

Third Edition

**NEW
UPGRADED
CD-ROM!**

HUMAN GEOGRAPHY *IN ACTION*



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Human Geography in Action

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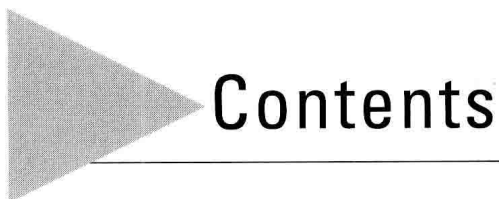
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Preface for the Instructor

► “DOING” HUMAN GEOGRAPHY

Higher education in North America is undergoing a metamorphosis. The traditional emphasis on instructor-centered teaching is being replaced by a focus on student-centered learning. Colleges and universities are searching for new models of communicating information whereby instructors are facilitators and students are active participants in the learning process. Students retain more with student-oriented approaches than with the traditional model of instructor as lecturer and student as listener. New models of learning necessitate new classroom materials.

Human Geography in Action is a response to the need for innovative alternatives to the standard human geography textbook. As its name implies, the purpose of *Human Geography in Action* is for students to learn geography by doing geography.

Human Geography in Action comprises 14 stimulating, hands-on chapters that challenge students to collect, manipulate, display, and interpret geographic information. Each freestanding activity provides hands-on experience with a basic concept in human geography, including scale, region, diffusion, spatial interaction, age-sex pyramids, economic specialization, development, agriculture, urban hierarchy, neighborhood characteristics, urban sprawl, segregation, nations and states, and environmental change. We have chosen a set of activities that demonstrate the kinds of questions that geographers ask and the myriad ways they go about answering them. Our goal is to help students develop the geographic perspective and problem-solving skills that will prove valuable to them in the long run—in their other courses, in their careers, and for life-long learning.

The idea of doing geography rather than reading about it makes *Human Geography in Action* an alternative to the strictly lecture-oriented course and its accompanying “reading-centered” textbook. Another key difference between the standard human geography text and *Human Geography in Action* is our focus on essential concepts rather than the never-ending cavalcade of facts in the typical introductory text—depth rather than breadth. Using the standard course syllabus in human geography as a framework for *Human Geography in Action*, we focus in on the basics—five to ten of the most important ideas in each chapter—keeping the background material useful but brief and keeping *Human Geography in Action* true to our goal of offering an active learning curriculum.

Human Geography in Action is a complete program for teaching and learning human geography. Yet it is perfectly understandable that some instructors—given their busy schedules, varying levels of resources, and individual preferences—might want to change their human geography curriculum incrementally, testing the viability of *Human Geography in Action* by sprinkling their current courses and complementing their current texts with some or all of these activities. Not only is each chapter freestanding, but also in many of the chapters, the individual activities can be assigned independently. Thus, while *Human Geography in Action* is a cohesive instructional program, it has also been designed with flexibility in mind.

► JUDICIOUS USE OF COMPUTERS WITH INNOVATIVE SOFTWARE

Geography is not immune to the cosmic technological forces that have transformed the way we work, play, and communicate with one another. As a result, *Human Geography in Action* includes 11 computerized projects on a CD-ROM. For students who still think of geography as a dusty old pursuit, the computerized projects will be real eye-openers. Even computer whizzes will find them colorful, animated, and interactive. But the computerized activities are much more than high-tech “window dressing.” They enable students to do analyses that they could not possibly do—or could only do very, very tediously—without computers. Chapter 1 (mapping the distribution of African-Americans in the United States) and Chapter 2 (defining the Middle East and American Southwest culture regions) demonstrate the power of geographic information systems (GIS) to change scales and map types and to layer information. Chapter 3 (tracing the AIDS epidemic) uses the computer to animate change over time. In Chapters 4 (modeling interstate migration flows) and 12 (analyzing segregation in Northern Ireland), students compute formulas and effortlessly link spreadsheets, maps, and graphs. In Chapter 5 (working with age-sex pyramids) and Chapter 9 (defining the market areas for baseball teams), students engage in “what-if” simulations. Chapter 8 (agriculture) makes extensive use of photographs for landscape recognition and introduces remote sensing for measuring land use change. Chapter 10 (urban geography) includes a virtual field trip through Colorado Springs, and Chapter 11 (urban sprawl) animates a half-century of urban growth and uses GIS layering to explore the effects of different scenarios for future urban growth.

Although technology has profoundly influenced what geographers do and how they do it, many aspects of geography today are practiced without the aid of computers. Thus, we have included activities that do not require computers. There is, for example, an extremely rich tradition of field observation and analysis in geography that we tap into in Chapter 10 on reading the urban landscape. Also valuable for geographers is the ability to adjudicate the perspectives of different stakeholders in the decision-making process and the ability to speak in public. These skills are honed as students role-play in Chapters 11 and 14. Students interpret newspaper, magazine, and Internet articles in Chapter 13 on the disintegration of Yugoslavia and the conflict in Iraq. They also collect data on regional imagery in using local postcards in Chapter 2, on imported foods in local food stores in Chapter 8, and on the number of pizza restaurants in a town using telephone directories in Chapter 9. Finally, students gain numeracy skills as they calculate regional multipliers in Chapter 6 and development indices in Chapter 7.

Several of the projects can be customized to one's own city or state. Chapters 4 (migration) and 6 (economy) come with data for every U.S. state and Canadian province. Activity 2 of Chapter 2 (culture regions) asks students to identify culture traits for their own region. Local phone directories are data sources for Activity 1 of Chapter 9 (urban hierarchy). Chapter 10 (urban landscape) compares local census data to field observations. In Chapter 14, articles about local environmental problems can be substituted for the ones we provide for use in the role-playing debate.

► ORGANIZATION

For the most part, the Table of Contents corresponds to the typical human geography syllabus and textbook, having evolved through the years by those who design and teach the course as a logical progression through a survey of the field. We begin with mapping, scale, and regions, move to diffusion and migration (which relate to movement), then to population, economic, and urban geography, and end with political and environmental geography. An alternative progression could begin with local-scale projects (Chapters 10 and 11), moving to the regional- or national-scale activities (Chapters 1, 2, 3, 4, 6, and 9), and finally to international topics (Chapters 2, 5, 7, 8, 12, 13, and 14). Others might prefer to examine world population trends in conjunction with develop-

ment patterns at the start and then look at the smaller-scale processes that have generated the more global patterns. Alternatively, population geography can be grouped with environmental geography.

► CHAPTER FRAMEWORK

Each chapter and activity follows a consistent format and hierarchy. The Preface for the Student includes a sample of the actual features and pedagogy that the instructor and student can expect to find and follow in every chapter.

► LEARNING ENVIRONMENTS

The activities lend themselves to a wide variety of learning environments. Most can be accomplished in class or assigned as homework. They can be done individually or as small-group collaborative projects. Computer projects can be done in lab, at home, or on a campus network outside of class. We designed *Human Geography in Action* to be especially appropriate for small-group collaboration. In-class, small-group projects generate a great deal of excitement and discussion among students. For some of the projects, it works well to start in class, where students (and teaching assistants and instructors) can help each other, and then have the students finish them at home, once they have gotten the hang of it. The amount of time needed to complete the projects varies according to the number of separate sections, the amount of reading and/or calculations, and the student's abilities. The range is from 1 to 4 hours per chapter. See the Instructor's Web Site for time estimates by chapter and section.

► GRADING AND OUTCOME ASSESSMENT

The issue of grading is of obvious concern to instructors, especially those teaching large sections. Ideally, instructors want students to do a lot of writing, thinking, and calculating, but they have limited time for grading. We have had success grading some activities on a pass-fail basis. Grading time is significantly reduced, but students still feel the need to do these chapters just as diligently as if they were graded because the material is covered in examinations. Also, we deduct for obviously half-hearted efforts. Another strategy for reducing grading workload is to use group grades for group work. This third edition now includes three computerized activities that are self-correcting: on population pyramids (Chapter 5), agricultural landscapes (Chapter 8), and environmental systems (Chapter 14).

► INSTRUCTOR'S WEB SITE

The Instructor's Web Site (www.wiley.com/college/kuby) offers a range of resources for the instructor. It requires a password to gain access—contact your Wiley sales representative. The Instructor's Web Site offers logistical advice, time estimates, a teaching outline, discussion questions, sample test questions, and an answer key for each chapter. It also provides a guide that cross-references *Human Geography in Action* with other human geography textbooks, and it has e-mail links to the authors and useful people to contact at Wiley.

► CHANGES IN THE THIRD EDITION

The third edition of *Human Geography in Action* is highlighted by a more robust new software platform. The software was created by Maris Technologies with the same software engine used in some of John Wiley & Sons' other geography and science textbooks. We have added new case studies on Iraq and wildlife corridors, and a comprehensive country data spreadsheet

with 25 variables, and we have converted the employment data in the economic geography chapter to NAFTA employment categories. Beyond these, the third edition changes are mainly a matter of perfecting the substantial expansion that took place in the second edition. The important changes of which you should be aware are summarized here.

Chapter 1

- *Map legend* added as a key term.
- Questions 2.14 and 2.15 from the second edition combined into a single question.

Chapter 2

- Two paragraphs about the September 11 terrorist attacks and the war in Afghanistan added to the Middle East background.
- New Question 2.8 added.
- Data on leading religions for every country in the world included in CD's Country Facts.

Chapter 3

- AIDS data for 1999 and 2000 added.
- Data on HIV rate for every country in the world included in CD's Country Facts.

Chapter 4

- *Net migration rate* added as a key term.
- Data on net migration rate for every country in the world included in CD's Country Facts.

Chapter 5

- *Diaspora* added as a key term.
- Starting India fertility rate changed from 3.3 to 3.2.
- Data on many demographic variables for every country in the world included in CD's Country Facts.

Chapter 6

- Top 20 companies in Fortune 500 updated for 2002 (Table 6.1).
- Employment data updated to 2001 (Canada) and 2002 (United States).
- Employment data categories converted from Standard Industrial Classification (SIC) to North American Industrial Classification System (NAICS). The NAICS system includes the categories Information, Health and Social Assistance, and several others that differ from those in the second edition.
- New maps created based on NAICS categories.
- Definition of *cost minimization* revised.

Chapter 7

- Concept of appropriate technology moved from the Dependency school of thought (where it first appeared chronologically) to the Sustainability school of thought (where it fits more logically).
- Paragraph about the protests against free trade added to the neoliberal section.
- *Gross domestic product (GDP)* added as a key term.
- Table data updated.
- Country descriptions updated.
- Data on four main development indicators and several others for every country in the world included in CD's Country Facts.

Chapter 8

- Data on crude and physiologic population density for every country in the world included in CD's Country Facts.
- Several new photos added.

Chapter 9

- Background text updated regarding new collective bargaining agreement in August 2002, contraction of teams, and payroll graph (Figure 9.9). Montreal Expos and Minnesota Twins are still on the GIS layers.
- Two new photos added.
- New Question 1.7 added to Activity 1.

Chapter 10

- Instructions for accessing census information from the CD removed. Nearly all students can now be expected to access it via the Internet, even from their campus library.
- Internet instructions for accessing census information simplified because most students are now Web savvy.
- Data on urbanization rate for every country in the world included on CD's Country Facts spreadsheet.
- Several new photos added.

Chapter 11

- Streetcar lines added to the animation of Colorado Springs' historical expansion, and missing 5-year periods added.
- In Activity 2, Question 2.2 simplified by removing some comparisons between growth scenarios.

Chapter 12

- The key term *segregation* changed to *residential segregation*.
- Table of segregation indices for the U.S. for four ethnic minorities for 1980–2000.

Chapter 13

- A new political geography case study that applies the same concepts (nations, states, ethnonationalism, irredentism) to Iraq and its Shia and Kurdish groups included.
- Yugoslavia situation, including the change of the country's name to Serbia and Montenegro, updated, and Questions 2.32 and 2.33 revised.
- Annotated copies of the readings showing where to find the answers to each question added to the Instructor's Manual—for both Iraq and Yugoslavia activities.
- Data on leading religions for every country in the world included in CD's Country Facts.
- *Colony* and *province* added as key terms.
- Latin root of "nation" changed from *nasci* to *natio*.
- New map of Israel and the Palestinian Authority added.

Chapter 14

- New article for the computerized human-environment systems flowchart activity and the role-playing debate activity added. The article, "Wilding American" from *Discover* magazine in 2002, deals with habitat fragmentation at local and national scales: mountain lions in Southern California and the Yellowstone-to-Yukon wildlife corridor.

- Background on global warming updated, reflecting increased evidence of existing (not future) warming in the IPCC's Third Assessment Report, and more material on the Kyoto Protocol included.
- *Equilibrium* added as a key term.
- Several new photos added.

CD-ROM

The CD has been rebuilt, in some cases completely, to increase its reliability. Thoroughly tested, it prints perfectly on computers that had difficulty printing with the second edition software. Like the second edition, the new engine also runs through the Microsoft® Internet Explorer browser software. Students will find the interface familiar and intuitive, and they do not need an Internet connection because the content comes directly from the CD. However, as always, to maximize performance and features, the software requires certain hardware and software specifications that are essential to problem-free performance. It is therefore essential to emphasize to your students the importance of reading and following the *ReadMe.txt* file, which is available on the CD itself and as a paper insert in the CD pocket. If home computers do not meet the system requirements, suggest that students find a computer lab on campus that does. You should also test several exercises (including printing) in your department computer lab. Let's face it: most people don't read the *ReadMe*, so you need to stress this point. Emphasize that students should use Internet Explorer 5.0 or above. An appropriate version of Internet Explorer (and Shockwave, which is needed for Chapter 5) can be installed free directly from the CD. The *ReadMe* file explains two ways to circumvent computers from automatically opening the CD in Netscape.

PowerPoint Graphics

All new figures and maps from the book and the CD have been inserted into the PowerPoint presentations for each chapter, but all photos have been removed, because of copyright issues. The PowerPoint files will be downloadable from the Wiley Web site, not from the CD.



Preface for the Student

Human Geography in Action is not your standard human geography textbook. As its name implies, the purpose of *Human Geography in Action* is for you to learn geography as you do geography. Fourteen stimulating, hands-on activities challenge you to collect, manipulate, and interpret geographic information, with each activity demonstrating several basic concepts in human geography.

In some chapters, you will work with computers using the *Human Geography in Action* CD-ROM. In others, you will discover geography in phone books, postcards, newspapers, libraries, and the Internet and in your own daily activities and neighborhood. You always will be working with maps, because human geography is the social science that describes and explains where human activities take place.

Compared with the traditional textbook, this book aims more for depth than breadth. Instead of an encyclopedic approach, you will learn to view the world as a geographer. You will ask the spatial questions geographers ask and answer them using the methods professional geographers use. Our goal is to help you develop problem-solving skills that will prove valuable to you in the long run—in your other courses, in your career, and, we hope, in your life-long interest in the world.

You will get as much out of this book as you put in to it. In this course, you can't just sit back and passively take notes. To succeed, you will need to think logically about how theoretical concepts apply to real-world case studies. Read the instructions and questions carefully. Don't rush your answers, and express yourself clearly. After you've finished, reread your answers to make sure they actually say what you mean and that they answer the questions.

Because maps are a geographer's most basic tool, you will need to become comfortable interpreting them. Practice your map-reading skills every chance you have. In some exercises, you will apply math in new ways. Study the formulas, and follow them one step at a time. Math is increasingly important in geography as it is in other social sciences and in life.

Human Geography in Action has been designed with flexibility in mind. Don't be surprised if your instructor does not assign all 14 chapters or all activities within a chapter. You may complete some in class, in a lab, or as homework. Your instructor may also skip a project entirely but still assign you to read the introductory material.

Each chapter follows a standard format, illustrated on the following sample pages. The format introduces core ideas in human geography, which you will then apply to a particular case study using research methods employed by geographers solving real-world problems.

The *Human Geography in Action* software runs using your computer's Web browser software. You will find the interface very familiar and intuitive, but be aware that the performance of browser applications depends on your computer system configuration. Browser applications "ride" on the computer's operating system, printer drivers, and browser software. It is therefore very important that you carefully read and follow the *ReadMe.txt* file, which is available on the CD itself and as a paper insert in the CD pocket. Please do *not* attempt to use this CD on a computer that does not meet the hardware and software specifications. You should run this CD on Internet Explorer 5.0 or above rather than Netscape. An appropriate version of Internet Explorer (and Shockwave, which is needed for Chapter 5) can be installed free directly

from your CD. If your usual computer cannot be modified to satisfy the hardware or operating system requirements, we suggest that you find a computer on campus that does, and work there. So, just follow the *ReadMe* instructions and get ready to enjoy some of the coolest educational software available anywhere!

We hope you enjoy and profit from this new approach to learning human geography.

CHAPTER 1

True Maps, False Impressions: Making, Manipulating, and Interpreting Maps

► INTRODUCTION

Human geography studies the distribution of humans and their activities on the surface of the earth and the processes that generate these distributions. People use geographic space and interact with the environment when they grow crops, build homes, drive cars, do jobs, raise children, practice religions, cast votes, and spend leisure time. Geographers help us understand the evolving character and organization of human life on the earth's surface.

Geographers subscribe first and foremost to the view that location matters. It is significant that 290 million persons live in the United States. More significant, however, is where these 290 million persons live. Are they urban or rural? Are they spreading out or becoming increasingly concentrated? What kinds of places are attracting people and what kinds are losing them? These are geographic questions. Similarly, the world is capable of producing plenty of food to feed its current population of 6.2 billion. Relevant questions about world hunger are geographic ones. How are the supply of and demand for food distributed spatially? What environmental, economic, and political factors account for these distributions? How are demand and supply reconciled in the international marketplace for food?

Many of the topics that you will find in this workbook are common to other sciences. Geographers have no monopoly on the study of baseball franchises, migration, AIDS, the population explosion, civil war, and air pollution. Geographers bring to the table their unique spatial perspective and interest in human-environmental relations by asking "where?" and "why there?" questions about the same pressing human problems that engage other social and environmental scientists.

The "where" question leads to five overarching themes in human geography that run through the various chapters of this book (Table 1.1). The first theme, **location**, refers not only to the exact coordinates of a point in space but also to where it is relative to other factors. **Place**, the second theme, involves the human and physical characteristics that uniquely define a place and impart meaning to its inhabitants. The third theme, **region**, defines areas that are bound together by common characteristics: Similar places and locations form common regions. In the fourth

Each chapter is organized around a set of **core ideas** in human geography (second part of title) and a **case study** (first part of title).

Each chapter begins with an **Introduction** to the core ideas.

Key terms in bold are defined at the end of the chapter and appear in the **Glossary** on the CD-ROM.

The **case study** begins after the concept-oriented Introduction.

The **goal** of each case study is what you will accomplish in the activity and what life-long abilities you will acquire.

The **learning outcomes** are specific, measurable skills and knowledge that you gain from this activity. You can be tested on these outcomes.

Special materials are things you will need to complete the project that are not provided in the book or CD-ROM. Be sure to have them handy.

The **background** section briefs you on the particular case study that you will analyze in the exercise to follow.

10 ► Chapter 1. True Maps, False Impressions: Making, Manipulating, and Interpreting Maps

► CASE STUDY

TRUE MAPS, FALSE IMPRESSIONS

GOAL

To interpret and critically evaluate maps, to understand how scale influences data representation on maps, and to recognize three types of map scale: representative fraction, verbal, and graphic. You will also learn how to represent data with different types of **thematic maps**—the **dot map**, the **isoline map**, the **choropleth map**, and the **proportional symbol map**—and see that your choice of map type profoundly influences the resulting spatial pattern.

LEARNING OUTCOMES

After completing the chapter, you will be able to:

- Convert map scale to real-world distances.
- Recognize choropleth, proportional symbol, isoline, and dot maps.
- Recognize that changing the scale and type of a map changes its message.
- Understand the difference between changing scale and changing level of aggregation.
- Use GIS to change the class limits on a choropleth map.
- Describe the geographic distribution of African-Americans in the United States.

SPECIAL MATERIALS NEEDED

- Calculator
- Computer with CD drive and Internet Explorer 5.0 and above. See *Read Me*.

BACKGROUND

Africans were first brought to what is now the United States between 1619 and 1808 as slaves to work on tobacco, rice, sugar, and cotton plantations, mostly in the South. Although the practice of bringing slaves into the country was made illegal in 1808, some smuggling of slaves continued into the nineteenth century. Importation was replaced by programs of slave breeding and trade within the South. Although concentrated in the South, a small number of slaves escaped to the North and other parts of the country where they were represented across many walks of life. A free black man living in Baltimore was commissioned by Thomas Jefferson to survey the District of Columbia. Black cowboys, based in Texas, were well known on cattle drives throughout the West.

Many people are surprised to learn that African-Americans represented a sizable share of the U.S. population during the seventeenth and eighteenth centuries. At the time of the first Census in 1790, one of every five residents of the new country was African-American. Concentrations were highest in southern states: 54 per-

cent of South Carolina's population was African-American, 40 percent of Virginia's, 37 percent of Georgia's, 34 percent of North Carolina's, and 33 percent of Maryland's.

After emancipation in 1863, most African-Americans remained in the South, working as sharecroppers or tenants on white-owned cotton farms, barely getting by. Although the reasons to leave the South were compelling, including crushing poverty, antiblack terrorism, and a lack of civil rights, few actually left the region. Many black farmers were illiterate and, therefore, unaware of economic opportunities in other parts of the country. White landowners, desperate to preserve their favored way of life sustained by cheap black labor, promulgated an economic system that put sharecroppers in a position of permanent indebtedness, making departure illegal. In the late 19th century, Northern labor unions lobbied against the importation of African-Americans from the South, fearing it would depress their wages. They preferred European immigrants to meet the demand for new industrial workers in America's burgeoning manufacturing sector.

All of that changed after the end of World War I, and thus began one of the most dramatic migration streams in U.S. history. At the turn of the twentieth century, 90 percent of the nation's African-American population lived in the South, mostly in the rural South. By 1970, barely 50 percent lived in the South (Figure 1.6) after millions sought a better life in northern cities. Reasons for leaving were many and complicated. The supply of cheap immigrant labor was cut off by World War I, and recruiters went south, bringing literally trainloads of African-American workers to the steel mills, automobile factories, and meat-packing plants of Pittsburgh, Detroit, Chicago, and other northern cities (Figure 1.7). Once these connections had been established, thousands of migrants followed and established themselves in predominantly black neighborhoods such as the South Side of Chicago and Harlem in northern Manhattan (Figure 1.8). The mechanization of cotton harvesting after 1945 further spurred the African-American exodus from the South. The mechanical cotton picker rendered sharecroppers obsolete by drastically reducing the need for their labor. Early models of the cotton picker reduced the costs of picking cotton from \$40 to \$5 per bale. Each machine did the work of 50 pickers. As the mainstay for southern African-American employment evaporated, many left the rural South in search of northern jobs.

The story does not end here, as migration flows between the South and North were reversed after 1970. Fewer African-Americans left the South, and many more moved from the North to the South. Race riots and deteriorating economic conditions in northern cities served as push factors, and the favorable economic opportunities and improved social conditions of the "New South" attracted

Name: _____

Instructor: _____

Layers of Tradition: Culture Regions at Different Scales

► ACTIVITY 3: REGIONAL IMAGERY

In Activities 1 and 2 you tried to distinguish the key characteristics of a culture region based on maps and personal experience. Activity 3 uses another method to measure characteristics of a region by looking at major themes that define the region on postcards. Themes on postcards project recognizable symbols or scenes that people from around the nation or world can identify as representing that region.

- A. Go to some local stores that sell postcards and identify the symbols, cultural characteristics, or features of the cultural landscape that best represent the region in which you live. Keep a tally of the number of times each theme appears. You should sample at least 20 to 30 postcards. The more you use, the easier your task will be.

3.1. Fill in the following table of the dominant themes that appear on the postcards and the number of times you saw cards in this group. The number of themes you should identify will vary for each region. Use an extra sheet of paper if you identify more than eight themes. Think about which themes struck you as repeatedly appearing, and try to be thorough in creating the groups.

<u>Theme (fill in as many as necessary)</u>	<u>Number of Appearances</u>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

The hands-on part of each chapter is divided into different **activities**. In some cases, your instructor may choose not to assign all activities.

Instructions that do not require a written answer are labeled with capital letters.

Questions that must be answered in writing (in the blank space provided) are labeled numerically. In this case, Question 3.1 is the first Question of Activity 3.

When done, **tear out** the worksheets to hand in.

Definitions of key terms are short, concise summaries of each idea. These key terms are also found in the Glossary of the CD-ROM.

At the end of each chapter is a list of **further readings** for students who wish to learn more about the chapter's core ideas, methods, and case study. The readings are a mix of books, articles in scientific journals, popular articles, and data sources, chosen for their relevance and accessibility.

A list of **web resources** will get you started on your on-line exploration.

At the very end of each chapter is a reminder list of **Items to hand in**. Listed are the written questions and any additional items, such as maps, graphs, spreadsheets, or typed essays.

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► DEFINITIONS OF KEY TERMS

Apartheid A system of forced segregation between races in South Africa in effect until 1993.

Enclave Residential clusters that result from voluntary segregation.

Ethnic Cleansing Forced residential segregation along ethnic lines.

Ghetto An urban area where, due to discrimination, ethnic segregation is largely involuntary.

Integration The residential mixing of subgroups within the larger population.

Plantation System An organized system of colonization used by the British government in the 1500s and 1600s to "plant" British colonists on Irish land.

Residential Segregation The residential separation of subgroups within the larger population.

Segregation Index A numerical measure of the degree of separation of two or more distinct groups.

Social Distance A measure of the likelihood that dissimilar groups will interact in society. Influences the degree of assimilation for minority groups.

Spatial Convergence Increased integration over time.

Spatial Divergence Increased segregation over time.

Tenant Farmer A farmer who rents land to farm. Although tenant farmers often live in debt to the landowner, they are considered more fortunate than landless laborers, who neither own nor rent their own land.

► FURTHER READINGS

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- Lee, Trevor R. 1977. *Race and Residence: The Concentration and Dispersal of Immigrants in London*. Oxford: Clarendon Press.
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- Roseman, Curtis C., Gunther Thieme, and Hans Dieter Laux (eds.). 1995. *Ethnicity: Geographic Perspectives on Ethnic Change in Modern Cities*. Lanham, MD: Rowman and Littlefield.
- Van Kempen, Ronald, and A. Sule Ozueken. 1998. Ethnic Segregation in Cities: New Forms and Explanations in a Dynamic World. *Urban Studies* 35:1631–1656.

► WEB RESOURCES

- Dana, Jacqueline. *Irish History on the Web*: www.ms.utexas.edu/~jdana/irehist.html.
- Democratic Unionists Party: www.dup.org.uk/.
- Fianna Fáil. *Fianna Fáil: The Republican Party*: www.fiamafail.ie/.
- Irish Times. *Ireland.com*: www.ireland.com/.
- Loyalist and Orange Information Services: www.lois.itgo.com/main.html.
- Northern Ireland Office: www.nio.gov.uk/.
- Northern Ireland Statistics and Research Agency: www.nisra.gov.uk/.
- Orangenet: www.orangenet.org/.
- Sim Féin: simfein.ie/index.html.
- Ulster Unionists Party: www.uup.org/.
- University of Ulster. *This Island We Live On*: www.ulst.ac.uk/thisland/.

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