AN INTRODUCTION TO HUMAN GEOGRAPHY

5TH EDITION

EDITED BY

PETER DANIELS
MICHAEL BRADSHAW
DENIS SHAW
JAMES SIDAWAY
TIM HALL

ALWAYS LEARNING

PEARSON

AN INTRODUCTION TO

HUMAN GEOGRAPHY

PEARSON

At Pearson, we have a simple mission: to help people make more of their lives through learning.

We combine innovative learning technology with trusted content and educational expertise to provide engaging and effective learning experiences that serve people wherever and whenever they are learning.

From classroom to boardroom, our curriculum materials, digital learning tools and testing programmes help to educate millions of people worldwide – more than any other private enterprise.

Every day our work helps learning flourish, and wherever learning flourishes, so do people.

To learn more, please visit us at **www.pearson.com/uk**

AN INTRODUCTION TO HUMAN GEOGRAPHY

FIFTH EDITION

Edited by

PETER DANIELS
School of Geography, Earth and Environmental Sciences,
University of Birmingham

MICHAEL BRADSHAW
Warwick Business School, University of Warwick

DENIS SHAW
School of Geography, Earth and Environmental Sciences,
University of Birmingham

JAMES SIDAWAY
Department of Geography, National University of Singapore

TIM HALL
Department of Applied Social Studies, University of Winchester

PEARSON

Harlow, England • London • New York • Boston • San Francisco • Toronto • Sydney
Auckland • Singapore • Hong Kong • Tokyo • Seoul • Taipei • New Delhi
Cape Town • São Paulo • Mexico City • Madrid • Amsterdam • Munich • Paris • Milan

Pearson Education Limited
Edinburgh Gate
Harlow CM20 2JE
United Kingdom
Tel: +44 (0)9
Web: www.pearson.com/uk

First published 2001 (print)
Second edition 2005 (print)
Third edition 2008 (print)
Fourth edition 2012 (print and electronic)
Fifth edition published 2016 (print and electronic)

© Pearson Education Limited 2001, 2008 (print)
© Pearson Education Limited 2012, 2006 (print and electronic)

The print publication is protected by copyright. Prior to any prohibited reproduction, storage in a retrieval system, distribution or transmission in any form or by any means, electronic, mechanical, recording or otherwise, permission should be obtained from the publisher or, where applicable, a licence permitting restricted copying in the United Kingdom should be obtained from The Copyright Licensing Agency Ltd, Barnard's Inn, 86 Fetter Lane, London EC4A 1EN.

The ePublication is protected by copyright and must not be copied, reproduced, transferred, distributed, leased, licensed or publicly performed or used in any way except as specifically permitted in writing by the publishers, as allowed under the terms and conditions under which it was purchased, or as strictly permitted by applicable copyright law. Any unauthorised distribution or use of this text may be a direct infringement of the authors' and the publisher's rights and those responsible may be liable in law accordingly.

All trademarks used herein are the property of their respective owners. The use of any trademark in this text does not vest in the author or publisher any trademark ownership rights in such trademarks, nor does the use of such trademarks imply any affiliation with or endorsement of this book by such owners.

Pearson Education is not responsible for the content of third-party internet sites.

ISBN: 978-1-292-08295-0 (print)
978-1-292-08298-1 (PDF)
978-1-292-12939-6 (ePub)

British Library Cataloguing-in-Publication Data
A catalogue record for the print edition is available from the British Library

Library of Congress Cataloging-in-Publication Data
Names: Daniels, P. W., editor.
Title: An introduction to human geography / edited by Peter Daniels [and four others].
Description: Fifth edition. | New York : Pearson, 2016.
Identifiers: LCCN 2016003272 | ISBN 9781292082950
Subjects: LCSH: Human geography--Textbooks.
Classification: LCC GF41 .I574 2016 | DDC 304.2--dc23 LC record available at http://lccn.loc.gov/2016003272

10 9 8 7 6 5 4 3 2 1
20 19 18 17 16

Print edition typeset in 9.5/12pt Sabon MT Pro by SPi Global
Print edition printed in Slovakia by Neografica

NOTE THAT ANY PAGE CROSS REFERENCES REFER TO THE PRINT EDITION

Dedicated to Jasmin Leila Sidaway

(see www.rgs.org/ourwork/grants/research/jasmin+leila+award.htm)

Brief contents

Contributors xi
Acknowledgements xiii

Introduction
Geography: finding your way in the world 1

Section 1
WORLDS IN THE PAST: CHANGING SCALES OF EXPERIENCE AND PAST WORLDS IN THE PRESENT

1 Pre-capitalist worlds 19
2 The rise and spread of capitalism 37
3 The making of the twentieth- and twenty-first-century world 59

Section 2
POPULATION, RESOURCES, FOOD, THE ENVIRONMENT AND DEVELOPMENT

4 Demographic transformations 79
5 Resources, energy and development 107
6 The environment and environmentalism 133
7 Food security 156
8 Worlds apart? The changing geographies of global development 170

Section 3
SOCIETY, SETTLEMENT AND CULTURE

9 Cities: urban worlds 189
10 Urban segregation and social inequality 206
11 Changing rural worlds – a global view 226
12 Social constructions of nature 246
13 Geography, culture and global change 261

Section 4
PRODUCTION, EXCHANGE AND CONSUMPTION

14 Geographies of the economy 281
15 Geographies of food production 302
16 The geographies of global production networks 321
17 Service economies, spatial divisions of expertise and the second global shift 343
18 Geographies of money, finance and crisis 365
19 Consumption and its geographies 379

Section 5
POLITICAL GEOGRAPHIES: GEOPOLITICS, TERRITORY, STATES, CITIZENSHIP AND GOVERNANCE

20 Geopolitical traditions 399
21 Territory, space and society 421
22 The place of the nation-state 439
23 The geographies of citizenship 456
24 Global governance 470

Glossary 491
Bibliography 505
Index 547

Contents in detail

Contributors xi
Acknowledgements xiii

Introduction
Geography: finding your way in the world 1
James Sidaway, Michael Bradshaw, Peter Daniels, Tim Hall and Denis Shaw
Approach of the book 11
Further reading 12
Research and study guides, readers and further insights into human geography 13
Useful websites 14

Section 1
WORLDS IN THE PAST: CHANGING SCALES OF EXPERIENCE AND PAST WORLDS IN THE PRESENT
Edited by Denis Shaw

1 Pre-capitalist worlds 19
Denis Shaw
1.1 Making sense of the past 22
1.2 A classification of human societies 23
1.3 Hunting and gathering 23
1.4 Human settlement and agriculture 25
1.5 Cities and civilization 28
1.6 Pre-capitalist societies 34
1.7 The heritage of the past 35
Learning outcomes 35
Further reading 36
Useful websites 36

2 The rise and spread of capitalism 37
Terry Slater
2.1 What is capitalism? 38
2.2 Other perspectives, other stories 39
2.3 The transition from feudalism to capitalism 40
2.4 An expanding world 42
2.5 Imperialism and racism 47
2.6 Industrialization 48
2.7 Urbanization 54
2.8 Conclusion 56
Learning outcomes 58
Further reading 58
Useful websites 58

3 The making of the twentieth- and twenty-first-century world 59
Denis Shaw
3.1 The changing capitalism of the early twentieth century 60
3.2 Fordist capitalism 62
3.3 Challenges to liberal capitalism: Nazism, communism 64
3.4 The end of imperialism? 68
3.5 Globalized capitalism 70
3.6 The world in the early twenty-first century 71
3.7 Conclusion 75
Learning outcomes 75
Further reading 75
Useful websites 76

Section 2
POPULATION, RESOURCES, FOOD, THE ENVIRONMENT AND DEVELOPMENT
Edited by Michael Bradshaw

4 Demographic transformations 79
Dimitris Ballas and Danny Dorling
4.1 Introduction 80
4.2 Geographies of population growth 80
4.3 Geographies of changing birth and death rates and the demographic transition model 85
4.4 Global population growth and punctuated equilibrium 88
4.5 Migration and population change 92
4.6 Geographies of mortality and life expectancy 94
4.7 The demographic impact and geography of disease, natural disasters and wars 96
4.8 The challenges of an ageing population 102
4.9 Conclusion 102
Learning outcomes 105
Further reading 105
Useful websites 106

5 Resources, energy and development 107
Michael Bradshaw
5.1 Natural resources 108
5.2 Fuelling the planet 113

5.3 Energy and development 126
5.4 Conclusions: global energy dilemmas 130
Learning outcomes 132
Further reading 132
Useful websites 132

6 The environment and environmentalism 133
Rachel Howell and Jenny Pickerill
6.1 What kind of world do you want? 134
6.2 How we value the environment and perceive environmental issues 134
6.3 Limits to growth and the challenge of capitalism 139
6.4 The complexity of scale and responsibility 142
6.5 Strategies for change 146
6.6 What is missing from our focus on 'the environment'? 150
6.7 Environmentally sustainable futures 153
Learning outcomes 154
Further reading 154
Useful websites 155

7 Food security 156
Bill Pritchard
7.1 Introduction 157
7.2 Hunger in human history 157
7.3 The present scale and geography of global hunger 158
7.4 Defining food security 160
7.5 Food availability 163
7.6 Food access 166
7.7 Conclusion 168
Learning outcomes 169
Further reading 169
Useful websites 169

8 Worlds apart? The changing geographies of global development 170
Marcus Power
8.1 Development and the geography of the 'Third World' 173
8.2 Conceptualizing development 176
8.3 Development practice: the historical geography of development 179
8.4 The 'rising powers' and the emergence of new 'Southern' donors 182
8.5 Conclusions: geography, unevenness and inequality 184
Learning outcomes 185
Further reading 185
Useful websites 185

Section 3
SOCIETY, SETTLEMENT AND CULTURE
Edited by Tim Hall

9 Cities: urban worlds 189
Tim Hall and Heather Barrett
9.1 Defining the urban world 191
9.2 Multiple geographies of the urban world 192
9.3 Contemporary urban issues 200
9.4 Conclusion 203
Learning outcomes 204
Further reading 204
Useful websites 205

10 Urban segregation and social inequality 206
Phil Hubbard
10.1 Poverty and urban segregation 207
10.2 Urban segregation and cultural stereotypes 213
10.3 Racial segregation in the city 217
10.4 Gentrification: reclaiming the margins? 220
10.5 Conclusion 224
Learning outcomes 224
Further reading 224

11 Changing rural worlds – a global view 226
Warwick E. Murray
11.1 Words and worlds: what is 'rural'? 228
11.2 Changing rural geographies 229
11.3 Shifting rural worlds 231
11.4 Conclusion 244
Learning outcomes 245
Further reading 245

12 Social constructions of nature 246
James Evans
12.1 Questioning nature 247
12.2 Cultural constructions of nature 250
12.3 Environmental myths 253
12.4 Constructing human nature 254
12.5 Nature and the media 258
12.6 Conclusions 259
Learning outcomes 260
Further reading 260
Useful websites 260

13 Geography, culture and global change 261
Cheryl McEwan and Shari Daya
13.1 What is culture? 262
13.2 Towards a global culture? 264
13.3 Reinventing local cultures? 268
13.4 Multi- and hybrid cultures? 271

13.5 Conclusion 275
Learning outcomes 276
Further reading 276
Useful websites 277

Section 4
PRODUCTION, EXCHANGE AND CONSUMPTION
Edited by Peter Daniels

14 Geographies of the economy 281
Peter Daniels and Andrew Jones
14.1 The changing nature of economic geography 282
14.2 What is the economic problem? 285
14.3 What are economies? 286
14.4 A geographical approach to economic processes 287
14.5 The rise of a global economy 289
14.6 Global uneven development: the examples of trade and foreign direct investment 291
14.7 Places and localities in an uneven global economy 294
14.8 The rise of a new global digital economy? 296
14.9 Global re-balancing: the eastward shift 299
Learning outcomes 300
Further reading 300
Useful websites 301

15 Geographies of food production 302
Damian Maye
15.1 Thinking about food 303
15.2 Geographies of food production and global supply 304
15.3 Alternative geographies of food: concepts and case studies 309
15.4 Food security: questions of scale, definition and interpretation 314
15.5 Conclusion: the ethical foodscape 317
Learning outcomes 319
Further reading 319
Useful websites 319

16 The geographies of global production networks 321
Neil M. Coe
16.1 Engaging with global production networks 322
16.2 Production chains, production networks . . . 323
16.3 Geographies of production networks: spatial divisions of labour 326
16.4 The governance of production networks 332
16.5 The institutional context of production networks 337
16.6 Reshaping global production networks? 338
16.7 Conclusion 341
Learning outcomes 342
Further reading 342
Useful websites 342

17 Service economies, spatial divisions of expertise and the second global shift 343
John R. Bryson
17.1 Defining services 344
17.2 Two common misconceptions about service economies 347
17.3 The body, services and emotional labour 351
17.4 Services and the spatial division of expertise 353
17.5 The second global shift 357
17.6 Conclusion 363
Learning outcomes 363
Further reading 364

18 Geographies of money, finance and crisis 365
Manuel B. Aalbers and Jane Pollard
18.1 Money and finance in geography 366
18.2 The global financial crisis 373
18.3 Conclusion: placing finance 377
Learning outcomes 378
Further reading 378
Useful websites 378

19 Consumption and its geographies 379
Ian Cook and Philip Crang
19.1 Economic geographies of consumption 380
19.2 Branding and marketing geography 383
19.3 Local geographies of consumption 388
19.4 Consumption and geographies of (dis)connection 391
Learning outcomes 396
Further reading 396
Useful websites 396

Section 5
POLITICAL GEOGRAPHIES: GEOPOLITICS, TERRITORY, STATES, CITIZENSHIP AND GOVERNANCE
Edited by James Sidaway

20 Geopolitical traditions 399
James Sidaway, Virginie Mamadouh and Chih Yuan Woon
20.1 Introducing the idea of a geopolitical tradition 400
20.2 The organic theory of the state 401

20.3 Brazilian national integration 401
20.4 Antarctic obsessions 402
20.5 Heartland 403
20.6 Nazi and Fascist geopolitics 407
20.7 Cold War geopolitics and the logics of containment 410
20.8 Cold War geopolitics in art and culture and 'popular geopolitics' 413
20.9 New World Order, the Long War, Cold Peace and beyond 415
20.10 Conclusions: shifting hegemonies? 416
Learning outcomes 419
Further reading 419

21 Territory, space and society 421

David Storey

21.1 Territory and territoriality 422
21.2 Territoriality, race and class 424
21.3 Geographies of security, policing and protest 429
21.4 Territoriality, gender and sexuality 431
21.5 Work, rest and play 433
21.6 Conclusions 436
Learning outcomes 437
Further reading 437

22 The place of the nation-state 439

James Sidaway and Carl Grundy-Warr

22.1 Historical and geographical variability of states 440
22.2 Nations as 'imagined' political communities 440
22.3 Constructing boundaries: upwards and outwards 448
22.4 Nation-states as symbolic systems 450
22.5 Sovereigntyscapes: 'shadows', 'borderlands' and 'transnationalisms' 452
22.6 Conclusions: the place of the nation-state? 452
Learning outcomes 454
Further reading 455

23 The geographies of citizenship 456

Richard Yarwood

23.1 Introduction: citizenship and place 457
23.2 Bounded citizenship 459
23.3 Beyond boundaries 462
23.4 Local citizenship: activist citizens 463
23.5 Activist citizens and transnational networks 465
23.6 Citizenship and everyday places 466
23.7 Conclusions 467
Learning outcomes 468
Further reading 468

24 Global governance 470

Klaus Dodds and Chih Yuan Woon

24.1 Conceptualizing governance 471
24.2 Theorizing global governance 473
24.3 Governing the Arctic Ocean 479
24.4 Governing the South China Sea 484
24.5 Conclusion 487
Learning outcomes 487
Further reading 488
Useful websites 489

Glossary 491
Bibliography 505
Index 547

Lecturer Resources

For password-protected online resources tailored to support the use of this textbook in teaching, please visit **www.pearsoned.co.uk/daniels**

ON THE WEBSITE

Contributors

Manuel B. Aalbers Associate Professor of Geography, Department of Earth and Environmental Sciences, KU Leuven/University of Leuven, Belgium. Urban and financial geography; political economy and financialization; housing, mortgages and real estate; neighbourhood change, exclusion and gentrification.

Dimitris Ballas Senior Lecturer, Department of Geography, University of Sheffield. Regional science; economic geography; social and spatial inequalities, geoinformatics and the social sciences.

Heather Barrett Principal Lecturer in Human Geography, Institute of Science and the Environment, University of Worcester. Urban geography; urban morphology, planning and conservation; pedagogic research; employability, learning spaces.

Michael Bradshaw Professor of Global Energy, Warwick Business School, the University of Warwick. The geopolitical economy of energy, economic geography and energy security.

John R. Bryson Professor of Enterprise and Competiveness, Birmingham Business School, University of Birmingham. Economic geography; expertise-intensive industries; industrial design; manufacturing and competitiveness; spatial divisions of expertise; sustainability and innovation.

Neil M. Coe Professor of Economic Geography, National University of Singapore. Global production networks and local economic development; geographies of local and transnational labour markets; geographies of innovation; institutional and network approaches to economic development.

Ian Cook Associate Professor of Geography, University of Exeter. Cultural geography; long-standing interests in material geographies, multi-sited ethnographic research, connective aesthetics and critical pedagogy, combined in/as the 'follow the thing' approach.

Philip Crang Professor of Cultural Geography, Department of Geography, Royal Holloway, University of London. Cultural and economic geography, especially commodity culture.

Peter W. Daniels Emeritus Professor of Geography, School of Geography, Earth and Environmental Sciences, University of Birmingham. Geography of service industries; services and globalization; trade, foreign direct investment and internationalization in services.

Shari Daya Lecturer in Human Geography, Department of Environmental and Geographical Science, University of Cape Town. Culture; identity; modernity; geographies of production and consumption.

Klaus Dodds Professor of Geopolitics at Royal Holloway, University of London. Geopolitics and international relations; Arctic and Antarctic; geography and popular culture.

Danny Dorling Halford Mackinder Professor of Geography, School of Geography and the Environment, University of Oxford. Social and spatial inequalities; housing, health, employment, education and poverty.

James Evans Senior Lecturer in Geography, School of Environment, Education and Development, University of Manchester. Environmental governance; urban sustainability; mobile methods.

Carl Grundy-Warr Senior Lecturer in Geography, Department of Geography, National University of Singapore. Geopolitics; forced migration; political ecology; and transnational resource politics.

Tim Hall Professor of Interdisciplinary Social Studies and Head of Department of Applied Social Studies, University of Winchester. Urban geography; economic geography of organized crime; higher education and pedagogic research.

Rachel A. Howell Lecturer in Sociology/Sustainable Development, School of Social and Political Science, University of Edinburgh. Lower carbon/sustainable lifestyles; pro-environmental behaviour change; social movements for sustainability; climate change communication.

Phil Hubbard Professor of Urban Studies, School of Social Policy, Sociology and Social Research, University of Kent. Geographies of sexuality; urban consumption and gentrification; geographies of higher education.

Andrew Jones Dean and Professor of Economic Geography, School of Arts and Sciences, City University London. Globalization; transnational firms; business services; economic practices; knowledge economy; international voluntary work.

Clare Madge Reader in Human Geography, University of Leicester. Postcolonial geographies; creative geographies; everyday online communities.

Virginie Mamadouh Associate Professor of Political and Cultural Geography, University of Amsterdam, The Netherlands. Geopolitics and critical geopolitics; political geographies of European integration; multilingualism; new media and transnationalism.

Damian Maye Reader in Agri-food Studies, Countryside and Community Research Institute, University of Gloucestershire. Agri-food restructuring; alternative food networks; short food chains; geographies of food security; sustainable food transitions; agricultural biosecurity and animal disease governance.

Cheryl McEwan Professor of Human Geography, Department of Geography, Durham University. Feminist and cultural geographies; post-colonial theory and development; geographies of transformation in South Africa.

Warwick E. Murray Professor of Human Geography and Development Studies, School of Geography, Environment and Earth Sciences, Victoria University of Wellington, New Zealand. Development geography; globalization; rural change; Latin America and Oceania.

Jenny Pickerill Professor of Environmental Geography, Department of Geography, University of Sheffield. Environmental and social justice; eco-housing and eco-building; geographies of activism; indigenous geographies.

Jane Pollard Professor of Economic Geography, Centre for Urban and Regional Development Studies and School of Geography, Politics and Sociology, Newcastle University. Geographies of money and finance; political economy and regional economic development.

Marcus Power Professor of Human Geography, Department of Geography, Durham University. Post-socialist and post-colonial transformations in Southern Africa; critical geographies and genealogies of (post)development; vision, visuality and geopolitics; 'clean development' and low-carbon transitions; and the growing presence of (re)emerging powers in Africa.

Bill Pritchard Associate Professor of Economic Geography, School of Geosciences, University of Sydney, Australia. Geography of food and agriculture; global trade rules in agriculture; food security and rural development.

Denis Shaw Honorary Senior Research Fellow, School of Geography, Earth and Environmental Sciences, University of Birmingham. Historical and contemporary geographical change in Russia; history of geographical thought.

James D. Sidaway Professor of Political Geography, Department of Geography, National University of Singapore. Political geography; finance, cities and borders; history of geographic thought.

Terry Slater Honorary Senior Research Fellow, School of Geography, Earth and Environmental Sciences, University of Birmingham. Historical geography; urban morphology; topographical development of medieval towns; urban conservation.

David Storey Principal Lecturer in Geography, Institute of Science and the Environment, University of Worcester. Nationalism, territory and place; sport and national identity; rural development, heritage and place promotion.

Chih Yuan Woon Assistant Professor, Department of Geography, National University of Singapore. Critical geopolitics; geographies of peace and non-violence; security; Southeast Asia; China geopolitics

Richard Yarwood Associate Professor (Reader) in Geography, School of Geography, Earth and Environmental Sciences, Plymouth University. Citizenship; social geography; rural geography; crime; military geographies.

Acknowledgements

As ever, the on-going success of this project relies on the goodwill and enthusiasm of the contributors. We would also like to thank the panel of reviewers who assessed the fourth edition and made suggestions on the ways in which it might be improved. This edition therefore includes some new chapters that reflect the feedback from the panel and which continues to ensure a lively collection of contributions: from those who have contributed from the outset, from those who joined as new contributors to the second, third or fourth editions, and from those who are new to the fifth edition. All have enthusiastically responded to the editors' edict that they should seek to adopt an accessible writing style that will engage readers and encourage them to make connections between many of the issues discussed in the book and their day-to-day experiences. This is achieved by using contemporary/everyday examples that makes the material more meaningful and less abstract. The importance of developing global perspectives is retained while also encouraging the contributors to include as wide a range of examples as possible, especially from Europe. We have again sought to ensure good integration between the case studies/artwork and the text so that the reader can see why a particular feature is situated at a particular point in a chapter, what it is there to illustrate, how it can provoke readers to think through the issue, and how it relates to the main narrative. It has also been very important to ensure that the fifth edition continues to offer readers perspectives on recent debates, issues and controversies that were a feature of the earlier editions. The contributors have risen to all these challenges and we would like to acknowledge their constructive response to the dialogue that this has necessitated along the way.

The editors and contributors are indebted to Patrick Bond (then at Pearson) who initiated the discussions that led to the decision to prepare a fifth edition. Just as the process was getting underway he handed over to Lina Aboujieb, who then offered invaluable support and encouragement during the process of pulling together the final manuscript and liaised with the contributors over contracts and queries associated with the artwork and illustrations. There are other members of the editorial and production staff at Pearson that the Editors do not meet, such as those tasked with preparing the artwork or undertaking the copy-editing and proofreading; we owe them all a debt of gratitude for seeing this project through to completion. Thanks are also due to Peter Jones, Department of History, University of Birmingham, for advice concerning Section 1 of the book.

Those who have used earlier editions will note that this one includes a new editor. For the fifth edition a new (fifth) member of the editorial team (Tim Hall) brings fresh ideas, energy and insight. The old hands are very pleased that Tim so readily agreed to join us! For all of the editors, production of the fifth edition has taken place at a time when we have all been facing numerous challenges and demands on our time, whether as a result of moving to pastures new, family commitments, making the transition to formal retirement, or simply coping with the ever-changing landscape of higher education. However, we have continued to work closely together as a team. Sticking to the task has again been made easier by the continuing enthusiasm shown by all the contributors and the team at Pearson; this has ensured that we have produced a fifth edition that we can all be proud of.

The School of Geography, Earth and Environmental Sciences at the University of Birmingham kindly offered us temporary office space, where sections of this edition could be assembled during the spring and early summer of 2015 and where an early draft of the Introduction was first hammered out by James and Tim. We are all grateful for this and James also thanks them for the wider hospitality during his sabbatical visit to Birmingham in 2015. James would also like to thank colleagues and students at the University of Amsterdam and National University of Singapore, where many of the ideas in Section 5 were rehearsed.

As with all the past editions, the most important motivation, of course, is our hope that the ideas, perspectives and challenges discussed in this book will encourage readers to connect with human geography; after all, the vitality of the discipline depends on students being enthused and critically, as well as creatively, engaging with human geography within and beyond the classroom.

PWD
MJB
TH
DJBS
JDS
Birmingham, July 2015

The editors and publishers would like to thank the following reviewers of the fourth edition for their invaluable input into the shaping of ideas for this fifth edition:

John Stubbs, University of Derby
Daniel Hammett, University of Sheffield
David Bell, University of Leeds
Samarthia Thankappan, University of York
Ed Hall, University of Dundee
Isla Forsyth, University of Nottingham
David Haigh, Leeds Beckett University
Annie Hughes, Kingston University London
Ruth Healey, University of Chester
Agatha Herman, University of Reading
Andrew Power, University of Southampton
Allan Watson, University of Staffordshire
Eifiona Thomas Lane, Bangor University
Michelle Newman, University of Coventry
Tim Brown, Queen Mary University of London
David Featherstone, University of Glasgow
Stephen Burgess, University of Cardiff

Publisher's acknowledgements

Figures

Figure 2.2 from *Descricao da Fortaleza de Sofala e das mais da India,* Fundacao Oriente, Lisbon (Carneiro, A de M 1990); Figure 2.6 from *Yorkshire Textile Mills 1770–1930,* 1 ed., HMSO (Giles, C. and Goodall, I.H. 1992) p. 102, MD94/04156, © Crown copyright. NMR; Figure 2.7 from *Yorkshire Textile Mills 1770-1930,* HMSO (Giles, C. and Goodall, I.H. 1992) p. 102, Courtesy of the Ironbridge Gorge Museum Trust; Figure 4.1 from http://www.worldmapper.org, Benjamin Hennig, © 2006 SASI Group (University of Sheffield) and Mark Newman (University of Michigan); Figure 4.3 from *United Nations, 2013,* p. xv, © United Nations, New York, Reprinted with the permission of United Nations; Figure 4.6 after *Human Population: Fundamentals of Growth: Future growth,* Population Reference Bureau (2007) Available at http://www.prb.org/Educators/TeachersGuides/HumanPopulation/FutureGrowth/TeachersGuide.aspx?p=1; Figure 4.7 from http://esa.un.org/unpd/wpp/publications/Files/WPP2012_HIGHLIGHTS.pdf—Page 12, 2012, © United Nations, Reprinted with the permission of United Nations; Figure 4.9 from *Vienna Yearbook of Population Research,* L Lutz, W. Goujon, A., Samir, K.C. and Sanderson, W., 2007; Figure 4.10 from Projection of populations by level of educational attainment, age and sex for 120 countries for 2005- 2050, Samir, K.C., Barakat, B., Goujon, A. et al., *Demographic Research,* 22, p.432, 2010, Available at http://www.demographic-research.org/volumes/vol22/15; Figures 4.13, 4.15 from http://www.worldmapper.org, © Copyright 2006 SASI Group (University of Sheffield) and Mark Newman (University of Michigan); Figure 5.1 from *Natural Resources: Allocation, Economics and Policy,* 2 ed., Rees, J., © 1985, Routledge, reproduced by permission of Taylor & Francis Books UK; Figure 5.2 from *Global Change and Challenge: Geography in the 1990s,* Rees, J. in Bennett, R. and Estall, R. (eds) , © 1991, Routledge, reproduced by permission of Taylor & Francis Books UK; Figure 5.3 from *Natural Resources: Allocation, Economics and Policy,* 2 ed., Rees, J, © 1985, Routledge, reproduced by permission of Taylor & Francis Books UK; Figure 5.9 from *BP Statistical Review of World Energy 2015 (2015:15)*; Figure 5.11 from *Environmental Resources,* 1 ed., Mather, A.S. and Chapman, K., © Prentice Hall, 1995, Reproduced by permission of Taylor & Francis Books UK; Figure 9.1 from *United Nations (UN-HABITAT 2008),* © United Nations, New York, Reprinted with the permission of United Nations; Figure 14.1 extracted from *World Bank Development Indicators data* (http://data.worldbank.org/indicator, accessed 17 December 2014); Figure 14.2 from *http://www3.weforum.org/docs/GITR/2013/GITR_OverallRankings_2013.pdf*, GITR, Overall Rankings, World Economic Forum, Switzerland, 2013; Figure 15.1 from Forging linkages in the commodity chain: the case of the Chilean salmon farming industry, 1987-2001, *Sociologia Ruralis,* 43, pp. 108-27 (Phyne, J. and Mansilla, J. 2003), Reproduced with permission of Blackwell Scientific; Figure 15.2 from Alternative (shorter) food supply chains and specialist livestock products in the Scottish-English borders, *Environment and Planning A,* 37, pp. 823-44 (Ilbery, B. and Maye, D. 2005); Figure 16.1 republished with permission from Sage Publications Ltd, from *Global Shift: Mapping the Changing Contours of the World Economy*, 5 ed., Fig. 1.4c, Dicken, P., © 2007 Sage Publications Ltd; permission conveyed through Copyright Clearance Center, Inc.; Figure 16.3 from *Technology and organizational factors in the notebook industry supply chain,* The Personal Computer Industry Center publication, Figure 2 (Foster, W., Cheng, Z., Dedrick, J. and Kraemer, K. L. 2006), UC Irvine; Figure 16.7 from *Commodity Chains and Global Capitalism,* Praeger (Gereffi, G. in Gereffi, G. and Korzeniewicz, M. (eds.) 1994); Figure 16.8 from Globalization and paradoxes of ethical transnational production: code of conduct in a Chinese workplace, *Competition and Change,* 9, pp. 181-200, Figure 1 (Sum, N-L. and Ngai, P. 2005); Figure 17.1 from *Service Worlds: People, Organizations, Technologies,* Bryson, J. R., Daniels, P.W. and Warf, B, © 2004, Cengage, Reproduced by permission of Taylor & Francis Books, UK; Figure 17.2 from *Input-Output Analysis: 2005,* ONS (Mahajan, S. (ed) 2005) p. 23, Office for National Statistics licensed under the Open Government Licence v.3.0.; Figure 17.3

from Transnational Corporations and Spatial Divisions of 'Service' Expertise as a Competitive Strategy: The Example of 3M and Boeing, *The Service Industries Journal*, Bryson, J. R. and Rusten, © 2008, Routledge, Reproduced by permission of Taylor & Francis Books UK.

Maps

Figure 1.1 adapted from *Changing the Face of the Earth: Culture, Environment, History*, 2nd ed., Wiley Blackwell (Simmons, I. G. 1996) p.48; Figure 1.2 after Sherratt, A., Cambridge Encyclopedia Archaeology (1980), Cambridge University Press; Figure 2.3 after *Atlas of the British Empire*, 1st ed., (Bayley, C. 1989), © Octopus Publishing Group; Figure 2.5 after *The Hamlyn Historical Atlas*, (Moore, R. I. (ed) 1981); Figure 2.8 after Pounds, N.J.G, *An Historical Geography of Europe*, Cambridge University Press (1990); Figure 5.7 from *BP Statistical Review of World Energy 2015*, BP (2015:19); Figure 5.8 from *BP Statistical Review of World Energy 2015*, BP (2015:29); Figure 20.1 after *The Fate of the Forest: Developers, Destroyers and Defenders of the Amazon*, Verso (Hecht S. and Cockburn A. 1989) p.127; Figure 20.2 adapted from *Political Geography*, John Wiley (Glassner M.I. 1993) p.498, Reproduced with permission of Blackwell Scientific; Figure 20.4 from Arquivo Histórico Militar (Galvão, H. 1934) Archival Ref: PT/AHM/DIV/3/47/AV2/2325; Figure 20.6 after Political geography and panregions, *Geographical Review*, 80, pp. 1-20 (O'Loughlin J. and van der Wusten, H. 1990).

Tables

Table 2.1 from *The Hamlyn Historical Atlas*, (Moore, R.I. (ed), 1981), p. 57, Copyright © Octopus Publishing Ltd., 1981; Table 4.2 from from Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat World Population Prospects: The 2012 Revision, © United Nations, New York. Reprinted with the permission of United Nations; Table 5.1 from Global Change and Challenge: Geography in the 1990s, Rees, J. in Bennett, R. and Estall, R. (eds), © 1991, Routledge, reproduced by permission of Taylor & Francis Books UK; Table 5.2 from *BP Statistical Review of World Energy (2015: 41)*; Tables 5.4, 5.5 from *OECD/IEA (2014) Key World Energy Statistics 2014*. Also available at: www.iea.org/statistics, © OECD/IEA 2014, IEA Publishing. Licence: www.iea.org/t&c/termsandconditions; Table 6.1 from *The Politics of the Environment: Ideas, Activism, Policy*, Cambridge University Press (Carter, N. 2001) p. 15; Table 6.2 from *The shallow and the deep, long-range ecology movement*, Inquiry 16 (Naess, A. 1973) pp. 95-100, Oslo; Table 6.3 from *The Politics of the Environment: Ideas, Activism, Policy*, Cambridge University Press (Carter, N. 2001) p. 4; Table 6.4 from *Environmental Politics: Britain, Europe and the Global Environment, 2 ed.*, Macmillan (Garner, R. 2000) p. 11, Robert Garner, Environmental Politics, Reproduced with permission of Palgrave Macmillan; Table 10.2 from *Dangerous Disorder: Riots and Violent Disturbances in Thirteen Areas of Britain, 1991-1992*, Joseph Rowntree Foundation (Power, A. and Tunstall, R. 1997); Table 10.3 from The changing dynamics of community opposition to human service facilities, *Journal of the American Planning Association*, 63(1), pp. 79-93 (Takahashi, L.M. and Dear, M.J. 1997); Table 14.1 from *World Bank, World Development Indicators* at http://data.worldbank.org/data-catalog/world-development-indicators [accessed 4 January 2015]; Table 14.2 from *World Tourism Highlights, 2010 Edition*, United Nation World Tourism Organization (2010), UNWTO, Madrid, © UNWTO, 9284405315; Table 14.3 from Major FDI Indicators, UNCTAD (2010)—United Nations Conference on Trade and Development (UNCTAD) Major FDI Indicators (extract from table at http://unctad.org/sections/dite.dir/docs/WIR11_web%20tab%202.pdf) [accessed 8 January 2015], 2010, © United Nations. Reprinted with the permission of United Nations; Table 14.4 from *Yeandle and Davies (2013)*, Table 11, p. 35; Table 14.5 from *Internet usage, by world region, 2010*, www.internetworldstats.com/stats.html; Table 16.2 from *The growing power of retailers in producer-driven commodity chains: a 'retail revolution' in the US automobile industry?*, (Kessler, J. and Appelbaum, R. 1998) unpublished manuscript, Department of Sociology, University of California at Santa Barbara, USA; Table 17.1 from *OECD, 2014*, based on data from Employment in Manufacturing and Service, 2012 and 2013, accessed on 14/01/2015; Table 17.2 from A 'Second' Global Shift? The Offshoring or Global Sourcing of Corporate Services and the Rise of Distanciated Emotional Labour, *Geografiska Annaler (Bryson, J.R. 2007)*, Reproduced with permission of Blackwell Scientific.

Text

Poetry on page 4 from *Geography is Everywhere* by Dr. Clare Madge; Poetry on page 64 from 'Slough', from *Collected Poems*, by John Betjeman © 1955, 1958, 1962, 1964, 1968, 1970, 1979, 1981, 1982, 2001. Reproduced by permission of John Murray, a division of Hodder and Stoughton Limited.

Photographs

(Key: b-bottom; c-centre; l-left; r-right; t-top)

Alamy Images: David R. Frazier Photolibrary, Inc 450, ITAR-TASS Photo Agency 112tl, Justin Kase 425, Lordprice Collection 69, MARKA 311, Alan Payton 118, The Art Archive 41; **Archant Norfolk**: 221; **Banksy**: 252b;

Bridgeman Art Library Ltd: Mr and Mrs Andrews, c.1748-9 (oil on canvas), Gainsborough, Thomas (1727-88)/National Gallery, London, UK/Bridgeman Images 252t; **Corbis**: Bettmann 367, 411bl, 411br, Stefano Bianchetti 30, Sherwin Crasto/Reuters 354, Angelo Hornak 60; **T. Paul Daniels**: 289; **Mike Deaton**: 198; **Fotolia.com**: Carabay 114, EyeMark 426, fotomuhabiri 471, Leonid Ikan 482, Juulijs 478, karenfoleyphoto 411tl, labalajadia 422, Monkey Business 344, Oksana Perkins 432, tanjalagicaimage 11, TheStockCube 440, Vacclav 452; **Getty Images**: Anadolu Agency 473b, Boston Globe 269, Jean-Pierre Fouchet 475, Spencer Platt 377, Popperfoto 112br, Mark Ralston/AFP 193, Chris Scott 431; **Tim Hall**: 199t, 199b, 202; **Phil Hubbard**: 214; **PARS International Corp, Time Inc**: from TIME, 15 January 1979 © 1979 Time Inc. Used under license. TIME and Time Inc. are not affiliated with, and do not endorse products or services of, Licensee. 412; **John F. Kennedy Presidential Library and Museum, Boston**: Cecil Stoughton. White House Photographs 174; **LBJ Library Photo**: by Yoichi Okamoto 177; **Paul Lunnon**: 248, 248bl, 248br; **Warwick E. Murray**: 227t, 227c, 228, 229, 232, 233, 234t, 234b, 238bl, 238br, 240 /John Overton 227b; **NASA**: 7; **Panos Pictures**: Paul Lowe 176; **PhotoDisc**: 248tl; **Jenny Pickerill**: 134, 135t, 135b, 139, 141, 147, 150, 153; **Press Association Images**: AP/John Froschauer 356, AP/Remy de la Mauviniere 213; **Reuters**: Toby Melville 472, Eduardo Munoz 159; **Rex Shutterstock**: courtesy of Everett Collection 415, 481bl, 481br, SIPA PRESS 401; **Ronald Grant Archive**: 20th Century/Lionsgate Film 257; **Shutterstock.com**: 1000 Words 380, 360b 67br, ArtWell 330, Asianet-Pakistan 458, Diego Barucco 24cl, Bikeworldtravel 463, Caminoel 410, cdrin 287, Malcolm Chapman 93, Jeffrey J Coleman 388br, coloursinmylife 461, ermess 383bl, Everett Historical 66, 348, 447, Iakov Filimonov 63tl, 67bl, peter jeffreys 63br, johnbraid 24cr, Joshua Rainey Photography 383br, Matej Kastelic 435, KieferPix 322, thomas koch 100, Daniel Korzeniewski 312, Alexander Kuguchin 28, kisa kuyruk 473t, Laborant 201, Daryl Lang 466, littleny 166, meunierd 384, Michaelpuche 388tl, Jan Mika 457, Slobodan Miskovic 34, Luciano Mortula 263, Gilles Paire 109, pcruciatti 21b, PhotoSmart 390, Ppictures 70, Pyty 299, Radiokafka 464, Dr. Morley Read 341, Joseph Sohm 385, TCJ2020 451, urbanbuzz 381, 386, Jeff Whyte 274; **Terry Slater**: 45, 55 (a), 55 (b), 55 (c), 55 (d), 57 (a), 57 (b), 57 (c), 57 (d); **SuperStock**: © Salvador Dali, Fundació Gala-Salvador Dalí, DACS, 2016. 413; **The Independent**: 393; **TopFoto**: 414; **UNOG Library, League of Nations Archives**: 483.

GEOGRAPHY: FINDING YOUR WAY IN THE WORLD

Introduction

James Sidaway
Michael Bradshaw
Peter Daniels
Tim Hall
Denis Shaw

Geography is indispensable to survival. All animals, including American students who consistently fail their geography tests, must be competent applied geographers. How else do they get around, find food and mate, avoid dangerous places?
(Yi-Fu Tuan 2002: 123)

We believe that our everyday lives are simply teeming with the kinds of issues and questions that are often pigeon-holed as theory. Much of the excitement and value in Human Geography lies in addressing these issues and questions by thinking through aspects of our own lives and of the world(s) in which we live.
(Cloke *et al.* 2014: 2)

This book is the fifth edition of *An Introduction to Human Geography*. The first edition was published in 2001. The task of compiling the first edition therefore dates back to 1997–98 so that it is now approaching 20 years since we wrote the first introduction. While the fifth edition incorporates further changes to the structure and contents and one new editor, we have retained the original goal, which was to provide an introduction to human geography that focuses upon contemporary *issues* and approaches. What introductory textbooks in human geography choose to include and foreground (and what is excluded or neglected) some years ago became the subject of heated debate in a leading disciplinary journal (*Transactions of the Institute of British Geographers*). According to one of the protagonists, textbooks (in part via their influence on a prospective new generation of geographers) become part of what shapes the dominant themes for research and scholarship in a discipline. Textbooks are thereby implicated 'in strategies to mobilize support for a particular set of disciplinary practices' (Johnston 2007: 437).

Textbooks also reflect *where* they are written and where they are read. For example, most textbooks written in North America devote a significant number of words to explaining what geography is and what constitutes a geographical approach. Early on in one of the most widely used American human geography introductions, Marston *et al*. (2011: 2) noted that:

> The power of geography comes from its integrative approach, which addresses global connections, historical trends, and systemic political-economic and socio-cultural relations by drawing on the intellectual tradition in both the natural and social sciences.

The reason why introductory textbooks in the United States need to explicitly consider definitions of human geography and devote space to explaining what a geographical approach amounts to is that many of the students taking a module in introductory human geography are not geography majors; that is, they will not go on to specialize in geography, and they will usually have experienced limited or no exposure to it as a discipline at high school. Geography is seldom taught in the American 'K–12' (kindergarten to pre-university) school system. The institutional setting within which the present textbook has been put together is different. The editors and most of the contributors are currently attached to (or associated with) British or continental European universities, or in countries where the influence of a British style educational system is more evident. Many of their students have chosen to specialize in geography at a secondary school or college and have made a choice to read for a degree in geography. Consequently, students from these countries often have ideas about the subject matter of the discipline (although this may turn out to be rather different from much of what they will subsequently encounter at university: see Bonnett 2003 and Stannard 2003). Further, the departmental contexts within which geography is taught and learnt within universities varies a great deal between different institutions and national systems of higher education. The fact that the discipline is being reproduced across a variegated international institutional landscape may be having an impact on geography's immediate futures (see Spotlight box I.1).

Moreover, human geography and the world that it seeks to interpret and represent are dynamic. In the years since we embarked on the first edition of this book a great deal has changed in the world; ongoing processes of migration, urbanization and economic transformations (such as the fast pace of development in parts of China, the Persian Gulf and India) are producing new spaces, connections and flows that require new maps and geographical narratives. New divisions are also being created, old conflicts revived and, on first appearances, the world might appear to be more fragmented and contested than it was at the start of the twentieth century. For example, the aftermath of the 2008 global financial crisis, which is still being felt in many economies across the world, seems to have accelerated the shift in the centre of geo-economic power further towards parts of Asia; although such shifts are uneven and there are some countervailing trends.

Spotlight box I.1

Departments and the reproduction of geography: where do you fit?

University geography departments are very diverse entities. As Noel Castree (2011, 5) has noted, 'A century ago, a small number of university geographers in England and elsewhere worked hard to create a subject that is, today, far larger and more buoyant than they could possibly have imagined'. The scale and complexity of geography as an academic discipline is apparent in a number of ways, one of which is the complexity of its management arrangements, the ways in which it is organised into departments

in universities. Some geography departments are single subject, autonomous units but increasingly, in the UK at least, and for much longer in other countries, geography is managed alongside other subjects such as archaeology, sociology, environmental science, geology and a host of others from across the sciences, social sciences, arts and humanities. One of the editors, along with a number of other colleagues mapped the changing management of geography within UK higher education, interpreting these trends within the wider political economies of UK and international higher education systems (Hall *et al*. 2015). And all five editors were once either postgraduate students or staff at what was in the 1990s (when the first edition of this textbook was planned) a single subject geography department (founded in 1924, although the subject was taught from the 1890s in Mason College, which became the University of Birmingham in 1900), but is now a larger School of Geography, Earth and Environmental Sciences at the University of Birmingham.

These different departmental configurations and management arrangements reflect a number of things including traditions of academic management, national systems of higher education, fluctuations in student numbers, financial and administrative pressures as well as disciplinary and intellectual fashions, trends and aspirations. For example, in most North American universities geography courses are required to meet the needs of non-geography students who are taking geography as an option or elective. Single subject, autonomous geography departments are therefore the exception rather than the rule, and in many continental European countries, physical and human geography are separate departments.

Think about the university department at which you are studying geography. Understanding the administrative place of academic geography can tell you a lot about the institutional pressures that it has to confront, its security, the wider structures that the discipline is located within and the possibilities for its immediate futures. Reflect upon the place of geography within your university and what this reveals. For example, is geography the only subject in your department or is it managed alongside other subjects? If it is the latter, what are the other subjects in your department? Does it differ from the management of geography in other universities? Most importantly, though, does this management of geography in your university matter? Does it impact upon the geography you study? For example, are you able to take courses taught with students from other subjects, perhaps that are taught by non-geography staff? How does this affect your emerging geographical imagination (see page 6)? Does your exposure to perspectives from beyond geography enrich or diminish your own geographies? If you are in a single subject autonomous geography department look at the publications produced by your lecturers (usually their homepages indicate some of these, but they can also be searched on Google Scholar and the like). Do they conduct research and publish with non-geographers? Who are these collaborators, why have these collaborations arisen and what sort of geographies are being produced through them? Very quickly you will discover that geography is not a hermetically sealed discipline but it overlaps with other fields in many ways and for many reasons.

Think also about the history of geography in your university. Can you find out if the management of geography has changed over time? This information is not always readily available – but it may be worth looking into. Asking your lecturers may be a starting point or finding out if there is a published history of your department (such as the one for Birmingham by Giles, 1987). The issue of why has it changed and who got to decide geography's institutional position is often complex, however. Was this the result of decisions made by geography staff or university managers, most of whom were probably not geographers by background? You will find that geography is not just an intellectual pursuit that exists in a vacuum but is impacted by its immediate disciplinary, institutional and wider socio-economic contexts. The geography you will learn and the geographer you will become will also be a product of these and the many other contexts within which geography is reproduced here and around the world. You can start to understand and unpack the reproduction of geography by turning your critical eye on your own geography department and the geographies it is producing.

Changing worlds: changing human geographies

Geographical knowledge is not – and should not attempt to be – static and detached from what is going on in the world, but is rather dynamic and profoundly influenced by events, struggles and politics beyond university life.

(Blunt and Wills 2000: x–xi)

The root of the word 'geography' combines *geo* (earth) and *graphy* (writing). To engage in geography is to write about the earth (which includes its lands and seas, resources, places and peoples) or, more widely perhaps, to represent the earth in text (which includes maps: some of the most complexly crafted of all texts). Of course, many other branches of knowledge such as history, anthropology,

sociology, oceanography, politics and geology (from which geography draws) and many other sciences are also in some way or other about the world. Traditionally, what has been distinctive about human geography is that it puts an emphasis on people in *places* and *spaces,* on *landscapes* modified by human interventions, human relationships with *nature* and *environment* and on complex *spatial* connections. The terms italicized in the last sentence have been enduring topics in human geography. However, approaches too them have shifted radically over the decades. Moreover, human geography is not just about 'out there', it is also about 'in here' (see Spotlight box I.2). Thus, you all create your own personal geographies derived, for example, from where you live, where you work or when you travel.

Spotlight box I.2

Geography is everywhere

By Clare Madge

Willow fell and swallow soar

In my back garden
there were two
beautiful
wispy
emerald
willow
trees.
where pigeons roosted
and swallows soared.
One day
Two men
Climbed
The trees
And
Felled
Them
Whole.
In life there are many things
that can bring us to our
knees,
fell us sure as any tree.
But, like the willow stump,
we can grow shoots
and again start sprouting
to journey with swallows.

Geography is everywhere. The poem might not immediately appear to be 'geography as you know it'. I wrote the poem as I was sitting in my garden recovering from chemotherapy. In the poem I was meditating about my cancer diagnosis and my will to survive. At that moment I felt a resonance with the felled tree, its life being truncated and its future unknown, although I also drew strength from the tree, knowing it would grow back through its 'irrepressible vitality'. So, if geography is everywhere, how is this poem geographical? What can it tell us about geographical worlds and how those worlds might be expressed?

Geography is everywhere, emerging out of our lived lives. As the poem shows, these lived lives are not simply about our human world but are infused with animals, plants and atmospheres. Moreover, these geographical worlds may at the same time be about death, dying and vulnerability as well as life, living and vitality: spaces of dissolution and fragility circulate beside spaces of regeneration, challenging simplistic oppositions of life/death. The poem also reveals that therapeutic landscapes exist far beyond medicalised places (hospital wards), and that these landscapes can be metaphorical and spiritual. Those experiencing life-threatening illnesses can create a vision of the world – an active place-making – that helps them sculpt out a way of being in the world that makes a life worth living. So although perhaps not instantly apparent, this poem touches upon those well-versed geographical themes of place, space, landscape and nature. But it is about more than that too.

Geography is everywhere and geographical worlds can be emotional, sentient and visceral. They can be about minded-bodies that feel. The poem is deliberately and unashamedly intimate and it paints a picture from 'the inside', from a one minded-body going through a particular experience of a cancer diagnosis. Such intimate expression can be used to counter disembodied accounts, disclosing detailed knowledge and candid feelings – a sort of finely tuned life-writing – thus being a means to insert the ill minded-body into geographical publishing space, populating geographical texts with the diverse bodies that are still sometimes forced to its margins. Poetic encounters can act as a portal into such inner lifeworlds, bringing alive a fleshy, fine-grained emotive analysis of everyday lived life, albeit from a specific framing or perspective.

So . . . geography is everywhere, and it can be expressed in a multitude of ways. While the vast majority of geographic texts are written in conventional academic style, there are also alternative ways of expressing geography. Examples include creative writing, theatre, photography, painting, films, music and poetry. Thus geography is a subject that can be expressed in multifaceted, multisensory creative formats (Madge 2014a, 2014b).

However, while geography is everywhere, it is everywhere differently. This poem is written from the frame of someone experiencing one specific illness, located in a precise place, with its particular system of health care, embedded in specific social and political networks and experienced through a distinct minded-body. Cancer is, however, a prevalent worldwide disease. As a health issue of (differential) global significance, it is therefore a topic of important consideration, but the experience of cancer varies enormously across the globe. Poetic expression can carve out space for 'other' stories about cancer from 'other' places, illustrating the intense social and spatial inequalities in health outcomes and experiences. As poetry is also emotive and embodied, it has the potential to 'show' another person how it is to feel or experience something beyond their specific world perspective, enabling appreciation that the world is made up of manifold, heterogeneous geographies, which are constantly changing.

Thus, geography is everywhere and is continually emerging: it is a living subject. The poem was a response to my changed life circumstances, but it was also a reflection on living on and shaping a world in which I was part. It is on this point that I wish to finish. Geography is a living subject and in its liveliness we all have potential to shape the world in which we live. Geography is not simply a static, flat canvas which we describe and interpret as scholars, but we can shape the contours and terrain of that geographical landscape too. It is exciting to think about all those diverse geographies not yet expressed, waiting to emerge out of your (multiple) experiences, voices and visions.

Through such myriad social–cultural, political and economic geographies, we inhabit a world, as John Pickles (2004: 5) pointed out:

> that has, in large part, been made as a geo-coded world; a world where boundary objects have been inscribed, literally written on the surface of the earth and coded by layer upon layer of lines drawn on paper.

Those geo-codes have increasingly become digital. They are stored, transformed, transmitted and negotiated electronically; as in the signal that your mobile phone is transmitting regarding your current location (unless you have turned it off) or the data about you that is in archives, online or within that phone (be it on or off).

Such complexity, connections and challenges (as well as diverse 'geo-codes') are evident when we consider the idea of 'globalization'. As many of the chapters spell out, a combination of technical, political, ideological, cultural and economic transformations throughout the twentieth century enhanced the sense of global interconnection. Take the case of this book. The copy that you are reading may well have been printed far from where you picked it up. Or you may be reading it as an e-book. Either way, it was published by a multinational company, whose ownership and 'home' location may not be immediately evident. The shares of the publisher (Pearson) are traded in London, part of the daily turnover on the world's largest stock exchange. In addition to textbooks such as this, Pearson publishes Penguin books and, until 2015, also published the daily *Financial Times* and the weekly *Economist*. The company found itself in the headlines in March 2011, when it was revealed that the holdings of the Libyan Investment Trust (LIT), who held 3.2 per cent of Pearson's shares, had been suspended, along with the freezing of other assets belonging to the then government of Libya (and the Qaddafi family who formed its core). This followed the outbreak of a civil war – in which Britain and other outside powers had taken military sides with the anti-Qaddafi rebels, who soon after overthrew the regime leading to protracted civil war. In turn, Pearson's stake in the LIT reflects the flows of money associated with geographies of resources (oil and gas) and the modern financial system that are considered in later chapters. But, in turn, Libyan economic and political geographies cannot be understood without reference to colonial histories (the then Ottoman Turkish lands that today comprise Libya were invaded by Italy in 1911, in a bloody war that cost thousands of Arab lives), nationalism, revolution and geopolitics. It can be argued that these led the post-colonial Libyan state (established in the early 1950s in the debris of Italian fascist imperialism and the Second World War) into violent conflict with the West, with some of its neighbours (whose boundaries themselves were drawn by competing European colonialists) as well as with more conservative Arab regimes. Such colonial histories continue to be contested elsewhere in the Middle East, with ongoing consequences for Libya and the wider world.

To describe contemporary technological, economic, cultural or political tendencies as 'globalization' is to invoke a certain *geographical imagination*: a vision of the growing significance of a global scale of action, of the world as a single place. Yet, we know that many people and places remain relatively marginalized, sense dangers or face threats from these supposedly hypermobile ways of living and working. And some people and places benefit from them more than others. Of course, such power and inequality are not themselves new. Consider the profits and consequences of the transatlantic slave trade between the sixteenth and nineteenth centuries, for example (see Chapter 2). Cheap sugar and cotton for northern hemisphere markets and manufacturers in Europe and America enabled new links, markets and economies. But the humans traded as unpaid workers (slaves) and objects of exploitation who did the work did not see it that way (if they lived long at all). Today, a low-paid worker (or self-employed prospector) in a diamond mine might experience the global trade in these minerals rather differently to the companies that dominate the jewellery business. Certainly the benefits of globalization are uneven. This is not new.

As an alternative to the term 'globalization', we might use other terms: 'imperialism', 'power' or 'capitalism', for example. Each carries particular connotations. In this way, 'globalization' serves as a particular concept that is used to make sense of the world whereby a certain geographical imagination, of an increasingly connected and 'shrinking' world for example, is emphasized. Yet just because something is *imagined* and interpreted in particular ways and by reference to particular geographies, it does not make it any less *real* to those caught up in it. Globalization is seen by some as a broadly positive force, breaking down barriers, making capitalism more efficient and spreading its benefits throughout the world. For others it is a more negative process enabling another round of exploitation, often with the further destruction of local cultures and identities and further commodifying life and nature. Everything is for sale, everything has a price. Obviously, globalization has been contested, in terms of both the meanings attributed to it and the evaluation of its consequences. Judge for yourself, but as you do so, do not make the mistake of assuming that everyone everywhere shares your vantage point and experiences of the world. And having boomed as a term and way of talking about the world in the 1990s, recent years have seen use of the term begin to decline. Although based on a selective sample of books published in English since 1900, data provided by Google's scanning of books indicates that the number using the term 'globalization' peaked in the mid-2000s after a steep rise from almost zero in the 1980s (see Figure 1).

Some events and moments have had global coverage as an iconic image likened by some to the moment when the American Apollo 8 spacecraft in 1968 captured the first image of the earth as a whole from space, or the reception of photographs of the earth from space by subsequent NASA missions (see Plate 1). These images have since circulated widely and are credited with reshaping human perceptions of the planet (see Cosgrove 2001). Yet the way that some events become 'significant' or 'global' reflects where they happen and who they affect. The spectacular losses of thousands of lives in Manhattan on '9/11', for example, became a global media event and subject of debate in the way that the death of several million people through a decade of war from the mid-1990s in the Democratic Republic of Congo never did.

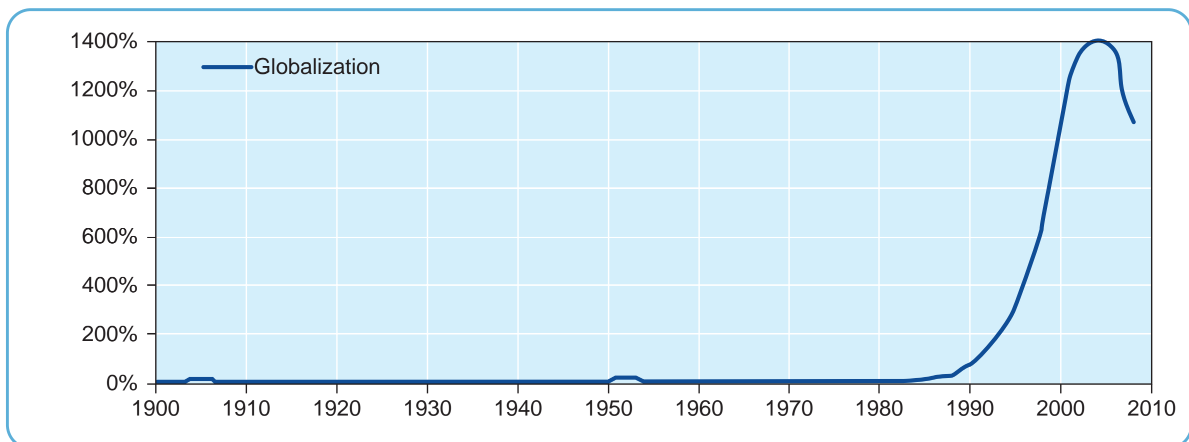

Figure 1 Use of the term 'globalization', 1900–2009, based on a survey of digitized material in Google books.

Source: http://ngrams.googlelabs.com/graph?content=globalization&year_start=1900&year_end=2008&corpus=0&smoothing=1

Plate 1 'The Blue Marble'. Photograph taken by a crew member aboard Apollo 17 on 7 December 1972. (NASA)

The evolution of academic geography

A brief glance at the available disciplinary histories of geography gives an indication of a long association between geography and the militarized attempts to claim territory on behalf of a particular imperial project.

(Nayak and Jeffrey 2011: 5)

Consider how the contents and style of this text, like those others, is marked by *where* it was written. Geography, as a subject, has both history and its own geography; it has varied in space and time. As a student of the subject, you might want to venture online, or into the recess of a library, to discover past textbooks, such as Haggett (1972) which over 40 years ago was a ground-breaking text. It is important to appreciate this – and the longer-term – intellectual heritages of geography.

As a distinct subject (with students reading for a degree in it) geography has been present in European universities since the mid- to late-nineteenth century. Before then, however, geographical knowledge was studied and taught in many universities (not only those in Europe, but in the great centres of learning in the predominantly Islamic world, such as Baghdad and Cairo), as part of a variety of programmes of study – sometimes alongside mathematics and geometry for example, or as part of (or alongside) natural history, astronomy or cosmography (see Withers and Mayhew 2002). In the second half of the nineteenth century, universities were reorganized around modern disciplines, increasingly with discrete departments and separate degree schemes. This happened as the old curriculum – based on classical learning in philosophy and sciences – began to break down with the rise of science, commerce and new capitalist rationalities. The fact that the late nineteenth century was also a time when many European states (chief amongst them Britain, France and the Netherlands) were engaged in overseas colonization and empire-building, and all were keen to foster their sense of national identity and territorial coherence, gave geography a new practical relevance. Children needed to be taught, it was argued, about their nation and its place in the world and their teachers thus required a degree in geography. At the same time, geographical knowledge had direct strategic and military relevance (this was the moment too of the birth of geopolitics, as detailed in Chapter 20) as well as commercial and imperial relevance, such as in schemes to exploit the perceived agricultural potential of colonies in Africa and Asia, for example. Nineteenth-century ideas about the relations between climate, environment and 'race', and (to use the language of that time) 'civilization' and progress, were caught up with the emergence of the discipline, but so too were the impacts of Darwin's ideas about evolution (which influenced physical geography too: in the conception of the way that landforms evolve).

The early years of the modern discipline were therefore inescapably tied up with nationalism and empires. This continued into the early twentieth century, with a growing number of geography departments being established at universities in the USA and Canada, in many Latin American countries, in the European colonies and dependencies and in Japan. In some instances, such as Russia, the earliest departments were organized in the 1880s and this was tied to nation-building rather than overseas expansion. Such was also the case in Germany and in Scandinavia. By the time of the Second World War, geography was relatively well established – and the practical knowledge (as part of military 'intelligence', for example) it yielded in wartime helped to consolidate the discipline's place in universities in many countries. After 1945 new challenges arose as other disciplines expanded, but (with some exceptions such as the closure of a few departments in the United States), geography benefited from the first big post-war expansion in the number both of universities and of students in the 1960s. Human geography increasingly reoriented itself to the technological and scientific spirit of the times, fed by a new phase of military competition in the Cold War (on this, see Barnes and Farish 2006).

In an age of formal decolonization, where the old imperial disciplinary role was waning, human geography also found new fields of study and outlets for its graduates (such as conservation, development and planning: but also

many others, by virtues of the broader skills they would acquire within a geography degree). There were, however, fierce debates about the appropriate focus (for example over the status of regional geography) and methods (such as the role of statistical analysis), which meant that what undergraduate students were exposed to (and thus had to learn) to pass a geography degree continued to change (though unevenly, depending on where they studied).

By the 1960s and 1970s, the world was changing and so was human geography. At first it led geographers to adopt statistical techniques, seeking to render the discipline more scientific. But other, more radical social and political changes (think of the hippies, the rise of feminism and gay liberation, or the movements against the American war in Vietnam and for civil rights in America and the wider spirit of revolution that came to the fore in the late 1960s) kindled interest in the underlying economic causes of inequality, turmoil and conflict in capitalist societies. An early 1990s textbook, introducing the ensuing theoretical debates in human geography, noted how, by the 1970s, 'human geography as an academic discipline had just entered into a period of considerable turmoil' (Cloke *et al*. 1991: viii). They go on to note how:

> One of the most obvious characteristics of contemporary human geography is its diversity of approach. Within human geography today there is an unprecedented liveliness to the engagement with issues of method and theory. Rarely, if ever before, has the subject seen such a plurality of research methodologies and encompassed such a broad sweep of topics of investigation.
>
> (Cloke et al. 1991: 1)

This liveliness has continued, reflecting both changes in the world (including political, economic and cultural shifts) and accompanying technical developments, theoretical exuberance and shifting funding arrangements for, and ways of, running universities. Cloke *et al*. (1991) looked back to what one particularly creative geographer had once termed a geographical imagination. They thus cited David Harvey (1973: 24):

> This imagination enables the individual to recognize the role of space and place in his own biography . . . to relate to the spaces he sees around him, and to recognize how transactions between individuals and between organizations are affected by the spaces that separate them. It allows him to recognize the relationship which exists between him and his neighbourhood, his territory, or, to use the language of the street gangs, his 'turf' . . . It allows him to fashion and use space creatively and to appreciate the meaning of the spatial forms created by others.

Nearly 40 years later, another leading geographer claimed that:

> it is worth affirming the importance of the geographical imagination, as a matter of both practical wisdom and scholarly reflection, and not least for its pleasure and enchantment, for people's love of learning about the world and their place within it.
>
> (Daniels 2011: 186)

Today though, the taken-for-granted 'him' of Harvey's (1973) quote would be qualified with 'him or her': and with this perhaps a recognition of significant gender differences in experiences and assumptions. For example, where do men and women experience space differently and how does this relate to spaces of power, sexuality, work and reproduction? Such sensitivity has evolved out of the ways that by the 1970s geographers, David Harvey amongst them and later joined by others from many different backgrounds, started to ask more difficult questions about inequality, power, exploitation and difference. In turn, capitalism entered a phase of heightened restructuring (shaped by economic recessions, new technologies and new forms and places of production and regulation, as detailed in Section 4). Reflecting the times, human geographers became more concerned with inequality, economic and political crises and contradictions. Feminist, humanistic, ecological and other critiques also started to impact on human geography and feed into re-evaluations both of its history (the way that early twentieth-century imperial geography was shaped by racism and sexism, for example) and contemporary contents. Moreover, the boundaries between many of human geography's subdisciplines, such as urban, political, historical or cultural geography, became more blurred. However, along the way, the modelling, data processing and visualizing capabilities of geographic information science continued to be refined (Fairbairn and Dorling 1997; Fotheringham *et al*. 2000; Schuurman 2004) and the Internet, digitisation and mobile technologies produced new capacities for communication and altered relations and perceptions of proximity and distance (see www.zooknic.com for work on the geographies of the Internet). For some, outside the discipline, the decline of the Cold War in the late 1980s brought the 'end of history'. For others, the development of technology and the globalization of the economy were creating a 'borderless world'; some even proclaimed the 'end of geography'.

Yet the fact that social and economic processes take place across space matters. Indeed the way they do so is vital to how they operate. Human geography is not just about *describing* the spatial manifestations of economy

and society: it is about *explaining* how space is configured and shapes economies, societies and social processes. Thus, geography is not a passive outcome; it is a critical component of dynamic social and economic processes. More than that, geography in its broader definition provides an interface between the human and the natural worlds. We would argue that geography is a *key* subject for the twenty-first century, in part because many of the challenges that face humanity are at the interface between human societies and natural environments. One of the oldest themes of human geography (and indeed of geography as a whole, including its physical side) – human–environment relations – has become an urgent agenda for the twenty-first century.

Human geographers have also become more aware of the ways that knowledge is socially constructed. This is complex, reflecting ideology. But in the simplest terms, the way you see the world is partly a function of who you think you are and, hence, *where* you see yourself as coming from. Human geographers have come to realize that much of the knowledge and understanding that they claimed to be universal is in various ways Eurocentric: it comes from somewhere and any idea that it is universally true (for all and everywhere) might be challenged. Similarly, Eurocentrism has been associated with a very 'white' view of a multi-ethnic world such as the fairly widespread self-perception that white folk are not really themselves members of a particular 'ethnic' group, except amongst racists and white supremacists. Yet in global terms they are arguably a distinctive 'ethnic minority' whose identity has been forged through comparisons and interactions with other people classified as non-white. In turn, however, such ideas about race and ethnicity are rooted in colonial histories (and hierarchies) that are evidently themselves particular (imperial) ways of knowing, ordering and interpreting the world. These resurface in contemporary racism, and have their own historical geography. Ideas about race, which today may seem self-evident and obvious, would not have been present in, for example, the Roman Empire, which had other ways of ordering and stratifying society and demarcating insiders, barbarians, citizens and slaves. All this means that geographers must now reconsider the ways in which assumptions and value judgments shape the way they view the world. They must accept that *all* descriptions of the world are culturally determined, often politically motivated, and can always be contested.

So, think about your position; realize that this book presents the views of human geographers working at particular places and times. We have set out to challenge readers to think about the ways that human geography interprets the major social, cultural, economic, environmental and related issues that face the world in the early years of the twenty-first century. It is for you to use this book to inform your own insights and opinions as geographers; and to read beyond it. In other words, reading this textbook is the beginning of your introduction to human geography, not the end.

Today, human geography is characterized by a wide variety of approaches; there are many ways of writing geography and approaches to doing so (see Spotlight box I.2). The idea of a single, all-encompassing geographical approach (which may have been evident in times past) is not convincing anymore. Since we have adopting an *issue-based* approach, there is not the scope here to say much more about the evolution of debates in human geography. You can further explore their trajectory using some of the other readings listed at the end of this chapter. Alternatively, track down and read Chris Philo's (2008) fluent summary alongside his 'map' of changing approaches in human geography. But at this point please accept our word that this story (like Philo's 'map') becomes immensely complex, intertwined and convoluted, reflecting the intellectual trends and social changes mentioned earlier.

However, it is important to appreciate some shared concepts. Most disciplines have their central concepts and ideas that define what it is they study and how they study it. Human geography is often accused of borrowing ideas from elsewhere, rather than generating its own; but it is possible to identify a set of concepts that make it distinct and different. We might disagree on what they might mean (and each is the subject of a vast literature), but ideas of place, space, and scale are certainly central to human geography and have been for a long time, as has an interest in landscape, difference, connectivity and unevenness. All of the core ideas of human geography can be deployed to interrogate and explain the places where we live and the places where we travel. As geographers, we seek explanations as to why something came to be where it is, how places are experienced, connected and represented, or how the physical environment and nature are transformed by society. Chapter 12 notes how the planetary scale of such transformations has been re-conceptualized as a human-influenced geological epoch (the Anthropocene). At a more personal scale, in Spotlight box I.3, one of the editors explains his engagements with a particular place – or set of places connected on a path. It is our hope that, as a practising human geographer, you will also find your own literal or metaphorical paths through this discipline and be inspired to think geographically. For us, then, human geography is a way of seeing, enquiring and understanding past, present and potential future worlds.