

with Media Integration by Eugene J. Palka

### **Concepts and Regions in**

# GEOGRAPHY

**Second Edition** 

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With Media Integration by

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#### All Opener Photographs by H. J. de Blij

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### Preface

his is a new and substantially revised Second Edition of a book that represents a new era in educational technologies. We wrote in the Preface to the First Edition that Concepts and Regions in Geography was "drawn from [the] full-length text, Geography: Realms, Regions, and Concepts." This new edition retains those foundations, but it is to a far greater extent a different and independent book. It is much more than a short version of Regions: it contains text and emphases not found in the larger book because of the demands of its dimensions and the pace of change in the world today.

An important structural change involves the repositioning of Chapters 6 and 7 from the First Edition. Chapter 7 (Subsaharan Africa) now follows South America and is renumbered 6; Chapter 6 (North Africa/Southwest Asia [NASWA]) is renumbered 7, a more logical sequence. The regional discussion in Chapter 6 has also been altered, beginning now with Southern Africa and concluding with West Africa and the Transition Zone to the Muslim world.

Beside the addition of several photos to each chapter, the most obvious visual modification is the addition of a number of detailed shaded-relief maps to replace the atlas maps that open each chapter. In response to suggestions from readers we have increased our emphasis on environmental relationships, which could be done more effectively using terrain representation (see, for example, the opening map in the Introduction and the enhanced physical map of Europe, Fig. 1-4). Again at the recommendation of a colleague, we have renumbered the maps in the opening chapter with a G (Global)

rather than the potentially confusing I (Introduction). Topical maps are updated to mid-2004.

The numerous new and extensively revised maps in this edition reflect the content changes we have introduced. These maps were drawn specifically for Concepts 2e. In Chapter 1 (Europe) we have brought the expansion of the European Union to its current stage and added a map of the Northeastern Mediterranean, the theater of significant developments. In Chapter 2 (Russia) a new map of climates supports the discussion of environmental prospects and challenges. Chapter 3 (North America) is likewise enhanced by a new physical map. In Chapter 4 (Middle America) the extensively revised narrative required new maps of physical geography and the regional geography of Mexico. We also expanded the discussion of Mexico's Amerindian minorities as well as the Greater Antilles and augmented these with maps from Regions 11. A new physical map in Chapter 5 (South America) as well as improved cartographic coverage of the Southern Cone support extensive and detailed revisions of the text for each of the regions of this fast-changing geographic realm.

Chapter 6 (Subsaharan Africa) has undergone major revision as well as structural reorganization. A map of Africa's ethnic mosaic facilitates the new narrative. The focus on South Africa is strengthened by a new map that replaces the pre- and post-liberation provincial maps in the First Edition, representing a process that has run its course. Because it is now possible to transit from Subsaharan Africa to "NASWA", we have transferred maps of the African Transition Zone and the Horn of Africa to this chapter from Chapter 7. This chapter (7), which

deals with some of the world's most intractable political-geographical problems, has an exhaustively revised map of Iraq and accompanying text, new realities (including the demarcation phenomenon of the Israeli "security fence"), revisions in the Afghanistan map, and the addition of a new relief map.

In Chapter 8 (South Asia) a new physical map incorporates the monsoon phenomenon illustrated separately in the earlier edition, and text changes focus on Pakistan, Nepal, Bangladesh, and Sri Lanka. Chapter 9 (East Asia) did not require significant intervention in this edition, but Chapter 10 (Southeast Asia) has a new relief map as well as new text and cartography outlining the maritime and resource implications of the independence of East Timor. Chapter 11 (the Austral Realm) has a new relief map and was updated in its economic geography sections, and for Chapter 12 (Pacific Realm) we recast the physical map for clarity and improved text linkage.

In terms of text revision, new and substituted material, noted by chapter, includes national debt and globalization (G), supranationalism and Muslim integration (1), regional economic development (3), economic and social crises (4), politicogeographical and democratic setbacks (5), poverty and international neglect (6), culture conflict, foreign intervention, and energy resources (7), nationalism and insurgency (8), periphery problems (9), maritime issues (10), relative location (11), and environmental hazards (12). Linking geography's perspectives to the problems and issues of the world today remains a key objective of this book.

#### PEDAGOGY

We continue to devise ways to help students learn important geographic concepts and ideas, and to make sense of our complex and rapidly changing world. Continuing special features from *Regions* include the following:

Concepts, Ideas, and Terms. Each chapter begins with a boxed sequential listing of the key geographic concepts, ideas, and terms that appear in the pages that follow. These are noted by numbers in the margins (e.g. ) that correspond to the introduction of each item in the text.

Two-Part Chapter Organization. To help the reader to logically organize the material within chapters, we have broken the regional chapters into two distinct parts: first, "Defining the Realm" includes the general physiographic, historical, and human-geographic background common to the realm, and the second section, "Regions of the Realm," presents each of the distinctive regions within the realm (denoted by the symbol ).

List of Regions. Also on the chapter-opening page, a list of the regions within the particular realm provides a preview and helps to organize the chapter. For ease of identification, the semi-circular symbol (shown at the end of the previous paragraph) that denotes the regions list here also appears beside each region heading in the chapter.

Major Geographic Qualities. Near the beginning of each realm chapter, we list, in boxed format, the major geographic qualities that best summarize that portion of the Earth's surface.

**Appendices and Glossary.** At the end of the book, the reader will find three sections that enrich and/or supplement the main text: (1) *Appendix A*, a guide to Using the Maps; (2) *Appendix B*, an overview of Career Opportunities in Geography; and (3) an extension

sive *Glossary*. The general index follows. A geographical index or *gazetteer* of the place names contained in our maps now appears in the book's Web site. The book's references, and pronunciation guide are also contained on the Web site.

GeoDiscoveries. This robust media tool has been integrated into the Concepts 2e Web site. It contains an Interactive Globe that allows students to explore and understand the world by changing the face of this three-dimensional globe using 5 distinct textures. It also contains several quizzes per chapter that test student understanding of map features. The regional material contains Presentations that use videos, animations, and other resources to focus on key concepts from the chapter; Interactivities that engage students in concept-based exercises; and Assessment self-tests that allow students to measure their comprehension of the concept being explored. There is extensive expanded coverage from each realm as well, including text, illustrations, and maps.

Web site. Additional resources for students include annotated web links, web quizzes with feedback, links to webcams and live radio from around the globe, blank outline maps of each region, and a learning-style survey that provides students' feedback on their preferred method of learning and how the book and media pedagogy teach to these styles. Additional resources for instructors include the Test Bank, Guide to Virtual Field Trips, Virtual Field Trips, Lesson Outlines, Concepts-Ideas-Terms, and Using Geographic Qualities.

#### ANCILLARIES

A broad spectrum of print and electronic ancillaries are available to accompany *Concepts and Regions in Geography*, 2<sup>nd</sup> edition. Additional information, including prices and ISBNs for ordering, can be obtained by contacting John Wiley & Sons.

#### **Data Sources**

For all matters geographical, of course, we consult *The Annals of the Association of American Geographers, The Professional Geographer, The Geographical Review, The Journal of Geography*, and many other academic journals published regularly in North America—plus an array of similar periodicals published in English-speaking countries from Scotland to New Zealand.

As with every new edition of this book, all quantitative information was updated to the year of publication and checked rigorously. Hundreds of other modifications were made, many in response to readers' and reviewers' comments. The stream of new spellings of geographic names continues, and we pride ourselves in being a reliable source for current and correct usage.

The statistical data that constitute Table G-1 (pp. 24–29) are derived from numerous sources. As users of such data are aware, considerable inconsistency marks the reportage by various agencies, and it is often necessary to make informed decisions on contradictory information. For example, some sources still do not reflect the rapidly declining rates of population increase or life expectancies in AIDS-stricken African countries. Others list demographic averages without accounting for differences between males and females in this regard.

In formulating Table G-1 we have used among our sources the United Nations, the Population Reference Bureau, the World Bank, the Encyclopaedia Britannica *Books of the Year*, the *Economist* Intelligence Unit, the *Statesman's Year-Book*, and the *The New York Times Almanac*.

The urban population figures—which also entail major problems of reliability and comparability—are mainly drawn from the most recent database published by the United Nations' Population Division. For cities of less than 750,000, we developed our own estimates from a variety of other sources. At any rate, the urban population figures used here are estimates for 2005 and they represent *metropolitan-area totals* unless otherwise specified.

#### For Sale to the Student

Student Study Guide. Text co-author Peter O. Muller and his geographer daughter, Elizabeth Muller Hames, have written a popular Study Guide to accompany the book that is packed with useful study and review tools. For each chapter in the text-book, the Study Guide gives students and faculty access to chapter objectives, content questions-and-answers, outline maps of each realm, sample tests, and more.

Goode's Atlas from Rand McNally. We are delighted to be able to offer the 21<sup>st</sup> edition of the Goode's Atlas at a deeply-discounted price when shrink-wrapped with the text. Economies of scale allow us to provide this at a net price that is close to our cost. Our partnership with Rand McNally and the widely-popular Goode's Atlas is an arrangement that is exclusive to John Wiley & Sons.

#### For Instructors

**PowerPoint Slides.** Available for this edition, these electronic files outline the main concepts of each chapter in *Concepts 2<sup>nd</sup> Edition* in a highly visual manner. These presentations are available on the Instructor's Web Site and can be uploaded to presentation programs such as PowerPoint, or to any major word processing program.

Instructor's Manual. Distributed on-line to instructors via a secure, password-protected Instructor's Web Site, the *Instructor's Manual* by Wendy Shaw of Southern Illinois University, Edwardsville, provides outlines, descriptions, and key terms to help professors organize the concepts in the book for classroom use.

**Test Bank.** Prepared by long-term Test Bank author Ira Sheskin of the University of Miami, the *Test Bank* contains over 3000 test items including multiple-choice, fill-in, matching, and essay questions. It is distributed via the secure Instructor's

Web Site as electronic files, which can be saved into all major word processing programs.

**Computerized Test Bank.** An easy-to-use program that can be used to create and customize exams.

**Student Web Site.** This comprehensive on-line resource contains chapter-based self-quizzes and extensive links to Web material providing real-world examples and additional research tools.

**Course Management.** On-line course management assets are available to accompany the Second Edition of *Concepts*. This includes content in WebCT, Blackboard, and Wiley's EGrade+.

#### Other Resources for the Classroom

**Overhead Transparencies.** The book's maps and diagrams are available in their entirety for transparency in beautifully rendered, four-color format.

Instructor's Web site. This rich resource contains animations, videos, PowerPoint presentations, the Test Bank, and the Instructor's Manual. Organized by chapter, the instructor's Web site has a tested, intuitive interface that allows for easy file management and presentation-building.

#### **ACKNOWLEDGMENTS**

Over the third of a century since the publication of the First Edition of *Geography: Realms, Regions,* and Concepts (and joined most recently by the appearance of Concepts), we have been fortunate to receive advice and assistance from literally hundreds of people. One of the rewards associated with the publication of books of this kind is the steady stream of correspondence and other feedback they generate. Geographers, economists, political scientists, education specialists, and others have written us, often with fascinating enclosures. We make it a point to respond personally to every such letter, and our editors have communicated with many of our correspondents as well. Moreover, we have considered every suggestion made—and many who wrote or transmitted their reactions through other channels will see their recommendations in print in this edition.

#### STUDENT RESPONSE

A major part of the correspondence we receive comes from student readers. We would like to take this opportunity to extend our deep appreciation to the several million students around the world who have studied from the first 12 editions of our texts. In particular, we thank the students from more than 100 different colleges across the United States who took the time to send us their opinions.

Students told us they found the maps and graphics attractive and functional. We have not only enhanced the map program with exhaustive updating, but have added a number of new maps to this Second Edition as well as making significant changes in many others.

Generally, students have told us that they found the pedagogical devices quite useful. We have kept the study aids the students cited as effective: a boxed list of each chapter's key concepts, ideas, and terms (now numbered for quick reference in both the box and text margins); a box summarizing each realm's major geographic qualities; and an extensive Glossary. Many additional study aids can be found on the book's Web site.

#### **FACULTY FEEDBACK**

Faculty members from a large number of North American colleges and universities continue to supply us with vital feedback and much-appreciated advice. Our publishers arranged several feedback sessions, and we are most grateful to the following professors for showing us where the written text could be strengthened and made more precise:

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