

Global Connections, Local Voices

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CONTEMPORARY WORLD REGIONAL GEOGRAPHY: GLOBAL CONNECTIONS, LOCAL VOICES

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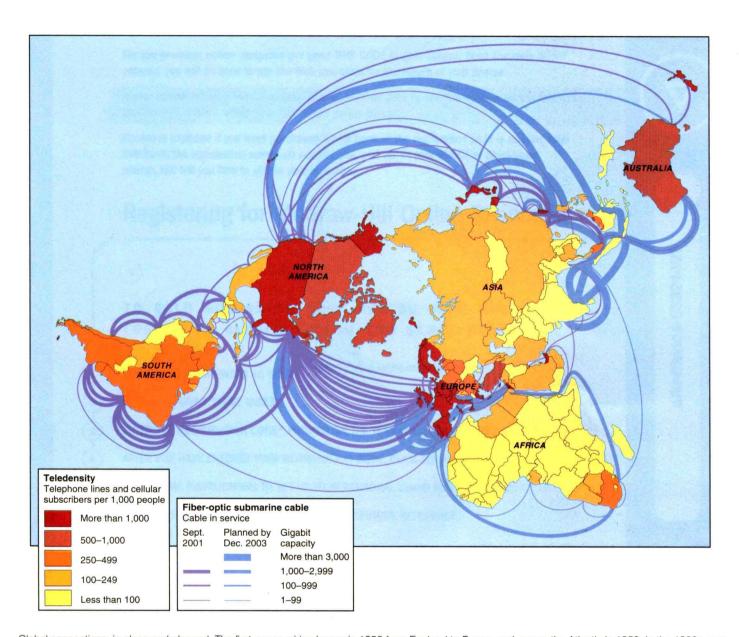
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Global connections, in place and planned. The first ocean wiring began in 1850 from England to France and across the Atlantic in 1858. In the 1900s competition from radio and satellites made cable almost redundant until in the mid-1990s, when fiber optics provided greater speed and capacity for telephone calls. Satellites continue to be used for video (TV news).

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to Dalerie, Emily, Maureen and Madison, and Paul

Meet the Author Team

Michael Bradshaw

Michael Bradshaw and his wife live in Canterbury, England, and have two sons and two grandchildren. Michael taught for 25 years at the College of St. Mark & St. John, Plymouth, as Geography Department chair and dean of the humanities course. He has written texts for British high schools and colleges since the 1960s. In 1985, he was awarded a Ph.D. from Leicester University for his study on the impacts of federal grant-aid in Appalachia. His book, The Appalachian Regional Commission: Twenty-Five Years of Government Policy, was published in 1992. Since 1991, he has written for U.S. students and has been responsible for two physical geography texts and the successful world regional geography text, The New Global Order, with a second-edition update published in 2002. Michael believes that we should all be better equipped to live in the modern, increasingly global world. Understandings of geographic differences should make us more able to assess crucial issues and value other people who bring varied resources and who face pressures that we find difficult to imagine.

In developing the next-phase text for world regional geography courses, Dr. Bradshaw has extended the experience and expertise of the writing team by adding new coauthors. Contemporary World Regional Geography: Global Connections, Local Voices is the outcome of this new collaboration. He is lead author for the first two and the last chapters, and for the regional chapters on East Asia, Southeast Asia and South Pacific, South Asia, Northern Africa and Southwestern Asia, and Africa South of the Sahara.

George White

George W. White grew up in Oakland, California. He pursued graduate work in Eugene, Oregon, completing a Ph.D. at the University of Oregon. He then moved to Frostburg, Maryland, where he met his wife. George is currently an associate professor in the Department of Geography and coordinator of the International Studies Program at Frostburg State University. Political geography and Europe are two of his primary interests. He recently authored a book entitled *Nationalism and Territory: Constructing Group Identity in Southeastern Europe*.

After meeting Michael Bradshaw, George was impressed by Michael's long and distinguished career of teaching, research, and publication. He accepted the opportunity to join Michael in his plans to write a new world regional geography text, taking lead authorship for the chapters on Europe and Russia and Neighboring Countries, as well as contributing to other areas of the text.

George became a geographer because he believes that the field of geography is alive and dynamic, attuned to our everchanging world and its great diversity. The world regional approach represents the breadth of the field of geography, and world regional geography texts are the epitome of the geographer's art. George White chose to collaborate with Michael Bradshaw on this project because the text combines local practices and global processes, and explains interaction between the two as they shape each other.



Dydia DeLyser, Joe Dymond, George White, and Michael Bradshaw

Joe Dymond

Joseph P. Dymond earned a master of science degree from the Pennsylvania State University in 1994, and a master of natural sciences degree from Louisiana State University in 1999. Joe taught world regional geography courses for the Louisiana State University Department of Geography and Anthropology from 1995 through 2000. During Joe's six years at LSU, he instructed thousands of students and was recognized in the spring of 1997, fall of 1999, and fall of 2000 for superior instruction to freshman students by the Louisiana State University Freshman Honor Society, Alpha Lamba Delta. Joe currently lives in suburban Washington, D.C., with his wife and daughter, and is adjunct faculty in the Department of Geography and Environmental Planning at Towson University. In this new text, Joe is the lead author for the chapters on Latin America and North America.

Joe chose to become involved with this new textbook because he wants to provide students with the geographic tools to better understand the human and environmental patterns in their world. Joe wants to help students understand why certain cultural and physical elements exist where they do, how they got there, how long they have been there, how they have changed over time, and what they might be like in the future. Understanding the relationships of human and physical geographic patterns and relationships creates a strong foundation for a comprehensive and fair perspective on the people and places comprising the regions of the world. The style of this text, including the Point-Counterpoint sections, attempts to tell the regional geographic story from many perspectives. Its structure permits the students to better analyze geographic characteristics around the world and to think critically about issues. It provides students with the opportunity to think on their own and to piece together various data elements so they may establish their own informed opinions.

Dydia DeLyser

Dydia DeLyser is an assistant professor of geography at Louisiana State University, where she has taught world regional geography to thousands of students. She earned her Ph.D. in 1998 from Syracuse University, specializing in cultural geography. Her interests lie in landscapes and the interpretation of the past in the American West, and in flying airplanes.

Dydia became involved to help fashion a textbook that doesn't backpedal on hard topics and introduces students to some of the difficult and complex controversies and challenging issues facing the world. She feels it is important to build students' critical-thinking skills—the skills they will need to work toward constructive resolutions to these issues.

Dydia prefers that a book presents positive elements for every region. She believes that we should never simply give American students the impression that Americans are the best off, but instead reveal some of the world's magnificent complexity and diversity, showing there are wonderful things about every place.

She believes that it is also important to write a text that relates individual places and people with broader cultural/political/economic flows and forces: virtually every "corner" of the globe is now linked to much broader global systems, and yet, as virtually every individual can tell you, local places and local voices remain not only unique but also important in today's world. The study of world regional geography must combine an understanding of broad, large-scale forces with an equally deep understanding of what is local, small-scale, and unique—for it's the combination of those two that makes us who we are.

Preface

The Changing Face of Our World and Contemporary World Regional Geography

To contend with the political, economic, demographic, and environmental shifts reverberating throughout the world, the first edition of *Contemporary World Regional Geography* brings together four outstanding geographers. Our team begins with Michael Bradshaw. He is well known for his ability to weave together solid geography content with interesting stories, real-life case studies, and applications to student life experiences.

Joining forces with Michael Bradshaw are coauthors Joe Dymond of Towson University and George White of Frostburg State University. In addition, Dydia DeLyser of Louisiana State University made significant contributions in formulating new ideas and providing guidance for the book. Joe, George, and Dydia are all active instructors who use multimedia approaches to teach hundreds of undergraduates each semester.

Devotion to and passion about teaching unite our team. We thoroughly enjoy telling those interesting stories that help us to understand what is happening—the stories that, when told correctly, mesmerize even the most reluctant students, causing them to perk up and think, "Wow, I never knew that! So that's why ...!" We all love to watch students get excited learning about a subject they once viewed as too hard or too intimidating.

Why Focus a World Regional Geography Text on "Global Connections, Local Voices"?

Globalization is a term that is widely used, often with little precision and much controversy. Some globalists even suggest it implies the end of geography because globalization to them means that everyone will eventually become the same, with no variation between geographic places! The authors take a different view—that a focus on globalization is the beginning of a new and particularly satisfying approach to regional geography. Globalization implies an overview of worldwide events and interconnections, together with the contributions from and impacts on world regions, countries, and local areas within countries. We live in a connected world of rapid personal travel and communication of information. What happens in one part increasingly affects all of us in the rest of the world.

Geographic regions within this world can no longer be considered as isolated, unique entities but have to be seen in an interactive and comparative context.

Localization is not merely the opposite of globalization. Local character and local actions often result from, or respond to, globalization. They also give local meaning and outcomes to the global systems. Countries are still the most significant political and economic units in our world and, together with local areas within them, provide the basis of study within our globalizing—but not globalized—world.

Globalization and the Text

Globalization and localization are introduced at the start of Chapter 1 and viewed in the context of a fourfold scale of geographic region: global, world region, country, and (within country) local. The definition of the world regions is carried out in this context, and there is a short discussion of the emergence of increasingly global interconnections through human history. Chapter 2 is a broad overview of the main human and physical geography concepts that will be met in the regional chapters and has an inevitably global view.

In some chapters, there are Global Focus boxes. These highlight specific situations of global significance. For example, "Global Focus: 9/11" in Chapter 1 picks up on the events of September 11, 2001, in New York City, Washington, D.C., and Pennsylvania. In Chapter 5, "Global Focus: Toyota" examines a multinational corporation.

The world region chapter sequence gets the student to embark on a world tour. This tour begins with Europe (Chapter 3), where, although the text avoids a merely Eurocentric view, many of the modern global processes began—from capitalism to modern colonialism and many technologies. While many of the technologies and trading products built on previous Arab, Asian, and African achievements, the European role was often seminal—although not always beneficial to the rest of the world. This provides a significant start to the tour.

Chapter 4 moves eastward to Russia and its neighboring countries, where the European-origin Communist principles applied for most of the 1900s, until the breakup of the Soviet Union in 1991. Culturally, this region is rooted in both European and Asiatic traditions. The region struggles to shift from the self-sufficient central command system to incorporation in the global economic and political systems while retaining the "Russian Empire" motivation.

The tour then turns southward for a study of the contrasting East Asia (Chapter 5) with emphases on Japan and China and their

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ancient cultures in increasingly global roles. Global considerations also allow the joining of Southeast Asia with the South Pacific (Australia, New Zealand, and Pacific islands) in Chapter 6, despite their differences of physical and human backgrounds. The increasing trade and interactions among Pacific Ocean rim countries make a new center of global development in the 2000s.

South Asia (Chapter 7) brings together the study of countries that attempted to be largely self-sufficient after independence and develop their own non-Western ways of modernization but changed their attitudes toward the global system with varied outcomes in the 1990s. Chapter 8 examines the central (Arab) part of the Islamic world and the internal stresses caused by the presence of Israel, as well as by the uneven distribution of oil and water resources.

In Africa South of the Sahara (Chapter 9), the tour completes the study of the Eurasia, Africa, and Australia continents with a consideration of the impacts of European colonialism and modern independence on many small countries and a few larger ones that face poverty, exploitation, and an HIV/AIDS epidemic.

Skipping across the South Atlantic Ocean, Chapter 10 studies Latin America, its colonization as part of European expansion, and its modern relationships to the United States. The final regional chapter, covering the USA and Canada (Chapter 11), brings together many of the elements of people, movements, and economic and political processes that make the United States the sole world superpower.

We have concluded with a unique Chapter (12) that explores two areas in a geographic context as an endpiece to the book. After studying the global-local interactions in different world regions, a further and deeper consideration of the nature of globalization is relevant. A study of world terrorism combines the global and local effects of a series of processes instigated outside the world's formal political systems. The position of Somalia within this context highlights the strengths of geographic study and the dilemmas in the contemporary world.

This tour could be carried out in varied orders. This text aims to make that possible. Speak with your McGraw-Hill sales representative about customizing this text to best fit your needs or about online content delivery.

A wide variety of print and electronic ancillary components are available to instructors, which are detailed in the following pages. Additionally the following instructor supplements are available through your McGraw-Hill sales representative:

- 125 transparencies
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A Text for Students

Pages xiv—xv describe and illustrate some of the ways in which this text provides a source that is well organized, well written, readable, and appropriate to students' interests and abilities. The goals of providing a global view and a personal local view are addressed through the text, maps, and sections such as the Personal View, Global Focus, and Point-Counterpoint boxes. Students are encouraged to think about what it means to be part of a global community.

The authors and publisher have strived to make this a text that students will embrace. To this end, we have taken these steps:

- Written a readable text. Many reviewers commented on the accessible style and the clarity of writing, clear definition of terms, and current examples of events.
- Provided a clear structure to each chapter so that students can more easily compare one world region to another. This consistent structure also helps students become familiar with what to expect in each chapter.
- Included statistical data in straightforward maps and diagrams, without compromising the readability of the text.
- Maintained the same style and types of maps and diagrams throughout, so that students can compare regions with ease.
- Introduced pedagogical aids, such as Point-Counterpoint boxes, which tackle various sides of challenging issues.
- Added study tools to the text, such as the Test Your Understanding sections several times in each chapter to summarize, pose questions, and list key terms. Also, the book's Online Learning Center at www.mhhe.com/bradshaw provides practice test questions, map-based quizzes, and access to a library of related websites, as well as other learning aids.



Art Program

As the authors examined every word of text in the book, they also scrutinized every illustration with a critical look at how it supports the text. The accurate and artistically compelling illustrations photographs greatly enhance the student's understanding of the processes and concepts in each world region. The illustrations are not only visually spectacular but also pedagogically sound and give Contemporary World Regional Geography a consistent look from cover to cover. Over 200 photos have been chosen for their geographic relevance and are often printed in large format across columns. Unusual and interesting photos have been selected to show students

Sets of maps, diagrams, and data figures that are introduced in Chapter 2 follow a consistent theme and scale throughout the regional chapters so that students can more easily assess the similarities and differences among the world regions.

glimpses of parts of the world they have likely not seen before.

All of the photographs, maps, data figures, and illustrations also are available to adopters in digital format on the Digital Content Manager CD-ROM, provided to instructors by McGraw-Hill.

Notable Comments

"A considerable effort has gone into producing a text that is both readable and precise. Students seeking good characterization of the regional differences present in today's world will find this text most enlightening. It highlights current issues and provides the background explanation to better understand those issues."

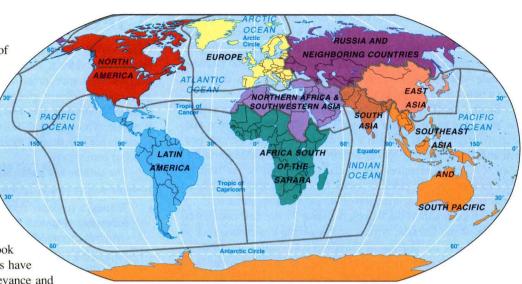
—Professor Alice L. Tym, *University of Tennessee*, *Chattanooga*

"The best feature is the readability. The writing is superb. It does not talk down to students, nor is it too challenging. One extremely good aspect of the writing is that it flows very well, holding the attention of the reader, and segues into each of the subjects in a logical order without seeming to start and stop awkwardly. The authors should be commended for their writing."

—Professor Taylor E. Mack, Mississippi State University

"The chapters follow a coherent structure, which I think is important for both teaching and learning. I commend the authors. The diagrams and tables are consistent throughout."

> —Professor Paul Robbins, Ohio State University



Acknowledgments

This book is the product of the hard work and dedication of dozens of people, all of whom shared a common goal: to produce the very best world regional geography book possible. No single person, no matter how educated, "knows" everything about the world's regions. Even an author team whose collective expertise covers most of the field must rely on an almost unimaginable amount of feedback. We greatly appreciate the help of the many reviewers, consultants, and focus group members—committed teachers who went the extra mile to help make this book what it is.

The manuscript for this text went through three full draft revisions, along with rigorous reviewing by instructors. As we examined every word of text in the book, we also scrutinized every piece of art with a critical look at how it works with the text. An advisory panel was established to help us refine the text and art; a focus group was held to critique the market, text, supplements, and where we're headed for future editions; and other faculty members provided information about course needs and trends.

We offer special thanks to the reviewers who spent hours poring over chapter drafts in meticulous detail, spotting errors and inconsistencies, confirming what works and gently critiquing what didn't, adding new facets, and pointing out sections that we could clarify.

The authors also wish to express their gratitude to Elizabeth Leppman for the skilled editorial services and geographic expertise she brought to this project. They are also thankful for McGraw-Hill's editorial support and assistance provided by Marge Kemp, Tom Lyon, and Donna Nemmers, the marketing expertise of Lisa Gottschalk, and the production knowledge of Joyce Berendes, Rick Noel, and Carrie Burger. In addition, these reviewers and colleagues provided their own photographs to support the printed word: Ian Cole, Jerzy Jemiolo, David C. Johnson, Loren W. Linholm, Alexander B. Murphy, Steven M. Schnell, Emily A. White, and Ron Wixman. Certainly not least of all, the authors wish to acknowledge the tireless support and patience of their families, who helped in this effort more than they could realize.

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Global Connections Local Voices in the Classroom

For their entire lives, students will be confronted with challenging issues for which there are no easy answers. By exploring such issues from various sides, we seek to develop students' critical-thinking skills to help them understand the complexities that will continue to face them in this increasingly globalizing world. We seek to show not only the interconnections of the world but also the impacts that certain (often powerful) players can have—to understand, for example, how our actions as Americans can affect distant peoples and places. Contemporary World Regional Geography emphasizes the relationships between each region of the world and the local issues in each particular region. Cultural, social, historical, and economic topics are examined in a way that provides students with a better appreciation of the world around them.



GLOBAL Focus

9/11

Tilesday, September 1 th. 2001, changed the world. The terrosats who crazind-p passing enignines issued with fast in the the World Trade Center and the Pretitigion on 9/11 made the most sercisis action on the content and the Pretitigion on 9/11 made the most sercisis action on the content and the Pretitigion on 9/11 made the most sercisis action of the content and the sercisis and the servision and the sercisis anative sercisis and the sercisis and the sercisis and the sercisis

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within weeks or months, many of the systems that broke down after the attack were restored. People resumed their lives. The former

or outros aread or schedule markets, the resilience of the strated. Some corporations is, were hit hand, but they to e opportunity of fewer passen use equipment investments i, donating over one billion do can Red Cross to help the vic y. Americanes displayed flag sm. Ironically, these flags were interconnected the world as interconnected the world as

of 9/11, the United States an support for actions against te stan where Osama bin Lade ad protection from the Taleba initiary support from its allie anding control of Afghanista no began to identify al-Qaed to Organizations suspected of their members immissioned of their members immissioned. The movements of suspected terrorists showed that the terrorists had easy entry to European countries and the United States where they could plan and train for further acts.

In the wider world, countries such as Israel, Zmbabwe, Russia, and the Philippines crashed down on opposition groups labeled as a Terrorists' while the United States and its alies focused on Afghanistan. India took the opportunity to blame Paksan for attacks on its parlament in Delhi and positioned military resources for a new.

possibly nuclear, war against fit long them neal. Chestions timenal numerievens UMy ground Osems birn Loden Chestions timenal numerievens UMy ground Osems birn Loden Chestions to the Western word and especially the United States' Willy should be and his organization resident to sliftig seeming control of the present of the organization resident to sliftig seeming control of the presentation well-end-control of the organization resident to sliftig seeming the seeming control of the venture of the presentation well-end-control of the words' rise with a united resignous purpose against the resident words rise with a united resignous purpose against the resident words of the words' rise with a united resignous purpose against the resident words of the words' rise of the ord resident through street demonstrations from words rise of the words' rise of the ord resident through street demonstrations and the words of the order to demonstrate the words of the order to demonstrate the resident through the order to the order to

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The events of 9/11 and other changes that make headings from time to time need to be picked in context of the wider word in which we live. In this chapter, we begin our study of word regionarily by introducing pelopytatine approaches to global and local spectragible, and the properties of the proper

that the Americas (supposltalian sailor, Amerigo e time, Vasco da Gama led the southern tip of Africa gained huge wealth from ericas, Africa, and parts of 1500s and 1600s. Wars in Europe and declining home economic bases reduced the roles of Spain and Portugal, whose leaders spent their New World wealth on armies to maintain their positions in Europe. Home-based merchant wealth shifted power toward the northwestern European countries. The Dusch emerged as maritime power in the 1600s, establishing colonies

coverage. Many of these countries have had to cut back on the services they provide.

Urbanization

The lack of farming land and cold northern climates are linket to high percentages of urbanization. Finland (of percent) and Norway (70 percent) were the only two countries less than 85 percent urbanized. Even so, the major cities are not very large in each country the capital city is by far the largest, but only Copenhagen. (Denmark; Figure 3.42), Stockholm (Swedon) and Helsinist (Finland) had over 1 million people in 1996 Oslo. Norway's capital, does not exceed 1 million. The mair cities of Northern Europe were little changed by warfare, and their centers continue to be dominated by government and their centers continue to be dominated by government.

Culture

Culturally, the Scandinavian (Swedse, Dares, Necroegians) are Germanic peoples, specifically the northern branch, and descendants of Vikings. Their languages are closely related, and so are the control of the control of the control of the control of the form and forestimate and feer land are descendants of early Scandina-dant and Greenland are descendants of early Scandina-dant letters and likewise have similar callures, though Gerenland detection and the descentarity called Lappoi are frincasanti (more commanded by Jimits, in contrast, the Fisns and Sami (more commanded by Jimits, in Contrast, the Fisns and Sami (more commanded by Jimits, in Contrast, are not hope for the control of the control of the control of the Sami (more commanded to Jimits) and Jacobs European like of the control of the control of the Joseph of the control of the control of the Joseph of the Control of the Scandinavians. The same for the control of the Joseph of the Control of the Scandinavians. The Joseph of the Control of the Joseph of Jos

Evangelical Lutheran Christianity is the major religion for Northern Europeans (see Figure 3.4b). Officially, 90 percent or more of the population are Lutherans in the four major countries and in Iceland. This Protestant variant of Christianity influenced

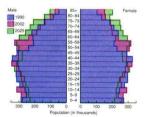


Figure 3.41 Age-sex diagram of Sweden



Figure 3.42 Denmark: Copenhagen's urban landscape. Photo: 0 Loren W. Linholm.

the lives of the people, inducing very serious and communityconscious attitudes toward work and social life. In recent years, the combination of affluence and materialism broke many of these strong cultural links and loosened the control exercised by the churches.

Economic Development

The economies of the countries of Northern Europe relied to primary products until development of manufacturing an service industries in the 1903s. Demnark is a major agricultural country. 75 percent of Demnark is Nowland area on the Jutano peninsula and on the islands between the peninsula and sweedn is farmed with an emphasis on dairy and livestock products (see Figure 3.34). Dennark also commonly has the largest that eathers in the EU and engages in world shipping. Sweden has agriculture in the south, while the north has significant timeer and from entiting the countries. The Swedish sawmil information of the countries of the section of the countries of the

In terms of industry, Denmark is known around the world for Tubourg beer and the toy company Lego, though Denmark has many other industries that manufacture furnive, handicrafts, medical goods, automatic cooling and heating devices and sensitive measuring instruments. The Finnish company Nokia is world renoved for its mobile justice. Finland itself has more mobile phones per capital than any other country has more mobile phones per (100 inhabitants. Finland's where industries are altered to the collision of the

Sweden is the largest and most industrialized Northern European country. In addition to forestry, its biggest industries are in engineering, iron and steel, chemicals, and services. Engineering products account for the largest share of Sweden's manufacturing industry. Swedish engineering companies such as SKF, ABB, and Ericsson and inventions such as the ball bearing have given Sweden a good worldwide reputation in this sector.

Geography in Action

The regional chapters utilize two boxed inserts to portray "geography in action." These readings offer a glimpse of what it's like to live in another part of the world and to view differing perspectives on geographical issues. **Personal View** boxes are vignettes or profiles of individuals who live in a particular country or locality—a local voice with an awareness of global connections. These stories were written following interviews with individuals who are not geographers but who have sensitivity to the experience of their native countries.

The **Point-Counterpoint** boxes encourage analytical thinking as they present significant issues with a historical framework and potential global consequences. Point-Counterpoint boxes tackle challenging issues for which there are no easy answers, and allow students to explore various sides of these difficult topics. Students use "for-and-against" tables to shape and debate their views.



BOSNIA-HERZEGOVINA

The wast that ensued in Vugotalevia after the country began district, and the respection in 1991 were practicable blood in Bosma-Hergagorian, just-agil form early 1922, until the earl of 1995, when the Dispton Peace and the Peace of the Country of the Peace of the

The war destroyed Borna's effect harmony and caused may to fee and see in Fear place selewhen. Me Plancold and his franky are on the sand see in Fear place of the first harmy are only and the see in the first harmy and the sand in the selection of the selection

More also misses the old town centre where people would corn to the out of the wind of the life. More says that Mostar is not unified cutterform, the misses of the life. More says that Mostar is not unified cutterform, Manyland, where he now less flow offices are convoided down along mess that what there was through mountains. Mostars have in the Needers, which flows social was made it easy. What was not in the Needers which flows social earn made it easy. What was not have a fine for the Needers in the Needers of Needers and the Needers of Needers in Neede

Mostar is a regional center for southeastern Bosnia-Herzegovir lts factories produce a variety of goods, including aluminum, military a planes, car and truck parts, and clothing. The mountainous charact



Box Figure 1 Map of Croatia and Bosna

culturally than many of the other Balkan countries. Nevertheless, som agricultural goods are produced. The area around Mostar is known to wine grapes, nectarines, and plums. Not surprisingly, Mostar has a win

When Min want to action as a young boy in Mostar, the educaous all system was conventual offerent than what the circlese are now local system was conventual offerent than what the circlese are now local system was according to the control of the circlese and the school, which lasted until the eighth grade. Foreign language, were taught in Mino school teagrings in the fifth grade. English, German, Russian, and French were the choices. Mino selected English, German, Russian, and French were the choices. Mino selected English, German, Russian, and French were the choices. Mino selected English, Cercition, I would be considered to the choices. Mino selected English, Cercition, I would be considered to the choices of the choices, of which Another school emphasized automater starring, while a first document on working with industries machines. A fourth specialized in boot technology, and the sittle cercition of the controllar and controllar nonlines. According to Mino, this latter school were through the greatest transforted and proposed and the controllar and the controllar and transformed the controllar and English but his since should be reasonable or house the considers what his children are now swarring in school in the

Point Point

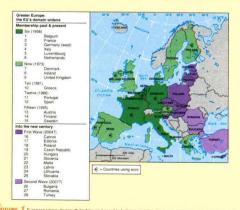
THE EUROPEAN UNION

applied for membership, as the map in Box Figure 1 shows, We may besue source continuing deather, foulding questions assign wheth the European Union is a good idea and whether it will succeed or not The EU arces from attempts to ensure that the Litture of war for Europe after 1945 would be pascellal. After two world wars in 3 years, political leaders were determined to lock the economies of the pascellal and the wars would be represented to the secondary of the

economic toward pollitical goals. As the organization progressed will integration, other countries were motivated to join. Dennark, the republic of feeland, and the U.K. became members in 1973, Green in 1981, and Portugal and Spain in 1986. By their, the Europea Parlament, with electrical cerebrate from all these countries, was or said and located in Stratbourg. France. Other EU organs are head and located in Stratbourg, France. Other EU organs are the produced from the strategy of the str

tion to European Union in 1993. Austria, Sweden, and Friend joined to the Curopean Union in 1993. Austria, Sweden, and Friend joined to the Sweden Sw

European integration has proceeded for almost 50 years. Many Europeans see it as good, while many others do not. Those in faxolook at the situation of European countries in the world and note that the countries like the United States, Japan, China, and Russia are much larger than any one European country. This makes it difficult to



20 people), Warsaw (2.3 million), Katowice (3. million), Faque (Czech Republic, 1.2 million magary, 2 million), Belgrade (Serbia an 5.5 million), Bucharest (Romania, 2 million), and the control of the control of a million of the lack of major world cities in East Centro mothers with the control of the controls, but late arrivation, and the focus on manufacturing growd missign dispatch control of the controls, and the focus on manufacturing growd missign dispatch convergence of the controls of the control of the controls of the controls

The city landscapes of Bat Central Europe suffered great war damage and were subject to post-1945 industrialization and the construction of monolithic buildings (Figure 3.56a) but often retain older townscapes (Figure 3.56a) but foliar townscapes (Figure 3.56b) and however, the dictar townscapes (Figure 3.56b) and whatever renaining historic structures to industrialize. East Central European cities lack the high-rise office buildings and whatever recities lack the high-rise office buildings containing commercial and professional service facilities and apartments up and the central parts of the professional service facilities and spartments of the cities in Polish Steisia, are the cities in Polish Steisia, are

Online Learning Center

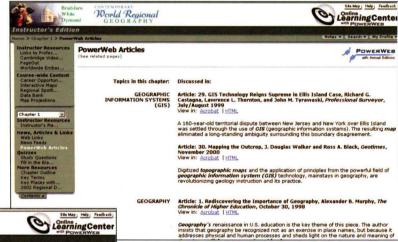
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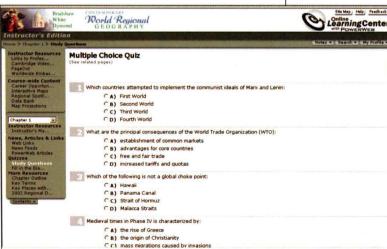
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- Links to professional resources
- · Instructor's manual
- The Power of Place telecourse video listing
- A collection of 30 printable base maps, available in a variety of formats





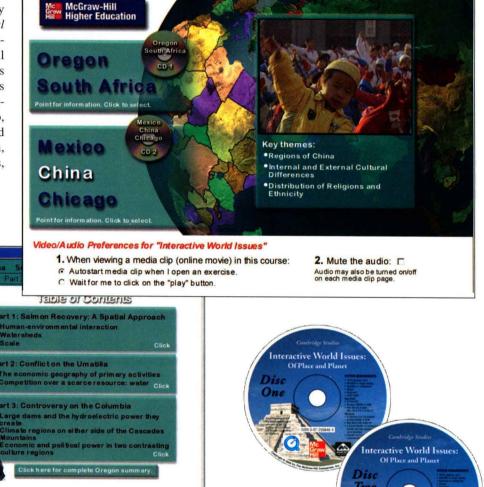
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