

THE CULTURAL LANDSCAPE



AN INTRODUCTION TO  
HUMAN GEOGRAPHY

*Fifth Edition*

JAMES M. RUBENSTEIN

**THE CULTURAL LANDSCAPE**

AN INTRODUCTION TO

HUMAN  
GEOGRAPHY



Library of Congress Cataloging-in-Publication Data

Rubenstein, James M.

The cultural landscape: an introduction to human geography /

James M. Rubenstein. — 5th ed.

p. cm.

Includes bibliographical references and indexes.

ISBN 0-13-386418-9

I. Human geography. I. Title.

GF41.R82 1996

304.2—dc20

95-24280

CIP

**Acquisition editor:** Ray Henderson  
**Editor-in-chief:** Paul Corey  
**Production editor:** Edward Thomas  
**Development editor:** Fred Schroyer  
**Editor-in-chief of development:** Ray Mullaney  
**Marketing manager:** Leslie Cavaliere  
**Director of production and manufacturing:** David W. Riccardi  
**Managing editor:** Kathleen Schiaparelli  
**Supplements editor:** Wendy Rivers  
**Manufacturing buyer:** Trudy Pisciotti  
**Creative director:** Paula Maylahn  
**Art director:** Heather Scott  
**Text and cover designer:** Patrice Fodero  
**Page layout and text composition:** Molly Pike Riccardi/Lido Graphics  
**Art manager:** Patrice Van Acker  
**Photo editor:** Melinda Reo  
**Photo research:** Terri Stratford  
**Editorial assistant:** Pamela Holland-Moritz  
**Art studio:** Maryland Cartographics  
**Copy editor:** Margo Quinto  
**Cover photo:** Gary Brettnacher/Tony Stone Images

Additional photograph credits: World map used on chapter openings is provided courtesy of The Granger Collection. The world photo used in starburst logo is provided courtesy of NASA. The 13 images that appear in the People, Places, and Change boxes are provided courtesy of the B.B.C., The Open University, and the Annenberg/C.P.B.



©1996 by Prentice-Hall, Inc.

Simon & Schuster/A Viacom Company

Upper Saddle River, New Jersey 07458

Previous editions ©1994, 1992, 1989, and 1983 by McMillan Publishing Company.

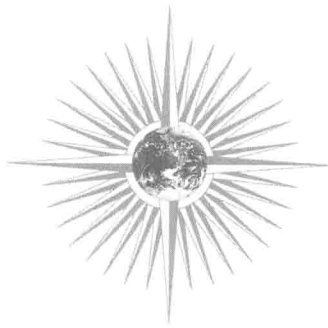
All rights reserved. No part of this book may be reproduced, in any form or by any means, without permission in writing from the publisher.

Printed in the United States of America

10 9 8 7 6 5 4 3

**ISBN 0-13-386418-9**

Prentice-Hall International (UK) Limited, *London*  
Prentice-Hall of Australia Pty. Limited, *Sydney*  
Prentice-Hall Canada Inc., *Toronto*  
Prentice-Hall Hispanoamericana, S.A., *Mexico*  
Prentice-Hall of India Private Limited, *New Delhi*  
Prentice-Hall of Japan, Inc., *Tokyo*  
Simon & Schuster Asia Pte. Ltd., *Singapore*  
Editora Prentice-Hall do Brasil, Ltda., *Rio de Janeiro*



# PREFACE

What is geography? Geography is the study of where things are located on Earth's surface and the reasons for the location. The word *geography*, invented by the ancient Greek scholar Eratosthenes, is based on two Greek words. Geo means "Earth," and *graphy* means "to write." Geographers ask three simple questions: Where? Why? and So what? Where are people and activities located across Earth's surface? Why are they located in particular places? What is the significance of the distribution?

## Geography as a Social Science

Recent world events lend a sense of urgency to geographic inquiry. Geography's spatial perspectives help relate political unrest in Eastern Europe, the Middle East, and other regions to the spatial distributions of cultural features such as languages and religions, demographic patterns such as population growth and migration, and natural resources such as energy and food supply.

Does the world face an overpopulation crisis? Geographers study population problems by comparing the arrangements of human organizations and natural resources across Earth. Given these spatial distributions, geographers conclude that some locations may have more people than can be provided for, whereas other places may be underpopulated.

Similarly, geographers examine the prospects for an energy crisis by relating the spatial distributions of energy sources and consumption. Geographers find that the users of energy are located in places with different social, economic, and political institutions than the producers of energy. Geographers seek first to describe the distribution of features such as the production and consumption of energy and then to ex-

plain the relationships between these distributions and other human and physical phenomena.

The main purpose of this book is to introduce students to the study of geography as a social science by emphasizing the relevance of geographic concepts to human problems. It is intended for use in college-level introductory human or cultural geography courses. The book is written for students who have not previously taken a college-level geography course and have had little, if any, geography in high school.

## Divisions within Geography

Because geography is a broad subject, some specialization is inevitable. At the same time, one of geography's strengths is its diversity of approaches. Rather than being forced to adhere rigorously to established disciplinary laws, geographers can combine a variety of methods and approaches. This tradition stimulates innovative thinking, although students who are looking for a series of ironclad laws to memorize may be disappointed.

***Human versus Physical Geography.*** Geography is both a physical and a social science. When geography concentrates on the distribution of physical features, such as climate, soil, and vegetation, it is a natural science. When it studies cultural features, such as language, industries, and cities, geography is a social science. This division is reflected in some colleges, where physical geography courses may carry natural science credit, and human and cultural geography courses carry social science credit.

While this book is concerned with geography from a social science perspective, one of the dis-

tinctive features of geography is its use of physical science concepts to help understand human behavior. The distinction between physical and human geography reflects differences in emphasis, not an absolute separation.

**Topical versus Regional Approach.** Geographers face a choice between a topical and a regional approach. The topical approach, which is used in this book, starts by identifying a set of important cultural issues to be studied, such as population growth, political disputes, and economic restructuring. Geographers using the topical approach examine the location of different aspects of the topic, the reasons for the observed pattern, and the significance of the distribution.

The alternative approach is regional. Regional geographers start by selecting a portion of Earth and studying the environment, people, and activities within the area. The regional geography approach is used in courses on Europe, Africa, Asia, and other areas of the world. Although this book is organized by topics, geography students should be aware of the location of places in the world. A separate index section lists the book's maps by location. One indispensable aid in the study of regions is an atlas, which can also be used to find unfamiliar places that may pop up in the news.

**Descriptive versus Systematic Method.** Whether using a topical or a regional approach, geographers can select either a descriptive or a systematic method. Again, the distinction is one of emphasis, not an absolute separation. The descriptive method emphasizes the collection of a variety of details about a particular location. This method has been used primarily by regional geographers to illustrate the uniqueness of a particular location on Earth's surface. The systematic method emphasizes the identification of several basic theories or techniques developed by geographers to explain the distribution of activities.

This book uses both the descriptive and systematic methods because total dependence on either approach is unsatisfactory. An entirely descriptive book would contain a large collection of individual examples not organized into a unified structure. A completely systematic approach suffers because some of the theories and techniques are so abstract that they lack meaning for the student. Geographers who de-

pend only on the systematic approach may have difficulty explaining important contemporary issues.

## Features

This book is sensitive to the study needs of students. Each chapter is clearly structured to help students understand the material and effectively review from the book.

**Outline.** The book discusses the following main topics:

- **What basic concepts do geographers use?** Chapter 1 provides an introduction to basic geographic concepts, as well as a brief summary of the development of the science of geography. Geographers employ several concepts to describe the distribution of people and activities across Earth, to explain reasons underlying the observed distribution, and to understand the significance of the arrangements.
- **Where are people located in the world?** Chapters 2 and 3 examine the distribution and growth of the world's population, as well as the movement of people from one place to another. Why do some places on Earth contain large numbers of people or attract newcomers while other places are sparsely inhabited?
- **How are different cultural groups distributed?** Chapters 4 through 7 analyze the distribution of different cultural traits and beliefs and the problems that result from those spatial patterns. Important cultural features include political systems, languages, religions, and daily customs, such as the choice of food, clothing, shelter, and leisure activities. Geographers look for similarities and differences in the cultural features at different places, the reasons for their distribution, and the importance of these differences for world peace.
- **How do people earn a living in different parts of the world?** Human survival depends on acquiring an adequate food supply. One of the most significant distinctions in the world is whether people produce their food directly from the land or buy it with money earned by performing nonagricultural types of work. Chapters 8 through 12 look at these ways of earning a living. These chapters describe the

economic activities people undertake in different regions of the world and the factors that account for the distribution of agriculture, industry, and services. Chapter 12 and a portion of Chapter 11 concentrate on cities, the centers for economic as well as cultural activities.

- **What problems result from using Earth's resources?** The final chapter is devoted to a study of three issues related to the use of Earth's natural resources: energy, pollution, and food supply. Geographers recognize that cultural problems result from the depletion, destruction, and inefficient use of the world's natural resources.

**Chapter Organization.** Each chapter is organized with these study aids:

- **Case Study.** Each chapter opens with a case study that illustrates some of the key concepts presented in the text. The case studies are generally drawn from news events or from daily experiences familiar to residents of North America.
- **Key Issues.** Each chapter contains a set of three or four key issues around which the chapter material is organized. These questions reappear as major headings within the chapter.
- **Key Terms.** The key terms in each chapter are indicated in bold type when they are introduced. These terms are also defined at the end of each chapter.
- **Geography in Action Box.** Each chapter has a one- or two-page box that explores in depth a particular topic related to the subject of the chapter. The Geography in Action boxes relate principles and concepts to applied, practical issues.
- **Summary.** The key issues are repeated at the end of the chapter with a brief review of the important concepts covered in detail in the text.
- **Case Study Revisited.** Additional information related to the chapter's case study may be used to reinforce some of the main points.
- **Thinking Geographically.** This section offers five questions based on concepts and themes developed in the chapter. The questions help students apply geographic concepts to explore issues more intensively.
- **Further Readings.** A list of books and articles is provided for students who wish to study the subject further.

- **People, Places, and Change Box.** Each chapter concludes with an excerpt from a video series on human geography being prepared by the Corporation for Public Broadcasting and the Annenberg Project in conjunction with the British Broadcasting Corporation and the Open University, based in England. These videos will play on some Public Broadcasting System stations and will be available for instructors to show in classrooms.

**Appendix.** A special appendix on scale and major projections enhances the discussion of the subject in Chapter 1 of the text. We are grateful to Phillip C. Muehrcke, Professor of Geography at the University of Wisconsin-Madison, and former president of the American Cartographic Association, for his clear explanation of the subject.

#### **Ancillaries Materials: Annenberg/CPB Video Series**

We are pleased to announce that this text has been selected as the companion text for a new video series co-produced by Annenberg/CPB, The Open University, and the BBC. *Human Geography: People Places and Change* provides on-location footage from all over the globe. The series contains eleven professionally produced tapes which average 30 minutes in length. This edition contains optional boxes referring to appropriate segments from the series. The tapes may be purchased at low cost directly from Annenberg/CPB by phoning (800)-LEARNER. Complementary copies of video tapes and a comprehensive *Annenberg Series Faculty Guide* are available free to qualified adopters. An *Annenberg Series Student Guide* will also be available at low cost for courses that intend to maximize use of the video. For information about these or the supplements listed below, please contact your local Prentice Hall representative.

- Study Guide (0-13-459504-1)
- Instructor's Resource Manual (0-13-392465-3)
- Slide Set (0-13-393463-2)
- Acetate Transparencies (0-13-392754-7)
- Test Item File (0-13-392523-4)
- IBM Test Manager (0-13-393448-9)
- Mac Test Manager (0-13-393455-1)
- New York Times Geography Supplement

## Suggestions for Use

This book can be used in an introductory human or cultural geography course that extends over one semester, one quarter, or two quarters. An instructor in a one-semester course could devote one week to each of the chapters, leaving time for examinations.

In a one-quarter course, the instructor might need to omit some of the book's material. A course with more of a cultural orientation could include Chapters 1 through 8, plus Chapter 13. If the course has more of an economic orientation, then the appropriate chapters would be 1 through 3 and 7 through 12, or if time permits, 13.

A two-quarter course could be organized around the culturally oriented Chapters 1 through 7 during the first quarter and the more economically oriented Chapters 8 through 13 during the second quarter. Topics of particular interest to the instructor or students could be discussed for more than one week.

## Changes

Until the late 1980s, geography textbooks were revised infrequently. Thematic concepts seemed timeless, and world economic and political structures static. During the 1990s, the rapid rate of world changes can make geography texts seem outdated quickly.

A few years ago, geography books had to cope with the creation of two dozen new countries in a couple of years, primarily as the result of the fall of communism in Eastern Europe and the resulting breakup of the Soviet Union, Yugoslavia, and Czechoslovakia. Until recently, geographers could delineate the boundaries of the new countries, but they possessed few statistics about these new countries' peoples and economies. As more data become available, geographers are able to understand the deep cultural and economic differences underlying the pressures to create new countries.

Material once central to a human geography course is now relegated to historical geography: the Soviet Union no longer exists, and South Africa no longer practices apartheid. In a rapidly changing world, an introductory human geography text must decide how much history to retain. This book retains maps of the former Soviet Union and segregated South Africa. Overall, the book probably

contains more examples of history than many students prefer and less than many instructors prefer.

Geographic changes in the mid-1990s are less visible on world maps than the delineation of new countries, but they have more profound impacts on our culture, economy, and environment. This edition of the book is organized around a tension between two important themes in the 1990s—globalization and cultural diversity. In many respects we are living in a more unified world economically, culturally, and environmentally. The actions of a particular corporation or country affect people around the world. At the same time, people are taking deliberate steps to retain distinctive cultural identities. They are preserving little-used languages and fighting fiercely to protect their religions.

An important change in this edition is the allocation of more space to the service sector of the economy. Two-thirds of North Americans work in the services, but this sector of the economy receives minimal treatment in introductory (or even intermediate-level) geography books. Part of the problem in introducing this material at the introductory level is that geographers have not settled upon an authoritative typology. This book adopts a format used by the United Nations of dividing services into five types—transport (along with communication and utility) services, producer services, retail and wholesale services, consumer services, and government services. It is hoped that, by giving service the position of prominence it deserves, this book can contribute to the development of a widely accepted geographic framework.

Critical to delivery of up-to-date information is minimizing the time between completion of changes in the text and maps and distribution of the printed book. For example, maps incorporate data published by the Encyclopaedia Britannica in May 1995. This edition reflects world changes through mid-June 1995, and copies of the book were available in some bookstores by August 1995.

Maps have also been added to reinforce the tension between globalization and cultural diversity. For example, maps have been added to illustrate transnational corporations and the changing hierarchies of cities in the world and within the United States according to the type of services they perform. Increasing cultural diversity is represented in new maps of Fez and Ho Chi Minh City, immigration to the

United States from Latin America and from Asia, immigration of African-Americans within the United States, and differences in population characteristics among six U.S. communities. Charts have been added to illustrate such points as changes over time, sources of migrants to the United States, relative size of world languages and language families, distribution of energy reserves, divergence between Malthus's theory of overpopulation and contemporary reality, and relationship between a country's income and level of pollution.

In the past, maps were drawn to illustrate only a narrow or precise idea. But maps have been redrawn to include information of interest to the reader that may not be absolutely central to the map's precise purpose.

Finally, given the enormous amount of material now available electronically, through CD-ROM, networking, and so on, why should an instructor continue to make students buy an expensive textbook? In the computer age, is a textbook an anachronism? A book is a slow way to communicate: by the time this book is in your hands, something in it will be outdated, perhaps a new war, peace treaty, or United Nations member.

The information superhighway is filled with information that can be retrieved quickly, but the information is poorly organized and written. In contrast, a high-quality book is crafted carefully by the author, editors, and publishers. For example, the author rewrote this sentence five times to convey a precise meaning. Editors then change many of the words and punctuation to assure that the author's intended meaning is successfully communicated. A book allows an author to lay out a more careful and clear route to explanation and understanding than is possible electronically. For now, computers are tools for retrieval of facts and for advanced analysis, but they cannot yet compete with books in explaining a discipline's basic concepts and themes.

## Acknowledgments

The successful completion of a book like this requires the contribution of many people. I gratefully acknowledge the help I received.

A number of people reviewed portions of the manuscript at various stages in the revision process and offered excellent suggestions. These reviewers included:

- Arthur Steele Becker, University of Nebraska at Kearney
- Henry W. Bullamore, Frostburg State University
- Satish K. Davgun, Bemidji State University
- Fiona M. Davidson, University of Arkansas
- Paul B. Frederic, University of Maine at Farmington
- Douglas Heffington, Middle Tennessee State University
- William C. Jameson, University of Central Arkansas
- John C. Lowe, George Washington University
- John Milbauer, Northeastern University
- Roger Miller, University of Minnesota
- Woodrow W. Nichols, Jr., North Carolina Central University
- Thomas M. Orf, Prestonsburg Community College
- Yda Schreuder, University of Delaware
- Paul Shott, Plymouth State College
- Gerald R. Webster, University of Alabama

This book was produced shortly after Macmillan Publishing Company and Prentice Hall Publishing Company completed a merger that has created the country's dominant publisher of geography books. From the author's perspective, the transition has been seamless and invigorating. Ray Henderson, geography editor for the combined company, is filled with fresh, new ideas for nudging the book and the company's entire geography program into the multimedia age. Ed Thomas has been a sensitive, articulate production editor, who kept the project flowing smoothly. Ray Mullaney, editor-in-chief in charge of development, set up a clear timetable that we have all been able to meet. Paul Corey, once geography editor at Macmillan, and now editor-in-chief of the combined company, has maintained a strategic interest in this book, which he was instrumental in nursing to success in the past. This edition benefited enormously from work done by the development editor Fred Schroyer, who has a natural science background. Fred brought a fresh perspective to the book's social science framework and strengthened both the natural science material, such as in Chapter 13, and the integration of natural and social sciences, which is at the core of geography. Other dedicated people at Prentice Hall deserve thanks, especially the design directors—Paula Maylahn and Heather Scott.

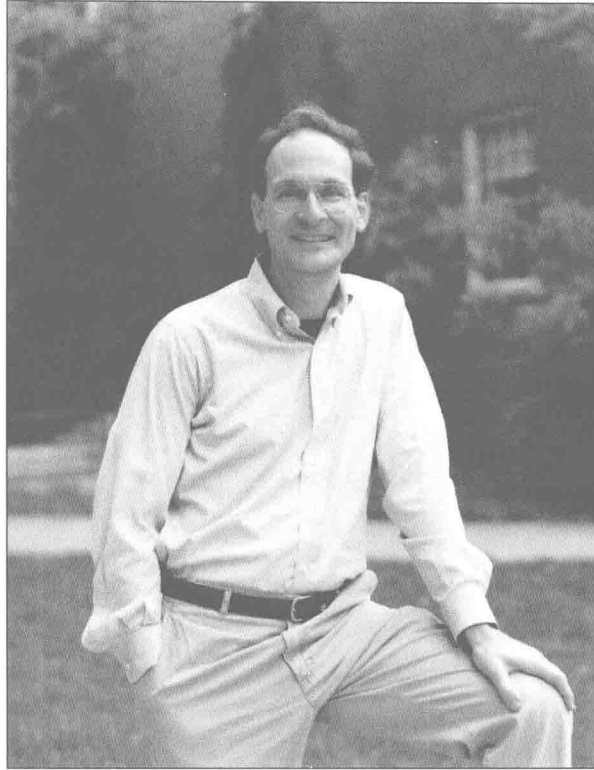


Outside Prentice Hall, the production staff at Maryland CartoGraphics, under the leadership of John Radziszewski, continue to produce outstanding maps and line drawings for this book. For speed, accuracy, and attractiveness they continue to set the standard in introductory geography texts. Terri Stratford produced an outstanding collection of photographs, and Molly Pike Riccardi of Lido Graphics did a fantastic job with page design. At Miami University, I especially want to thank Andrew Johns for his dedicated work over a two-year period assisting with the development of

fresh material for this edition; the two-year life of this edition coincides with Andy's two years of service in the Peace Corps in Chile. Thanks also for the help from other Miami students, including Kelly Cooney, Kenneth Guttman, Kevin Leeson, and Nicole Monroe.

Finally, I thank my introductory geography students and my family for all of their support over the years. I would like to dedicate this book to my wife, Bernadette Unger, who, as a city planner, does an outstanding job of practicing what I preach.

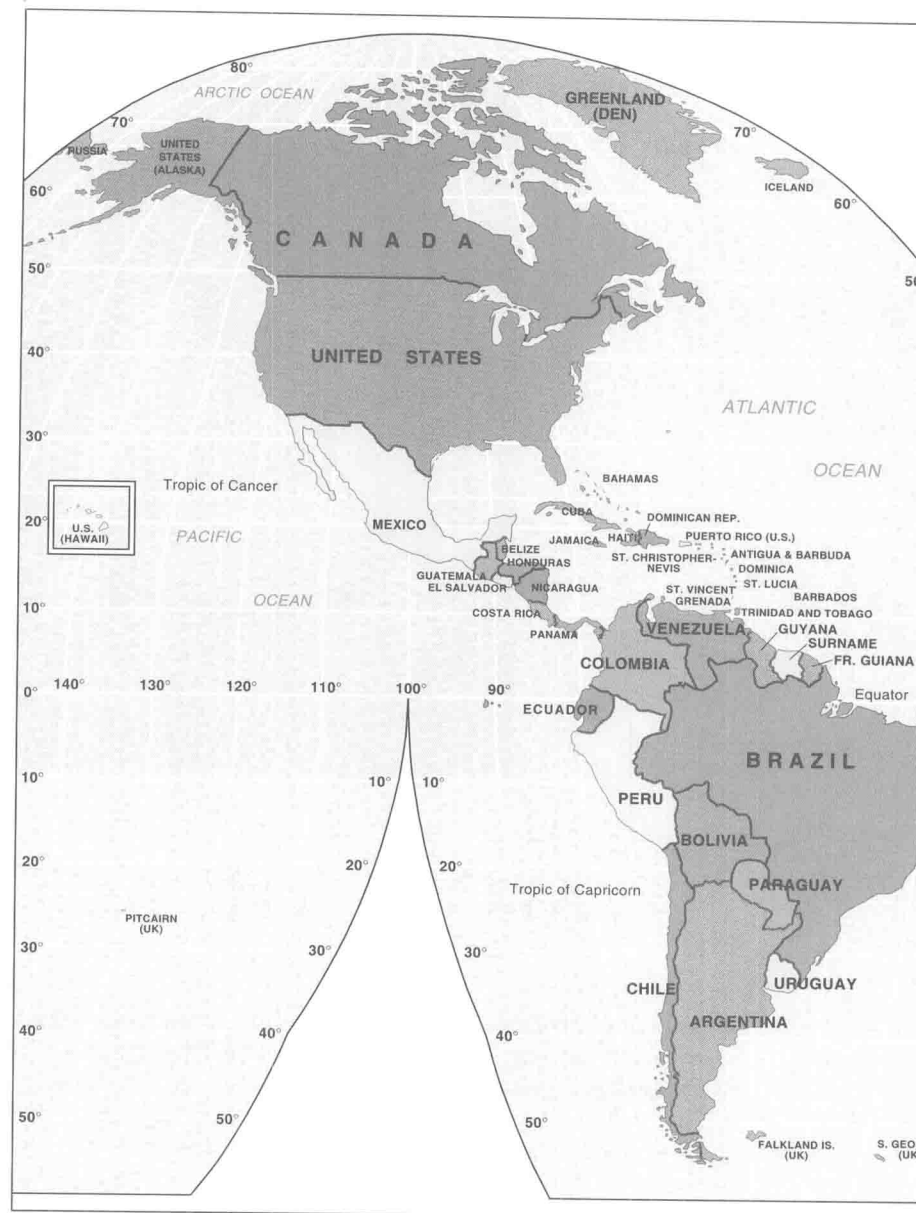
James Rubenstein  
Oxford, Ohio



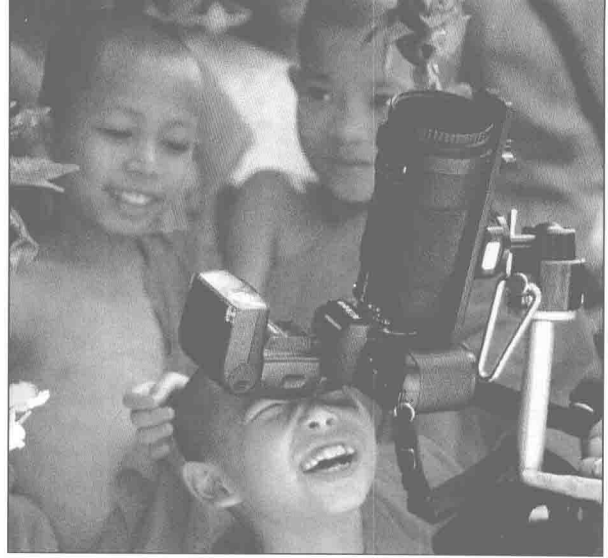
## ABOUT THE AUTHOR

Dr. James M. Rubenstein received his Ph.D. from Johns Hopkins University in 1975. His dissertation on French urban planning was later developed into a book entitled **The French New Towns** (Johns Hopkins University Press). In 1976 he joined the faculty at Miami University, where he is currently Professor of Geography. Besides teaching courses on Urban and Human Geography and writing textbooks, Dr. Rubenstein also conducts research in the automotive industry and has a recently published book on the subject entitled **The Changing U.S. Auto Industry: A Geographical Analysis** (Routledge). Originally from Baltimore, he is an avid Orioles fan and follows college lacrosse.

The world map at right reveals one of the most significant elements of the cultural landscape—the political boundaries that separate its five billion inhabitants. The numerous states range in size from Russia, which occupies one-sixth of the world's land area, to microstates such as Singapore, Malta, or Grenada. The names of these states evoke images of different environments, peoples, cultures, and levels of well-being. However, the political boundaries are only one of the many patterns that geographers observe across the earth's surface. Geographers study the distribution of a wide variety of cultural and environmental features—social customs, agricultural patterns, the use of resources—many of which transcend political boundaries. As scientists, geographers also try to explain why we can observe these patterns on the landscape. The facing map and chapters that follow are intended to begin the student on a journey toward understanding our exciting and complex world.



# CONTENTS



**Preface** xiii

**About the Author** xix

1

**BASIC CONCEPTS** 3

**CASE STUDY**

**Where is Miami?** 4

**KEY ISSUE 1**

**How Do Geographers Answer the “Where”  
Question?** 5

Maps: Scale Models That Show Where Something Is 6  
• How Geography Grew as a Science by Answering  
“Where?” 10 • Location: Where Something Is 14

**KEY ISSUE 2**

**How Do Geographers Answer the “Why”  
Question?** 20

Regional Analysis 20 • Spatial Analysis 29 •

**KEY ISSUE 3**

**How Do Geographers Explain the Significance of  
Geographic Patterns?** 36

Globalization of Culture 36 • Globalization of  
Economy 38 • Our Global Environment 40

Summary 48

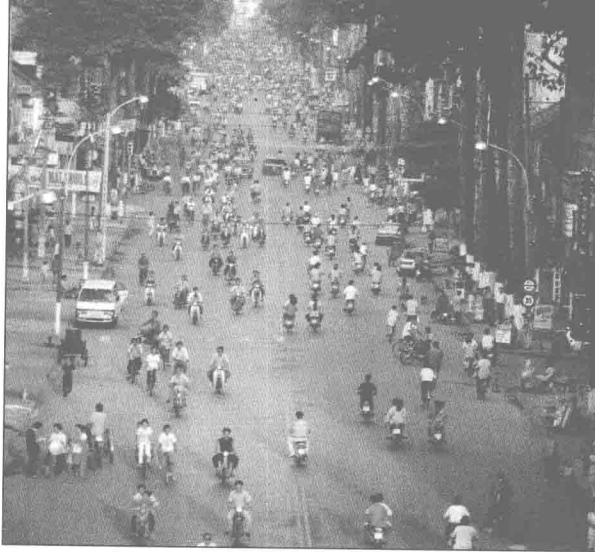
Case Study Revisited 49

Key Terms 50

Thinking Geographically 52

Further Reading 52

People, Places, and Change 55



2

## POPULATION 57

### CASE STUDY

#### **Population and Growth in India 58**

### KEY ISSUE 1

#### **How Is the World's Population Distributed? 59**

Population Concentration 59 • Sparsely Populated Regions 63 • Measuring How Population Changes 70

### KEY ISSUE 2

#### **How Has the World's Population Increased? 68**

Three Revolutions That Increased World Population 69  
• Measuring How Population Changes 70

### KEY ISSUE 3

#### **Why Is Population Increasing at Different Rates in Different Countries? 75**

The Demographic Transition 76 • Population Pyramids 79 • Countries in Different Stages of Demographic Transition 82 • Demographic Transition and World Population Growth 85

### KEY ISSUE 4

#### **Does the World Face an Overpopulation Problem? 86**

Malthus on Overpopulation 86 • Debate Over How to Reduce Natural Increase 88

Summary 90

Case Study Revisited 91

Key Terms 94

Thinking Geographically 95

Further Readings 95

People, Places, and Change 97



3

## MIGRATION 99

### CASE STUDY

#### **Migrating in Somalia 100**

### KEY ISSUE 1

#### **Why Do People Migrate? 101**

Push Factors 102 • Pull Factors 104 • Intervening Obstacles 106 • International and Internal Migration 106

### KEY ISSUE 2

#### **Why Do People Voluntarily Emigrate from a Country? 109**

European Emigration to the United States 109 • Changes in U.S. Immigration Policy 112 • Guest Workers 118

### KEY ISSUE 3

#### **Why Do People Migrate Within a Country? 120**

Migration Between Regions of a Country 121 • Migration Within One Region 127

### KEY ISSUE 4

#### **Why Are People Forced to Emigrate from a Country? 129**

Slavery 129 • Political Instability 131

Summary 138

Case Study Revisited 139

Key Terms 141

Thinking Geographically 142

Further Readings 142

People, Places, and Change 145



4

LANGUAGE 147

CASE STUDY

**French and Spanish in the United States and Canada** 148

KEY ISSUE 1

**How Did the English Language Originate and Diffuse?** 149

Development of English 149 • Other Germanic Languages 153

KEY ISSUE 2

**How Is English Related to Languages Spoken Elsewhere in the World?** 156

Romance Language Branch 156 • Other Indo-European Language Branches 162 • Search for the Indo-European Hearth 167

KEY ISSUE 3

What Is the Spatial Distribution of Other Language Families? 169 • Asian Language Families 170 • African Language Families 173

KEY ISSUE 4

**Why Do People Living in Different Locations Speak English Differently?** 176

Development of Dialects in English 176 • Global Dominance of English 183

Summary 184

Case Study Revisited 185

Key Terms 188

Thinking Geographically 189

Further Readings 189

People, Places, and Change 191



5

RELIGION 193

CASE STUDY

**Conflict in the Middle East** 194

KEY ISSUE 1

**How Are Religions Distributed?** 195

Universalizing Religions 195 • Ethnic Religions 208

KEY ISSUE 2

**How Do Religions Organize Space?** 212

Incorporation of National Events 212 • Sacred Space 215 • Administration of Space 220

KEY ISSUE 3

**What is the Impact of Religion on the Landscape?** 222

Sacred Structures 222 • Use of the Land 224

KEY ISSUE 4

**What Territorial Conflicts Arise Because of Religion?** 226

Religion and Social Change 226 • Wars between Religious Groups 228

Summary 238

Case Study Revisited 238

Key Terms 241

Thinking Geographically 241

Further Readings 242

People, Places, and Change 243



6

## SOCIAL CUSTOMS ON THE LANDSCAPE 245

### CASE STUDY

**The Aboriginal Artists of Australia at Lincoln Center 246**

### KEY ISSUE 1

**How Do Social Customs Originate and Diffuse? 247**

Origin of Folk and Popular Customs 247 • Diffusion of Folk and Popular Customs 249

### KEY ISSUE 2

**What factors Create Unique Folk Regions? 254**

Isolation Promotes Cultural Diversity 254 • Influence of the Physical Environment 255 • Folk Housing 255

### KEY ISSUE 3

**What Factors Influence the Distribution of Popular Customs? 262**

Diffusion of Popular Housing, Clothing, and Food 262 • Importance of Television 271

### KEY ISSUE 4

**What Problems Result from Worldwide Convergence of Popular Customs? 274**

Threat to Folk Customs 274 • Environmental Impact of Popular Customs 276

Summary 280

Case Study Revisited 281

Key Terms 282

Thinking Geographically 282

Further Readings 282

People, Places, and Change 285



7

## POLITICAL GEOGRAPHY 287

### CASE STUDY

**Changing Borders in Europe 288**

### KEY ISSUE 1

**What is the Difference between a State and a Nation? 289**

What Makes a State (Country)? 289 • What Makes a Nation? 298

### KEY ISSUE 2

**How Are Boundaries Drawn Between States? 303**

Shapes of States 303 • Types of Boundaries 308

### KEY ISSUE 3

**What Problems Result When Nations and States Do Not Have the Same Boundaries? 312**

One State with More Than One Nationality 312 • One Nationality in More Than One State 320 • Internal Organization of States 329

### KEY ISSUE 4

**Why Do States Cooperate with Each Other? 331**

Political and Military Cooperation 331 • Economic Cooperation 336

Summary 340

Case Study Revisited 340

Key Terms 342

Thinking Geographically 342

Further Readings 343

People, Places, and Change 345



8

## DEVELOPMENT 347

### CASE STUDY

**Bangladesh's Development Problems 348**

### KEY ISSUE 1

**How is Development Measured? 350**

Indicators of Development 350 • Correlation of Development Indicators 361

### KEY ISSUE 2

**How Does the Level of Development Vary among Regions? 362**

More Developed Regions 363 • Less Developed Regions 368

### KEY ISSUE 3

**How Can Countries Promote Development? 374**

Development through International Trade 374 • Development through Self-Sufficiency 376 • Financing Development 378

Summary 379

Case Study Revisited 380

Key Terms 381

Thinking Geographically 382

Further Readings 382

People, Places, and Change 385



9

## AGRICULTURE 387

### CASE STUDY

**Wheat Farmers in Kansas and Pakistan 388**

### KEY ISSUE 1

**How Did Agriculture Originate and Diffuse? 389**

How Did Agriculture Begin? 389 • Where Did Agriculture Start? 390 • Classifying Agricultural Regions 392

### KEY ISSUE 2

**What is Agriculture Like in Less Developed Countries? 393**

Shifting Cultivation 393 • Pastoral Nomadism 396 • Intensive Subsistence Agriculture 400

### KEY ISSUE 3

**What is Agriculture Like in More Developed Countries? 403**

Characteristics of Commercial Agriculture 404 • How do Commercial Farmers Choose Which Crops to Plant? 406

### KEY ISSUE 4

**What Are the Most Important Agriculture Regions in More Developed Countries? 408**

Mixed Crop and Livestock Farming 408 • Dairy Farming 409 • Grain Farming 413 • Livestock Ranching 414 • Mediterranean Agriculture 417 • Commercial Gardening and Fruit Farming 418 • Plantation and Agriculture 418

Summary 419

Case Study Revisited 420

Key Terms 422

Thinking Geographically 423

Further Readings 424

People, Places, and Change 425





10

## INDUSTRY 427

### CASE STUDY

**Maquiladoras in Mexico** 428

### KEY ISSUE 1

How Did Industrialization Originate and Diffuse? 429  
The Industrial Revolution 429 • Diffusion of the Industrial Revolution 430

### KEY ISSUE 2

**How is Industry Distributed Worldwide?** 434

Eastern North America 435 • Western Europe 437 • Eastern Europe and Russia 440 • Japan 441

### KEY ISSUE 3

**What Factors Influence the Choice of Location for a Factory?** 442

Situation Factors 442 • Site Factors 449 • Obstacles to Optimal Location 458

### KEY ISSUE 4

**What Industrial Problems Do Countries Face?** 458

A Global Perspective 458 • More Developed Countries 461 • Less Developed Countries 465

Summary 467

Case Study Revisited 467

Key Terms 469

Thinking Geographically 469

Further Readings 470

People, Places, and Change 471



11

## SETTLEMENTS AND SERVICES 473

### CASE STUDY

**Obtaining Goods in Romania** 474

### KEY ISSUE 1

**Why Are Settlements Established?** 475

Cultural Reasons 475 • Economic Reasons 476

### KEY ISSUE 2

**How Did Rural and Urban Settlements Evolve?** 477

Rural Settlements 477 • Urban Settlements 483

### KEY ISSUE 3

**Why Do Settlements Grow?** 487

The Urbanization Explosion 487 • Social Differences between Urban and Rural Settlements 490 • Problems in Defining Urban Settlements 491

### KEY ISSUE 4

**Why are Services Concentrated in Settlements?** 496

Factors in Locating a Service 496 • Central Place Theory 501 • Economic Base of Settlements 506 • Economic Restructuring and the Urban System 507

Summary 510

Case Study Revisited 512

Key Terms 513

Thinking Geographically 514

Further Readings 515

People, Places, and Change 517