
WORLD REGIONAL GEOGRAPHY

WHEELER • KOSTBADE





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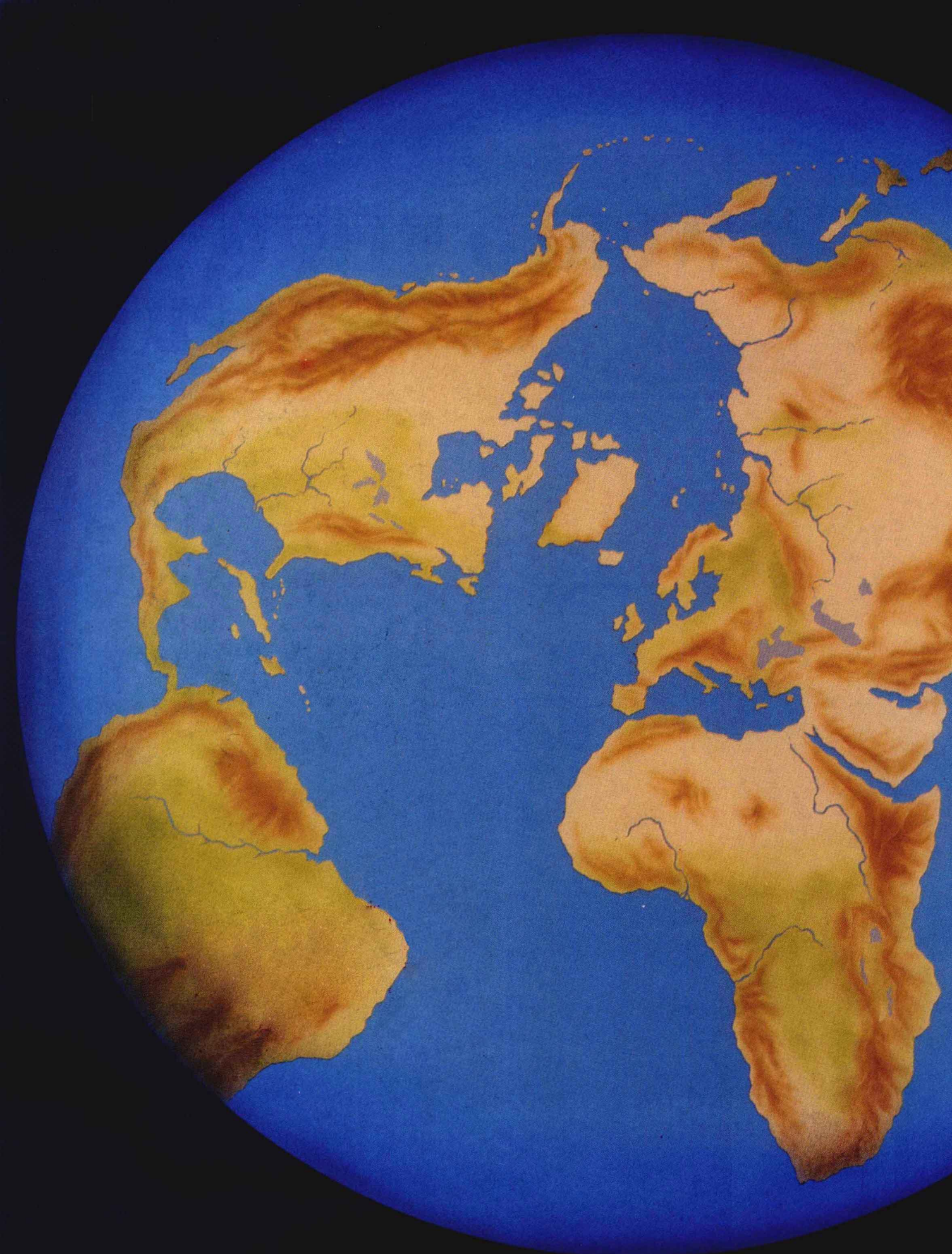
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Preface

MAJOR OBJECTIVE OF THE BOOK

World Regional Geography is an explanatory geographic survey of eight major world regions. The book builds on the foundations of a widely used older text, *Regional Geography of the World*, which went through three editions published by Holt, Rinehart and Winston between 1955 and 1975. Massive rewriting, revamping, and updating under the direction of Saunders College Publishing has produced a volume we believe to be a far more flexible and attractive instrument for teaching and learning world regional geography on an introductory college level. The major objective continues to be the presentation of basic concepts and supporting facts about contemporary world geography for the general education of college students.

Emphasizing both human and physical geography, the book surveys each region as to location, component countries, world role, distinctive physical and cultural characteristics, relation to other world areas, and major problems. Major attention is also given to important individual countries and groups of countries within each world region. Although the principal aim is general education in world geography to help remedy the serious geographic illiteracy that many recent surveys of the American public have revealed, the material in the book is also extremely valuable preparation for students who may be attracted to become geography majors.

ALLIED OBJECTIVES

Although the book is centrally concerned with the specific geographical circumstances of each major world region and its major countries, much material of a more generalized kind is introduced and discussed as a means of achieving the following allied objectives:

- To give a general introduction to *geographical ideas*—the ways of thinking that characterize the modern discipline of geography. Some of these ideas are embodied in short quotations from prominent geographers in a prefatory section entitled “Introductory Views.”
- To introduce *regional interpretation and analysis*—how one goes about the study of an area from a geographic point of view.
- To introduce *maps and their uses*—the kinds of maps, map projections, map scale, the design of maps to portray geographical ideas, and the importance of maps as part of one’s intellectual equipment.
- To present certain *world patterns of distribution* (population, landforms, climate, economic activities, and so on) as context for the characterization of the major world regions and important countries that are the main focus of attention. These maps also foster global thinking on the part of students.
- To introduce and explain some of the *natural and human processes* that underlie the areal differentiation and spatial order of the world.
- To discuss *current world problems* such as rapid population increase in “developing” areas, food and water supply, employment and income, health, housing, energy supply, environmental pollution, cultural and political conflict, and runaway urbanism.
- To introduce some generalized ideas and specific examples of *current world development*.
- To give an opportunity for students to learn something of the nature and opportunities of *geography as a professional field*. This is done most explicitly in a section at the end of Chapter 1.
- To provide some acquaintance with *geographical bibliography*—where to find material of a geographical character. This is done in a section of up-to-date Readings and References.

OVERALL ORGANIZATION AND SCOPE

The book surveys eight major world regions: Europe, the Soviet Union, the Middle East (Southwest Asia and North Africa), the Orient (Indian subcontinent, Southeast Asia, and East Asia), the Pacific World (Oceania, including Australia and New Zealand), Africa (the continent and some Indian Ocean and Atlantic islands), Latin America, and Anglo-America (the United States and Canada, with Greenland as a marginal appendage). Within each major region, the individual countries are often grouped regionally for analysis, and particularly large or influential countries are treated in greater depth than others. Pertinent background material on systematic physical and cultural geography is presented at appropriate places, including sidebars entitled "Editorial Comments" (for examples, see the sidebars entitled "Culture" (page 9) and "Glaciation" (page 91)). A general introduction to geography as a field of learning is presented in Part 1, "Thinking About Geography."

LEVEL OF LANGUAGE

In general, the book is written in nontechnical language for undergraduate college and university students, many of whom have had no previous formal training in the discipline of geography. However, formal geographical terminology is introduced and explained at a level appropriate to an introductory college geography text. Readability is enhanced by short, well-written quoted selections and by varied approaches to the individual regions and countries. The book considers each region and country on its merits, and basic concepts and facts are presented in a manner appropriate to the individual area rather than under a set list of topics.

ADAPTABILITY TO VARIED COURSES

This book has been explicitly designed to be a flexible instrument for the teaching of college-level courses in world regional geography. Such courses are extremely varied in length, outlook, organization, and students. Thus this textbook offers options in content and organization to suit differing needs. Every section and subsection is designed to be intelligible on its own account. Hence teachers can mix and match materials as they choose to fit their purposes and needs.

The authors cannot overstress their attempt to make the book sufficiently flexible to fit many course

structures, depths, and sequences. Some teachers may wish to follow the present order of chapters, while others will want to vary the order. A major theme woven into the various sections of the book is the worldwide impact of Westernization, beginning in Europe and spreading from there to other regions. In conformity with this theme, Europe comes first in the series of regional chapters, but the book has been organized in such a way that it is perfectly feasible to begin a course with any of the other regions. The structuring of the individual regional chapters is such that any given chapter or major subsection of a chapter is intelligible without excessive dependence on preceding material.

If time does not permit the entire book to be covered, selected parts may easily be combined to provide material of the appropriate length. For example, teachers may wish to assign the general introductory chapters on the various regions, together with selected other chapters or parts of chapters, to provide a very general survey of the world and intensive case studies of certain countries or regions. Teachers may wish to assign certain chapters to be discussed in class, may assign other chapters to be read without class discussion, and may wish to lecture on the subject matter of some chapters without assigning them. General introductory material in Chapters 1 to 3 may or may not be assigned, according to the amount of previous training in geography that students have received.

MAPS AND PHOTOS

Nearly all of the place names mentioned in the text are shown on one or more of well over 100 full-color maps. Map colors were chosen carefully to be pedagogically effective as well as pleasing to the eye. A considerable number of maps showing the world or regional distribution of population, cultivated land, climate, major crops, minerals, industrial concentrations, and other elements of geographical significance are included. The maps have been designed, and 200 photos (all but a few in full color) have been chosen, to fit the text matter, and all maps and photos are keyed to the reading. As a result, instructors may not find it necessary to require students to purchase an atlas.

FEATURES OF THE TEXT

Chapter Titles and Subheads

We have tried to provide chapter titles and subheads that are evocative and dynamic, for example, the title of Chapter 1, "Learning to Think Geographically,"

or the subhead "Northern Mexico: Localized Development in a Dry and Rugged Outback." The numerous subheads form a running outline of the text matter, and they facilitate assignments.

Explanation and Summation by Numbered Points

Student comprehension of the material is facilitated in many places by the use of numbered points for explanations, summaries, and comparisons. Examples include an explanation of Europe's worldwide expansion in the colonial age (pages 71–72), some reasons for recent economic difficulties in Britain (pages 130–131), some general characteristics of the Orient as a major world region (page 353), and some shared traits of the countries of Tropical Africa (pages 498–504).

International Focus

The book contributes explicitly to international understanding by generalized discussions of world geographic distributions and problems, and the presentation of current world events in their geographic contexts. Hence there is conformity to recent nationwide emphasis on greater internationalization of college and university curricula. A subsection entitled "The Geographic Effects of Places on Each Other" (pages 55–56) stresses the interconnectedness of places and thus contributes to global thinking.

Material from Allied Disciplines

General education is fostered by the frequent use of interpretive historical or other material from allied disciplines. Use of such material is very selective, but the authors believe the total coverage contributes substantially to a general understanding of the modern world.

Use of Statistics

Recent statistics are used selectively and comparatively to underscore important concepts about places and areas. Databases on such topics as area, population, health, income, trade, production, and climate are provided in tables of data for regions and countries at relevant places. Both non-metric data and metric data are cited in text and tables, with non-metric data cited first and metric equivalents (enclosed in parentheses in text matter) following.

References and Readings

A References and Readings section at the end of the book emphasizes books and articles dating from the later 1970s or the 1980s. The titles are grouped by major world region except for an introductory general section on the discipline of geography and its systematic subfields. Some exceptionally well-written recent articles from such magazines as *Fortune* or *The Economist* are cited in addition to numerous articles and books from the professional literature of the field of geography and allied fields.

ANCILLARIES

The following ancillaries accompany this text and are available upon request from the publisher:

- An Instructor's Manual containing suggestions for alternative course structures and the use of maps as teaching and study aids.
- A Study Guide to aid students in self-evaluation on text material.
- Four-Color Transparencies of more than 100 maps from the text.
- 35-mm Slides of maps and photographs.
- A Test Bank featuring a large selection of multiple-choice questions keyed to text.
- A Computerized Test Bank with over 1000 multiple-choice questions (Macintosh or IBM compatible).
- A Map-Pak containing unlabeled maps to be used in class or as an independent-study aid.

AUTHORSHIP

The work of two authors is very intermixed. Wheeler was responsible for general editing, most cartography, the selection and captioning of photographs, and preparation of References and Readings. Wheeler wrote most of Chapters 1 and 3 and the sections on East Central Europe, the Soviet Union, the Middle East, Africa, Introduction to the Orient, Introduction to Latin America (with extensive assistance by Brian K. Long) and Caribbean America (assisted by Steven F. Fair). Kostbade wrote Chapter 2, the Europe chapters except the section on East Central Europe, and the chapters on the Indian Subcontinent, Southeast Asia, the Chinese Realm, Japan and Korea, the Pacific World, the regions of Latin America (except Caribbean America), and Anglo-America. But all the chapters represent a close collaboration of the two authors, with each contributing to the other's chapters in significant ways. Some material written originally by Richard S. Thoman

has been retained here and there in Chapters 7, 24, and 25, woven into the revised chapters' structures.

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Many professors from a variety of universities and colleges critiqued the entire book in manuscript. They include Peggy Alexander, Jefferson College; Thomas D. Anderson, Bowling Green State University; Marvin Baker, University of Oklahoma; C. Taylor Barnes, United States Air Force Academy; Stephen S. Birdsall, University of North Carolina at Chapel Hill; Allen D. Bushong, University of South Carolina; David M. Eldridge, College of DuPage; Harold M. Elliott, Weber State College; James C. Hughes, Slippery Rock University; John C. Lewis, Northeast Louisiana University; Gordon R. Lewthwaite, California State University, Northridge; Ronald E. Nelson, Western Illinois University; Richard Pillsbury, Georgia State University; Milton D. Rafferty, Southwest Missouri State University; Gregory Rose, Ohio State University—Marion; Rose Sauder, University of New Orleans; and Ronald V. Shaklee, Youngstown State University. All suggestions from this varied group of reviewers were carefully considered and many were heeded. We, of course, bear full responsibility for the result. We greatly appreciate the time, care, and perceptiveness devoted to the reviewing task by the critics.

We gained valuable insights and perspectives on the book from the standpoint of classroom teaching through innumerable conversations with graduate teaching assistants in the large introductory-level "Regions and Nations of the World" courses at the University of Missouri—Columbia. Special acknowl-

edgement is made to the perceptive comments of certain recent teaching assistants, including Ann Wright McNerny, H. Todd Stradford, Jr. (who also supplied some of the book's finest photographs), Russell Ivy, Virginia Thompson, Elizabeth Cook Gardner, and Julia Goodell Barnes, but we are indebted to a long line of other talented teachers far too numerous to cite individually.

Special tribute must be paid to Mary A. Wilson, who typed the manuscript in several versions. Her superb word-processing skills were critically important as the text moved through various stages over a period of years. She worked with enthusiasm and aplomb, often under great pressure of time. Katie D'Agostino must also be specially recognized for her work with the tables. Her painstaking work with varied statistical sources is appreciated. Jennifer Nichols assisted with cartography, particularly computerized cartography under the guidance of Joseph H. Astroth, Jr. Their joint efforts created a fine double-page panel of maps on the agricultural geography of the United States. Mary Lyon compiled and drew the base for the endpaper map of countries. Richard Egan checked place names on maps, and Norman Fry updated the maps of Soviet minerals. The original maps for the panels on London and New York were executed by Dorothy Woodson and Max Gilland, respectively. Margery Wheeler gave perceptive assistance with various writing tasks, and David Wheeler made helpful judgments on African development problems from an economist's perspective. We are grateful for their help, as well as that of many other people not named. The profoundest debt is owed to our wives and children for their extraordinary support and forbearance over the long period that the book was in preparation.

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Thanks are also due the people, firms, and government agencies who permitted the reproduction of textual matter, photographs, and maps. Such permissions are separately acknowledged where they occur in the text. In editing the varied readings,

mostly short, that are sprinkled through the text matter, minor changes in spelling, capitalization, and punctuation have been made to give uniformity to the book as a whole.

We hope this book can supply useful geographical perspectives for college and university students of the 1990s who must cope with the increasingly complex geography of an interdependent world.

Jesse H. Wheeler, Jr.
J. Trenton Kostbade

Columbia, Missouri
July, 1989

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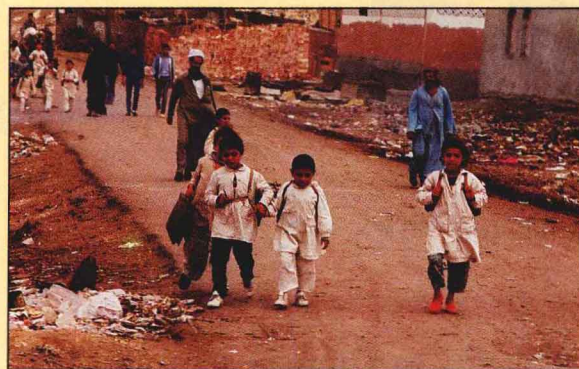
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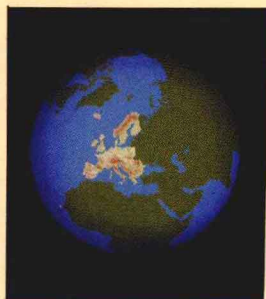
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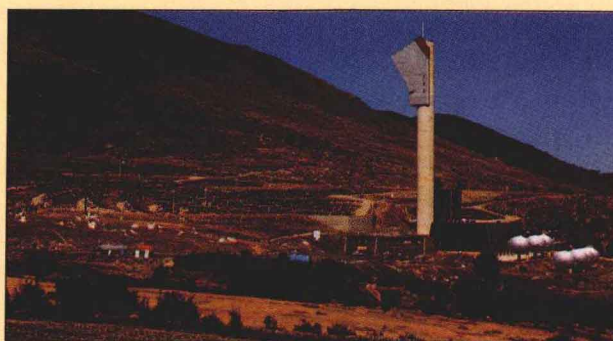
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