

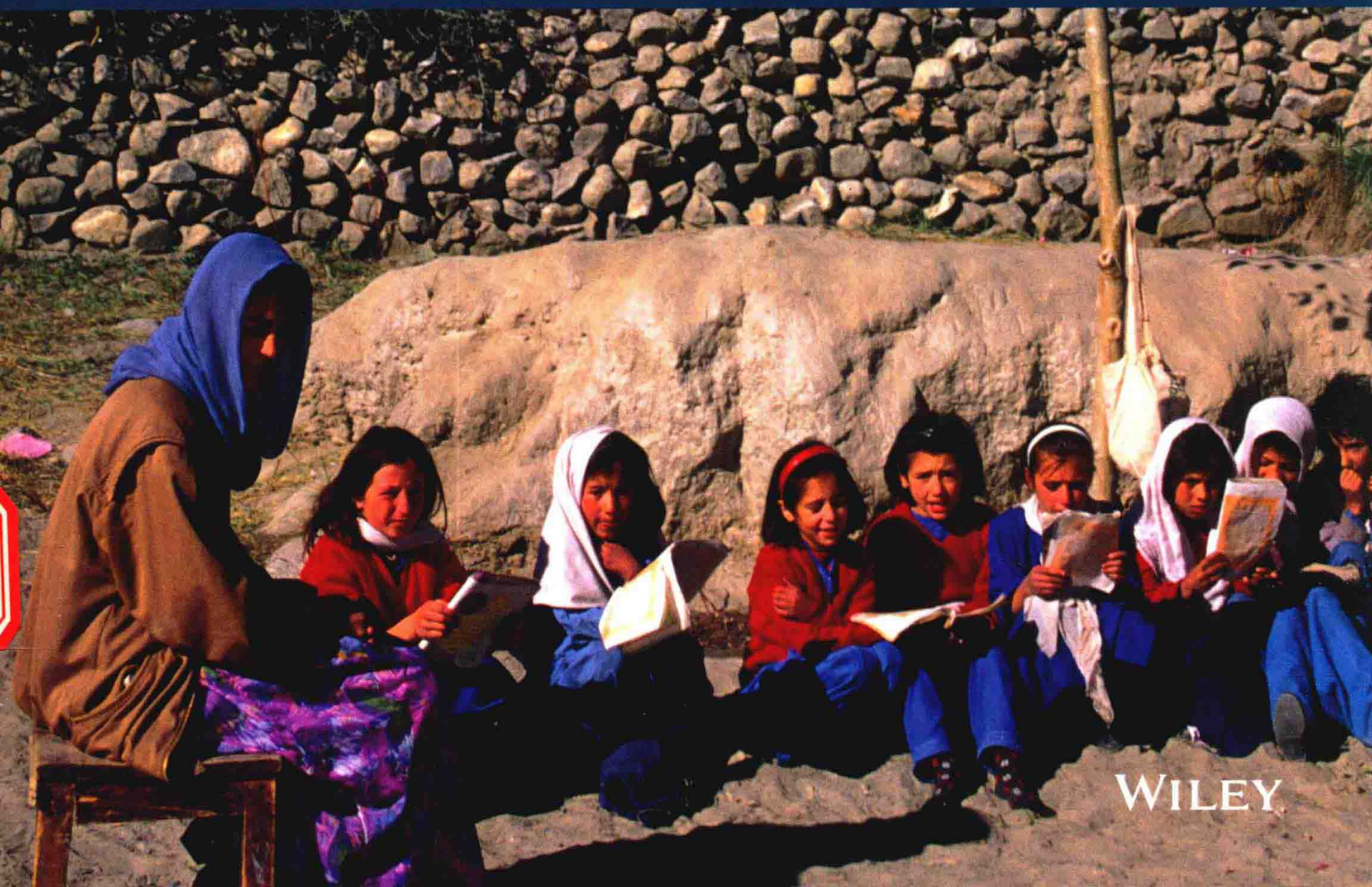


UNDERSTANDING
World Regional Geography



Erin H. Fouberg

William G. Moseley



WILEY

UNDERSTANDING
World Regional Geography



Erin H. Fouberg

William G. Moseley

Vice President & Director	Petra Recter
Executive Editor	Jessica Fiorillo, Ryan Flahive
Assistant Development Editor	Julia Nollen
Market Solutions Assistant	Kathryn Hancox
Assoc. Director, Content Production	Kevin Holm
Production Editor	Sandra Dumas
Aptara Project Manager	Dennis Free
Senior Photo Editor	Billy Ray
Product Design Manager	Geraldine Osnato
Marketing Manager	Christine Kushner
Cover & Interior Design	Wendy Lai
Front Cover Photo	© David Sanger Photography/Alamy
Back Cover Photo	Courtesy of Boka Illic

This book was set in Jansen by Aptara, Inc., and printed and bound by Quad Graphics. The cover was printed by Quad Graphics.

This book is printed on acid-free paper. ∞

Founded in 1807, John Wiley & Sons, Inc. has been a valued source of knowledge and understanding for more than 200 years, helping people around the world meet their needs and fulfill their aspirations. Our company is built on a foundation of principles that include responsibility to the communities we serve and where we live and work. In 2008, we launched a Corporate Citizenship Initiative, a global effort to address the environmental, social, economic, and ethical challenges we face in our business. Among the issues we are addressing are carbon impact, paper specifications and procurement, ethical conduct within our business and among our vendors, and community and charitable support. For more information, please visit our website: www.wiley.com/go/citizenship.

Copyright © 2015. All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning or otherwise, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the Publisher, or authorization through payment of the appropriate per-copy fee to the Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923, website www.copyright.com. Requests to the Publisher for permission should be addressed to the Permissions Department, John Wiley & Sons, Inc., 111 River Street, Hoboken, NJ 07030-5774, (201) 748-6011, fax (201) 748-6008, website www.wiley.com/go/permissions.

Evaluation copies are provided to qualified academics and professionals for review purposes only, for use in their courses during the next academic year. These copies are licensed and may not be sold or transferred to a third party. Upon completion of the review period, please return the evaluation copy to Wiley. Return instructions and a free-of-charge return shipping label are available at www.wiley.com/go/returnlabel. If you have chosen to adopt this book for use in your course, please accept this book as your complimentary desk copy. Outside of the United States, please contact your local representative.

Main Book ISBN 978-0-471-73517-5
 Binder Version ISBN 978-1-118-9664-5

Printed in the United States of America
 10 9 8 7 6 5 4 3 2 1

UNDERSTANDING WORLD REGIONAL GEOGRAPHY

Five hundred years ago, the greatest library in Europe was at Queens' College in Cambridge and had only 199 books in the entire collection. In 2013, publishers released more than 300,000 new titles or editions of books, and authors self-published more than 390,000 books in the United States alone. Even more remarkably, more than 1.1 million print on-demand or Internet-access only books were published, with marketing done chiefly on the Internet. Five hundred years ago, a scholar could claim to have read every book in Europe's greatest library. Today, no one can claim to have read each of the more than 36 million books in the Library of Congress in the United States. At the turn of the millennium, Librarian of Congress James Billington quipped that we are no longer in the Age of the Renaissance or the Information Age; rather, we currently live in a "Too Much Information Age."¹

Too much information. Your generation, which cannot remember a time before the Internet and may have never used a card catalog in a library, is adept at quickly finding information. The vast majority of the information you find on the Internet is less than 15 years old. All of this recent information can give society a short-term memory that lacks the depth of geographic context and historical knowledge. Does all of the information with which you are inundated each day seep into your brain and improve your understanding of the world? Not likely.

One goal of this book is to help you sort through the "too much information" and gain understanding by thinking geographically about the world. Many general education curriculums at colleges and universities throughout North America require students to take "globalization" courses or to become better "global citizens." We are biased, as geographers, but we contend that the best possible way to gain a global perspective and to organize the vast amount of information that floods your lives each day is through world regional geography.

Understanding World Regional Geography helps students begin to grasp the complexities of our world. If you have ever watched the news or read a newspaper and thought, "I cannot possibly understand what is going on in Syria;" "I cannot understand how China became so economically powerful in the last 30 years;" or "Why are some people and places incredibly poor while others are ridiculously

wealthy?" you know the feeling of thinking the world is simply too complex to understand.

How can *Understanding World Regional Geography* help you on your journey of better understanding our complex world? We designed this book and the corresponding online content to introduce you to the integrative way geographers gather and process information. To do this, we build from the geography education literature, which has established that thinking geographically requires two things: applying geographic concepts to real-life situations and going into the field and seeing the world as geographers.

Understanding World Regional Geography introduces you to dozens of geographic concepts that you can integrate and apply to real-world situations. Across 14 chapters we highlight 25 **Threshold Concepts** that will help you learn to think geographically. Once you learn one of these concepts and apply it yourself, you will begin to integrate the concept in your thinking and can draw from it

Threshold Concepts in Geography

CHAPTER	THRESHOLD CONCEPTS
Introduction to World Regional Geography	Context Region Cultural Landscape Scale
Global Connections	Anthropocene Globalization Networks
Geography of Development	Development Unequal Exchange Mental Map
Subsaharan Africa	Site Situation
Southwest Asia and North Africa	Diffusion Hearth
South Asia	Green Revolution
Southeast Asia	Tourism Authenticity
East Asia	Commodity Chain
Europe	Population Pyramid
North and Central Eurasia	Identity
North America	Migration
Latin America and the Caribbean	Race Gender
Pacific	Time-Space Compression
World Regions and World Cities	World Cities

¹Achenbach, Joel. "The Too-Much-Information Age: Today's Data Glut Jams Libraries and Lives. But Is Anyone Getting Any Wiser?" *Washington Post*, March 12, 1999, A1.

to learn new material and think geographically. When a Threshold Concept is introduced in depth, an icon appears in the margin and a definition is given at the bottom of the page. At the end of each chapter, the **Creative and Critical Thinking Questions** each integrate Threshold Concepts, which affords you an opportunity to apply Threshold Concepts to your surroundings and case studies from each world region.

WileyPLUS Learning Space includes to a matrix for the 25 Threshold Concepts that links you through to a variety of case studies from *Understanding World Regional Geography* that use each threshold concept.



MAPS.com

We established the mapping program in *Understanding World Regional Geography* through partnerships with Esri and Maps.com. Maps.com used ArcGIS to create six thematic maps for print and digital in each chapter of *Understanding World Regional Geography*. Clicking on a webmap in the *Understanding World Regional Geography* online environment opens the map in ArcGIS Online, making the map dynamic and interactive.

Dynamic webmaps give students ownership of their learning. In the ArcGIS Online environment, students can interact with the maps, turning on and off layers, zooming in and out, panning across maps, adding their own layers of data, and using spatial analysis tools in ArcGIS Online to ask and answer questions. An expert in geography education and spatial thinking designed map exercises in each chapter that take students through steps in Bloom's taxonomy, first asking students to look for patterns on a map, then asking students to compare and contrast different data or different areas of the map, and later asking students to infer and predict based on the map.

ArcGIS Online is simple to use while also being robust. Students can work through map questions using really basic commands in ArcGIS Online. Students who grow curious and explore ArcGIS Online or whose professors or discussion leaders create their own assignments using *Understanding World Regional Geography's* dynamic webmaps can ask and answer new questions by adding layers from outside, creating class (virtual) field trips, designing Esri storymaps to track a history, pattern, or phenomenon, and using ArcGIS Online's spatial analysis tools to ask and answer complex questions.

As students interact with the maps, they learn how to think geographically by asking geographic questions and using webmaps to find answers. Instead of telling students geography is something you memorize, we show students that geography is something you do.

UNDERSTANDING WORLD REGIONAL GEOGRAPHY FEATURES:

- **Chapter Opener** Featuring a single photograph and a short vignette, the authors draw students into reading the chapter. The goal of each chapter opener is to get students to think twice about their existing perception of a region.
- **Guest Field Notes:** The authors invited colleagues to discuss their fieldwork-based research. Each guest field note includes a photograph and a vignette describing the fieldwork.
- **Using Geographic Tools** This feature demonstrates, through real-world examples, how geographers use tools, including regions, mental maps, GIS, crowd-sourced maps, statistics, surveys, landscape analysis, and planning, to do geography. Each Using Geographical Tools entry includes a photo or map and two Thinking Geographically questions.
- **Reading the Physical Landscape** Students are walked through the process of examining a physical landscape, identifying physical features, and understanding the processes that created the features in the landscape.
- **Reading the Cultural Landscape** Students are walked through the process of examining a cultural landscape, identifying the visible imprint of humans and cultures on the landscape, and understanding the processes that shaped the landscape.
- **Your Turn: Geography in the Field** Students are given the opportunity to analyze a photograph, make observations, ask questions, and think through answers. Each Your Turn: Geography in the Field feature includes at least two Thinking Geographically questions.

Learning to think geographically requires practice. The Guest Field Notes, Reading the Cultural Landscape, Reading the Physical Landscape, and the Your Turn: Geography in the Field features may inspire you to look at your campus or neighborhood in a new light. Start making observations, asking why something is where, and seeking answers.

A global perspective is not easily achieved. It may take you a lifetime. Our hope is that this class and this book will set you on the path to seeing how you fit into the world, to becoming curious about the varied people and places in our world, and to gaining a deeper understanding of this vast place we call home.

ACKNOWLEDGMENTS

We began work on *Understanding World Regional Geography* about eight years ago when Erin envisioned designing a book around how students learn. Inspired by the National Research Council's *How Students Learn: History, Mathematics, and Science in the Classroom*, by articles and presentations in geography education emanating from the National Council for Geography Education

and the Association of American Geographers, and by her own research in geography education based on metacognition assignments she has used for approximately 2,000 students in her introductory geography classes over the last 20 years, Erin wrote the outline for the book and the introductory chapter around the best practices she had found to help students understand world regional geography.

At the time, Erin was already working with Ryan Flahive, Wiley Geosciences editor, on *Human Geography: People, Place, and Culture* (with Alexander B. Murphy and H. J. de Blij), and Ryan called Erin and asked that she consider writing a world regional geography book. The project started in earnest in 2006.

Dozens of people at Wiley have played a hand in bringing this book to fruition. Ryan Flahive was a partner in developing *Understanding World Regional Geography* from the beginning. Ryan recognized and helped refine Erin's vision for a book designed around how students learn. He and Erin engaged in countless discussions about the limitations of a PDF-based, traditional e-textbook. Ryan played a central role in developing Wiley's dynamic learning platform, WileyPLUS Learning Space, and we are proud that *Understanding World Regional Geography* is the pioneer first edition book to be designed and published using WileyPLUS Learning Space. Erin met with Jay O'Callaghan at the Association of American Geographers meeting in 2012. Erin and Jay were walking through the convention center and mulling over how to make maps with which students could take ownership of their learning. Erin was lamenting the fact that ArcGIS would be the best possible platform but that it would have too high of a learning curve for an introductory class, when they were drawn into the Esri booth to watch a demonstration of ArcGIS Online. As Erin soon discovered, Esri's ArcGIS Online is perfectly suited for the novice, armchair user with no background in GIS. This generation of college students, the Millennials, can navigate well-designed software intuitively, and ArcGIS Online is a well-designed, dynamic geographic information systems (GIS) environment. Jay gave his support to a revolutionary mapping program designed to fully function in ArcGIS Online, and Ryan and Erin met with Esri in Redlands, California.

David DiBiase, Esri Director of Education, and the education team at Esri, including Charlie Fitzpatrick, Angela Lee, and Joseph Kerski, have given exceptional support to the *Understanding World Regional Geography* mapping program. Sean Breyer, Esri Program Manager for Online Content, and his team searched for hard to find data and vetted layers for the best sources to integrate into our maps. We thank Jack Dangermond, founder and president of Esri, for his continually evolving and progressive vision of maps as spatial thinking, analysis, and decision-making tools and for his unwavering support for our project. David DiBiase served as lead vocal and Ryan Flahive was lead guitar for the mapping program band. Erin periodically beat the drum to keep moving us forward, but it was the trust established

between David and Ryan that allowed Esri, the leading GIS company, and Wiley, the leading geography publishing company, to take a leap of faith and provide the resources and effort necessary to make our robust mapping program. We thank them for creating a partnership that made our groundbreaking mapping program possible. In a conversation in 2014, David quipped, "Maps are not trivial things." Thanks to David's guidance and the support of the education team at Esri, students will recognize how maps can transform their learning of facts into an understanding of connections, patterns, and context, while using the dynamic webmaps and accompanying exercises in WileyPLUS Learning Space.

Wiley has been incredibly supportive of *Understanding World Regional Geography* since its inception. We were assigned several of the best development editors in the business. Mary O'Sullivan, Ellen Ford, and Nancy Perry helped envision the flow of the chapters, adeptly coordinated reviews, thoughtfully guided our progress, and learned to think geographically along the way. Once we moved from development to production, Sandra Dumas and Janet Foxman served as production editors, organizing the manuscript schedule and map and art programs to bring the book together. Jackie Henry stepped in, and we benefited from her organization, support, and ability to juggle. While moving *Understanding World Regional Geography* through production, Jackie also served as production editor for *Human Geography: People, Place, and Culture*. Dennis Free was the final production editor. His pragmatism, communication skills, and organizational abilities brought the book to print, and we are thankful for his work.

Wiley Vice President and Director Petra Recter championed this first edition. Petra recognized potential bandwidth issues and supported us through periods of overload. Wiley Geosciences editor Jess Fiorillo hit the ground running in fall 2014. We appreciate her candor, intelligence, kindness, and optimism. Veronica Armour has a keen sense of curiosity, which helped improve this book. Darnell Sessom's kindness and support are truly appreciated. Julia Nollen adeptly handled the guest field notes and stepped up in the last few weeks to help us reach our goal. Kathryn Hancox was invaluable to Erin as coordinator for permissions, art, and photos. The amount of work that goes into permissions has increased significantly since the beginning of this project, and Kathryn and permissions editor Craig Leonard were thorough. Photo editor Billy Ray was a delight to work with, as he took the time to really think about how a photo needed to be framed to convey a certain geographic concept. He has a great eye for photography and displayed a willingness to dig when we asked him to do so. After working on a book so long, the authors hope that the designer will present the material in an engaging manner. Senior designer Wendy Lai created a layout that engages the reader, and she drew from her impeccable taste and aesthetic to design a beautiful book. Behind the scenes, Geraldine Osnato, Kevin Holm, and Harry Nolan moved

our book forward, and we are so thankful for their work. Suzanne Bochet and Christine Kushner developed a marketing plan that conveyed the message of our goal—to help students *understand* world regional geography. We tell our students that they can only improve their writing by being open to review, and we appreciate Karen Fein took the time to read our every word and give us constructive feedback. Both of us improved our writing thanks to Karen's guidance. During the production process very little can make an author laugh as the stress level builds, but Betty Pessagno, who served as copyeditor and proofreader, made Erin laugh out loud, alone in her basement at 4 in the morning many times. Erin actually looked forward to getting Betty's edits because they were always spot on and were often tinged with a sarcasm that made the process so much more enjoyable.

Erin's dear friend and past president of the National Council for Geography Education, Jan Smith, authored a white paper on best practices for textbook maps that informed our mapping program. Jan and Erin engaged in research in threshold concepts to test the pedagogy of *Understanding World Regional Geography* among faculty, instructors, and students. We thank Jan for stepping up every time she was asked, participating in conference calls and coffee meetings and responding to emails and phone calls.

We are indebted to all our colleagues who served as reviewers or in focus groups. At the very beginning, Jason Dittmer, Cary Komoto, and Eric Fournier gave us valuable feedback that helped establish a sound footing for our writing. Thank you to Alan Arbogast who wrote the drafts of "Reading the Physical Landscape" throughout the 14 chapters. Thank you to every reviewer who took the time to read carefully, critically analyze, and offer suggestions for our chapters:

Iddrisu Adam	<i>University of Wisconsin–Marshfield</i>
John Agnew	<i>UCLA</i>
Ola Ahlqvist	<i>Ohio State University Columbus</i>
Victoria Alapo	<i>Metropolitan Community College</i>
Heike Alberts	<i>University of Wisconsin Oshkosh</i>
Michele Barnaby	<i>Pittsburg State University</i>
Richard Benfield	<i>Central Connecticut State University</i>
Kate Berry	<i>University of Nevada–Reno</i>
Paul Bimal	<i>Kansas State University</i>
Sarah Blue	<i>Texas St University–San Marcos</i>
Xuwei Chen	<i>Northern Illinois University</i>
Jill Coleman	<i>Ball State University</i>
Debbie Corcoran	<i>Missouri State University</i>
William Courter	<i>Santa Ana College</i>
Adam Dastrup	<i>Salt Lake Community College</i>
James Doerner	<i>University Of Northern Colorado</i>
Elizabeth Dudley-Murphy	<i>University of Utah</i>
Eric Fournier	<i>Samford University</i>
Chad Garick	<i>Jones County Junior College</i>
Jerry Gerlach	<i>Winona State University</i>
Sarah Goggin	<i>Cypress College</i>
Emily Good	<i>Northeastern Illinois University</i>
Ellen Hansen	<i>Emporia State University</i>

Shireen Hyrapiet	<i>Oregon State University</i>
Juana Ibanez	<i>University of New Orleans</i>
Injeong Jo	<i>Texas A & M University College Station</i>
Karen Johnson	<i>North Hennepin Community College</i>
Cary Komoto	<i>University of Wisconsin Barron County</i>
Richard Lisichenko	<i>Fort Hays State University</i>
Alan Marcus	<i>Towson University</i>
Kent Mathewson	<i>Louisiana State University</i>
Deb Matthews	<i>Boise State University</i>
Molly McGraw	<i>Southeastern Louisiana University</i>
Neusa McWilliams	<i>University of Toledo</i>
Douglas Munski	<i>University of North Dakota</i>
Katherine Nashleanas	<i>Southeast Community College Lincoln</i>
Joe Naumann	<i>University of Missouri St Louis</i>
Diane O'Connell	<i>Schoolcraft College</i>
Kathleen O'Reilly	<i>Texas A & M University College Station</i>
Thomas Orf	<i>Las Positas College</i>
Judith Otto	<i>Framingham State University</i>
Thomas Owusu	<i>William Paterson University–New Jersey</i>
Adam Parrillo	<i>University of Wisconsin Green Bay</i>
Sonja Porter	<i>Central Oregon Community College</i>
William Price	<i>North Country Community College</i>
Sumanth Reddy	<i>Coppin State University</i>
William C. Rowe, Jr.	<i>Louisiana State University</i>
James Saku	<i>Frostburg State University</i>
Dmitrii Sidorov	<i>California State University–Long Beach</i>
Janet Smith	<i>Shippensburg University of Pennsylvania</i>
Tim Strauss	<i>University of Northern Iowa</i>
Pat Wurth	<i>Roane State Community College</i>
Gang Xu	<i>Grand Valley State University</i>
Leon Yacher	<i>Southern Connecticut State University</i>
Laura Zeeman	<i>Red Rocks Community College</i>
Jackson Zimmerman	<i>Divine Word College</i>

After establishing the Esri–Wiley partnership, we needed to find the best possible cartographers to create our maps. We were aided by two well-respected cartography teams: Maps.com and Mapping Specialists. Bennett Moe at Maps.com worked with Esri and Wiley and other data vendors to create systems that made our maps work in ArcGIS Online and took the lead on creating the dynamic webmaps. Cartographer Martha Bostwick designed the map palette and design specifications based on Wendy Lai's book design. Martha designed the six print thematic maps and Jesse Wickizer created the dynamic webmaps for each chapter, and we appreciate the thought they put into designing them. Erin has worked with Don Larson at Mapping Specialists since 2004, and we appreciate his ability to convey data and concepts through beautifully designed maps. We trusted Don's team, including Beth

Robertson, Paula Robbins, Terry Bush, and Glen Pawelski to use their design aesthetic and skills in cartography and GIS to update or create more than 100 maps and figures in this first edition. An additional thank you to PhD student Kim Johnson, who researched the data used in many of the maps and figures in this first edition.

Erin thanks her professor, mentor, and colleague, H.J. de Blij, from whose unwavering support she drew strength. She also wishes to acknowledge the influence of her colleagues and mentors, Alec Murphy, Clark Archer, Marshall Bowen, David Wishart, Dawn Bowen, Stephen Hanna, Fred Shelley, Jason Dittmer, David Grettler, and Jonathan Leib. Erin is grateful for her husband, Robert, who would listen to a particular concern of hers and say “How can I help?” Erin recognizes that many of the formative years of her children’s (Maggie and Henry) lives were punctuated by replies of “As soon as I finish this chapter.” They likely think the book is 500 chapters long, not recognizing that each chapter was “finished” several times before it went to print. In numerous ways, Maggie and Henry are in this book, as they described what they saw in photos to help with photo selections, gave feedback on drafts of maps, and even listened to passages and suggested revisions. A special thanks to Amanda Jacobs, who along with Maggie, helped explain how a Millennial would interpret a particular passage. Every academic needs friends who can appreciate their nerdiness, and Erin relies on Barb Magera and Molly Richter to accept her for who she is—in panic and in calm. Erin’s father, Ed, who is a geographer, trained her to think geographically while she sat in the backseat of

the family station wagon on long drives around the country. The results of his encouragement to ask questions, make connections, and reason through answers and his tip to read certain geographers whom he considered “mad geniuses” are found throughout this book. Erin’s mother, Joan, knew exactly when to ask about the project and when to step back. Her constant intercession to “Keep the faith” propelled her forward during some dodgy parts of the process. Thank you to Glenna and Rod, who lovingly provided for the “care and keeping of Maggie and Henry” many times over the course of this project. Erin thanks her sisters, Molly and Bridget, and her brothers, Tim and Eddie, for believing in her.

Bill thanks his spouse, Julia Earl, and children, Ben and Sophie, for their understanding, patience and support throughout this project. He also wishes to acknowledge his many influential mentors and colleagues in geography whose thinking is reflected throughout this book, especially Ikubolajeh Logan, Kavita Pandit, Dave Lanegran, Alec Murphy, Michael Watts, Diana Liverman, Tom Bassett, Piers Blaikie and Paul Richards.

Finally, we thank the professors who taught us, the colleagues who challenged us, and the students who inspired us, each helping to shape us into the geographers we are.

Erin H. Fouberg
Aberdeen, South Dakota

William G. Moseley
St. Paul, Minnesota

ABOUT THE AUTHORS •



ERIN H. FOUBERG is professor of geography and director of the Honors Program at Northern State University where she teaches courses in world regional geography, human geography, physical geography, geographic information systems (GIS), and political geography. She graduated from the Georgetown University School of Foreign Service and then earned her master's and Ph.D. at the University of Nebraska-Lincoln (1997). Her research interests include the political geography of American Indian sovereignty, geography education, and sacred sites. She served as Vice President of Publications and Products for the National Council for Geography Education. She has co-authored four editions of *Human Geography: People, Place, and Culture* (with Alexander B. Murphy and H. J. de Blij, Wiley, 2006, 2009, 2012, 2015). She served as an editor on *The Atlas of the 2012 Elections* (with J. Clark Archer, Robert H. Watrel, Fiona Davidson, Kenneth C. Martis, Richard L. Morrill, Fred M. Shelley, and Gerald R. Webster, Rowan and Littlefield, 2014) and co-edited *The Tribes and the States* (with Brad A. Bays, Rowman and Littlefield, 2002). Dr. Fouberg excels in teaching and advising undergraduate students, earning teaching awards from the University of Nebraska-Lincoln as a graduate student, from the University of Mary Washington in Fredericksburg, Virginia, as an assistant professor, and from Northern State University in Aberdeen, South Dakota, as an associate professor. She is active in her community, serving leadership roles on the soccer board, PTA, and fundraising campaigns for children's charities. Erin lives with her husband and two children in Aberdeen, South Dakota, where she enjoys traveling, reading, golfing, and watching athletic and theater events at Northern State.



WILLIAM G. MOSELEY is a professor and chair of geography, and director of African studies, at Macalester College where he teaches courses on human geography, environment, development, and Africa. His research interests include political ecology, tropical agriculture, environment and development policy, and livelihood security. His research and work experiences have led to extended stays in Mali, Zimbabwe, South Africa, Botswana, Malawi, Niger, and Lesotho. He is the author of over 70 peer-reviewed articles and book chapters. His books include: *An Introduction to Human-Environment Geography: Local Dynamics and Global Processes* (with Eric Perramond, Holly Hapke, and Paul Laris) (Wiley-Blackwell, 2013); four editions of *Taking Sides: Clashing Views on African Issues* (McGraw-Hill/Dushkin, 2004, 2006, 2008, 2011); *Hanging by a Thread: Cotton, Globalization and Poverty in Africa* (with Leslie Gray) (Ohio University Press, 2008); *The Introductory Reader in Human Geography: Contemporary Debates and Classic Writings* (with David Lanegran and Kavita Pandit) (Wiley-Blackwell, 2007); and *African Environment and Development: Rhetoric, Programs, Realities* (with B. Ikubolajeh Logan) (Ashgate, 2004). His fieldwork has been funded by the National Science Foundation and the Fulbright-Hays program. He has served as editor of the *African Geographical Review*, as a national councilor to the Association of American Geographers, and as chair of the cultural and political ecology specialty group. In 2011, he won the Educator of the Year award from students at Macalester College, and in 2013 he won the Media award from the Association of American Geographers for his work communicating geography to the general public via essays that have appeared in outlets such as the *New York Times*, *Washington Post*, and *Al Jazeera English*. Bill lives with his wife and two children in Saint Paul, Minnesota, where he enjoys running, cross-country skiing, and camping in his spare time.

DEDICATION



For
Robert John Fouberg
my husband and best friend
and
James F. Moseley
my little brother and inspiration

● BRIEF CONTENTS

1	INTRODUCTION TO WORLD REGIONAL GEOGRAPHY	1	8	EAST ASIA	237
2	GLOBAL CONNECTIONS	35	9	EUROPE	280
3	GEOGRAPHY OF DEVELOPMENT	64	10	NORTH AND CENTRAL EURASIA	317
4	SUBSAHARAN AFRICA	86	11	NORTH AMERICA	352
5	SOUTHWEST ASIA AND NORTH AFRICA	122	12	LATIN AMERICA AND THE CARIBBEAN	394
6	SOUTH ASIA	157	13	THE PACIFIC	430
7	SOUTHEAST ASIA	199	14	WORLD REGIONS AND WORLD CITIES	469

GLOSSARY G-1

REFERENCES www.wiley.com/college/fouberg

INDEX I-1

TABLE OF DATA BY COUNTRY www.wiley.com/college/fouberg

CONTENTS •

1

INTRODUCTION TO WORLD REGIONAL GEOGRAPHY 1

What Is Geography? 2

Studying Geography 2

Reading the Cultural Landscape: Ifugao Province,
Philippines: Rice Terraces 2

What Does It Mean to Think Geographically? 4

Context 4

USING GEOGRAPHIC TOOLS: Using Regions to
Analyze Differences: The Diffusion of HIV/AIDS by
Region 5

Scale 6

What Are Regions? 7

Regions 7

Reading the Physical Landscape: Defining World
Regions Using Physical Geographic Traits 8

Institutionalizing Regions 9

Why Do Geographers Use Regions? 11

What Regions Are Used in *Understanding World Regional Geography*? 13

Formal Regions 13

Functional Regions 14

USING GEOGRAPHIC TOOLS: Functional Regions 16

Perceptual Regions 17

GUEST FIELD NOTE: Vacherie, Louisiana: Laura
Creole Plantation 18

Regions in *Understanding World Regional
Geography* 19

Regional Manifestations of Global Processes 22

World Regions 23

What Tools Do Geographers Use to Study World Regional Geography? 25

Fieldwork 25

Cartography 25

GIS and Remote Sensing 26

Landscapes 28

YOURTURN Geography in the Field 33

2

GLOBAL CONNECTIONS 35

What Is the Nature of Globalization, and How Is It Impacting the World System? 36

Different Understandings of Globalization 36

Colonialism 38

Shifting Regional Configurations 39

GUEST FIELD NOTE: Agricultural Connections
between West Africa and South Carolina 42

How Do International Organizations Create and Shape Global Connectedness? 42

International Financial Institutions 42

United Nations 44

Bilateral Donors, Nongovernmental Organizations,
and Multinational Corporations 45

Hegemons 45

The Influence of Local Actors 46

How Are Places Connected, and Why Are Some Places More Connected than Others? 47

Networks and Global Connections 47

Global Processes and Local Places 51

Local Factors and Global Connectivity 53

Reading the Cultural Landscape: Agglomeration
Effect in Silicon Valley, California 54

How Is Global Environmental Change Affecting the World? 55

Global Environmental Change 55

Reading the Physical Landscape: The Anthropocene in the Urban Realm 56

Vulnerability 57

Navigating Globalization and Environmental Change 59

USING GEOGRAPHIC TOOLS: Geographic Information Systems (GIS) Analysis 59

YOURTURN Geography in the Field 61

3 GEOGRAPHY OF DEVELOPMENT 64

What Is Development and Where Did the Idea of Development Originate? 65

Origins of the Concept of Development 65

Measures of Development 65

Development at What Scale? 67

How Does Geography Help Us Understand Development? 69

Development as Modernization 69

Structuralist Theories of Development 70

New Economic Geography 72

Geographies of Difference 72

Why Is Development Uneven? 73

Environmental Determinism 73

Dualism as a Concept for Understanding Uneven Development 74

Reading the Physical Landscape: Haiti Earthquake, 2010 74

What Role Does Development Assistance Have in the Contemporary World? 75

International Development Assistance 76

Reading the Cultural Landscape: T-Shirt Travels 77

Participatory Development 78

USING GEOGRAPHIC TOOLS: Using Cognitive or Mental Maps to Understand Local Development Priorities 78

Development and Primary Production 79

Sustainable Development 80

GUEST FIELD NOTE: Development in Botswana 80

Fair Trade 81

YOURTURN Geography in the Field 83

4 SUBSAHARAN AFRICA 86

What Is Subsaharan Africa? 87

Climate 87

Reading the Physical Landscape: The Serengeti 90

Societal Roles and Environmental Change 93

Parks and People 93

USING GEOGRAPHIC TOOLS: Mapping Population 93

Who Are Subsaharan Africans? 99

Precolonial Civilizations 99

The Colonial Period 101

Postcolonial Period 104

GUEST FIELD NOTE: Pink House Hair Salon in a Cape Town Township 105

Languages and Religions in Subsaharan Africa Today 106

Colonialism and Rural Livelihoods 109

Neocolonialism 110

Is Africa Capable of Feeding Itself? 112

African Rural Livelihoods and Food Production 112

Famine 114

Reading the Cultural Landscape: A New Green Revolution for Africa 116

Why Are the Dynamics of HIV/AIDS in Subsaharan Africa Different from Those in Other World Regions? 117

HIV/AIDS in Subsaharan Africa 117

Colonial Patterns of Development 117

Power, Gender, and HIV/AIDS 118

YOURTURN Geography in the Field 119

5

SOUTHWEST ASIA AND NORTH AFRICA 122

What Is Southwest Asia and North Africa? 123

Physical Geography 123

Water Management 124

Agriculture 128

GUEST FIELD NOTE: Using Historical Geography to Question Dominant Ideas About Agriculture and the Environment in North Africa 133

Who Are Southwest Asians and North Africans? 133

The Origins of Urban Living 134

Reading the Physical Landscape: Carthage

Baths 136

The Islamic City 136

Contemporary Patterns of Urbanization 137

USING GEOGRAPHIC TOOLS: Crowdsourced Mapping of Killings and Human Rights Violations in Syria 139

What Is the Relationship Among Colonialism, Oil, and Development in the Region? 140

Colonialism 141

A Region of Fossil Fuel Production 144

The Downside of Petro-Based Development 145

How Do Religion and Gender Roles Vary Across the Region? 146

Southwest Asia as the Cradle of Three Major World Religions 146

Patterns and Diffusion of Religion 147

Reading the Cultural Landscape: Sacred Spaces of Jerusalem 147

Languages 150

Gender Roles 151

Reading the Cultural Landscape: Faculty and Students in the Geography Department, University of Kuwait 151

YOURTURN Geography in the Field 153

6

SOUTH ASIA 157

What Is South Asia? 158

Monsoon 159

Rivers 160

Reading the Physical Landscape: Himalayan

Glaciers 162

Tropical Cyclones 164

Who Are South Asians? 166

Indus Civilization 166

Language 169

Caste 170

Religion 170

Reading the Cultural Landscape: Death Tradition in

Hinduism 172

Gender 176

GUEST FIELD NOTE: NGOs in South Asia, RDRS Bangladesh 179

Education 180

Corruption in Pakistan 181

What Role Does Ethnicity Play in the Politics of South Asia? 182

European Colonization 182

Princely States 182

Independence 183

Ethnic Groups in South Asian Countries 184

USING GEOGRAPHIC TOOLS: Combating Flooding in Bangladesh 189

What Is South Asia's Role in the World Economy? 190

Gross National Happiness 190

Outsourcing 191

Uneven Development 192

Green Revolution 193

YOURTURN Geography in the Field 196

7

SOUTHEAST ASIA 199

What Is Southeast Asia? 200

Physical Geography 200

Mekong River System 201

Reading the Physical Landscape: Mekong Delta 202

Islands of Southeast Asia 203

Climate 204

Hurricanes 205

Tsunamis 208

USING GEOGRAPHIC TOOLS: Using Satellite Images to Assess Damage of a Tsunami 209

Who Are Southeast Asians? 209

The First Southeast Asians 210

Language 211

Philippines 213

Religions 214

Reading the Cultural Landscape: Buddhist Sacred Site of Borobudur 218

What Role Does Southeast Asia Play in the Global Economy? 221

Crony Capitalism 221

ASEAN and Global Influence 221

Informal Economy 222

Tourism 223

Commodification in Tourism 224

GUEST FIELD NOTE: Iban Longhouse Tourism 227

Sex Tourism 227

How Has Migration Shaped Southeast Asia? 228

Migration Theory 228

National Scale: Rural to Urban 229

Regional Scale: Overseas Chinese in Southeast Asia 231

Global Scale: Indonesian Guest Workers in Saudi Arabia 232

Across Scales: Karen Refugees, Myanmar, Thailand, and North America 232

YOURTURN Geography in the Field 234

8

EAST ASIA 237

What Is East Asia? 238

Harnessing Rivers 239

Reading the Physical Landscape: The Three Gorges Dam 241

Climate 243

Physical Geography 243

Who Are East Asians? 247

Languages in East Asia 248

Colonial History 249

Chinese Expansion 250

Modern Colonialism in East Asia 250

Reading the Cultural Landscape: Dejima (Deshima), Japan 250

Japanese Colonialism 253

Religion 254

How Do Confucianism and Political Policies Influence Population Growth in East Asia? 257

Gender Imbalance 258

Confucianism 258

China: One-Child Policy 260

South Korea: Valuing Girls 261

Japan: Working Mothers 262

How Do Commodity Chains Link East Asia and the World? 262

Growing China 263

GUEST FIELD NOTE: Chinese Link in the Commodity Chain 264

Global Sourcing 264

Centrally Planned Economy 265

Industrial Agriculture in China 267

Chinese Companies 268

Ports in East Asia 269

What Role Do Governments Play in Migration in East Asia? 270

China 270

USING GEOGRAPHIC TOOLS: Surveys in Geography

Research 272

North Korea 273

Japan 274

YOURTURN Geography in the Field 276



EUROPE 280

What Is Europe? 281

Europe as a Continent 281

USING GEOGRAPHIC TOOLS: Historic Maps 281

Europe's Physical Geography 283

Reading the Physical Landscape: Plate Tectonics in Europe 283

Europe as a Region 286

Europe Divided and United 287

Who Are Europeans? 290

Religions of Europe 290

Languages of Europe 295

Aging in Europe 297

Migration in Europe 299

GUEST FIELD NOTE: DR. Christian Kesteloot 299

How Do Europeans Shape the Physical Environment? 301

Keeping Water at Bay 301

Reading the Cultural Landscape: The Dutch Reclaim Land from the Sea 302

The Sinking City of Venice 303

Environment in Eastern Europe 304

Industrialization 305

What Role Do European Cities Play in the Global Economy? 307

European Cities 307

Privatization of Cities in Europe 309

European Cities in the Global Economy 310

Global Financial Sector 311

Spaces of Governance 311

YOURTURN Geography in the Field 314



NORTH AND CENTRAL EURASIA 317

What Is North and Central Eurasia? 318

Physical Geography 318

Climate 319

Oil and Natural Gas 322

Reading the Physical Landscape: The Russian Steppe 323

USING GEOGRAPHIC TOOLS: Mapping Oil and Natural Gas Resources 327

Environmental Degradation 328

Who Are the People of North and Central Eurasia? 330

Religion 330

Language 333

Demographic Issues 334

Migration 336

How Have Identities Formed and Been Contested in the Region? 338

Identities in the Soviet Union 339

Russification 340

Identities in Former Soviet Socialist Republics 340

What Are the Social and Economic Legacies of the Soviet Era? 343

Geography of the Bolshevik Revolution 343

Centrally Planned Economy 344

Market Economy 344

Government Corruption 344

Rich–Poor Gap 346

Reading the Cultural Landscape: Housing in Soviet and Russian Styles 346

Russian Cities 347

GUEST FIELD NOTE: Elite Landscapes in Moscow 347

YOURTURN Geography in the Field 349

11

NORTH AMERICA 352

What Is North America? 353

Mountains 353

Canadian Shield 355

Lowlands 356

Climate 357

Reading the Physical Landscape: North American Precipitation Patterns 358

Who Are North Americans? 362

Indigenous Peoples and Title to Land in the U.S. 363

Indigenous Peoples in Canada 363

Forced Migration in the United States and Canada 365

Voluntary Migration to the United States and Canada 367

Reading the Cultural Landscape: Scandinavian Festival 370

Language and Religion in North America 371

Lasting Impacts of Colonialism in Canada 371

How Are Cities in North America Organized? 374

City Sites 375

Models of North American Cities 377

Urban Sprawl 379

USING GEOGRAPHIC TOOLS: GIS and Planning Portland 381

What Role Do Resources Play in the Economic Geography of North America? 382

Agriculture 382

Forests 382

GUEST FIELD NOTE: Expanding Farmland in Alberta, Canada 383

Fossil Fuels 384

Industry 386

YOURTURN Geography in the Field 391

12

LATIN AMERICA AND THE CARIBBEAN 394

What Is the Physical Geography of Latin America and the Caribbean? 395

Physical Geography 395

Agricultural Systems 400

Latin American Biodiversity Conservation 403

Reading the Physical Landscape: Jari Plantation Case Study 404

USING GEOGRAPHIC TOOLS: Remote Sensing of Deforestation Processes in the Amazon 406

Who Are Latin Americans? 407

The Racial and Ethnic Composition of Latin America 408

Reading the Cultural Landscape: Indigenous Peoples Along the Mexico–U.S. Border and in Mexico 408

The Rationale for Latin America as a Region 412

Gender Roles in Flux 414

How Have External and Internal Forces Affected Latin America's Development? 417

Outside Actors and Development in Latin America 417

The International Debt Crisis, Policy Reform, and Development in Latin America 420

Internal Actors and Development in Latin America 420

Bolivia 420

GUEST FIELD NOTE: Ethnographic Research in Mexico 421