



THE CULTURAL LANDSCAPE

An Introduction to HUMAN GEOGRAPHY

JAMES M. RUBENSTEIN

Ninth Edition

AN INTRODUCTION TO
Human Geography
THE CULTURAL LANDSCAPE

NINTH EDITION

JAMES M. RUBENSTEIN

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AN INTRODUCTION TO
Human Geography
THE CULTURAL LANDSCAPE



PREFACE

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

Geography as a Social Science

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

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

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

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

A central theme in this book is a tension between two important themes—globalization and cultural diversity. In many respects we are living in a more unified world economically, culturally, and environmentally. The actions of a particular corporation or country affect people around the world. This book argues that after a period when globalization of the economy and culture has been a paramount concern in geographic analysis, local diversity now demands equal time. People are taking deliberate steps to retain distinctive cultural identities. They are preserving little-used languages, fighting fiercely to protect their religions, and carving out distinctive economic roles.

Divisions within Geography

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

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

While this book is concerned with geography from a social science perspective, one of the distinctive features of geography is its use of natural science concepts to help understand human behavior. The distinction between physical and human geography reflects differences in emphasis, not an absolute separation.

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

The alternative approach is regional. Regional geographers start by selecting a portion of Earth and studying the environment, people, and activities within the area. The regional geography approach is used in courses on Europe, Africa, Asia, and other areas of the world. Although this book is organized by topics, geography students should be aware of the location of places in the world. A separate index section lists the book's maps by location. One indispensable aid in the study of regions is an atlas, which can also be used to find unfamiliar places that may pop up in the news. Partly for this reason, the publisher has chosen to offer an atlas to accompany this textbook at no additional cost.

DESCRIPTIVE VERSUS SYSTEMATIC METHOD. Whether using a topical or a regional approach, geographers can select either a descriptive or a systematic method. Again, the distinction is one of emphasis, not an absolute separation. The descriptive method emphasizes the collection of a variety of details about a particular location. This method has been used primarily by regional geographers to illustrate the uniqueness of a particular location

on Earth's surface. The systematic method emphasizes the identification of several basic theories or techniques developed by geographers to explain the distribution of activities.

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

Features

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

OUTLINE. The book discusses the following main topics:

- **What basic concepts do geographers use?** Chapter 1 provides an introduction to ways that geographers think about the world. Geographers employ several concepts to describe the distribution of people and activities across Earth, to explain reasons underlying the observed distribution, and to understand the significance of the arrangements.
- **Where are people located in the world?** Chapters 2 and 3 examine the distribution and growth of the world's population, as well as the movement of people from one place to another. Why do some places on Earth contain large numbers of people or attract newcomers while other places are sparsely inhabited?
- **How are different cultural groups distributed?** Chapters 4 through 8 analyze the distribution of different cultural traits and beliefs and the problems that result from those spatial patterns. Important cultural traits discussed in Chapter 4 include food, clothing, shelter, and leisure activities. Chapters 5 through 7 examine three main elements of cultural identity: language, religion, and ethnicity. Chapter 8 looks at political problems that arise from cultural diversity. Geographers look for similarities and differences in the cultural features at different places, the reasons for their distribution, and the importance of these differences for world peace.
- **How do people earn a living in different parts of the world?** Human survival depends on acquiring an adequate food supply. One of the most significant distinctions in the world is whether people produce their food directly from the land or buy it with money earned by performing other types of work. Chapters 9 through 12 look at the three main ways of earning a living: agriculture, manufacturing, and services. Chapter 13 discusses cities, the centers for economic as well as cultural activities.
- **What issues result from using Earth's resources?** The final chapter is devoted to a study of issues related to the use of Earth's natural resources. Geographers recognize that cultural problems result from the depletion, destruction, and inefficient use of the world's natural resources.

CHAPTER ORGANIZATION. To help the student use the material in this book, each chapter is organized with these study aids:

- **Case Study.** Each chapter opens with a case study that illustrates some of the key concepts presented in the text. The case studies are generally drawn from news events or from daily experiences familiar to residents of North America.
- **Key Issues.** Each chapter contains a set of three or four key issues around which the chapter material is organized. These questions reappear as major headings within the chapter. All questions include one of the two key geographic concerns: where or why.
- **Key Terms.** The key terms in each chapter are indicated in bold type when they are introduced. These terms are also listed at the end of the chapter and defined at the end of the book.
- **Contemporary Geographic Tools.** Each chapter has a one- or two-page box that examines how geographic tools, such as geographic information systems, aerial photography, and remotely sensed images, have been used to resolve—or at least understand—cultural, political, and economic controversies and disputes discussed in the chapter.
- **Global Forces, Local Impacts.** Each chapter has a one-page box that explores in depth an issue related to the subject of the chapter. The issue discussed in each box focuses on a particular region of the world.
- **Summary.** The key issues are repeated at the end of the chapter with a brief review of the important concepts covered in detail in the text.
- **Case Study Revisited.** Additional information related to the chapter's case study may be used to reinforce some of the main points.
- **Thinking Geographically.** This section offers five questions based on concepts and themes developed in the chapter. The questions help students apply geographic concepts to explore issues more intensively.
- **Further Readings.** A list of books and articles is provided for students who wish to study the subject further.

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

Instructional Package

In addition to the text itself, the author and publisher have been pleased to work with a number of talented people to produce an excellent instructional package. This package includes the traditional supplements that students and professors have come to expect from authors and publishers, as well as new kinds of components that utilize electronic media.

For the Student

- **Online Study Guide** (www.prenhall.com/rubenstein) by Peter B. Mires. This website gives students the opportunity to further explore topics presented in the book using the Internet. The site contains numerous review exercises (from which students get immediate feedback), exercises to expand students' understanding of human geography, and resources for further exploration. This resource provides an excellent platform from which to start using the Internet for the study of human geography. Please visit the site at <http://www.prenhall.com/rubenstein>.
- **Study Guide** (0-13-224327-X) by Robert E. Nunley, George W. Ulbrick, and Bernard O. Williams, includes a thorough review of each chapter's Key Issues and Concepts, Review of Key Terms, and references to figures in the text.
- **Goode's World Atlas** (0-13-612824-6). Prentice Hall and Rand McNally are pleased to announce that Prentice Hall is now distributing the *Goode's World Atlas*—the number-one atlas used by college professors—to colleges and universities worldwide. The *Goode's World Atlas* is the world's premiere educational atlas, and for good reason. It features nearly 250 pages of maps, from definitive physical and political maps to important thematic maps that illustrate the spatial aspects of many important topics. The current 21st edition of the atlas features fully updated content, and has been vetted by an academic board comprising some of the most trusted names in geography today. Prentice Hall offers the atlas at a dramatically reduced price with *The Cultural Landscape*. See your local Prentice Hall representative for details.

For the Professor

- **Transparencies** (0-13-238153-2): Includes 150 illustrations from the text, enlarged for excellent classroom visibility. All images within the transparency pack are also available electronically on the Instructor Resource Center on DVD (0-13-243845-3).
- **Instructor Resource Center DVD** (0-13-243845-3): Everything instructors need where they want it. The Prentice Hall Instructor Resource Center helps make instructors more effective by saving them time and effort. All digital resources can be found in one, well-organized, easy-to-access place. The IRC on DVD includes:

Figures—JPEGs of all illustrations and photos from the text.

PowerPoint™—Pre-authored slides outline the concepts of each chapter with embedded art and can be used as is for lecture, or customized to fit instructors' lecture presentation needs.

TestGen—The TestGen software, questions, and answers.

Electronic files of the Instructor's Manual and Test Item File. Links to Online Study Guide, Research Navigator™, WebCT, BlackBoard, and Course Compass, and their test question cartridges.

- **Instructor's Manual** (0-13-230294-2), by Tim Schultz of Green River Community College, provides Chapter Introductions, Comprehension Exercises, Student Assignments, Answers to End of Chapter Questions, and Instructor Resources.
- **Test Item File** (0-13-224363-6): Includes multiple choice, short answer, essay and true/false questions for each chapter.
- **TestGen** (0-13-179057-9): TestGen is a computerized test generator that lets instructors view and edit testbank questions, transfer questions to tests, and print the test in a variety of customized formats.
- **Prentice Hall Human Geography Videos on DVD** (0-13-241656-5). This three-DVD set is designed to enhance any human geography course. It contains 14 full-length video programs covering a wide array of issues affecting people and places in the contemporary world, including international immigration, urbanization, global trade, poverty, and environmental destruction.

These DVDs are designed to function in computer-based DVD drives in addition to traditional component DVD players. The videos included on these DVDs are offered at the highest quality to allow for full-screen viewing on your computer and projection in large lecture classrooms.

Video programs include:

DVD 1

- Blue Danube?
- Staying Alive
- Cash Flow Fever
- Roma Rights
- The Barcelona Blueprint

DVD 2

- Untouchable?
- Srebrenica—Looking for Justice
- The Outsiders
- The Trade Trap
- The Coffee-Go-Round

DVD 3

- Geraldo's Brazil
- Kill or Cure?
- Slum Futures
- Warming Up in Mongolia

Average video length: 25 minutes

The Prentice Hall Human Geography Videos on DVD are also available for your students to purchase, either stand-alone or at a substantial discount when packaged with *The Cultural Landscape*. Please see your local Prentice Hall representative for details.

Suggestions for Use

This book can be used in an introductory human or cultural geography course that extends over one semester, one quarter, or two quarters. An instructor in a one-semester course could

devote one week to each of the chapters, leaving time for examinations. In a one-quarter course, the instructor might need to omit some of the book's material.

A course with more of a cultural orientation could use Chapters 1 through 8, plus Chapter 14. If the course has more of an economic orientation, then the appropriate chapters would be 1 through 3 and 8 through 14.

A two-quarter course could be organized around the culturally oriented Chapters 1 through 8 during the first quarter and the more economically oriented Chapters 9 through 14 during the second quarter. Topics of particular interest to the instructor or students could be discussed for more than one week.

Changes

Several chapters have been substantially revised. Chapter 1 has been reorganized around geography's principal "where" and "why" questions, as well as five concepts adopted from National Geography Standards. Chapter 9 (Development) includes a new key issue on gender differences in development, including economic, social, and demographic indicators of gender differences and of gender empowerment. Chapters 11 (Industry) and 12 (Services) have been revised to reflect the growing importance of China and India in the global economy. Users of previous editions will notice that material has been moved from Chapter 14 to Chapter 10, and among Chapters 6, 7, and 8.

Two chapters of particular importance in this edition are Ethnicity (Chapter 7) and Services (Chapter 12). Ethnicity, like language and religion, is increasingly a source of pride to people and a link to the cultural traditions of ancestors. Ethnicity may help to explain demographic, health, and economic conditions and patterns of inequality and discrimination. Some of the material in Chapter 7 was found elsewhere in previous editions, including U.S. urban patterns, South Africa's history of apartheid, and ethnic cleansing in the Balkans. Two-thirds of North Americans work in services, but this sector of the economy receives minimal treatment in introductory (or even intermediate-level) geography books. Chapter 12 is designed to rectify that imbalance.

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

In contrast, a high-quality book is crafted carefully by the author, editors, and publisher. The author has rewritten these sentences several times to convey a precise meaning. Editors then change many of the words and punctuation to assure that the author's intended meaning is successfully communicated. A book allows an author to lay out a more careful and clear route to explanation and understanding than is possible electronically.

For now, computers are tools for retrieval of facts and for advanced analysis, but they cannot yet compete with books in explaining a discipline's basic concepts and themes.

Post-September 11

Nine geographers ranging in age from 11 to 70 died in the September 11, 2001, terrorist attacks while flying to do geographic work. Eight were passengers on American Airlines Flight 77 that was crashed into the Pentagon, while one was a passenger on United Airlines Flight 175 that was crashed into the World Trade Center South Tower.

On American Flight 77 were three 11-year-old geography students, their three teachers, and two escorts from the National Geography Society (NGS). The eight were traveling to a four-day NGS field workshop in the Channel Island National Marine Sanctuary off Santa Barbara, California. Bernard Brown and Asia Cottom were students and Sarah Clark and Hilda Taylor were teachers at Leckie Elementary School in Washington, DC. Rodney Dickens was a student and James Debeuneure was a teacher at Ketcham Elementary School, also in Washington. Escorting the students and teachers to the workshop on Flight 77 were Ann Judge, NGS Travel Coordinator, and James Ferguson, from the NGS Geography Education Division.

The geographer on United Flight 175 was Robert LeBlanc, Professor Emeritus of Geography at the University of New Hampshire. He was traveling to the annual meeting of the Association of Pacific Coast Geographers in Santa Barbara.

Within days of the attack, the publisher made a decision to update this and other leading textbooks to incorporate information of importance to professors and students trying to make sense of the reasons for the attack and the consequences. With the passage of a few years, this edition continues the process of putting the events into perspective. But at the beginning of this book, it is important to pause and remember the losses.

Acknowledgments

A major reason for the long-term success of this book has been the quality and stability of leadership in geography at Prentice Hall. Two individuals have served as geography editors for most of the past two decades. Paul F. Corey, who guided development of the third, fourth, and fifth editions of this book during the 1980s and 1990s, is now President of Engineering, Math, and Science. Dan Kaveney guided development of the sixth, seventh, and eighth editions, as well as this ninth edition. Because Prentice Hall is the dominant publisher of college geography textbooks, its Geography Editor wields considerable influence in shaping what is taught in the nation's geography curriculum. I will always value the sound judgment, outstanding vision, and friendship of both Paul and Dan.

The successful completion of a book like this requires the contribution of many other people. Befitting its leadership role, Prentice Hall has a strong team of support staff that makes life easier for an author. Kathleen Schiaparelli, Executive Managing Editor, carefully oversees all the elements of production in an

efficient, no-nonsense manner. Amanda Brown and Andrew Sobel work with many talented authors on the creation of an excellent supplements package that includes both printed and digital support materials for teachers and students. Thanks to Jessica Neumann for her seamless administrative skills. I look forward to working with my new marketing manager, Amy Porubsky.

Outside of Prentice Hall, the production staff at Progressive, led by Sylvia Rebert, brought home a well-crafted book on a very rapid timetable. The production staff at MapQuest, led by Kevin Lear, produced outstanding maps for this book. Photo researcher Rachel Lucas assembled a very strong selection of engaging photos. I am also grateful to the outstanding work done on a variety of ancillaries by the University of Kansas crowd, led by Robert E. Nunley, George W. Ulbrick, and Bernard O. Williams, as well as by Tim Schultz of Green River

Community College and Peter B. Mires of the Virginia Community College system.

Ninth Edition Reviewers

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BRIEF CONTENTS

CHAPTER 1	
Thinking Geographically	2
CHAPTER 2	
Population	44
CHAPTER 3	
Migration	80
CHAPTER 4	
Folk and Popular Culture	112
CHAPTER 5	
Language	144
CHAPTER 6	
Religion	180
CHAPTER 7	
Ethnicity	218
CHAPTER 8	
Political Geography	254
CHAPTER 9	
Development	290
CHAPTER 10	
Agriculture	326
CHAPTER 11	
Industry	364
CHAPTER 12	
Services	396
CHAPTER 13	
Urban Patterns	430
CHAPTER 14	
Resource Issues	464

CONTENTS

Preface xv

CHAPTER 1 Thinking Geographically 2

CASE STUDY

Big Mac Attack 4

KEY ISSUE 1

How Do Geographers Describe *Where Things Are*? 6

Maps 7

Contemporary Tools 12

KEY ISSUE 2

Why Is Each Point on Earth Unique? 14

Place: Unique Location of a Feature 14

Regions: Areas of Unique Characteristics 20

KEY ISSUE 3

Why Are Different Places Similar? 30

Scale: From Local to Global 30

Space: Distribution of Features 32

Connections Between Places 35

Summary 39

CASE STUDY REVISITED

The Geography of a Big Mac Attack 40

Key Terms 40

Thinking Geographically 41

Further Readings 41

GLOBAL FORCES, LOCAL IMPACTS

Computer Mapping Services 13

CONTEMPORARY GEOGRAPHIC TOOLS

Navigation Devices from Hand-Drawn to Electronic 15

CHAPTER 2 Population 44

CASE STUDY

Population Growth in India 46

KEY ISSUE 1

Where Is the World's Population Distributed? 47

Population Concentrations 47

Sparsely Populated Regions 49

Population Density 51

KEY ISSUE 2

Where Has the World's Population Increased? 53

Natural Increase 53



Fertility 54

Mortality 55

KEY ISSUE 3

Why Is Population Increasing at Different Rates
in Different Countries? 57

The Demographic Transition 58

Population Pyramids 61

Countries in Different Stages of Demographic Transition 63

Demographic Transition and World Population Growth 66

KEY ISSUE 4

Why Might the World Face an Overpopulation Problem? 67

Malthus on Overpopulation 68

Declining Birth Rates 69

World Health Threats 72

Summary 75

CASE STUDY REVISITED

India Versus China 76

Key Terms 77

Thinking Geographically 77

Further Readings 78

CONTEMPORARY GEOGRAPHIC TOOLS

Spatial Analysis and the Census 65

GLOBAL FORCES, LOCAL IMPACTS

Japan's Population Decline 67

CHAPTER 3

Migration 80**CASE STUDY**

Migrating from Ukraine to Italy 82

KEY ISSUE 1**Why Do People Migrate?** 83

- Reasons for Migrating 83
- Distance of Migration 86
- Characteristics of Migrants 87

KEY ISSUE 2**Where Are Migrants Distributed?** 88

- Global Migration Patterns 88
- U.S. Immigration Patterns 88
- Impact of Immigration on the United States 93

KEY ISSUE 3**Why Do Migrants Face Obstacles?** 96

- Immigration Policies of Host Countries 97
- Cultural Problems Faced While Living in Other Countries 101

KEY ISSUE 4**Why Do People Migrate Within a Country?** 102

- Migration Between Regions of a Country 102
- Migration Within One Region 106

Summary 108**CASE STUDY REVISITED**

Give Me Your Tired, Your Poor. . . 108

Key Terms 109**Thinking Geographically** 109**Further Readings** 109**CONTEMPORARY GEOGRAPHIC TOOLS**

Claiming Ellis Island 91

GLOBAL FORCES, LOCAL IMPACTS

Undocumented Immigration Viewed from the Mexican Side 96

CHAPTER 4

Folk and Popular Culture 112**CASE STUDY**

The Aboriginal Artists of Australia at Lincoln Center 114

KEY ISSUE 1**Where Do Folk and Popular Cultures Originate and Diffuse?** 115

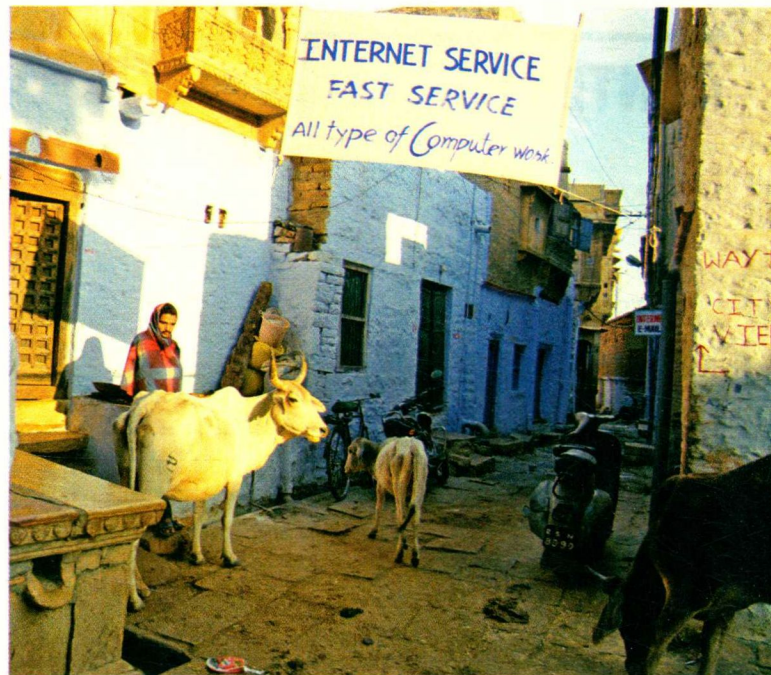
- Origin of Folk and Popular Cultures 115
- Diffusion of Folk and Popular Cultures 116

KEY ISSUE 2**Why Is Folk Culture Clustered?** 120

- Isolation Promotes Cultural Diversity 120
- Influence of the Physical Environment 120

KEY ISSUE 3**Why Is Popular Culture Widely Distributed?** 126

- Diffusion of Popular Housing, Clothing, and Food 126
- Role of Television in Diffusing Popular Culture 131

**KEY ISSUE 4****Why Does Globalization of Popular Culture Cause Problems?** 135

- Threat to Folk Culture 135
- Environmental Impact of Popular Culture 138

Summary 140**CASE STUDY REVISITED**

The Aboriginal Artists Return to Australia 141

Key Terms 142**Thinking Geographically** 142**Further Readings** 142**CONTEMPORARY GEOGRAPHIC TOOLS**

Documenting House Types Through Fieldwork 130

GLOBAL FORCES, LOCAL IMPACTS

India's Marriage Dowries 137

CHAPTER 5

Language 144**CASE STUDY**

French and Spanish in the United States and Canada 146

KEY ISSUE 1**Where Are English-Language Speakers Distributed?** 147

- Origin and Diffusion of English 147
- Dialects of English 149

KEY ISSUE 2**Why Is English Related to Other Languages?** 153

- Indo-European Branches 153
- Origin and Diffusion of Indo-European 159

KEY ISSUE 3**Where Are Other Language Families Distributed?** 161

- Classification of Languages 161
- Distribution of Language Families 161

KEY ISSUE 4**Why Do People Preserve Local Languages? 167**

- Preserving Language Diversity 168
- Global Dominance of English 171

Summary 176**CASE STUDY REVISITED**

The Future of French and Spanish
in Anglo-America 176

Key Terms 178**Thinking Geographically 178****Further Readings 178****GLOBAL FORCES, LOCAL IMPACTS**

Language Policy in Australia and New Zealand 173

CONTEMPORARY GEOGRAPHIC TOOLS

English on the Internet 174

CHAPTER 6**Religion 180****CASE STUDY**

The Dalai Lama Versus the People's Republic of China 182

KEY ISSUE 1**Where Are Religions Distributed? 183**

- Universalizing Religions 183
- Ethnic Religions 188

KEY ISSUE 2**Why Do Religions Have Different Distributions? 190**

- Origin of Religions 190
- Diffusion of Religions 192
- Holy Places 196
- The Calendar 200

KEY ISSUE 3**Why Do Religions Organize Space in Distinctive Patterns? 202**

- Places of Worship 202
- Sacred Space 203
- Administration of Space 205

KEY ISSUE 4**Why Do Territorial Conflicts Arise Among Religious Groups? 206**

- Religion Versus Government Policies 207
- Religion Versus Religion 208

Summary 215**CASE STUDY REVISITED**

Future of Buddhism in Tibet 215

Key Terms 216**Thinking Geographically 216****Further Readings 216****CONTEMPORARY GEOGRAPHIC TOOLS**

Building a Barrier in the Middle East 213

GLOBAL FORCES, LOCAL IMPACTS

Jerusalem: Contested Geography 214

CHAPTER 7**Ethnicity 218****CASE STUDY**

Ethnic Conflict in Rwanda 220

KEY ISSUE 1**Where Are Ethnicities Distributed? 221**

- Distribution of Ethnicities in the United States 221
- Differentiating Ethnicity and Race 226

KEY ISSUE 2**Why Have Ethnicities Been Transformed into Nationalities? 230**

- Rise of Nationalities 230
- Multinational States 232
- Revival of Ethnic Identity 236

KEY ISSUE 3**Why Do Ethnicities Clash? 237**

- Ethnic Competition to Dominate Nationality 237
- Dividing Ethnicities Among More Than One State 240

KEY ISSUE 4**What Is Ethnic Cleansing? 243**

- Ethnic Cleansing in Yugoslavia 243
- Ethnic Cleansing in Central Africa 247

Summary 249**CASE STUDY REVISITED**

Ethnic Cleansing in Central Africa 250

Key Terms 251**Thinking Geographically 251****Further Readings 252**



GLOBAL FORCES, LOCAL IMPACTS

Dividing the Kurds 242

CONTEMPORARY GEOGRAPHIC TOOLS

Documenting Ethnic Cleansing 248

CHAPTER 8

Political Geography 254

CASE STUDY

Changing Borders in Europe 256

KEY ISSUE 1

Where Are States Located? 257

Problems of Defining States 257

Development of the State Concept 260

KEY ISSUE 2

Why Do Boundaries Cause Problems? 264

Shapes of States 264

Types of Boundaries 268

Boundaries Inside States 272

KEY ISSUE 3

Why Do States Cooperate with Each Other? 274

Political and Military Cooperation 274

Economic Cooperation 277

KEY ISSUE 4

Why Has Terrorism Increased? 280

Terrorism by Individuals and Organizations 280

State Support for Terrorism 283

Summary 286

CASE STUDY REVISITED

Future of the Nation-State in Europe 286

Key Terms 287

Thinking Geographically 287

Further Readings 288

CONTEMPORARY GEOGRAPHIC TOOLS

Air Photos in War and Peace 276

GLOBAL FORCES, LOCAL IMPACTS

Global, Local, and Other Scales in Iraq 285

CHAPTER 9

Development 290

CASE STUDY

Bangladesh's Development Problems 292

KEY ISSUE 1

Why Does Development Vary Among Countries? 293

Economic Indicators of Development 293

Social Indicators of Development 296

Demographic Indicators of Development 298

KEY ISSUE 2

Where Are More and Less Developed Countries Distributed? 301

More Developed Regions 302

Less Developed Regions 305

KEY ISSUE 3

Where Does Level of Development Vary by Gender? 309

Gender-Related Development Index 309

Gender Empowerment 311

KEY ISSUE 4

Why Do Less Developed Countries Face Obstacles to Development? 314

Development Through Self-Sufficiency 315

Development Through International Trade 316

Financing Development 319

Fair Trade 321



Summary 322**CASE STUDY REVISITED**

Future Prospects for Development 323

Key Terms 323**Thinking Geographically 324****Further Readings 324****CONTEMPORARY GEOGRAPHIC TOOLS**

Cleaning Up After Communism in Eastern Europe 304

GLOBAL FORCES, LOCAL IMPACTS

Wal-Mart and China 306

CHAPTER 10**Agriculture 326****CASE STUDY**

Wheat Farmers in Kansas and Pakistan 328

KEY ISSUE 1**Where Did Agriculture Originate? 329**

Origins of Agriculture 329

Location of Agricultural Hearths 329

Classifying Agricultural Regions 330

KEY ISSUE 2**Where Are Agricultural Regions in Less Developed Countries? 335**

Shifting Cultivation 335

Pastoral Nomadism 338

Intensive Subsistence Agriculture 339

Plantation Farming 341

KEY ISSUE 3**Where Are Agricultural Regions in More Developed Countries? 342**

Mixed Crop and Livestock Farming 342

Dairy Farming 343

Grain Farming 345

Livestock Ranching 346

Mediterranean Agriculture 349

Commercial Gardening and Fruit Farming 349

Importance of Access to Markets 350

KEY ISSUE 4**Why Do Farmers Face Economic Difficulties? 351**

Challenges for Commercial Farmers 351

Challenges for Subsistence Farmers 353

Strategies to Increase Food Supply 355

Summary 360**CASE STUDY REVISITED**

Uncertain Future for Farming 360

Key Terms 361**Thinking Geographically 361****Further Readings 361****CONTEMPORARY GEOGRAPHIC TOOLS**

Protecting Farmland 334

GLOBAL FORCES, LOCAL IMPACTS

Genetically Modified Foods and Sub-Saharan Africa 354

CHAPTER 11**Industry 364****CASE STUDY**

Maquiladoras in Mexico 366

KEY ISSUE 1**Where Is Industry Distributed? 367**

Europe 367

North America 370

East Asia 372

KEY ISSUE 2**Why Do Industries Have Different Distributions? 372**

Situation Factors 372

Site Factors 379

KEY ISSUE 3**Where Is Industry Expanding? 384**

Changing Distribution Within MDCs 384

New Industrial Regions 386

KEY ISSUE 4**Why Are Location Factors Changing? 389**

Attraction of New Industrial Regions 389

Renewed Attraction of Traditional Industrial Regions 390

Summary 393**CASE STUDY REVISITED**

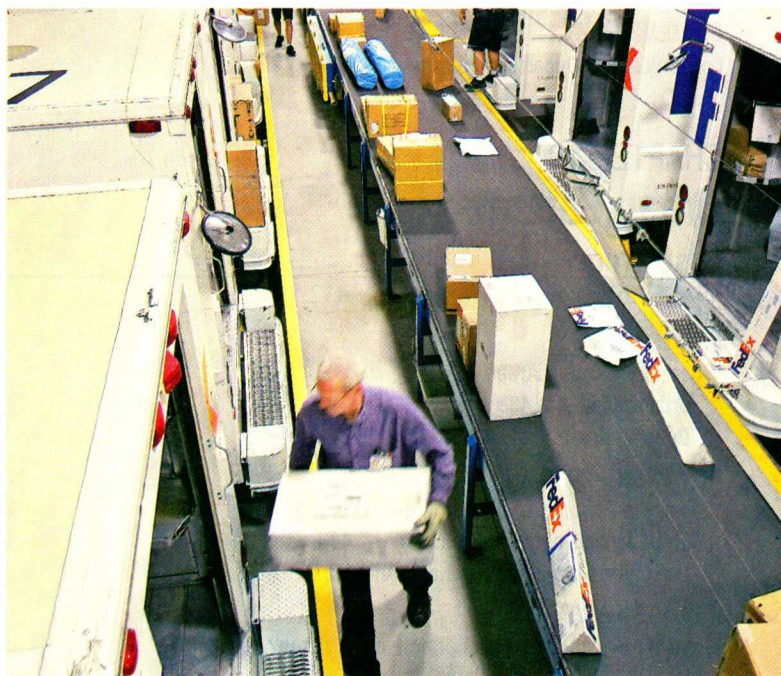
Free Trade in North America 393

Key Terms 394**Thinking Geographically 394****Further Readings 394****CONTEMPORARY GEOGRAPHIC TOOLS**

Selecting a Site for Saturn 377

GLOBAL FORCES, LOCAL IMPACTS

Locating Car Parts Plants 391



CHAPTER 12

Services 396**CASE STUDY**

Phoning the Help Desk 398

KEY ISSUE 1**Where Did Services Originate?** 399

- Types of Services 400
- Origin of Services 401
- Services in Contemporary Rural Settlements 403

KEY ISSUE 2**Why Are Consumer Services Distributed in a Regular Pattern?** 406

- Central Place Theory 406
- Market-Area Analysis 407
- Hierarchy of Services and Settlements 409

KEY ISSUE 3**Why Do Business Services Locate in Large Settlements?** 412

- World Cities 412
- Hierarchy of Business Services 416
- Economic Base of Settlements 418

KEY ISSUE 4**Why Do Services Cluster Downtown?** 420

- Central Business District 420
- Suburbanization of Businesses 425

Summary 427**CASE STUDY REVISITED**

What's Left in the United States? 427

Key Terms 428**Thinking Geographically** 428**Further Readings** 429**GLOBAL FORCES, LOCAL IMPACTS**

Tourism in Latin America 402

CONTEMPORARY GEOGRAPHIC TOOLS

Locating a New Department Store 408

CHAPTER 13

Urban Patterns 430**CASE STUDY**

Two Families in New Jersey 432

KEY ISSUE 1**Where Have Urban Areas Grown?** 433

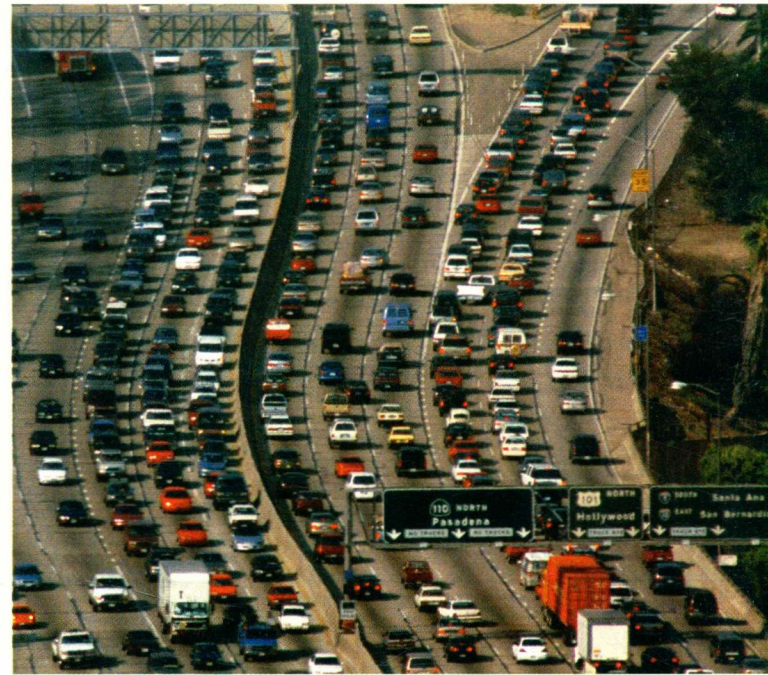
- Urbanization 433
- Defining Urban Settlements 435

KEY ISSUE 2**Where Are People Distributed Within Urban Areas?** 438

- Three Models of Urban Structure 438
- Use of the Models Outside North America 441

KEY ISSUE 3**Why Do Inner Cities Have Distinctive Problems?** 447

- Inner-City Physical Problems 447



Inner-City Social Problems 449

Inner-City Economic Problems 451

KEY ISSUE 4**Why Do Suburbs Have Distinctive Problems?** 451

- The Peripheral Model 452
- Contribution of Transportation to Suburbanization 454
- Local Government Fragmentation 459

Summary 460**CASE STUDY REVISITED**

Contrasts in the City 460

Key Terms 461**Thinking Geographically** 461**Further Readings** 461**CONTEMPORARY GEOGRAPHIC TOOLS**

Market Segmentation: You Are Where You Live 442

GLOBAL FORCES, LOCAL IMPACTS

Intelligent Transportation Systems 457

CHAPTER 14

Resource Issues 464**CASE STUDY**

Pollution in Mexico City 466

KEY ISSUE 1**Why Are Resources Being Depleted?** 467

- Energy Resources 467
- Mineral Resources 477

KEY ISSUE 2**Why Are Resources Being Polluted?** 480

- Air Pollution 481