

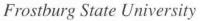


### World Regional GEOGRAPHY

Global Connections, Local Voices

College of St. Mark and John







Michael Bradshaw George W. White Joseph P. Dymond

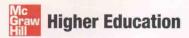
Towson University

with contributions by Dydia DeLyser

Louisiana State University



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#### CONTEMPORARY WORLD REGIONAL GEOGRAPHY: GLOBAL CONNECTIONS, LOCAL VOICES

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This book is printed on acid-free paper.

1234567890VNH/VNH09876543

ISBN 0-07-254975-0

Publisher: Margaret J. Kemp Sponsoring editor: Thomas C. Lyon

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Media technology producer: Renee Russian
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Cover/interior designer: Jamie E. O'Neal

Interior design elements created with images from: Corbis, Digital Stock, and Digital Vision Cover images: Front—©Masterfile/Washing Vegetables Near Taj Mahal by R. Ian Lloyd; Rear—©Masterfile/Open Air Restaurant in Singapore; Spine—©Getty Images/Massai

Warrior on Cell Phone by Joseph Van Os

Supplement producer: Brenda A. Ernzen

Lead photo research coordinator; Carrie K. Burger Photo research: Chris Hammond/PhotoFind, LLC

Compositor: Precision Graphics Typeface: 10/12 Times Roman Printer: Von Hoffmann Corporation

All photos, unless otherwise indicated: © Corbis

#### Library of Congress Cataloging-in-Publication Data

Bradshaw, Michael J. (Michael John), 1935-

Contemporary world regional geography: global connections, local voices / Michael Bradshaw, George W. White, Joseph P. Dymond; with contributions by Dydia DeLyser. — 1st ed.

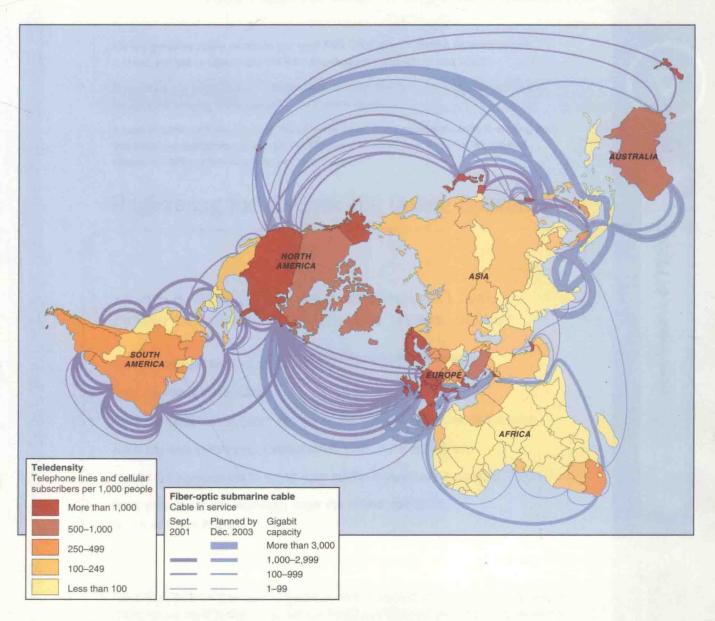
p. cm. Includes index.

ISBN 0-07-254975-0

1. Geography. I. White, George W., 1963-. II. Dymond, Joseph P. III. Title.

G116 .B72 2004 910—dc21

2002044897 CIP



Global connections, in place and planned. The first ocean wiring began in 1850 from England to France and across the Atlantic in 1858. In the 1900s competition from radio and satellites made cable almost redundant until in the mid-1990s, when fiber optics provided greater speed and capacity for telephone calls. Satellites continue to be used for video (TV news).

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to Valerie, €mily, Maureen and Madison, and Paul

## Meet the Author Team

#### **Michael Bradshaw**

Michael Bradshaw and his wife live in Canterbury, England, and have two sons and two grandchildren. Michael taught for 25 years at the College of St. Mark & St. John, Plymouth, as Geography Department chair and dean of the humanities course. He has written texts for British high schools and colleges since the 1960s. In 1985, he was awarded a Ph.D. from Leicester University for his study on the impacts of federal grant-aid in Appalachia. His book, The Appalachian Regional Commission: Twenty-Five Years of Government Policy, was published in 1992. Since 1991, he has written for U.S. students and has been responsible for two physical geography texts and the successful world regional geography text, The New Global Order, with a second-edition update published in 2002. Michael believes that we should all be better equipped to live in the modern, increasingly global world. Understandings of geographic differences should make us more able to assess crucial issues and value other people who bring varied resources and who face pressures that we find difficult to imagine.

In developing the next-phase text for world regional geography courses, Dr. Bradshaw has extended the experience and expertise of the writing team by adding new coauthors. Contemporary World Regional Geography: Global Connections, Local Voices is the outcome of this new collaboration. He is lead author for the first two and the last chapters, and for the regional chapters on East Asia, Southeast Asia and South Pacific, South Asia, Northern Africa and Southwestern Asia, and Africa South of the Sahara.

#### **George White**

George W. White grew up in Oakland, California. He pursued graduate work in Eugene, Oregon, completing a Ph.D. at the University of Oregon. He then moved to Frostburg, Maryland, where he met his wife. George is currently an associate professor in the Department of Geography and coordinator of the International Studies Program at Frostburg State University. Political geography and Europe are two of his primary interests. He recently authored a book entitled *Nationalism and Territory: Constructing Group Identity in Southeastern Europe*.

After meeting Michael Bradshaw, George was impressed by Michael's long and distinguished career of teaching, research, and publication. He accepted the opportunity to join Michael in his plans to write a new world regional geography text, taking lead authorship for the chapters on Europe and Russia and Neighboring Countries, as well as contributing to other areas of the text.

George became a geographer because he believes that the field of geography is alive and dynamic, attuned to our everchanging world and its great diversity. The world regional approach represents the breadth of the field of geography, and world regional geography texts are the epitome of the geographer's art. George White chose to collaborate with Michael Bradshaw on this project because the text combines local practices and global processes, and explains interaction between the two as they shape each other.



Dydia DeLyser, Joe Dymond, George White, and Michael Bradshaw

#### Joe Dymond

Joseph P. Dymond earned a master of science degree from the Pennsylvania State University in 1994, and a master of natural sciences degree from Louisiana State University in 1999. Joe taught world regional geography courses for the Louisiana State University Department of Geography and Anthropology from 1995 through 2000. During Joe's six years at LSU, he instructed thousands of students and was recognized in the spring of 1997, fall of 1999, and fall of 2000 for superior instruction to freshman students by the Louisiana State University Freshman Honor Society, Alpha Lamba Delta. Joe currently lives in suburban Washington, D.C., with his wife and daughter, and is adjunct faculty in the Department of Geography and Environmental Planning at Towson University. In this new text, Joe is the lead author for the chapters on Latin America and North America.

Joe chose to become involved with this new textbook because he wants to provide students with the geographic tools to better understand the human and environmental patterns in their world. Joe wants to help students understand why certain cultural and physical elements exist where they do, how they got there, how long they have been there, how they have changed over time, and what they might be like in the future. Understanding the relationships of human and physical geographic patterns and relationships creates a strong foundation for a comprehensive and fair perspective on the people and places comprising the regions of the world. The style of this text, including the Point-Counterpoint sections, attempts to tell the regional geographic story from many perspectives. Its structure permits the students to better analyze geographic characteristics around the world and to think critically about issues. It provides students with the opportunity to think on their own and to piece together various data elements so they may establish their own informed opinions.

#### Dydia DeLyser

Dydia DeLyser is an assistant professor of geography at Louisiana State University, where she has taught world regional geography to thousands of students. She earned her Ph.D. in 1998 from Syracuse University, specializing in cultural geography. Her interests lie in landscapes and the interpretation of the past in the American West, and in flying airplanes.

Dydia became involved to help fashion a textbook that doesn't backpedal on hard topics and introduces students to some of the difficult and complex controversies and challenging issues facing the world. She feels it is important to build students' critical-thinking skills—the skills they will need to work toward constructive resolutions to these issues.

Dydia prefers that a book presents positive elements for every region. She believes that we should never simply give American students the impression that Americans are the best off, but instead reveal some of the world's magnificent complexity and diversity, showing there are wonderful things about every place.

She believes that it is also important to write a text that relates individual places and people with broader cultural/political/economic flows and forces: virtually every "corner" of the globe is now linked to much broader global systems, and yet, as virtually every individual can tell you, local places and local voices remain not only unique but also important in today's world. The study of world regional geography must combine an understanding of broad, large-scale forces with an equally deep understanding of what is local, small-scale, and unique—for it's the combination of those two that makes us who we are.

## Preface

## The Changing Face of Our World and Contemporary World Regional Geography

To contend with the political, economic, demographic, and environmental shifts reverberating throughout the world, the first edition of *Contemporary World Regional Geography* brings together four outstanding geographers. Our team begins with Michael Bradshaw. He is well known for his ability to weave together solid geography content with interesting stories, real-life case studies, and applications to student life experiences.

Joining forces with Michael Bradshaw are coauthors Joe Dymond of Towson University and George White of Frostburg State University. In addition, Dydia DeLyser of Louisiana State University made significant contributions in formulating new ideas and providing guidance for the book. Joe, George, and Dydia are all active instructors who use multimedia approaches to teach hundreds of undergraduates each semester.

Devotion to and passion about teaching unite our team. We thoroughly enjoy telling those interesting stories that help us to understand what is happening—the stories that, when told correctly, mesmerize even the most reluctant students, causing them to perk up and think, "Wow, I never knew that! So that's why ...!" We all love to watch students get excited learning about a subject they once viewed as too hard or too intimidating.

## Why Focus a World Regional Geography Text on "Global Connections, Local Voices"?

Globalization is a term that is widely used, often with little precision and much controversy. Some globalists even suggest it implies the end of geography because globalization to them means that everyone will eventually become the same, with no variation between geographic places! The authors take a different view—that a focus on globalization is the beginning of a new and particularly satisfying approach to regional geography. Globalization implies an overview of worldwide events and interconnections, together with the contributions from and impacts on world regions, countries, and local areas within countries. We live in a connected world of rapid personal travel and communication of information. What happens in one part increasingly affects all of us in the rest of the world.

Geographic regions within this world can no longer be considered as isolated, unique entities but have to be seen in an interactive and comparative context.

Localization is not merely the opposite of globalization. Local character and local actions often result from, or respond to, globalization. They also give local meaning and outcomes to the global systems. Countries are still the most significant political and economic units in our world and, together with local areas within them, provide the basis of study within our globalizing—but not globalized—world.

#### Globalization and the Text

Globalization and localization are introduced at the start of Chapter 1 and viewed in the context of a fourfold scale of geographic region: global, world region, country, and (within country) local. The definition of the world regions is carried out in this context, and there is a short discussion of the emergence of increasingly global interconnections through human history. Chapter 2 is a broad overview of the main human and physical geography concepts that will be met in the regional chapters and has an inevitably global view.

In some chapters, there are Global Focus boxes. These highlight specific situations of global significance. For example, "Global Focus: 9/11" in Chapter 1 picks up on the events of September 11, 2001, in New York City, Washington, D.C., and Pennsylvania. In Chapter 5, "Global Focus: Toyota" examines a multinational corporation.

The world region chapter sequence gets the student to embark on a world tour. This tour begins with Europe (Chapter 3), where, although the text avoids a merely Eurocentric view, many of the modern global processes began—from capitalism to modern colonialism and many technologies. While many of the technologies and trading products built on previous Arab, Asian, and African achievements, the European role was often seminal—although not always beneficial to the rest of the world. This provides a significant start to the tour.

Chapter 4 moves eastward to Russia and its neighboring countries, where the European-origin Communist principles applied for most of the 1900s, until the breakup of the Soviet Union in 1991. Culturally, this region is rooted in both European and Asiatic traditions. The region struggles to shift from the self-sufficient central command system to incorporation in the global economic and political systems while retaining the "Russian Empire" motivation.

The tour then turns southward for a study of the contrasting East Asia (Chapter 5) with emphases on Japan and China and their ancient cultures in increasingly global roles. Global considerations also allow the joining of Southeast Asia with the South Pacific (Australia, New Zealand, and Pacific islands) in Chapter 6, despite their differences of physical and human backgrounds. The increasing trade and interactions among Pacific Ocean rim countries make a new center of global development in the 2000s.

South Asia (Chapter 7) brings together the study of countries that attempted to be largely self-sufficient after independence and develop their own non-Western ways of modernization but changed their attitudes toward the global system with varied outcomes in the 1990s. Chapter 8 examines the central (Arab) part of the Islamic world and the internal stresses caused by the presence of Israel, as well as by the uneven distribution of oil and water resources.

In Africa South of the Sahara (Chapter 9), the tour completes the study of the Eurasia, Africa, and Australia continents with a consideration of the impacts of European colonialism and modern independence on many small countries and a few larger ones that face poverty, exploitation, and an HIV/AIDS epidemic.

Skipping across the South Atlantic Ocean, Chapter 10 studies Latin America, its colonization as part of European expansion, and its modern relationships to the United States. The final regional chapter, covering the USA and Canada (Chapter 11), brings together many of the elements of people, movements, and economic and political processes that make the United States the sole world superpower.

We have concluded with a unique Chapter (12) that explores two areas in a geographic context as an endpiece to the book. After studying the global-local interactions in different world regions, a further and deeper consideration of the nature of globalization is relevant. A study of world terrorism combines the global and local effects of a series of processes instigated outside the world's formal political systems. The position of Somalia within this context highlights the strengths of geographic study and the dilemmas in the contemporary world.

This tour could be carried out in varied orders. This text aims to make that possible. Speak with your McGraw-Hill sales representative about customizing this text to best fit your needs or about online content delivery.

A wide variety of print and electronic ancillary components are available to instructors, which are detailed in the following pages. Additionally the following instructor supplements are available through your McGraw-Hill sales representative:

- 125 transparencies
- Computerized Testing Software CD-ROM
- Geosciences Videotape Library

#### A Text for Students

Pages xiv-xv describe and illustrate some of the ways in which this text provides a source that is well organized, well written, readable, and appropriate to students' interests and abilities. The goals of providing a global view and a personal local view are addressed through the text, maps, and sections such as the Personal View, Global Focus, and Point-Counterpoint boxes. Students are encouraged to think about what it means to be part of a global community.

The authors and publisher have strived to make this a text that students will embrace. To this end, we have taken these steps:

- Written a readable text. Many reviewers commented on the accessible style and the clarity of writing, clear definition of terms, and current examples of events.
- Provided a clear structure to each chapter so that students can more easily compare one world region to another. This consistent structure also helps students become familiar with what to expect in each chapter.
- Included statistical data in straightforward maps and diagrams, without compromising the readability of the text.
- Maintained the same style and types of maps and diagrams throughout, so that students can compare regions with ease.
- Introduced pedagogical aids, such as Point-Counterpoint boxes, which tackle various sides of challenging issues.
- Added study tools to the text, such as the Test Your Understanding sections several times in each chapter to summarize, pose questions, and list key terms. Also, the book's Online Learning Center at <a href="https://www.mhhe.com/bradshaw">www.mhhe.com/bradshaw</a> provides practice test questions, map-based quizzes, and access to a library of related websites, as well as other learning aids.



#### **Art Program**

As the authors examined every word of text in the book, they also scrutinized every illustration with a critical look at how it supports the text. The accurate and artistically compelling illustrations and photographs greatly enhance the student's understanding of the processes and concepts in each world region. The illustrations are not only visually spectacular but also pedagogically sound and give Contemporary World Regional Geography a consistent look from cover to cover. Over 200 photos have been chosen for their geographic relevance and are often printed in large format across columns. Unusual and interesting photos have been selected to show students glimpses of parts of the world they have likely not seen before.

Sets of maps, diagrams, and data figures that are introduced in Chapter 2 follow a consistent theme and scale throughout the regional chapters so that students can more easily assess the similarities and differences among the world regions.

All of the photographs, maps, data figures, and illustrations also are available to adopters in digital format on the Digital Content Manager CD-ROM, provided to instructors by McGraw-Hill.

#### **Notable Comments**

"A considerable effort has gone into producing a text that is both readable and precise. Students seeking good characterization of the regional differences present in today's world will find this text most enlightening. It highlights current issues and provides the background explanation to better understand those issues."

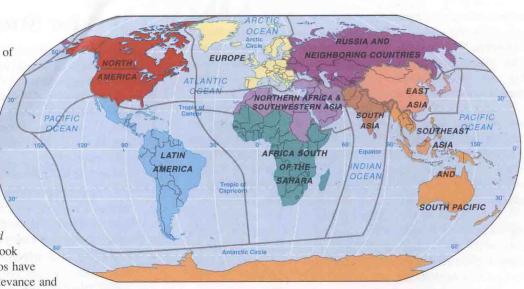
—Professor Alice L. Tym, University of Tennessee, Chattanooga

"The best feature is the readability. The writing is superb. It does not talk down to students, nor is it too challenging. One extremely good aspect of the writing is that it flows very well, holding the attention of the reader, and segues into each of the subjects in a logical order without seeming to start and stop awkwardly. The authors should be commended for their writing."

—Professor Taylor E. Mack, Mississippi State University

"The chapters follow a coherent structure, which I think is important for both teaching and learning. I commend the authors. The diagrams and tables are consistent throughout."

> —Professor Paul Robbins, Ohio State University



#### Acknowledgments

This book is the product of the hard work and dedication of dozens of people, all of whom shared a common goal: to produce the very best world regional geography book possible. No single person, no matter how educated, "knows" everything about the world's regions. Even an author team whose collective expertise covers most of the field must rely on an almost unimaginable amount of feedback. We greatly appreciate the help of the many reviewers, consultants, and focus group members—committed teachers who went the extra mile to help make this book what it is.

The manuscript for this text went through three full draft revisions, along with rigorous reviewing by instructors. As we examined every word of text in the book, we also scrutinized every piece of art with a critical look at how it works with the text. An advisory panel was established to help us refine the text and art; a focus group was held to critique the market, text, supplements, and where we're headed for future editions; and other faculty members provided information about course needs and trends.

We offer special thanks to the reviewers who spent hours poring over chapter drafts in meticulous detail, spotting errors and inconsistencies, confirming what works and gently critiquing what didn't, adding new facets, and pointing out sections that we could clarify.

The authors also wish to express their gratitude to Elizabeth Leppman for the skilled editorial services and geographic expertise she brought to this project. They are also thankful for McGraw-Hill's editorial support and assistance provided by Marge Kemp, Tom Lyon, and Donna Nemmers, the marketing expertise of Lisa Gottschalk, and the production knowledge of Joyce Berendes, Rick Noel, and Carrie Burger. In addition, these reviewers and colleagues provided their own photographs to support the printed word: Ian Cole, Jerzy Jemiolo, David C. Johnson, Loren W. Linholm, Alexander B. Murphy, Steven M. Schnell, Emily A. White, and Ron Wixman. Certainly not least of all, the authors wish to acknowledge the tireless support and patience of their families, who helped in this effort more than they could realize.

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# Global Connections Local Doices in the Classroom

For their entire lives, students will be confronted with challenging issues for which there are no easy answers. By exploring such issues from various sides, we seek to develop students' critical-thinking skills to help them understand the complexities that will continue to face them in this increasingly globalizing world. We seek to show not only the interconnections of the world but also the impacts that certain (often powerful) players can have—to understand, for example, how our actions as Americans can affect distant peoples and places. Contemporary World Regional Geography emphasizes the relationships between each region of the world and the local issues in each particular region. Cultural, social, historical, and economic topics are examined in a way that provides students with a better appreciation of the world around them.



#### GLOBAL Focus

#### 9/11

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that the Americas (supposltalian sailor, Amerigo ne time, Vasce da Gama led I the wouthern tip of Africa gained huge wealth from nericas, Africa, and parts of 1500s and 1600s. Wars in Europe and declining home economic bases reduced the roles of Spain and Portugal, whose leaders spent their New World wealth on armiss to maintain their positions in Europe, Home-based merchant wealth shifter power toward the northwestern European countries. The Ducid emerged as maritime power in the 1600s, establishing eclinore

coverage. Many of these countries have had to cut back on the services they provide.

#### Urbanization

The lack of farming land and cold northern climates are linked to high percentages of urbanization. Finland (67 percent) away (76 percent) were the only two containes less than 85 percent urbanized. Even no, the major cities are not very large, it each country the capital city is by far the largest, but Copenhagen, (Denmark; Figure A22), Stockhom (Sweelers, Allendard) and over 1 million people in 1900. Onlo, Noway's capital, does not exceed 1 million; the main cities of Northern Europe were faither changed by seaffare, and their conters continue to be dominated by government and their conters continue to the dominated by government and their conters continue to the dominated by government and their conters continue to the dominated by government and their conters continue to the dominated by government and their conters continue to the dominated by government and their conters continue to the dominated by government and their contents continue to the dominated by government and their contents continue to the dominated by government and their contents continue to the dominated by government and their contents continue to the dominated by government and their contents continue to the dominated by government and their contents continue to the dominated by government and their contents continue to the dominated by government and their contents continue to the dominated by government and their contents are contents are contents are contents are contents and contents are contents are contents and contents are contents are contents are contents are contents are contents are cont

#### Culture

Culturally, the Scandinovians (Swotes, Danes, Newegajuss) in Germania; proples, specifically the northern branch, and discordants of Villings; Their languages are closely related, and so are their blussless (see Figure 3 Aul.). The inhabitants of the Parcowlands, Iceland, and Greenland are descendants of early Scandinavian settlers and these site has elements, though Gerenland a los in slushifeed by funits. In contrast, the Firms are Sandi (more commonly but drougastive) tealled Lappa for Firms (pix) proplets whose languages, related to Hungarian, air no lado European life most of the other languages of Europea and bota no recombinace to the Germania: languages of Europea bota not recombinate to the Germania (and pages of the Scandinavian. The Sam practice at real forms to consider the contrast of the Common consideration of the Common condicitively of before the proposed of the contrast of the contrast of the Common conditions of the contrast of the contrast of the Common contrast the contrast of the

Evangelical Lutheran Christianity is the major religion for Northern Europeans (see Figure 3.4b). Officially, 90 percent or more of the population are Lutherans in the four major countries and in Iceland, This Protestant variant of Christianity influenced

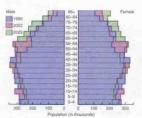


Figure 3.41 Age-sex diagram of Sweden.



Figure 3.42 Denmark: Copenhagen's urban land-

the lives of the people, inducing very serious and communityconscious attitudes toward work and social life. In recent years, the combination of affisience and materialism broke many of these strong cultural links and loosened the centrol exercised by the charches.

#### Economic Development

The economies of the countries of Northern Europe relied to primary products until development of manufacturing and service industries in the 1900s. Demmat is a major agriculturial country. 75 percent of Demmat's Northand area on the Industries and peninsula and on the islands between the peninsula and peninsula and on the islands between the peninsula and seconds in European with an emphasis on diary and livestock products (see Figure 3.34). Demmat also commonly has the largest fish cattless in the EU and energes in world shapping. Sweden has agriculture in the south, while the north has agriculture and the south while the north has agriculture and the south of the south of the sweden was a second of the sweden was a second of the sweden was a second of the sweden was also the sweden was a second of the sweden was a se

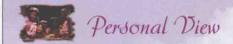
In terms of industry, Demnark is known around the world for Tubburg beer and the top company. Lego, though Dennark has many other industries that numerature furnisher, handieralks, modeal goods, anionatic cooling and besting devices and sensitive meagaring instruments. The Finnish company Nobals is world renowned for its mobile phone. Finland's must important export product, Finland's smot important export product, Finland's with more mobile phones per cipils than any other country with 65 cellular phones per 100 industriest. Finland's where important industries are glassower, metal, mediancy, and shipholiding.

Sweden is the largest and most industrialized Norther European country. In addition to forestry, its biggest industriaare in engineering, iron and steel, chemicals, and services Engineering products account for the largest share of Swedenmanufacturing industry. Swedsh engineering companies such as SKE; ABB, and Ericsson and suventions such as the ball beauti have given Sweden a good worldwide reputation in this section

# Geography in Action

The regional chapters utilize two boxed inserts to portray "geography in action." These readings offer a glimpse of what it's like to live in another part of the world and to view differing perspectives on geographical issues. Personal View boxes are vignettes or profiles of individuals who live in a particular country or locality—a local voice with an awareness of global connections. These stories were written following interviews with individuals who are not geographers but who have sensitivity to the experience of their native countries.

The Point-Counterpoint boxes encourage analytical thinking as they present significant issues with a historical framework and potential global consequences. Point-Counterpoint boxes tackle challenging issues for which there are no easy answers, and allow students to explore various sides of these difficult topics. Students use "for-and-against" tables to shape and debate their views.



#### **BOSNIA-HERZEGOVINA**



#### THE EUROPEAN UNION



## Online Learning Center

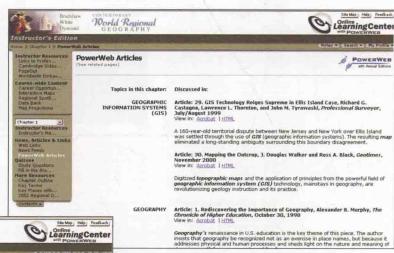
Both students and instructors have access to a wide variety of resources that are only a click away. Use the passcode card available in this textbook to visit the Online Learning Center at www.mhhe.com/bradshaw to utilize this additional content.

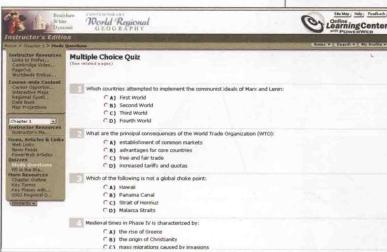
#### **Student Center**

- Chapter outlines
- · Interactive chapter quizzing
- · Interactive key term flashcards
- Interactive key places flashcards—including audio pronunciations for difficult-to-pronounce place names
- · Interactive maps, with quizzing
- Geography PowerWeb, providing news feeds and related articles
- · Printable base maps in a variety of formats
- Data bank, which provides key data on countries from 2002
- · Related web links for each chapter
- Worldwide embassy resources listing

#### **Instructor Center**

- Instructors will have access to all materials within the "Student Center" and also the materials listed below for instructors only.
- · Links to professional resources
- · Instructor's manual
- The Power of Place telecourse video listing
- A collection of 30 printable base maps, available in a variety of formats



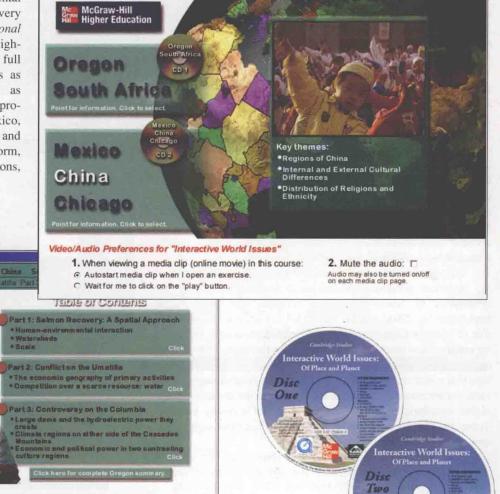


## Interactive World Issues CD-ROM Set

An exciting study tool that captures the power of videos to allow students to visit and closely examine geographic and environmental issues, this two-CD set is FREE with every new copy of Contemporary World Regional Geography. The case studies feature high-quality videos that can be enlarged to full screen, animations, maps, and diagrams as activities that students can complete as assignments or as self-paced study. The program visits Oregon, South Africa, Mexico, China, and Chicago to describe events and issues in resource allocation, land reform, water rights, policy, economic conditions, population, and sustainability.

A Interactive World Issues - Microsoft Internet Explorer

Oregon:



different scales in different-sized watersheds

Overview: The Columbia River salmon population is in serious decline. Commercial and Native American fishermen are as endangered as the fish species on which they depend. In this interactive case study you will explore this problem and investigate its causes and possible solutions in spatial and

environmental terms. We will explore human-environmental interactions at