

GLOBAL
EDITION



Introduction to Geography

People, Places & Environment

SIXTH EDITION

Carl T. Dahlman • William H. Renwick

ALWAYS LEARNING

PEARSON

Introduction to Geography

People,
Places &
Environment





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6th Edition

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Environment

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BRIEF CONTENTS

1 Introduction to Geography 33

PART 1 ENVIRONMENT AND RESOURCES 76

2 Weather, Climate, and Climate Change 79

3 Landforms 133

4 Biosphere 167

5 Earth's Resources and Environmental Protection 197



PART 2 PEOPLE AND CULTURES 236

6 Population and Migration 239

7 Cultural Geography 285

8 Languages and Religions 323

9 Food and Agriculture 365



PART 3 DEVELOPMENT OF MODERN SOCIETY 398

10 Cities and Urbanization 401

11 A World of States 439

12 Economy and Development 481



CONTENTS

PREFACE 12
ABOUT THE AUTHORS 17
THE TEACHING AND LEARNING PACKAGE 18
ABOUT OUR SUSTAINABILITY INITIATIVES 20
THE NATIONAL GEOGRAPHY STANDARDS 21
BOOK AND MASTERINGGEOGRAPHY WALKTHROUGH 22

1 Introduction to Geography 33

What Is Geography? 34
 The Development of Geography 35
 Geography Today 37

Contemporary Geography 37
 Area Analysis 38
 Spatial Analysis 44
 Global and Local Is Twitter a Global Network? 49
 Geographic Systems Analysis 49

Mapping Earth 52
 The Geographic Grid 52
 Communicating Geographic Information: Maps 55
 Rapid Change Monitoring Arctic Sea Ice Extent 61

Geographic Information Technology 61
 Satellite Technology 61
 Explorations Google's Earth: Visualizing Natural Hazards with a Virtual Globe 62
 Geographic Information Systems 66
 The World in 2050 Challenges of Global Change 73

Summary 74 / Key Terms 74 / Review and Discussion Questions 75 / Thinking Geographically 75



PART 1 ENVIRONMENT AND RESOURCES 76

2 Weather, Climate, and Climate Change 79

Energy and Weather 80
 Incoming Solar Radiation 80
 Storage of Heat in Land and Water 83
 Heat Transfer Between the Atmosphere and Earth 84
 Heat Exchange and Atmospheric Circulation 88

Precipitation 88
 Mechanisms of Precipitation 89

Circulation Patterns 93
 Pressure and Winds 94
 Global Atmospheric Circulation 96
 Seasonal Variations in Global Circulation 98
 Ocean Circulation Patterns 99
 Storms: Regional-Scale Circulation Patterns 99
 Global and Local El Niño/La Niña 100

Climate 102
 Air Temperature 104
 Precipitation 105
 Classifying Climate 107

Earth's Climate Regions 108

- Humid Low-Latitude Tropical
Climates (A) 110
- Dry Climates (BW and BS) 112
- Warm Midlatitude Climates (C) 113
- Cold Midlatitude Climates (D) 117
- Polar Climates (E) 118

Climate Change 120

- Climatic Change over Geologic Time 121
- Possible Causes of Climatic Variation 122
- Global Warming 124

Rapid Change Warming in West
Antarctica 125

Explorations Shrinking Glacial Ice 127

The World in 2050 Future Climates 128

Summary 130 / **Key Terms** 130 / **Review and
Discussion Questions** 131 / **Thinking
Geographically** 131

3 Landforms 133

Explorations River Responses to
Environmental Change 135

Plate Tectonics 136

- Earth's Moving Crust 137
- Types of Boundaries Between Plates 140
- Rock Formation 142

Slopes and Streams 145

- Weathering 145
- Moving Weathered Material 146

Ice, Wind, and Waves 151

- Glaciers 151
- Rapid Change** Soil Conservation
and Stream Erosion 152
- Impact of Past Glaciations 153
- Effects of Wind on Landforms 155
- Coastal Erosion 157

The Dynamic Earth 160

- Environmental Hazards 160
- Global and Local** Sea Level Rise
and Coastline Change 162
- The World in 2050** An Increasingly
Dynamic Earth Surface 163

Summary 164 / **Key Terms** 164 / **Review and
Discussion Questions** 165 / **Thinking
Geographically** 165

**4 Biosphere** 167**Biogeochemical Cycles** 168

- The Hydrologic Cycle 168
- Water Budgets 169
- Vegetation and the Hydrologic Cycle 172

**Carbon, Oxygen, and Nutrient Flows in the
Biosphere** 174

- The Carbon and Oxygen Cycles 175
- The Global Carbon Budget 175

Soil 177

- Soil Formation 177
- Soil Horizons 178
- Rapid Change** Geography, Geographic
Information Systems, and the Global
Carbon Budget 179
- Thousands of Soils 180
- Climate, Vegetation, Soil, and the
Landscape 181
- Soil Quality 182

Ecosystems 184

- Ecosystem Processes 184
- Geography of Biological Activity 185

Biomes: Global Patterns in the Biosphere 186

- Major Vegetation Regions 186
- Human Effects on the Biosphere 187

Global and Local Invasive Species 191

Explorations Bubble Trouble:
Methane Release from Arctic Lakes 192

The World in 2050 Changes in the
Biosphere 193

Summary 194 / **Key Terms** 194 / **Review and
Discussion Questions** 195 / **Thinking
Geographically** 195

5 Earth's Resources and Environmental Protection 197

What Is a Natural Resource? 198

- Characteristics of Resources 198
- Substitutability 200
- Sustainability 201

Geologic and Energy Resources 201

- Mineral Resources 201
- Variations in Mineral Use 202
- Depletion and Substitution 203
- Disposal and Recycling of Solid Waste 203
- Energy Resources 206
- Energy from Fossil Fuels 206
- Rapid Change** Peak Oil, or Indefinite Growth? 210
- Nuclear and Renewable Energy Resources 212

Air and Water Resources 217

- Air Pollution 217
- Water Resources 221
- Water Pollution 222

Forests 226

- Global and Local** Agricultural Specialization and Water Resources 226
- Explorations** Shale Gas as a Transition Fuel 228
- Forests as Fiber and Fuel Resources 229
- Other Important Forest Uses 230
- The World in 2050** Intensive Resource Management 233

Summary 234 / Key Terms 234 / Review and Discussion Questions 235 / Thinking Geographically 235

PART 2

PEOPLE AND CULTURES 236

6 Population and Migration 239

The Distribution and Density of Human Settlement 240

- Explorations** Mapping the U.S. Census—Walker Style 241
- Population Density 242
- Climate, Food, and Population 244
- Culture and Population 245



World Population Dynamics 245

- Population Projections 246
- Regional Variation in Population Growth 247
- The Age Structure of the Population 248
- The Demographic Transition 250
- Fertility Rates Today 252
- Death Rates Today 255
- Is Earth Overpopulated? 259
- Rapid Change** Demographic Collapse 260

Other Significant Demographic Patterns 261

- Sex Ratios in National Populations 261
- The Aging Human Population 262

Migration 263

- Migration Types 264

Migration in Context 270

- Migration and Europe 271
- Migration and Asia 273
- Migration and North America 274
- Global and Local** The East–West Exchange of Disease 275
- The World in 2050** Earth with 9 Billion People 280

Summary 282 / Key Terms 283 / Review and Discussion Questions 283 / Thinking Geographically 283

7 Cultural Geography 285

How Cultures Change 286

- Theories of Cultural Evolution 287
- Cultural Diffusion 289
- Rapid Change** Who Killed the Record Store? 293

Identity and Behavioral Geography 294

Grouping Humans by Culture, Ethnicity,
Race, and Gender 294

Global and Local Sworn Virgins of the
Balkans 297

Behavioral Geography 298

Culture Regions 300

Visual Clues to Culture Areas 300

Forces that Stabilize the Pattern of Culture
Regions 303

Explorations A Cultural Geographic Approach
to Islam and Gender 304

Trade and Cultural Diffusion 306

Empire, Trade, and Culture 308

Media and Culture 311

Global and Local The Diffusion of “News” 314

The Diffusion of U.S. Popular Culture 314

Cultural Preservation and Hybridity 316

The World in 2050 One World Media
Culture? 318

Summary 320 / **Key Terms** 320 / **Review and
Discussion Questions** 321 / **Thinking
Geographically** 321

8 Languages and Religions

 323**Defining Languages and Language Regions** 324

Linguistic Geography 324

The World’s Major Languages 326

The Development and Diffusion
of Languages 327

Explorations Preserving the Welsh
Language? 330

The Geography of Writing Systems 331

**The Importance of Language Today** 334

National Languages 334

Language in Postcolonial Societies 335

Rapid Change Switching Languages
in New Countries 336

Polyglot States 338

Languages in the United States 338

**The Origins and Diffusion of the World’s
Major Religions** 340

The Diffusion of Religion 341

Judaism 342

Christianity 343

Global and Local Religious Fundamentalism
and Political Terrorism 344

Islam 349

Hinduism and Sikhism 352

Buddhism 353

Other Eastern Religions 354

Animism and Shamanism 355

Religion’s Wider Impact 355

Religion and Cultural Landscapes 356

Religion and Women’s Rights 357

The World in 2050 A More Religious
World? 361

Summary 362 / **Key Terms** 362 / **Review and
Discussion Questions** 363 / **Thinking
Geographically** 363

9 Food and Agriculture

 365**Feeding a Growing Population** 367

New Cropland 367

New Crops 367

Global and Local New Uses for
Old Crops 370

New Farming Techniques 371

Explorations Food Deserts 373

Biotechnology 375

Rapid Change Good-bye to the
Banana? 377

Agriculture Systems 377

Subsistence Farming Contrasts with
Commercial Farming 377

Types of Agriculture 378

Livestock Around the World 382

The Direct and Indirect Consumption
of Grain 382



Problems Associated with Animal Production 384
 Dairy Farming and the Principle of Value Added 385

Aquatic Food Supplies 385
 Traditional Fisheries 386
 Modern Fishing 387
 Aquaculture 388

Hunger and Food Security 389
 Problems in Increasing Food Production 390
 Sustainable Food Production 393
The World in 2050 Climate Change and Food Security 395

Summary 396 / Key Terms 396 / Review and Discussion Questions 397 / Thinking Geographically 397

PART 3
DEVELOPMENT OF MODERN SOCIETY 398

10 Cities and Urbanization 401

Urban Functions 403
 The Economic Bases of Cities 404
The Locations of Cities 405
 Central Place Theory 407
World Urbanization 409
 The Rise of Modern Urban Societies 409
 Urbanization Today 410

Explorations Protests and Cities 411
 Informal Settlements 412
 The Vitality of Informal Economies 412
Rapid Change Urbanizing China 413

The Internal Geography of Cities 415
 Economic Forces 415
 Social Factors in Residential Clustering 416
 Government's Role 418
 Other Urban Models in Diverse Cultures 419

Cities and Suburbs in the United States 422
 The Growth of Suburbs 422
 Urban Sprawl 424
 Developments in the Central City 426
 Governing Metropolitan Regions 432
Global and Local Detroit, The Shrinking City 433
The World in 2050 Green Cities 435

Summary 436 / Key Terms 436 / Review and Discussion Questions 436 / Thinking Geographically 437

11 A World of States 439

The Development of the Nation-State Idea 442
 The Idea of the Nation 442
 The Nation-State 442
 The European Nation-States 443
 Europe's Empires 444
 The Collapse of Empires 444

The Geography of Modern States 447
 The Shapes of States 447
 International Boundaries 448
Global and Local U.S. Border Security 449
 Types of Governments 451
 Internal Organization of Territory 452
Rapid Change Arab Spring 454

Centripetal and Centrifugal Forces 456
 Centripetal Forces 457
 Centrifugal Forces 458
 Civil Wars 458
 Ethnic Cleansing and Genocide 460
Explorations Genocide as Building a Nation-State 461

Relations Among States 463
 Conflict and Geopolitics 463

Patterns of Cooperation 464
 International Peace 465
 Earth's Open Spaces 466
 Regional Cooperation 468

Electoral Geography 472

Districting and Redistricting 472
The World in 2050 A New United Nations? 476

Summary 478 / Key Terms 478 / Review and Discussion Questions 479 / Thinking Geographically 479

12 Economy and Development 481

Analyzing and Comparing Countries' Economies 482

Economic Productivity and National Income 482
 Income Inequality 483
 Human Development 484
 Preindustrial, Industrial, and Postindustrial Societies 487
 Why Some Countries Are Rich and Some Countries Are Poor 493

The Geography of Manufacturing 496

Locational Determinants for Manufacturing Today 497
 Locational Determinants Migrate 499
 Manufacturing in the United States 499
 Technology and the Future Geography of Manufacturing 501

National Economic Policies 502

Political Economy 502
Global and Local Water Privatization 504
 Economic Patterns Within States 505
 The Geography of Government Economic Policies 505
 National Transportation Infrastructures 507
Explorations The Geography of Air Transportation 510
 Tourism 511



National Trade Policies 512

The Import-Substitution Method of Growth 513
 Export-Led Economic Growth 513

The Formation of the Global Economy 515

Transnational Investment and Production 515
 The International Tertiary Sector 518
 The Geography of Foreign Direct Investment 519

Rapid Change The Global Financial Crisis 521

International Regulation of the Global Economy 522

The World in 2050 The Largest Economies 524

Summary 526 / Key Terms 526 / Review and Discussion Questions 527 / Thinking Geographically 527

FURTHER READINGS AND REFERENCES TO ACCOMPANY EXPLORATIONS 528

GLOSSARY 529

PHOTO, ILLUSTRATION, AND TEXT CREDITS 543

INDEX 547

PREFACE

Geographic literacy is critical in today's globalized world. *Introduction to Geography: People, Places & Environment* provides a working knowledge of the conditions and interactions essential to successfully negotiate the world of the 21st century. This text provides readers with frameworks for evaluating the qualities and consequences of the relationships among the different places and peoples as we live in—and change—the world around us. In a globally connected world, once-distant and seemingly foreign nations and regions now interact with regularity. One hundred years ago, most of us would have lived and died in the village where we were born. Few would have ventured much farther than the nearest town. Fewer still knew a foreign language, completed high school, or needed to know much about the natural or cultural features of other places. Our world is now very different.

Today, we expect educated individuals to have significant understanding of the diversity of environments and cultures around the world and of the processes that connect them. In *Introduction to Geography: People, Places & Environment* we promote an integrated view of geography that emphasizes the interrelationships among the breadth of human activities and environments that range from the tropical wilderness to thoroughly engineered cities. We recognize that just by heating our homes and powering our vehicles, we participate directly in global energy markets—and emit pollutants that travel around the globe and that will probably have long-term effects on climate. Global trade and finance have made far-flung places and people more dependent on one another.

New to the Sixth Edition

The sixth edition has been thoroughly revised with numerous substantive changes to the book, support, and media program:

- **Explorations** features, written by experts in various fields, present real-world data and research, emphasizing the applied nature and relevance of geography.
- **The World in 2050** features explore the future development of the world based on what geographers know and can predict today.
- **Learning Outcomes** integrated into the chapter-opening pages help students prioritize key knowledge and skills as they study.
- **Checkpoint questions** integrated throughout the chapters give students opportunities to check their understanding of the material as they read, for a more active learning approach.
- **Integrated media** link students to the Study Area of www.MasteringGeography.com where they can access media that enrich and extend the book content, including *MapMaster™ Interactive Maps* and *Geoscience Animations*.
- **Integrated quick response (QR) codes** enable students to link from the book to online media and data using their mobile devices.
- **Reorganization of the chapters** into three parts better emphasizes the major subfields of geography and the interrelations among them. The three parts are: *Environment and Resources*; *Culture*; and *The Development of Modern Society*.
- **Global climate change coverage** is expanded across the chapters, including observed climate change, model predictions, and important uncertainties in climate science.
- **Important recent natural disasters** are covered, including the Midwest drought of 2012 and Hurricane Sandy.
- The **global carbon budget** is examined in detail, linking climate change with key biosphere and geosphere processes as well as human emissions of greenhouse gases.
- A **new world vegetation map** shows the biotic landscape as it is today, rather than as it might be in the absence of human activity.
- **Up-to-date resource data** show the national and global impacts of changing technology and the global financial crisis/recession on solid waste generation, forest products, mining, and energy.
- **Completely revised energy section** describes the impacts of development of new fossil energy sources through hydrofracturing (fracking) and oil sand mining, as well as the impacts of the Fukushima disaster on the nuclear industry.
- **Completely revised sections on migration** feature a systematic typology of human movement, as well as newly written migration histories for North America, Europe, and Asia.
- **Cultural change and culture regions** contain a revised section on cultural diffusion and trade, and a new section on media geographies.
- **Historical geography of food production** includes expanded, up-to-date coverage of the challenges in meeting rising demand for more food.
- The **political geography chapter** now provides readers with a clear and more concise discussion of nations, states, and relations among states.

- **Data and Statistics** (tables, graphs, maps) on climate, energy, natural resources, population, and economics are completely updated.
- **Redesigned maps and illustrations** better highlight geographical patterns and data trends.
- **MasteringGeography™** is an online homework, tutorial, and assessment platform designed to improve results by helping students quickly master concepts. Students benefit from self-paced tutorials that feature immediate wrong-answer feedback and hints that emulate the office-hour experience to help keep students on track.

Three Important Themes

This textbook emphasizes three themes integral to the study of geography. First, geography examines the interrelationships between humans and their natural environment; second, many basic principles of human geography can be studied and demonstrated both locally and globally; and third, geography is dynamic.

Geography Explores Interrelationships Between Humans and the Environment

The study of Earth's climates, soils, vegetation, and physical features, or *physical geography*, sets the stage upon which we act out our lives. A great deal of human effort is spent wresting a living from the environment, adjusting to it, or altering it.

Chapters 2 through 5 of this book offer an overview of Earth's physical environment, the natural resources on which we depend, and how humans transform Earth's environments. The theme of human–environmental interaction is incorporated throughout the book.

Geography Is Global and Local

The basic principles of geography can be studied locally—in your hometown and even on campus. How do local temperatures and rainfall vary throughout the year? What natural hazards affect people in your area? Where did new arrivals to your community come from, and why did they move? Where are local food crops and manufactured goods sold? Can you map the rents on commercial properties in your town? And how do these values reflect perception of which neighborhoods are the most elegant?

The applications of geography range from the local to the international: city planners designing new housing, scientists working to reduce water pollution, transportation consultants routing new highways, advertisers targeting zip codes where residents have specific income levels, and diplomats negotiating treaties to regulate international fishing.

The relevance of its applications makes geography an incredibly integrative and valuable field for study.

Geography Is Dynamic

It is important to know the current distributions of landforms, people, languages, religions, cities, and economic activities—and to understand that none of these patterns is static. Earth's surface is constantly changing. Social, political, and economic forces constantly redistribute human activities. While many think of maps when they think of geography, we can understand maps of economic or cultural activity only if we understand the patterns of movement that create them. Modern geography explores the forces at work behind the maps.

Every day, events trigger changes in geography: A volcano erupts in Mexico; a bountiful harvest in Argentina improves the diet available to Africans; Canadian scientists synthesize a mineral substitute for one previously imported; new governments redirect international alliances, economic links, and migration streams. American movies and music diffuse our culture around the world, while we adopt foods such as sushi, dosas, and falafel. Developing countries and the developed world add industrial sources of air pollution and change the chemical composition of Earth's atmosphere. Protestant Christianity wins converts throughout Latin America; nations adopt new official languages and governments open family planning clinics. Elsewhere, Islamic fundamentalists win political power and curb women's rights. All these events remap world cultural, political, and economic landscapes. Today's dynamic geography doesn't just exist; it *happens*. In every topic covered in this text, it is our goal not only to *describe* distributions and locations but to *explain* them.

Contemporary Issues in Geography

Geography can help you better understand current events and form opinions on important questions of the day. Each chapter of this book provides background material for understanding the news—including, for example, the topics of environmental protection and development.

Each inhabitant on Earth aspires to material comfort, yet today many people live in conditions of deprivation. The world distribution of wealth and welfare reveals that wealth does not coincide with the world distribution of raw material resources. If it did, then the Republic of Congo and Mexico would count among the richest countries in the world, and Japan and Switzerland would be among the poorest. Understanding this paradox is essential to understanding some of the factors driving the world markets today.

Maps, Cartograms, and GIS

Geography is data-rich discipline, requiring robust visualizations to effectively communicate complicated ideas and spatial information. A variety of maps illustrate this book, all created using the latest data sources and GIS techniques. Many include relief shading to show surface features. Traditional maps illustrate distributions as mosaic patterns of color. *Flow maps* use arrows and lines to represent movements of people or of goods—the numbers of passengers flying major airline routes across the United States, for example (Figure 1-17). We include a graphic (Figure 1-27) that illustrates the variety of thematic mapping styles, with references to maps in the book that use specific styles. A variety of other visual devices are also used to explain concepts and present information, including process diagrams, illustrations, tables, bar graphs, and pie graphs.

The discussion of GIS technologies and cartographic visualization has been expanded in Chapter 1. We have increased the use of remote sensed imagery throughout the book, and have stressed the role of Geographic Information Systems (GIS) technology for both science and management in a changing world.

A Word About Numbers

This book contains many numbers—measurements of populations, economic conditions, production of various commodities, world trade, and more. These measures come from a variety of sources—private organizations, national governments, international organizations—and they are the best available. Such numbers, however, must always be read with two considerations in mind: reliability and date.

The compilation of measures is a tremendously difficult task. For example, the United States is the world's richest country, with many highly skilled government workers—yet the government admits that the national census is probably inaccurate by a factor of 5% to 7%. We do not want to promote cynicism about the value or reliability of statistics, but an educated person does exercise judgment about the probable exactitude of any figure.

The second caution is that the measures themselves change. It takes a long time to gather and compile statistics, so the measures may seem out of date by the time they are published. This is especially true of international comparative statistics. For example, each year the United Nations Conference on Trade and Development (UNCTAD) publishes a handbook of statistics of world trade, but the book appears three or four years after its date, and many statistics recorded were measured years before the date of the volume. Furthermore, governments sometimes change the way they measure things. For example, for many years

governments counted and published a statistic called gross national product (GNP), but today that statistic is often replaced by a slightly different measure called the gross national income (GNI). The meaning of GNI is explained in Chapter 12.

The statistics in this textbook are as up to date as possible using the most reliable sources as of 2013. The text notes the direction in which many of these measures are changing, and in many cases we have dared to predict their future direction. The U.S. population will probably continue to rise, and the percentage of the national labor force working in manufacturing will probably continue to fall. We encourage you to go to the library or to search the Internet to update those measures.

This Book's Media

Introduction to Geography features an innovative integration of media and connections to the MasteringGeography™ platform, giving students and instructors flexible self-study and assessment options.

- **Quick Response (QR) codes.** Traditional books are challenged to provide students with quick and easy access to relevant media and updated data. QR codes integrated throughout each chapter help solve this problem, enabling students to use their mobile devices to easily and instantly access online images, media, and data.
- **MapMaster™ Interactive Maps.** Maps comprise an important part of the geographer's toolset, but traditional print maps are limited in their ability to allow students to dynamically isolate or compare different spatial data. Available in MasteringGeography both for student self-study and for teachers as assignable and automatically gradable assessment activities, *MapMaster Interactive Maps* act as mini-GIS tools that allow students to overlay, isolate, and examine different thematic data at regional and global scales. Icons for various *MapMaster* maps are integrated into chapters, encouraging students to log into the Study Area of MasteringGeography to explore additional map data layers and extend their learning beyond the book's maps. Teachers also have access to a separate large suite of *MapMaster* activities for each chapter, including hundreds of multiple-choice questions that can be customized, assigned, and automatically graded by the MasteringGeography system, for a wide range of interactive mapping assessment activity options.
- **Geoscience Animations.** Static 2-D print figures do not always present a convenient way to visualize complicated physical processes that occur over vast expanses of space and time. Available in MasteringGeography both for student self-study and as assignable and automatically

gradable assessment activities, Geoscience Animations provide students with dynamic visualizations of the most complex physical processes, with voiceover narrative and text transcripts to help guide them through the animations. Icons for the animations are integrated into chapters, encouraging students to log into the Study Area of MasteringGeography to access the media on their own, while teachers have the option of assigning the animations with automatically graded questions.

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Carl T. Dahlman

William H. Renwick

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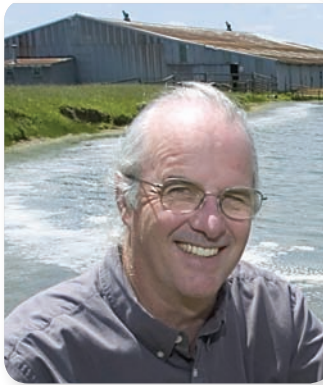
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U.S. National Geography Standards

In 1994 the U.S. Congress adopted Goals 2000: The Educate America Act (Public Law 103-227). This act listed geography among the fundamental subjects of a national curriculum. Geographical understanding, wrote Congress, is essential to achieve “productive and responsible citizenship in the global economy.” Several academic and scholarly geographical organizations collaboratively produced an agreed-upon core of geographic material and ideas, which was published as *Geography for Life: The National Geography Standards*, revised into a second edition in 2012. These 18 Standards and the Essential Elements specify the geographical subject matter and skills that U.S. students should master.

The goals demonstrate the degree to which geographic knowledge is essential for both understanding and effectively managing environmental and human relations in the 21st century. They were established in the hope that all persons educated in the public school system become geographically knowledgeable. In this book, we go beyond these standards in the treatment of both subject matter and thinking skills, but we provide here the outline of the goals in order to demonstrate the great breadth of the field.

The geographically informed person knows and understands the following:

The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
2. How to use mental maps to organize information about people, places, and environments in a spatial context
3. How to analyze the spatial organization of people, places, and environments on Earth’s surface

Places and Regions

4. The physical and human characteristics of places
5. That people create regions to interpret Earth’s complexity
6. How culture and experience influence people’s perceptions of places and regions

Physical Systems

7. The physical processes that shape the patterns of Earth’s surface
8. The characteristics and spatial distribution of ecosystems and biomes on Earth’s surface

Human Systems

9. The characteristics, distribution, and migration of human populations on Earth’s surface
10. The characteristics, distribution, and complexity of Earth’s cultural mosaics
11. The patterns and networks of economic interdependence on Earth’s surface
12. The processes, patterns, and functions of human settlement
13. How the forces of cooperation and conflict among people influence the division and control of Earth’s surface

Environment and Society

14. How human actions modify the physical environment
15. How physical systems affect human systems
16. The changes that occur in the meaning, use, distribution, and importance of resources

The Uses of Geography

17. How to apply geography to interpret the past
18. How to apply geography to interpret the present and plan for the future

STRUCTURED LEARNING TO GUIDE AND ENGAGE STUDENTS

An integrated learning path supports active learning, application, and mastery of geographic concepts.



Food and Agriculture

Beekeepers in North America have been finding more and more of their colonies empty that for a weak queen and an unattached brood of juveniles. This is called colony collapse disorder. Since 2006, about one-third of colonies have collapsed each year. Honeybees are the main pollinators for many plants and are worth \$15 billion in added crop value to American farmers. They remind us that agriculture, and the food we eat, is the primary way that humans relate to nature.

Sudden abandonment of otherwise healthy colonies has no known cause. Beekeepers, scientists, and farmers are concerned that honeybees are dying from some new cause. Experts have suggested numerous reasons including cell phone signals, pollution, and deadly parasites. Suspicion has fallen on pesticides used on crops where honeybees pollinate. The use of these chemicals is increasing and reflects the transition of American agriculture from family farms to large agribusinesses. The powerful agrochemical industry denies any risk to honeybees.

Other aspects of industrial farming may add to the honeybees' vulnerability. Fewer farms mean fewer colonies and America today has half the number of colonies it did in the 1940s. Honeybees are, themselves, agricultural commodities, rented to farmers. Many beekeepers rotate their colonies through different farms on a seasonal basis. The smaller number of colonies that exist in the United States may be more exposed to the causes of colony collapse than honeybees that stay put.

A Look Ahead

Feeding a Growing Population
Humans have managed to grow enough food to support an ever-growing population by opening new lands to agriculture, redistributing and improving crops, and applying technology to agriculture.

Agriculture Systems

Agricultural regions are primarily distinguished by what crop is grown. Some are basically subsistence farming, grown for use by farmers and their communities. Others are predominantly commercial.

Livestock Around the World

Humans raise animals mainly for meat and milk. Many crops are grown to feed animals. Livestock present many environmental problems. Dairying is a special kind of livestock raising.

Aquatic Food Supplies

Oceans and inland waters provide large quantities of food that are vital for many countries and local communities. Some fisheries are in decline from overfishing. Aquaculture offers new possibilities for fish supplies.

Hunger and Food Security

About one in eight humans experience hunger, and most of these are in developing countries. Obstacles to increasing food production include cash cropping, government policies, trade barriers, and problems of land ownership. Climate change may alter some agricultural systems. Sustainable agriculture seeks to limit environmental damage caused by farming.

Learning Outcomes

After reading this chapter, you should be able to:

- Describe the ways that food production has kept up with population growth.
- Contrast the benefits and risks of biotechnology.
- Classify agricultural regions as subsistence or commercial.
- Explain how raising livestock can result in fewer crops for human consumption.
- List the different types of fishing and fisheries that produce the world's aquatic food.
- Locate the areas with the largest numbers of undernourished people today.
- Explain the importance of land reform in the developing world.



NEW! Learning Outcomes at the beginning of each chapter help students prioritize key concepts and skills as they read.

A Look Ahead briefly outlines the main points in each chapter.

Checkpoint: Food Origins

Survey your local grocery for the origins of whole foods (raw vegetables, fruits, and nuts). Which traveled the farthest to your store? What origins seem least likely as food producers and why? What was required to transport these foods?

Checkpoint: Know Your Fishmonger

Survey the fish counter at your local grocery store. Write down a list of the species, their countries of origin, whether they were farm raised or wild caught, and price per pound. Is your selection mostly freshwater or marine? Local or international? Farm raised or wild? Which are least expensive? Ask your fishmonger how they were shipped. Is your fish counter sustainable?

NEW! Checkpoint questions integrated at the end of chapter sections allow students to check and apply their conceptual understanding, for a more applied and active learning approach.

NEW! Chapter Review Summary is organized around the main points and Learning Outcomes in each chapter.

CHAPTER REVIEW

Summary

Feeding a Growing Population

- Food supplies have generally kept up with a growing population because farmers have opened new farmland, grown new crops, and adopted new techniques.
- Storing, transporting, and trading food allows productive regions to support more distant hungry regions.
- The green revolution used new scientific techniques to increase crop yields in many poor and hungry countries.
- Biotechnology changes the genetic structure of plants and animals for greater productivity or preferred food qualities.

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EXPLORATIONS

A Cultural Geographic Approach to Islam and Gender

By Banu Gökankşel, University of North Carolina, Department of Geography

In recent years, there has been an emphasis on veiling as an Islamic requirement for pious Muslims. The emergence of veiling as a religious, political, and cultural issue is linked to two related issues in the Muslim world. The first is the rise of broad Islamic-oriented social and political movements across most Muslim countries. These movements share an emphasis on living according to the tenants of Islam, but vary in terms of specific political goals and strategies. The second issue is the growth of an “Islamic” consumer market that includes a fashion industry.

THE CONCEPT OF VEILING IN ISLAM Veiling is an application of the Islamic code of modesty. The Qur’an specifies modesty for both men and women, including virtues such as humility, moderation, and not drawing attention to oneself in public. The same code mandates women’s covering their “ornaments” or “jewels” in public spaces or in the presence of unrelated men. Debates continue about the interpretation of Qur’anic injunctions about veiling, which has led to different practices in different places (Table 7-3-1).

Interpretations of modest dress differ across Muslim communities. These are often linked to cultural concepts such as honor, respectability, femininity, and social class. Historically in Egypt, upper-class urban women were fully covered. For many centuries in Indonesia, Muslim women did not cover their hair and shoulders in their daily practice. Only recently have young Indonesian women accepted veiling as an important religious requirement.

THE VEIL AS A FASHION OBJECT Muslim women’s veiling practices are increasingly varied as a result of the rise of a growing fashion industry that targets devout Muslim



▲ Figure 7-3-1 *Fatih*, a conservative lower-middle-class neighborhood in Istanbul. This photo shows several styles of veiling in one frame: two young women dressed in the fashionable styles and colors of 2004, an older woman dressed in a more conservative style with a large headscarf and an overcoat, and in the back, women in loosely tied headscarves and no scarves at all.

Global and Local features examine the connections between global forces and local places, and how particular places respond to global impacts.

GLOBAL AND LOCAL

Detroit, The Shrinking City

While many U.S. cities confront sprawl, some are in steep decline. The city of Detroit once housed 1.85 million people in 1950. The city of Detroit was once home to the Big Three automakers—Ford, Chrysler, and General Motors (Figure 10-3-1). Many more companies started there to supply parts to the massive factories that employed much of Detroit’s workforce. As long as the auto industry was thriving, the basic sector of Detroit grew, hiring many of the African Americans that left the American South after World War II.

DOWNWARD SPIRAL The population began to decline after 1970 when most industrial cities experienced a combination of a worsening economy and

social unrest. Two additional factors made matters worse for Detroit. Detroit’s economy was almost entirely based on the auto industry as a global center of production. Competition from foreign automakers began to cut into the sales of the Big Three, beginning their slow decline. Rising oil prices caused by Middle East turmoil made production more expensive and slowed the economy in general, lowering sales. Lower sales meant fewer jobs.

The auto industry started moving out of downtown, taking jobs and the employed to the suburbs. The population that remained in Detroit was increasingly poor and less educated. Demand for public services remained but the loss of jobs meant the city had a smaller tax base to pay for schools, infrastructure, and policing. Crime increased and the vicious cycle of postindustrial decline worsened. Today, the city of Detroit is the smallest it has been in a century. The city is demolishing abandoned houses and businesses that have become fire hazards and eyesores (Figure 10-3-2). Some blocks are



▲ Figure 10-3-1 *Detroit, Motor City*. The headquarters of America’s “Big Three” automakers and many related companies dominated the skyline of Detroit.

Some blocks are

The World in 2050

Changes in the Biosphere

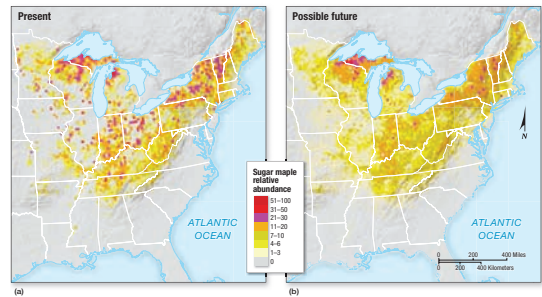


The biogeography of Earth in 2050 will likely be significantly different from today, as a result of multiple forces affecting species and ecosystems. We will see the effects of these forces most clearly on the distributions of individual species, but we may also see subtle changes along the margins of some biomes. The causes of changing distributions will be complex, and it will be difficult to say whether the changes we see are caused by specific factors.

Changes in the Biomes Population growth and changing resource use, particularly the demand for agricultural commodities, will likely cause changes in the distribution of forest and grassland biomes. The extent of tropical forests has been shrinking, and the pressures causing that shrinkage—primarily demand for agricultural land to support food production and material needs such as lumber—will likely continue or increase. Presently in North America, increased demand for biofuels is causing grassland to be converted to cropland. If we develop technology to use switchgrass or similar crops for biofuel, those pressures will continue in other biomes as well.

Species Changes Climate change for many species with specific climatic tolerances is affecting their distribution. In North America, global warming will force northward shifts in distribution. For example, the sugar maple, known for its striking autumn colors and as a source of maple syrup, requires cold winter temperatures, and moderate summer temperatures. Today, the sap runs and can be harvested a week or more earlier than in the past, and harvests do not last as long as it did. If these trends continue, the range of sugar maple in the United States will be greatly restricted in 2050 (Figure 4-4-1).

Invasive Species Invasive species will continue to cause extinctions and disruptions of ecological communities virtually everywhere. Because invasive species usually succeed in environments similar to their home ranges, the biome, as a region of broadly similar plant and animal types, will remain despite gains and losses of certain species. The disappearance of sugar maple from the forests of North America would not spell the end of the forest. The biosphere of 2050 is thus likely to look different from that of today in its details. In high-latitude environments, forests may expand into areas that are currently tundra, or the border may shift between grassland and desert. Larger changes in the world map of biomes are likely, with significant shifts in the extents of biomes and the species they contain.



Rapid Change features emphasize the issues that arise as local places contend with environmental, economic, cultural, and political changes that occur at unprecedented speed.

RAPID CHANGE

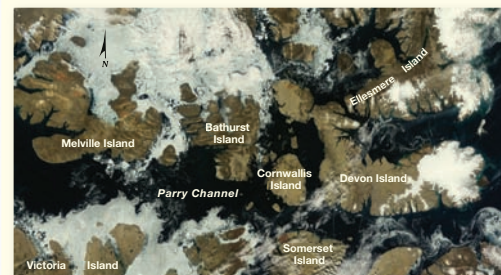
Monitoring Arctic Sea Ice Extent

In September 2012, the extent of sea ice in the Arctic Ocean reached the lowest level ever recorded. Both the thickness and extent of sea ice have been declining for decades, as a result of global warming. The Parry Channel, a key part of the Northwest Passage sea route across northern Canada, was largely ice free in late summer 2012 (Figure 1-2-1).

FROM FISHING TO DRILLING Inuit people have lived in the Arctic region for thousands of years, subsisting largely through hunting and fishing in Arctic coastal waters. The Northwest Passage was first navigated by Europeans in 1903–1906, but has not yet become a viable route for commercial ships. Today the region is increasingly important in world affairs, principally as a source of oil. Offshore drilling is planned in both the Russian and United States parts of the Chukchi Sea, which likely contains large oil and gas deposits. Scientists believe that a substantial portion of the world’s remaining fossil fuel resources are

beneath the Arctic Ocean. Russia has claimed large parts of the Arctic Ocean floor and in 2007 planted its flag on the sea bed beneath the North Pole.

EXPLORE HOW PLACES CHANGE The Arctic is a region of rapid change. Climatic warming is underway, driven primarily by fossil-fuel combustion around the globe. This warming is melting permafrost, accelerating coastal erosion, and transforming ecosystems. Resource extraction is growing, creating new communities, cultural interactions, and sometimes conflict. Warming, economic development, and cultural change are interrelated, perhaps most profoundly by the fossil fuel combustion that drives climate change, and the declining sea ice that facilitates oil and gas exploration and extraction. Such changes in the physical environment and human societies, and the processes that connect them, are the central focus of geography.



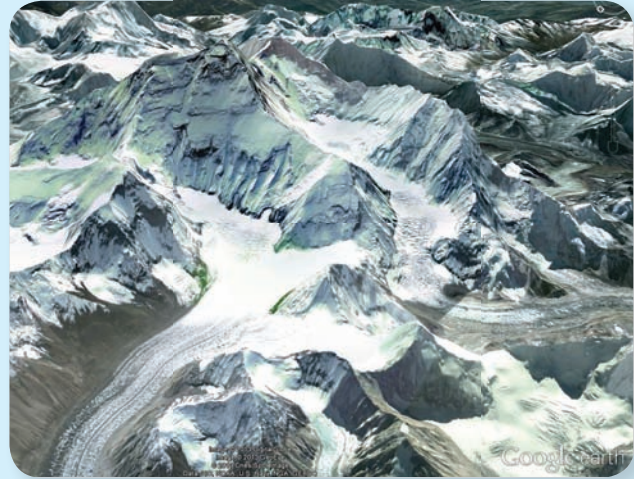
▲ Figure 1-2-1 Satellite image of the Parry Channel, between Victoria Island and Melville Island in northern Canada, on August 2, 2012.



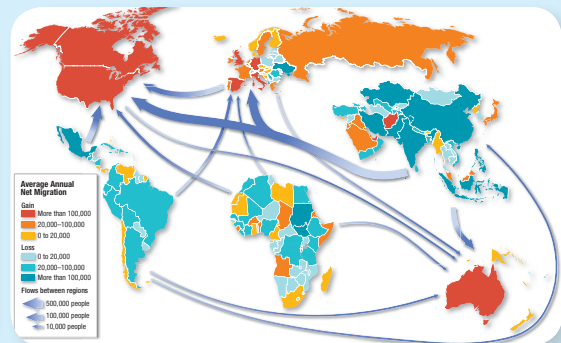
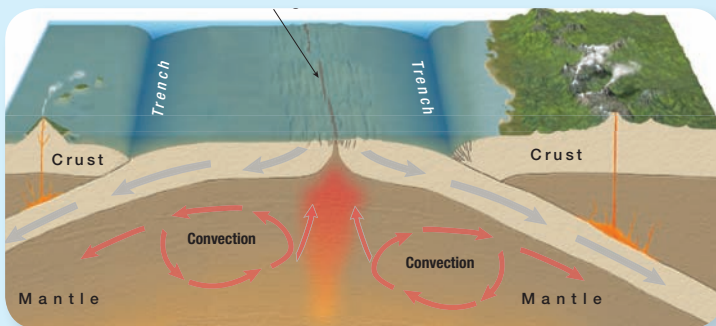
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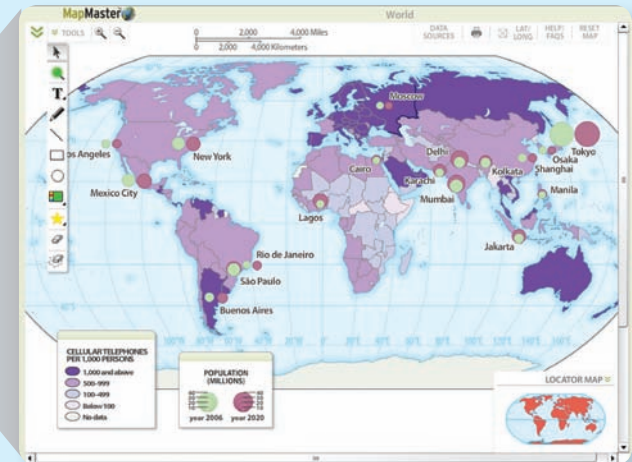
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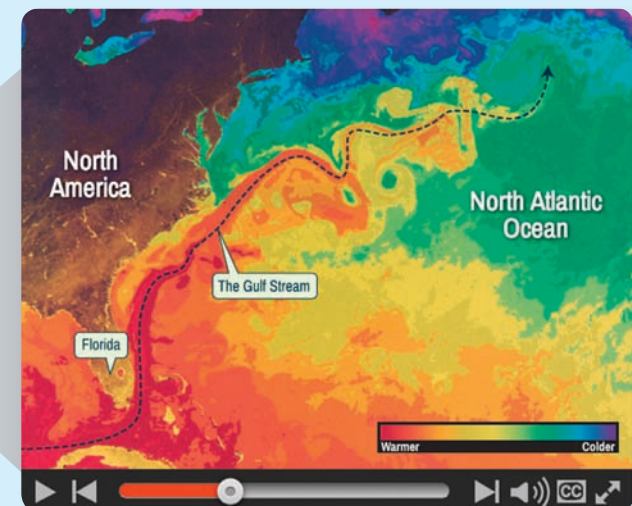
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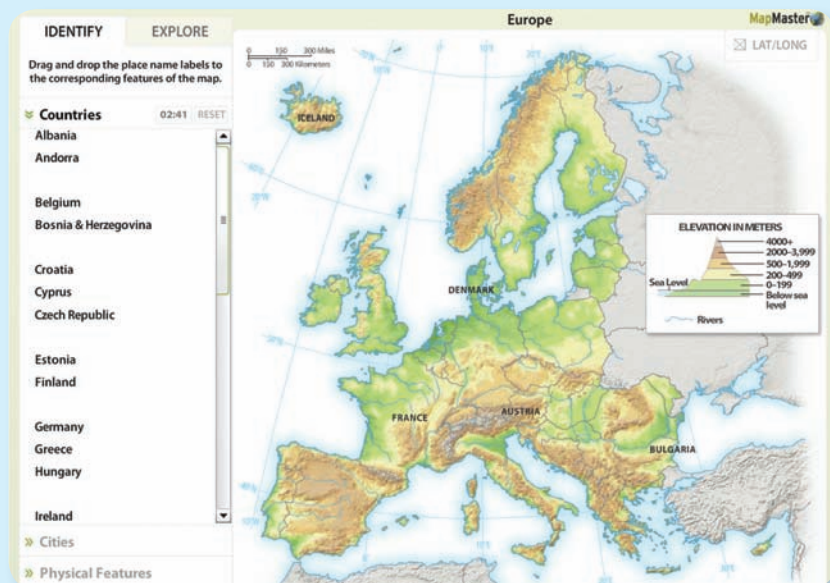
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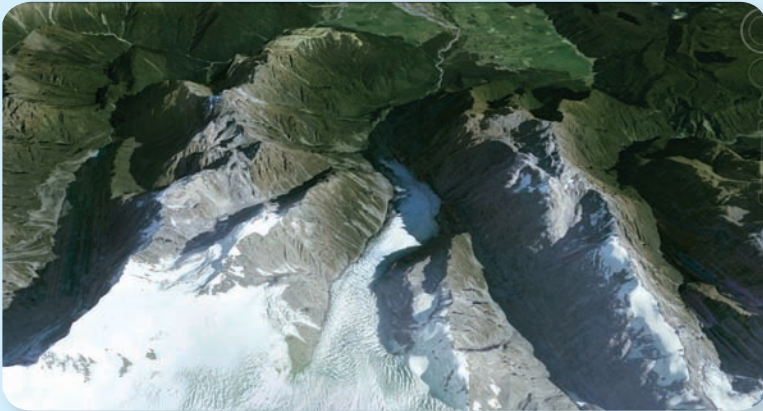
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- Zoom and annotation functionalities
- All maps updated with data from the 2010 U.S. Census, as well as current data from the United Nations, and the Population Reference Bureau

MapMaster Place Name Interactive Map Activities have students identify place names of political and physical features at regional and global scales, explore select recent country data from the CIA World Factbook, and answer associated assessment questions.



Help students develop a sense of place and spatial reasoning skills.

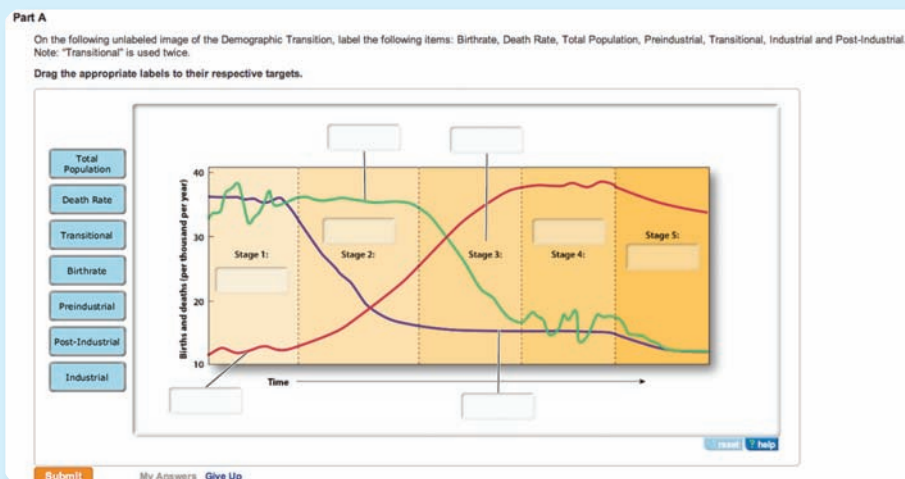


Encounter Activities provide rich, interactive explorations of geography concepts using the dynamic features of **Google Earth™** to visualize and explore Earth's landscape. Dynamic assessment includes questions related to core human geography concepts. All explorations include corresponding Google Earth KMZ media files, and questions include hints and specific wrong-answer feedback to help coach students towards mastery of the concepts.

Geography videos provide students a sense of place and allow them to explore a range of locations and topics. Covering issues of economy, development, globalization, climate and climate change, culture, etc., there are 10 multiple choice questions for each video. These video activities allow teachers to test students' understanding and application of concepts, and offer hints and wrong-answer feedback.



Thinking Spatially and Data Analysis Activities help students master the toughest concepts to develop spatial reasoning and critical thinking skills by identifying and labeling features from maps, illustrations, graphs, and charts. Students then examine related data sets, answering multiple-choice and increasingly higher order conceptual questions, which include hints and specific wrong-answer feedback.



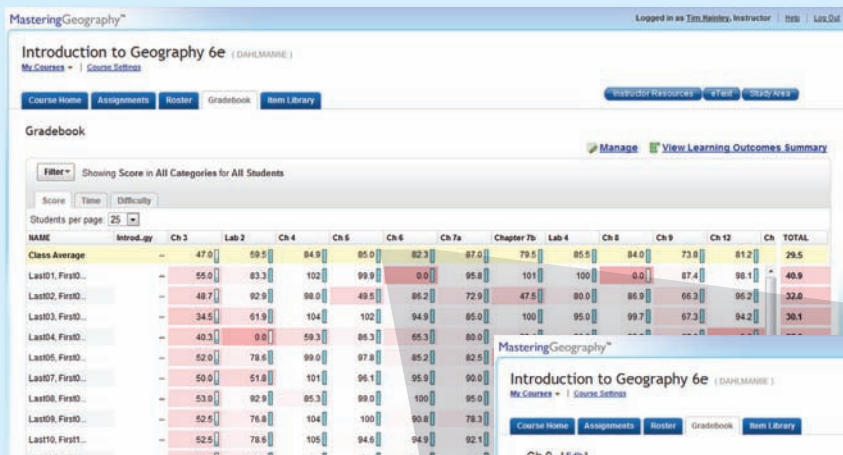
Student Resources in MasteringGeography

- MapMaster™ interactive maps
- Practice chapter quizzes
- Geoscience animations
- Geography videos
- "In the News" RSS feeds
- Glossary flashcards
- Optional Pearson eText and more

Media icons integrated throughout the chapters direct students to login and extend their learning beyond the textbook.

With the Mastering gradebook and diagnostics, you'll be better informed about your students' progress than ever before. Mastering captures the step-by-step work of every student—including wrong answers submitted, hints requested, and time taken at every step of every problem—all providing unique insight into the most common misconceptions of your class.

Quickly monitor and display student results.

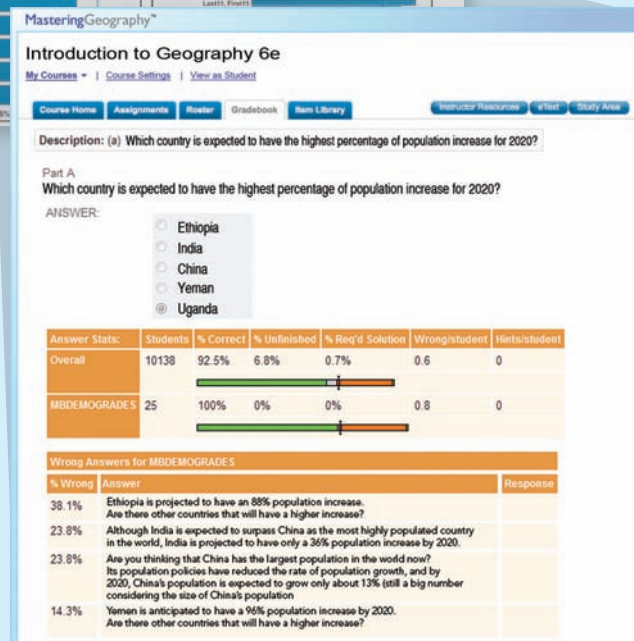


The **Gradebook** records all scores for automatically graded assignments. Shades of red highlight struggling students and challenging assignments.

Diagnostics provide unique insight into class and student performance. With a single click, charts summarize the most difficult problems, vulnerable students, grade distribution, and score improvement over the duration of the course.



With a single click, **Individual Student Performance Data** provides at-a-glance statistics into each individual student's performance, including time spent on the problem, number of hints opened, and number of wrong and correct answers submitted.

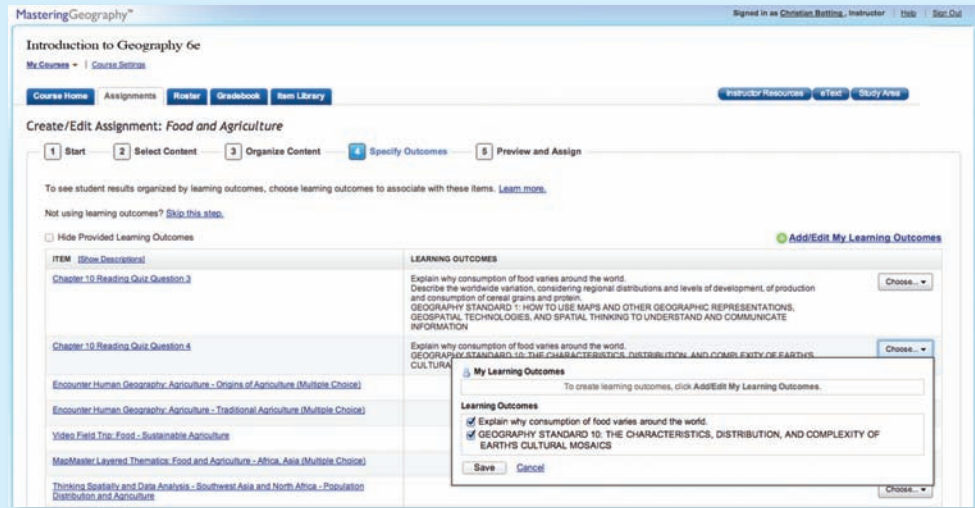


Quickly measure student performance against learning outcomes

Learning Outcomes

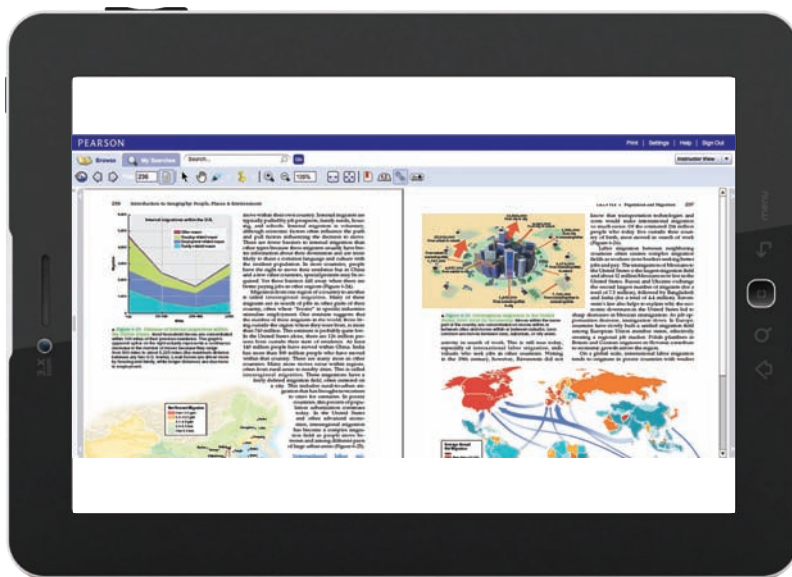
MasteringGeography provides quick and easy access to information on student performance against your learning outcomes and makes it easy to share those results.

- Quickly add your own learning outcomes, or use publisher-provided ones, to track student performance and report it to your administration.
- View class and individual student performance against specific learning outcomes.
- Effortlessly export results to a spreadsheet that you can further customize and/or share with your chair, dean, administrator, and/or accreditation board.



Easy to make it your own

Customize publisher-provided problems or quickly add your own. MasteringGeography makes it easy to edit any questions or answers, import your own questions, and quickly add images, links, and files to further enhance the student experience. Upload your own video and audio files from your hard drive to share with students, as well as record video from your computer's webcam directly into MasteringGeography—no plug-ins required. Students can download video and audio files to their local computer or launch them in Mastering to view the content.



NEW! The Pearson eText app is a great companion to Pearson's eText browser-based book reader. It allows existing subscribers who view their Pearson eText titles on a Mac or PC to additionally access their titles in a bookshelf on the iPad or Android Tablets either online or via download.

Pearson eText gives students access to **Introduction to Geography: People, Places & Environment, 6th Edition** whenever and wherever they can access the Internet. The eText pages look exactly like the printed text, and include powerful interactive and customization functions. Users can create notes, highlight text in different colors, create bookmarks, zoom, click hyperlinked words and phrases to view definitions, and view as a single page or as two pages. Pearson eText also links students to associated media files, enabling them to view an animation as they read the text, and offers a full-text search and the ability to save and export notes. The Pearson eText also includes embedded URLs in the chapter text with active links to the Internet.

