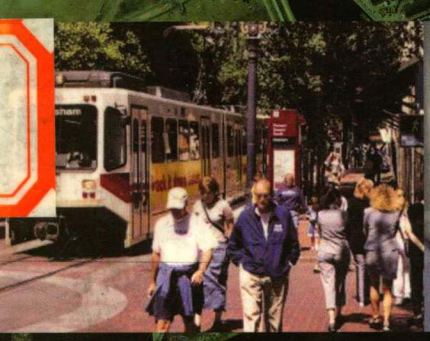
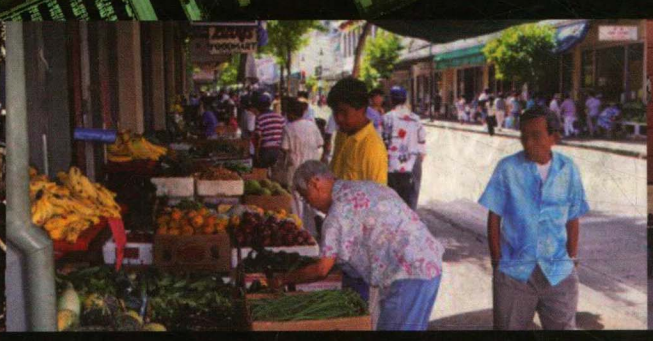
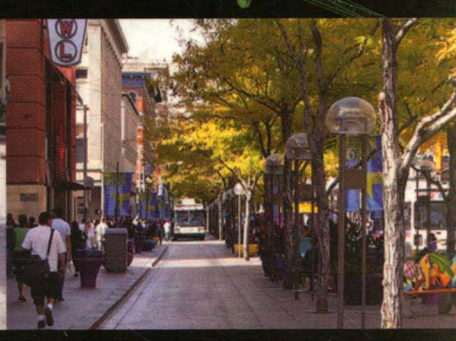
FIFTH EDITION

Michael Kuby
John Harner
Patricia Gober

# HUMAN GEOGRAPHY IN ACTION

5TH Edition

# Human Geography in Action

**MICHAEL KUBY**
*Arizona State University*

**JOHN HARNER**
*University of Colorado at Colorado Springs*

**PATRICIA GOBER**
*Arizona State University*

*Contributors*

**Dan Arreola**
*Arizona State University*

**Elizabeth Burns**
*Arizona State University (retired)*

**Kevin McHugh**
*Arizona State University*

**Ross Nelson**
*Thompson Rivers University*

**Breandán Ó'Uallacháin**
*Arizona State University*

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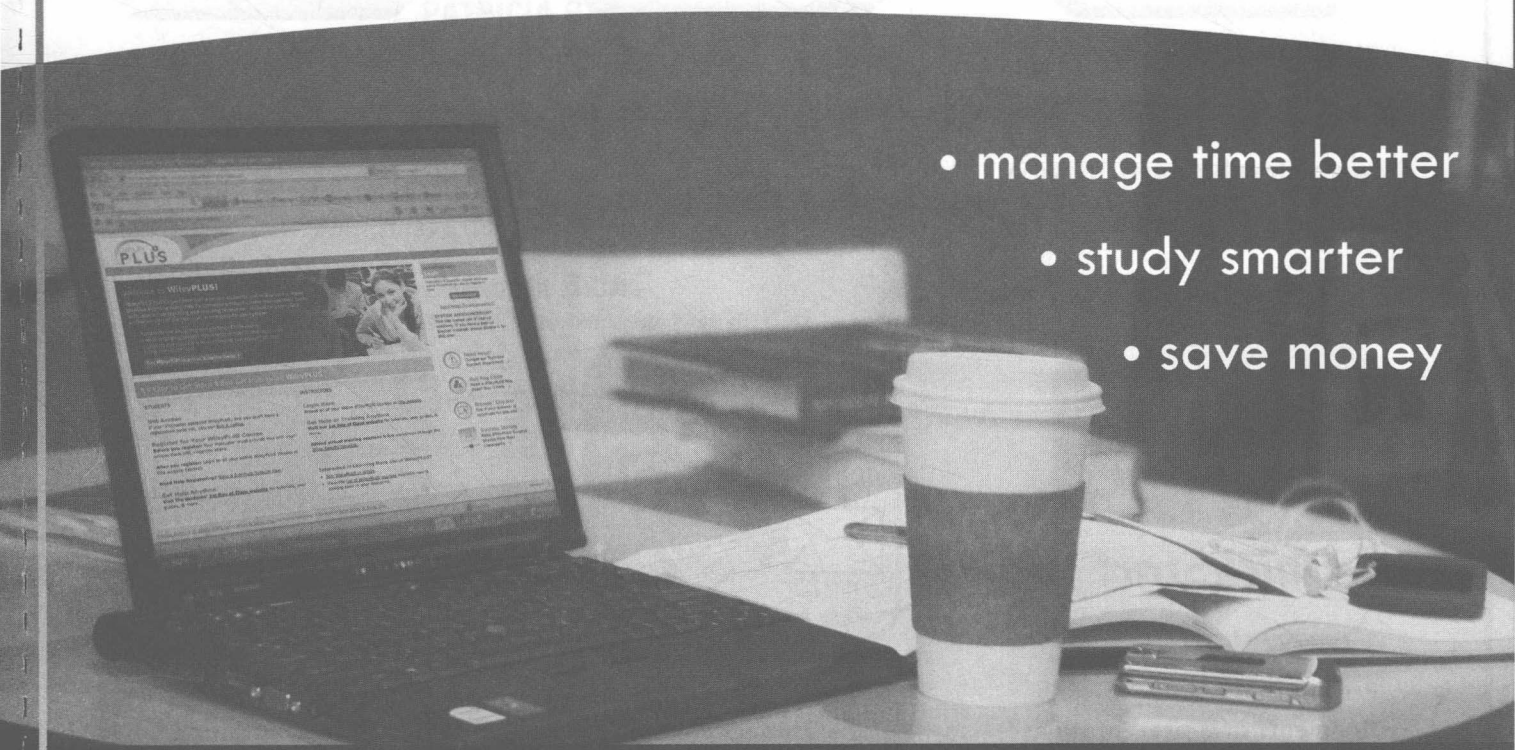


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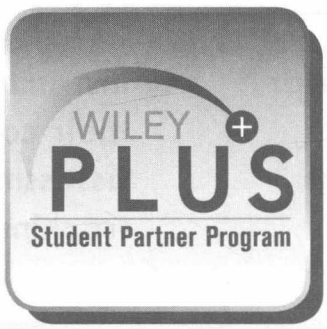


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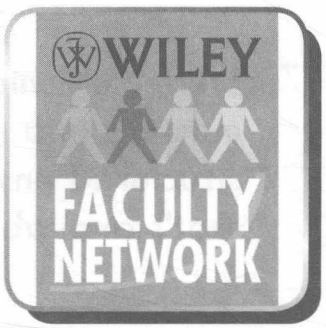


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*To the next generation of geographers,*

*and to our children—Nora, Olivia, Cole, and Kelly.*

*I Hear and I Forget,*

*I See and I Remember,*

*I Do and I Understand.*

Ancient Chinese Proverb

# Preface for the Instructor

## "DOING" HUMAN GEOGRAPHY

Higher education in North America is undergoing a metamorphosis. The traditional emphasis on instructor-centered teaching is being replaced by a focus on student-centered learning. Colleges and universities are searching for new models of communicating information whereby instructors are facilitators and students are active participants in the learning process. Students retain more with student-oriented approaches than with the traditional model of instructor as lecturer and student as listener. New models of learning necessitate new classroom materials.

*Human Geography in Action* is a response to the need for innovative alternatives to the standard human geography textbook. As its name implies, the purpose of *Human Geography in Action* is for students to learn geography by doing geography.

*Human Geography in Action* comprises 14 stimulating, hands-on chapters that challenge students to collect, manipulate, display, and interpret geographic information. Each freestanding activity provides hands-on experience with a basic concept in human geography, including scale, region, diffusion, spatial interaction, age-sex pyramids, economic specialization, development, agriculture, urban hierarchy, neighborhood characteristics, urban sprawl, segregation, nations and states, and environmental change. We have chosen activities that demonstrate the kinds of questions that geographers ask and the myriad ways they go about answering them. Our goal is to help students develop the geographic perspective and problem-solving skills that will prove valuable to them in the long run—in their other courses, in their careers, and for lifelong learning.

The idea of doing geography rather than reading about it makes *Human Geography in Action* an alternative to the strictly lecture-oriented course and its accompanying "reading-centered" textbook. Another key difference between the standard human geography text and *Human Geography in Action* is our focus on essential concepts rather than the never-ending cavalcade of facts in the typical introductory text—depth rather than breadth. Using the standard course syllabus in human geography as a framework for *Human Geography in Action*, we focus on the basics—5 to 10 of the most important ideas in each chapter—keeping the theoretical material useful but brief and keeping *Human Geography in Action* true to our goal of offering an active learning curriculum.

*Human Geography in Action* is a complete program for teaching and learning human geography. Yet it is perfectly understandable that some instructors—given their busy schedules, varying levels of resources, and individual preferences—might want to change their human geography curriculum incrementally by sprinkling their current courses and complementing their current texts with some or all of these activities. Not only is each chapter freestanding, but in many of the chapters, individual activities can be assigned independently. Thus, while *Human Geography in Action* is a cohesive instructional program, it has also been designed with flexibility in mind.

## ▶ HANDS-ON ACTIVITIES

Eleven of the 14 chapters in *Human Geography in Action* have computerized activities for your students to do. Nine of the chapters have activities that do not require a computer. Of course, this means that some chapters offer both computerized and non-computerized activities. This mix is fitting, because while technology has profoundly influenced what geographers do and how they do it, many aspects of geography today are practiced without the aid of computers.

For students who still think of geography as a dusty old pursuit, the computerized projects will be real eye-openers. Even computer whizzes will find them colorful, animated, and interactive. But the computerized activities are much more than high-tech "window dressing." They enable students to do analyses that they could not possibly do—or could only do very, very tediously—without computers. Chapter 1 (mapping the distribution of African-Americans in the United States) and Chapter 2 (defining the Middle East and American Southwest culture regions) demonstrate the power of geographic information systems (GIS) to change scales and map types and to layer information. Chapter 3 (tracking the AIDS epidemic) uses the computer to animate change over time. In Chapters 4 (modeling interstate migration flows) and 12 (analyzing segregation in Northern Ireland), students compute formulas and effortlessly link spreadsheets, maps, and graphs. In Chapter 5 (working with age-sex pyramids) and Chapter 9 (defining the market areas for baseball teams), students engage in "what-if" simulations. Chapter 8 (agriculture) makes extensive use of photographs for landscape recognition and introduces remote sensing for measuring land-use change. Chapter 10 (urban geography) includes a virtual field trip through Colorado Springs, and Chapter 11 (urban sprawl) animates a half-century of urban growth and uses GIS layering to explore the effects of different scenarios for future urban growth. Finally, in Chapter 14 students build a dynamic flowchart to analyze environmental problems within a systems-theory framework.

Many professional geographers gather and process information about the world without the use of computer technology, and *Human Geography in Action* introduces students to some of these methods as well. There is, for example, an extremely rich tradition of field observation and analysis in geography that we tap into in Chapter 10 on reading the urban landscape. Also valuable for geographers is the ability to adjudicate the perspectives of different stakeholders in the decision-making process and the ability to speak in public. These skills are honed in role-playing debates in Chapters 11 and 14. Students interpret newspaper, magazine, and Internet articles in Chapter 13 on the disintegration of Yugoslavia and the conflict in Iraq. They also collect data on regional imagery by using local postcards in Chapter 2, on imported foods by visiting local food stores in Chapter 8, and on the number of pizza restaurants in a town by using telephone directories in Chapter 9. Finally, students gain numeracy skills as they calculate regional multipliers in Chapter 6, development indices in Chapter 7, and impacts on global climate change in Chapter 14. Students are introduced to the concepts of outliers and extreme values in Chapter 4, rank-order in Chapter 7, and log-log graphs in Chapter 9. Students can do the non-computerized activities at home or in class using only the hard copy of the book.

Six of the projects can be customized to your city or state. Chapters 4 (migration) and 6 (economy) come with data for every U.S. state and Canadian province. Activity 2 of Chapter 2 (culture regions) asks students to identify culture traits for

their own region. Local phone directories are data sources for Activity 1 of Chapter 9 (urban hierarchy). Chapter 10 (urban landscape) compares local census data to field observations. For the role-playing debate in Chapter 14, instructors can substitute an article about a local environmental issue for the ones we provide.

## ▶ FLEXIBLE TEXTBOOK AND SOFTWARE OPTIONS

*Human Geography in Action* and the associated computerized activities can be ordered and used in a variety of formats. There is, of course, the paperback book, which features perforated pages that students can tear out and hand in. There is also an online e-book with color photos and graphics available under the WileyPlus platform (see next section for details).

For the digital activities, instructors can choose among three main options. The first is for students to run the activities from the free online Student Companion Site. The second, though less preferred option, is to use CD-ROMs. Wiley can provide CDs if requested, but this technology is no longer actively maintained, and this option is recommended only if students or classrooms lack Internet service. Delivery of the CD can be arranged with each university's Wiley sales representative (who can be found at www.wiley.com/college/rep). For either of these first two options, students will explore the animations online and then answer the questions on the book's tear-out pages. The third option is for students to access the computerized animations via the WileyPlus platform. Students using WileyPlus submit their assignments electronically (see next section).

Some instructors may want to combine the paperback book with the WileyPlus interface. Some students prefer having a traditional book to read, and instructors may want students to bring the physical book with them for doing non-computerized activities during class. And yet it may be advantageous to combine those features with WileyPlus for its automated grading, expanded question sets, and other resources. In order for instructors to choose what's best for their class, we need to introduce you to WileyPlus.

## ▶ WILEYPLUS UPGRADE

WileyPlus is a course management and educational learning package from John Wiley & Sons. WileyPlus is the biggest change to *Human Geography in Action* since it was first published in 1998. For the past three years we have been developing the WileyPlus interface and testing it on our students at Arizona State University and University of Colorado at Colorado Springs. The *Human Geography in Action* WileyPlus interface seamlessly integrates an online version of the textbook with the interactive activities for which our book is known, plus automated grading of many questions, and grades that flow automatically into a grade book. It has been used successfully in both small and large classes, and is particularly well suited as a stand-alone platform for online classes.

For the student, WileyPlus offers a number of enhanced features—including an affordable price. The photos and graphics in the book are all in color, and there are a number of bonus features like map quizzes, flash cards, and area and demographic data for countries around the world. The links to related web pages are live and instantaneous. Most importantly, *all* of the activities are online, even those that do

not feature a computerized animation. All of the questions are answered online and submitted electronically. When answering a question, students can click on links to refer to the Introduction or Case Study readings.

Whenever possible, we have converted the questions from the activities into true-false, multiple-choice, matching, text-entry, and numeric-entry questions that are graded automatically. Automated grading can save you hours of time each week, which can enable you to offer more hands-on activities to your students. Another way it benefits students is by providing instant feedback on their interpretation and analysis. The objective questions still require students to analyze and evaluate the animations and data sets. However, not all questions can be turned into good objective questions. In some cases, the answer depends on your state or province. In other cases, an open-ended written question promotes critical thinking. In such cases, we've kept them as open-ended written questions. Student scores for objective questions flow instantly into a grade book for each student in each class section. The written answers also flow into the grade book, where the instructor or TA can read them and assign a score.

When we first began converting *Human Geography in Action* to WileyPlus, we examined each existing question in the book and determined if we could—and should—convert it to an objectively graded question. But as we tested the questions on our students and gained experience with the technology, we came to realize that the WileyPlus technology offered more than just convenience. Therefore, in a second round of software development, we took advantage of Wiley Plus's capabilities by adding some entirely new sequences of questions to some of the activities. Since the instructor does not have to grade the objective questions, it liberates us to ask a sequence of pointed questions about the things we always hoped students would see in the animations. For instance, we now ask students an expanded series of questions about:

- Particular combinations of layers and what they say about the core/domain/sphere of the Middle East or the American Southwest in Chapter 2
- Cultural landscapes and regional imagery in Chapter 2
- S-curves of particular metro areas in Chapter 3
- The economic ratios of particular states and particular regions in Chapter 6
- The location of particular countries in the scatter plot of Chapter 7
- Theoretical definitions of nations, states, ethnonationalism, and irredentism in Chapter 13

All in all, we feel it has a nice mix of objective and open-ended questions. However—and here's another major attraction of WileyPlus—if you feel differently, you can change it!

WileyPlus is flexible. You can create your own questions to add to any assignment. For instance, you could create your own series of questions about migration to your state or employment shares in your province. You can delete questions you don't like and add ones you've always wanted to ask. You can replace an objective question with a written one, or vice versa. You can give students from one to five (or even unlimited) attempts at each question, give hints after a missed attempt, set due dates, assign point values, and give individual students extensions. You can set up the assignments so students lose some percentage of the possible points if they don't give the correct answer by the nth attempt. You can make announcements or

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post files for the class, and draw from the instructor resources for discussion questions or PowerPoint files of graphics, and organize and manage class rosters and grades. You can create rosters or allow students to pay and self-enroll online. The test banks and discussion questions from our earlier instructors manual are included among the resources for each chapter, and you can use these to create quizzes and tests for your students to take online. These can also be automatically graded and will flow into the grade book. Your investment of time to develop a good course using WileyPlus can be carried over to subsequent semesters and other instructors in your university.

WileyPlus does have some limitations, and it is important to acknowledge these to help you choose wisely. First, students are not able to digitally submit any maps and graphs that they manipulate in the WileyPlus environment. You could ask your students to print and hand in hard copies, or submit screen shots via email or digital drop box, but we have restructured the WileyPlus assignments so that students are not required to hand in maps and graphs. Second, there are some limitations to the length and types of new assignment questions you can create. As of Spring 2009, you cannot insert a link to a computerized animation into a new question you create, but students can access the animation in other ways. Third, WileyPlus does not yet have discussion boards or chat rooms for conducting online debates for role-playing activities in Chapters 11 and 14. The WileyPlus course, however, does include instructions for how we have organized online debates using another platform such as Blackboard®. We can personally vouch that the online instructions work well and the quality of the comments in online debates can be very good. In fact, some students who might be shy in a live debate may contribute more in an online debate.

Despite these minor limitations, WileyPlus revolutionizes the concept of a textbook, integrating technology with education for an efficient and enhanced learning environment. What's more, WileyPlus and *Human Geography in Action* are a perfect match, in that each can take advantage of the other's unique capabilities. Please contact your Wiley Representative if you would like a free "test-drive" of WileyPLUS.

## ▶ ORGANIZATION OF THE BOOK

Because of the interconnections among subfields of human geography, there is no single agreed-upon progression of building blocks for sequencing the chapters of a textbook. For the most part, our Table of Contents corresponds to a fairly typical model for a human geography syllabus and textbook, having evolved through the years by those who design and teach the course as a logical progression through a survey of the field. We begin with fundamentals such as mapping, scale, regions, and culture (Chapters 1 and 2). Next we cover two fundamental forms of movement that shape the human world: diffusion and migration (Chapters 3 and 4). After that we survey population, economic, and urban processes and spatial patterns (Chapters 5-12). Finally, we end with two subfields of geography that involve a substantial amount of synthesis: political and environmental geography (Chapters 13 and 14). This order of chapters, however, is by no means the only logical one. An alternative progression could begin with local-scale projects (Chapters 10 and 11), moving to regional/national-scale activities (Chapters 1, 2, 3, 4, 6, and 9) and finally to international topics (Chapters 2, 5, 7, 8, 12, 13, and 14). Others might prefer to examine

world population trends (Chapter 5) in conjunction with development processes (Chapter 7) near the beginning of the course, before looking at diffusion, migration, and urban-economic geography.

## ▶ ORGANIZATION OF THE CHAPTERS

Each chapter and activity follows a consistent format and hierarchy. Each chapter has an Introduction that explains the theoretical concepts, then a Case Study that applies these concepts to some real-world situation or place, followed by the activities that analyze the case study. The Preface for the Student includes a sample of the actual features and pedagogy that the instructor and student can expect to find and follow in every chapter.

## ▶ LEARNING ENVIRONMENTS

The activities lend themselves to a wide variety of learning environments. Many of them are suited for either classroom activities or homework. They can be done individually or as small-group collaborative projects. Computer projects can be done in a lab or at home. We designed *Human Geography in Action* to be especially appropriate for small-group collaboration. In-class, small-group projects generate a great deal of excitement and discussion among students. For some of the projects, it works well to start in class and then have the students finish them at home, once they have gotten the hang of it. The amount of time needed to complete the projects varies according to the number of separate sections, the amount of reading and/or calculations, and the student's abilities. The range is from 1 to 4 hours per chapter. See the Instructor's Companion Site for time estimates by chapter and section as well as for ideas about what works best for each assignment. In addition, the WileyPlus platform is ideally suited for an online course.

## ▶ GRADING AND OUTCOME ASSESSMENT

The issue of grading is of obvious concern to instructors, especially those teaching large sections. Ideally, instructors want students to do a lot of writing, thinking, and calculating, but realistically they have limited time for grading. In the WileyPlus *Human Geography in Action* course, many but not all open-ended questions in the book's activities have been converted to objective questions that are graded automatically. WileyPlus instructors can customize the mix of objective and written questions in each assignment to meet their goals and constraints.

For instructors not using WileyPlus, there are numerous strategies you can adopt. We have had success in grading some activities on a pass-fail basis. Grading time is significantly reduced, but students still feel the need to do these chapters just as diligently as if they were graded because the material is covered in examinations. Also, we deduct for obviously halfhearted efforts. Another strategy for reducing grading workload is to use group grades for group work. Instructors also have the option to assign the readings for a chapter and discuss it in class without requiring students to do all the activities. Finally, the fifth edition includes three computerized activities that are self-correcting even outside of WileyPlus. These include activities on population pyramids (Chapter 5), agricultural landscapes (Chapter 8), and environmental systems (Chapter 14). By "self-correcting," we mean that the

students are coached by the computer towards the correct answers, and cannot complete the assignments until they get it right.

## INSTRUCTOR'S COMPANION SITE

The Instructor's Companion Site (www.wiley.com/college/kuby) offers a range of resources for the instructor. It requires a password to gain access—contact your Wiley sales representative (who can be found at www.wiley.com/college/rep). The Instructor's Companion Site offers logistical advice, time estimates, a teaching outline, discussion questions, sample test questions, and an answer key for each chapter. Also included are e-mail links to the authors and useful people to contact at Wiley.

## CHANGES IN THE FIFTH EDITION

The most important change in the fifth edition of *Human Geography in Action* is the adaptation of the book to the WileyPlus platform for course management and enhanced learning. In addition to the interface change, we have improved many components from the fourth edition, including updated data and statistics, improved instructions for activities, reworded questions for increased clarity, updated Web resources and further readings, new and improved graphics, and some new key terms. A summary of the changes is included here:

Chapter 1

- Updated maps of population with B.A. degrees (Figures 1.4 and 1.5) to 2000 Census data.
- New discussion about racial change in America, including mention and photo (Figure 1.11) of Barack Obama elected as the first African-American president.
- Better explanation in Question 1.9 for changes seen in the regional scale population in Figure 1.11.
- Better instructions for using the interactive mapping graphic array with the State Choropleth maps, including changes to Questions 2.10 through 2.13 that ask about this map and compare it to the isoline map.
- Updated the Census mapping instructions.

Chapter 2

- Updates to geopolitical events in the Middle East Case Study Background, and clarifications for the American Southwest Background.
- New photo (Figure 2.3) illustrating regional symbolism.
- Improvements to graphics for the Mormon Culture Region and the physiographic regions of North America.
- Major additions relating to vernacular regions, cultural landscapes, and regional symbolism in Activities 2 and 3 in WileyPlus.

Chapter 3

- Updated graph with growth trend for hydrogen fueling stations (Figure 3.4).
- Improvement to map showing the early diffusion of AIDS (Figure 3.10).

- Updated world map of global HIV/AIDS rates (Figure 3.11) to 2007.
- Instructions added in Activity 1 to help students determine whether a new city crossing the high AIDS rate threshold lies within or outside of one of the top 15 metro regions.
- Question 2.2 reworded to ensure students use either New York or Miami as an illustration of hierarchical diffusion to answer this question.
- Greatly expanded questions in Activity 3 in WileyPlus about the S-curve diffusion model using graphs of cumulative AIDS rates for numerous cities.

Chapter 4

- Expanded discussion about international immigration, particularly the immigration history of Canada and the United States, and discussion about Mexican immigration to the U.S.
- New graph (Figure 4.2) showing historical immigration to the United States by world region from 1850 to 2000.
- New photo (Figure 4.3) of a person jumping the international border fence in Nogales (on the Arizona-Sonora border) to enter the United States illegally.
- Updated data on the graph of annual mobility rates (Figure 4.10).
- Modified the graph showing extreme values and outliers in a scatter diagram (Figure 4.14) to illustrate how the graph expands to better show the distribution of points when the extreme values are eliminated.
- Reword Question 4.7 to help student better understand residuals in the migration model.

Chapter 5

- Updated data in Table 5.1 for countries in various stages of the demographic transition, and Table 5.2 of ten most populous countries.
- New photo (Figure 5.7) of elderly population in Italy.
- Added discussion of upside-down pyramids and their societal implications.
- New photo (Figure 5.13) of India's high-tech sector.
- Questions and instructions changed in Activity 2 to help students better understand rates of population change and cohorts.

Chapter 6

- Revised regional multiplier diagram (Figure 6.7) to include purchases by basic industries from non-basic industries.
- New photo (Figure 6.12) reflecting the current recession and the Wall Street bailout.
- Updated Table 6.1 and descriptive text of the top 20 U.S. companies to reflect 2008 sales data.
- Case Study discussion updated to incorporate events related to the current economic crisis.
- Added outsourcing as a key term.
- Questions in Activity 1 greatly expanded in WileyPlus to help students better understand the NAICS categories, to think about some of the patterns they see on the maps of employment data, to interpret the employment ratios showing economic specialization and economic change over time.

Chapter 7

- Substantive changes to instructions for filling out the development spreadsheets. Changes help students understand what to do in case countries tie in their rankings, explain the meaning of several variables, tell how many decimal places to use for their values, and help to calculate the difference between economic versus human welfare rankings.
- Improved page layout of the first four maps showing global development variables.
- Added substitution of capital for labor as a key term and as a real-world strategy in the modernization school of thought in Table 7.1.
- Mentioned Nobel Prize for Grameen Bank founder.
- Expanded questions in WileyPlus Activity 3 to help students interpret the scatter diagram showing differences between economic and human welfare dimensions of development. Questions ask students about specific countries on the graph and interpretations of the patterns.

Chapter 8

- Case Study Background discussion has been greatly expanded to introduce two counter forces to the current model of globalized agriculture. The first addresses concerns from LDCs about agricultural subsidies that continue in the United States and Europe, including large subsidies in the 2008 U.S. Farm Bill, and the breakdown of the Doha trade negotiations. The second introduces environmental, ethical, and health and sustainability-related complaints about the global agricultural system that arise within the MDCs, and discusses alternatives that are becoming more popular within the United States—organic production, urban gardens, community supported agriculture, and farmers markets, to name a few.
- Updated and expanded discussion of NAFTA trade statistics.
- New photo (Figure 8.5) to illustrate high-yield, capital intensive agriculture.
- New photo (Figure 8.10) showing a farmer's market in an urban environment.
- Expanded questions in WileyPlus Activity 2 ask students about the environmental effects of long-distance transportation of food versus buying locally.
- Expanded questions in WileyPlus Activity 2 about North American food culture regions.

Chapter 9

- New photo (Figure 9.3) of a very small town illustrating a lower-order central place.
- New photo (Figure 9.5) of Broadway theaters in New York illustrating a higher-order central place.
- Added a new diagram (Figure 9.7) of overlapping and tangent circular market areas and how they lead to hexagonal market areas. Also improved the diagram showing the theoretical distribution of the hierarchy of central places (Figure 9.8) to include 3 levels of central places and 3 levels of market areas. Expanded text to explain these new figures.
- Improved the sample log-log scatter diagram showing line of best fit (Figure 9.17).

Chapter 10

- Census instructions updated.
- Questions and instructions in both Activity 1 and 2 reorganized and modified to better help students compare their census tract data to the metropolitan area overall, think about their neighborhood, and reflect upon the social environment they observe in their field study.
- Graphic of the urban land use models (Figure 10.1) improved.
- New map (Figure 10.5) illustrating urban realms added, using metropolitan Phoenix as an example.
- New graphic (Figure 10.6) added illustrating the factoral ecology concept—how the three models of concentric rings, sectors, and multiple nuclei reflect family status, economic status, and racial or ethnic status, and how these all form a composite that makes up the physical urban space.
- New photo (Figure 10.7) to better reflect the cultural heritage of the city.
- New diagram (Figure 10.14) added showing changes in the population density gradient away from the CBD across the twentieth century, with discussion added in the text.

Chapter 11

- New graphic (Figure 11.6) of competing shopping malls in two different political jurisdictions illustrates how municipal boundaries drive inefficient land use as neighboring cities try to grab their share of sales tax dollars.
- New graphic (Figure 11.7) added illustrating urban zoning.
- New graphic (Figure 11.8) showing the growth in population, car ownership, trips per day, average trip length, and vehicle miles traveled.
- Expanded discussion of the increase of single occupancy vehicle miles driven in the United States.
- New photo (Figure 11.12) showing an urban, mixed-use development.

Chapter 12

- Improved discussion of how to interpret the index of segregation values.
- New photo (Figure 12.1) illustrating Jewish ghettos in mid-20$^{th}$ Century Europe.
- Updated discussion of the political developments in Northern Ireland.
- New age-sex pyramids (Figure 12.7) for Northern Ireland Protestants and Catholics added.

Chapter 13

- Substantial text updates on the changing political situations in both the former Yugoslavia and Iraq.
- Map of pre- and post-breakup Yugoslavia (Figure 13.7) and map of historic Serbian boundaries (Figure 13.9) amended to now show Montenegro and Kosovo independence.
- Many questions added to WileyPlus activities that first reinforce students' understanding of Key Terms before case study questions are asked.

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