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Concepts of World Geography

Learning Objectives

- Describe the conceptual framework of world regional geography.
- Identify the different components of globalization, including their controversial aspects, and list several ways in which globalization is changing world geographies.
- Summarize the major tools used by geographers to study Earth's surface.
- Explain the concepts and metrics used to document changes in global population and settlement patterns.
- Describe the themes and concepts used to study the interaction between globalization and the world's cultural geographies.
- Explain how different aspects of globalization have interacted with global geopolitics from the colonial period to the present day.
- Identify the concepts and data important to documenting changes in the economic and social development of more and less developed countries.

Chapter Outline

- I. **Geography Matters: Environments, Regions, Landscapes:** *geography* as a term has roots in Greek words for “describing the Earth”; geographers have different conceptual approaches to study the world; two main divisions—*physical* and *human* geography: physical geography examines climate, landforms, soils, vegetation, hydrology; human geography is the spatial analysis of economic, social, and cultural systems; geography also divided into *thematic* (or *systematic*) geography, which focuses on specific topic or theme, and *regional geography*, which analyzes a place or region; both thematic and regional geographies are complementary
 - A. **Areal Differentiation and Integration:** *areal differentiation* is the description and explanation of the differences that distinguish one piece of the world from another; *areal integration* is the study of the interconnections of places—how they interact
 - a. **Global to Local:** all systematic inquiry has sense of scale; geographers work at different scales; geographers recognize the interactivity and interconnectivity among local, regional, and global scales

- c. **A Middle Position:** argue that anti-globalization and pro-globalization stances are exaggerated; globalization holds promises and pitfalls—but can be managed
 - F. **Diversity in a Globalizing World:** some worry that world is becoming homogeneous; diversity seen by some as threatening, but also necessary; politics of diversity demand attention to understand local and global issues
- III. The Geographer's Toolbox: Location, Maps, Remote Sensing, and GIS:** geographers use different tools to represent the world in convenient form for examination and analysis
- A. **Latitude and Longitude:** people generally use a mental map of *relative location* to locate specific places; map makers use *absolute location* (mathematical location) based on universally accepted coordinate system—longitude and latitude; lines of latitude (parallels) run east-west and measure locations north or south of equator; lines of longitude (meridians) run north-south and measure locations east or west of *prime meridian*, located at 0 degrees longitude at Royal Naval Observatory in Greenwich, England; equator divides world into northern and southern hemispheres, while prime meridian divides world into eastern and western hemispheres; parallel lines of latitude mathematically define the tropics—the *Tropic of Cancer* is 23.5 degrees north, the *Tropic of Capricorn* is 23.5 degrees south
 - a. **Global Positioning System (GPS):** GPS devices use time signals sent from orbiting satellites and then they calculate precise coordinates of longitude and latitude; first used by U.S. military in 1960s and made available to public later; GPS guides airplanes, ships, private automobiles; some smartphones also make use of GPS
 - B. **Map Projections:** because world is spherical, mapping globe on flat piece of paper creates distortions; cartographers attempt to limit distortions through use of map projections—different ways maps are projected onto flat surface; hundreds of different projections developed
 - C. **Map Scale:** all maps must reduce area being mapped to smaller piece of paper—involves the use of map scale, or the mathematical ratio between map and surface area being mapped; many maps note scale as ratio or fraction between unit on map and unit on surface area; *representative fraction*—the cartographic term for ratio between map and area being mapped; maps categorized as large or small scale; large-scale maps cover small areas in great detail, small-scale maps cover larger areas with less detail (note: larger the denominator, the smaller the map scale); also *graphic* or *linear scale*—visual depiction of scale on map, usually as horizontal bar
 - D. **Map Patterns and Map Legends:** *reference map*—shows location of certain features; *thematic map*—displays more complicated spatial phenomena; *choropleth maps*—map different levels of intensity of data
 - E. **Aerial Photos and Remote Sensing:** much information comes from electromagnetic images taken from aircraft or satellites—*remote sensing*; many scientific applications

- F. Geographic Information Systems (GIS):** spatial databases that contain vast amounts of computerized data from different sources, including maps, aerial photos, remote sensing, and census tracts; used to analyze human and physical problems and processes
 - G. Themes and Issues in World Regional Geography:** text defines and is organized around twelve major world regions; each chapter employs same five-part thematic structure
 - H. Physical Geography and Environmental Issues: The Changing Global Environment:** landforms, climate, energy, hydrology, and vegetation; environmental issues and specific regional problems (elaborated in Chapter 2)
- IV. Population and Settlement: People on the Land:** examines distribution and growth of populations; politics of population change; current rate of growth is half of the world high back in the 1960s, but the absolute number of people is the highest ever; planning around population can be contested and must include human mobility
- A. Population Growth and Change:** different population-related statistics
 - a. **Population Density:** average number of people per area unit; differ considerably; used to indicate settlement patterns—where people live
 - b. **Natural Population Increase:** *rate of natural increase* (RNI) provides annual growth rate for country or region as percentage—used to measure demographic change; based on subtraction of number of deaths from number of births in given year—migration change is not considered with RNI; *crude birth rate*—divides gross number of births by total population, *crude death rate*—divides gross number of deaths by total population; vary greatly around world
 - c. **Total Fertility Rate:** artificial and synthetic number that measures fertility of statistically fictitious yet average group of women moving through childbearing years; TFR under 2.1 implies population has no natural growth; varies greatly around world
 - d. **Young and Old Populations:** common statistic to measure is percent of population under 15—shows proportion of population about to enter prime reproductive years; percent of population over 65—useful for inferring needs of society in providing social services for seniors.
 - e. **Population Pyramids:** graphical indicator of population's age and sex structure; depicts percentage of population that is male or female in different age classes; useful for comparing different population structures and to reveal structural changes of a population
 - f. **Life Expectancy:** the average length of life expected at the birth of a typical male or female in a specific country; used as indicator of level of social development; life expectancy figures vary greatly around world
 - g. **The Demographic Transition:** a conceptual model to track changes in birth rates and death rates over time; five stages: stage 1, *pre-industrial* with high birth and death rates (little population growth); stage 2, *transitional*, with declining death rates and high birth rates (rapid population growth), stage 3, *transitional*, with declining birth rates, low

death rates (slowing population growth), stage 4, *industrial*, with low birth and low death rates (little population growth), and stage 5, *post-industrial*, with low birth rates and rising death rates (declining populations); model does not consider migration

- B. Global Migration and Settlement:** humans have historically moved; migration increasing with globalization
 - a. **Net Migration Rates:** amount of immigration (in-migration) and emigration (out-migration) measured by *net migration rate*—statistic that indicates whether more people enter or leave a region
 - b. **An Urbanizing World:** cities are focal points of contemporary, globalizing world; *urbanized population*—percentage of country’s population living in cities; varies greatly among and between regions

V. Cultural Coherence and Diversity: The Geography of Change and Tradition: geography of cultural cohesion and diversity entails examination of tradition and change; of new cultural forms produced by cultural interactions; gender issues; global languages and religions

- A. Culture in a Globalizing World:** *culture* is learned, not innate; behavior held in common by group of people (a ‘way of life’); has abstract and material dimensions—speech, religion, ideology, livelihood, value systems but also technology, housing, foods, music; varied expressions of culture are relevant because say much about way people interact with environment, each other, and other places
 - a. **When Cultures Collide:** tension may exist when cultures interact; *cultural imperialism*—the active promotion of one cultural system at expense of another; *cultural nationalism*—the process of protecting and defending a cultural system against diluting or offensive cultural expressions while promoting national and local cultural values
 - b. **Cultural Hybrids:** the blending of forces to form new, synergistic form of culture; process is called *cultural syncretism* or *hybridization*
- B. Language and Culture in Global Context:** language as primary means of communication; important component of national or ethnic identity; *language families*—first-order grouping of languages into larger assemblages based on common ancestral speech; *language branches and groups* (also called *subfamilies*) are closely related subsets within language family; individual languages also have *dialects*; *lingua franca*—a third language used as common tongue
- C. The Geography of World Religions:** *universalizing religions* (Christianity, Islam, Buddhism)—attempt to appeal to all peoples, usually have proselytizing or missionary programs to actively seek new converts; *ethnic religions*—closely identified with particular ethnic group and normally do not seek new converts (Judaism and Hinduism), usually must be born into religion; Christianity is world’s largest in both areal extent and number of adherents; Islam is not homogenous religion—two major branches are *Shi’a Islam* and *Sunni Islam*; Judaism is parent religion of Christianity and also related to Islam; Hinduism is polytheistic religion; Buddhism emerged from Hinduism and is composed of two

major branches; *secularism*—a practice where people consider themselves either nonreligious or outright atheistic

- D. Culture, Gender, and Globalization:** *gender* is social construct, linked to values and traditions of specific cultural groups that differentiate characteristics of two biological sexes, male and female; *gender roles*—cultural guidelines that define appropriate behavior for each gender within specific context; globalization is causing significant changes to traditional gender roles in many places; gender dimension also associated with economic impacts of globalization, e.g., new work opportunities; in recent decades, a geography of social acceptance and political recognition of changing sexual and gender roles exemplified by legalization of same-sex relations

- VI. Geopolitical Framework: Unity and Fragmentation:** *geopolitics*—term used to describe close link between geography and politics; focuses on interactivity between political power and territory at all scales

- A. The Nation-State Revisited:** *sovereignty*—the ability (or lack) of a government to control activities within its borders; associated with concept of *nation-state*, with ‘nation’, describing larger group of people with shared sociocultural traits, and ‘state’, referring to internal political entity with clearly delimited boundaries, control over internal space, and recognition by external political states; globalization has weakened vitality of nation-state concept

- a. **Decentralization and Devolution:** regional autonomy and independence movements as well as state disintegration

- B. Colonialism, Decolonization, and Neocolonialism:** *colonialism*—the formal establishment of rule over a foreign population; *decolonization*—the process of a colony’s gaining (or, more correctly, regaining) control over its own territory and establishing a separate, independent government; decolonization may be relatively peaceful or very brutal; *neocolonialism*—describes ways in which newly independent states remain, or become, excessively dependent on, or controlled by, other more powerful state

- C. Global Conflict and Insurgency:** challenges to political state or authority; *insurgency*—internalized conflict with rebel group challenging centralized state or authority; *terrorism*—violence directed at nonmilitary targets; global terrorism is both product and reaction to globalization; *counterinsurgency*—military and social/political response to insurgency; *counter-terrorism*—military responses to terrorism

- VII. Economic and Social Development: The Geography of Wealth and Poverty:** economic development commonly accepted as desirable—leading to social improvements such as health care and education; economic and social unevenness across Earth’s surface is signature of globalization; inequities are inseparable from political, environmental, social issues

- A. More and Less Developed Countries:** *core-periphery model* based on observation that United States, Canada, western Europe, and Japan constitute ‘core’ economic areas in northern hemisphere, whereas most other areas in southern hemisphere compose a less-developed ‘periphery’; overly simplified model but certain level of applicability; much discussion of ‘north-south’

tensions; *third world*—often erroneously used a synonym for developing world, implies low level of economic development, unstable political organizations; third world has lost original political connotations; in text, use relational terms of *more developed country* and *less developed country*

- B. Indicators of Economic Development:** *development* and *growth* are not interchangeable; *development*—has both quantitative and qualitative dimensions, usually implies structural change, and assumed improvements; *growth*—increase in size of system, may or may not have positive implications
- a. **Gross Domestic Product:** *gross domestic product* (GDP)—traditional measure of size of country's economy is value of all final goods and services produced within its borders;
 - b. **Gross National Income:** *gross national income* (GNI)—the GDP combined with net income from outside borders (formerly referred to as gross national product); GNI is misleading because ignores non-market economic activity and does not consider ecological degradation or depletion of natural resources;
- C. Comparing Incomes and Purchasing Power:** *gross national income (GNI) per capita*—divide GNI by country's population to compare large and small economies in terms of how beneficial it is to the population; *purchasing power parity* (PPP)—qualification of GNI per capita that takes into account strength or weakness of local currencies
- D. Measuring Poverty:** defined as less than \$2 per day; *extreme poverty* is less than \$1.25 per day
- E. Indicators of Social Development:** conditions and quality of human life are important; standard assumption is that economic development positive affects social infrastructure—but not always the case; inequities are observable
- a. **The Human Development Index:** A United Nations-devised index (HDI) to measure social development; combines data on life expectancy, literacy, educational attainment, gender equity, and income; although overlooks diversity of development *within* countries, does provide reasonably accurate sense of country's overall human and social development
 - b. **Child Mortality:** under age 5 mortality (also known as 'child mortality') refers to the number of children in that age bracket who die per 1,000 of the general population, this is a useful indicator of development
 - c. **Youth Literacy:** *adult literacy* rates vary around the world; much international attention on the younger population with an eye toward gender variations has youth literacy rates being calculated separately
 - d. **Gender Inequality:** international *gender inequity* measures social development as it pertains to disparities and discrimination of women

Summary

- Globalization involves both positive and negative transformations; change, especially immense scale and rapid pace, is controversial and contentious
- In most regions of the developing world, population and settlement issues concern rapid population growth, family planning, migration, and rapid urbanization
- Major theme of cultural geography is tension between global cultural homogenization and local cultural and ethnic identity
- As world becomes more interconnected, power of traditional nation-state may be lessening; related to the emergence of separatist groups and terrorist groups
- Theme of economic and social development is dominated by one issue—increasing disparity between rich and poor; often, blatant inequities in social development, education, gender roles, health care, and working conditions accompany these disparities in wealth

Key Terms

areal differentiation	geopolitics
areal integration	globalization
choropleth map	global positioning systems (GPS)
colonialism	glocalization
core-periphery model	graphic or linear scale
counterinsurgency	gross domestic product (GDP)
cultural imperialism	gross national income (GNI) per capita
cultural landscape	Human Development Index (HDI)
cultural nationalism	human geography
cultural syncretism or hybridization	Insurgency
culture	latitude (parallels)
decolonialization	legend
demographic transition model	lingua franca
economic convergence	longitude (meridians)
ethnic religion	map projections
formal region	map scale
functional region	nation-state
gender	neocolonialism
gender inequity	net migration rate
gender roles	physical geography
geographic information systems (GIS)	population density
geography	population pyramid

prime meridian
purchasing power parity (PPP)
rate of natural increase (RNI)
region
regional geography
remote sensing
replacement rate
representative fraction
secularism

sovereignty
sustainability
terrorism
thematic geography (systematic geography)
thematic map
total fertility rate (TFR)
universalizing religion
urbanized population

Reading Review Questions

This section provides answers to the review questions that are posed to the students by section while they read the chapter.

1. *Explain the difference between areal differentiation and areal integration.*

Areal differentiation refers to the differences between and within regions. Areal integration refers to the levels (and forms) of interactivity and interconnectivity between and within regions.

2. *How is the concept of the cultural landscape related to areal differentiation?*

Cultural landscapes reflect the material and symbolic landscape—cultural values, ideologies, belief systems, as well as shelter, food, and clothing. A focus on the areal differentiation within and between regions would highlight different forms of cultural landscapes—as evident, for example, in different house types or agricultural practices.

3. *How do functional regions differ from formal regions?*

Functional regions are defined by the clustering of similar activities (or functions), such as types of industries and distribution networks. Formal regions are defined by shared cultural or physical traits, such as language and vegetation.

4. *Provide examples of how globalization impacts the culture of a place or region.*

Syrian migrants, for example, are impacting specific places that they transit through as well as the countries where those camps and pathways are located. They also leave behind an increasingly dysfunctional place where warfare and group identity have destroyed any notion of national purpose.

5. *Describe and explain five components of economic globalization.*

There are many components of economic globalization. *Global communication systems* (such as the Internet) link regions and most people instantaneously. *Transportation systems* are capable of

moving goods quickly by air, sea, and land. *Transnational business strategies*, pursued by multinational corporations, facilitate the international trade between regions. *Flexible forms of capital accumulation* allow for businesses to modify their economic activities very rapidly in response to changing consumer demands. *International migration* has increased precipitously in recent decades as a result of economic inequalities, improved transportation systems, and global communication systems.

6. *Summarize three elements of the controversy about globalization.*

Proponents of globalization argue that globalization is a natural and inevitable process; opponents challenge this claim, arguing that globalization has resulted from particular economic and political decisions. Proponents of globalization argue that an expansion of the global economy will result in a convergence of regions—that disparities between wealth, for example, will disappear; opponents of globalization argue that the opposite has, and will continue to occur—that inequalities will be intensified. Proponents of globalization argue that economic convergence will result in greater stability (and less conflict) between regions. Opponents argue that the opposite is true—that globalization augments inequalities and thus engenders greater conflict.

7. *Explain the difference between latitude and longitude.*

Lines of latitude (parallels) run east-west and measure the distance north or south of the equator. Lines of longitude (meridians) run north-south and measure the distance east or west of the Prime Meridian.

8. *What does a map's scale tell us? List two ways to portray map scale.*

Map scale refers to the ratio between a unit mapped and the unit on the Earth's surface; thus, we would want to know, for example, how many inches on the Earth's surface correspond to one inch on the map. This is a *representative fraction*—it is the ratio between the map and the area being mapped. A *graphic* or *linear* scale is a visual depiction of scale, usually portrayed as a horizontal bar. A *verbal scale* also refers to the area on the surface related to the area mapped, and is indicated linguistically, such as “one inch on the map equals five miles on the Earth's surface”.

9. *What is a choropleth map?*

A choropleth map is a map that depicts different levels of intensity of data, such as per capita income or population density.

10. *Describe how remote sensing differs from aerial photos.*

Remote sensing uses electromagnetic signals commonly from satellites and then the received signals must be processed to make meaning and understandable imagery. Air photos use images that correspond with human sight.

11. *What is the rate of natural increase (RNI), and how can it be a negative number?*

The RNI is calculated by subtracting the number of deaths (usually expressed as the crude death rate) from the number of births (usually expressed as the crude birth rate) in a given year. For example, consider that Place A has a crude death rate of 32 and a crude birth rate of 47. Subtracting 32 from 47 gives a rate of natural increase of 15 per 1,000 population. Converting that figure to a percentage produces the RNI as 1.5 percent. A negative number is possible when the mean death rate is larger than the mean birth rate.

12. *Explain a high versus a low total fertility rate, and give examples.*

The TFR is a synthetic number that measures the fertility of a statistically fictitious, yet average group of women as they move through their childbearing years. In practice, it refers to the average number of births for a woman in a particular location. A high TFR, e.g., is Nigeria's 5.5; a low TFR, e.g., is Japan's 1.4; it is commonly thought that the replacement TFR is around 2.1.

13. *Describe and explain the demographic transition model.*

The DTM is a model based on crude birth rates, crude death rates, and the rate of natural increase. It suggests that populations in a given region will undergo a series of transitions, as first death rates begin to fall and, later birth rates fall. It is premised that initially, regions have high birth and death rates and thus little population growth; as deaths decline, with births remain high, there is a period of rapid population growth. In time, it is expected that birth rates will also decline, thus leading to a later stage where births and deaths cancel each other, resulting in little population growth. A final stage is premised where death rates might actually surpass birth rates, thus leading to a condition of population decline. The DTM does not factor include any measure of migration.

14. *How is a population pyramid constructed, and what kind of information does it convey?*

A population pyramid is a graphic representation of an area's age and sex composition. It conveys the percent of a population that is male or female in different age classes, from young to old; is it useful for comparing different population structures and to indicate structural changes of a population over time.

15. *Define cultural imperialism and cultural hybridization, and give an example of each.*

Cultural imperialism is the promotion of one cultural system at the expense of another; cultural imperialism was prevalent throughout the period of European colonialism, especially as European religions and political practices were imposed on indigenous populations. Cultural hybridization refers to the blending of two or more cultural practices. An example is the introduction of foreign words into an existing language, such as the emergence of "Spanglish."

16. *What is a lingua franca? Provide two examples.*

A lingua franca is a language that different groups of speakers use to communicate; they may agree on a third language to serve as a common tongue; it may actually be a formal language

used by one of the groups or from an external area or it can be a patchwork or simplified version of a standard language. Swahili in East Africa is one example; French was a diplomatic language and English is a common international language.

17. *Describe the geographies of the two branches of Islam.*

Islam is divided into two main branches: Shi'a Islam, which is dominant in Iran and southern Iraq; and *Sunni Islam*, which is found in the Arab-speaking lands of North Africa to Indonesia.

18. *Discuss the patterns of acceptance and exclusion shown in Figure 1.36 with regard to gay rights.*

Much of the “western” developed world has legalized gay marriage, provided a substitute civil status, or protected same-sex partners from criminalization. Other parts of the world have continued harsh criminal and not protected gay rights generally.

19. *Why is it common to use two different concepts—nation and state—to describe political entities?*

By convention, a *nation* refers to a group of people who share a common cultural identity be it ethnicity or ideology; nations may or may not be associated with a particular territorial state. A *state* is a recognized political entity that exhibits sovereignty—internal control of its own governance, with legally defined territorial boundaries. Many states are associated with a single, or dominant, nationality: a nation-state. Many nationalities that do not currently have their own state aspire to achieve one.

20. *Distinguish colonialism from neocolonialism.*

Colonialism refers to the explicit control and dominance of one region (perhaps a formerly independent political entity) by another state. Neocolonialism is a more recent variant where a nominally independent state is heavily influenced—if not dominated—by another state.

Neocolonialism is usually not associated with occupation, but rather through unfair or unequal trade relations and other forms of political interference.

21. *Describe the differences between counter-terrorism and counter-insurgency.*

Counter-terrorism usually entails military operations to combat terrorist organizations. Counter-insurgency refers to the use of both military and other political and economic policies to address insurgencies, both at home or abroad.

22. *Explain the difference between GDP and GNI.*

The GDP refers to the *gross domestic product*; it is the value of all final goods and services produced within a country's borders. The GNI, or *gross national income*, includes both the GDP

and all net income from outside that country's borders derived through trade and other forms of income. Neither measure takes into account informal economic activities.

23. *What is PPP and why is it useful?*

Purchasing power parity is a statistical measure based on a modification of GNI per capita; it takes into account the strength or weakness of local currencies and thus facilitates the comparison between two or more regions. In short, it provides a more accurate sense of the local cost of living.

24. *How does the UN measure gender inequity? Explain why this is a useful metric for social development.*

A common measure of gender inequity is the ratio of male to female students enrolled in elementary and secondary schools. It is predicated on the assumption that access to education significantly influences literacy and, by extension, provides an indication of the overall status of women in any given society.

Working Toward Sustainability: *Meeting the Needs of Future Generations* (p. 19)

1. *Does your college or community have a sustainability plan? If so, what are the key elements?*

Likely, but might be written in different ways depending on author and audience. Common plans focus on recycling, energy conservation, and green spaces; universities have more intellectual substance to their plans; cities often combine cost savings and aesthetics.

2. *How might the concept of sustainability differ for a city or town in India or China compared to a U.S. city? Browse the Internet to see what you can learn about sustainability programs in other cities.*

Most obvious difference is the development context of India and China, so efforts at sustainability are balanced with development goals.

Exploring Global Connections: *A Closer Look at Globalization* (p. 8)

1. *Consider complex global connections based on your own experiences. For example, what food from another part of the world did you buy today, and how did it get to your store?*

Tomatoes from Italy that originally came from New World.

2. *Now choose a city or rural settlement in a completely different part of the world, and suggest ways in which globalization affects the lives of people in that place.*

Hilltop village in Italy that exports canned tomatoes.

Everyday Globalization: Common Cultural Exchanges (p. 26)

1. *How has globalization changed higher education in the United States?*

Technology and diversity.

2. *Identify a commonplace item or activity in your life that has an interesting backstory involving globalization.*

Smart phones and tablets.

Geographers at Work: Tracking Conflict from Space (p. 34)

1. *Suggest ways that satellite imagery could be used to document not just conflict but environmental change.*

Land cover changes reveal that human and natural processes are modifying the landscape.

2. *Government agencies are constantly developing and using satellite technology. How might a citizen or non-governmental group in your city or state use this kind of analysis?*

As government agencies, their information is public, so individual can learn about issues as well as conduct their own research from the data

Other reading questions:

Figure 1.4 U.S. Rust Belt:

In what formal and functional regions do you live?

Answers will vary; both types of regions, for example, my hometown or college is in the old Cotton Belt and is in the English language region, but with some Spanish.

Figure 1.8 International Migration:

What international groups are found in your city?

Answers will vary; for example, my college town has both Mexican migrants and graduate students yet lots of Chinese and Indian graduate students.

Figure 1.18 Latitude and Longitude:

What are the latitude and longitude of your school?

Answers will vary and ensure coordinates are hemisphere appropriate; my campus example, 30° 37' 05" N, 96° 20' 14" W

Figure 1.26 Population Pyramids:

Think of two example countries that fit into each of these three categories: rapid growth, slow growth, and negative growth.

Nigeria & Congo,
Australia & Canada,
Italy & Japan

Figure 1.32 World Language Families:

What languages, other than English, are spoken in your community?

Answers will vary; for example, my area of Central Texas many Spanish speakers, a few German and Czech (albeit mostly older locals), with some Tagalog, Vietnamese, Mandarin, and Hindi.

Figure 1.39 A Nation Without a State:

Suggest issues that might result from the Kurds lacking a political state.

Kurds might find themselves in conflict with the majority in each country; perhaps they would feel like they are being victimized and ignored by international community.

Instructor Engagement Ideas

This part of the Instructor Resource Manual contains ideas and suggestions for active learning, deeper engagement, and expansion of textbook concepts; some of the ideas and activities are legacies of past editions of the textbook.

For Thought and Discussion

This section provides questions and topics that can be used to initiate classroom discussion.

1. Are “Blue Jeans” American anymore? Contemplate the sites of production (chapter opening), the sites of consumption (wearers), and the role of initial invention/ideas.
2. What corporations can you name that have a global reach? Consider both U.S. firms operating abroad, and firms located elsewhere that do business in the United States. What international goods or services do you purchase?
3. The ‘demographic transition model’ is based on crude birth rates, crude death rates, and the rate of natural increase. How might the model be modified to consider migration?

Exercise/Activity

This section provides exercises and activities that the instructor can integrate into their classroom lectures.

1. Have students form groups and look through their belongings to find labels that identify where various items were made. Have each group map the origins of these items and report to the class.
2. Have students form groups and list the languages available in their computers and phones (set-up, dictionaries, etc.), and map the languages and identify core and peripheries.

Thinking Geographically

This section provides ideas about chapter topics and concepts.

1. *Select an economic, political, or cultural activity in your city or town, and discuss how it has been influenced by globalization.*

Answers will vary. In university towns, for example, students might indicate the presence faculty and students from foreign countries. In some towns and cities in the “manufacturing belt,” students might identify the closing of industries as jobs have been lost overseas. In other cities, such as those in the Sun Belt, students might identify the growth of employment opportunities resultant from foreign direct investment.

2. *Choose a specific country or region of the world and examine the benefits, and liabilities that globalization has posed for that country or region. Remember to look at different facets of globalization, such as the environment, cultural change and conflict, and the economic effects on different segments of the population.*

Answers will vary. In some countries, such as the Lao People’s Democratic Republic, significant foreign investment from China has facilitated the construction of new roads and, in turn, a relocation of settlements. Likewise, this investment and improvement in infrastructure has re-structured the economy of Laos, and has integrated the country more deeply into the global economy.

3. *Drawing on information in current newspapers and magazines, as well as TV and the Internet, apply the concepts of cultural imperialism, nationalism, and cultural syncretism to a region or place experiencing cultural tensions.*

Answers will vary. China provides a useful case study, however. Within China, the relocation of Han Chinese into the outer provinces of Tibet and Xinjiang are viewed by many as a form of cultural imperialism; likewise, these areas continue to struggle for their own autonomy—if not outright independence. Hence, the promotion of Tibetan nationalism, for example, is clearly visible. In other parts of China, as the country continues to integrate more fully within the global economy, others forms of cultural syncretism are in evidence, such as the increased usage of English and the acceptance of western styles of music and film.

4. *Select an African country with a colonial past. (a) Trace its pathway of decolonization; (b) describe and analyze its contemporary relations with its former colonial overseer, being sensitive to the matter of whether a neocolonial relationship has been established.*

Answers will vary. Rwanda, for example, was a colony of both Belgium and Germany. Throughout the mid twentieth-century Rwanda achieved its independence, but did so with a struggle. It has had considerable political tensions with neighbors, resulting in a series of armed conflicts and genocides. It retains many connections with its former colonizer—Belgium, but probably not sufficient to be considered in a neocolonial relationship.

5. *Using the tables of social indicators in the regional chapters of this book, identify traits shared by countries that have a high percentage of female illiteracy. Based on your inquiry, what general conclusions do you reach?*

In general, those countries that have high levels of female illiteracy also have high levels of infant and child mortality; high levels of poverty—as indicated by low measures of GDP and GNI per capita; and shorter life expectancies. One conclusion that may be drawn is that countries that discriminate against women are generally under-developed and fare more poorly.

Chapter 1 Review

Converging Currents of Globalization

- 1.1 Describe the conceptual framework of world regional geography.
- 1.2 Identify the different components of globalization, including controversial aspects, and list several ways in which globalization is changing world geographies.

(A) Photo of an Indian Call Center

Students should be able to demonstrate an initial definition of globalization and understanding of world regional geography, so as to situate their coursework as well as the big ideas that the textbook authors use in their writing—duality of globalization and diversity. Students should be encouraged early on to engage in the topic by personalizing the changes and continuities of globalization and “glocalization” in their selves, communities, and regions, etc.

Geographer’s Toolbox

- 1.3 Summarize the major tools used by geographers to study Earth’s surface.

(B) Photo of rice paddy terraces in the Philippines.

Students should be able to demonstrate an appreciation of the tools that geographically literate people utilize. Extra effort introducing students to maps early in the semester will have good payoffs later; *mapmaster* activities reinforce many cartographic ideas.

Population and Settlement

1.4 Explain the concepts and metrics used to document changes in global population and settlement patterns.

(C) Map of Mesoamerica population density.

Students should be able to demonstrate an awareness of this major textbook theme. The demographic transition model, population pyramids, RNI, TFR, migration, city models, and urbanization will be discussed throughout the textbook.

Cultural Coherence and Diversity

1.5 Describe the themes and concepts used to study the interaction between globalization and the world's cultural geographies.

(D) Photo of American brands in Prague.

Students should be able to demonstrate an awareness of this major textbook theme. The regional maps of language and religion are found throughout the regional chapters. Unique cultural landscapes are exemplified in the photo figures throughout the textbook.

Geopolitical Framework

1.6 Explain how different aspects of globalization have interacted with global geopolitics from colonial period to the present day.

(E) Photo of protesters in Nigeria.

Students should be able to demonstrate an awareness of this major textbook theme. The enduring presence of territorial-states is a common imprint of world geography. The tensions internally to states as well as the conflict or cooperation between states are a common narrative.

Economic and Social Development

1.7 Identify the concepts and data important to documenting changes in the economic and social development of more and less developed countries.

(F) Photo of clothing factory in Bangladesh.

Students should be able to demonstrate an awareness of this major textbook theme. The unevenness of development at different geographic scales should be demonstrated.

Data Analysis

The tables in this chapter show data for the world's 10 largest countries. But what are the world's next 10 largest countries, and where are they located? What are their per capita income levels? Are these economies growing or contracting? You can answer these questions and others by going to the website of the World Bank (<http://wdi.worldbank.org>) and accessing Table 1.1 for the 2015 development indicators.

1. Review the first column, and make a table of the next 10 largest countries. In which world regions are these countries located?

Table 11-20 largest countries:

Country	World Region	Population	Pop. Density	GNI	GNIpc	PPP	PPPpc	GDPgr	GDPgrpc
Mexico	LA	127	65	1,233.70	9,710	2,178.00	17,150	2.5	1.2
Philippines	SEA	100.7	338	357	3,540	895.9	8,900	5.8	4.2
Ethiopia	SSA	99.4	99	58.9	590	160.9	1,620	9.6	6.9
Vietnam	SEA	91.7	296	181.8	1,980	521.6	5,690	6.7	5.5
Egypt, Arab Rep.	NASWA	91.5	92	305.9	3,340	978.3	10,690	4.2	2
Germany	EU	81.4	234	3,727.80	45,790	3,929.30	48,260	1.7	1.1
Iran, Islamic Rep.	NASWA	79.1	49	511.8	6,550	1,360.00	17,400	4.3	3
Turkey	NASWA	78.7	102	783	9,950	1,522.80	19,360	4	2.5
Congo, Dem. Rep.	SSA	77.3	34	31.8	410	55.7	720	6.9	3.6
Thailand	SEA	68	133	381.6	5,620	1,033.90	15,210	2.8	2.5

Three are from Southeast Asia; three are from North Africa / Southwest Asia; two are from Sub-Saharan Africa; one each from Latin America and Europe.

2. After selecting the countries, compare their gross national incomes with their purchasing power parity at a per capita basis. Based on your findings, would you consider these countries more developed or less developed, and why?

Some like Germany are highly developed, but Ethiopia and Congo are extremely low.

3. Compare the population densities of these countries. Some social scientists have argued that population density is a problem that can contribute to higher levels of poverty. Is there any correlation between population density and overall levels of development?

Population density is in of itself doesn't explain the differences; Germany is high and Congo is low. Perhaps, high density in a developing country increases the development challenges.