



AP Human Geography

Summer Assignment

Cheltenham High School

Mr. Tavani

www.mrtavani.com

Room 143

Welcome to AP Human Geography! This is truly an interesting course, and I hope that after the course each of you will not be able to look at any human phenomena in the way that you did before taking this course. In order to be successful in this course and on the AP test, I have some strong recommendations. First, it is essential that you develop “geographic” or “spatial” thinking skills (more on that later). Second, you must keep yourself informed of current events on a variety of scales (local, state, national, global). Lastly, you must master an extensive terminology.

The summer assignment for AP Human Geography has three parts, each with the aim of developing the three aforementioned aspects of a successful AP Human Geography student. You should complete Part 1 first. The other two parts you may work on throughout the summer.

If you have questions or need clarification about the summer assignment, please feel free to e-mail me at dtavani@cheltenham.org before July 1. After July 1, I will be unable to check my Cheltenham e-mail until the end of August. If you lose this packet, visit www.mrtavani.com to obtain a new one.

Part 1 - Thinking Geographically

In the article, “Defining Geography: What is where? Why there? And why care?”, Charles Gritzner explains the concept of “spatial analysis” or what might be called thinking geographically. Read that article and the other article, “Why Geography?” and write a two paragraph (at least 5-7 sentences each) explanation of what “thinking geographically” is in your view and why that is important in this time period. Be sure to think of examples to help make your point. You may refer to the articles you have read, but really, I am interested in your own thoughts on the meaning and importance of the concept.

Part 2 - Country Profile

Each student will be assigned one country to be the resident expert on for the entire course. Your job for the summer will be to write a country profile (try to keep it to two pages) of the basic facts and figures that make up the human and physical geography of that country. You should use a variety of sources like the CIA World Factbook, BBC Country Profiles, or the ABC-CLIO World Geography* database that the CHS library subscribes to. In addition to the country profile, you will need to read ten recent or current news articles that pertain to that country’s geography in some way. Each ar-

*To access the ABC-CLIO World Geography database, go to the CHS web page and click on the link for the Joseph W. Rodgers Library. Scroll down on the left and click on “Online Databases.” Scroll down to the Social Studies section and click on “World Geography.” Enter the username: `cheltenham`, and password: `panthers`.

ticle should focus on a different aspect of that country. For example, you should not read two or three articles on the war in Afghanistan, if that is your country. You may read an article about the war, one about the economy, one about some aspect of the culture, one about the religion, one about the population, one about the ethnic diversity, etc. With these ten articles you will write an annotated bibliography. That is a bibliography (please use MLA format, Noodle Tools may help you with this), that has a three to five sentence description about each entry in the bibliography. Your description should summarize the main point of the article and how the aspects of the country's geography discussed in the article connect with the main topic of the article. For this part of the project make sure you are using reliable news sources, such as the New York Times, Washington Post, National Geographic, Time, Newsweek, BBC News, CNN, Al Jazeera, L.A. Times or some other reputable publication. You may access these sources online, but be careful to stick to news articles, **not** blog entries or Op-Ed pieces. Please see the sample article and annotated bibliography in this packet to get a better idea of how to do this part of the assignment.

Part 3 - Geography Term Cards

For this part of the summer assignment, you will create flash cards of important terms from the first three units that will help us, as a class, get moving quickly as the year begins. For each card you should have a definition that has been translated into your own words and a sentence that correctly uses that term in a geographic context. You may find that some of the terms can be used in other contexts. In each case **be sure you are finding a definition of the term that will fit in the context of human geography**. You should be able to find definitions for at least 90% of the terms. Feel free to use internet sources, but again, **be sure that you are getting a geography specific definition** of each term.

Grading

All three components of the summer assignment will count for approximately 10 percent of your first marking period grade.

The purpose of this assignment is to help you prepare for the demands of a rigorous course and to get you started on the content before we begin. Hopefully, it will give you an opportunity to start your year off with a solid grade as well.

Defining Geography: What is Where, Why There, and Why Care?

by Charles F. Gritzner, South Dakota State University, Brookings, South Dakota

The Nature of Geography

Most everyone knows that history is the study of events through time. Basically, historians ask "What happened when and why then?" But many people, it seems, have a problem defining geography. One reason why geography has languished in the curricula of many American schools is that so few people understand the nature of the discipline or its relevance to our everyday lives. What is geography? What is its unique perspective? What do geographers do? Why is geography important? Why should we teach (and learn) geography in the schools? These are questions that have gone largely unanswered in American education. This brief essay presents an easily taught, understood, and remembered definition of geography. It has been used with great success by the author in his own teaching, public speaking, and professional writing for more than a decade. It works beautifully, and I believe that it will work for you and your students as well.

Immanuel Kant, writing some two centuries ago, may have been the first scholar to identify clearly and succinctly the unique nature of both history and geography. In essence, he observed that history organizes and analyzes events in terms of **when** they occurred (the **temporal** context, or **time**). Geography, on the other hand, focuses upon Earth's features and conditions through asking **where** they are found (the **spatial** context, or **location**). Both history and geography, then, are **methodologies** -- unique **ways** of thinking about our world and its events, conditions, patterns, and consequences. Following Kant's rationale, a simple definition of geography emerges: if "**When?**" is the realm of history, then "**Where?**" is the primary focus of geographic inquiry.

If we can agree that the spatial method of organization and analysis is at the heart of geography and the geographic perspective, then this reality must be reflected in any definition of the science. Here, however, a stumbling block looms on the horizon: What is "spatial analysis"? When most people think of "space," after all, they associate it with astronomy, not geography. In a geographic context, "space" is defined as a portion of Earth's surface. Location, place, area, region, territory, distribution, and pattern are all closely related spatial concepts.

A Concise Definition

The following definition incorporates all essential elements traditionally recognized as being fundamental to geography: it is the study, as I wrote in the *Journal of Geography*, of "what is where, why there, and why care?" To this foundation can be added further information. For example, at the college level I often add "pertaining to the various physical and human features of Earth's surface, including their conditions, interactions, spatial distributions, and patterns." The definition is flexible in that it can easily incorporate any and all other perspectives on the nature of the discipline. The following diagram further amplifies each of the four elements contained within the definition.

Defining Geography: "What Is Where, Why There, and Why Care?"

| What Is (Phenomenological) | Where (Spatial) | Why There (Analytical) | and | Why Care? (Implicational) |
|---|---|---|------------|--|
| All features of Earth's surface that occur in spatial distribution: 1.) Physical features (nature) 2.) Human features (culture) | Location: *Site (specific) *Situation (relative) *Accessibility *Isolation Distribution Pattern Scale: *Local *Regional *Global | Agents Processes Interrelationships | | Importance Relevance Action/reaction |

Descriptive

Conceptual

Some definitions of geography (including that developed by the National Geographic Society) emphasize cultural ecology -- the relationship humans establish with the natural environment. Both geographers and cultural ecologists are concerned with the ways in which humans culturally adapt to, use, and modify the environments they occupy. Geographers, however, are particularly interested in what kinds of ecological practices occur within different cultures -- who is doing what, where, and why? The emphasis is on location and the characteristics of place. For example, "**What is?**" might be a particular type of ecological relationship, such as tropical shifting cultivation, pastoral nomadism, or mining. "**Where?**" then places the activity in a particular location and perhaps with a particular group, such as Amerindians of the Amazon Basin, Tuareg of the Western Sahara, or residents of Minnesota's Iron Range. "**Why there?**" can be quite complex because in most instances, many factors are involved. Shifting cultivation, for example, might include such factors as heavily leached, hence infertile, tropical soils; cultural isolation and tradition; or sustainability. In the case of the Tuareg, certainly the region's arid environment, a longstanding pastoral tradition, and the consequences of overgrazing are important. A concentration of iron ore, the need for iron in an industrial society, and proximity to Great Lakes shipping lanes all help shed light on northern Minnesota mining activity. Finally, "**Why care?**" provides an opportunity to establish the importance of the foregoing activities in their particular location, as well as in their natural and cultural geographic contexts.

The Definition in Practice

This definition of geography works well for several reasons. First, it emphasizes that geography is a **methodology**. It stresses the geographic way of organizing and analyzing information pertaining to the location, distribution, pattern, and interactions of the varied physical and human features of Earth's surface. All geographic inquiry should begin with the question, "**Where?**" Geographers and all other scientists ask "**Why?**" And, of course, most major Earth-bound events, features, and conditions can and often do have some impact on our lives, thereby begging the question, "**Why care?**"

Second, the definition incorporates all traditional geographic subjects, themes, and traditions. In teaching, no matter what topic is being stressed or approach being taken, it can be easily integrated into the definition.

Third, the definition functions at all scales. In studying towns and cities, for example, site (specific location and condition of a place) can often explain their presence. For example, New York City is located at the mouth of the Hudson River with a natural harbor protected by Long Island; San Diego and Seattle are on excellent natural harbors; and Denver is at the eastern terminus of a pass through the Rocky Mountains. South Dakota's largest and fastest growing city, Sioux Falls, affords a splendid example to illustrate the importance of "**Where?**" When the city was settled in 1856, eastern South Dakota was inhabited by people of the Sioux culture. The city's name, itself, implies the importance of location and place: the falls on the Big Sioux River provided power for a mill around which the city was originally established. Through time, the city grew primarily because of its location in the wettest, hence most agriculturally productive, area of the state. It also served as a major highway and rail hub. Finally, rapid growth continued because of its location at the intersection of two interstate highways. An example on the global scale, petroleum resources in the Middle East certainly have contributed to a host of conflicts, and "petro-politics" surely will be a major issue for decades to come. Production, distribution, consumption, and trade all impact the lives of several billion people daily.

Geography has projected a very fuzzy image of its content and methodology for far too long. The definition presented here is clear and concise. It places no limitation on what geographers study (literally anything found on Earth's surface); it clearly identifies the discipline's unique methodology -- the spatial dimension of features, including where they are, in what patterns they occur, what important relationships exist between or among features, and so forth. If geography is to be taught as a science, the distribution of features must be explained -- that is, we must address the question, "**Why there?**" Finally, all geographic teaching and learning should relate to the human need to know, emphasizing "**Why care?**" The definition presented here identifies in simple, easily taught, and easily learned terms the extreme complexity of geography.

*Charles F. Gritzner, "What Is Where, Why There, and Why Care?," *Journal of Geography* 101, no. 1 (January/February 2002), pp. 38-40.

Charles F. "Fritz" Gritzner received his Ph.D. from Louisiana State University and is now midway in his fifth decade of college teaching. Since 1980, he has been on the faculty of South Dakota State University, where he holds the rank of distinguished professor of geography. Gritzner is a past president of the National Council for Geographic Education (NCGE) and is a recipient of the council's George J Miller Award, which honors, according to the NCGE Web site, "a distinguished record of service to geography education."

Why Geography?

Charles F. Gritzner

Never has a nation's people possessed more information, or been in command of more sophisticated means of acquiring, disseminating, and analyzing data than do contemporary Americans. In addition to traditional resources, during recent decades GPS, GIS, satellite imagery, computer mapping, the wonderful resources of the Internet, and other technological advances have vastly expanded our knowledge of Earth's surface. Yet given these tremendous resources for enhancing our geographic awareness and global understanding, most Americans—living in a Global Age—continue to possess little more than a Stone Age awareness of the world about them.

Each day of our lives, we live "geography." Examples affecting each of us on a regular basis can be drawn from almost every facet of our daily experience. Environmental influences, such as resource availability and cost, changing weather and climate patterns and their potential impacts, and the threat of spreading diseases and exotic species, are of increasing concern. Politically, we are confronted with a host of issues ranging from matters pertaining to local taxation, planning, and zoning, to regional (if not global) terrorism and other manifestations of conflict. Economically, we have seen changes in the value of property and commodities at home, while the stock market has plummeted during recent years as a result of influences ranging from Japan's economic malaise to Latin America's financial instability. The disproportional distribution of wealth and opportunity continues to be a major irritant confronting all of humankind. Socially, too, we are affected by the rapid pace of change in the nation's demographic, social, and ethnic composition and determining our own position and role on the world stage. Unfortunately, all our citizens are increasingly involved in and dependent upon a global community about which so many remain dangerously ignorant and unconcerned.

Most Americans lack a well-developed "mental map" of Earth's surface, with its varied mosaic of physical and human conditions. To these geographic illiterates, our planet assumes the image of a vague, fragmented, and incredibly confusing hodgepodge of meaningless phenomena that are randomly scattered about on an all but bare *tabula rasa*. Theirs is a world inhabited by faceless peoples whose cultures lack a proud heritage, bonding institutions and customs, feelings and values, tools and technologies,

and essential dimensions of space and time. Places, to the geographic illiterate, are meaningless. They have no grasp of those unique physical and human features that give each spot on Earth's surface its own distinctive character, from which each draws its identity and importance. And the spatial sorting of features into similar and dissimilar places using the geographer's concept of region holds little meaning or relevance to those who are unaware of their location, nature, and significance. Their world is composed of vague physical features and life-sustaining environmental systems for which they lack valid mental images, appropriate terminology, or an understanding of their nature, origin, and importance. Those who are ignorant of basic geographic principles also have little knowledge of environmental potentials and limitations. Under these circumstances, how can they possibly be expected to make enlightened decisions relating to the use and sustainability of our finite global natural endowment?

To persons possessing a poorly developed mental map, historical events occurred in a spatial vacuum. "History" and "geography" remain spatially unlinked and unrelated, severely limiting the significance of one to the other. Such individuals, although constantly confronted by critical problems and issues, sadly lack the information needed to make rational analyses, sound judgments, or reasoned attempts at resolution. Further, to the geographically insensitive, human differences often appear to be threatening and can lead to feelings of prejudice and acts of discrimination. Such individuals are prisoners of their own ignorance and provincialism. As a result, they are poorly equipped to assume meaningful citizenship in an increasingly *intradependent* and multi-cultural global community!

It stands as a rather sad and somewhat inexplicable indictment of this country's priorities and approach to education that among the world's industrial nations, Americans rank among the least literate in geographic knowledge and, perhaps worse, geographic curiosity. Examples of this ignorance are numerous. So, too, are the increasingly apparent, appalling, and often damaging consequences—be they social, economic, political, military, or environmental—that result from our failure to provide citizens with adequate geographic instruction.

In most countries of the Western urban-industrial world (and in many less developed countries as well), geog-

raphy constitutes the "core" of the social *science* curriculum. The United States is unique among these nations in relegating geography to a relatively minor role in both the elementary and secondary curriculum. Some progress has been made in terms of enhancing geography's position in the curriculum during recent years, particularly through the various initiatives of the National Geographic Society. Despite these efforts and others, however, most of the world's educated people are much better informed about the world (and often about the United States!) than are the majority of our own citizens.

In an increasingly complex, troubled, and closely intertwined world community of cultures and nations, Americans simply do not know much about our global neighbors (or, for that matter, about ourselves in a geographic sense). We have little understanding of, or feeling for, other lands and peoples. We are largely ignorant of their ways of living, environments and natural resources, human capabilities, and cultural attainments. We also know little about their similarities and differences, their hopes and dreams, or their problems and needs. Perhaps of greatest importance, we fail to understand how closely linked and important we have become to one another. How can Americans possibly expect to maintain a position of respect and leadership in a world of cultures and nations about which we know—and seemingly care—so little?

Now, more than ever, citizens can ill afford to remain ignorant of the world about them. The compression of time and space resulting from the technological "explosion" has placed even our most remote neighbors at our very doorstep. It is essential that all Americans understand and appreciate their role and responsibility in an increasingly complex global community. Each of us must be aware of Earth's fundamental physical and cultural pat-

terns; of its key locations, distributions, patterns, and divisions; and of its primary linkages, movements, networks, and systems. We also must understand our planet's basic areas of production and consumption, its major spatial interrelationships, and its causes and hotspots of conflict. A populace that remains largely ignorant of fundamental geographic knowledge surely limits a nation's ability to perform and compete effectively on the global stage.

Geography education is not longer a curricular luxury. It is an absolute necessity. If the United States is to endure, we must ensure that all students—kindergarten through college—be given the key to the future: an understanding of the world that only a rigorous geography curriculum can provide. Few people question the need for history education; why, then, do so many question the importance of teaching geography? History, after all, is but a recording of past geography; a society that *lives* a "good geography" will surely *leave* a good history. Geography has been described as "learning for living" and is a science with a strong futuristic emphasis. It is also the ancient and time-honored science that can best provide the essential knowledge needed to ensure that our citizens are prepared to assume responsible and enlightened leadership in today's complex and demanding global community.

T. S. Eliot wrote, "We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and to know the place for the first time." Today, all citizens certainly *must* be able to think globally, while continuing to act locally. By better knowing the world about us, we come to better know ourselves—whether at home, or as members of the global community.

Human Geography Terms

Intro to Geography Unit

Absolute location
Aggregation
Agricultural Density
Anthropogenic
Arithmetic Density
Cartograms
Cartography
Choropleth map
Concentration
Connectivity
Contagious diffusion
Coordinate system
Cultural ecology
Cultural Landscape
Culture
Density
Diffusion
Distance decay
Distribution
Dot maps
Environmental determinism
Expansion diffusion
Formal region
Friction of distance
Functional region
Geographic Information System (GIS)
Geoid
Global Positioning System (GPS)
Globalization
Hearth
Hierarchical diffusion
Human-environment interaction
Isoline map
Latitude
Legend (Map legend)
Location
Longitude
Map
Mercator projection
Meridian
Movement
Parallel
Pattern
Physiological density
Place
Possibilism

Primary Data
Prime meridian
Projection
Proportional symbols map
Reference map
Region
Relative location
Relocation diffusion
Remote sensing
Resource
Scale
Site
Situation
Space
Space-time compression
Spatial perspective
Stimulus diffusion
Sustainability
Thematic layers
Time-space convergence
Topographic maps
Toponym
Transnational corporation
Vernacular region

Population Unit

Age-sex distribution
Age-specific birth rate
Agricultural revolution
Baby boom
Carrying capacity
Census
Census tract
Cohort
Crude birth rate (CBR)
Crude death rate (CDR)
Demographic momentum
Demographic transition
Demography
Dependency ratio
Diaspora
Doubling time
Ecumene
Epidemiologic transition
Epidemiology
Exponential growth
Hidden momentum

Industrial revolution
Infant mortality rate (IMR)
Involuntary migration
Life expectancy
Maternal mortality rate
Medical revolution
Natural increase rate (NIR)
Overpopulation
Pandemic
Population density
Population pyramid
Replacement Fertility or Rate
Sex ratio
Thomas Malthus
Total fertility rate (TFR)
Zero population growth (ZPG)

Migration Unit

Brain drain
Chain migration
Circulation
Counterurbanization
Emigration
Floodplain
Forced migration
Gravity model
Guest workers
Immigration
Internal migration
International migration
Interregional migration
Intervening obstacle
Intraregional migration
Migration
Migration counterstream
Migration transition
Mobility
Net migration
Pull factor
Push factor
Quotas
Refugees
Remittances
Spatial interaction
Undocumented immigrants
Voluntary migration

Sample Annotated Bibliography Entry

Richburg, Keith B. "China's struggling soccer program won't field a team in the 2010 World Cup." *Washington Post*. The Washington Post Company. June 3, 2010. Web. June 3, 2010.

A variety of geographic factors ranging from culture to politics to urbanization have resulted in the Chinese soccer team's ranking of 84th in the world, which will prevent it from competing in the 2010 World Cup in South Africa. Despite soccer's popularity as a spectator sport in Chinese culture, and its alleged invention in that country, the sport is not widely played by young children, as the schools do not emphasize sports and China's rapidly urbanizing population leaves children without soccer fields. Local Chinese politicians also tend to put greater funding into individual sports rather than team sports and fund athletic prodigies that will bring immediate success and promotion to those government officials that invested in those star athletes. More aggressive marketing by the NBA has also led young Chinese children to look up to star basketball players, while international soccer does not have a single office in China.

Tips for writing annotations:

- Understand the main point of the article first (the headline/title may help with this)
- Summarize the main point of the article with a topic sentence
- Back up that topic sentence with good supporting sentences that summarize the details
- Connect the topic of the article with the aspects of the country's human geography the article covers
- No first person
- Don't over-think it, most articles about an event in a country will connect to its geography
- Don't write "The article says..." or some similar phrase
- Use the OWL at Purdue University for help with MLA format (just google "OWL Purdue")

The Washington Post

China's struggling soccer program won't field a team in the 2010 World Cup

By Keith B. Richburg
Washington Post Staff Writer
Thursday, June 3, 2010; A08

BEIJING -- When teams from 32 nations gather for the World Cup in [South Africa](#) this month, one country will be most conspicuous by its absence: [China](#).

China may be the world's most populous country and its new sporting powerhouse -- [winning the most gold medals at the 2008 Summer Olympics in Beijing](#). But its prowess at soccer is lamentable. China is ranked 84th in soccer's world standings, just ahead of Mozambique.

Chinese are huge soccer fans, and hundreds of millions are expected to tune in to [the World Cup](#), with all the matches broadcast live here on free television. Sports bars will be packed. But the Chinese won't have their own team to root for.

To add to the insult, even China's neighbor, hermetic [North Korea](#), has earned a trip to the World Cup this year. "We will cheer for North Korea because they are our neighbors," said Wang Qi, whose company is selling tickets for Chinese fans to travel to South Africa. "They can't even feed themselves, but they work harder than Chinese athletes."

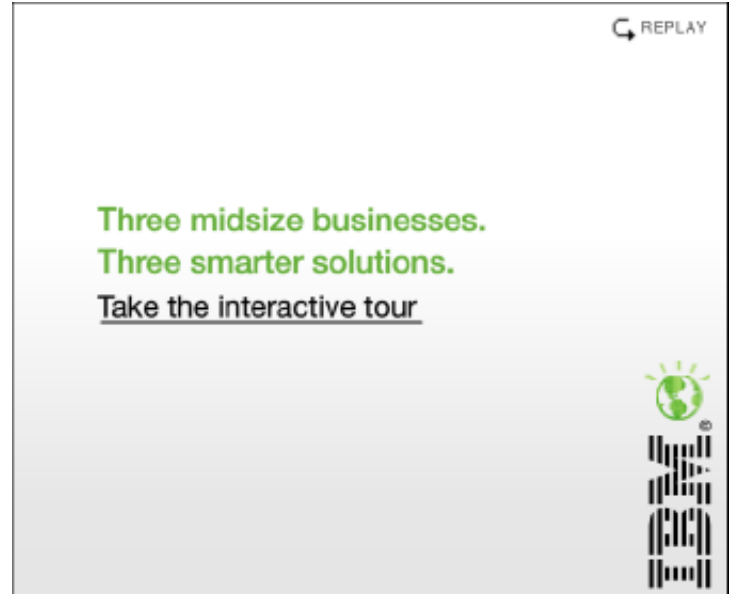
Since China emerged from the Cultural Revolution and ended its international isolation in the late 1970s, its national team has managed only one World Cup appearance, in 2002, and it failed to score a goal in three games. As the men's national team continues to struggle, though, the Chinese women's team, dubbed "The Iron Roses," ranks among the top 10 in the world.

Many Chinese fans find this sorry state of men's soccer particularly painful since China has a reasonable claim to have invented the game (along with gunpowder, printing and, arguably, spaghetti). Images from the Han Dynasty, before 220 B.C., show a game similar to soccer being played with a leather ball filled with hair.

"Chinese might have a reputation to be good in math, but they have trouble explaining why a population of 1.3 billion cannot produce a winning 11-member soccer team," said Xu Guoqi, a history professor at the University of Hong Kong and the author of a book on sports in China called "Olympic Dreams."

'Winners' favored

Advertisement



Three midsize businesses.
Three smarter solutions.
[Take the interactive tour](#)

REPLAY

NSM

Journalists and soccer fans offer any number of reasons, most often money, politics, corruption and culture - and usually some combination of the four.

As in industry, the government picks national "winners" in sports and funnels cash to create champions and win medals. But the support typically goes to individual sports like gymnastics, swimming and diving, and to sports in which Chinese have traditionally excelled, like badminton and table tennis. Soccer teams here are left to look for private sponsorship.

"The biggest problem for Chinese soccer is they don't get enough money," said Ma Dexing of Titan Sports.

Even though China now boasts wealthy companies and individuals who could sponsor teams, there is little support as long as Chinese teams are perceived as perennial losers. "This is a very bad circle," Ma said. "No results, no money. No money, no results."

Politics comes into play, several sports journalists and others said, because sports ministry officials, particularly at the local level, would rather invest government money into promising sports prodigies with a quicker guarantee of victory. "It's related to their promotion," said Li Chengpeng, a soccer commentator and author.

Soccer in China also has been tainted by widespread corruption. Late last year, the Ministry of Public Security launched a crackdown that so far has led to the arrests of about 20 soccer officials, referees and players accused of match-fixing, throwing games and gambling.

Few children play

Few Chinese children are playing soccer, which some sports journalists and fans attribute partly to schools de-emphasizing sports in general, and partly to the lack of playing fields in the country's dense urban areas.

"What can Chinese kids do? said Fan Huiming, 61, a Chinese soccer fan who grew up watching matches at Beijing's Workers' Stadium, which was built in 1958 near her childhood home. "If they play soccer, the ball may fly directly into the glass of someone's home."

For young people, soccer has largely been eclipsed by basketball, thanks in part to Chinese players in the NBA who are treated like rock stars here, most famously Houston's [Yao Ming](#) and New Jersey's Yi Jianlian. "In soccer, there's no Chinese idol for these young kids," said Li Chengpeng.

Journalists and fans said the [NBA's aggressive campaign of marketing and merchandise in China](#) has helped swell the popularity of basketball. By comparison, they noted that international soccer does not even have an office in China.

Rowan Simons, a Briton who came to China more than two decades ago and discovered that he wasn't able to play weekend soccer, has been on a campaign to popularize the sport here. He is now the chairman of [China ClubFootball](#), the country's first amateur joint-venture football club.

Simons, who has written a book called "Bamboo Goalposts" about his experiences, said the main problem is that soccer elsewhere has traditionally started as a series of neighborhood clubs, but in China, the ruling Communist authorities have always frowned on homegrown organizations that the party does not directly control.

"In China, there's virtually no football at the community level," Simons said.

"Football in China can only succeed if it's a grass-roots activity organized by the people. And for that to happen, you'll have to change the political system -- and that's not going to happen either."

Researcher Zhang Jie contributed to this report.

Post a Comment

[View all comments](#) that have been posted about this article.

You must be logged in to leave a comment. [Login](#) | [Register](#)

Comments that include profanity or personal attacks or other inappropriate comments or material will be removed from the site. Additionally, entries that are unsigned or contain "signatures" by someone other than the actual author will be removed. Finally, we will take steps to block users who violate any of our posting standards, terms of use or privacy policies or any other policies governing this site. Please review the [full rules](#) governing commentaries and discussions. You are fully responsible for the content that you post.

Sponsored Links

PMP Certification Prep

100% Online PMP Exam Prep course from Villanova University. Learn More.
VillanovaU.com/PMP

TODAY: MacBooks for \$46.14?

Special Report: MacBooks are being auctioned for an incredible 80% off!
<http://www.consumertipsdigest.org/a>

NOW: MacBook For \$102.93?

Crazy low prices on new laptops w/ our unique auction system! Join now
www.SwipeBids.com

[Buy a link here](#)

© 2010 The Washington Post Company