A photograph of a young Buddhist monk in a red robe, blowing a large, white bubble with gum. He is smiling and looking towards the camera. In the background, another monk in a red robe is visible, also blowing a bubble, though out of focus. The background is a blurred outdoor setting with some foliage and a building.

Lydia Mihelič Pulsipher
Alex Pulsipher

WORLD
REGIONAL
GEOGRAPHY

*Second
Edition*

Global Patterns, Local Lives

WORLD REGIONAL GEOGRAPHY

Second
Edition

Global Patterns, Local Lives

Lydia Mihelič Pulsipher

University of Tennessee at Knoxville

Alex A. Pulsipher

Ph.D. Student

Geography

with the assistance of

Conrad "Mac" Goodwin

University of Tennessee at Knoxville



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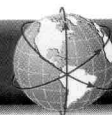
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Second Printing, 2003

To the people of the Caribbean island of Montserrat who
gave us our first experiences with the local imprints
of globalization



LYDIA MIHELIĆ PULSIPHER is a cultural-historical geographer who studies the landscapes of ordinary people through the lens of archaeology and historical geography. She has contributed to several geography-related exhibits at the Smithsonian Museum of Natural History in Washington, D.C., including “Seeds of Change,” which featured her research in the eastern Caribbean. Professor Pulsipher has taught cultural and Mesoamerican geography at the University of Tennessee at Knoxville since 1980, and, through her research, she has given many students their first experience in foreign fieldwork. Previously she taught at Hunter College and Dartmouth College. She received her B.A. from Macalester College, her M.A. from Tulane University, and her Ph.D. from Southern Illinois University.



ALEX A. PULSIPHER is a Ph.D. student in geography at Clark University, where he is studying the vulnerability of human–environment systems to global climate change. In the early 1990s, Alex spent some time in South Asia working for a development research center and then went on to do an undergraduate thesis on the history of Hindu nationalism at Wesleyan University. Beginning in 1995, Alex worked full time on the research and writing of the first edition of this textbook. In 1999 and 2000, he traveled to South America, Southeast Asia, and South Asia, where he collected information for the second edition of the text and for the Web site. In 2000 and 2001, he returned to writing material and designing maps for the second edition.

While writing *World Regional Geography*, Lydia Pulsipher was assisted by her husband, **CONRAD “MAC” GOODWIN**, a historical archaeologist who specializes in sites created during the European colonial era in North America, the Caribbean, and the Pacific. He has particular expertise in the archaeology of agricultural systems, formal gardens, domestic landscapes, and urban spaces. He holds a research appointment in the Department of Anthropology at the University of Tennessee.



The motivation to write this text came out of nearly two decades of teaching, research, and travel. When teaching at the introductory level, I (Lydia Pulsipher) found myself longing for a text that conveyed to students more of the current insights from geographic research. I wanted a text that better conveyed the diversity of human culture throughout the world, covering the lives of women, men, and children. I wanted a book that made global patterns of trade and consumption come alive for students by showing the effects of these systems region to region and on the daily lives of ordinary people. In summary, I set out to write a new text that explained and illustrated global patterns while helping readers engage with the way these patterns affect local lives.

THE ENDURING VISION: THE GLOBAL AND THE LOCAL

The Global View

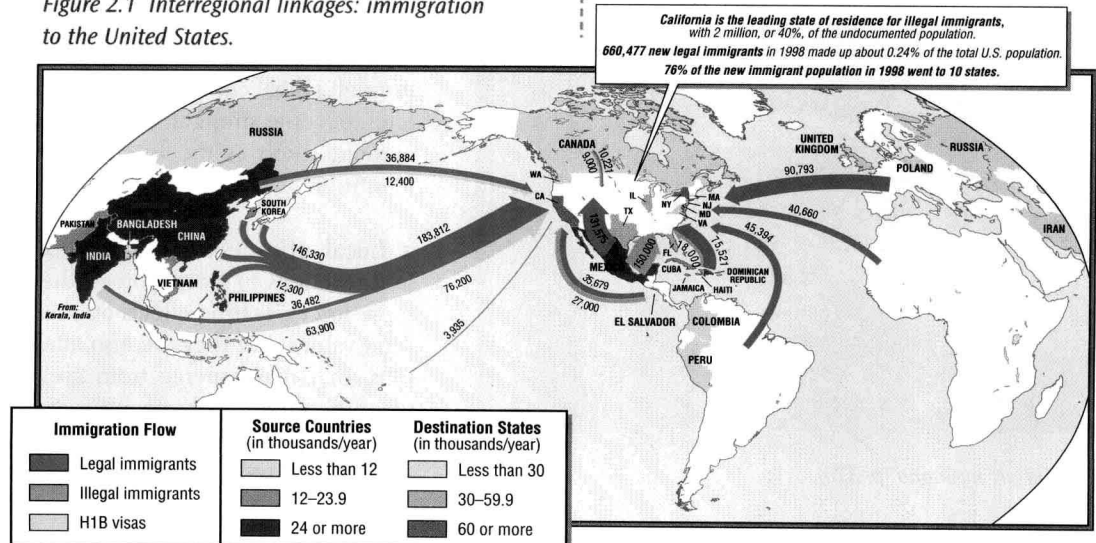
For the second edition we have further emphasized global trends and the interregional linkages that are changing lives throughout the world. The following linkages are explored in every chapter as appropriate:

■ The **multifaceted economic linkages** among world regions. These include (1) the effects of colonialism; (2) trade and particularly the growing number of regional trade organizations such as NAFTA and the European Union; (3) the role of transnational corporations in the world economy; (4) the global debt crisis; and (5) the influence exercised by the World Bank and the IMF in the form of structural adjustment programs (SAPs). For the second edition, we have extensively enhanced discussions of NAFTA, the European Union, and other regional trade organizations, and we have included additional graphics and discussions illustrating trade relationships.

■ The **Internet and computer technology**. In discussions new to this edition, the text explores the variety of roles played by the Internet in economic development, forging cultural identities, and encouraging democratic participation.

■ **Migration**. Migrants are changing economic and social relationships in virtually every part of the globe. People are leaving home and seeking opportunities elsewhere for a variety of reasons, but everywhere the departures of young adults especially and the presence of strangers are having local effects. Discussions, many new to this edition, explore the Indian diaspora; foreign workers in such places as Japan, Europe, the Americas, and Southwest Asia; and internal migration in the United States, Europe, Russia, China, Southeast Asia, and Oceania.

Figure 2.1 Interregional linkages: immigration to the United States.



■ **World popular culture.** Mass communications and marketing techniques are promoting world popular culture. Some people across regions, especially young adults, are able to share such things as food, clothing, music, and patterns of socializing (such as watching TV or the frequent use of cell phones). Most of this popular world culture appears benign, perhaps even furthering understanding across cultural divisions. Yet some aspects cause worries about exploitation, consumerism, environmental damage, and loss of values. Like the first edition, the second edition integrates coverage of popular culture and its effects throughout in discussions of topics such as TV viewing in North Africa and Southwest Asia, the blending of Western and traditional culture in Japan, and the blossoming role of the Internet in Africa.

MEASURES OF HUMAN WELL-BEING

VIGNETTE

The Parvanov family lives in a small apartment outside Sofia, Bulgaria. The family appears to have the material wealth of the middle class: adequate food, a nice home, a car in the garage. But looks are deceiving: these are largely leftover benefits of the communist economy. As the country adjusts to the free-market economy, inflation is high and Mr. Parvanov's salary is now worth only U.S. \$30 a month, so he moonlights on a construction job. Mrs. Parvanov holds three part-time jobs: she works as a clerk and as an assistant in a building company, and at night she machine-knits clothes she sells in the local market. Theodora, the Parvanov's 19-year-old daughter, attends university by day and helps her mother knit at night. Yet with all this effort (six jobs in all), the family earns only about U.S. \$100 a month. With this tiny amount, they must also support two grandparents whose pensions will no longer cover food, let alone medicine. The car hasn't been driven in months because gasoline is too expensive. They are able to survive only because the Bulgarian government still heavily subsidizes the costs of food, rent, and other basic necessities, a situation that will not last much longer. [Adapted from Robert Frank, "Price of isolation: impoverished Bulgaria is ready for reform," *Wall Street Journal* (February 28, 1997): 1.]

The Local View

Our approach pays special attention to local scales, whether a town, a village, a single household, or a person. Our hope is, first, that stories of individuals and families will make geography interesting and real to students, and, second, that seeing the effects of abstract processes and trends on ordinary lives will make these developments clearer to students. Reviewers have told us that students particularly appreciated the personal vignettes, which are usually stories of real people (with names disguised). We have taken the opportunity in the second edition to ensure we include a balance of vignettes on women, men, and children.

The following local responses are examined for each region as appropriate:

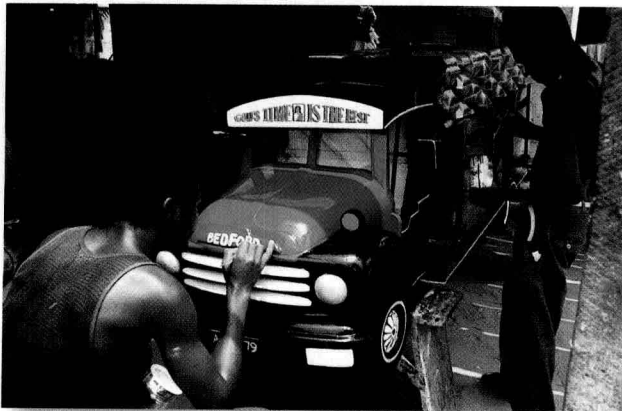
■ **Cultural change:** changes in the family, gender roles, and social organization in response to urbanization, modernization, and the global economy. The emphasis on cultural change in the first edition continues in the second.

■ **Impacts on well-being:** ideas of what constitutes "well-being" differ from culture to culture yet, broadly speaking, people everywhere try to provide a healthy life for themselves in a community of their choosing. Their success in doing so is affected by local conditions, global forces, and their own ingenuity.

■ **Grassroots development:** extending a feature of the first edition, the revision includes additional examples of projects initiated by local people to improve their own lives.

■ **Issues of identity:** paradoxically, as the world becomes more tightly knit through global communications and media, ethnic and regional identities often become stronger. Several new sections examine how modern developments such as the Internet are used to reinforce particular cultural identities.

■ **Local attitudes toward globalization:** many times people have ambivalent reactions to global forces: they are repelled by the seeming power of these forces, fearing effects on their own jobs and on local traditional cultural values, but they are also attracted by the opportunities, such as new jobs, that may emerge from greater global integration and are pleased when free trade makes consumer goods available at low prices. New sections in several chapters look at what a region's people say, in favor of or against, cultural or economic globalization.



Coffin art in Ghana (p. 370)

THE AUTHOR TEAM

The senior author of this textbook is **Lydia M. Pulsipher**, a professor at the University of Tennessee with research interests in human adaptation to the New World tropics in the post-Columbian era and in the cultural responses to globalization in North America, the Caribbean, Central Europe, and Asia. The junior author is her son **Alex Pulsipher**, a Ph.D. student at Clark University, whose recent travels in South America and Asia have interested him in the local responses to globalization and to physical hazards such as those connected to global warming. He has co-written portions of all chapters, especially those concerned with political, economic, and environmental issues, as well as numerous vignettes drawn from his travels, and he has designed numerous maps.

Another scholar has contributed full time to the project: **Conrad “Mac” Goodwin**, an anthropologist and colonial sites archaeologist, also affiliated with the University of Tennessee, did the bibliographic research and managed the production of the manuscript for the author team, the choice and design of graphics, and the selection of photos.

AUTHORITATIVE UPDATING: THE REGIONAL CONSULTANTS

To provide this text with the authority gained from years of study and travel, we have turned to a group of expert scholars who have contributed to this edition as regional consultants. Every chapter now incorporates additional expert commentary and analysis pertaining to that specific world region, including an interview with the consultant in a special feature entitled “**Geographer in the Field.**” We worked closely with each consultant in carefully reviewing the chapters and identifying opportunities to deepen and enhance the regional discussion, so every student now has the opportunity to learn about the world’s regions from those who know the regions best.

Our expert regional consultants include:



Chapter 2, North America: Stanley Brunn, University of Kentucky. Professor Brunn’s teaching and research interests are in political, social, and urban geography, the human geographies of the twenty-first century, and the geographies of knowledge.



Chapter 3, Middle and South America: Dennis Conway, Indiana University. Professor Conway’s research has centered on the development processes and prospects of Caribbean small islands, in general, and on the complex relationships between patterns of development, urbanization, and migration, in particular.



Chapter 4, Europe: Stanley Brunn, University of Kentucky. Professor Brunn’s broad-ranging research interests in Europe include the images, identities, and worldviews of new states, landscape and community changes associated with open borders, voting patterns, diaspora networks, environmental quality and health issues, and the personal stories of those affected by war.

GEOGRAPHER IN THE FIELD

Interview with Regional Consultant for Chapter 9,
Roman Cybriwsky, Temple University

What led you to become interested in East Asia?
My interest in East Asia was accidental. In 1984, my employer, Temple University, in Philadelphia, opened a campus in Tokyo and asked me to be one of the first faculty. I have since spent a number of years at the Tokyo branch and have traveled widely throughout East and Southeast Asia. As a geographer, I am always interested in place. My new place fascinated me and I made a point of learning as much as I could about it. It turned out to be a good mid-career transformation from earlier interests in U.S. urban geography.

Where have you done fieldwork in East Asia, and what type of fieldwork have you done?
I specialize in urban geography, and I focused on the neighborhoods of Tokyo. I am particularly interested in studying how places and the lives of people change. I do a lot of my work by walking, observing, starting conversations and asking questions, taking notes, and shooting photographs.

I have also done fieldwork in Batam, a small island in Indonesia. In the last decade or so the island has grown tremendously, as new factories and a budding tourism economy have attracted migrants looking for work. There are enormous social and environmental impacts. For me, Batam is a window on the third world. Research there

complements work in the United States and Japan.

How has that experience helped you to understand East Asia’s place in the world?
Both sides of the Pacific are closely linked in a global economy. There are economic linkages, too, between Japan and developing countries in Pacific Asia like Indonesia. It has been interesting to see these linkages in person: to see the home base of a big corporation in New York or Tokyo and to see its factories in Batam, Indonesia; to see and compare the life rhythms of workers on both sides of the divide; and, as a result, to understand better my own place in the world.

What are some topics that you think are important to study about your region?
There are lots of critical issues: the spread of global commercial culture, preservation of local cultures, inequality between and within countries, the true meaning of “quality of life,” and environmental impacts.



Chapter 5, Russia and the Newly Independent States: **Gregory Ioffe, Radford University.** A native of Moscow, Professor Ioffe has traveled extensively throughout the former USSR and studies the rural population and agriculture of Russia.



Chapter 6, North Africa and Southwest Asia: **Hussein A. Amery, Colorado School of Mines.** Professor Amery has done fieldwork in Lebanon, his place of birth, as well as in Syria, Jordan, Egypt, Israel, and Palestine. He has studied the effects of immigrants' remittances on rural economic development and the relationship between water stress and political conflict, and is now researching and writing about Islamic perspectives on the natural environment.



Chapter 7, Sub-Saharan Africa: **Barbara E. McDade, University of Florida.** Professor McDade's primary areas of research are entrepreneurship and economic development and the economic viability of small- and medium-size businesses in Ghana, West Africa. "Stateside," her research focus is black-owned businesses.



Chapter 8, South Asia: **Carolyn V. Prorok, Slippery Rock University.** Most of Professor Prorok's work focuses on religious material culture in the landscapes of the Hindu diaspora. She also works in the fields of geography of religion in general—especially pilgrimage studies and sacred places—geographic education, and women in development issues.



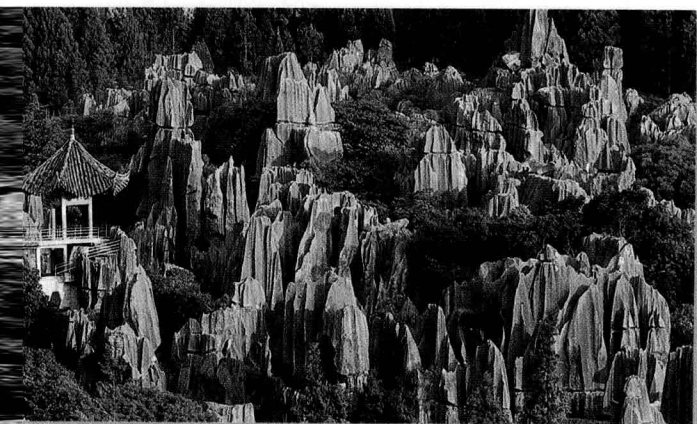
Chapter 9, East Asia: **Roman Cybriwsky, Temple University.** Professor Cybriwsky's current research interests include urban-social geography, urban planning and development, and neighborhood social change. He also has a special interest in planning and urban design in big cities, and has worked extensively on related issues in central New York City, Tokyo, Philadelphia, and elsewhere.



Chapter 10, Southeast Asia: **Richard Ulack, University of Kentucky.** Professor Ulack's research and teaching interests are in the broad area of development, with emphasis on Southeast Asia and the South Pacific regions. His fieldwork has focused on population geography (internal migration and fertility), urbanization (especially of middle-sized cities), and, most recently, tourism.



Chapter 11, Oceania: **Robert Kuhlken, Central Washington University.** A former regional planner and now a cultural geographer, Professor Kuhlken studies the traditional agricultural practices of Pacific Islanders.



Eroded karst (limestone) deposits form jagged peaks in the Yunnan Plateau of China (p. 496)

GEOGRAPHIC PRINCIPLES IN BALANCE

The core of each chapter combines a portrait of the region's basic economic, political, sociocultural, and environmental geography. In this edition, we have added more material on the economic and political aspects of the region. Moreover, our board of regional consultants ensures that the most modern and authoritative perspectives are explored.

The structure of each chapter follows a consistent model.

- An introductory section, "**Making Global Connections**," presents key themes and regional trends, emphasizing **interregional linkages** that connect the region to the rest of the world.
- The section "**The Geographic Setting**" covers the basic factors of **physical geography, history, and population patterns** that contribute to a region's present-day geography.

■ The core of each chapter is the section “**Current Geographical Issues.**” This section combines a portrait of the region’s basic economic, political, and sociocultural geography with in-depth exploration of contemporary issues.

1. A subsection on **economic and political issues** emphasizes the connection of the region to large-scale or global trends and looks at the distribution of power within a region.
2. A subsection on **sociocultural issues** addresses such topics as family structure, gender roles, the lives of children, and religion in contemporary life.
3. A subsection on **environmental issues** shows how economic and political trends and societal values affect the use of resources and are changing the environment.

■ A special section, “**Measures of Human Well-Being,**” evaluates **human well-being** in a region using a variety of measurements, including gross domestic product (GDP) and the United Nations Human Development Index (HDI) and Gender Empowerment Measure (GEM). The cornerstone of this section is a table that presents these indices, plus male and female literacy figures in most cases, so that students and instructors may compare levels of well-being within and across regions.

■ The final third of each regional chapter provides a more detailed level of analysis. **Each region is divided into five to eight subregions**, covered in turn in separate sections that point out the distinctive human and physical geographic features. Often there is an opportunity to revisit issues explored on the regional scale earlier in the chapter to see the more localized effects on particular subregions.

■ A brief section at the end of the chapter called “**Reflections**” offers a perspective on the region’s future.

ENHANCED MAP PROGRAM

New maps reinforce the second edition’s emphasis on interregional linkages and core topics. Redesigned maps are more informative, more pedagogically useful, and visually stunning. We have been fortunate to be able to work closely with Will Fontanez and his capable staff at the University of Tennessee Cartographic Services Laboratory in the maps’ planning and design.

■ The second edition contains new thematic maps that appear in every regional chapter. In addition to **climate** and **population density** maps, each chapter includes a new, standardized **environmental issues** map that maps land use, pollution, acid rain, and threatened fisheries. A new **economic issues** map in each chapter focuses on one or more key aspects of the region’s economy, such as trade, debt, or GDP, and usually illuminates economic linkages with other regions.

■ New maps in several chapters describe access to the Internet and telecommunications, indicating a region’s access to **information flows**, an important channel for forces of globalization.

■ Additional maps on topics such as history, political conflict, trade groups, and migration reinforce the core topics of the text.

■ Subregion maps highlighting political divisions, transportation networks, and cities have been redesigned to maximize clarity and visual appeal.

Figure 7.11
Economic Issues: Sub-Saharan Africa

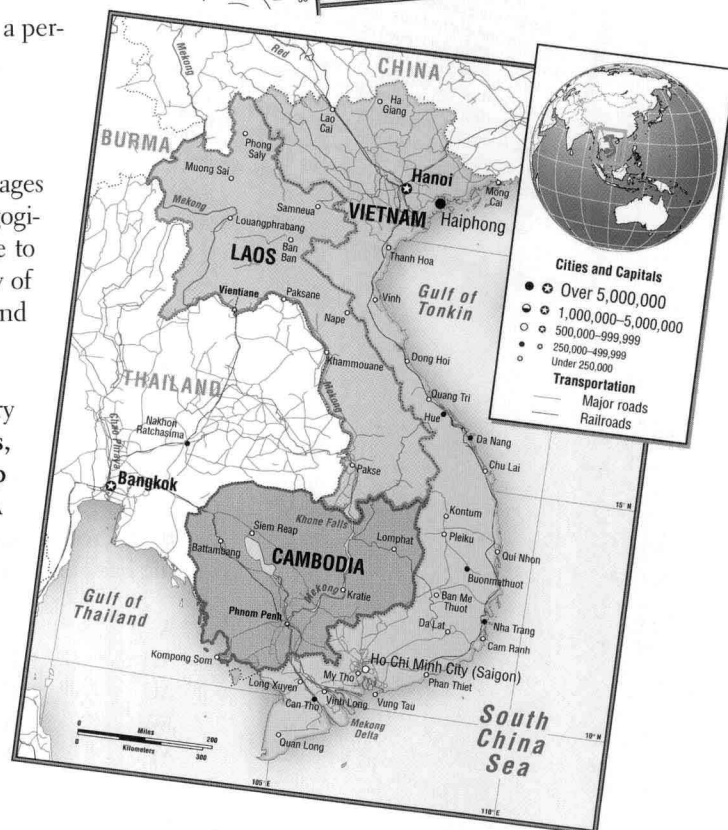
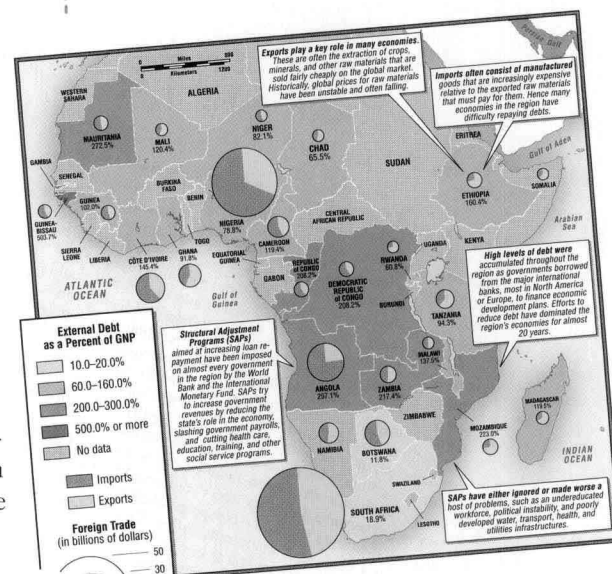


Figure 10.19
Mainland Southeast Asia: Vietnam,
Laos, and Cambodia

ENHANCED PEDAGOGICAL FEATURES

Assisting Critical Thinking

Features designed to encourage critical thinking about geographic issues appear in the text, the Web site, the *Instructor's Resource Manual*, and the *Student Study Guide*. These features encourage students to apply geographic principles in interpreting data, analyzing causes and consequences, and exploring the linkages between regions.

We have added discussion questions to the end of each chapter under the title "Thinking Critically About Selected Concepts." These questions ask students to reflect on consequences of a region's geographic features and to compare regions. We have chosen to combine the discussion questions with the end-of-chapter summary of a region's important features, because instructors told us that they liked the immediate reinforcement of those features provided by the discussion questions.

The student Web site offers several types of critical thinking features that are seamlessly woven with the text through the use of media icons in the text margins. These icons refer students to Web exercises that call for student research and analysis related to text discussions. The exercises, written by Tim Oakes and Chris McMorran of the University of Colorado, Boulder, are titled "Thinking Globally: On the Web," "Thinking Geographically: On the Web," and "Thinking Critically: On the Web."

Critical thinking exercises are also to be found in the *Instructor's Resource Manual* and the *Student Study Guide*, written by Helen Ruth Aspaas and Jennifer Rogalsky.

Additional Learning Tools

Several other features of the text also help students get the most from their reading:

- "Themes to Look For," at the beginning of each regional chapter, alerts students to some broad trends in a region that are particularly important in the chapter.
- "Terms to Be Aware Of," in the introduction to each regional chapter, points out some of the biases and unconscious assumptions in our use of particular place names.

■ Important terms and concepts are set in boldfaced type the first time they appear in the chapter. They are gathered, with their definitions, in a list of "**Key Terms**" at the end of each chapter.

■ All of the chapters' Key Terms and their definitions are also listed alphabetically in a **Glossary** at the back of the book.

■ A **Pronunciation Guide** for less familiar place names and foreign terms appears at the back of each chapter. The sounds of vowels are represented by the following system:

A	PAT	pat	OO	POOT	put
AH	PAH-PUH	papa		["oo" as in book]	
AU	PAUT	pout	OO	POOCH	pooch
AW	PAW	paw	UH	PUHT	putt
AY	PAY	pate	AHR	PAHRT	part
EE	PEET	peat	AIR	PAIR	pair
EH	PEHT	pet	OHR	POHR	pour
EI	PIE	pye	OOR	POOR	poor
IH	PIHT	pit	URR	PURR	purrr
OH	POHP	poppe			

When controls and protections are removed for free trade, cycles of growth and decline may increase in frequency, intensity, and duration. Labor unions and other workers' organizations point out that as corporations relocate factories to poorer countries where wages are lower, jobs are lost in richer countries. In the poorer countries, multinational corporations and governments often prevent workers from organizing themselves into unions that could bargain for livable wages and a higher standard of living. Environmentalists argue that multinational corporations use highly polluting, unsustainable production methods in newly industrializing countries, which often don't have effective environmental protection laws. Many fear that a "race to the bottom" in wages, working conditions, and environmental quality will ensue as countries compete for the attention of potential investors.

In developing an opinion about free trade and globalization, you might consider how they affect your own life. For example, many of the things you own—computer, clothes, furniture, appliances, and car—were made outside the United States. These products were cheaper for you to buy as a result of lower production costs and competition among many producers. As a result of free trade within the United States, you can travel unencumbered by border crossings at state lines and can hunt for a job and live in any part of the country. On the other hand, you or a relative may have lost a job because the company moved to a place where labor is cheaper. You may be concerned that the products you buy so cheaply were made under harsh conditions by underpaid workers or that resources were used unwisely in the manufacturing and transport processes. These are the kinds of issues to be considered in reaching a point of view on the question of free trade.

Thinking Globally: ON THE WEB

MEDIA AND SUPPLEMENTS PACKAGE

The second edition is accompanied by a superior media and supplements package that facilitates student learning and enhances the teaching experience. For students, we have seamlessly integrated topics from the text with the companion Web site; thus the latest technology is being used to reinforce concepts from the text. For instructors, we have created a full-service ancillary package that will help in the preparation of lectures and exams, particularly in regard to electronic classroom presentations.

AIDS FOR STUDENT LEARNING

On the Web

The companion Web site at www.whfreeman.com/pulsipher serves as an online study guide. The authors are Tim Oakes and Chris McMorran, both at the University of Colorado, Boulder. The core of the Web site is a range of features to encourage critical thinking and assist in study and review.

Critical Thinking Features

Thinking Globally: ON THE WEB. How is each world region linked to daily life in the United States? This feature includes a variety of Web site links that students can use to explore such linkages as trade, finance, tourism, and political movements. The links are matched with a series of questions or brief activities or both to give students an opportunity to think about the ways they are connected to the places and people they read about in the text.

Thinking Geographically: ON THE WEB. These exercises allow students to explore a set of issues such as deforestation, human rights, or free trade and examine how geography helps clarify our understanding of them. Students focus on key geography concepts—such as scale, region, place, interaction—as they use these concepts to drive analysis of compelling issues.

Thinking Critically: ON THE WEB. Students will find two types of Web exercises in this category:

- **Thematic Map Overlays:** Students can overlay various maps from the text to compare and contrast data. Associated *Thinking Critically* questions accompany each overlay option.

- **Animated Population Maps:** Animated maps show how regional populations have fluctuated over time. Related *Thinking Critically* questions ask students how and why the changes may have occurred.

Cultural Enrichment

World Recipes and Cuisines: From *International Home Cooking*, the cookbook of the United Nations International School.

For Study and Review

Map Learning Exercises: Students use this feature to identify and learn countries, cities, and major geographic features of each region.

Blank Outline Maps: Printable maps of every world region for note-taking or exam review.

Q & A Online: This self-quizzing feature enables students to review key text concepts and sharpen their ability to analyze geographic material for exam preparation. Answers (correct or incorrect) prompt feedback that refers students to the specific section in the text where the question is covered.

Audio Pronunciation Guide: Spoken guide of place names, regional terms, and historical figures.

Selected Readings: A selected readings list for each chapter facilitates student projects and more advanced learning when the textbook is used in upper-level courses.

Student CD-ROM

Can be packaged with the text for an additional \$3.00 net.

Use ISBN 0-7167-3884-8.

For students without convenient access to the Internet, the CD provides all the material from the Web site accessible through the same user-friendly navigation.

Atlas

Rand McNally's Atlas of World Geography, paperback, 176 pages. Available packaged with the text (0-7167-4904-1) or the text and *Student Workbook* (0-7167-4903-3).

Study Guide

Student Workbook for World Regional Geography, Jennifer Rogalsky, University of Tennessee, Knoxville, and Helen Ruth Aspaas, Virginia Commonwealth University, 0-7167-4692-1. The *Student Workbook* functions as both a study guide and book of mapping exercises designed to hone student skills in geographic analysis. The content has been carefully composed in conjunction with Lydia Pulsipher to complement the text.

AIDS FOR THE INSTRUCTOR

Presentation

Instructor's CD-ROM (0-7167-4691-3)

Contains all text images available as PowerPoint slides for use in class presentation. It also contains the *Test Bank* as chapter-by-chapter Word files that can be modified easily by the instructor.

The *Instructor's Resource Manual* is also available on the CD-ROM as chapter-by-chapter Word files.

Instructor's Resource Manual

Jennifer Rogalsky, University of Tennessee, Knoxville, and Helen Ruth Aspaas, Virginia Commonwealth University.

The manual includes suggested lecture outlines, points to ponder for class discussion, and ideas for exercises and class projects. The *Instructor's Resource Manual* is available as chapter-by-chapter Word files on the Web site under "For Instructors" for easy editing and printing, as well as on the *Instructor's Resource* CD-ROM.

Slide Set with Lecture Notes (set of 100), 0-7167-4696-4

A set of more than 100 *National Geographic* images and accompanying explanatory lecture notes for course lectures and presentations.

Overhead Transparencies (set of 100), 0-7167-4695-6

A handy set of key maps and figures from the text for class lecture and presentation.

Instructor's Web Site For instructors, the Web site offers specific ideas written by Tim Oakes and Chris McMorran on how to incorporate *World Regional Geography* media into their course, as well as the following instructional aids:

Instructor's Resource Manual (Jennifer Rogalsky and Helen Ruth Aspaas) provided as chapter-by-chapter Word files

Password-Protected Test Bank (Andy Walter and Kim Crider) provided as chapter-by-chapter Word files

Syllabus-posting service

All text images available for download; also provided as PowerPoint slides

A complete citation bibliography containing an extensive list of the sources of information used in writing each chapter.

Assessment

Test Bank, accessed via the book's Web site under the password-protected "For Instructors" section, and available from the *Instructor's Resource* CD-ROM. Created by Andy Walter, Florida State University, Tallahassee, and Kim Crider, University of Tennessee, Knoxville.

The *Test Bank* is carefully designed to match the pedagogical intent of the text. It contains more than 2000 test questions (multiple choice, short answer, matching, true/false, and essay). The Web site and *Instructor's Resource* CD-ROM versions provide instructors with chapter-by-chapter Word files to download, edit and print.

Online Quizzing, powered by Questionmark, accessed at the book's Web site. Questionmark's Perception is becoming the industry standard for Web-based quizzing and assessment with full multimedia capabilities. With it, instructors can easily and securely quiz students online using prewritten, multiple-choice questions for each text chapter (not from the *Test Bank*). Students receive instant feedback and can take the quizzes multiple times. Instructors can go into a protected Web site to view results by quiz, student, or question, or can receive weekly results via e-mail.

ACKNOWLEDGMENTS

Many of our colleagues in geography have reviewed and commented on various drafts of individual chapters or groups of chapters for the first and second editions, offering advice on content and perspective. Not only have they greatly improved the quality of the book, but many have offered words of encouragement that were especially needed during this long process. Those colleagues who reviewed and commented on at least one chapter of the first edition are listed first, those who reviewed at least one chapter of the second edition are listed second.

FIRST EDITION

Helen Ruth Aspaas
Virginia Commonwealth
University

Brad Bays
Oklahoma State University

Stanley Brunn
University of Kentucky

Altha Cravey
University of North Carolina
at Chapel Hill

David Daniels
Central Missouri State
University

Dydia DeLyser
Louisiana State
University

James Doerner
University of Northern
Colorado

Bryan Dorsey
Weber State
University

Lorraine Dowler
Penn State University

Hari Garbharran
Middle Tennessee State
University

Baher Ghosheh
Edinboro University of
Pennsylvania

Janet Halpin
Chicago State
University

Peter Halvorson
University of
Connecticut

Michael Handley
Emporia State University

Robert Hoffpauir
*California State University,
Northridge*

Glenn G. Hyman
*International Center for Tropical
Agriculture*

David Keeling
Western Kentucky University

Thomas Klak
Miami University of Ohio

Darrell Kruger
Northeast Louisiana University

David Lanegran
Macalester College

David Lee
Florida Atlantic University

Calvin Masilela
West Virginia University

Janice Monk
University of Arizona

Heidi Nast
De Paul University

Katherine Nashleanas
University of Nebraska

Tim Oakes
University of Colorado, Boulder

Darren Purcell
Florida State University

Susan Roberts
University of Kentucky

Dennis Satterlee
Northeast Louisiana University

Kathleen Schroeder
Appalachian State University

Dona Stewart
Georgia State University

Ingolf Vogeler
University of Wisconsin, Eau Claire

Susan Walcott
Georgia State University

SECOND EDITION

Helen Ruth Aspaas
*Virginia Commonwealth
University*

Cynthia F. Atkins
Hopkinsville Community College

Timothy Bailey
Pittsburgh State University

Robert Maxwell Beavers
University of Northern Colorado

James E. Bell
University of Colorado, Boulder

Richard W. Benfield
*Central Connecticut State
University*

John T. Bowen, Jr.
University of Wisconsin, Oshkosh

Stanley Brunn
University of Kentucky

Donald W. Buckwalter
Indiana University of Pennsylvania

Gary Cummisk
Tri County Technical College

Roman Cybriwsky
Temple University

Cary W. de Wit
University of Alaska, Fairbanks

Ramesh Dhussa
Drake University

David M. Diggs
University of Northern Colorado

Jane H. Ehemann
Shippensburg University

Kim Elmore
*University of North Carolina
at Chapel Hill*

Thomas Fogarty
University of Northern Iowa

James F. Fryman
University of Northern Iowa

Heidi Glaesel
Elon College

Ellen R. Hansen
Emporia State University

John E. Harmon
Central Connecticut State University

Michael Harrison
University of Southern Mississippi

Douglas Heffington
Middle Tennessee State University

Robert Hoffpauir
California State University, Northridge

Catherine Hooey
Pittsburgh State University

Doc Horsley
*Southern Illinois University,
Carbondale*

David J. Keeling
Western Kentucky University

James Keese
California Polytechnic State University

Debra D. Kreitzer
Western Kentucky University

Jim LeBeau
*Southern Illinois University,
Carbondale*

Howell C. Lloyd
Miami University of Ohio

Judith L. Meyer
Southwest Missouri State University

Judith C. Mimbs
*University of Tennessee,
Chattanooga*

Monica Nyamwange
William Paterson University

Thomas Paradis
Northern Arizona University

Firooza Pauri
Emporia State University

Timothy C. Pitts
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William Preston
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Syracuse University

Joella Robinson
Houston Community College

Steven M. Schnell
Northwest Missouri State University

Kathleen Schroeder
Appalachian State University

Dean Sinclair
Northwestern State University

Robert A. Sirk
Austin Peay State University

William D. Solecki
Montclair State University

Wei Song
University of Wisconsin, Parkside

William Reese Strong
University of North Alabama

Selima Sultana
Auburn University

Suzanne Traub-Metlay
Front Range Community College

David J. Truly
Central Connecticut State University

Alice L. Tym
University of Tennessee, Chattanooga

This book has been a family project many years in the making. I (Lydia) came to the discipline of geography at the age of five, when my immigrant father, Joe Mihelić, hung a world map over the breakfast table in our home in Coal City, Illinois, where he was pastor of the New Hope Presbyterian church (see my childhood map, page 4). We soon moved to the Mississippi Valley of eastern Iowa, where my father, then a professor in the Presbyterian theological seminary in Dubuque, continued his geography lessons on the passing landscapes whenever I accompanied him on Sunday trips to small country churches. Once we had an especially long lesson when the flooding Mississippi River trapped us for hours. Alex and his older brother, Anthony, got their first doses of geography in the bedtime stories I used to tell them. For plots and settings, I drew on Caribbean colonial documents I was then reading for my dissertation. They first learned about the hard labor of field geography when as mid-sized children they were expected to help with the archaeological and ethnographic research my colleagues and I were conducting on the eastern Caribbean island of Montserrat. Mac Goodwin, my husband, has given up several years of his career as a colonial sites archaeologist to help with the research, writing, and production of this book. It was my brother John Mihelić who first suggested that we write a book like this one, after he too came to appreciate geography. He has been a loyal cheerleader during the process, as have our extended family and friends in Knoxville, Montserrat, Slovenia, and beyond.

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A family and their possessions in the United States (p. 15)