

Human Geography

places and regions in global context



Second
Canadian
Edition

Paul L. Knox
Sallie A. Marston
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Preface

A highly embroiled quarter, a network of streets that I had avoided for years, was disentangled at a single stroke when one day a person dear to me moved there. It was as if a searchlight set up at this person's window dissected the area with pencils of light.

Walter Benjamin, *One-Way Street and Other Writings*.
London: New Left Books, p. 85.

Most people have an understanding of what their own lives are like and some knowledge of their own areas—their neighbourhood, their city, their country. 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 in other societies or about the ways in which the lives of those people connect to our own.

The quotation from Walter Benjamin's book reminds us that in order to understand places, they must first be made meaningful to us. This book provides an introduction to human geography that will make places and regions meaningful. 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.

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.

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, the re-alignment of world powers, the upwelling of ethnic regionalisms on the heels of decolonization and the formation of new states, the physical restructuring of cities, the transformation of traditional agricultural practices throughout much of the world, and the emerging trend toward transnational political and economic organizations. The approach used in *Human Geography: 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 employs the concept of geographical scale and emphasizes the interdependence of both places and processes at different scales. In overall terms, this approach is designed to provide an understanding of relationships between the global and the local and the outcomes of these relationships. It follows that one of the chief organizing principles is how globalization frames the social and cultural construction of particular places and regions at various scales.

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—geography’s new focus on the social construction of spaces and places, for example.
- It makes for an easier connection 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 ethnicity, gender, age, and class)

The preparation of an adaptation of *Places and Regions in Global Context* for the Canadian audience provided both an exciting opportunity and a formidable challenge. The opportunity was to make the book’s exposition of the major themes of modern human geography more relevant to one particular audience—the Canadian one. The challenge was to do this without sacrificing the general approach, insight, and clarity of the original American text.

From the outset, it was clear that any worthwhile adaptation involved more than simply replacing a number of American examples with Canadian illustrations (for example, replacing Denver with Winnipeg, or Seattle with Vancouver). The reasons for this are obvious enough, but two can be highlighted here. First, since European contact, the country that we now call Canada has been developed according to a very different geographical set of principles than our neighbour to the south. This country’s spatial economy, articulated to facilitate the export of staple commodities, has produced a geography of heartland–hinterland dependencies that contrast with ones developed on the basis of local manufacture for a large domestic market. Second, because Canada’s population is made up of a far greater proportion of recent immigrants from a wider range of countries than is the population of the USA, it can be argued that Canada’s interest in world affairs is of a far different nature. Many Canadians, for example, view the geographic processes of globalization through the prism of their local connections with other parts of the world—and not, as in an American case, from the geopolitical perspective of a superpower.

Therefore, to make the book truly relevant for Canadians, it was felt that an adaptation must also address the major themes that are of importance

- in understanding this country’s geography
- in looking at the world from a Canadian perspective
- in interpreting this country’s role in global affairs

These are the goals of this adaptation, and to the extent that they are met successfully, they will also each show how Canadian geography illustrates, in its own particular and nuanced way, the general principles that inform the study of human geography.

The entire text of *Human Geography: Places and Regions in Global Context* was extensively revised in order to meet the goals of adaptation, and a considerable amount of new Canadian-focused material has been included. Additions of Canadian material occur throughout the volume, but the main additions and their locations can be listed as follows:

- The development of geography in Canada (Chapter 1)
- A Canadian perspective on the world-system model (Chapter 2)
- Canadian population and immigration (Chapter 3)
- A discussion of Canadian medical geography (also in Chapter 3)
- Vernacular architectural regions in Canada (Chapter 5)
- The many dimensions of Canadian language geography (Chapter 5)
- Aesthetics and the design of Canadian gardens (Chapter 6)
- Canadian malls, ethnic restaurants, and the creation of “place” (Chapter 6)
- The economic impact of tourism in Canada (Chapter 7)
- Canadian agricultural geography (Chapter 8)
- A discussion of political geography from Canada’s multicultural perspective (Chapter 9)
- Canada’s electoral geography (Chapter 9)
- The Canadian urban hierarchy and its evolution (Chapter 10)
- The distinctiveness of Canadian cities (Chapter 11)
- The development of urban planning in Canada (Chapter 11)

The second Canadian edition of *Human Geography: Places and Regions in a Global Context* provides a thorough revision of the entire text, in order to keep topics and data current and to improve the clarity of the text and the graphics. In addition, the following new topics of general interest have been included:

- Lefebvre’s theories of space (Chapter 1)
- Castells’ notion of the Information Age (Chapter 1)
- Religion and the environment (Chapter 4)
- Exploitation of the world’s fisheries (Chapter 4)
- Natural disasters (Chapter 4)
- Construction of gendered space (Chapter 5)
- Economic development and the environment (Chapter 7)
- The diets of hunter-gatherers (Chapter 8)
- Environmental security (Chapter 9)
- International debt relief (Chapter 12)
- The World Social Forum (Chapter 12)

This edition keeps to its goal of expanding on topics relevant in Canada today:

- Traditional Inuit methods of navigation (Chapter 1)
- Staples Theory (Chapter 2)
- Case studies of two Canadian immigrant groups (Chapter 3)
 - The Petworth Emigration Society (1832–1837)
 - The Somali refugee community in Toronto (1991–2005)
- Migrant farm workers (Chapter 3)
- Fisheries decline and the changing meaning of “place” in Atlantic Canada (Chapter 4)

- The geography of religion in Canada (Chapter 5)
- Multiculturalism (Chapter 5)
- Mad-cow disease (Chapter 8)
- The challenges of rural Canada (Chapter 8)
- Internet use in northern Canada (Chapter 12)

These additions are supported by the inclusion of many new photographs, diagrams, and over 20 new maps and graphics specially prepared for the Canadian adaptation.

The pedagogical structure of the text is unchanged since experience with previous editions has been very positive. The beginning of each chapter features a section on the main points, including those of relevance to a Canadian audience, 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 each chapter. All of the end-of-chapter exercises have been designed for Canadian students, and the Website has been specially adapted for a Canadian audience. Lastly, each chapter now includes Canadian material in its list of suggested further readings.

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: 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 to 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; two different boxed features, “Visualizing Geography” and “Geography Matters”; and more familiar pedagogical devices such as chapter overviews and end-of-chapter exercises.

Cartography: The signature projection is Buckminster Fuller's Dymaxion™ projection, which centres the globe on the Arctic Circle and arrays the continents around it. This projection helps illustrate the global theme of the book because no one continent commands a central position over and above any other. (*Source:* The word Dymaxion and the Fuller Projection Dymaxion™ Map design are trademarks of the Buckminster Fuller Institute, Santa Barbara, California, ©1938, 1967 & 1992. All rights reserved.)

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 highlight key concepts of the chapter with 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.

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, together with their location in the text, at the end of the chapter, and are compiled in the Glossary at the end of 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.

Supplements

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

For the Student

Companion Website (www.pearsoned.ca/knox): This innovative online resource centre is keyed by chapter to the text. It provides key terms, chapter exercises, thematic exercises, and additional Internet resources to support and enhance students' study of human geography. The Website also offers instructors access to Syllabus Manager, Pearson Education's online syllabus creation and management tool.

For the Instructor

Instructor's Resource CD-ROM (IRCD) (0-13-204455-2): All the supplements that instructors need to teach and test their students are now available in one easy-to-access CD-ROM. Instructors can view the supplement on their computers or print them out.

Included on the Instructor's Resource CD-ROM:

Instructor's Resource Manual: 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 Generator: An extensive array of test questions accompanies the book. These questions are available on the IRCD and are compatible with Windows and Macintosh operating systems.

PowerPoint® Lecture Slides: The PowerPoint lecture slides include selected illustrations, maps, figures, and tables from the text.

Image Library: The Image Library will include selected illustrations, maps, figures, and tables from the text. The digital images will be available in PowerPoint.

CBC Videos (VHS—0-13-201679-6; DVD—0-13-230543-7): A one-hour video has been prepared to support this textbook. It features extracts from five CBC programs that examine the emigration of South African doctors to northern British Columbia, the future of Inuktitut as a living language, pollution from the Teck Cominco smelter in Trail, BC, the future of proportional representation in Canada, and garbage disposal in Nova Scotia. Of relevance to Chapters 3, 5, 7, 9, and 11, respectively, each video extract is supported by a video summary, study questions, and list of further resources, which have been placed at the end of the relevant chapters.

U.S. Supplements Offered

Instructor's Supplements:

- **Transparencies**
—Contains 150 full-colour acetates of figures from the US third edition text.
- **Slides**
—Contains 150 slides of photographs from the US third edition text.

Student Supplement:

- **GeoTutor: Building Geographic Literacy, First Edition (0-13-080644-7):** GeoTutor builds on the strengths of the text *Building Geographic Literacy* by Charles A. Stansfield, Jr., and augments these strengths by using **digital media** to make the approach truly interactive. Further, GeoTutor emphasizes geographical concepts that students can use to increase their understanding of topics not specifically covered in the tutorials. The CD is augmented by a **dedicated Website** that provides constant updates to the materials on the CD.

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 convincingly demonstrate why the study of geography matters. Our aim was to show why a geographical imagination is important, how it can lead to an understanding of the world and its constituent places and regions, and how it has practical relevance in many spheres of life.

This adaptation now reinterprets these aims from a Canadian perspective by showing the relevance of a geographical imagination constituted in Canadian

terms, and how a clearer understanding of geography is essential in order to comprehend not only the effects of global change on Canada but also this country's role in the world.

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Paul L. Knox
Sallie A. Marston
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Paul Knox received his Ph.D. in Geography from the University of Sheffield, England. In 1985, after teaching in the United Kingdom for several years, he moved to the United States to take up a position as professor of urban affairs and planning at Virginia Tech. His teaching centers on urban and regional development, with an emphasis on comparative study. In 1989, he received a university award for teaching excellence. He has written several books on aspects of economic geography, social geography, and urbanization. He serves on the editorial board of several scientific journals and is co-editor on a series of books on World Cities. In 1996, he was appointed to the position of University Distinguished Professor at Virginia Tech, where he currently serves as dean of the College of Architecture and Urban Studies.



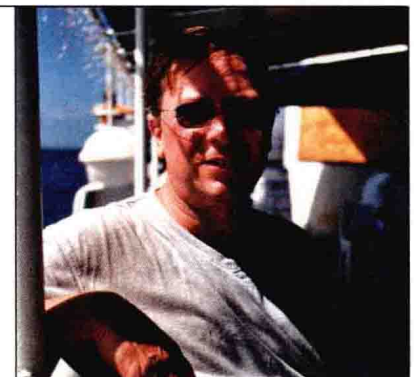
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Sallie Marston received her Ph.D. in Geography from the University of Colorado, Boulder. She has been a faculty member at the University of Arizona since 1986. Her teaching focuses on the historical, social, and cultural aspects of American urbanization, with particular emphasis on race, class, gender, and ethnicity issues. She received the College of Social and Behavioral Sciences Outstanding Teaching Award in 1989. She is the author of numerous journal articles and book chapters and serves on the editorial board of several scientific journals. In 1994 and 1995, she served as Interim Director of Women's Studies and the Southwest Institute for Research on Women. She is currently a professor in, and serves as head of, the Department of Geography and Regional Development.



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A Great Way to Learn and Instruct Online

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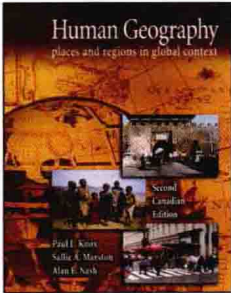
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Human Geography: Places and Regions in Global Context,
Second Canadian Edition, by Knox, Marston, and Nash



The CW for the second Canadian edition has been thoroughly revised and updated.

Student Resources

This online study guide provide students with tools for learning course material. Each chapter includes:

- Chapter Objectives
- Quizzes
- Weblinks
- Critical-Thinking Questions
- Chapter Review
- Thinking Spatially

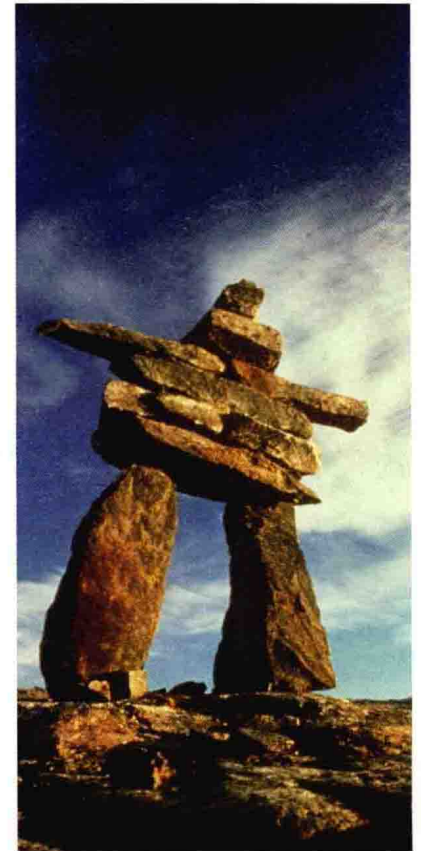
In the quiz modules students can send answers to the grader and receive instant feedback on their progress through the Results Reporter. Coaching comments and references to the textbook may be available to ensure that students take advantage of all available resources to enhance their learning experience.

Instructor Resources on the Online Catalogue

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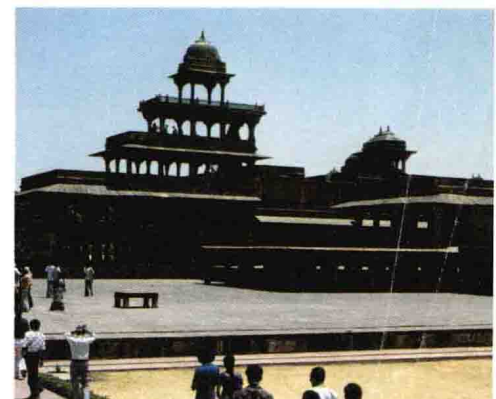
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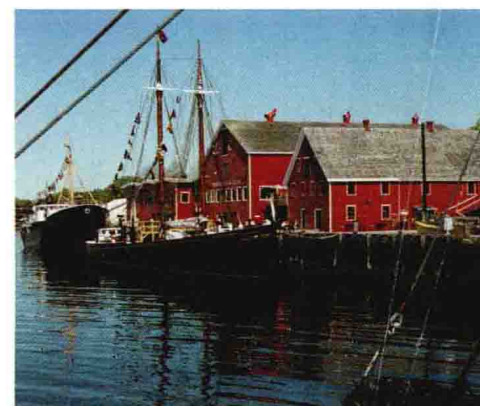
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