

TERRY G. JORDAN-BYCHKOV MONA DOMOSH

# THE HUMAN MOSAIC

A Thematic Introduction to Cultural Geography

NINTH  
EDITION



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to Cultural Geography

NINTH EDITION

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# PREFACE

Geography is a diverse academic discipline. It deals with a wide range of subjects, from spatial patterns of human occupancy to the interaction between people and their habitat. It concerns place and region and employs diverse methodologies from the social sciences, humanities, and Earth sciences. The geographer strives for a holistic view of the Earth as the home of humankind.

Because the world is in constant flux, geography is an ever-changing discipline. Geographers necessarily consider a wide range of topics and view them from several different perspectives. They continually seek new ways of looking at the inhabited Earth. For example, the rise of a feminist perspective has caused geographers to see the world anew through such concepts as “gendered space,” and a “postmodernist” challenge to the tenets of science has recently led geography to a more humanistic philosophy. Every revision of an introductory text such as *The Human Mosaic* requires careful attention to such changes and innovations.

## The Five Themes

*The Human Mosaic* has always been built around **five themes**: culture region, cultural diffusion, cultural ecology, cultural interaction, and cultural landscape. These five themes are introduced and explained in the first chapter and serve as the framework for the 11 topical chapters that follow. Each theme is applied to a variety of geographical topics: religion, language, ethnicity, politics, demography, agriculture, industry, the city, and types of culture. This thematic organization allows students to relate to the most important aspects of cultural geography at every point in the text. As instructors, we have found that beginning students learn best when provided with a precise and useful framework, and the five-themes approach provides such a framework for understanding cultural geography. A small icon accompanies each theme as a visual reminder to students when these themes recur throughout the book. They will see:



Culture Region



Cultural Diffusion



Cultural Ecology



Cultural Interaction



Cultural Landscape

In our classroom experience, we have found the thematic framework to be highly successful. Our *culture region* theme appeals to students’ natural curiosity about the differences among places. *Cultural diffusion* conveys the dynamic aspect of culture particularly relevant to this age of incessant and rapid change. Students acquire an appreciation for how cultural traits spread (or do not spread) from place to place. The topics employed to illustrate the concepts of diffusion include many examples to which college students can relate: for instance, reggae and rap music, computer technology and the Internet, and the impact of globalization on consumer goods around the world. *Cultural ecology*, also highly relevant in our age, addresses the complicated relationship between culture and the physical environment. *Cultural interaction* (retitled from “cultural integration” for the purpose of clarity) permits students to view culture as an interrelated whole, in which one facet acts on and is acted on by other facets—a key to understanding our complicated world. Last, the theme of *cultural landscape* heightens students’ awareness of the visible character of places and regions.

## Coverage and Organization

*The Human Mosaic* continues to provide balanced coverage between traditional geographical topics (culture, land use, political patterns, human adaptation to environment, habitat modification) and major new issues (global warming, desertification, globalization, the cybernetic age, and feminism). We feel that this balance exposes students to the breadth of cultural geography today. Adhering to a thematic organization, the book covers the following topic areas.

**Chapter 1 Cultural Geography: Science or Art?** introduces the student to the field and explains the five themes of culture region, cultural diffusion, cultural ecology,

cultural interaction, and cultural landscape, which are used throughout the text. Globalization is now discussed in a new section in Chapter 1.

**Chapter 2 Parallel Worlds: Two Types of Culture** raises students' awareness very early that fundamentally differing ways of life exist. These differences are presented as a contrast between *folk* and *popular* cultures. This newly combined chapter is now presented earlier in this edition.

**Chapter 3 The Geography of Religion: Spaces and Places of Faith** covers the interwoven culture of religion and how it varies from place to place.

**Chapter 4 Geolinguistics: A Babel of Languages** introduces the student to the geographical branch of geolinguistics and the spatial groupings of languages.

**Chapter 5 Ethnic Geography: Homelands and Ghettos** examines the spatial and ecological aspects of ethnicity and the trend toward ethnic awareness around the world.

**Chapter 6 Political Geography: A Divided World** addresses the geographical aspects of human political behavior, illustrated by the breakup of empires, the drawing of international boundaries, and voting patterns.

**Chapter 7 Geodemography: Peopling the Earth** looks at the distribution of people across the Earth and the spatial variations of birthrates, health, population growth, and other demographic traits that exist in different regions.

**Chapter 8 Agricultural Geography: Food from the Good Earth** examines types of agriculture, the ecology of farming and herding, the diffusion of elements of agriculture, the interaction between agriculture and other aspects of culture, and the visible variations revealed in agricultural landscapes.

**Chapter 9 Industries: A Faustian Bargain** explores industry and the industrial revolution through the eyes of the cultural geographer, with particular attention to uneven spatial distribution and its ecological ramifications.

**Chapter 10 Urbanization: The City in Time and Space** looks at overall patterns of urbanization, how urbanization began and developed, and the differing forms of cities in developing and developed regions.

**Chapter 11 Inside the City: A Cultural Mosaic** complements Chapter 10 by focusing on patterns within cities such as spatial differences, regional differences, and city structures.

**Chapter 12 One World or Many? The Cultural Geography of the Future** addresses the question of how globalization is affecting the diversity among human cultures.

## New to the Ninth Edition

With this publication, *The Human Mosaic* achieves the rare distinction of its *ninth* edition. We have revised it to speak to the young citizens of an emerging new century, in the hope that studying *The Human Mosaic* will help them adjust to and thrive in this exciting if troubled age.

In this edition, you will find diverse new features and changes:

**NEW! Chapter 12, One World or Many? The Cultural Geography of the Future.** This entirely new chapter examines the process of *globalization* and its impact on cultures around the world. We approach the subject by questioning current assumptions about globalization and in the process uncover many of the pros and cons associated with this international force. In addition, information on globalization has been incorporated throughout all the chapters of the text.

**NEW! Chapter 2, Parallel Worlds: Two Types of Culture.** Formerly two separate chapters, the topics of folk and popular culture have been merged in the ninth edition and are now introduced earlier in the book. The newly abridged treatment contrasts these fundamentally different ways of life and streamlines the presentation of their content. By placing this material earlier in the book, students are now introduced to important geographical concepts that will serve as a foundation they can apply throughout the remaining chapters.

**Reorganized Table of Contents.** In the ninth edition, we have chosen to reorder the 12 chapters to create a more logical flow from one topic to another. The new order of chapters will make the concepts and connections between chapters more relevant to the chapters that succeed them. In addition to the changes mentioned above, other significant organizational changes include:

Chapter 3, The Geography of Religion: Spaces and Places of Faith (formerly Chapter 6), is now introduced earlier to highlight current events surrounding religious conflict and to prepare students for the following chapters covering ethnicity and politics.

Chapter 5, Ethnic Geography: Homelands and Ghettos (formerly Chapter 9), has been moved so that it directly follows the chapters on religion and lan-

guage (now Chapter 4), two topics that form much of the basis for understanding ethnicity.

Chapter 6, Political Geography: A Divided World (formerly Chapter 4), is now treated after the topics of religion, language, and ethnicity have been introduced, thus ensuring that students will be familiar with these essential contexts before taking on the complexities of geopolitics.

Chapter 7, Geodemography: Peopling the Earth (formerly Chapter 2), has been relocated just before Chapter 8, Agricultural Geography: Food from the Good Earth (formerly Chapter 3), and Chapter 9, Industries: A Faustian Bargain (formerly Chapter 12), which allows students to confront issues such as feeding the world's population and how people from different cultures sustain their livelihoods in the context of demographic concepts.

Chapter 9, Industries: A Faustian Bargain (formerly Chapter 12), has been placed earlier in the table of contents to accommodate the newly added Chapter 12 on globalization.

**NEW! “Seeing Geography” Essay.** Each chapter now opens with a photograph or a map selected for its ability to illustrate the five themes used throughout the text. Each thematic photo or map is revisited at the end of the chapter in an analytical essay entitled “Seeing Geography.” The “Seeing Geography” essay prompts students to think about and analyze photographs in the same ways they are asked to analyze maps—through the unique geographical lenses of the five themes of *The Human Mosaic*.

**Revised Map Program.** To accommodate the changes of a world in flux, the authoritative map program retains its characteristic elegance and clarity while conveying the latest geographic information.

**Thoroughly Updated.** An updating of all statistics available to 2000–2001, reflecting censuses worldwide.

**Recommended Readings.** Annotated lists of 10 carefully selected books at the end of each chapter offer students the opportunity to explore topics that are of interest to them in more depth.

## Retained from the Highly Acclaimed Earlier Editions

“If it ain’t broke, don’t fix it” is an old adage. Accordingly, we have retained the basic, classroom-tested devices that underlie *The Human Mosaic*’s earlier success:

**Figure captions** in most cases contain questions relevant to what is being shown. Our maps and photos are not decoration but vital parts of the learning process.

**Relevant web sites** are listed at the end of each chapter to lead students to related materials bearing upon the chapter’s topic.

**Focus On boxes** appear two to three times in each chapter and present illustrative examples or highlight relevant studies that students will find interesting.

**Profile boxes** interspersed throughout the text present biographical sketches of famous and important contributors to cultural geography, such as Carl Ritter and Ellen Churchill Semple.

**Reflecting on Geography** questions scattered through each chapter are intended to help students apply what they have just learned to real world situations.

## Media and Supplements

The ninth edition is accompanied by a superior media and supplements package that facilitates student learning and enhances the teaching experience. For students, we have seamlessly integrated topics from the text with the companion web site; thus the latest technology is being used to reinforce concepts from the text. For instructors, we have created a full-service ancillary package that will help in the preparation of lectures and exams, particularly in regard to electronic classroom presentations.

### Aids for Student Learning

#### Mapping Exercises

*Exploring Human Geography with Maps*, Margaret Pearce, Western Michigan University,  
ISBN 0-7167-4917-3

This new four-color workbook uses cartographic visualization to make maps into tools for the exploration and representation of geographic ideas. It directly addresses the concepts of *The Human Mosaic*, chapter by chapter, and it includes activities accessible through *The Human Mosaic Online* at <http://www.whfreeman.com/jordan>. Three types of activities occur in each chapter: Exploring Geographic Information Visually; Interpreting the Language of Maps; and Other Ways of Mapping.

#### On the Web

*The Human Mosaic Online:*  
<http://www.whfreeman.com/jordan>

The companion web site serves as an online study guide. The core of the site is a range of features that

encourage critical thinking and assist in study and review. Features include:

Web Activities from *Exploring Human Geography with Maps*, by Margaret Pearce, Western Michigan University

Review Tests for each chapter, by A. Steele Becker, University of Nebraska, Kearney, and Jacqueline V. Becker

## Atlas

*Rand McNally's Atlas of World Geography*, paperback, 176 pages

Available packaged with the text (ISBN 0-7167-9817-4), or with the text and *Student Study Guide* (ISBN 0-7167-9883-2), or with the text and *Exploring Human Geography with Maps* (ISBN 0-7167-9882-4).

## Study Guide

*Student Study Guide*, Michael Kukral, Rose-Hulman Institute of Technology, ISBN 0-7167-5617-X

The new and updated *Student Study Guide* provides a tremendous learning advantage for students using *The Human Mosaic*. This best-selling supplement contains new practice tests, chapter learning objectives, key terms, and sections on map reading and interpretation. A highly integrated manual, the *Student Study Guide* supports and enhances the material covered in *The Human Mosaic* and guides the student to a clearer understanding of cultural geography.

## Aids for the Instructor

### Presentation

*Instructor's Resource CD-ROM and Web Site*, ISBN 0-7167-4919-000

Contains *all* the text images available as Microsoft PowerPoint™ slides for use in classroom presentation. The labels on the images have been enlarged for better projection quality. It also contains the *Test Bank* as chapter-by-chapter Microsoft Word™ files that can be easily modified by the instructor.

*Slide Set with Lecture Notes*, ISBN 0-7167-4920-3

A set of 100 images with accompanying explanatory lecture notes for presentations.

*Overhead Transparencies*, ISBN 0-7167-4918-1

A handy set of 100 key maps and figures from the text for classroom presentation.

### Assessment

*Test Bank*, Douglas Munski, University of North Dakota

The *Test Bank* is available on the *Instructor's Resource* CD-ROM and can also be accessed via the book's com-

panion web site under the password-protected "For Instructors" section. The *Test Bank* is carefully designed to match the pedagogical intent of the text. It contains more than 1000 test questions (multiple-choice and true/false). The files are provided as chapter-by-chapter Microsoft Word files that are easy to download, edit, and print.

## Acknowledgments

No textbook is ever written single-handedly or even "double-handedly." An introductory text covering a wide range of topics must draw heavily on the research and help of others. In various chapters, we have not hesitated to mention a great many geographers on whose work we have relied. We apologize for any misinterpretations or oversimplifications of their findings that may have resulted because of our own error or the limited space available.

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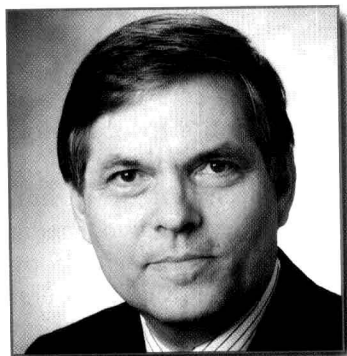
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and suggestions have created a special working environment and to whom we express our deepest gratitude. In particular, we thank Melissa Wallerstein, sponsoring editor, who was among those most instrumental in bringing *The Human Mosaic* to Freeman; Jason Noe, acquisitions editor for geography; Sara Tenney, publisher, and a strong supporter of our book from the first; Donald Gecewicz, development editor, who was ably assisted by Ben Feldman and Daniel Chaskes; Jeffrey Rucker, marketing manager; Jane O'Neill, project editor; Vicki Tomaselli, designer; Sheridan Sellers, compositor and page makeup artist; Bill Page, illustration coordinator; Laura Nash, photo researcher, and Patricia Marx, photo editor; Susan Wein, production coordinator; Joy Ohm, media and supplements editor; Bridget O'Lavin, media and supplements associate editor; Diana Siemens, copy editor; Eleanor Wedge, proofreader; and Rawle Stoute, editorial assistant.

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## ABOUT THE AUTHORS



### Terry G. Jordan-Bychkov

is the Walter Prescott Webb Professor in the Department of Geography at the University of Texas at Austin. He earned his

Ph.D. at the University of Wisconsin at Madison. A specialist in the cultural and historical geography of the United States, Jordan-Bychkov is particularly interested in the diffusion of Old World culture to North America that helped produce the vivid geographical mosaic evident today. He served as president of the Association of American Geographers in 1987 and 1988 and earlier received an Honors Award from that organization. He has written on a wide range of American cultural topics, including forest colonization, cattle ranching, folk architecture, and ethnicity. His scholarly books include *The European Culture Area: A Systematic Geography*, 4th edition (with Bella Bychkova Jordan, 2002), *Anglo-Celtic Australia: Colonial Immigration and Cultural Regionalism* (with Alyson L. Greiner, 2002), *Siberian Village: Land and Life in the Sakha Republic* (with Bella Bychkova Jordan, 2001), *The Mountain West: Interpreting the Folk Landscape* (with Jon Kilpinen and Charles Gritzner, 1997), *North American Cattle Ranching Frontiers* (1993), *The American Backwoods Frontier* (with Matti Kaups, 1989), *American Log Buildings* (1985), *Texas Graveyards* (1982), *Trails to Texas: Southern Roots of Western Cattle Ranching* (1981), and *German Seed in Texas Soil* (1966). Having been fascinated with maps and landscapes since childhood, Jordan-Bychkov became a geography major during his college freshman year. For him, the most rewarding aspect of geography has been field research. His only hobby is travel.













### Mona Domosh

is a professor of geography at Dartmouth College. She earned her Ph.D. at Clark University. Her research has examined the links between gender ideologies and the cultural formation of large American cities in the nineteenth century, particularly in regard to such critical but vexing distinctions as consumption/production, public/private, masculine/feminine. She is currently engaged in research that takes the ideological association of women, femininity, and space in a more postcolonial direction by asking what roles nineteenth-century ideas of femininity, masculinity, consumption, and "whiteness" played in the crucial shift from American nation-building to empire-building. Domosh is the author of *Invented Cities: The Creation of Landscape in 19th-century New York and Boston* (1996) and the coauthor, with Joni Seager, of *Putting Women in Place: Feminist Geographers Make Sense of the World* (2001).





## CONTENTS IN BRIEF

-  CHAPTER 1 CULTURAL GEOGRAPHY: Science or Art?
-  CHAPTER 2 PARALLEL WORLDS: Two Types of Culture
-  CHAPTER 3 THE GEOGRAPHY OF RELIGION: Spaces and Places of Faith
-  CHAPTER 4 GEOLINGUISTICS: A Babel of Languages
-  CHAPTER 5 ETHNIC GEOGRAPHY: Homelands and Ghettos
-  CHAPTER 6 POLITICAL GEOGRAPHY: A Divided World
-  CHAPTER 7 GEODEMOGRAPHY: Peopling the Earth
-  CHAPTER 8 AGRICULTURAL GEOGRAPHY: Food from the Good Earth
-  CHAPTER 9 INDUSTRIES: A Faustian Bargain
-  CHAPTER 10 URBANIZATION: The City in Time and Space
-  CHAPTER 11 INSIDE THE CITY: A Cultural Mosaic
-  CHAPTER 12 ONE WORLD OR MANY? The Cultural Geography of the Future



# CONTENTS

|                   |      |
|-------------------|------|
| Special Features  | xiii |
| Major World Maps  | xv   |
| Preface           | xvii |
| About the Authors | xxii |

## CHAPTER 1

### CULTURAL GEOGRAPHY

#### Science or Art? 1

#### What Is Cultural Geography? 3

#### Themes in Cultural Geography 5

|                      |    |
|----------------------|----|
| Culture Region       | 5  |
| Cultural Diffusion   | 12 |
| Cultural Ecology     | 15 |
| Cultural Interaction | 22 |
| Cultural Landscape   | 26 |

#### Conclusion 28

#### Seeing Geography: Old Map of Eastern Europe 29

#### Geography on the Internet 30

#### Sources 30

#### Ten Recommended Books on Cultural Geography 31

#### Major Journals 31

## CHAPTER 2

### PARALLEL WORLDS

#### Two Types of Culture 33

#### Folk and Popular Culture Regions 35

|                               |    |
|-------------------------------|----|
| Material Folk Culture Regions | 36 |
| Folklore Regions              | 36 |
| Placelessness?                | 38 |
| Food and Drink                | 41 |
| Popular Music                 | 41 |
| Sports                        | 42 |
| Shopping                      | 45 |
| Vernacular Culture Regions    | 45 |

#### Diffusion of Folk and Popular Culture 47

|                    |    |
|--------------------|----|
| Agricultural Fairs | 47 |
|--------------------|----|

|   |    |
|---|----|
| Blowguns: Diffusion or Independent Invention? | 47 |
|---|----|

|                              |    |
|------------------------------|----|
| Diffusion in Popular Culture | 49 |
|------------------------------|----|

|             |    |
|-------------|----|
| Advertising | 50 |
|-------------|----|

|                         |    |
|-------------------------|----|
| Communications Barriers | 50 |
|-------------------------|----|

|                        |    |
|------------------------|----|
| Diffusion of the Rodeo | 51 |
|------------------------|----|

#### Folk and Popular Cultural Ecology 52

|              |    |
|--------------|----|
| Folk Ecology | 52 |
|--------------|----|

|                            |    |
|----------------------------|----|
| Ecology of Popular Culture | 54 |
|----------------------------|----|

#### Cultural Interaction in Folk and Popular Geography 56

|                             |    |
|-----------------------------|----|
| Mapping Personal Preference | 57 |
|-----------------------------|----|

|              |    |
|--------------|----|
| Place Images | 57 |
|--------------|----|

#### Folk and Popular Cultural Landscapes 59

|                   |    |
|-------------------|----|
| Folk Architecture | 59 |
|-------------------|----|

|                               |    |
|-------------------------------|----|
| Folk Housing in North America | 60 |
|-------------------------------|----|

|                               |    |
|-------------------------------|----|
| Landscapes of Popular Culture | 62 |
|-------------------------------|----|

|                    |    |
|--------------------|----|
| Leisure Landscapes | 65 |
|--------------------|----|

|                    |    |
|--------------------|----|
| Elitist Landscapes | 65 |
|--------------------|----|

|                 |    |
|-----------------|----|
| Shadowed Ground | 67 |
|-----------------|----|

|                    |    |
|--------------------|----|
| The American Scene | 67 |
|--------------------|----|

#### Seeing Geography: American Fathers and Daughters 69

#### Conclusion 70

#### Folk and Popular Culture on the Internet 70

#### Sources 70

#### Ten Recommended Books on Folk and Popular Cultural Geography 72

#### Journals in Folk and Popular Cultural Geography 73

## CHAPTER 3

### THE GEOGRAPHY OF RELIGION

#### Spaces and Places of Faith 75

#### Religious Culture Regions 77

|              |    |
|--------------|----|
| Christianity | 77 |
|--------------|----|

|       |    |
|-------|----|
| Islam | 77 |
|-------|----|

|         |    |
|---------|----|
| Judaism | 80 |
|---------|----|

|          |    |
|----------|----|
| Hinduism | 82 |
|----------|----|

|          |    |
|----------|----|
| Buddhism | 82 |
|----------|----|

|  |     |
|--|-----|
| Animism/Shamanism                                  | 82  |
| Secularization                                     | 83  |
| Sacred Space                                       | 83  |
| Religious Diffusion                                | 86  |
| The Semitic Religious Hearth                       | 86  |
| The Indus-Ganga Hearth                             | 89  |
| Barriers and Time-Distance Decay                   | 89  |
| Religion and Globalization                         | 90  |
| World War III                                      | 91  |
| Religious Ecology                                  | 92  |
| Appeasing the Forces of Nature                     | 92  |
| The Environment and Monotheism                     | 94  |
| Ecotheology  | 94  |
| Godliness and Greenness                            | 97  |
| Religion and Environmental Perception              | 98  |
| Cultural Interaction in Religion                   | 99  |
| Religion and Economy                               | 99  |
| Religious Pilgrimage                               | 102 |
| Religion and Political Geography                   | 103 |
| Religious Landscapes                               | 104 |
| Religious Structures                               | 104 |
| Landscapes of the Dead                             | 106 |
| Religious Names on the Land                        | 108 |
| Conclusion   | 108 |
| Geography of Religion on the Internet              | 109 |
| Seeing Geography: Mosque in Pakistan               | 110 |
| Sources  | 110 |
| Ten Recommended Books on the Geography of Religion | 111 |

## CHAPTER 4

|                                       |     |
|---------------------------------------|-----|
| <b>GEOLINGUISTICS</b>                 |     |
| A Babel of Languages                  | 113 |
| Linguistic Culture Regions            | 116 |
| Language Families                     | 116 |
| English Dialects in the United States | 119 |
| Linguistic Diffusion                  | 121 |
| Indo-European Diffusion               | 121 |
| Austronesian Diffusion                | 121 |
| Searching for the Primordial Tongue   | 124 |
| Linguistic Globalization              | 124 |
| Linguistic Ecology                    | 125 |
| Habitat and Vocabulary                | 125 |
| The Habitat Provides Refuge           | 126 |
| The Habitat Guides Migration          | 129 |
| Culturo-Linguistic Interaction        | 130 |

|  |     |
|--|-----|
| Technology and Linguistic Dominance                        | 130 |
| Language and Empire  | 130 |
| The Social Morale Model                                    | 131 |
| The Economic Development Model                             | 133 |
| Language and Religion                                      | 134 |
| Linguistic Landscapes                                      | 135 |
| Messages   | 135 |
| Toponyms   | 135 |
| Generic Toponyms of the United States                      | 136 |
| Toponyms and Cultures of the Past                          | 136 |
| Toponyms and Environmental Modification                    | 138 |
| Conclusion   | 139 |
| Linguistic Geography on the Internet                       | 139 |
| Seeing Geography: Street in Hong Kong, China               | 140 |
| Sources  | 140 |
| Ten Recommended Books and Special Issues on Geolinguistics | 141 |
| A Journal in Geolinguistics                                | 141 |

## CHAPTER 5

|                                   |     |
|-----------------------------------|-----|
| <b>ETHNIC GEOGRAPHY</b>           |     |
| Homelands and Ghettos             | 143 |
| Ethnic Regions                    | 145 |
| Ethnic Homelands and Islands      | 145 |
| Ethnic Neighborhoods and Ghettos  | 150 |
| Recent Ethnic Migrants            | 153 |
| Ethnic Mix and National Character | 155 |
| Cultural Diffusion and Ethnicity  | 156 |
| Migration and Ethnicity           | 156 |
| Simplification and Isolation      | 158 |
| Ethnic Ecology                    | 160 |
| Ethnogenesis                      | 160 |
| Cultural Preadaptation            | 160 |
| Ethnic Environmental Perception   | 160 |
| Ethnic Cultural Interaction       | 162 |
| The Cultural Role in Ethnogenesis | 163 |
| Ethnicity and Business Activity   | 163 |
| Ethnicity and Type of Employment  | 165 |
| Ethnicity and Farming Practices   | 167 |
| Ethnicity and Globalization       | 168 |
| Ethnic Landscapes                 | 168 |
| Finnish Landscapes in America     | 169 |
| Ethnic Settlement Patterns        | 170 |
| Urban Ethnic Landscapes           | 172 |
| Conclusion                        | 172 |
| Ethnic Geography on the Internet  | 173 |

- Sources 173  
 Seeing Geography: American Restaurant Neon Signs 174  
 Ten Recommended Books on Ethnic Geography 175

## CHAPTER 6

### POLITICAL GEOGRAPHY

#### A Divided World 177

- Political Culture Regions 177  
     Independent Countries 177  
     Supranational Political Bodies 184  
     Political Globalization 184  
     Electoral Geographical Regions 185  
     Functional Electoral Regions 188  
 Political Diffusion 189  
     Country Building as Diffusion 189  
     Diffusion of Independence and Innovations 190  
     Politics and Migration 192  
 Political Ecology 192  
     Folk Fortresses 193  
     The Heartland Theory 194  
     Heartland Versus Rimland Today 196  
     Warfare and Environmental Destruction 196  
     Political Ecology Narrowly Defined 197  
 Politico-Cultural Interaction 198  
     The Nation-State 198  
     The Multinational Country 199  
     Ethnic Separatism 200  
     The Cleavage Model 202  
     An Example: The Sakha Republic 202  
     Political Imprint on Economic Geography 205  
     The Corruption Index 205  
     Islamic Law 207  
 Political Landscapes 208  
     Imprint of the Legal Code 208  
     Physical Properties of Boundaries 208  
     The Impress of Central Authority 210  
     National Iconography on the Landscape 211  
 Conclusion 212  
 Political Geography on the Internet 212  
 Seeing Geography: Israel–Gaza Strip Border 213  
 Sources 213  
 Ten Recommended Books on Political Geography 214  
 A Political-Geographical Journal 215

## CHAPTER 7

### GEODEMOGRAPHY

#### Peopling the Earth 217

- Demographic Regions 217  
     Population Distribution and Density 217  
     Patterns of Natality 221  
     The Geography of Mortality 222  
     Population Explosion 224  
     Or Population Implosion? 224  
     Demographic Transformation 226  
     Age Distributions 226  
     Geography of Gender 227  
     Standard of Living 230  
 Diffusion in Population Geography 230  
     Migration 230  
     Disease Diffusion 231  
     Diffusion of Fertility Control 234  
 Population Ecology 235  
     Environmental Influence 235  
     Environmental Perception and Population Distribution 237  
     Population Density and Environmental Alteration 241  
 Culturo-Demographic Interaction 244  
     Cultural Factors 244  
     Political Factors 246  
     Economic Factors 247  
     Gender and Geodemography 248  
 The Settlement Landscape 249  
     Farm Villages 249  
     Isolated Farmsteads 250  
     Semiclustered Rural Settlement 253  
     Reading the Cultural Landscape 255  
 Conclusion 255  
 Seeing Geography: Street in Kolkata, India 257  
 Population Geography on the Internet 258  
 Sources 258  
 Ten Recommended Books on Population Geography 259  
 Journals in Population Geography 259

## CHAPTER 8

### AGRICULTURAL GEOGRAPHY

#### Food from the Good Earth 261

- Agro-Regions 261  
     Shifting Cultivation 262  
     Paddy Rice Farming 264

|  |            |
|--|------------|
| Peasant Grain, Root, and Livestock Farming             | 265        |
| Plantation Agriculture                                 | 265        |
| Market Gardening                                       | 268        |
| Livestock Fattening                                    | 268        |
| Grain Farming  | 269        |
| Dairying   | 270        |
| Nomadic Herding  | 270        |
| Livestock Ranching                                     | 272        |
| Urban Agriculture                                      | 272        |
| Nonagricultural Areas                                  | 272        |
| <b>Agricultural Diffusion</b>                          | <b>273</b> |
| Origin and Diffusion of Plant Domestication            | 273        |
| Origin and Diffusion of Animal Domestication           | 276        |
| Modern Innovations in Agriculture                      | 277        |
| <b>Agro-Ecology</b>                                    | <b>279</b> |
| Cultural Adaptation                                    | 279        |
| Agriculturists as Modifiers of the Environment         | 280        |
| Desertification  | 281        |
| Environmental Perception by Agriculturists             | 284        |
| <b>Agro-Cultural Interaction</b>                       | <b>284</b> |
| Intensity of Land Use                                  | 284        |
| The von Thünen Model                                   | 285        |
| Can the World Be Fed?                                  | 286        |
| Globalization  | 287        |
| <b>Agricultural Landscapes</b>                         | <b>288</b> |
| Survey, Cadastral, and Field Patterns                  | 289        |
| Fencing and Hedging                                    | 291        |
| <b>Conclusion</b>                                      | <b>292</b> |
| <b>Agricultural Geography on the Internet</b>          | <b>293</b> |
| <b>Sources</b>   | <b>293</b> |
| <b>Seeing Geography: Farmland in Brazil</b>            | <b>294</b> |
| <b>Ten Recommended Books on Agricultural Geography</b> | <b>295</b> |
| <b>A Journal in Agricultural Geography</b>             | <b>295</b> |

## CHAPTER 9

### INDUSTRIES

#### A Faustian Bargain 297

##### Industrial Regions 298

Primary Industry 298

Secondary Industry 299

Tertiary Industry 300

Quaternary Industry 302

Quinary Industry 304

##### Industrial Diffusion 305

Origins of the Industrial Revolution 305

Diffusion of the Industrial Revolution 309

##### Industrial Ecology 309

Renewable Resource Crises 310

Acid Rain 311

Global Warming 312

Ozone Depletion 315

Radioactive Pollution 316

The Environmental Sustainability Index 317

Some Good News 318

##### Industrial Cultural Interaction 318

Labor Supply 318

Markets 319

The Political Element 320

Industrialization and Cultural Change 322

##### Industrial Landscapes 322

##### Conclusion 329

Industrial Geography on the Internet 329

Seeing Geography: A River Runs Through It 330

Sources 330

Ten Recommended Books on Industrial Geography 331

A Journal in Industrial Geography 331

## CHAPTER 10

### URBANIZATION

#### The City in Time and Space 333

##### Culture Region 333

Patterns and Processes of Urbanization 334

Impacts of Urbanization 337

##### Origin and Diffusion of the City 338

Models for the Rise of Cities 339

Urban Hearth Areas 339

The Diffusion of the City from Hearth Areas 342

##### The Evolution of Urban Landscapes 345

The Greek City 346

Roman Cities 347

The Medieval City 350

The Renaissance and Baroque Periods 353

The Capitalist City 354

Class, "Race," and Gender in the Industrial City 356

|  |     |
|--|-----|
| Megalopolis                                  | 359 |
| Edge Cities                                  | 360 |
| The Urban Landscapes of the Developing World | 362 |
| The Indigenous City                          | 362 |
| The Colonial City                            | 363 |
| The Emerging City                            | 367 |
| Globalizing/Global Cities                    | 369 |
| The Ecology of Urban Location                | 372 |
| Site and Situation                           | 372 |
| Defensive Sites                              | 373 |
| Trade-Route Sites                            | 374 |
| Cultural Interaction in Urban Geography      | 376 |
| Conclusion                                   | 378 |
| Seeing Geography: Rio de Janeiro             | 379 |
| The City on the Internet                     | 380 |
| Sources                                      | 380 |
| Ten Recommended Books on Urban Geography     | 381 |
| Major Journals in Urban Geography            | 381 |

## CHAPTER 11

### INSIDE THE CITY

|   |     |
|---|-----|
| A Cultural Mosaic                           | 383 |
| Urban Culture Regions                       | 384 |
| Downtowns                                   | 384 |
| Residential Areas                           | 384 |
| Cultural Diffusion in the City              | 387 |
| Centralization                              | 387 |
| Suburbanization and Decentralization        | 390 |
| Gentrification                              | 394 |
| The Cultural Ecology of the City            | 396 |
| Urban Topography                            | 396 |
| Urban Weather and Climate                   | 398 |
| Urban Hydrology                             | 399 |
| Urban Vegetation                            | 399 |
| Cultural Interaction and Models of the City | 400 |
| Concentric Zone Model                       | 400 |
| Sector Model                                | 402 |
| Multiple Nuclei Model                       | 403 |
| Feminist Critiques                          | 404 |
| The Apartheid and Postapartheid City        | 405 |
| The Soviet and Post-Soviet City             | 407 |
| Latin American Model                        | 408 |

|  |     |
|--|-----|
| Urban Landscapes                           | 408 |
| Themes in Cityscape Study                  | 409 |
| The New Urban Landscape                    | 411 |
| Conclusion                                 | 418 |
| The Urban Mosaic on the Internet           | 418 |
| Seeing Geography: Chinatown, New York City | 419 |
| Sources                                    | 420 |
| Ten Recommended Books on the Urban Mosaic  | 421 |

## CHAPTER 12

### ONE WORLD OR MANY?

|   |     |
|---|-----|
| The Cultural Geography of the Future                          | 423 |
| Globalization, Again!   | 423 |
| One-World Geographers   | 424 |
| Resist, Resist!   | 425 |
| Many Worlds   | 425 |
| Culture Regions   | 426 |
| Core Versus Periphery   | 426 |
| One Europe or Many?   | 427 |
| Glocalization   | 427 |
| The Internet, Cyberspace, and Geography                       | 427 |
| Cultural Diffusion  | 428 |
| The Information Superhighway                                  | 428 |
| Diffusion of the Internet                                     | 429 |
| Cultural Ecology  | 429 |
| Sustainability  | 429 |
| Think Globally  | 429 |
| Act Locally   | 429 |
| Cultural Interaction  | 430 |
| Culture, Culture, Culture!                                    | 430 |
| Neolocalism   | 432 |
| Gimme a Beer, Please  | 432 |
| Cultural Landscape  | 434 |
| Globalized Landscapes   | 434 |
| Striving for the Unique                                       | 435 |
| Conclusion  | 435 |
| Seeing Geography: An Office Scene in the Age of Globalization | 437 |
| Globalization on the Internet                                 | 437 |
| Sources   | 438 |
| Ten Recommended Books on Globalization                        | 438 |

|          |     |
|----------|-----|
| Glossary | 441 |
|----------|-----|

|       |     |
|-------|-----|
| Index | 453 |
|-------|-----|



## SPECIAL FEATURES

### SEEING GEOGRAPHY

#### CHAPTER 1

Old Map of Eastern Europe 29

*Why is Moscow, the present capital of Russia, not on the map, nor St. Petersburg, the previous capital?*

#### CHAPTER 2

American Fathers and Daughters 69

*What makes one father-daughter pair so very different from the other?*

#### CHAPTER 3

Mosque in Pakistan 110

*Why have such different and opposed ways developed to worship one God?*

#### CHAPTER 4

Street in Hong Kong, China 140

*How does it feel to be illiterate?*

#### CHAPTER 5

American Restaurant Neon Signs 174

*When does cuisine cease to be ethnic and become simply “American”? What role does cultural diffusion play in the process?*

#### CHAPTER 6

Israel–Gaza Strip Border 213

*Why are some parts of the world fragmented into many small states and homelands?*

#### CHAPTER 7

Street in Kolkata, India 257

*Would you feel comfortable walking here? If not, why not?*

#### CHAPTER 8

Farmland in Brazil 294

*Why does the “human mosaic” in this scene have curved lines?*

#### CHAPTER 9

A River Runs Through It 330

*Why do we find it difficult to guess where this scene might be?*

#### CHAPTER 10

Rio de Janeiro 379

*What are some of the major environmental and social impacts of an increasingly urbanized world?*

#### CHAPTER 11

Chinatown, New York City 419

*How has globalization affected urban ethnic neighborhoods?*

#### CHAPTER 12

An Office Scene in the Age of Globalization 437

*How might a comparable “inner landscape” have differed 30 or 40 years ago?*

### FOCUS ON

#### CHAPTER 1

Seven Cultural Geographical Ideas That Changed the World 2

Cultural Diffusion: A 100 Percent American 14

Monkey See, Monkey Do 17

“The Facts Are Incontestable”: Two Views of Creative Genius 20

#### CHAPTER 2

A Transatlantic Fish Story 48

The Geography of Rock and Roll 51

The Cultural Ecology of a Folk House 60

#### CHAPTER 3

Conflict Over Sacred Space 86

“When Jesus Came, the Corn Mothers Went Away” 90

The Yanoama World View 96

Russians Love Dandelions 99

Religion and Economy: The Cargo Cults of Melanesia 100

#### CHAPTER 4

Cyberspeech 124

An English Speaker Walks in the Desert 126

Conquering the Indian with Words 133

American Indian Names on the Land 139

## CHAPTER 5

- An America Letter 159  
 “The Face of the Fox”: Indian and Non-Indian  
 Landscapes in Iowa 171

## CHAPTER 6

- The Territorial Imperative 180  
 Political Borders in Cyberspace 184  
 Political Boundaries as Barriers to Cultural  
 Diffusion 191  
 Terrain and Political Geography 195  
 Politics, Religion, and Cultural Landscape 211

## CHAPTER 7

- Is the World Really Overcrowded? 225  
 Culture and Population 247  
 Overlooking a Village in India 253

## CHAPTER 8

- Thomas Hardy on the Geography  
 of Dairying 271  
 The Wandering Life of the Tartars 272  
 Cultural Diffusion: The Potato in Germany 279  
 The Dust Bowl 283  
 Cultural Integration: The Example of Cattle  
 Among the Dasanetch 284

## CHAPTER 9

- Distance in the Preindustrial Age 308  
 “How Green Was My Valley” 329

## CHAPTER 10

- Cahokia: An Early Urban Center on  
 the Mississippi 342  
 City Planning in the New World:  
 Teotihuacán 344  
 Planning the Ideal City: Humanism and  
 Renaissance Urban Design 353  
 The Origins of Zoning in America: Race  
 and Wealth 357  
 Cities on the Edge, Cities of the Future? 361  
 Colonial Rule Symbolized in the Urban  
 Landscape of Kandy, Sri Lanka 365  
 One Family’s Tale 370

## CHAPTER 11

- Designer Homeless Shelters in the City 389  
 Controlling Suburban Growth 394  
 The Social Costs of Gentrification:  
 The Case of Society Hill, Philadelphia 397

- The Shopping Mall as Social Center:  
 “Mallingering” and Consuming at  
 the West Edmonton Mall (WEM) 414

## CHAPTER 12

- Glocalization Comes to Nunavut 428

## PROFILE

## CHAPTER 1

- Alexander von Humboldt 2  
 Carl Ritter 3  
 Torsten Hägerstrand 15  
 George Perkins Marsh 22  
 Yi-fu Tuan 25  
 Anne Buttimer 26

## CHAPTER 2

- Fred B. Kniffen 35  
 Wilbur Zelinsky 47  
 E. Estyn Evans 61

## CHAPTER 3

- Ellen Churchill Semple 97

## CHAPTER 4

- Hans Kurath 121

## CHAPTER 5

- Leo Nikolayevich Gumilev 145  
 Walter M. Kollmorgen 168

## CHAPTER 6

- Halford J. Mackinder 197

## CHAPTER 7

- Thomas R. Malthus 226

## CHAPTER 8

- Carl O. Sauer 276  
 Johann Heinrich von Thünen 285  
 August Meitzen 289

## CHAPTER 9

- Alfred Weber 319

## CHAPTER 10

- Walter Christaller 378

## CHAPTER 11

- Susan Hanson 405