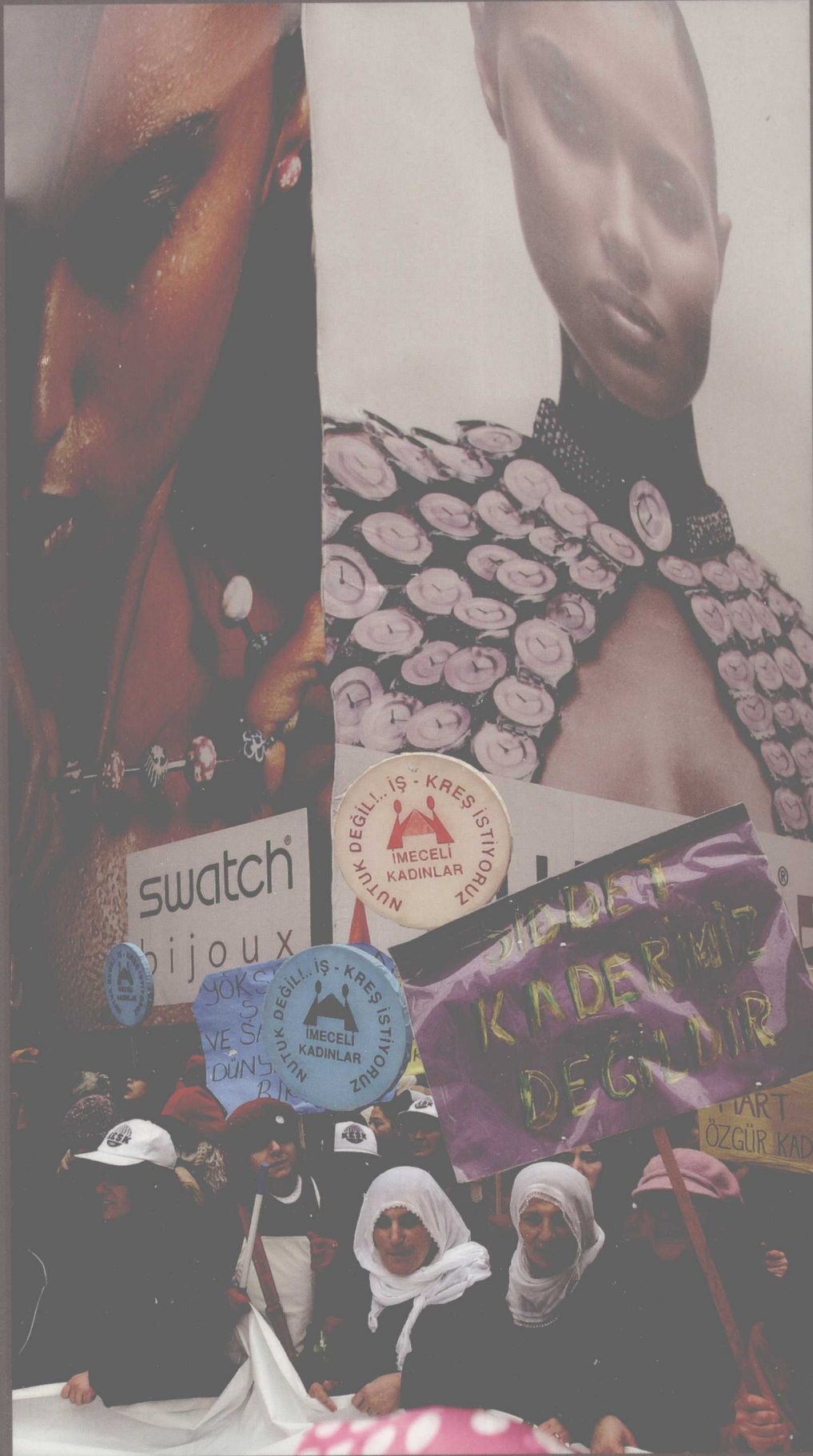


# HUMAN GEOGRAPHY

PLACES AND REGIONS IN GLOBAL CONTEXT

FOURTH  
EDITION



PAUL L. KNOX    SALLIE A. MARSTON

FOURTH EDITION

# PLACES AND REGIONS IN GLOBAL CONTEXT

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## Human Geography



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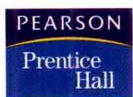
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# Preface

*Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.*

Paulo Freire

Most people have an understanding of what their own lives are like and a good deal of knowledge of their own neighborhood and perhaps even of the larger city and state in which they live. Yet, even as the countries and regions of the world become more interconnected, most of us still know very little about the lives of people on the other side of our country, or in other societies, or about the ways in which the lives of those people connect to our own. In order to change the world, to make it a better place in which to live for all people, we need to understand not just our little corner of it, but the whole of it, the broad sweep of human geography that constitutes the larger world in which our small corners are just a part.

This book provides an introduction to human geography that will help to provide the means by which young men and women can understand critically the world in which they live. To study human geography, to put it simply, is to study the dynamic and complex relationships between peoples and the worlds they inhabit. Our book gives students the basic geographical tools and concepts needed to understand the complexity of places and regions and to appreciate the interconnections between their own lives and those of people in different parts of the world and to make the world a better place.

## Objective and Approach

The objective of the book is to introduce the study of human geography by providing not only a body of knowledge about the creation of places and regions, but also an understanding of the interdependence of places and regions in a globalizing world. The approach is aimed at establishing an intellectual foundation that will enable a life-long and life-sustaining geographical imagination: an essential tool for today's students to confront tomorrow's global, national, regional, and local challenges.

The book takes a fresh approach to human geography, reflecting the major changes that have recently been impressed on global, regional, and local landscapes. These changes include the globalization of industry and the re-

lated rapid rise of China and India as economic powerhouses, the upwelling of ethnic regionalisms on the heels of decolonization and the formation of new states, the movement of peoples around the world in search of better lives, the physical restructuring of cities, the transformation of traditional agricultural practices throughout much of the world, global environmental change and the movement for sustainability, the eruptions of war and the struggles for peace, and the emerging trend toward transnational political and economic organizations. The approach used in *Places and Regions in Global Context* provides access not only to the new ideas, concepts, and theories that address these changes but also to the fundamentals of human geography: the principles, concepts, theoretical frameworks, and basic knowledge that are necessary to more specialized studies.

The most distinctive feature of this approach is that it emphasizes the interdependence of both places and processes in different parts of the globe. In overall terms, this approach is designed to provide an understanding of relationships between global processes and the local places in which they unfold. It follows that one of the chief organizing principles is how globalization frames the social and cultural construction of particular places and regions.

This approach has several advantages.

- It captures aspects of human geography that are among the most compelling in the contemporary world—the geographical bases of cultural diversity and their impacts on everyday life, for example.
- It encompasses the salient aspects of new emphases in academic human geography—the new emphasis on sustainability and its role in the social construction of spaces and places, for example.
- It makes for an easier marriage between topical and regional material by emphasizing how processes link them—technological innovation and the varying ways technology is adopted and modified by people in particular places, for example.
- It facilitates meaningful comparisons between places in different parts of the world—how the core-generated industrialization of agriculture shapes gender relations in households both in the core and the periphery, for example.

In short, the textbook is designed to focus on geographical processes and to provide an understanding of the interdependence among places and regions without losing sight of their individuality and uniqueness.

Several important themes are woven into each chapter, integrating them into the overall approach:



- the relationship between global processes and their local manifestations,
- the interdependence of people and places, especially the interactive relationships between core regions and peripheral regions,
- the continuing transformation of the political economy of the world system, and of nations, regions, cities, and localities,
- the social and cultural differences that are embedded in human geographies (especially the differences that relate to race, ethnicity, gender, age, and class).

## Chapter Organization

The organization of the book is innovative in several ways. First, the chapters are organized in such a way that the conceptual framework—why geography matters in a globalizing world—is laid out in Chapters 1 and 2 and then deployed in thematic chapters (Chapters 3 through 11). The concluding chapter, Chapter 12, provides a coherent summary of the main points of the text by showing how future geographies may unfold, given what is known about present geographical processes and trends. Second, the conceptual framework of the book requires the inclusion of two introductory chapters rather than the usual one. The first describes the basics of a geographic perspective; the second explains the value of the globalization approach.

Third, the distinctive chapter ordering within the book follows the logic of moving from less complex to more complex systems of human social and economic organization, always highlighting the interaction between people and the world around them. The first thematic chapter (Chapter 3) focuses on human population. Its early placement in the book reflects the central importance of people in understanding geography. Chapter 4 deals with the relationship between people and the environment as it is mediated by technology. This chapter capitalizes on the growing interest in environmental problems and establishes a central theme: that all human geographical issues are about how people negotiate their environment—whether the natural or the built environment. No other introductory human geography textbook includes such a chapter.

The chapter on nature, society, and technology is followed by Chapter 5 on cultural geography. The intention in positioning the cultural chapter here is to signal that culture is the primary medium through which people operate and understand their place in the world. In Chapter 6, the impact of cultural processes on the landscape is explored, together with the ways in which landscape shapes cultural processes.

In Chapter 7, the book begins the move toward more complex concepts and systems of human organization by concentrating on economic development. The focus of Chapter 8 is agriculture. The placement of agriculture after economic development reflects the overall emphasis on globalization. This chapter shows how processes of

globalization and economic development have led to the industrialization of agriculture at the expense of more traditional agricultural systems and practices.

The final three thematic chapters cover political geography (Chapter 9), urbanization (Chapter 10), and city structure (Chapter 11). Devoting two chapters to urban geography, rather than a more conventional single chapter, is an important indication of how globalization increasingly leads to urbanization of the world's people and places. The final chapter, on future geographies (Chapter 12), gives a sense of how a geographic perspective might be applied to the problems and opportunities to be faced in the twenty-first century.

## Features

To signal the freshness of the approach, the pedagogy of the book employs a unique cartography program, three different boxed features, “Visualizing Geography”, “Geography Matters”, and “Window on the World”, as well as more familiar pedagogical devices such as chapter overviews and end-of-chapter exercises.

**Geography Matters:** Geography Matters boxes examine one of the key concepts of the chapter, providing an extended example of its meaning and implications through both visual illustration and text. The Geography Matters features demonstrate to students that the focus of human geography is on real world problems.

**Visualizing Geography:** Visualizing Geography boxes treat key concepts of the chapter by using a photographic essay. This feature helps students recognize that the visual landscape contains readily accessible evidence about the impact of globalization on people and places.

**Window on the World:** Window on the World boxes take a key concept and explore its application in a particular location. This feature allows students to appreciate the relevance of geographic concepts to world events and brings far-flung places closer to their comprehension.

**Pedagogical Structure within Chapters:** Each chapter opens with a brief vignette that introduces the theme of the chapter and illustrates why a geographical approach is important. A list of the main points that will be covered in the chapter follows this vignette. Throughout each chapter, key terms are printed in boldface as they are introduced, with capsule definitions of the term in the margin of the same page. These key terms are listed alphabetically at the end of the chapter, together with their location in the text. Figures with extensive captions are provided to integrate illustration with text.

At the end of each chapter, there are five useful devices to help students review. First comes a chapter conclusion that summarizes the overarching themes and concepts of the chapter. Next the main points of the chapter are listed again, but this time they are expanded to include a summary of the text discussion of each main point. Then



there is a comprehensive list of key terms for the chapter, followed by a number of suggested additional readings on the topic of the chapter. Each chapter concludes with two sets of exercises, some Internet-based (On the Internet) and some more traditional (Unplugged). Both sets of exercises require students to put into practice several of the key concepts of a chapter.

## New to the Fourth Edition

The fourth edition of *Places and Regions in Global Context* represents a thorough revision. Every part of the book was examined carefully with the dual goals of keeping topics and data current and improving the clarity of the text and the graphics. The fourth edition of the book incorporates a comprehensive updating of all of the data, maps, photographs, and illustrative examples. In the text, we have added or expanded upon quite a few topics, including Geographic Information Systems; regional analysis and regionalization; landscape, sense of place, and place-making; globalization and core-periphery differences; the geography of HIV/AIDS; transnational migrants and internally displaced persons; the aging of the global population; the globalization of the environment and the human impacts of global climate change; sustainability; Jihad vs. McWorld; international trade, aid, and debt; flexible production systems; the global food system; genetically modified agricultural products and issues of hunger and malnutrition; urban agriculture; new geographies of war and peace; transnational governance; globalization and new citizenship forms and rights; technology and its impacts on culture; global environmental politics; globalization and uneven urban development; urban terrorism and bioterrorism; and sprawl and packaged landscapes in the polycentric metropolis. These changes are designed to ensure that we offer the most up-to-date coverage of the field of human geography.

The pedagogical structure of the chapters has not been modified in any substantial way over the third edition. The beginning of each chapter continues to feature a section on the main points that will be covered in the chapters. These main points are revisited at the end of each chapter to reinforce the most important points and themes from the chapter. All of the end-of-chapter exercises have been revised, and the web exercises and website have been significantly upgraded and expanded. Lastly, each chapter includes an updated list of suggested further readings.

## Supplements

The book includes a complete supplements program for both students and teachers.

### For the Student

**Study Guide** (0-13-154794-1) The study guide includes chapter notes, key terms, 8–10 review questions and

10–15 activities per chapter, and references the text-specific website throughout.

### Online Study Guide (<http://www.prenhall.com/knox>)

This innovative online resource center is keyed by chapter to the text. It provides key terms, chapter exercises, thematic exercises, mapping exercises, and additional Internet resources to support and enhance students' study of human geography.

### Rand McNally Atlas of World Geography (0-13-959339-X)

This atlas includes 126 pages of up-to-date regional maps and 20 pages of illustrated world information tables. It is available FREE when packaged with *Places and Regions in Global Context*. Please contact your local Prentice Hall representative for details.

## For the Instructor

### Instructor Resource Center on CD-ROM (0-13-154778-X)

The Instructor Resource Center on CD-ROM provides high-quality electronic versions of photos and illustrations from the book, as well as customizable PowerPoint lecture presentations, Classroom Response System questions in PowerPoint, and the Instructor's Manual and Test Item File in MS Word format. The CD-ROM includes all of the illustrations and photos from the text in 16-bit low-compression JPEG files. To further guarantee classroom projection quality, all images are manually adjusted for color, brightness, and contrast. For easy reference and identification, the images are organized by chapter.

**Instructor's Resource Manual** (0-13-154777-1) The Instructor's Resource Manual, intended as a resource for both new and experienced teachers, includes a variety of lecture outlines, additional source materials, teaching tips, advice on how to integrate visual supplements, answers to the end-of-chapter exercises, and various other ideas for the classroom.

**Test Bank** (0-13-154779-8) An extensive array of test questions accompanies the book. These questions are available in hard copy and also on disks formatted for Macintosh and Windows (0-13-154793-3).

**Overhead Transparencies** (0-13-154776-3) The transparencies feature 225 illustrations from the text, all enlarged for excellent classroom visibility.

## Conclusion

The idea for this book evolved from conversations between the authors and colleagues about how to teach human geography in colleges and universities. Our intent was to find a way not only to capture the exciting changes that are rewriting the world's landscapes and reorganizing the spatial relationships between people, but also to demonstrate convincingly why the study of geography matters. Our aim was to show why a geographical



imagination is important, how it can lead to an understanding the world and its constituent places and regions, and how it has practical relevance in many spheres of life.

The first edition of this book was written at the culmination of a significant period of reform in geographic education. One important outcome of this reform was the inclusion of geography as a core subject in Goals 2000: Educate America Act (Public Law 103–227). Another was the publication of a set of national geography standards for K–12 education (*Geography for Life*, published by National Geographic Research and Education for the American Geographical Society, the Association of American Geographers, the National Council for Geographic Education, and the National Geographic Society, 1994). This fourth edition builds on these reforms, offering a fresh and compelling approach to college-level geography.

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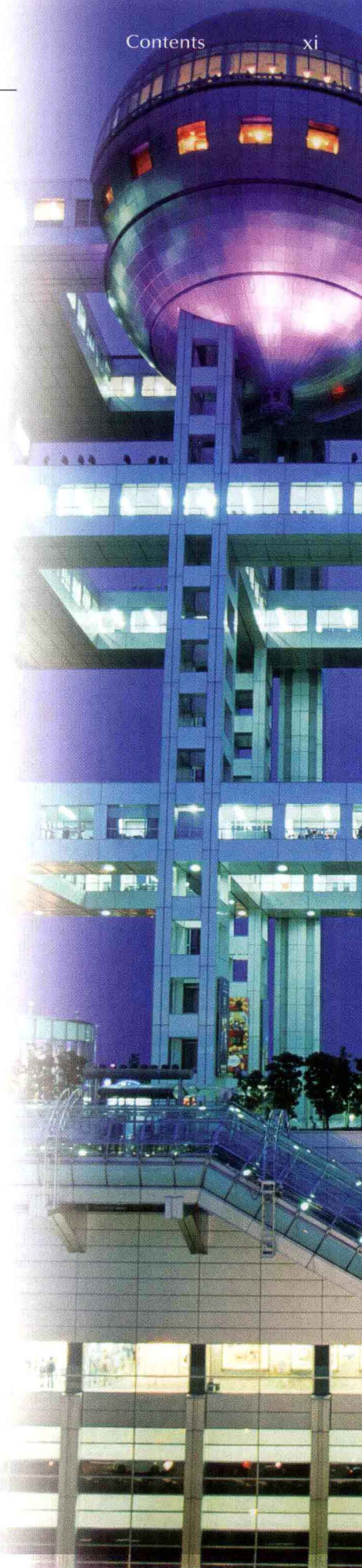
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