant of the compass (Williams 1976).

31

Pointed Change 31



The name tiper fits these four NICs in that they do not with to be statilities of Clima (whose leader was traditionally referred to as the dragon), which has a community stem. So, as tigger with capitalities systems, they are in opposition to the dragon. Not surprisingly. China refers to these places as dragons (Kristor) 1992, Secondly, they are influenced by and sele economic ties with the West. Finally, their agaid development of prosperity in a few years has carried them an Each of the tigers had a special way of a chiceing great economic success. Talwan received money and military protection in the 1930s. By the 1960s, Taiwan had endorsed a growth plan free from trade barriers and foreign exchange controls. Investment money was targeted to improve education, roads, machinery, and financial services. Name as County of the British colonial empire. By the twentieth century, Singapore grow because it was a strategic place to get fuel, in, and oubset for ships bound for Europe through the Succ. Canal (Weronoff 1992). The

32 Geographic Inquiry into Global Issues

Singapore government has always taken a strong hand in shaping the economy by promoting advanced production services and research. Today, Singapore has a highly diversified economy that includes electronics, transport equipment, and international finance (Castells 1992).

1992). South Korea received large amounts of financial support from the United States to help it recover from the Korean War (1950–1953). Since the 1966, the Korean powermonte employed a stees of five-year plant so invert in textiles, petroleum, ship-building, steel, auto-mobiles, and personal computers. South Korea borrowed heavily to establish its growth, but it has managed to gradually reduce its debt to other countries (Ltc 1988).



In addition to internal changes in the Four Tigers, each country has changed what it exports and its share of world trade. Table 3 below shows what has happened to each of the Four Tigers' shares of international trade. Figure 12 on page 33 reports how the export products have changed over a 25-year period.

Table 3 Four Tigers' shares of world trade, 1965–1988 (percentages)

	im; 1965	xorts 1988	Exp 1965	orts 1988	
Hong Kong	0.8	2.2	0.6	2.3	
South Korea	0.2	1.8	0,1	2.2	
Singapore	0.6	1.5	0.5	1.4	
Talwan	0.3	1.7	0.2	2.2	
Total	1.9	7.2	. 14	8.1	

Source: Asion Franconic Handbook 1986: Balassa 1991

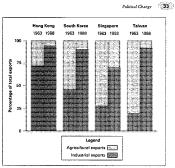


Figure 12 Agricultural and industrial exports of the Four Tigers, 1963–1988. Percentage of each country's exports are shown for each category.



34 Geographic Inquiry into Global Issues

Table 4 Trading partners of the Four Tigers, 1988 (percentage of country's total export)

Trade partners i	long Kong	South Korea	Singapore	Talwan
Chòna	27		10	
United States	25	35	24	44
Western European countries	18	16	14	15
Other Four Tigers	12	- 10	- 11	11
Japan	6	20	9	13
Canada, Australia, New Zealand	- 4	4	4	5
Other East Asian countries		-	20	-

Source: Balassa 1991.



#### What is China's view of the Four Tigers?

at is China's view of the Four Tigers?

Chinese leaders are considering whether other places in China can be managed to earn wealth for the country in the same way Hong Kong benefits Gert Ethical Hort Recently, China wealt and consider allowing free markets. As a communist country, China has had a tightly controlled command economy, But the global economy is rapidly moving toward feer markets and free trade, especially since the collapse of the Soviet Union. Now only China remains with a very large command economy, but there are signs that it, too, may be moving closer to a market economy. The following newspaper report reveals what Chinase leaders have in mind for Chinese cities that may become turne. Tigers.

35

Political Change 35



#### CHINA LOOKS TO "FOUR DRAGONS"

The Soviet Union's today

Chairman. Mus. Teleunis, declared the 1995a. It would be a counter-evolutionary offence to say that is public today. The source of the second of

#### Questions and Answers for pages 29, 32, 33, and 34

- 1. What information in Table 2 would help explain why Hong Kong is so attractive to the Chinese?
  - Although Hong Kong is a very small place compared to China, it is also a very densely
    populated and very wealthy place. Its gross national product per person is about 35 times
    greater than China's. China wants to control Hong Kong because Hong Kong is a
    tremendous producer of wealth.
- 2. What do the Four Tigers have in common concerning their location?
  - All Four Tigers are located in East Asia along the Pacific Rim and close to China. They all have a coastal location, which is advantageous for shipping and trade.
- 3. Which is largest in size? Which is smallest?
  - South Korea is largest (38,025 square miles). Singapore is smallest (239 square miles).
- 4. Why do you think Japan is not considered to be a Tiger too?
  - Students will need to speculate about this. The main idea is that Japan is not an NIC like the Four Tigers, but rather has been a major industrialized nation for a long time.
- 5. Which economic activities appear to be growing the fastest (Figure 11)? Which appear to be declining?
  - In all cases, the industrial and service sectors of the economies of the Four Tigers have increased at the expense of the agricultural sector. You may wish to discuss what it means to have growing industrial and service sectors. In general, countries that have highly diversified economies are less vulnerable to economic fluctuations in one industry and especially to the fluctuations that naturally occur in agricultural markets.
- 6. How are the political backgrounds of the Four Tigers alike? How are they different?
  - Although all Four Tigers are closely aligned with Eastern culture, they differ in economic alignment: Singapore and Hong Kong have strong historic ties to the United Kingdom. Taiwan was supported by the United States as Taiwan established its independence from China. South Korea was also supported by the United States following the Korean War. These alignments may be partly seen in the data on trading partners in Table 4.
- 7. How did the Four Tigers' shares of world trade change between 1965 and 1988 (Table 3)?
  - All Four Tigers enjoyed larger percentages of world trade in 1988 than they had in 1965. Taiwan and South Korea have shown the greatest increases in both imports and exports.

continued

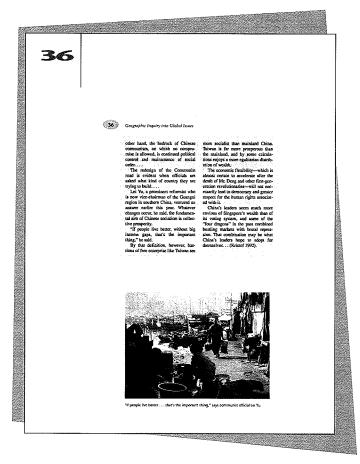
- 8. How do changes in exports reported in Figure 12 compare to changes in the domestic economies of the Four Tigers described in Figure 11?
  - The changes are consistent from exports to domestic economic activities in that as the
    domestic economies have shifted from agriculture to industry, the percentages of
    agricultural exports have decreased and the percentages of industrial exports have
    increased.
- 9. How does Table 4 help you understand the connections the Four Tigers have with other countries?
  - Table 4 shows the countries or sets of countries that receive the exports of the Four Tigers; it also shows the relative importance of these trading partners to the Four Tigers. For example, the data point up the strength of the economic connections of Taiwan and Korea with the United States and of Hong Kong with China. These connections will be visualized more easily if students complete Activity 3.

# What is China's view of the Four Tigers? (pages 34–36)

D. Continuing with the same small groups, have students read and discuss the material on pages 34–36 in the Student DataBook. Ask students to speculate on how China's view of the Four Tigers may affect the Four Tigers in the future. After the groups have had a chance to discuss the material, form a panel consisting of a representative from each group. Then have this panel address China's view of the Four Tigers for a few minutes in front of the class. Have the class discuss how this view may affect the future of the Four Tigers.

# **Activity 4:** "Four Tigers Investment Game" (optional)

E. If you choose to play the Four Tigers Investment Game, begin by asking students to brainstorm what nations need to become "tigers" of industry. Lead the students to a listing of such important components of industrialization as capital to invest; expertise; technology; products that meet the needs of the global market; and a political system that encourages economic growth.



F. Divide the class into groups of four students for playing teams. Distribute copies of the Activity 4 game board and other Activity 4 game materials to each team. Hand out the rules for the Four Tigers Investment Game and read them over with the students. You may also want to go over the reasons given on the "Fate Cards" for profits and losses, because during play students may tend to ignore these reasons and think only about the profit and loss. Play a practice round. Then let each group start over and play the game until the last 5–10 minutes of the period.

Notes about the game: The purpose of the game is to reinforce the identity and location of the Four Tigers, the components of industrialization, and the relationship of marketplace and competitor that exists between Hong Kong and the other Tigers. The Fate Cards are based on factual events in the four nations that were found in the 1991 World Almanac and in Culturegrams. You may wish to update and/or supplement the Fate Cards from these or other sources.

G. During the last 5-10 minutes of the period, hold a debriefing. Ask students which investment tactics seemed to bring the best results. What factors affect trade? How are the Four Tigers alike and how are they different? What is the relationship between Hong Kong and the other Tigers? [One point that should come out is that each of the Four Tigers received substantial economic aid to establish a foundation for healthy economies. Students may notice that the Tigers take advantage of cheap labor for their industries, but they invest in education and infrastructure to support continued growth. All four Tigers depend on low world prices of petroleum. Businesses in Hong Kong are very sensitive to events in the People's Republic of China. Other Tigers benefit when investments are withdrawn from Hong Kong.]



# What will happen when Hong Kong is transferred to China?



## Time Required

Two 50-minute class periods



#### Materials Needed

Transparency of Overhead 1 Butcher paper or newsprint • Inform students that they will participate in a simulation of the conference that began in 1982. Delegates from the two nations met over a period of two years. An agreement affecting the future of the entire colony of Hong Kong was signed in 1984.

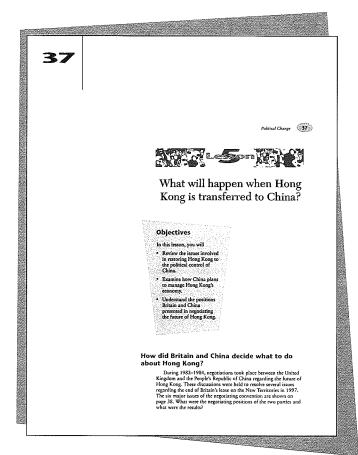
#### **Getting Started**

• Have a student read the following 1982 "news flash" to the class:

#### NEWS FLASH! PRIME MINISTERS TO CONFER

England's Prime Minister Margaret Thatcher is expected to confer with China's Prime Minister Chao Tzu-yan in Beijing this September. The Hong Kong news services announced today that the topic of the Anglo-Chinese negotiations is the expiration of the 1898 Treaty on the New Territories.

• Review with students the three parts of Hong Kong: Hong Kong Island, Kowloon, and the New Territories. Remind them that Hong Kong Island and Kowloon were given to Great Britain in treaties that ended two different Opium Wars. The New Territories were leased from China for a period of 99 years in a treaty signed in 1898. To show these locations, refer to Figure 4 on page 13. What would the return of the New Territories to China do to the remaining portion of the colony?



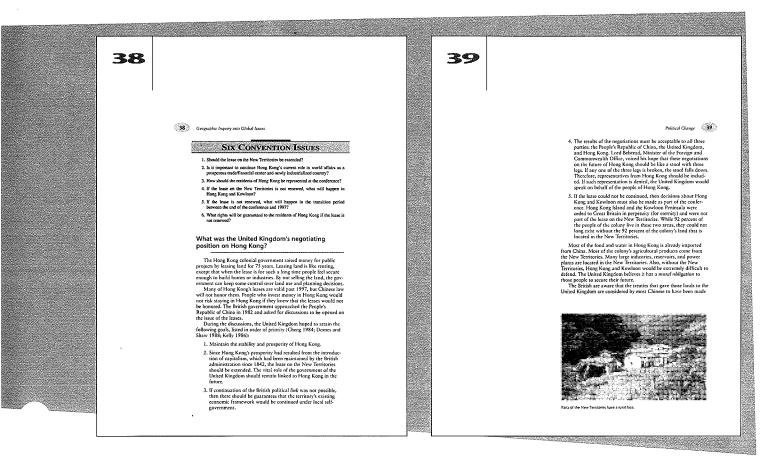
#### **Procedures**

# How did Britain and China decide what to do about Hong Kong? (pages 37–41)

A. Divide the class into groups of three or four. One half of the groups will represent the People's Republic of China (PRC), and the other half will represent the United Kingdom. Have students read the "Six Convention Issues" on page 38 in the Student DataBook and the negotiating position for the group they are assigned to represent (United Kingdom on pages 38–39 and China on pages 40–41).

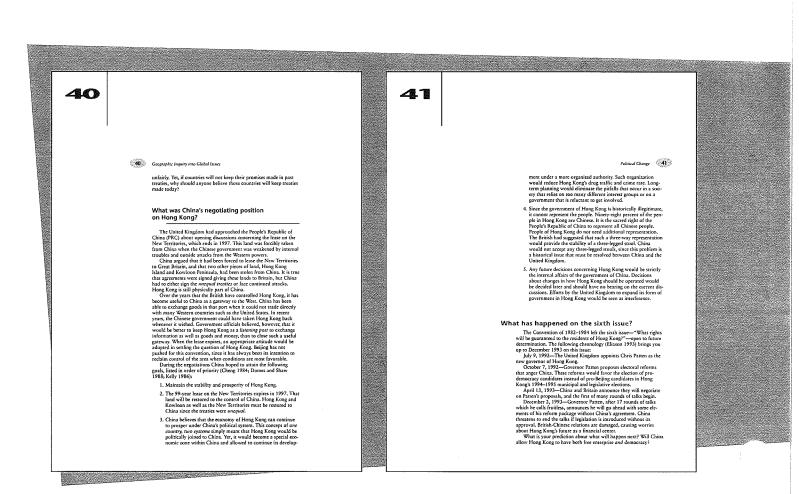
#### Six Convention Issues

- 1. Should the lease on the New Territories be extended?
- 2. Is it important to continue Hong Kong's current role in world affairs as a prosperous trade/financial center and newly industrialized country?
- 3. How should the residents of Hong Kong be represented at the conference?
- 4. If the lease on the New Territories is not renewed, what will happen to Hong Kong and Kowloon?
- 5. If the lease is not renewed, what will happen in the transition period between the end of the conference and 1997?
- 6. What rights will be guaranteed to the residents of Hong Kong if the lease is not renewed?



- B. Then have groups write out their goals for each of the Six Convention Issues. Because these groups will be redivided to form new groups, all students need to write down the agreed-upon goals to take with them to the new group.
- C. Reorganize the class into teams of six: three students coming from one of the original PRC groups and three students from one of the original UK groups. Give each team a large sheet of butcher paper or newsprint to use in writing its negotiated agreement. Have each team of six discuss the Six Convention Issues, come to an agreement on each, and write its final agreement on the paper.
- D. Have a member of each team present the team's agreement to the class and give reasons for their decisions. Discuss the agreements with the class and vote on which they liked best from each team. Record the winning solutions for each issue on a final sheet of butcher paper that will then become the joint agree-

- ment to be sent to the United Nations for public record. Have one representative from each side (China and Britain) sign it to increase the realism.
- E. The students are now ready to hear the actual outcomes of meetings between the Chinese and the British. Project the transparency of Overhead 1, "Results of the Chinese-British Negotiations Regarding Hong Kong, 1982–1984." These results are organized to correspond to the Six Convention Issues.
- F. Discuss the results of the Convention and have students consider the following:
  - a. Does it matter that the agreement was not made with representatives of Hong Kong present? [People in Hong Kong had no choice, but did show relief that their continued status could be maintained after 1997. This agreement was accepted by many as being better than having no agreement at all. At least Britain was now



- obligated not to withdraw before 1997, which may have led to a political vacuum and political chaos.]
- b. What would be the purpose of presenting the agreement to the United Nations? [The Joint Declaration was considered a treaty and was therefore deposited with the United Nations. The Secretary-General of the United Nations welcomed it as a model for diplomatic resolution of future sovereignty disputes.]

## What has happened on the sixth issue? (page 41)

G. Have students read this section and ask for their opinions about the final questions ("What is your prediction about what will happen next?" and "Will China allow Hong Kong to have both free enterprise and democracy?"). You may wish to conduct a group discussion or assign an essay about these questions.

## For Further Inquiry

Have students draw a political cartoon that includes representatives of Britain, China, and Hong Kong. The cartoon should focus on one of the issues of the convention. Include a caption with the cartoon.



# How does political change affect people?



#### Time Required

Two 50-minute class periods



#### Materials Needed

Copies of Activity 5 for each group of students (two pages each)



## **Glossary Words**

emigration feng shui immigration refugee

## **Getting Started**

- Ask the students to identify at least five reasons why people would want to leave their country to live in another country.
- Then, pose the following: Hong Kong has always attracted many people who have left their home countries as refugees. For example, in 1949–1950, about 750,000 Chinese fled to Hong Kong as the Communists seized China. And later, in the 1970s and 1980s, thousands of "boat people" escaping Vietnam went to Hong Kong. Now that Hong Kong is about to be transferred back to China's control, will its inhabitants stay or leave? If they leave Hong Kong, where will they go, and how will their immigration affect their destinations?

#### **Procedures**

# What will be the impact of political change in Hong Kong on other places? (pages 42–43)

- A. Have students read the news clips on pages 42 and 43 and study Figure 14 on page 43. Ask students to identify where Hong Kong residents have been going (Figure 14) and have them speculate why these destinations have been chosen.
- B. Have each student write down two ways in which other places are being affected by the political change in Hong Kong. Compile a class list of these effects and post it.

#### Who will go? Who will stay? (pages 44-47)

- C. Divide the class into groups of three to work on Activity 5. Distribute one copy of Activity 5 to each group. Have students read the vignettes about people on pages 44–47, who are considering leaving Hong Kong. Inform students that these vignettes are based on real people's lives described in recent articles.
- D. After all groups have completed Activity 5, tally and post all student votes for those people most likely to leave and those most likely to stay in Hong Kong. Give students a chance to comment. See *Key for Activity 5* for suggestions.

# How will China keep Hong Kong's economy healthy? (pages 47–49)

E. Have students work in small groups to study pages 47–49 and answer Questions 1–5 on pages 48–49.



42 Geographic Inquiry into Global Issues



#### How does political change affect people?

#### Objectives

In this lesson, you will

Consider the impact of the political change in Hong Kong on other places.

Review how China will attempt to keep Hong Kong prosperous.

#### Glossary Words

feng shui

refugee

#### What will be the impact of political change in Hong Kong on other places?

November 26, 1986
The Hong Kong Bank, a subsidiary of the Hong Kong and Shanghai Banking Corporation, purchased the Bank of British Columbia (Focts on file 1986).

August 8, 1988
Housing prices in Vancouver, Canada, are skyrocketing because so many Hong Kong immigrants are moving into the area. In some parts of Vancouver, English is quickly becoming the second language in schoolnooms. Some culture stables are occuring in the older neighborhoods, but for the most part, the exonomy is booming as hong Kong investood needeeps shopping centers, 
office buildings, and apartments (Paris 1988).

Political Change

April 19, 1990. British approves a bill to offer United Kingdom residency to 285,000 clizens of Hong Kong. Norman Tebbit, leading Conservative opponent of the bili, warms that a influx of refugees from Hong Kong would cause social upheaval in an already over-crowded United Kingdom (Ports on Pite 1990).



Figure 13 Emigration from Hong Kong, 1980-1990.

Sources: Bordewich 1989: Becker 1988: Enpandio 1990: Focts on File 1989

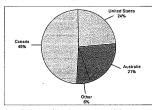


Figure 14 Destinations of Hong Kong emigrants in 1988



44 Geographic Inquiry into Global Issues

#### Who will go? Who will stay?

Consider the following people who are trying to decide whether to stay in Hong Kong or to leave it before 1997.

- stay in Hong Kong or to leave it before 1997.

  John Whinings came to Hong Kong from England nearly 15 years ago to work as a loan officer at the Shanghai and Hong Kong Bank. He married a local woman of Eursian ancestry and has two children. Life has been very confortable for them it Hong Kong John is concerned about the faure of the bank in a Hong Kong governed by China and would like to be transferred to the bank's London office. His wife, however, has never been to London and does not want to leave her parents behind. She is also worried that their children may lateva a tongot time being secreted in highly accept, John and his family have English passporss but his wife's patents do not.
- ily have English passports but his wife's parents do not.

  Petr Collinis is an American who came to Hong Kong following the Vietnam War. He has been appointed chairman of a shipping company and is making a large income. Petre believes that Hong Kong will survive the hand-over to China and will become the commercial and political center of a far larger conomic pheter encompassing much of southern China. Yet, after events of Tanaanmen Square, he fears that perhaps China will not continue its efforts to westernize. Also, relations between China and the United States are unsure. Peter has no family. His company does have branches in the United States and in South America. But if he requests a transfer, he will have to take a lower position in the company and a cut in pay. Wil is in a supersymmetry aware of the company and a cut in pay. Wil is in a sure sweener in Hong Kong He is 68 years old!
- have to take a lower position in the company and a cut in pay. We lin it is a stress except in Hong Roon, Ple is 68 years old. He has often said that he is not concerned about himself since his life is almost over. He warms his only son to live in a country that is free—not under a communist repime. Since his job does not pay well, Wu Lin has only a merger file savings and does not even know where he should go since he may not be qualified to get a job anywhere else. Some friends have suggested and the same that the same suggested in the same suggested in the same suggested to the same suggested in the same s
- examinate (1 and 2 on page 45).

  Paul Cheung is middle-aged. His whole family was killed during a time of political change in China known as the 1967

  ing a time of political change in China known as the 1967

  ing the china chin

45

Political Change 45



٠	3	·· comparison or immigration pointies				
	Cota	ntry	Policy			
	Unit	ed States	five-year waiting period			
	Aust	ralia	two-year waiting period			
	Cana	ada	three-year wait OR no walt with			
			\$207,500 investment			
			in government-approved projects			

- Sir Yue-fong Bao came from a family of merchants who lived in Shanghai before the 1949 Communist Revolution. Most of his family left Shanghai during the 1950s and sertled in Hong Kong, in Hong Kong they invested their money and used their Kong, and the state of t
- California real estate.

  Howard Tang is a descendant of the Tang clan who first sertled in the area of the New Territories and built a walled city. He is a farmer who has seen many changes in the way the land has a farmer who has seen many changes in the way the land has but now he grows vegetables and has a part-time job working in a fish hatchery. His grandfather used to speak of the good old says before the British canne, but that was a long time ago. Howard has seen farmers across the border. They do not seem to be as well off as his own family. Also, many of the traditions such as forg third are criticized by the officials in China. It is not to the seed of the control of the contro
- Lingh 8ui is one of the thousands of Vietnamese boat refugees who have been pouring into Hong Kong since the end of the

Vietnam War (Table 6 below). Life in Hong Kong has been very disappointing. He lives with many others in a crowded shantvrown in the New Tertricoires. Most are waiting to be classified and resettled. There seems to be a lot of prejudice against Vietname ein Hong Kong, Some Chinese residents say they are just parasites on society.

Table 6 Vietnamese immigration into Hong Kong

Tremamese miningration into Hong Kong		ingration into riong itong
	Year	Number of people
	1979	73,300
	1988	23,000
	1989	34,000
	1990	45,000

Sources: Miners 1991; Facts on File 1989; Becker 1988.

- Alicia Yanan was born in Hong Kong, She is now working in a flower shop in Canada. Her husband David moved Alicia and flower shop in Canada. Her husband David moved Alicia and communists came to power in 1949, his awa had been captured and tortuced. David was an accountant for a small firm in Sha Tin, one of Hong Kong's new towns. He got a visa to Canada by investing in a small basiness in artificial shrubbery there. He is one of several Hong Kong citizens who are called at hung you factors on the state of the state of
- their school in Canada since they do not speck English. Tang Chu was born and continues to live in Kowlono's Walled Gity This city was once used by the British as a place to correlate for relatation and apunbling. Now it is just a salam with crow-der restructions and apunbling their is just a salam with crow-der the correlation of the control of the correlation of th

Political Change 47



William Su Ling worked his way from the Kowloon slums to a \$50,000 a year job as an engineer. He frequently travels to The Poplet's Republic on business, just has week he arrended a seminar there for a group of engineers. One incident are the seminar has been on his mind lately. At II J.A.M. they had to go out and stand in line to get some vegetables for lunch. Engineers in Hong Kong do not buy rheir lunch on the street. It reminded him of his time in the slums. He wonders if China will become more like Hong Kong, or if Hong Kong will become more like China.

#### How will China keep Hong Kong's economy healthy?

nomy nearthry

Four Special Economic Zones (Figure 13 on page 48) were created by the powerment of the People's Republic of China in an effort on encourage foreign investment and to persuade Hong Rong,
Macsu, and Taiwan that "enunfication with China will not entail either a fall in living standards or unacceptable social change" (Sivin 1988, page 159). Within these zones, investors receive low traxes, no taxes on certain types of development, cheap land and utilities, and greater independence from government controls than in other areas of China. For example, in Sheathen, which borders on the New Territories (Figure 16 on page 49),



48

Geographic Inquiry into Global Issues



Figure 15 Special economic zones in China.



49

Political Change 49

**ECONOMIC ZONES IN CHINA** 



Figure 16 Selected land uses in the Shenzhen special economic zone, China.

Source: Kelly 1986

## Questions and Answers for pages 48-49

- 1. Could the special economic zones shown in Figure 15 become Deng Xiaoping's "several Hong Kongs" mentioned on page 9? Why or why not?
  - Students should recognize that Deng Xiaoping, contrary to all past Chinese communist practice with the command economy, now believes that China must create more places like Hong Kong in order to stimulate greater economic development for China. Students should be encouraged to express their opinions about whether the special economic zones will succeed.
- 2. What do these special economic zones have in common, and what makes that common element important?
  - All of these zones have coastal locations, which means that they can take advantage of
    international trade, acting as intermediaries between China's interior and other nations.
    Also, coastal location reflects China's new attention to building its economy through
    exports.
- 3. Do you think the incentives given to the special economic zones will be sufficient to attract foreign investors? Why or why not?
  - Students saying *yes* may argue that foreign investors will be attracted to China because of the great size of its potential market. Whether these special incentives will be effective is a matter of opinion, but one might assume that they have been developed for that purpose.
- 4. How do you think the incentives for the special economic zones might be viewed by business-people in other parts of China?
  - Businesspeople in other parts of China may be angered because they have not been given similar incentives. But some of them may seek to move their businesses in order to take advantage of the economic growth in these zones.
- 5. Shenzhen, one of the special economic zones, is on the border of Hong Kong (Figure 16). How might this fact affect the success or failure of this zone?
  - Shenzhen would seem to have a favored location among these zones because of the comparatively advanced development of Hong Kong. For example, Hong Kong has a large reservoir of organizations and people skilled in manufacturing, finance, transportation, and foreign trade. Also, its reputation as a place of dynamic economic activity should attract foreign investment to nearby Shenzhen. Geography shows many examples where the economic growth of a place attracts more economic growth to that place.



# How will political change affect the Canadian Inuit?



## Time Required

One 50-minute class period



#### Materials Needed

Copies of Activity 6 for all students Copies of Activity 7 for each pair of students (optional)



## **G** Glossary Words

Inuit tundra

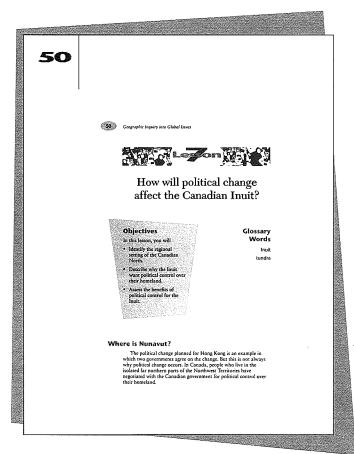
## **Getting Started**

Introduce this comparison case study of political change by mentioning that another political change is planned to occur in the near future. This one will take place in North America, but it has received very little publicity, because it involves relatively few people, unlike the political change of Hong Kong. Ask students what they have heard about the Arctic region of North America as a way to see what kinds of preconceptions they have about the Inuit, the peoples of the Far North.

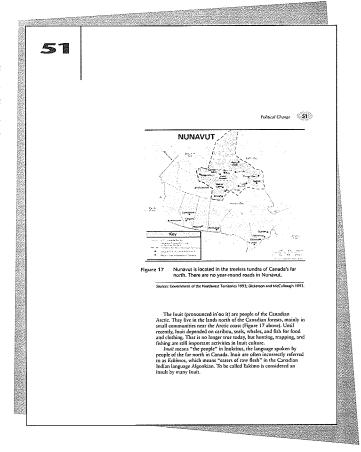
#### **Procedures**

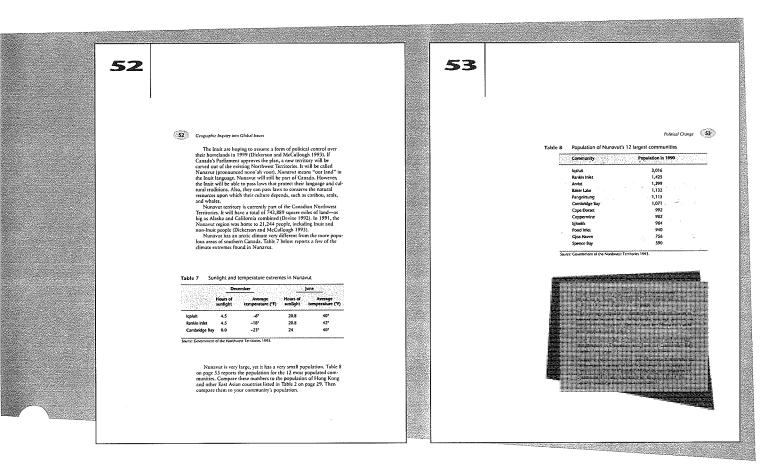
#### Where is Nunavut? (pages 50-54)

A. Have students read the text and answer Questions 1–4 on page 53. This text, along with Figure 17 and Tables 7 and 8 on pages 51–53, introduces the Canadian Arctic region



and the political change planned for the area called *Nunavut*. It emphasizes the remoteness of the area, its sparse population, and the unique characteristics of the Arctic physical environment. You may wish to spend time contrasting the environmental and population characteristics of Nunavut to your own community.





## Questions and Answers for page 53

- 1. How many miles separate Iqaluit (pronounced ee cal' oo it) from Yellowknife? How many miles is it from Ottawa (Figure 17)?
  - According to the scale on Figure 17, Iqaluit, the largest town in Nunavut, is about 1,400 miles from both Yellowknife and Ottawa.
- 2. The average population density of the United States is 71 people per square mile. What is the average population density for Nunavut? (See the data for Nunavut's area and population on page 52 in the Student DataBook.)
  - With a population of 21,244 over 742,889 square miles, Nunavut's average density is 0.03 people per square mile. This works out to about 3 people per 100 square miles. To emphasize how truly sparse this population density is, ask students to estimate how many people live in the 100 square miles around their school (a square of 10 miles on each side)—it will almost certainly be vastly more than three people!
- 3. How do the number of hours of sunlight and average temperature in December and June for Cambridge Bay (Table 7) compare to your town?
  - The point here is not for students to find accurate data for their own community, but just to make rough guesses about the physical characteristics of their own town in order to make clear the stark differences of life between the two communities. Because Cambridge Bay is north of the Arctic Circle (Figure 17), it has no daylight in winter and no night in summer. Use this to help emphasize the unique environment of Nunavut. Similarly, the average temperatures of the Far North are colder than most other places in North America.

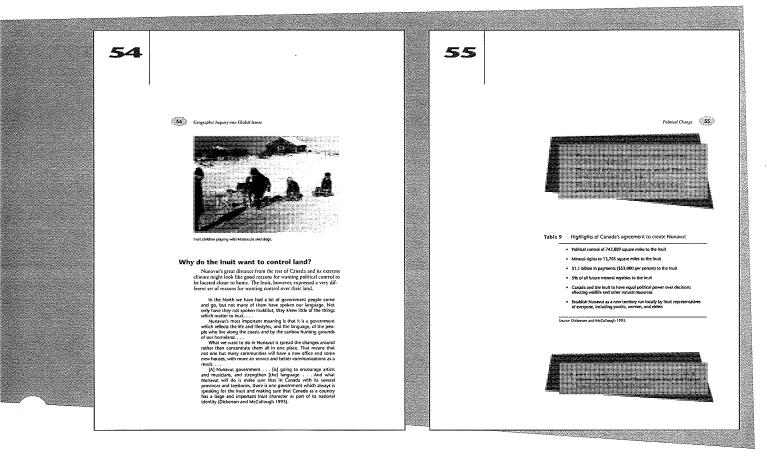
For younger students, you may wish to review why places north of the Arctic Circle have such extremes of day length.

- 4. Presently, political control over Nunavut is centered in Yellowknife (capital of the Northwest Territories) and Ottawa (capital of Canada). How do your answers to Questions 1–3 help explain why the Inuit think the present political control is a problem?
  - The first three questions point up how remote Nunavut is, how sparsely populated it is, and how different it is from more southerly parts of Canada. All these factors make life for the Inuit quite different from life for most other people in Canada. With so few Inuit people scattered over such a vast area, it is difficult for government officials in Yellowknife or Ottawa to appreciate the unique problems faced by the Inuit. So the Inuit seek more control over their lands.

continued

# Why do the Inuit want to control land? (pages 54–55)

- B. To further emphasize the sparseness of Nunavut's population, and to build students' map skills, have each student (or student group) work to complete Activity 6. Have students first classify the 12 Inuit communities from Table 8 (page 53) into three categories, according to population size. Then have students design a symbol for each population category and place a symbol for each community on the correct sites on Activity 6's map. (Students can use Figure 17 as reference for the communities' locations.) It is customary on these kinds of maps for larger symbols to represent larger categories. See Key for Activity 6.
- For younger students, provide the category breakpoints. Define one category for towns of 500–1,000 people; one category for 1,000–1,500; and a third category for the one place over 1,500 people. Have older students define their own breakpoints.
- C. Have students, working in groups if you wish, read the remaining text and discuss Questions 5–8 on page 55. The reading emphasizes that the Inuit seek political control in order to preserve their language and traditional culture.



## Questions and Answers for page 55

- 5. Why would the Inuit be concerned about preserving caribou hunting grounds?
  - Hunting is one element of traditional Inuit culture. The preservation of this culture is very
    important to the Inuit people. They seek to maintain their links to their land and to their
    ancestors by maintaining traditional ways of life.
- 6. Why would the Inuit want better air service (*Hint*: See the caption to Figure 17 on page 51)?
  - For a scattered people wishing to maintain a strong traditional culture, it would be desirable to have good access to each of their settlements. But because there are no roads in Nunavut, the only way for people in different communities to travel and communicate easily is through the air.
- 7. Why do you think the Inuit would be better able to preserve their culture by gaining political power?
  - The Inuit can better preserve their culture by creating their own laws and maintaining control over their own lands. The remoteness of Nunavut and its sparse population means that government control from Yellowknife or Ottawa is less likely to be sensitive to the needs and desires of the Inuit.
- 8. How is Canada's agreement to create Nunavut (Table 9) different from the way the United States dealt with Native Americans in the nineteenth century?
  - This question depends in some degree on your students' previous knowledge of how the U.S. government treated native peoples. Some points from Table 9 that are important are that the Inuit would receive full political control over their lands and mineral rights and royalties. These rights were not always granted to U.S. native peoples when reservations were set up. Similarly, Canada plans to share political decision making about resources with the Inuit and is establishing local control for each Inuit community. In the United States, the Bureau of Indian Affairs administers policies centrally from Washington, DC. In other words, the Inuit communities will probably have greater control over their own resources than do Native Americans on U.S. reservations.
- D. To close the module, have students work in pairs to do optional Activity 7 in order to apply what they have learned about political change in other places. Students can use the library to survey current world events to identify other places undergoing political change. Have students select one such place and synthesize the facts and opinions they find about that place to complete Activity 7. Have students report their findings to the class.

## For Further Inquiry

Air service to Nunavut runs only from Yellowknife and from other Canadian cities to the south. Together with the lack of roads in Nunavut, the limited transportation options make it difficult for Inuit leaders to mobilize political activities. Have students role-play community leaders of Inuit settlements to design an effective strategy for involving different communities in political actions, given the limits imposed by the lack of transportation.

# Extension Activities and Resources

#### 1. Related GIGI Modules

- Two modules about similar issues are *Diversity and Nationalism* and *Building New Nations*. The former focuses on cultural conflicts arising from the political changes in the former Soviet Union. The latter inquires into the problems faced by new countries in Africa as they attempt to forge a unified political entity.
- Further study into international economic development issues related to political change can be made using the module *Regional Integration*, which focuses on Europe and includes a comparison of the North American Free Trade Agreement (NAFTA). The module *Development* looks at cultural and social problems related to economic growth in Brazil's Amazon region.
- Three other modules cover issues related to political and economic change in other Asian countries. *Religious Conflict* explores how this issue has led to political struggles in Kashmir (and also in Northern Ireland). *Human Rights* investigates how Cambodians have been affected by that country's civil war. And *Population Growth* focuses on China's efforts to manage its explosive population changes.
- Global Economy and Interdependence both deal with economic interactions between nations. The major case study of Global Economy is Japan, while Interdependence examines the international trade relations of Australia.

#### 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 videos "They Look a Lot Like Us: A China Odyssey" and "China: A Network of Communes" explore the issues and regions discussed in this module.

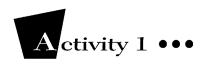
For more information, or to place an order, call toll-free, 1-800-554-9862.

#### 4. Writing

- Write a one-page editorial for a newspaper on the conference or on the results of the conference, using information from the convention to illustrate the opinions expressed in the editorial.
- Create three political slogans (one for China, one for Britain, one for Hong Kong) that reflect attitudes of each side.

#### 5. Outside Experts

Invite a guest speaker from China to give an illustrated talk to your class about Chinese landscape features and culture. If you have students in your class from East Asian countries, invite them to discuss the differences in cultural characteristics between their homelands and North America.



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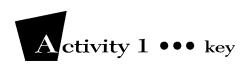
GIGI

 $Political\ Change$ 

#### Lesson 3

#### **Questions About Mandarin/Merchant Narratives**

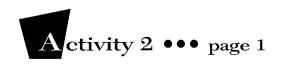
	Why did Britain want to trade in China?
	What kind of place was Hong Kong within the Chinese empire?
	What kind of place did Britain hope to make out of Hong Kong?
٠	How did the Chinese view the transfer of Hong Kong to Britain?
,	How did the British view the acquisition of Hong Kong?
	Why would Britain have desired other treaty ports besides Hong Kong
	(Figure 9)?



#### **Questions About Mandarin/Merchant Narratives**

Political Change Lesson 3

1.	Why did China want to trade with merchants from the West?  [Trade with the West was seen as a useful way to expand the benefits
	of the Chinese culture to others.]
2.	Why did Britain want to trade in China?  [Britain traded mostly for economic reasons; high profits could be made from the Chinese, and Chinese products could be sold at high prices in Britain.]
3.	What kind of place was Hong Kong within the Chinese empire?  [Due to Hong Kong's position as a coastal island, located on the southeastern
	edge of the Chinese empire, the island served few purposes to the Chinese and
	was instead mostly used by foreigners to store contraband trade goods such
	as opium.]
4.	What kind of place did Britain hope to make out of Hong Kong?  [The British hoped Hong Kong would replace Guangzhou and become the new
	main trade center in South China.]
5.	How did the Chinese view the transfer of Hong Kong to Britain?
	[The Chinese probably viewed the transfer of Hong Kong to Britain as a message
	that Hong Kong, often described as a "barren hunk of rock," was not worthwhile
	as a part of the Chinese empire. Nonetheless, Hong Kong remained a part of
	China, perhaps as a tribute area, because the Chinese culture continued to
	dominate this area.]
6.	How did the British view the acquisition of Hong Kong?
	[Britain viewed the acquisition of Hong Kong as a territorial increase; a mark that
	Hong Kong now belonged to the British Empire.]
7.	Why would Britain have desired other treaty ports besides Hong Kong (Figure 9)?  [Hong Kong was relatively remote from the center of the Chinese empire (at
	Beijing), so other, closer ports would have greater access to more people.



#### Hong Kong—Mini-Atlas Map Analysis

Political Change Lesson 3

After the First Opium War (1839–1842)—described in the narratives by the Aide to Mandarin Lin and the British merchant—hostilities broke out again between Britain and China in 1856–1860. This Second Opium War ended with Britain adding more territory. The Kowloon Peninsula and Stonecutter's Island came under British control. Later, during the Spanish-American War of 1898, the presence of U.S. ships in Mirs Bay caused the British to request an extension of their northern boundary.

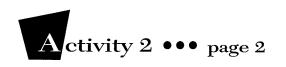
For the price of £500 ("£" is the symbol for the pound, the British monetary unit—at that time £500 was worth a few thousand dollars), Britain acquired a 99-year lease on the New Territories, which was the name given to the land between "Boundary Street" (the northern boundary of Kowloon) and the Sham Chun River. In addition to this area on the mainland, Britain acquired control over Lantau Island and over 230 small islands.

Now, when people talk about "Hong Kong," they are referring to three pieces of land controlled by Great Britain: Hong Kong Island (won during the First Opium War); Kowloon (won during the Second Opium War); and the New Territories (leased in 1898). In 1997, the 99-year lease will expire and all three parts of Hong Kong will be transferred back to the political control of China.

Directions: Refer to Mini-Atlas map 4 of Hong Kong to answer the following:

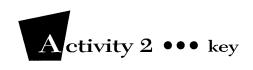
- 1. Use the map scale to estimate the area of
  - (a) Hong Kong Island
  - (b) Kowloon
  - (c) the New Territories (mainland and Lantau Island only; ignore the small islands)

abo	ote: Area is estimated by multiplying length by wi out 5 miles wide by 6 miles long, its estimated are $\times 6 = 30$ ).				
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GIGI Political Change Lesson 3

	<ul><li>(b) What kinds of land uses are found on the New Territories?</li><li>(c) What land uses did the addition of the New Territories give the British?</li></ul>
-	
_	
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-	
-	
	Give two reasons why the British would want to add the New Territories to their colony of Hong Kong.
-	
-	



#### Hong Kong—Mini-Atlas Map Analysis

- 1. Use the map scale to estimate the area of
  - (a) Hong Kong Island
  - (b) Kowloon
  - (c) the New Territories (mainland and Lantau Island only; ignore the small islands)

Students will only be able to do very rough estimates, but precise answers are not needed to make the point that the New Territories added an enormous amount of land to the colony. Rough estimates of the areas are as follows:

- (a) Hong Kong Island—about 9 miles by 4.5 miles = about 40 square miles.
- (b) Kowloon—about 3 miles by 3 miles = about 10 square miles.
- (c) the New Territories (mainland and Lantau Island only; ignore the small islands)—mainland: averages about 18 miles by 18 miles = 325 square miles;

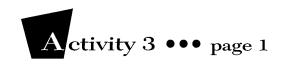
  Lantau Island: about 9 miles by 4.5 miles = about 40 square miles.

Together, these very rough estimates total about 415 square miles (the actual area of the entire colony is 400 square miles). Allow younger students especially lots of room for error.]

- 2. (a) What kinds of land uses are found on Hong Kong Island and Kowloon?
  - (b) What kinds of land uses are found on the New Territories?
  - (c) What land uses did the addition of the New Territories give the British?

    [Although there is some nonurban land on Hong Kong Island, the majority of land on the island and on Kowloon is covered by big cities, which account for most of the colony's population. The New Territories, including Lantau Island, include much more agricultural land. Recently, however, the New Territories have experenced rapid urban growth with the development of large, planned satellite cities.]
- 3. Give two reasons why the British would want to add the New Territories to their colony of Hong Kong.

[The addition of the New Territories made the predominantly urban colony more self-sufficient in food production and provided security by creating a buffer zone around the major cities.]



**GIGI** 

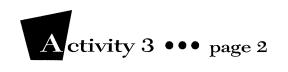
 $Political\ Change$ 

Lesson 4

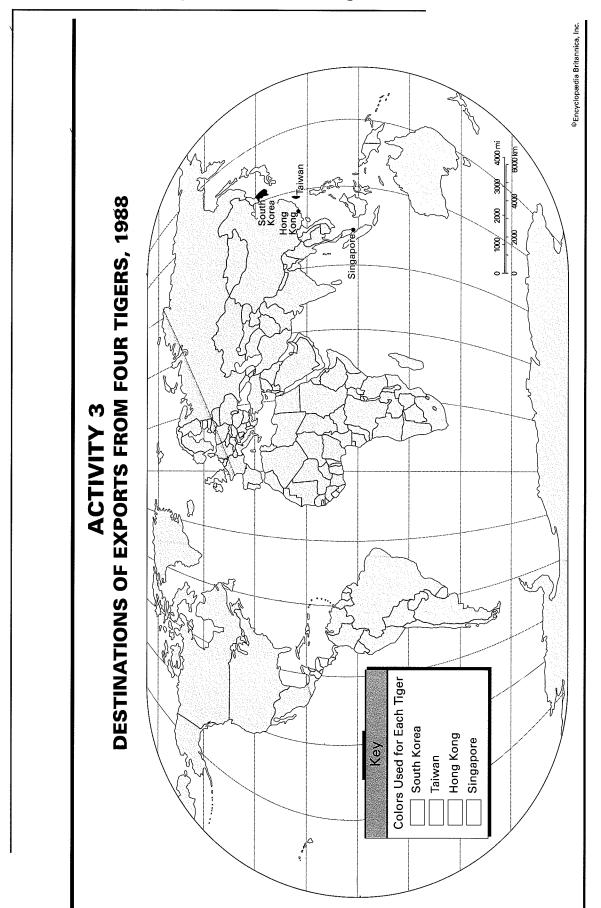
#### The Four Tigers' Export Customers

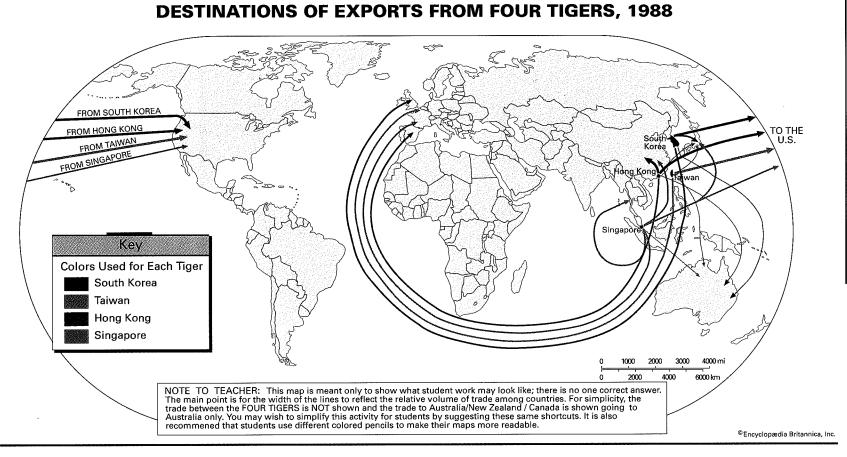
#### **Directions:**

- 1. Use the data in Table 4 on page 34 and the Activity 3 world outline map to create a vector map showing the destinations and relative quantities of the Four Tigers' exports. For the purposes of this Activity, a *vector* is an arrow with a particular width.
- 2. The arrow goes from the exporting country (one of the Four Tigers) to the country or region receiving the exports.
- 3. The width of the arrow shows the relative amount of the country's exports to that receiving country. To determine the width of vectors, first classify the percentage of exports to each country as follows: (a) less than 10 percent; (b) between 10 and 25 percent; and (c) more than 25 percent. For category a, use a thin pencil line for your arrows. For category b, make your arrows a little heavier, and for category c, make the arrows with a thick, heavy line.
- 4. Use a different color arrow for each of the Four Tigers. Fill in the legend showing the color that identifies each Tiger.
- 5. To be realistic, draw arrows along the shortest possible routes for ocean shipping rather than across land masses.



#### Destinations of Exports from the Four Tigers, 1988





**KEY TO ACTIVITY 3** 

GIGI

## Political Change

#### Lesson 4

#### Four Tigers Investment Game—Rules

#### The Set-Up

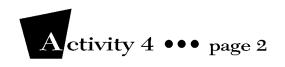
- a. Make one copy of the game board, Fate Cards, and Profit Card for each group of four students. Make four copies of the Investment Sheet for each group. You may wish to enlarge the game board by using a copier enlarger.
- b. Cut out the Profit Card and Fate Cards from the copied sheets. Write the names of the Tigers on the backs of the Fate Cards.
- c. Place the game board in the center of four players. Shuffle the Fate Cards for each Tiger and place them face down on the correct Tiger on the board. Place the Profit Card listing export products on the box with the Tiger face.
- d. Distribute one Investment Sheet to each player.

#### **Practice Round**

- a. On the Investment Sheet, 100 represents \$100 in start-up investment money. To avoid fractional shares, invest money in even multiples of the share price.
- b. Players select one trade product and one trade country for each round to invest in and enter them on the Investment Sheet.
- c. Players write under the "No. of shares" column the quantity they will invest in after calculating it on scratch paper. An example of those calculations is provided on the Investment Sheet.
- d. For this practice round, imagine that a Fate Card says to decrease all profits by \$3. Players need to subtract that loss from their gross profit figure on the Profit Card. An example is found on the Investment Sheet. Players multiply the number of shares by their profit per share to figure their total profit. All or some of the total profit is then added to the original \$100 for a new investment total for the next round. In each round, you may not invest more than you have on hand.

#### How to Play

- a. Each player draws a Fate Card from the stack on the Tiger in which they choose to invest. If more than one player selects the same Tiger, draw only one card for the investors of that Tiger.
- b. Read the cards aloud so that all investors will hear the "news" and be able to use the information for future investment decisions. Return the used Fate Cards to the bottom of their stack.



#### Four Tigers Investment Game—Rules

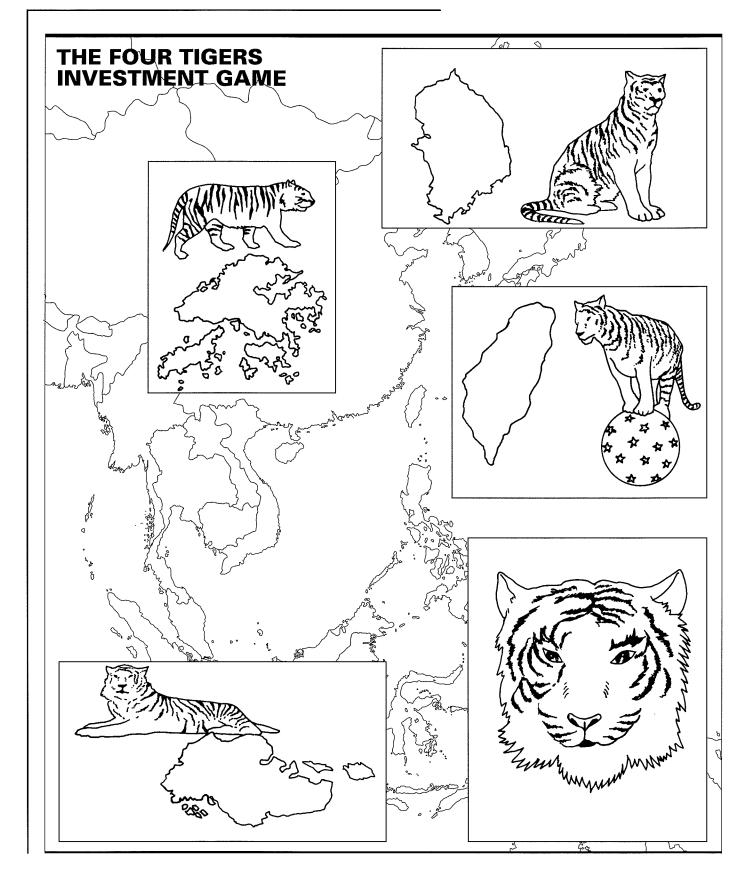
- c. If more than one player invests in the same product for the same Tiger, then multiply the dollars indicated on the card by the number of players with the same investment. This action simulates the rise in profits and/or losses that occurs when the demand is high.
- d. If more than one player invests in the same product, but for a different Tiger, then split any profits among those who invested in that product. This action simulates what happens when competition in the marketplace results in price cuts.
- e. All investors have to calculate their profit on each share and enter it on their Investment Sheet. Compute the total profit by multiplying the number of shares by the profit per share (column 5). The resulting total is then added to the "Capital" column for the next round.
- f. Repeat steps 1–5 for each round of play. At the end of the game, the player having the most profit is the winner.

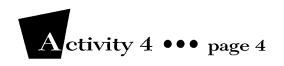
Product	Cost per share	Gross profit
Chemicals	5	9
Electronics	6	12
Machinery	8	10
Plastics	4	8
Shipbuilding	10	12
Textiles	2	6

Copy this page and cut out the Profit Card. Place it on the game board.

GIGI
Political Change
Lesson 4

#### **Game Board**





# GIGI Political Change Lesson 4

#### **Singapore Fate Cards**

S

Street riots cause other nations to consider taking out money invested in Singapore.

Decrease all profits by \$1.

B1

When Singapore gained its independence from Great Britain in 1965 and was separated from Malaysia, it lost a large domestic market.

Decrease all profits by \$2.

B2 S

Singapore is a small island that consists of lowland and reclaimed swamp and jungle land. Reclaiming land for construction is a long and expensive process.

Decrease all profits by \$3.

B3 S

Competition in similar products from Hong Kong and Taiwan causes some industries to lose profits.

Investments in textiles, plastics, and electronics decrease profits by \$4.

B4 S

Overexpansion of the economy by 1980 left Singapore with a surplus of offices, hotels, and warehouses. Property values dropped, affecting economic growth.

Decrease all profits by \$5.

B5

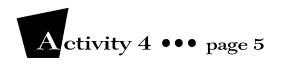
In 1984 there was a near collapse of marine and petroleum-related industries worldwide. This put Singapore into its first recession after 21 years of growth.

Investments in shipbuilding and plastics decrease profits by \$6.

B6 S

Copy this page and cut out the cards. Write Singapore on the back of each card.

S



GIGI Political Change

#### Lesson 4

S

S

#### **Singapore Fate Cards**

Singapore received almost \$3 million in economic aid from the United States from 1946–1981. This aid helped in the development of industries.

Increase all profits by \$1.

G1

S

Many refugees have entered Singapore as a result of the Vietnam War. They provide a source of cheap industrial labor.

Investments in textiles, plastics, and machinery increase profits by \$2.

G2

Singapore's excellent deep harbor in the strategic shipping lanes of the straits allows Singapore merchants to sell to many markets.

Investments in shipbuilding increase profits by \$3.

G3

S

Petroleum resources in the Singapore area mean that fuel for industries costs less than it does for other NICs.

Investments in chemicals, electronics, and machinery increase profits by \$4.

In 1984 Singapore opened the largest airport in Asia. This encourages greater investment in Singapore businesses.

Increase all profits by \$5.

**G5** 

S

Due to Singapore's excellent harbor, improved international airport facilities, and location of many financial institutions, over 70 industries in Hong Kong are considering relocating to Singapore before 1997.

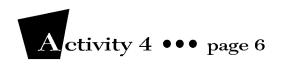
Increase all profits by \$6.

G6

**G4** 

S

Copy this page and cut out the cards. Write *Singapore* on the back of each card.



#### **Taiwan Fate Cards**

Competition with the same products made in Hong Kong has caused a decline in exports of textiles, plastics, and chemicals.

Investments in textiles, plastics, and chemicals decrease profits by \$1.

B1

Т

In 1980 Taiwan lost membership in the International Monetary Fund and the World Bank as a result of the United Nations' formal recognition of the People's Republic of China as the only "China."

Decrease all profits by \$2.

B2

Taiwan is located in an earthquake and typhoon belt. It suffers periodic damage which affects its ability to trade goods.

Investments in shipbuilding decrease profits by \$3.

**B3** 

Т

The government is encouraging the growth of heavy industrial goods in place of light industry consumer goods.

Investments in textiles, plastics, and electronics decrease profits by \$4.

**B4** 

Т

T

Oil crises hurt the economy of Taiwan, since it must import 75 percent of its energy needs. During such crises, prices increase, and this hurts Taiwan's ability to compete.

Decrease all profits by \$5.

**B**5

T

Copy this page and cut out the cards. Write *Taiwan* on the back of each card.

#### GIGI Political Change

#### Lesson 4

#### **Taiwan Fate Cards**

Taiwan received more economic aid (over \$2 billion) from the United States than any other NIC except South Korea from 1946–1981. This was due to U.S. opposition to the 1949 Communist Revolution in China.

Increase all profits by \$1.

G1

Т

Land reforms started by the government have caused some resources to be more readily available.

Investments in textiles and chemicals increase profits by \$2.

G2

Т

Free universal education has produced more skilled workers for industries.

Investments in electronics and plastics increase profits by \$3.

G3

Т

Government planners have shifted their investments of national funds to develop heavy industry and open new markets.

Investments in shipbuilding and machinery increase profits by \$4.

G4

Т

Beijing offers Taiwan special economic status if it joins the People's Republic of China as a Special Economic Zone. Although Taiwan rejects the offer, Beijing offers to open new trade links.

Increase all profits by \$5.

**G5** 

T

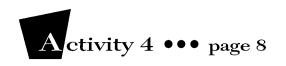
Many investors, especially those in Japan, are increasing their investments in Taiwan as the date for Hong Kong's transfer to the People's Republic of China gets closer.

Increase all profits by \$6.

G6

Т

Copy this page and cut out the cards. Write Taiwan on the back of each card.



#### **Hong Kong Fate Cards**

In 1973 the Hong Kong stock market collapsed after a period of rising prices. Forecasters warned that competition from the other NICs could be cutting into Hong Kong's market.

Decrease all profits by \$1.

B1

HK

Jardine-Matheson, one of Hong Kong's oldest shipping firms, announced that it was moving its international headquarters to Bermuda.

Investments in shipbuilding decrease profits by \$2.

**B2** 

HK

Although emigration is still small compared with the 2 million people in Hong Kong's labor force, it is concentrated among people with marketable skills. In 1988, 25 percent of the emigrants were professionals.

Decrease all profits by \$3.

**B3** 

HK

Competition from Taiwan in the textiles industry has cut into the profits of Hong Kong's businesses.

Investments in textiles decrease profits by \$4.

**B4** 

HK

The harbor facilities in Singapore have been attracting more ships. Singapore may well rival or even surpass Hong Kong as a container port.

Investments in shipbuilding decrease profits by \$5.

**B5** 

HK

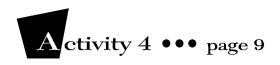
When forces of the People's Republic of China crushed a student rebellion in Tiananmen Square in 1989, investors began to fear the worst for Hong Kong's future.

Decrease all profits by \$6.

**B6** 

HK

Copy this page and cut out the cards. Write Hong Kong on the back of each card.



#### **Hong Kong Fate Cards**

Hong Kong's duty-free status encourages many companies to buy products made there.

Increase all profits by \$1.

G1

HK

Hong Kong received the third largest amount of economic aid from the United States among the NICs. This aid (\$44 million from 1946–1981) helped Hong Kong's industries to develop.

Increase all profits by \$2.

G2

HK

Government officials approved plans to build a new ship-container facility by 2006.

Investments in shipbuilding increase profits by \$3.

G3

HK

Refugees from China continue to enter at an average of 100,000 per year. These refugees supply cheap labor, skills, and money to build industries.

Increase all profits by \$4.

**G4** 

HK

Machinery and transportation equipment account for 25 percent of goods exported by Hong Kong.

Investments in machinery and electronics increase profits by \$5.

G5

HK

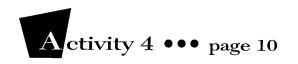
Low taxes, low wages, and modern spinning machines have caused textiles from Hong Kong to be very competitive on the open market.

Investments in textiles increase all profits by \$6.

**G6** 

HK

Copy this page and cut out the cards. Write Hong Kong on the back of each card.



#### **South Korea Fate Cards**

U.S. direct-aid programs in South Korea ended in 1980.

Decrease all profits by \$1.

**B1** 

SK

High foreign debt causes the government to put a tax on some exports.

Investments in chemicals, plastics, and electronics decrease profits by \$2.

**B2** 

SK

Competition from Taiwan and Hong Kong in the textile market forces prices to be lowered.

Investments in textiles decrease profits by \$3.

**B3** 

SK

Internal economic unrest followed the 1979 assassination of President Park and a drastic increase in world oil prices. These events triggered a severe recession in 1980.

Decrease all profits by \$4.

**B4** 

SK

In 1987 workers, shopkeepers, and business executives joined in a series of antigovernment strikes until direct elections of leaders were held.

Decrease all profits by \$5.

**B5** 

SK

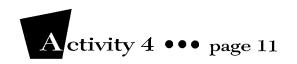
Your government continues to worry that there will be an attack from North Korea in the future. It spends one third of its budget on military development rather than economic development.

Decrease all profits by \$6.

**B6** 

SK

Copy this page and cut out the cards. Write South Korea on the back of each card.



#### **South Korea Fate Cards**

South Korea's successful industrial growth began in the early 1960s when the Park government instituted sweeping economic reforms. Expansion of labor-intensive light industries were encouraged.

Investments in textiles and plastics increase profits by \$1.

G1

SK

South Korea received more economic assistance (over \$6 billion between 1946–1981) from the United States than did the other NICs largely due to the U.S. position in the Korean War.

Increase all profits by \$2.

G2

SK

South Korea has limited fuel resources. The government has started an ambitious program to build nuclear power plants. As of 1979, a sixth plant went into operation and five more are under construction.

Increase all profits by \$3.

G3

SK

Talks open in the 1980s between South and North Korea to discuss mutual economic issues. This caused a rise in foreign confidence and investment. Sales increased.

Increase all profits by \$4.

G4

SK

With a population of over 40 million people, South Korea has a large home market for its products. Most people are farmers.

Investments in chemicals increase profits by \$5.

**G5** 

SK

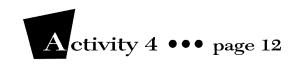
The Korean car, Hyundai, is selling well on the world market. It is manufactured by a large, family-run conglomerate known as a *chaebol*.

Investments in machinery increase profits by \$6.

**G6** 

SK

Copy this page and cut out the cards. Write South Korea on the back of each card.



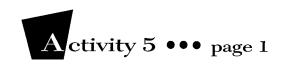
#### **Investment Sheet**

To compute the profit per share: Take the gross profit from the Profit Card and either add or subtract what the Fate Card tells you.

To compute the number of shares: Decide how

much to invest, then divide it by the cost per share on the **Profit Card**.

	7											
Example: You have chosen plastics at a gross profit of \$8 per share. You draw a Singapore Fate Card and it tells you to decrease profits by \$4. Your profit per share is now $$8 - $4 = $4$		= Total profit (add to capital on next round )										
Example: You gross profit of Singapore Fate decrease profit share is now \$		No. of shares   Profit per share										
onics:		Product										
est \$18 in electr = 3 shares		Tiger										
Example: Invest \$18 in electronics:  \$18  \$6 per share		Capital	100									
Exam <sub>1</sub> \$\frac{\\$\circ}{\\$6 per}		Round	1	2	3	4	5	9	7	8	6	10



#### Who Will Go? Who Will Stay?

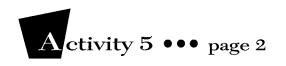
Directions: Read "Who Will Go? Who Will Stay?" on pages 44–47 for descriptions of the 10 people who are considering leaving Hong Kong before it is restored to Chinese control in 1997.

Who will be the most likely to leave and why? Identify *three* who you think will leave Hong Kong, and give reasons to support your selection.

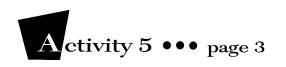
Who will be the most likely to stay and why? Identify *three* who you think will remain in Hong Kong, and give reasons to support your selection.

#### These people will most likely leave Hong Kong:

• •		,	,	9	
Reason					
	102100				
_					
Reason					
			====		
_					
Reason					
		-			



se people will most likely <i>remain</i> in Hong Kong:
Reason
Reason
· · · · · · · · · · · · · · · · · · ·
Reason



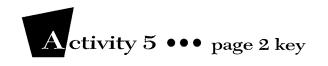
What do the p	ople who will most likely stay in Hong Kong have in common?
What do the p	ople who will most likely stay in Hong Kong have in common?
What do the p	ople who will most likely stay in Hong Kong have in common?



#### Who Will Go? Who Will Stay?

*Note:* Encourage students to come up with any acceptable reason; these are only some suggestions.

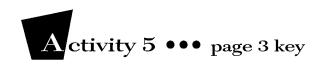
These people will most likely leave Hong Kong:				
1. [John Whimsey]				
Reason				
Life would probably be difficult under the communist				
Chinese regime for Whimsey's family. As a rich English-				
Eurasian family, adjusting to a simpler life under the Chinese may				
be hard. The family's English passports will avoid any logistic				
problems that might arise in moving to England.]				
2. [Alicia Yunan]				
Reason				
[Already a Canadian resident, Alicia will probably				
find it in her own and her family's interest to stay in Canada.				
Though adjustments may be difficult in Canada, adjusting to a				
new Hong Kong under the Chinese regime may be even harder.				
Also, Alicia's husband's family's experience of having been cap-				
tured and tortured by the Chinese may be an added incentive not to				
stay under Chinese rule.]				
3. [William Su Ling]				
Reason				
[As a wealthy engineer earning a \$50,000 annual				
income, he will probably find adjusting to a poorer life-style under				
Chinese rule difficult. The living standards that William has				
become accustomed to will be tough to abandon.]				



## These people will most likely remain in Hong Kong:

1.	[Peter Collins]
	Reason  [Peter Collins's positive attitude, asserting Hong Kong will survive the
	hand-over to China and flourish into a larger commercial and political center and economic sphere, seems to indicate his
	willingness to stay.]
2.	[Howard Tang]
	Reason  [As a farmer, Howard Tang may not have the financial capabilities to leave Hong Kong. Also in case Howard does consider leaving, it may be very difficult for him to get a job in a
	country outside of Asia, where rice farming skills are not in as high demand.]
2.	[Tang Chu]
	Reason [Though Tang Chu expresses an interest in leaving, because he is
	a poor man, economic reasons will probably ensure that he and his family stay in Hong Kong.]





What do the people who will most likely leave Hong Kong have in common?

[Those most likely to leave are richer and thus can afford to move from Hong Kong to some other nation. Also, those with foreign connections (i.e., foreign business—people or relatives) may find it easiest to establish residency elsewhere.]

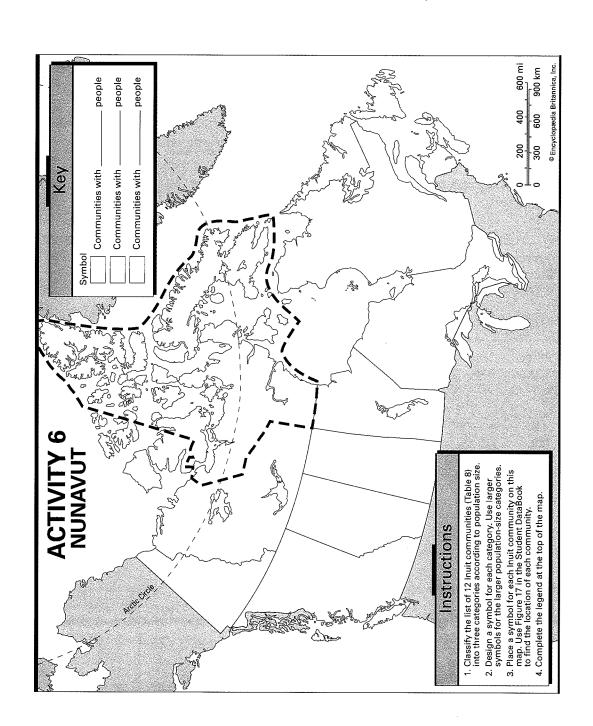
What do the people who will most likely stay in Hong Kong have in common?

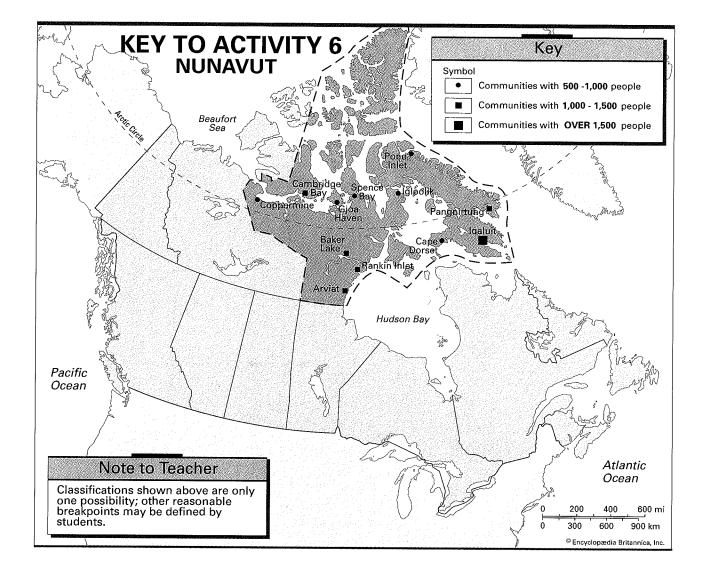
[Those who are most likely to stay in Hong Kong are often poorer and thus cannot afford to leave Hong Kong.]



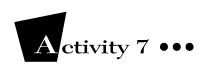
Activity 6 •••







Lesson 7



<b>S</b> Names	

GIGI

 $Political\ Change$ 

Lesson 7

## **Library Assignment Guide**

What other places are being affected by the political change in this place?  Are there any similarities to the kind of political change faced by the people in Hong Kong? What are the similarities?
What other places are being affected by the political change in this place?
What is causing this political change?
:1 X



#### Results of the Chinese-British Negotiations Regarding Hong Kong, 1982–1984

On December 19, 1984, the governments of the People's Republic of China (PRC) and of the United Kingdom issued a joint declaration. In the opening statement, both governments stated they were satisfied with the friendly relations between them in recent years. Agreement was reached on the 1997 expiration of the lease on the New Territories, and past issues about the treaties that had ceded Hong Kong and Kowloon to Great Britain were resolved. The purpose of the declaration was to maintain the prosperity and stability of Hong Kong and strengthen relations between the two countries. The document contained the following points (Cheng 1984; Domes 1988; Kelly 1986):

- 1. China will resume control over the New Territories as well as over Hong Kong and Kowloon. This restoration of Hong Kong to China's political control will go into effect on July 1, 1997.
- 2. Hong Kong's laws will remain basically unchanged as well as its current social and economic systems. It will remain a free port and international financial center.
- 3. Hong Kong was represented by the People's Republic of China at the conference. The document was signed by the Prime Minister of Britain, Margaret Thatcher, and by Chao Tzu-yang, Prime Minister of the Central People's Government, on December 19, 1984.
- 4. All of Hong Kong (Hong Kong Island, Kowloon, and the New Territories) will be administered as a Special Administrative Region known as Hong Kong, China, directly under the authority of the Central People's Government of the PRC. It will enjoy a high degree of autonomy except in foreign affairs and in defense, which will be the responsibility of the government of the PRC.
- 5. Britain will continue to administer Hong Kong until 1997.
- 6. Basic policies of the government regarding Hong Kong will be determined in greater detail at a later date. The policies will be called the Basic Law and will remain in effect for 50 years until 2047.

## BRITANNICA GLOBAL GEOGRAPHY SYSTEM

## **GIGI**

# Geographic Inquiry into Global Issues

# **Political Change**

Program Developers

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

Regional Case Study East Asia



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# Contents

### Memo to the Student from the GIGI Staff 1

Political Change: How does political change affect peoples and places? 2

## The Global Setting of the Issue

**Lesson 1** Where is political change happening? 4

## Major Case Study: Hong Kong and the Tigers

**Lesson 2** What kind of place is Hong Kong? 10

**Lesson 3** How did Hong Kong come under Britain's control? 18

**Lesson 4** What are the Four Tigers? 26

**Lesson 5** What will happen when Hong Kong is transferred to China? 37

**Lesson 6** How does political change affect people? 42

## **Comparison Case: The Canadian Arctic**

**Lesson 7** How will political change affect the Canadian Inuit? 50

Glossary 57 References 59



## 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, NI

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



# Memo to the Student from the GIGI Staff



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!



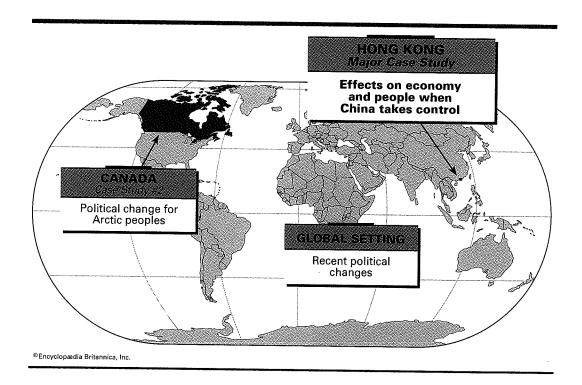
## **Political Change**

# H ow does political change affect peoples and places?

- How do people react when a government changes?
- Where do people go when sweeping political changes occur?
- How do planned political changes take place?
- Why do people want political change?

Governments are not permanent. Political change is happening all around the world. Many recent political changes have been unexpected. Sometimes, however, the change is planned. Political changes are important to study because places and peoples in the world are getting more connected. Changes in one place affect people and places around the world.

In 1997, political control over Hong Kong will be restored to China after 150 years of British rule. In this module, you will examine how this planned political change affects people and places. This political change may also lead to major economic changes in East Asia and the world. How will Hong Kong change? What will happen to the people who live there? Also, you can use the ideas from the study of Hong Kong to look at other places in the world. The module ends with a glance at a political change scheduled to occur in Canada in 1999.



## **Questions You Will Consider in This Module**

- How does political control over a place affect its culture?
- How are political changes related to economic changes?
- How does political change in one area affect people outside of that place?
- Why do people seek political change?



# Where is political change happening?

## **Objectives**

In this lesson, you will

- Discover the remarkable amount of recent political change in the world.
- Examine the meaning of political change, including why it may or may not be expressed on a map.
- Find out about an important political change in the future.

## Glossary Word

apartheid

## Why is political change important?

Political changes in such places as the former Soviet Union, Yugoslavia, Czechoslovakia, Haiti, China, Hong Kong, Somalia, and South Africa are major news stories. These changes are of global concern not only because some involve armed conflict but also because they affect changes in other places. Geographers are interested in political change because they want to know what causes differences from place to place, and political change is often a major reason for such differences. The fall of the Berlin Wall symbolized one of the most important political changes in recent times.





**Figure 1** The Berlin Wall before and after the political change of 1989.

The Berlin Wall—the wall dividing East and West Berlin—came tumbling down in November 1989 (Figure 1 above). Built by the East German communists to keep East Germans from escaping to freedom in West Germany, the wall had been the symbol of the Cold War for 28 years. The Cold War between the communist bloc (Eastern Europe and the Soviet Union) and the Western democracies (led by the United States) was a frightening time. Conflicts threatened

to start the ultimate catastrophe—nuclear war between the Soviet Union and the United States. But instead, the communist bloc collapsed from the weight of its own failures to provide freedom and opportunity for its peoples.

The fall of the Berlin Wall symbolized this collapse and surprised the world. And it led directly to the reunification of Germany (Ellis 1991). For Berliners, their new freedom was joyfully celebrated (Vesilind 1990). Television news anchor Tom Brokaw was there to describe the joy he saw, beginning at midnight on November 9, 1989.

#### Freedom danced before my eyes

By midnight, East Germans were pouring through border checkpoints [on the Berlin Wall].

On the west side . . . young West Berliners seized the top of the wall, undeterred by East German water cannons. Shortly after 1:00 A.M., a roar went up from the celebrants. They could see a throng of East Germans dashing across the no-man's land.

The first to reach the wall was a young man in a brown jacket. He seemed to land on top of it in a single bound. The crowd parted and cheered as he raised his arms in triumph and danced along the concrete slab that hours before had imprisoned him.

... He transformed the wall from a sinister symbol of oppression to a platform for celebration and liberation (Brokaw 1989, page 23).

- How would you describe the political change brought about by the fall of the Berlin Wall?
- What evidence of political change do you see in Figure 1 on page 57.
- 3. What would you suggest as another example of political change, either recently or in the past, that also aroused people's emotions?

## Where else is political change happening?

The series of political changes in the Soviet Union and Eastern Europe has been remarkable, but political change has not been confined to those areas. Table 1 below gives some of the changes for the period 1987 to 1993.

**Table 1**Selected political changes, 1987–1993

e 1	Selected poi	Selected political changes, 1987–1993						
	1987	Soviet President Gorbachev introduces <i>glasnost</i> and <i>perestroika</i> , policies of openness and economic change that bring major political changes in the Soviet Union and lead to the breakup of the communist bloc.						
	1989	Berlin Wall falls after weeks of protest in East Germany.						
		After 41 years of Soviet control, Czechoslovakia has a nonviolent revolution, following massive demonstrations in the winter.						
	1990	Soviet constitution is amended in February, ending Communist Party monopoly on power. In July, Boris Yeltsin pushes Gorbachev for faster political reforms.						
		Czechoslovakia holds its first free elections in 44 years, and the poet Vaclav Havel, who spent years in jail for speaking out against the government, is elected president.						
		After 27 years in a South African prison, Nelson Mandela, leader of one of the country's black political organizations, the African National Congress, is released along with other political prisoners. The South African government lifts the ban on black political organizations.						
	1991	A coup attempt on August 19 by communist hard- liners is thwarted as Russians rally behind Yeltsin. In December, the Soviet Union is dissolved after 75 years of existence (Edwards 1993).						

After 43 years of government-ordered racial separation, or apartheid, South African government repeals most apartheid laws in June. Signs segregating black and white facilities are removed. The Population Redistribution Act, which legally pigeonholed people as white, black, Asian, or Coloured, is ended. A Constitutional Convention for a Democratic South Africa convenes in December (Cobb 1993).

1993

With their new freedom, Czechoslovakians decide to peacefully separate into two countries, each representing a different ethnic group. Slovakia declares its independence on January 1, and Vaclav Havel becomes the president of the Czech Republic (Abercrombie 1993).

Palestinian-Israeli accord assigning Gaza and Jericho to Palestinian control is signed in September. Both parties recognize the legitimacy of each other in the first-ever peace accord between them.

South Africa sets date for elections in April 1994, allowing blacks to vote for the first time in national elections.

- 4. Which political changes have created new political boundaries and the need for new maps? Explain.
- 5. Which political changes have not created new political boundaries? Explain.
- 6. How do all of the political changes in Table 1 affect people?
- 7. Where do you think political change is going to happen in the future?

## Why does Deng Xiaoping want "several Hong Kongs"?

As with the fall of the Berlin Wall and the breakup of the Soviet Union, political change can surprise us. But once in a while, we know it is going to happen. That's the case with Hong Kong. After being a British colony for over 150 years, Hong Kong is scheduled to be reunited as part of China in 1997 (Terrill 1991). Do you think the people of Hong Kong will be as joyful about the reunion with China as the people of Berlin were about the fall of the Berlin Wall?

Deng Xiaoping, the leader of the world's most populous nation, was quoted as saying that China should build "several Hong Kongs" on its coast (Kristof 1992). Why do you think he would say this? Hong Kong has experienced many political changes, and in 1997 it will experience another one. In the next few lessons, you will learn about these changes. And you will learn how to answer the questions about why China's leader wants to create "several Hong Kongs" and whether the people of Hong Kong are happy about the coming political change.



The Central District of Hong Kong.



# What kind of place is Hong Kong?

### **Objectives**

In this lesson, you will

- Evaluate Hong Kong's location.
- Distinguish between a command economy and a market economy.
- Discuss the cultural symbols of landscape features.

## Glossary Words

command economy
estuary
laissez-faire
market economy
profit
relative location

# Where is Hong Kong and how has its location influenced political change?

Hong Kong is located at the southeastern edge of China in East Asia (Figure 2 on page 11). Because of its position as a coastal island near the city of Guangzhou, its harbor was used in the eighteenth and nineteenth centuries to store contraband trade goods such as opium. In the Opium War that resulted between China and Great Britain in the mid-nineteenth century, Great Britain took political

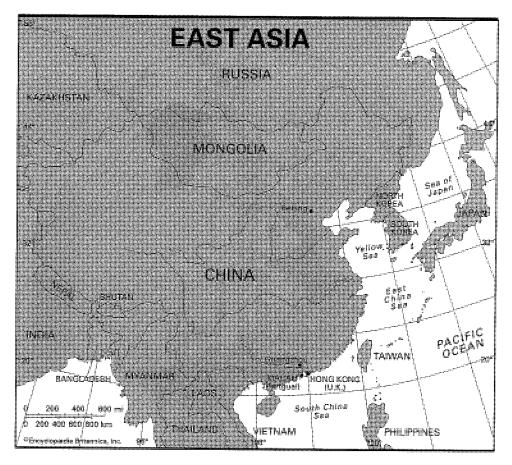
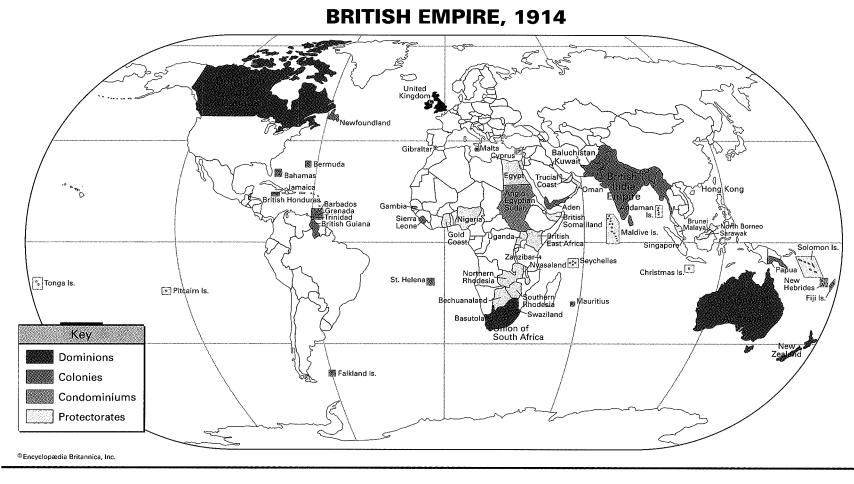


Figure 2 East Asia.

control of Hong Kong. Britain enforced its control with treaties and military force over Hong Kong, which became a colony in the British Empire (Figure 3 on page 12).

China's central government, located in Beijing, found it difficult to exert much influence in Hong Kong because of the great distance between the two places. On the other hand, Britain, which patrolled and enforced its worldwide empire (Figure 3 on page 12) with the most powerful navy in the world, wanted Hong Kong as a colony. By colonizing Hong Kong, the British empire gained a foothold in East Asia with which to supply its ships and to secure trade with China.

Hong Kong is situated at the mouth of the Pearl River (known as the *Zhu* in China) and includes Lantau and Hong Kong Islands and the New Territories (Figure 4 on page 13). Estuaries, like the Pearl River Estuary, are often attractive to merchants who use ships to

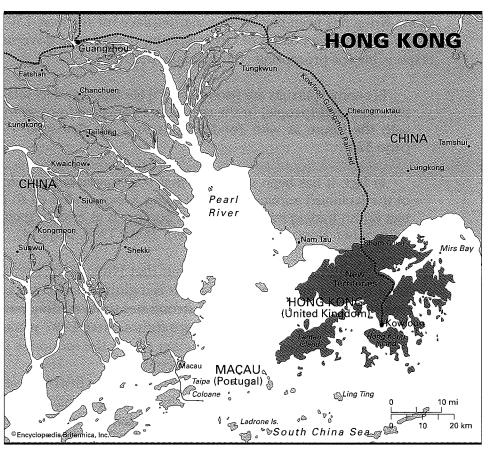


**Figure 3** The British Empire at its height (World War I).

transport goods. They provide excellent natural harbors. Traders can easily bring goods down the river from inland towns. Then goods can be loaded onto ocean-going vessels and sent to larger markets thoughout the world.

Guangzhou was established in ancient times by the Chinese government as a trading area where foreign ships could obtain Chinese goods. However, the harbor at Guangzhou had limited value in those days as well as today, because it is too shallow for ocean-going ships.

Of the three harbor areas in the estuary (Hong Kong, Guangzhou, and Macau), Hong Kong has become the most important. It has the greatest volume of ships using its port facilities. Most ships pass through the large, deep, sheltered harbor with access from two directions that is located on the north side of Hong Kong Island (Fitzgerald 1961).



**Figure 4** A close-up view of Hong Kong.

1. What is Hong Kong's location in relation to

(a) the Tropic of Cancer and the equator?

(b) China's political capital at Beijing?

(c) Great Britain?

2. How has Hong Kong's location influenced political change?

## How do the economic systems of Hong Kong and China differ?

Hong Kong is one of the world's most successful marketplaces. Hong Kong has been primarily a marketplace for the past 150 years. When it became a colony of Great Britain, the colonial governor was responsible for promoting commercial enterprise.

Economic pursuits are [Hong Kong's] life blood and its sole justification, and [people] in the market are concerned not so much with the future as with conditions as they are (Endacott 1973, page 324).

In fact, it has been suggested that the "fundamental purpose of the [colonial] administration [of Hong Kong] is after all to protect British trading interests and this purpose is as evident today as it was when Hong Kong was founded" (Kelly 1986, page 14).

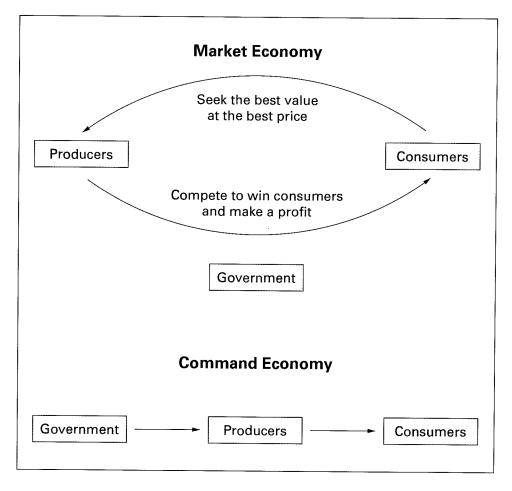
The two quotations above point out that Hong Kong's world position is based on economic goals. It is a global marketplace, complete with modern technology and strong ties to its trading partners. The question concerning Hong Kong's future, after 1997 when it becomes part of China again, is whether or not the economic prosperity that its people enjoy today will continue.

The economic system of Hong Kong under the British is very different from the economic system of China. Hong Kong became one of the world's richest marketplaces under a *laissez-faire* type of market economy. This means that the government does not control economic growth and development. In a market economy the means of

production such as property and technology are owned by individuals who try to make a profit by deciding what goods and services consumers want. Prices are set by private producers who compete with each other to attract consumers (Figure 5 below).

The People's Republic of China (PRC) is based on communism, which has a command economy. In a command economy, the government, rather than individuals, owns or controls the means of production. The government leaders decide what will be produced, and they set the prices for the goods and services that they think consumers need (Figure 5).

The residents of Hong Kong have had a market economy since 1842. Will they be forced to change to the command economy when China takes political control?



**Figure 5** A comparison of two economic systems.

Source: Brooks 1977.

### What does Hong Kong's landscape mean?

A people's culture may be reflected in concrete forms. For example, architectural designs in a place can be seen as cultural symbols. Buildings are part of the landscape of a country. Their design and location often reflect the attitudes of people. This is what the geographer Ian Kelly had to say about Hong Kong's buildings.

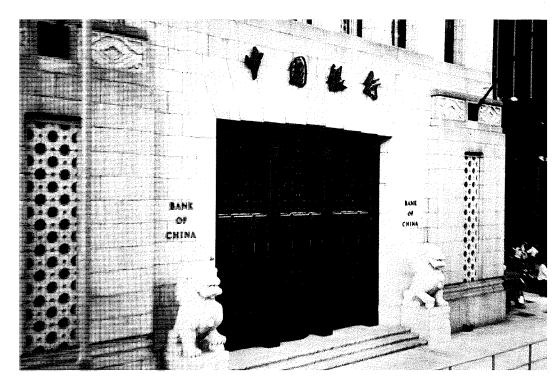
There is a further element in the landscape which is not visible. This is the meaning which people attach to their surroundings. . . . [V]ertical dimensions, such as skyscrapers, [evoke] a sense of defying gravity and striving for achievement. . . . Horizontal dimensions, such as low-rise buildings, are seen as evoking acceptance and passivity, often viewed as characteristic of traditional peasant societies. In view of the [differences] between the China and Hong Kong political systems, there is likely to be a number of landscape differences, concrete and abstract, traceable to the political input on each side of the border (Kelly 1986, page 10).

The buildings shown in Figures 6 and 7 (page 17) are both located in Hong Kong. Each has features typically found in the East and West.

- What evidence do you see to support Keliy's argument?
- What other Fastern and Western landscape features do you imagine you would find in Hong Kong?
- In your own community, what buildings or other landscape features do you consider to be cultural symbols? Explain.

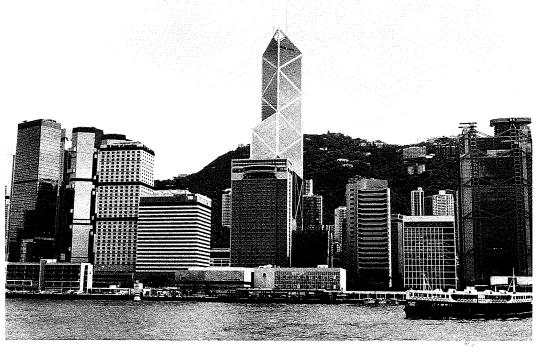


Western architecture in Hong Kong.



**Figure 6** The entrance to the Bank of China in downtown Hong Kong.

Photo by A. D. Hill.



**Figure 7** The skyline of modern Hong Kong.



# How did Hong Kong come under Britain's control?

### **Objectives**

In this lesson, you will

- Identify how Hong Kong came to be a British colony.
- Review Hong Kong's British and Chinese history.
- Recognize how some people react when political change occurs.

### Glossary Words

dynasty feng shui mandarin opium profit treaty port

# How did Chinese and British views of Hong Kong compare?

In the seventeenth century, Western merchants introduced opium from India to East Asia. They hoped opium, a powerful narcotic drug, would increase their ability to exchange goods in China. The Chinese imperial government officially frowned on the trade. Western merchants used Hong Kong as a storage area for the opium until they could sell it illegally on the mainland. This led to a war (1839–1842) between China and Britain, known as the First Opium War. One result of the Opium War was that Britain took political control of Hong Kong (Bingham et al. 1974).

What was it like in Hong Kong in the nineteenth century, when Hong Kong was transferred to British control? The following two stories describe two views of Hong Kong. The first is from the eyes of a Chinese government aide, and the second is the view of a British merchant. The stories are drawn from several different sources.

### VIEW OF AN AIDE TO MANDARIN LIN ZEXU

Let me identify myself merely as a humble assistant to the great Mandarin Lin Zexu. I would like to set the record straight concerning how Hong Kong was stolen from the empire by those barbarian Englishmen.

It all started in 1685 when Kangsi, emperor of the Ch'ing Dynasty (Figure 8 on page 20), was advised that trade with the barbarians from the West might be useful as a way to expand the benefits of our culture to others. Emperor Kangsi invited British merchants to Guangzhou. There, a special area was made available to them outside the city walls where they could open offices and build warehouses to store their goods (Bingham et al. 1974).

Soon, all of the area around Guangzhou was filled with people who wished to trade with the Western merchants. Some of our people, I admit, came more out of curiosity than to buy goods. The foreign devils really had very little that we needed, and they looked so peculiar with such big noses and ruddy faces.

Later, during the reign of Emperor Qianlong, the British sent a messenger to Beijing with a petition. Barbarians in the past had been welcomed to the court, and this man was well received with great ceremony. We are, after all, a very civilized people. Also, we felt that trade with the Western merchants was going very well. The messenger, Lord McCartney, brought with him a letter from the English king, George III. In the letter, King George described how trade with England was good for us and that we should open up more trading places. Emperor Qianlong very understandably replied that we have "no need of the manufactures of outside Barbarians." These Westerners assumed that our willingness to help them was nothing more than a desire on our part to obtain their worthless trinkets.

In fact, some of the goods they brought us were even dangerous to our people. I am speaking particularly of the drug *yan*, which they call *opium*. This drug has been used as a medicine, but the foreigners are attempting to bring in large quantities of it from their factories in India and are trying to addict our people to it. Our leaders have denounced the drug as *foreign mud* and such trade as immoral (Karnow 1989).

In March of 1839, my chief, Mandarin Lin Zexu, and I were sent by the emperor to put an end to the opium trade. Mandarin Lin decided that the British

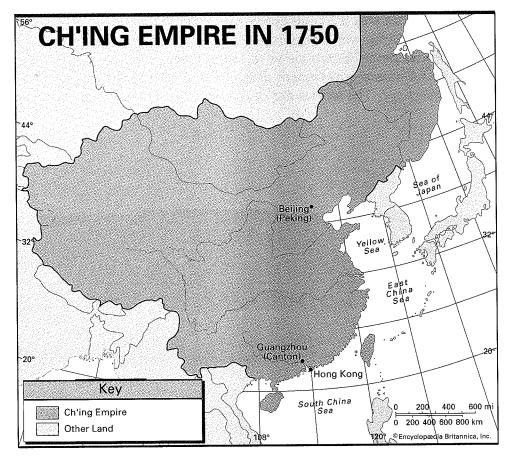


Figure 8 Hong Kong was part of the Ch'ing Empire in 1750.

merchants must surrender every particle of opium and cease this illicit traffic forever. To make sure that they would comply, Mandarin Lin barred all foreigners from leaving Guangzhou until the opium was destroyed. All were warned that anyone caught with the opium would suffer the penalty of our law (beheading). The British government representative, Charles Elliot, promptly advised British merchants to hand over 20,000 chests of opium to us.

Mandarin Lin was delighted that they had come to their senses, and he decided to lift his restrictions on leaving Guangzhou. He also had me write a letter to Queen Victoria advising her against such evil practices in the future. These are the words of Mandarin Lin that I wrote (Martin 1983; Karnow 1989):

"We have heard that in your honorable barbarian country the people are not permitted to inhale the drug. If it is so harmful, how can your attempts to seek profit by exposing others to its evil power be reconciled with the decrees of Heaven?"

He had such a way with words!

You may imagine how astonished we were to discover that the barbarians left Guangzhou altogether! We did not want to end all trade. We just wanted to stop them from harming people with the sale of *yan*. Our imperial navy located the foreigners in the area of Hong Kong, long known as a place for pirates and smugglers. Mandarin Lin feared that the emperor would blame him for turning away the barbarians. In desperation he tried to force the British to return to Guangzhou by threatening to have our fleet fire on their ships.

The British did more than threaten us back: They actually opened fire on our vessels! That is how the Opium War began. Before it ended, the barbarians attacked several of our coastal cities and even dared to threaten the emperor in Beijing. Peace was restored when our emperor was forced to pay 21 million silver dollars to Britain (Karnow 1989; Bingham et al. 1974) and allow them to have more trading places. Mandarin Lin had failed the emperor and was sent to Tibet. I was allowed to continue my job under the new Mandarin. But, I am not so sure that having to deal with these barbarians is better than being in the mountains of Tibet.

### VIEW OF A BRITISH MERCHANT

I am a merchant with goods from the British Empire to sell in China. We British entered China during the time it was controlled by the Ch'ing Dynasty (Manchus). The Manchus are a non-Chinese people who originally lived to the north of China proper. They were once considered to be barbarians by the Chinese. Now they rule in Peking [Beijing] and treat *us* as the barbarians. Their emperor considers himself divine and keeps us as far from the markets of China as possible. We are treated as if we smell bad and as if our goods are inferior.

Trade so far has been allowed only in Canton [Guangzhou]. This situation is intolerable! We feel especially insulted since other nations who arrived in China earlier than we did appear to receive more favored treatment. The Portuguese have been given the whole island of Macau to use as a trading post.

Our woolens are not selling well in this hot climate in the southern part of China. Since they won't let us go north to Peking, what can we do? We have found one product that has some appeal to the Chinese. It is the drug opium, which is made from the poppy plants growing in India. The Dutch first discovered how much the Chinese wanted it and have been smuggling it into China from Hong Kong island. The Chinese appear to like it so much that their name for it, *yan*, has been added to our language. We say they have a *yen* for it, meaning they really want it. We did not start the opium trade, but selling opium seems to be the only way to break into the China market.

The Chinese ruler has proclaimed the drug as harmful to the Chinese and has ordered us not to sell it. Some of our merchants bring it into China anyway. They are getting as much as £133 per chest for it. Even the local Chinese officials and

merchants who order us not to sell it are eagerly participating in the sale of it for personal profit. And the Chinese think they are so superior!

Queen Victoria's new representative and navy commander, Charles Elliot, is also against the opium trade. He fears that a war may break out. Other merchants think that if such a war did start, our navy would win. I mentioned this view to Elliot and suggested that we could open up more trade after such a war. He worries though that the whole fabric of China's political structure might crumble. Then where would we be? Who would fill the power vacuum? Britain would have to defend its interests against other European nations and we might end up trying to secure, at great cost, another area like we did in India.

Nevertheless, war broke out when a new government official, named Lin, ordered us to stay in Canton until all the opium was confiscated. Elliot convinced the opium merchants to turn over their stores by promising to reimburse them for their losses. Of course, they also thought that a shortage of opium on the market would make the price go up anyway, so they were bound to come out ahead. Once the opium was turned over to the government, we were allowed to leave Canton. We all decided to leave and see if we could find a place that we could turn into a trading post that would be near Canton shipping lanes, but away from the Cohong customs officials.

The Chinese seemed upset that we decided to leave! A fleet of 29 Chinese junks [a type of sailboat] followed us and threatened to fire upon us unless we returned to Canton. Captain Elliott ordered us to fire first to protect ourselves. The Chinese were defeated in less than an hour. The Opium War had begun. Naval reinforcements came to our aid from India and chased the Chinese fleet north along the coast.

For a while during the first days of 1841, it looked as if the war might come to an end. Captain Elliot even met with the local Chinese officials and convinced them that the British should have a trading post in the Canton area. We were given Hong Kong. On January 26, ships of the British navy landed at Possession Point on the northern part of Hong Kong Island and raised the flag (Hughes 1968).

By the end of the war Elliot was convinced that Hong Kong, described by some as a barren hunk of rock, was a good trading area. Because of its deep natural harbor and dual entrance, ships could be repaired and find shelter during the typhoon season.

We hoped that in time Hong Kong might even replace the shallower harbor at Canton as the main trade center in South China. That did not happen. At the end of the war another treaty was signed at Nanking [Nanjing] in 1842, which opened up other ports at Amoy [Xiamen], Fuzhou, Ningbo, and Shanghai (Figure 9 on page 23). Shanghai, in particular, was much closer to Peking and had other advantages that made Hong Kong seem a small post indeed.

My good friend Charles Elliott was reprimanded for not getting a better deal. He was ordered to leave Hong Kong and take up a new post someplace in America—Texas, I think.

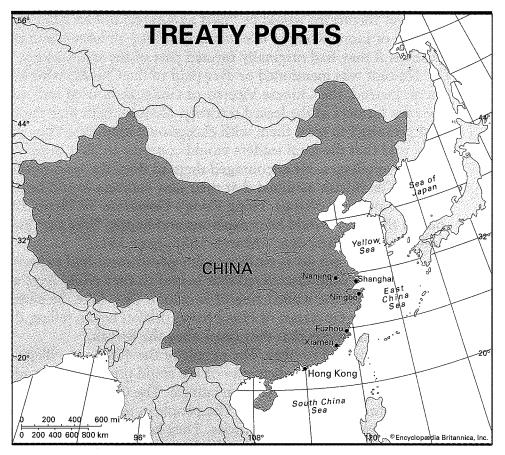


Figure 9 Treaty ports in China in the 1840s.

## How did the Chinese react to political change in 1898?

We have seen the viewpoints of individuals who were in Hong Kong when it was first taken by the British. Now, we look at how the Chinese reacted to political change at the end of the ninteenth century in 1898.

England paid £500 to the government of China to lease the land north of Kowloon Peninsula, known as the New Territories (Figure 4 on page 13). These lands, on the coast of Mirs Bay on the Chinese mainland, which were then mainly agricultural, were leased for 99 years. The British announced that for the next 99 years (until 1997),

the New Territories would be "part and parcel of Her Majesty's Colony of Hong Kong in like manner and for all intents and purposes as if they had originally formed part of the said Colony."

No rent was mentioned or ever paid to the Chinese who lived there. Instead, the Chinese Viceroy of Guangzhou tried only to reassure the farmers in the leased territory. He told them that the British had promised to treat them with exceptional kindness. They were even told that the local leaders would continue to have authority in their own villages. He encouraged them to obey the laws of their new rulers. The British assumed that their new subjects would be pleased with the political change. Hong Kong's Governor, Sir Henry Blake, hoped that they would be prosperous and happy, "like the Queen's subjects everywhere else" (Morris 1988, page 231).

Things did not go as easily as each government had expected. The local officials soon discovered that in reality, they could have authority only within the walled area of Kowloon City. Like the emperor of a dynasty, the Governor of Hong Kong (Blake) began telling the

Chinese inhabitants that they must obey the British.

Not all agreed to obey. The people of the 400 or so villages were deeply concerned that their way of life could not continue under the control of people from a foreign culture. The Chinese believed that their civilization was superior. The people in the New Territories had run their own affairs for centuries. They had learned how to function under the authority of the Manchu Dynasty. The British system of government was strange to them. They thought their cultural traditions would not be respected. Some worried that the presence of foreigners might disrupt the balance between humans and nature. The Yin and Yang (balance of opposites) might be upset and damage to the feng shui would result in disasters. "We hate the English barbarians" proclaimed a placard, "who are about to enter our boundaries and take our land, and will cause us endless evil."

Clan elders began raising village militias. Using runners and sending drum signals, the elders gathered nearly 2,000 men to oppose the evil. British troops of the Hong Kong Regiment went into action with artillery and warships. The Chinese soon submitted under the combined pressure from the Royal Navy and the troops. Clan elders presented to Blake a pair of ancestral gates since the British had blown up their supporting walls. James Stewart Lockhart, the Colonial Secretary of Hong Kong, advocated the expulsion of those who had resisted, saying: "These men did not wish to enjoy the benefits of British rule, so it will be no great hardship to them to transfer their energies to a soil more congenial" (Morris 1988, page 232).

The British believed that by leasing the New Territories, they had also leased complete control over the area. The Chinese government looked upon the lease more as a right to use the place for a time.

They believed that the inhabitants would remain Chinese, not British, subjects. China later branded the lease agreement one of the unequal treaties by which the West had bullied them into submission.

Blake took the ancestral gates to his home in Ireland as souvenirs. Eventually in 1925, when relations between Britain and China eased somewhat, the gates were restored to the village. A cordial ceremony was held in which a plaque was placed with the gates. On the plaque was written in both Chinese and English: "From this can be seen the deep kindness and great virtue of the British Government" (Morris 1988, page 209).

- How did the Chinese residents of Hong Kong react in 1898 to becoming part of the British Empire?
- edeaWharthalahrex regrangean nevainda

In 1997, the 99-year lease on the New Territories will expire and Hong Kong will revert to Chinese control. But the area has been under British control since 1842, and Western influences on the economy and culture of Hong Kong have been significant.

- 3. Do you think that residents of Hong Kong will react in 1997 as they did in 1898? Why or why not?
- If you lived in Flong Kong, how would you react to the change in 1997?



### What are the Four Tigers?

### **Objectives**

In this lesson, you will

- Identify the Four Tigers as newly industrializing countries in the Pacific Rim.
- Compare and contrast the economies of Hong Kong, Taiwan, South Korea, and Singapore.
- Review China's changing perspectives on the Four Tigers and economic development.

### Glossary Words

Four Tigers newly industrialized country (NIC) Pacific Rim region

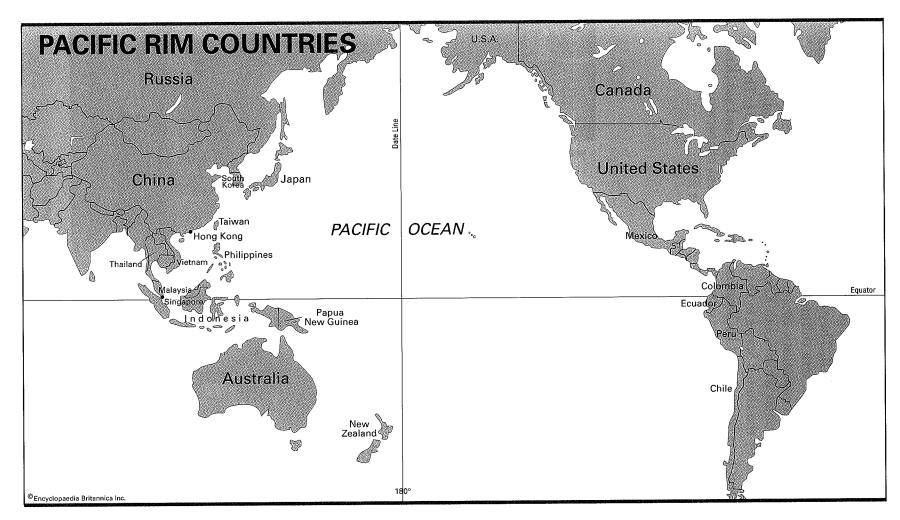
### Why are the Four Tigers called NICs?

Since World War II, Hong Kong has emerged as one of the most prosperous places in East Asia. As such, it has been associated with three other newly prosperous places in the region. These countries are located along the rim of the Pacific Ocean. This geographic region is known as the Pacific Rim (Figure 10 on page 28). The countries along the rim are very actively trading their goods and services to each other's benefit.

The Pacific Rim nations of Hong Kong, Taiwan, Singapore, and South Korea have recently been identified as the *Four Tigers*. These four places have become Newly Industrialized Countries (NICs) following World War II. They all have had rapid growth and prosperity. They all have Eastern cultures, like China, but unlike China they have Western capitalistic economies. Hong Kong and Singapore were British colonies while South Korea and Taiwan were greatly influenced by the United States in the post–World War II years. Thus, all four have been shaped by Western ideas, technology, and aid (Kraar 1986). The Four Tigers have some very different characteristics from other countries in East Asia (Table 2 on page 29).



The influence of the United States is evident in downtown Keelung, Taiwan.



**Figure 10** The Pacific Rim countries.

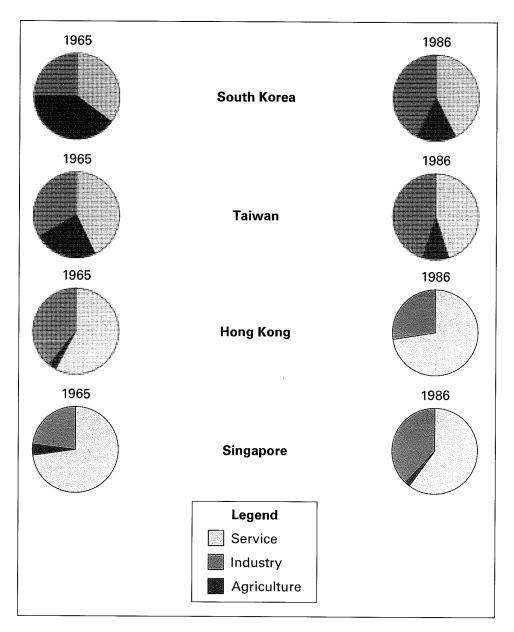
 Table 2
 A comparison of selected East Asian countries

	Estimated population, 1992 (millions)	GNP per person, 1992 (U.S. \$)	Area (square miles)
China	1,178.5	370	3,718,782
Japan	124.8	26,920	145,870
South Korea	44.6	6,340	38,025
Taiwan	20.9	7,330	13,900
Hong Kong	5.8	13,200	412
Singapore	2.8	12,890	239

Sources: Population Reference Bureau 1992; Goode's Atlas 1990; Information Please Almanac 1992.

The domestic economies of the Four Tigers have changed dramatically (Figure 11 on page 30).

- 1. What information in Table 2 would help explain why Hong Kong is so attractive to the Chinese?
- What do the Four Tigers have in common concerning their location?
- Which is largest in size? Which is smallest?
- 4. Why do you think Japan is not considered to be a Tiger too?
- 5. Which economic activities appear to be growing the fastest (Figure 11 on page 30)? Which appear to be declining?



**Figure 11** Importance of different activities to economies of Four Tigers, 1965–1986.

Why are they called the *Four Tigers?* The god of wealth has been represented as a tiger in Chinese folklore. The tiger is the opposite of the dragon. The dragon is the chief of all marine animals and the tiger is the chief of all land animals. The tiger, in folklore, lives to the age of 1,000 years. At age 500 its color changes to white. The White Tiger is the name given to the western quadrant of the compass (Williams 1976).



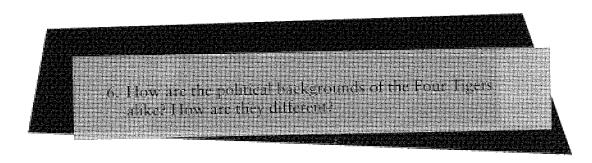
Singapore is Eastern, but it has a Western capitalistic economy.

The name *tiger* fits these four NICs in that they do not wish to be satellites of China (whose leader was traditionally referred to as the dragon), which has a communist system. So, as tigers with capitalistic systems, they are in *opposition* to the dragon. Not surprisingly, China refers to these places as dragons (Kristof 1992). Secondly, they are influenced by and seek economic ties with the West. Finally, their rapid development of prosperity in a few years has earned them an association with the god of wealth.

Each of the tigers had a special way of achieving great economic success. Taiwan received money and military protection in the 1950s. By the 1960s, Taiwan had endorsed a growth plan free from trade barriers and foreign exchange controls. Investment money was targeted to improve education, roads, machinery, and financial services (Woronoff 1992).

Singapore was founded as a free trading port in 1819 as part of the British colonial empire. By the twentieth century, Singapore grew because it was a strategic place to get fuel, tin, and rubber for ships bound for Europe through the Suez Canal (Woronoff 1992). The Singapore government has always taken a strong hand in shaping the economy by promoting advanced production services and research. Today, Singapore has a highly diversified economy that includes electronics, transport equipment, and international finance (Castells 1992).

South Korea received large amounts of financial support from the United States to help it recover from the Korean War (1950–1953). Since the 1960s, the Korean government employed a series of five-year plans to invest in textiles, petroleum, shipbuilding, steel, automobiles, and personal computers. South Korea borrowed heavily to establish its growth, but it has managed to gradually reduce its debt to other countries (Lee 1988).

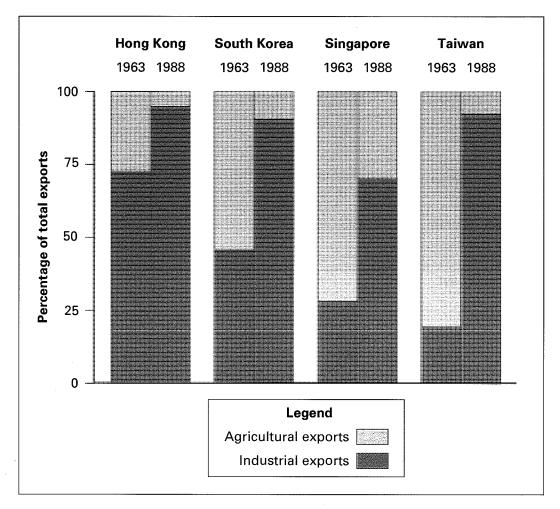


In addition to internal changes in the Four Tigers, each country has changed what it exports and its share of world trade. Table 3 below shows what has happened to each of the Four Tigers' shares of international trade. Figure 12 on page 33 reports how the export products have changed over a 25-year period.

**Table 3** Four Tigers' shares of world trade, 1965–1988 (percentages)

	lm; 1965	orts 1988	Expo 1965	orts 1988
Hong Kong	0.8	2.2	0.6	2.3
South Korea	0.2	1.8	0.1	2.2
Singapore	0.6	1.5	0.5	1.4
Taiwan	0.3	1.7	0.2	2.2
Total	1.9	7.2	1.4	8.1

Sources: Asian Economic Handbook 1986; Balassa 1991.



**Figure 12** Agricultural and industrial exports of the Four Tigers, 1963–1988. Percentage of each country's exports are shown for each category.

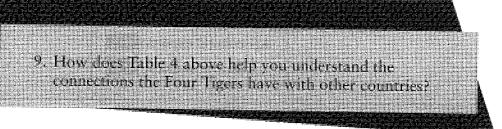
Source: Balassa 1991.

- 7. How did the Four Tigers' shares of world trade change between 1965 and 1988 (Table 3 on page 32)?
- 8. How do changes in exports reported in Figure 12 above compare to changes in the domestic economies of the Four Tigers described in Figure 11 on page 30?

**Table 4** Trading partners of the Four Tigers, 1988 (percentage of country's total export)

Trade partners	Hong Kong	South Korea	Singapore	Taiwan
China	27		10	
United States	25	35	24	44
Western European countries	18	16	14	15
Other Four Tigers	12	10	11	11
Japan	6	20	9	13
Canada, Australia, New Zealand	4	4	4	5
Other East Asian countries		<u> </u>	20	

Source: Balassa 1991.



### What is China's view of the Four Tigers?

Chinese leaders are considering whether other places in China can be managed to earn wealth for the country in the same way Hong Kong benefits Great Britain. Until recently, China would not consider allowing free markets. As a communist country, China has had a tightly controlled command economy. But the global economy is rapidly moving toward free markets and free trade, especially since the collapse of the Soviet Union. Now only China remains with a very large command economy, but there are signs that it, too, may be moving closer to a market economy. The following newspaper report reveals what Chinese leaders have in mind for Chinese cities that may become future "Tigers."

### CHINA LOOKS TO "FOUR DRAGONS"

by Nicholas Kristof

he Soviet Union's today is China's tomorrow," Chairman Mao Tsetung declared in the 1950s. It would be a counter-revolutionary offense to say that in public today.

But in searching for a country to emulate, Deng Xiaoping, China's 87-year-old senior leader, has come up with a partial model—one that in many respects runs counter to China's original revolutionary principles.

When Mr. Deng traveled to southern China early this year to squeeze the hard-liners and campaign for faster economic liberalization, he cited three countries for their sound economic development: Japan, South Korea and Singapore.

"Singapore's social order is rather good," he said. "Its leaders exercise strict management. We should learn from their experience, and we should do a better job than they do."

While it may seem odd for a Communist government to take as its model a monument to free enterprise, Mr. Deng's comment reflects a fascination with the practical accomplishments of Asia's "four dragons": Singapore, Taiwan, Hong Kong and South Korea.

Mr. Deng explicitly called upon Guangdong province to catch up with the "four dragons" over the next two decades, "not only catching up with them in terms of economic prosperity but also in terms of social order and public conduct."

Mr. Deng has also called for China to build "several Hong Kongs" along

its coast, and Wu Bangguo, the Communist Party leader in Shanghai, was recently even more explicit. Mr. Wu reportedly told a visitor that China aimed to learn from the policies of South Korea and Singapore in developing their economies.

The emulation of Singapore, an island-state whose population of 2.7 million is 77 percent ethnic Chinese, reflects a growing consensus among China's leaders that prosperity and order are more important than Marxist ideology.

Singapore has enjoyed an economic miracle with political stability, in a system dominated by a single political party that the voters regularly return to power by overwhelming margins.

"The talk about Singapore says a lot about what Deng wants," said a Chinese economist. "He would like to free up the economy, but he wants tight political control."

Singapore has few street protests. It has a cleanliness and orderliness that critics find dreary and antiseptic. There is no pornography, no extreme poverty, little corruption and not much spitting or littering in public. Chewing gum is prohibited, and critical foreign publications are sometimes banned.

"Of course Old Deng likes Singapore," said a young Chinese government official. "It's run by Chinese, it's efficient, it's rich, and no one jabbers about human rights."

Mr. Deng increasingly seems to regard Communist dogma—state ownership and central planning—as details that can be fudged. On the

other hand, the bedrock of Chinese communism, on which no compromise is allowed, is continued political control and maintenance of social order. . . .

The redesign of the Communist road is evident when officials are asked what kind of country they are trying to build....

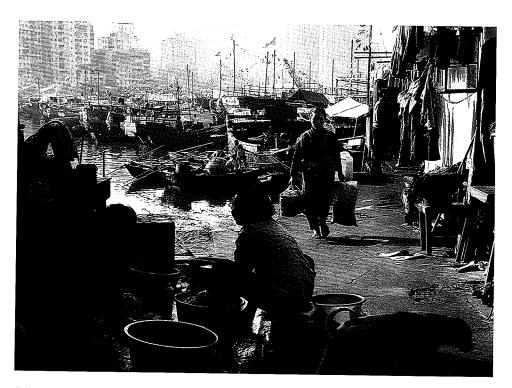
Lei Yu, a prominent reformist who is now vice-chairman of the Guangxi region in southern China, ventured an answer earlier this year. Whatever changes occur, he said, the fundamental aim of Chinese socialism is collective prosperity.

"If people live better, without big income gaps, that's the important thing," he said.

By that definition, however, bastions of free enterprise like Taiwan are more socialist than mainland China. Taiwan is far more prosperous than the mainland, and by some calculations enjoys a more egalitarian distribution of wealth.

The economic flexibility—which is almost certain to accelerate after the death of Mr. Deng and other first-generation revolutionaries—will not necessarily lead to democracy and greater respect for the human rights associated with it.

China's leaders seem much more envious of Singapore's wealth than of its voting system, and some of the "four dragons" in the past combined bustling markets with brutal repression. That combination may be what China's leaders hope to adopt for themselves. . . (Kristof 1992).



"If people live better . . . that's the important thing," says communist official Lei Yu.



# What will happen when Hong Kong is transferred to China?

### **Objectives**

In this lesson, you will

- Review the issues involved in restoring Hong Kong to the political control of China.
- Examine how China plans to manage Hong Kong's economy.
- Understand the positions Britain and China presented in negotiating the future of Hong Kong.

# How did Britain and China decide what to do about Hong Kong?

During 1982–1984, negotiations took place between the United Kingdom and the People's Republic of China regarding the future of Hong Kong. These discussions were held to resolve several issues regarding the end of Britain's lease on the New Territories in 1997. The six major issues of the negotiating convention are shown on page 38. What were the negotiating positions of the two parties and what were the results?

### SIX CONVENTION ISSUES

- 1. Should the lease on the New Territories be extended?
- 2. Is it important to continue Hong Kong's current role in world affairs as a prosperous trade/financial center and newly industrialized country?
- 3. How should the residents of Hong Kong be represented at the conference?
- 4. If the lease on the New Territories is not renewed, what will happen to Hong Kong and Kowloon?
- 5. If the lease is not renewed, what will happen in the transition period between the end of the conference and 1997?
- 6. What rights will be guaranteed to the residents of Hong Kong if the lease is not renewed?

## What was the United Kingdom's negotiating position on Hong Kong?

The Hong Kong colonial government raised money for public projects by leasing land for 75 years. Leasing land is like renting, except that when the lease is for such a long time people feel secure enough to build homes or industries. By not selling the land, the government can keep some control over land use and planning decisions.

Many of Hong Kong's leases are valid past 1997, but Chinese law will not honor them. People who invest money in Hong Kong would not risk staying in Hong Kong if they knew that the leases would not be honored. The British government approached the People's Republic of China in 1982 and asked for discussions to be opened on the issue of the leases.

During the discussions, the United Kingdom hoped to attain the following goals, listed in order of priority (Cheng 1984; Domes and Shaw 1988; Kelly 1986):

- 1. Maintain the stability and prosperity of Hong Kong.
- 2. Since Hong Kong's prosperity had resulted from the introduction of capitalism, which had been maintained by the British administration since 1842, the lease on the New Territories should be extended. The vital role of the government of the United Kingdom should remain linked to Hong Kong in the future.
- 3. If continuation of the British political *link* was not possible, then there should be guarantees that the territory's existing economic framework would be continued under local self-government.

- 4. The results of the negotiations must be acceptable to all three parties: the People's Republic of China, the United Kingdom, and Hong Kong. Lord Belstead, Minister of the Foreign and Commonwealth Office, voiced his hope that these negotiations on the future of Hong Kong should be like a stool with three legs. If any one of the three legs is broken, the stool falls down. Therefore, representatives from Hong Kong should be included. If such representation is denied, the United Kingdom would speak on behalf of the people of Hong Kong.
- 5. If the lease could not be continued, then decisions about Hong Kong and Kowloon must also be made as part of the conference. Hong Kong Island and the Kowloon Peninsula were ceded to Great Britain in perpetuity (for eternity) and were not part of the lease on the New Territories. While 92 percent of the people of the colony live in these two areas, they could not long exist without the 92 percent of the colony's land that is located in the New Territories.

Most of the food and water in Hong Kong is already imported from China. Most of the colony's agricultural products come from the New Territories. Many large industries, reservoirs, and power plants are located in the New Territories. Also, without the New Territories, Hong Kong and Kowloon would be extremely difficult to defend. The United Kingdom believes it has a *moral obligation* to those people to secure their future.

The British are aware that the treaties that gave those lands to the United Kingdom are considered by most Chinese to have been made



Parts of the New Territories have a rural face.

unfairly. Yet, if countries will not keep their promises made in past treaties, why should anyone believe those countries will keep treaties made today?

# What was China's negotiating position on Hong Kong?

The United Kingdom had approached the People's Republic of China (PRC) about opening discussions concerning the lease on the New Territories, which ends in 1997. This land was forcibly taken from China when the Chinese government was weakened by internal troubles and outside attacks from the Western powers.

China argued that it had been forced to lease the New Territories to Great Britain, and that two other pieces of land, Hong Kong Island and Kowloon Peninsula, had been stolen from China. It is true that agreements were signed giving these lands to Britain, but China had to either sign the *unequal treaties* or face continued attacks.

Hong Kong is still physically part of China.

Over the years that the British have controlled Hong Kong, it has become useful to China as a gateway to the West. China has been able to exchange goods in that port when it could not trade directly with many Western countries such as the United States. In recent years, the Chinese government could have taken Hong Kong back whenever it wished. Government officials believed, however, that it would be better to keep Hong Kong as a *listening post* to exchange information as well as goods and money, than to close such a useful gateway. When the lease expires, an appropriate attitude would be adopted in settling the question of Hong Kong. Beijing has not pushed for this convention, since it has always been its intention to reclaim control of the area when conditions are most favorable.

During the negotiations China hoped to attain the following goals, listed in order of priority (Cheng 1984; Domes and Shaw 1988; Kelly 1986):

- 1. Maintain the stability and prosperity of Hong Kong.
- 2. The 99-year lease on the New Territories expires in 1997. That land will be restored to the control of China. Hong Kong and Kowloon as well as the New Territories must be restored to China since the treaties were *unequal*.
- 3. China believes that the economy of Hong Kong can continue to prosper under China's political system. This concept of *one country, two systems* simply meant that Hong Kong would be politically joined to China. Yet, it would become a special economic zone within China and allowed to continue its develop-

ment under a more organized authority. Such organization would reduce Hong Kong's drug traffic and crime rate. Long-term planning would eliminate the pitfalls that occur in a society that relies on too many different interest groups or on a government that is reluctant to get involved.

- 4. Since the government of Hong Kong is historically illegitimate, it cannot represent the people. Ninety-eight percent of the people in Hong Kong are Chinese. It is the sacred right of the People's Republic of China to represent all Chinese people. People of Hong Kong do not need additional representation. The British had suggested that such a three-way representation would provide the stability of a three-legged stool. China would not accept any three-legged stools, since this problem is a historical issue that must be resolved between China and the United Kingdom.
- 5. Any future decisions concerning Hong Kong would be strictly the internal affairs of the government of China. Decisions about changes in how Hong Kong should be operated would be decided later and should have no bearing on the current discussions. Efforts by the United Kingdom to expand its form of government in Hong Kong would be seen as interference.

### What has happened on the sixth issue?

The Convention of 1982–1984 left the sixth issue—"What rights will be guaranteed to the residents of Hong Kong?"—open to future determination. The following chronology (Eliason 1993) brings you up to December 1993 on this issue:

July 9, 1992—The United Kingdom appoints Chris Patten as the new governor of Hong Kong.

October 7, 1992—Governor Patten proposes electoral reforms that anger China. These reforms would favor the election of prodemocracy candidates instead of pro-Beijing candidates in Hong Kong's 1994–1995 municipal and legislative elections.

April 13, 1993—China and Britain announce they will negotiate on Patten's proposals, and the first of many rounds of talks begin.

December 2, 1993—Governor Patten, after 17 rounds of talks which he calls fruitless, announces he will go ahead with some elements of his reform package without China's agreement. China threatens to end the talks if legislation is introduced without its approval. British-Chinese relations are damaged, causing worries about Hong Kong's future as a financial center.

What is your prediction about what will happen next? Will China allow Hong Kong to have both free enterprise *and* democracy?



# How does political change affect people?

### **Objectives**

In this lesson, you will

- Consider the impact of the political change in Hong Kong on other places.
- Review how China will attempt to keep Hong Kong prosperous.

### Glossary Words

emigration feng shui immigration refugee

## What will be the impact of political change in Hong Kong on other places?

November 26, 1986

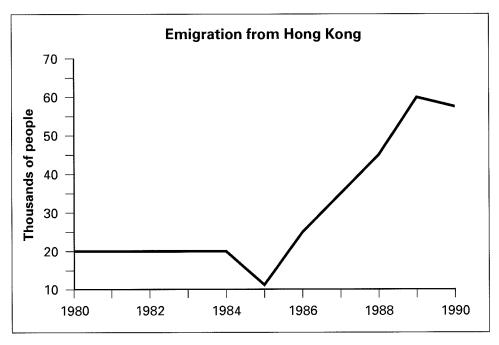
The Hong Kong Bank, a subsidiary of the Hong Kong and Shanghai Banking Corporation, purchased the Bank of British Columbia (*Facts on File* 1986).

August 8, 1988

Housing prices in Vancouver, Canada, are skyrocketing because so many Hong Kong immigrants are moving into the area. In some parts of Vancouver, English is quickly becoming the second language in schoolrooms. Some culture clashes are occuring in the older neighborhoods, but for the most part, the economy is booming as Hong Kong investors develop shopping centers, office buildings, and apartments (Paris 1988).

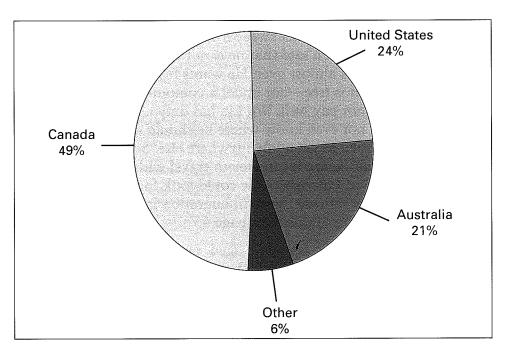
April 19, 1990

Britain approves a bill to offer United Kingdom residency to 225,000 citizens of Hong Kong. Norman Tebbit, leading Conservative opponent of the bill, warns that an influx of refugees from Hong Kong would cause social upheaval in an already overcrowded United Kingdom (*Facts on File* 1990).



**Figure 13** Emigration from Hong Kong, 1980–1990.

Sources: Bordewich 1989; Becker 1988; Engardio 1990; Facts on File 1989.



**Figure 14** Destinations of Hong Kong emigrants in 1988.

Source: Bordewich 1989.

### Who will go? Who will stay?

Consider the following people who are trying to decide whether to stay in Hong Kong or to leave it before 1997.

- John Whimsey came to Hong Kong from England nearly 15 years ago to work as a loan officer at the Shanghai and Hong Kong Bank. He married a local woman of Eurasian ancestry and has two children. Life has been very comfortable for them in Hong Kong. John is concerned about the future of the bankin a Hong Kong governed by China and would like to be transferred to the bank's London office. His wife, however, has never been to London and does not want to leave her parents behind. She is also worried that their children may have a tough time being accepted in English society. John and his family have English passports but his wife's parents do not.
- Peter Collins is an American who came to Hong Kong following the Vietnam War. He has been appointed chairman of a shipping company and is making a large income. Peter believes that Hong Kong will survive the hand-over to China and will become the commercial and political center of a far larger economic sphere encompassing much of southern China. Yet, after the events of Tiananmen Square, he fears that perhaps China will not continue its efforts to westernize. Also, relations between China and the United States are unsure. Peter has no family. His company does have branches in the United States and in South America. But, if he requests a transfer, he will have to take a lower position in the company and a cut in pay.
- Wu Lin is a street sweeper in Hong Kong. He is 68 years old. He has often said that he is not concerned about himself since his life is almost over. He wants his only son to live in a country that is free—not under a communist regime. Since his job does not pay well, Wu Lin has only a meager life savings and does not even know where he should go since he may not be qualified to get a job anywhere else. Some friends have suggested that he use his money to travel with his son to Australia as tourists. Once there, he could look for a job and apply to stay on as a resident, since immigration laws there are not very restrictive (Table 5 on page 45).
- Paul Cheung is middle-aged. His whole family was killed during a time of political change in China known as the 1967 Cultural Revolution. Although he managed to escape, he was injured and now wears an artificial leg. Since his escape, he has been living on a junk (Chinese boat) in the new Junk Town near Kowloon. He wants very much to leave before 1997. But, because he is a refugee from China, he has not been able to get a passport to leave Hong Kong.

**Table 5** A comparison of immigration policies

Country	Policy
United States	five-year waiting period
Australia	two-year waiting period
Canada	three-year wait OR no wait with
	\$207,500 investment
	in government-approved projects

Sources: Becker 1988; Paris 1988.

- Sir Yue-fong Bao came from a family of merchants who lived in Shanghai before the 1949 Communist Revolution. Most of his family left Shanghai during the 1950s and settled in Hong Kong. In Hong Kong they invested their money and used their experience to start a small family business in their apartment. With the growth of Hong Kong's prosperity as a newly industrialized nation, the family business did very well indeed! Yuefong inherited the business and expanded it. He is now a billionaire whose holdings include hotels, electronics plants, shopping centers, insurance companies, and a fleet of freighters. Yue-fong has plastered his office with photographs of himself with Queen Elizabeth and Margaret Thatcher. Yet he is aware that Hong Kong's future is about to change. He has also befriended Deng Xiaoping (China's leader) and donates millions to educational projects in China. He has stashed money away all over the world, particularly in California real estate.
- Howard Tang is a descendant of the Tang clan who first settled in the area of the New Territories and built a walled city. He is a farmer who has seen many changes in the way the land has been used in the past few years. Rice used to be his main crop, but now he grows vegetables and has a part-time job working in a fish hatchery. His grandfather used to speak of the good old days before the British came, but that was a long time ago. Howard has seen farmers across the border. They do not seem to be as well off as his own family. Also, many of the traditions such as *feng shui* are criticized by the officials in China. Howard has two sons in school—one in college on Hong Kong Island—and wonders how they will fit into communist Chinese society.
- Lingh Bui is one of the thousands of Vietnamese boat refugees who have been pouring into Hong Kong since the end of the

Vietnam War (Table 6 below). Life in Hong Kong has been very disappointing. He lives with many others in a crowded shantytown in the New Territories. Most are waiting to be classified and resettled. There seems to be a lot of prejudice against Vietnamese in Hong Kong. Some Chinese residents say they are just parasites on society.

**Table 6** Vietnamese immigration into Hong Kong

Year	Number of people
1979	73,300
1988	23,000
1989	34,000
1990	45,000

Sources: Miners 1991; Facts on File 1989; Becker 1988.

- Alicia Yunan was born in Hong Kong. She is now working in a flower shop in Canada. Her husband David moved Alicia and the children to Canada for safety. He remembers when the communists came to power in 1949, his aunt had been captured and tortured. David was an accountant for a small firm in Sha Tin, one of Hong Kong's new towns. He got a visa to Canada by investing in a small business in artificial shrubbery there. He is one of several Hong Kong citizens who are called tai hung yan (astronaut). In Cantonese slang, a tai hung yan refers to men that work in Hong Kong and commute across the seas several times a year to visit wives and children who reside in foreign lands. Alicia has had many problems adjusting to life in Canada. There seem to be 500 new names for products in the supermarket. The children are having difficulty in their school in Canada since they do not speak English.
- Tang Chu was born and continues to live in Kowloon's Walled City. This city was once used by the British as a place to come for relaxation and gambling. Now it is just a slum with crowded tenements, open sewers, and drug rings. He works hard to support his wife and three children. The Tangs operate a small family noodle factory in their one-room apartment. They do not speak English and cannot write Chinese. Mrs. Tang feels that China is the only place for them, but Mr. Tang really is not so sure. He fears that in China they will be seen as minicapitalists and could lose control of the business.

• William Su Ling worked his way from the Kowloon slums to a \$50,000 a year job as an engineer. He frequently travels to The People's Republic on business. Just last week he attended a seminar there for a group of engineers. One incident at the seminar has been on his mind lately. At 11 A.M. they had to go out and stand in line to get some vegetables for lunch. Engineers in Hong Kong do not buy their lunch on the street. It reminded him of his time in the slums. He wonders if China will become more like Hong Kong, or if Hong Kong will become more like China.

## How will China keep Hong Kong's economy healthy?

Four Special Economic Zones (Figure 15 on page 48) were created by the government of the People's Republic of China in an effort to encourage foreign investment and to persuade Hong Kong, Macau, and Taiwan that "reunification with China will not entail either a fall in living standards or unacceptable social change" (Sivin 1988, page 159). Within these zones, investors receive low taxes, no taxes on certain types of development, cheap land and utilities, and greater independence from government controls than in other areas of China. For example, in Shenzhen, which borders on the New Territories (Figure 16 on page 49),

... five large hills were levelled, and road, water and electricity systems installed during the first stage of development. The second stage has involved construction of factories, apartment buildings, stores and restaurants, and a highway linking the area with Guangzhou. A dock has been constructed to facilitate shipping. . . (Kelly 1986, page 88).



Even small businessmen wonder how reunification will affect their lives.

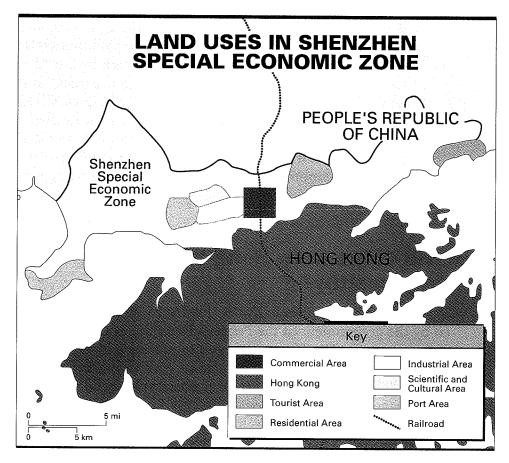
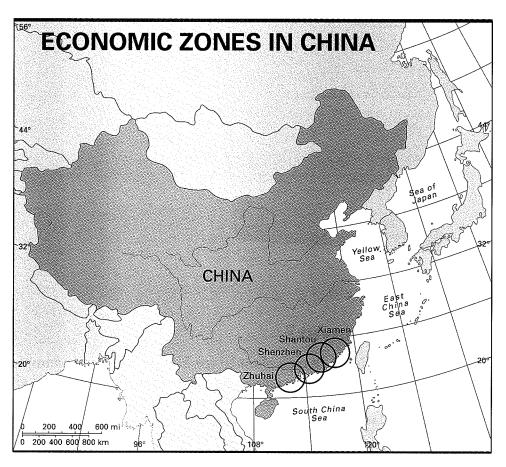


Figure 15 Special economic zones in China.

Source: Sivin 1988.

Could the special economic zones shown in Figure 15 become Deng Xiaoping's "several Hong Kongs" mentioned on page 9? Why or why not?
 What do these special economic zones have in common, and what makes that common element important?
 Do you think the incentives given to the special economic zones will be sufficient to affract foreign investors? Why or why not?

- 4. How do you think the incentives for the special economic zones might be viewed by business people in other parts of China?
- 5. Shenzhen, one of the special economic zones, is on the border of Hong Kong (Figure 16 below). How might this fact affect the success or failure of this zone?



**Figure 16** Selected land uses in the Shenzhen special economic zone, China.



# How will political change affect the Canadian Inuit?

### **Objectives**

In this lesson, you will

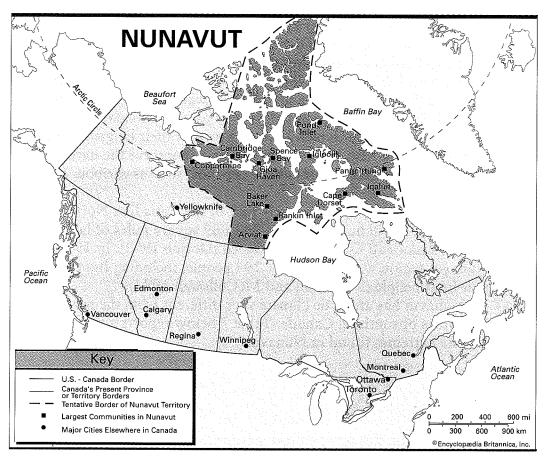
- Identify the regional setting of the Canadian North.
- Describe why the Inuit want political control over their homeland.
- Assess the benefits of political control for the Inuit.

### Glossary Words

Inuit tundra

#### Where is Nunavut?

The political change planned for Hong Kong is an example in which two governments agree on the change. But this is not always why political change occurs. In Canada, people who live in the isolated far northern parts of the Northwest Territories have negotiated with the Canadian government for political control over their homeland.



**Figure 17** Nunavut is located in the treeless tundra of Canada's far north. There are no year-round roads in Nunavut.

Sources: Government of the Northwest Territories 1993; Dickerson and McCullough 1993.

The Inuit (pronounced in oo it) are people of the Canadian Arctic. They live in the lands north of the Canadian forests, mainly in small communities near the Arctic coast (Figure 17 above). Until recently, Inuit depended on caribou, seals, whales, and fish for food and clothing. That is no longer true today, but hunting, trapping, and fishing are still important activities in Inuit culture.

Inuit means "the people" in Inuktitut, the language spoken by people of the far north in Canada. Inuit are often incorrectly referred to as *Eskimos*, which means "eaters of raw flesh" in the Canadian Indian language Algonkian. To be called Eskimo is considered an insult by many Inuit.

The Inuit are hoping to assume a form of political control over their homelands in 1999 (Dickerson and McCullough 1993). If Canada's Parliament approves the plan, a new territory will be carved out of the existing Northwest Territories. It will be called Nunavut (pronounced noon ah voot). *Nunavut* means "our land" in the Inuit language. Nunavut will still be part of Canada. However, the Inuit will be able to pass laws that protect their language and cultural traditions. Also, they can pass laws to conserve the natural resources upon which their culture depends, such as caribou, seals, and whales.

Nunavut territory is currently part of the Canadian Northwest Territories. It will have a total of 742,889 square miles of land—as big as Alaska and California combined (Devine 1992). In 1991, the Nunavut region was home to 21,244 people, including Inuit and non-Inuit people (Dickerson and McCullough 1993).

Nunavut has an arctic climate very different from the more populous areas of southern Canada. Table 7 below reports a few of the climate extremes found in Nunavut.

**Table 7** Sunlight and temperature extremes in Nunavut

10 2 800-110	Dec	ember		June
i Programia Dolor	Hours of sunlight	Average temperature (°F)	Hours of sunlight	Average temperature (°F)
lqaluit	4.5	6°	20.8	40°
Rankin Inlet	4.5	–18°	20.8	42°
Cambridge Bay	0.0	–23°	24	40°

Source: Government of the Northwest Territories 1993.

Nunavut is very large, yet it has a very small population. Table 8 on page 53 reports the population for the 12 most populated communities. Compare these numbers to the population of Hong Kong and other East Asian countries listed in Table 2 on page 29. Then compare them to your community's population.

 Table 8
 Population of Nunavut's 12 largest communities

Community	Population in 1990		
Iqaluit	3,016		
Rankin Inlet	1,425		
Arviat	1,299		
Baker Lake	1,132		
Pangnirtung	1,115		
Cambridge Bay	1,071		
Cape Dorset	992		
Coppermine	982		
Igloolik	964		
Pond Inlet	940		
Gjoa Haven	756		
Spence Bay	590		

Source: Government of the Northwest Territories 1993.

- 1. How many miles separate Iqaluit (pronounced ee cal'oo it) from Yellowknife? How many miles is it from Ottawa (Figure 17 on page 51)?
- 2. The average population density of the United States is 71 people per square mile. What is the average population density for Nunavut? (See the data for Nunavut's area and population on page 52.)
- 3. How do the number of hours of sunlight and average temperature in December and June for Cambridge Bay (Table 7 on page 52) compare to your town?
- 4. Presently, political control over Nunavut is centered in Yellowknife (capital of the Northwest Territories) and Ottawa (capital of Canada). How do your answers to Questions 1–3 help explain why the Inuit think the present political control is a problem?



Inuit children playing with Malamute sled dogs.

### Why do the Inuit want to control land?

Nunavut's great distance from the rest of Canada and its extreme climate might look like good reasons for wanting political control to be located closer to home. The Inuit, however, expressed a very different set of reasons for wanting control over their land.

In the North we have had a lot of government people come and go, but not many of them have spoken our language. Not only have they not spoken Inuktitut, they knew little of the things which matter to Inuit. . . .

Nunavut's most important meaning is that it is a government which reflects the life and lifestyles, and the language, of the people who live along the coasts and by the caribou hunting grounds of our homeland. . . .

What we want to do in Nunavut is spread the changes around rather than concentrate them all in one place. That means that not one but many communities will have a new office and some new houses, with more air service and better communications as a result. . . .

[A] Nunavut government . . . [is] going to encourage artists and musicians, and strengthen [the] language. . . . And what Nunavut will do is make sure that in Canada with its several provinces and territories, there is one government which always is speaking for the Inuit and making sure that Canada as a country has a large and important Inuit character as part of its national identity (Dickerson and McCullough 1993).

- 5. Why would the Inuit be concerned about preserving carribou hunting grounds?
- 6. Why would the Inuit want better air service? (Hint: See the caption to Figure 17 on page \$1.)
- Wity do you think the Inuit would be better able to preserve their culture by gaining political power?

#### Table 9 Highlights of Canada's agreement to create Nunavut

- Political control of 742,889 square miles to the Inuit
- Mineral rights to 13,705 square miles to the Inuit
- \$1.1 billion in payments (\$53,000 per person) to the Inuit
- 5% of all future mineral royalties to the Inuit
- Canada and the Inuit to have equal political power over decisions affecting wildlife and other natural resources
- Establish Nunavut as a new territory run locally by Inuit representatives of everyone, including youths, women, and elders

Source: Dickerson and McCullough 1993.

S. How is Ganada's agreement to create Nunavut (Table 9) different from the way the United States dealt with Native Americans in the nineteenth century?

### Glossary

- Apartheid A policy of separate development for different ethnic groups in the Republic of South Africa, literally meaning separateness.
- Command economy A government-controlled set of decisions regarding production and consumption of goods and services.
- Dynasty A ruling family, or the period of time during which members of that family reigned.
- Emigration The movement of people out of a place.
- Estuary The area where the sea meets the mouth of a river.
- Feng shui A method of determining where homes, graves, and buildings should be placed to stay in harmony with the environment. Means wind and water, and is pronounced feng shwee.
- Four Tigers The nations of Hong Kong, Taiwan, South Korea, and Singapore.
- **Immigration** The movement of people into a place.
- Inuit The native peoples of the Arctic region of North America.
- Laissez-faire A hands-off style of management. Governments in market economies rarely participate in decisions regarding production or consumption. Means *leave it alone*, and is pronounced *lay-zay-fair*.
- Mandarin A Chinese civil or military official. From the Portuguese word *mandar* meaning *to command*.

- Market economy The supply and demand of goods and services with little government involvement. Competition and value shopping regulate the producers.
- Newly industrialized country A country that has recently emerged as a regional center for industrial activity. The Four Tigers are examples.
- Opium A bitter yellowish-brown drug prepared from the pods of the opium poppy. Habitual use induces strong addiction; excessive use is fatal.
- Pacific Rim The countries bordering the Pacific Ocean.
- Profit The money left over after all expenses have been met.
- Refugee A person fleeing a country to escape war, poverty, religious persecution, or other conditions.
- Region A collection of places that share one or more common cultural and/or physical features.
- Relative location The perception of where one place is located in relation to another place.
- Treaty port A port area on the coast of China that was given over to European control as a result of signing a treaty agreement.
- Tundra A treeless land area characteristic of very cold regions (high mountains or the Arctic), which is typified by a complex mix of plants, low-lying mosses, grasses, and lichens.

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