The Cultural Landscape

AP® EDITION
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DEDICATION

This book is dedicated to Bernadette Unger, Dr. Rubenstein’s wife, who has been by his side through many books, as well as to the memory of his father, Bernard W. Rubenstein. Dr. Rubenstein also gratefully thanks the rest of his family for their love and support.
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Geography is the study of where things are located on Earth's surface and the reasons for the location. The word *geography*, invented by the ancient Greek scholar Eratosthenes, is based on two Greek words. *Geo* means “Earth,” and *graph* means “to write.” Geographers ask two simple questions: where? and why? Where are people and activities located across Earth’s surface? Why are they located in particular places? *The Cultural Landscape AP® Edition* seeks to answer these questions as they relate to our contemporary world. The book provides an accessible, in-depth, and up-to-date introduction to human geography.

**New to This Edition**

This edition brings substantial changes in both organization and content.

**New Organization**

A long-time strength of this book has been its clear, easy-to-use organization and outline. Electronic versions of the books now coexist with traditional paper format. Traditional textbooks must be formatted to facilitate reading on tablets and computers, while not compromising the pedagogic strengths of traditional paper formats. Organizational features from previous editions have been retained and considerably strengthened for this electronic age through the addition of several new features:

- Each two-page spread is now self-contained. As a result, maps and photos appear next to where they are discussed in the text. No more rifling through the book to find a map that has been discussed on one page but doesn’t actually appear until several pages later.
- Two-page spreads now begin with a Learning Outcome for the material on that spread. The Learning Outcome helps the reader focus on the most important point presented on each spread.
- Most two-page spreads now contain a Pause and Reflect feature to stimulate further thought on the material presented in the spread.
- Each chapter is still outlined around four key issues, as in previous editions. New to this edition is a Check-In feature at the end of each of the four key issues. The Check-In summarizes the principal points made regarding the key issue that was just concluded.
- The end-of-chapter spread summarizes all the Key Issues and Learning Outcomes and presents a Thinking Geographically essay/discussion question as well as a Google Earth activity specific to each Key Issue.

**New Content**

Issues of sustainability and resource management, depletion and misuse of Earth’s resources, and prospects for a sustainable future are increasingly central to the understanding of the demographic, cultural, political, and economic patterns, problems, and policies that human geographers study. Material that in previous editions appeared in a separate chapter at the end of the book has been integrated into the discussion of other topics.

- Chapter 1 (Basic Concepts) includes a new key issue that introduces the concept of sustainability.
- Chapter 2 is reframed as Population and Health. As the rate of population growth declines from its peak during the second half of the twentieth century, population geography is increasingly concerned with the health of humans, not just their fertility and mortality. A new key issue has been added that addresses regional variations in medical conditions and practices.
- Chapter 3 (Migration) includes discussion of recent legal and political controversies over migration in the United States and Europe, including the border control legislation enacted by the state of Arizona that was upheld in part and voided in part by the U.S. Supreme Court.
- Chapter 4 (Folk and Popular Culture) includes a new key issue concerning sustainability challenges faced by folk and popular cultures, especially recycling of the material artifacts of popular culture.
- Chapter 8 (Political Geography) includes an expanded discussion of gerrymandering as a result of redistricting in accordance with the 2010 census. The chapter also addresses the events of Arab Spring.
- Chapter 9 (Development) contains a new key issue that discusses the importance of energy in sustainable development. The chapter also discusses reasons underlying the severe global recession that began in 2008, as well as reasons poor economic conditions have lingered, especially in Europe.
- Chapter 10 (now called Food and Agriculture) includes a new key issue that focuses on regional variations of food preferences and needs.
- Chapter 11 (now called Industry and Manufacturing) has a new key issue that addresses the importance of reducing industrial pollution in promoting sustainable development.
- Chapter 13 (Urban Patterns) includes results from the 2010 U.S. census.
- Current data and information are integrated into all text, tables, and maps from the 2010 U.S. Census, 2012.
Population Reference Bureau, and other important sources.

• This 11th edition is now supported by MasteringGeography™ with Pearson eText, the most widely used and effective online homework, tutorial, and assessment system. Assignable media and activities include MapMaster™ interactive maps, Encounter Human Geography Google Earth explorations, geography videos, geoscience animations, coaching activities on the toughest topics in geography, end-of-chapter questions, reading quizzes, and Test Bank questions. See page XVIII for more detailed information.

Human Geography as a Social Science

The main purpose of this book is to introduce students to the study of human geography as a social science by emphasizing the relevance of geographic concepts to human problems. It is intended for use in college-level introductory human or cultural geography courses, as well as the equivalent advanced placement course in high school. At present, human geography is the fastest-growing course in the AP curriculum.

A central theme in this book is a tension between two important themes—globalization and cultural diversity. In many respects, we are living in a more unified world economically, culturally, and environmentally. The actions of a particular corporation or country affect people around the world. For example, geographers examine the prospects for an energy crisis by relating the distributions of energy production and consumption. Geographers find that the users of energy are located in places with different social, economic, and political institutions than are the producers of energy. The United States and Japan consume far more energy than they produce, whereas Russia and Saudi Arabia produce far more energy than they consume.

This book argues that after a period when globalization of the economy and culture has been a paramount concern in geographic analysis, local diversity now demands equal time. People are taking deliberate steps to retain distinctive cultural identities. They are preserving little-used languages, fighting fiercely to protect their religions, and carving out distinctive economic roles. Local diversity even extends to addressing issues, such as the energy crisis, that at first glance are considered global. For example, Israel is working with the French carmaker Renault and the Silicon Valley company Project Better Place to encourage electric vehicles by installing tens of thousands of recharging stations. Brazil has passed laws to require more use of biofuels, produced from crops grown in Brazil and processed in factories there. Meanwhile, the United Arab Emirates has invested in a subway system as an alternative to motor vehicles, even though the country is one of the world’s leading producers of petroleum.

Divisions within Geography

Because geography is a broad subject, some specialization is inevitable. At the same time, one of geography’s strengths is its diversity of approaches. Rather than being forced to adhere rigorously to established disciplinary laws, geographers can combine a variety of methods and approaches. This tradition stimulates innovative thinking, although students who are looking for a series of ironclad laws to memorize may be disappointed.

Human versus Physical Geography

Geography is both a physical science and a social science. When geography concentrates on the distribution of physical features, such as climate, soil, and vegetation, it is a physical science. When it studies cultural features, such as language, industries, and cities, geography is a social science.

While this book is concerned with geography from a social science perspective, one of the distinctive features of geography is its use of natural science concepts to help understand human behavior. The distinction between physical and human geography reflects differences in emphasis, not an absolute separation.

Topical versus Regional Approach

Geographers face a choice between a topical approach and a regional approach. The topical approach, which is used in this book, starts by identifying a set of important cultural issues to be studied, such as population growth, political disputes, and economic restructuring. Geographers using the topical approach examine the location of different aspects of the topic, the reasons for the observed pattern, and the significance of the distribution.

The alternative approach is regional. Regional geographers select a portion of Earth and study the environment, people, and activities within the area. The regional geography approach is used in courses on Europe, Africa, Asia, and other areas of the world. Although this book is organized by topics, geography students should be aware of the location of places in the world. A separate index section lists the book’s maps by location. One indispensable aid in the study of regions is an atlas, which can also be used to find unfamiliar places that pop up in the news.

Descriptive versus Systematic Method

Whether using a topical or a regional approach, geographers can select either a descriptive or a systematic method. Again, the distinction is one of emphasis, not an absolute separation. The descriptive method emphasizes the collection of a variety of details about a particular location. This method has been used primarily by regional geographers to illustrate the uniqueness of a particular location on Earth’s
methods must be cleared out to make way for the fresh and contemporary. It is all too easy for an author in the twenty-first century to rely on practices that brought success in the twentieth century. Strong proactive leadership is required from the publisher to push an already strong book to loftier aspirations. This leadership is especially critical during a period when the teaching and learning environment is changing much more rapidly than even in the late twentieth century.

A major reason for the long-term success of this book has been the quality of leadership in geography at Pearson Education. The key members of Pearson’s hands-on revision team are:

• Christian Botting, geography editor at Pearson Education, who has now led the team through four of my book projects. Christian’s skills have made him ideally positioned to proactively bring together scientific books with twenty-first century technology and pedagogy.

• Anton Yakovlev, geography project manager at Pearson Education, who has managed three book projects with me now. Anton not only keeps impeccable control of what has to be done when, he has been more proactive than any previous project manager in initiating many great ideas.

• Jonathan Cheney, executive development editor at Pearson Education, who has undertaken the detailed editorial development of the manuscript. Instead of passively editing line-by-line, Jonathan is proactive in adjusting the outdated material and suggesting fresh directions.

Prior to Christian, two individuals served as geography editors for most of the past three decades. Paul F. Corey, who is now president of Science, Business and Technology at Pearson, guided development of the third, fourth, and fifth editions of this book. Dan Kaveney guided development of the sixth, seventh, eighth, and ninth editions.

Because Pearson is the dominant publisher of college geography textbooks, the person in charge of geography wields considerable influence in shaping what is taught in the nation’s geography curriculum. I will always value the sound judgment, outstanding vision, and friendship of both Paul and Dan, and I am gratified that Christian has quickly and successfully assumed the leadership position.

Others at Pearson who have been especially helpful on this project include Bethany Sexton, geography editorial assistant; Gina Cheselka, geosciences production managing editor; Maureen Pancza, production project manager; Maureen McLaughlin, senior marketing manager; Kristen Sanchez, assistant editor; and others.

In this age of outsourcing, Pearson works with many independent companies to create books. This edition has been the beneficiary of a top-notch team:

• Kelly Keeler, senior project manager for Higher Education at Element LLC, directed the flow of production work to the author.

• Kitty Wilson handled the copyediting work with sensitivity.

• Stefanie Ramsay found great photos.
• Kevin Lear, senior project manager at International Mapping, and his team, produced outstanding maps for this book. Back in the 1980s, when he was just getting started as a professional cartographer, Kevin produced GIS-generated full-color maps for the second edition of this book, the first time that either GIS or full color had been used in a geography text—and a major reason for launching this book’s rise to the top.

I am grateful for the great work done on a variety of print and digital ancillaries by Craig S. Campbell, Youngstown State University; Matt Cartlidge, University of Nebraska–Lincoln; John Conley, Saddleback College; Stephen Davis, University of Illinois–Chicago; Sarah Goggin, Cyprus College; and Marc Healy, Elgin Community College.

I would also like to extend a special thanks to all of my colleagues who have, over the years, offered a good deal of feedback and constructive criticism. Colleagues who served as reviewers as we prepared the 10th edition are Patricia Boudinot, George Mason University; Henry Bullamore, Frostburg State University; Caitie Finlayson, Florida State University; Jeff Gordon, Bowling Green State University; Richard J. Grant, University of Miami; Marc Healy, Elgin Community College; Scott Hunt, Columbus State Community College; Jonathan Leib, Old Dominion University; Max Lu, Kansas State University; Debra Matthews, Boise State University; Lashale Pugh, Youngstown State University; Roger Seyla, University of Cincinnati; Suzanne Struve, Blinn College; Scott Therkalsen, Grossmont College; and David Wishart, University of Nebraska–Lincoln.
In addition to producing the text itself, the authors and publisher have been pleased to work with a number of talented people to produce an excellent instructional package.

For Students and Teachers

MasteringGeography™ with Pearson eText

The Mastering platform is the most widely used and effective online homework, tutorial, and assessment system. It delivers self-paced tutorials that provide individualized coaching, focus on your course objectives, and are responsive to each student’s progress. The Mastering system helps teachers maximize class time with customizable, easy-to-assign, and automatically graded assessments that motivate students to learn outside class and arrive prepared. MasteringGeography offers:

• **Assignable activities** that include MapMaster™ Interactive Map activities, *Encounter Human Geography* Google Earth Explorations, Video activities, Geoscience Animation activities, Map Projection activities, Thinking Spatially and Data Analysis Activities, end-of-chapter questions and exercises, reading quizzes, and Test Bank questions.

• **Student study area** with MapMaster™ interactive maps, videos, Geoscience Animations, web links, videos, glossary flashcards, “In the News” RSS feeds, chapter quizzes, an optional Pearson eText that includes an iPad version, and more.

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• **OR**

• **Visit PearsonSchool.com/Access_Request, Option 3. Adoption access information will be sent to the teacher via email.**

Students, ask your teacher for access.

For the AP Teacher

Most of the teacher supplements and resources for this text are available electronically to qualified adopters on the Instructor Resource Center (IRC) or via MasteringGeography. Upon adoption or to preview, please go to www.PearsonSchool.com/Access_Request and select Instructor Resource Center. You will be required to complete a brief one-time registration subject to verification of educator status. Upon verification, access information and instructions will be sent to you via email. Once logged into the IRC enter ISBN 978-0-13-292658-4 in the Search our Catalog box to locate your resources.

• **Instructor Resource DVD** This DVD provides everything teachers need where they want it. The Instructor Resource Center on DVD helps make teachers more effective by saving them time and effort. All digital resources can be found in one well-organized, easy-to-access place. This DVD includes:

  • All textbook images as JPEGs, PDFs, and PowerPoint™ presentations
  • Pre-authored Lecture Outline PowerPoint™ presentations, which outline the concepts of each chapter with embedded art and can be customized to fit teachers’ lecture requirements
  • CRS “Clicker” Questions in PowerPoint™ format, which correlate to the U.S. National Geography Standards, chapter-specific learning outcomes, and Bloom’s Taxonomy
  • The TestGen software, Test Bank questions, and answers for both Macs and PCs
  • Electronic files of the Instructor Resource Manual and Test Bank

This Instructor Resource Center DVD content is also available completely online via the Instructor Resources
section of MasteringGeography and for download from the IRC.

- **Instructor Resource Manual Download**  The Instructor Resource Manual written by John Conley of Saddleback College, follows the new organization of the main text. Each chapter of the Instructor Resource Manual opens with a specific introduction highlighting core learning objectives presented in the specific chapter. The Instructor Resource Manual includes Icebreakers to start classroom discussion, Challenges to Comprehension, Review/Reflection Questions, answers to the Thinking Geographically questions found in the text, and Additional Resources to examine during classroom sessions or to assign to students. Available on the Instructor Resource DVD, within MasteringGeography, or for download form the IRC.

- **TestGen/Test Bank**  TestGen is a computerized test generator that lets teacher view and edit Test Bank questions, transfer questions to tests, and print the test in a variety of customized formats. Authored by Stephen Davis of the University of Illinois at Chicago, this Test Bank includes approximately 1,000 multiple-choice, true/false, and short-answer/essay questions. Questions are correlated against the revised U.S. National Geography Standards, chapter-specific learning outcomes, and Bloom’s Taxonomy to help teachers better map the assessments against both broad and specific teaching and learning objectives. Available on the Instructor Resource DVD, within MasteringGeography, or for download form the IRC.

For the AP Student

The following is available for purchase.

- **AP® Test Prep Workbook**  Written specifically to accompany the AP® Edition of The Cultural Landscape, this workbook includes a correlation between the AP curriculum topics and goals and the corresponding key issues of each chapter, study strategies and test taking tips, and two complete AP® practice exams.
Pearson recognizes the environmental challenges facing this planet, as well as acknowledges our responsibility in making a difference. This book has been carefully crafted to minimize environmental impact. The binding, cover, and paper come from facilities that minimize waste, energy consumption, and the use of harmful chemicals. Pearson closes the loop by recycling every out-of-date text returned to our warehouse.

Along with developing and exploring digital solutions to our market’s needs, Pearson has a strong commitment to achieving carbon-neutrality. As of 2009, Pearson became the first carbon- and climate-neutral publishing company. Since then, Pearson remains strongly committed to measuring, reducing, and offsetting our carbon footprint.

The future holds great promise for reducing our impact on Earth’s environment, and Pearson is proud to be leading the way. We strive to publish the best books with the most up-to-date and accurate content, and to do so in ways that minimize our impact on Earth. To learn more about our initiatives, please visit www.pearson.com/responsibility.

About the Author

Dr. James M. Rubenstein received his B.A. from the University of Chicago in 1970, M.Sc. from the London School of Economics and Political Science in 1971, and Ph.D. from Johns Hopkins University in 1975. He is Professor of Geography at Miami University, where he teaches urban and human geography. Dr. Rubenstein also conducts research in the automotive industry and has published three books on the subject—*The Changing U.S. Auto Industry: A Geographical Analysis* (Routledge); *Making and Selling Cars: Innovation and Change in the U.S. Auto Industry* (The Johns Hopkins University Press); and *Who Really Made Your Car? Restructuring and Geographic Change in the Auto Industry* (W.E. Upjohn Institute, with Thomas Klier). Dr. Rubenstein is also the author of *Contemporary Human Geography* and coauthor of *Introduction to Contemporary Geography*, briefer visual texts produced by Pearson in partnership with Dorling Kindersley. He is a semi-amateur/semiprofessional painter and displays his work at galleries in Maryland and Ohio. Winston, a lab/husky mix with one brown eye and one blue eye, takes Dr. Rubenstein for long walks in the woods every day.
### Advanced Placement Human Geography Correlation Guide

Listed below are the seven Topics for AP Human Geography as they correlate to the Key Issues in each chapter of *The Cultural Landscape*, AP® Edition:

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</tr>
<tr>
<td>2) How to understand and interpret the implications of associations among phenomena in places</td>
<td>Chapter 1 Key Issue 1 and 2</td>
</tr>
<tr>
<td>3) How to recognize and interpret different scales and relationships among patterns and processes</td>
<td>Chapter 1 Key Issue 2</td>
</tr>
<tr>
<td>4) How to define regions and evaluate the regionalization processes</td>
<td>Chapter 1 Key Issue 3</td>
</tr>
<tr>
<td>5) How to characterize and analyze changing interconnections among places</td>
<td>Chapter 1 Key Issue 1</td>
</tr>
<tr>
<td>E. Geographic technologies, such as GIS, remote sensing and GPS</td>
<td></td>
</tr>
<tr>
<td>F. Sources of geographical ideas and data: the field, census data and satellite imagery</td>
<td></td>
</tr>
<tr>
<td><strong>Topic II: Population (13–17%)</strong></td>
<td></td>
</tr>
<tr>
<td>A. Geographical analysis of population 1) Density, distribution, and scale</td>
<td>Chapter 2 Key Issue 1</td>
</tr>
<tr>
<td>2) Implications of various densities and distributions</td>
<td>Chapter 1 Key Issue 4; Chapter 2 Key Issue 4; Chapter 3 Key Issue 1</td>
</tr>
<tr>
<td>3) Patterns of composition: age, sex, race, ethnicity</td>
<td>Chapter 2 Key Issue 3</td>
</tr>
<tr>
<td>4) Population and natural hazards: past, present and future</td>
<td>Chapter 2 Key Issue 4</td>
</tr>
<tr>
<td>B. Population growth and decline over time and space 1) Historical trends and projections for the future</td>
<td>Chapter 2 Key Issues 2 and 4</td>
</tr>
<tr>
<td>2) Theories of population growth including the Demographic Transition Model</td>
<td>Chapter 2 Key Issues 3 and 4</td>
</tr>
<tr>
<td>3) Patterns of fertility, mortality and health</td>
<td>Chapter 2 Key Issues 2 and 4</td>
</tr>
<tr>
<td>4) Regional variations of demographic transitions</td>
<td>Chapter 2 Key Issue 3</td>
</tr>
<tr>
<td>5) Effects of population policies</td>
<td>Chapter 2 Key Issue 4; Chapter 3 Key Issue 3</td>
</tr>
<tr>
<td>C. Population Movement 1) Migration selectivity</td>
<td>Chapter 3 Key Issue 4</td>
</tr>
<tr>
<td>2) Major voluntary and involuntary migrations at different scales</td>
<td>Chapter 3 Key Issues 1, 2, and 4</td>
</tr>
<tr>
<td>3) Theories of migration, including push and pull factors, human capital and life course</td>
<td>Chapter 3 Key Issues 1 and 4</td>
</tr>
<tr>
<td>4) International migration and refugees</td>
<td>Chapter 3 Key Issues 1 and 3</td>
</tr>
<tr>
<td>5) Socioeconomic consequences of migration</td>
<td>Chapter 3 Key Issues 3 and 4</td>
</tr>
<tr>
<td><strong>Topic III: Cultural Patterns and Processes (13–17%)</strong></td>
<td></td>
</tr>
<tr>
<td>A. Concepts of culture 1) Traits</td>
<td>Chapter 4 Key Issue 1; Chapter 5 Key Issues 1, 2, and 3; Chapter 6 Key Issue 1; Chapter 7 Key Issues 1 and 2</td>
</tr>
<tr>
<td>2) Diffusion</td>
<td>Chapter 4 Key Issues 1 and 3; Chapter 5 Key Issue 1; Chapter 6 Key Issue 2; Chapter 7 Key Issue 1</td>
</tr>
<tr>
<td>3) Acculturation, assimilation, and globalization</td>
<td>Chapter 5 Key Issue 4; Chapter 6 Key Issue 2</td>
</tr>
<tr>
<td>4) Cultural regions</td>
<td>Chapter 5 Key Issues 1 and 3; Chapter 6 Key Issues 2 and 3; Chapter 7 Key Issue 2</td>
</tr>
</tbody>
</table>
**AP Outline (continued)**

### Topic III: Cultural Patterns and Processes (13–17%) (Cont.)

<table>
<thead>
<tr>
<th>B. Cultural Differences</th>
<th>Textbook Chapters and Key Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Language</td>
<td>Chapter 5 Key Issues 1, 2, 3, and 4</td>
</tr>
<tr>
<td>2) Religion</td>
<td>Chapter 6 Key Issues 1, 2, 3, and 4</td>
</tr>
<tr>
<td>3) Ethnicity</td>
<td>Chapter 6 Key Issue 4; Chapter 7 Key Issues 1, 2, 3, and 4</td>
</tr>
<tr>
<td>4) Gender</td>
<td>Chapter 4 Key Issue 4</td>
</tr>
<tr>
<td>5) Popular and folk culture</td>
<td>Chapter 4 Key Issues 1, 2, 3, and 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Cultural landscape and cultural identity</th>
<th>Textbook Chapters and Key Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Values and preferences</td>
<td>Chapter 4 Key Issues 2 and 4; Chapter 5 Key Issue 4; Chapter 6 Key Issues 2 and 3</td>
</tr>
<tr>
<td>2) Symbolic landscapes and sense of place</td>
<td>Chapter 4 Key Issue 2; Chapter 5 Key Issue 4; Chapter 6 Key Issues 2 and 3</td>
</tr>
<tr>
<td>3) Environmental impact of cultural attitudes and practices</td>
<td>Chapter 4 Key Issues 2 and 4; Chapter 6 Key Issue 3</td>
</tr>
</tbody>
</table>

### Topic IV: Political Organization of Space (13–17%)

<table>
<thead>
<tr>
<th>A. Territorial dimensions of politics</th>
<th>Textbook Chapters and Key Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) The concept of territoriality</td>
<td>Chapter 8 Key Issue 1</td>
</tr>
<tr>
<td>2) The nature and meaning of boundaries</td>
<td>Chapter 8 Key Issue 2</td>
</tr>
<tr>
<td>3) Influences of boundaries on identity, interaction and exchange</td>
<td>Chapter 8 Key Issue 2</td>
</tr>
<tr>
<td>4) Federal and unitary states</td>
<td>Chapter 8 Key Issue 4</td>
</tr>
<tr>
<td>5) Spatial relationships between political patterns and patterns of ethnicity, economy and the environment</td>
<td>Chapter 7 Key Issues 2, 3, and 4; Chapter 8 Key Issue 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Evolution of the contemporary political pattern</th>
<th>Textbook Chapters and Key Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) The nation-state concept</td>
<td>Chapter 8 Key Issue 1</td>
</tr>
<tr>
<td>2) Colonialism and imperialism</td>
<td>Chapter 8 Key Issue 2</td>
</tr>
<tr>
<td>3) Democratization</td>
<td>Chapter 8 Key Issue 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Changes and challenges to political-territorial arrangements</th>
<th>Textbook Chapters and Key Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Changing nature of sovereignty</td>
<td>Chapter 8 Key Issue 4</td>
</tr>
<tr>
<td>2) Fragmentation, unification, alliance</td>
<td>Chapter 7 Key Issue 2; Chapter 8 Key Issues 2 and 3</td>
</tr>
<tr>
<td>3) Supranationalism and devolution</td>
<td>Chapter 7 Key Issue 4; Chapter 8 Key Issue 4</td>
</tr>
<tr>
<td>4) Electoral geography, including gerrymandering</td>
<td>Chapter 8 Key Issue 2</td>
</tr>
<tr>
<td>5) Terrorism</td>
<td>Chapter 8 Key Issue 4</td>
</tr>
</tbody>
</table>

### Topic V: Agricultural and Rural Land Use (13–17%)

<table>
<thead>
<tr>
<th>A. Development and diffusion of agriculture</th>
<th>Textbook Chapters and Key Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Neolithic Agricultural Revolution</td>
<td>Chapter 10 Key Issue 1</td>
</tr>
<tr>
<td>2) Second Agricultural Revolution</td>
<td>Chapter 10 Key Issue 1</td>
</tr>
<tr>
<td>3) Green Revolution</td>
<td>Chapter 10 Key Issue 4</td>
</tr>
<tr>
<td>4) Modern Commercial Agriculture</td>
<td>Chapter 10 Key Issue 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Major agricultural production regions</th>
<th>Textbook Chapters and Key Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Agricultural systems associated with major bioclimatic zones</td>
<td>Chapter 10 Key Issues 1, 2, and 3</td>
</tr>
<tr>
<td>2) Variations within major zones and effects of markets</td>
<td>Chapter 10 Key Issues 1 and 4</td>
</tr>
<tr>
<td>3) Linkages and flows among regions of food production and consumption</td>
<td>Chapter 10 Key Issues 1 and 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Rural land use and settlement patterns</th>
<th>Textbook Chapters and Key Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Models of agricultural land use, including von Thunen's model</td>
<td>Chapter 10 Key Issue 3</td>
</tr>
<tr>
<td>2) Settlement patterns associated with major agriculture types</td>
<td>Chapter 12 Key Issue 1</td>
</tr>
<tr>
<td>3) Land use/land cover change, irrigation, conservation (desertification/deforestation)</td>
<td>Chapter 10 Key Issues 2 and 4</td>
</tr>
</tbody>
</table>
### AP Outline (Cont.)

#### D. Modern commercial agriculture

1) Biotechnology, including genetically modified plants and animals  
   Chapter 10 Key Issue 4
2) Spatial organization and diffusion of industrial agriculture  
   Chapter 10 Key Issues 1 and 3
3) Organic farming and local food production  
   Chapter 10 Key Issue 4
4) Environmental impacts of agriculture  
   Chapter 10 Key Issue 4

#### Topic VI: Industrialization and Economic Development (13–17%)

<table>
<thead>
<tr>
<th>Chapter Textbook and Key Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Growth and diffusion of industrialization</td>
</tr>
<tr>
<td>1) The changing roles of energy and technology</td>
</tr>
<tr>
<td>Chapter 11 Key Issues 1, 3, and 4; Chapter 14 Key Issues 1 and 3</td>
</tr>
<tr>
<td>2) Industrial Revolution</td>
</tr>
<tr>
<td>Chapter 11 Key Issue 1</td>
</tr>
<tr>
<td>3) Evolution of economic cores and peripheries</td>
</tr>
<tr>
<td>Chapter 11 Key Issue 1</td>
</tr>
<tr>
<td>4) Geographic critiques of models of economic localization</td>
</tr>
<tr>
<td>(i.e., bid rent, comparative costs of transportation), industrial location, economic development and world systems</td>
</tr>
<tr>
<td>Chapter 9 Key Issue 4</td>
</tr>
<tr>
<td>B. Contemporary patterns and impacts of industrialization and development</td>
</tr>
<tr>
<td>1) Spatial organization of the world economy</td>
</tr>
<tr>
<td>Chapter 9 Key Issue 2; Chapter 11 Key Issues 1, 3, and 4</td>
</tr>
<tr>
<td>2) Variations in levels of development</td>
</tr>
<tr>
<td>Chapter 9 Key Issues 1, 2, and 3</td>
</tr>
<tr>
<td>3) Deindustrialization and economic restructuring</td>
</tr>
<tr>
<td>Chapter 11 Key Issue 3</td>
</tr>
<tr>
<td>4) Globalization and international division of labor</td>
</tr>
<tr>
<td>Chapter 1 Key Issue 3, Chapter 11, Key Issue 4</td>
</tr>
<tr>
<td>5) Natural resources and environmental concerns</td>
</tr>
<tr>
<td>Chapter 11 Key Issues 2 and 3</td>
</tr>
<tr>
<td>6) Sustainable development</td>
</tr>
<tr>
<td>Chapter 1 Key Issue 4; Chapter 9 Key Issue 3; Chapter 10 Key Issue 4</td>
</tr>
<tr>
<td>7) Local development initiatives: government policies</td>
</tr>
<tr>
<td>Chapter 11 Key Issue 3</td>
</tr>
<tr>
<td>8) Women in development</td>
</tr>
<tr>
<td>Chapter 9 Key Issue 2</td>
</tr>
</tbody>
</table>

#### Topic VII: Cities and Urban Land Use (13–17%)

<table>
<thead>
<tr>
<th>Chapter Textbook and Key Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Development and character of cities</td>
</tr>
<tr>
<td>1) Origin of cities</td>
</tr>
<tr>
<td>Chapter 13 Key Issue 1</td>
</tr>
<tr>
<td>2) Rural-urban migration and urban growth</td>
</tr>
<tr>
<td>Chapter 13 Key Issue 1</td>
</tr>
<tr>
<td>3) Global cities and megacities</td>
</tr>
<tr>
<td>Chapter 12 Key Issue 3, Chapter 13 Key Issue 3</td>
</tr>
<tr>
<td>4) Suburbanization and edge cities</td>
</tr>
<tr>
<td>Chapter 13 Key Issues 3 and 4</td>
</tr>
<tr>
<td>B. Models of urban systems</td>
</tr>
<tr>
<td>1) Rand-size rule</td>
</tr>
<tr>
<td>Chapter 12 Key Issue 2</td>
</tr>
<tr>
<td>2) Central place theory</td>
</tr>
<tr>
<td>Chapter 12 Key Issue 2</td>
</tr>
<tr>
<td>3) Gravity model</td>
</tr>
<tr>
<td>Chapter 12 Key Issue 2</td>
</tr>
<tr>
<td>C. Models of internal city structure</td>
</tr>
<tr>
<td>1) Concentric zone model</td>
</tr>
<tr>
<td>Chapter 13 Key Issue 2</td>
</tr>
<tr>
<td>2) Sector model</td>
</tr>
<tr>
<td>Chapter 13 Key Issue 2</td>
</tr>
<tr>
<td>3) Multiple-nuclei model</td>
</tr>
<tr>
<td>Chapter 13 Key Issue 2</td>
</tr>
<tr>
<td>4) Changing employment mix</td>
</tr>
<tr>
<td>Chapter 12 Key Issues 1, 3, and 4</td>
</tr>
<tr>
<td>5) Changing demographic and social structures</td>
</tr>
<tr>
<td>Chapter 13 Key Issue 3</td>
</tr>
<tr>
<td>6) Uneven development, ghettoization, and gentrification</td>
</tr>
<tr>
<td>Chapter 13 Key Issue 3</td>
</tr>
<tr>
<td>D. Built environment and social space</td>
</tr>
<tr>
<td>1) Housing</td>
</tr>
<tr>
<td>Chapter 12 Key Issue 4; Chapter 13 Key Issues 2 and 4</td>
</tr>
<tr>
<td>2) Transportation and infrastructure</td>
</tr>
<tr>
<td>Chapter 13 Key Issues 3 and 4</td>
</tr>
<tr>
<td>3) Political organization of urban areas</td>
</tr>
<tr>
<td>Chapter 13 Key Issues 1, 3 and 4</td>
</tr>
<tr>
<td>4) Urban planning and design</td>
</tr>
<tr>
<td>Chapter 12 Key Issue 4; Chapter 13 Key Issue 3</td>
</tr>
<tr>
<td>5) Patterns of race, ethnicity, gender and socioeconomic status</td>
</tr>
<tr>
<td>Chapter 13 Key Issue 3</td>
</tr>
</tbody>
</table>

Upon publication, this text was correlated to the College Board’s AP Geography Course Description effective Fall 2011. We continually monitor the College Board’s AP Course Description for updates to exam topics. For the most current AP correlation for this textbook, visit www.PearsonSchool.com/AdvancedCorrelations.
A proven path to learning

The text’s consistent chapter structure and supporting pedagogy provides a learning path that identifies and reinforces important issues and outcomes.

Key Issues form a learning path

**Key Issues** highlight the four main points around which each chapter is organized. At the end of each Key Issue section, a Check-In summarizes the main focus of the section.

**NEW!** Learning Outcomes in each Key Issue section identify the skills and knowledge students will gain from each section.

**Active learning reinforces Key Issues**

**NEW!** Pause and Reflect Questions are integrated throughout the chapters, giving students a chance to stop and check their understanding of the reading.

**End-of-chapter questions:**

- **Thinking Geographically** are application-oriented sections that allow students to explore issues more intensively.
- **NEW!** Engaging end-of-chapter features include exercises that explore Key Issues using Google Earth.

**NEW!** Reviews of Key Issues close out each chapter with a recap of Learning Outcomes that summarize and reinforce significant concepts.

---

**KEY ISSUE 4**

Why Do Some Regions Face Health Threats?

- Epidemiologic Transition
- Infectious Diseases
- Health Care

**Learning Outcome 2.4.1**
Summarize the four stages of the epidemiologic transition.

---

**CHECK IN: KEY ISSUE 4**

- Why do some regions face health threats?
  - The epidemiologic transition has four stages of distinct diseases.
  - A resurgence of infectious disease may signal a possible stage 5 of the epidemiologic transition.
  - The provision of health care varies sharply between developed and developing countries.

---

**NEW!** Why do men have lower life expectancies than women in most countries?

---

**Pause and Reflect 2.4.5**

Why might levels of hospital beds and physicians be lower in North America than in other developed countries?

---

**KEY ISSUE 4**

Why Do Regions Face Health Threats?

The epidemiologic transition is a change in a society’s distinctive types of diseases. Health care is better in developed countries, but even they are threatened by infectious diseases diffused through modern means of transportation.

**LEARNING OUTCOME 2.4.1:** Summarize the four stages of the epidemiologic transition.

- Stage 1 was characterized by pestilence and famine, stage 2 by pandemics, and stages 3 and 4 by degenerative diseases.

**LEARNING OUTCOME 2.4.2:** Summarize the reasons for a stage 4 and possible stage 5 of the epidemiologic transition.

- Evolution, poverty, and increased connections may influence the resurgence of infectious diseases.

**LEARNING OUTCOME 2.4.3:** Describe the diffusion of AIDS.

**LEARNING OUTCOME 2.4.4:** Understand reasons for variations in health care between developed and developing countries.

- Health care varies widely around the world because developing countries generally lack resources to provide the same level of health care as developed countries.

**LEARNING OUTCOME 2.4.5:** Understand reasons for variations in health between developed and developing countries.

---

**THINKING GEOGRAPHICALLY 2.4:** Health-care indicators for the United States do not always match those of other developed countries. What reasons might explain these differences?

**GOOGLE EARTH 2.4:** Several hundred thousand died, some from infectious diseases, after an earthquake hit Haiti January 12, 2010, the date this Google Earth image was taken. The roof of the cathedral in the capital Port au Prince collapsed. What other evidence of the earthquake can be seen in images from January 2010?
Explore human geography in a cultural landscape

How can teachers hold the attention of today’s students? By using stories and examples that emphasize the relevance of geographic concepts tools, technologies, and to universal human concerns such as health, equality, and sustainability.

**NEW! Sustainability and Inequality in Our Global Village** features in each chapter discuss current social, economic, and environmental topics relevant to the chapter themes.

Contemporary Geographic Tools offer students a wealth of representations and perspectives to better understand issues, using geographic methods and online tools and technologies such as geographic information systems, aerial photography, remote sensing, and Google Earth.

---

**SUSTAINABILITY AND INEQUALITY IN OUR GLOBAL VILLAGE**

**Ethnic Cleansing and Drought**

More than 2 million Somalis—one-fourth of the country’s population—are classified as refugees or internally displaced persons. As elsewhere in sub-Saharan Africa, continued fighting among ethnic groups and the absence of a strong national government able to maintain order have contributed to the large number of refugees.

Adding to the woes of the Somali people, the worst drought in 60 years hit the country in 2010 and 2011, especially in the south (Figure 7-48). It is impossible to count the number of Somalis forced to migrate because of famine rather than civil war; both factors probably affect most Somalis. Because of the civil war, much of the food and water sent by international relief organizations could not get through to the people in need. Improved weather in 2012 resulted in a larger harvest, and more supplies were reaching people.

International organizations distributed food and dug irrigation canals to help in the longer term, but a renewal of fighting or a bit less rainfall could push the country back into famine.

---

**SUSTAINABILITY AND INEQUALITY IN OUR GLOBAL VILLAGE**

**Climate Change in the South Pacific**

One consequence of global warming is a rise in the level of the oceans. The large percentage of the world’s population—including one-half of Americans—who live near the sea face increased threat of flooding. The threat is especially severe for island countries in the Pacific Ocean: they could be wiped off the map entirely. Kiribati, a collection of approximately 32 small islands, one of the world’s most isolated countries (Figure 11-33). Despite its extreme isolation, global forces threaten Kiribati’s existence: Rising sea levels due to global warming threaten Kiribati because the entire country is within a few meters of sea level. Two of Kiribati’s islands—Tarawa and Abana—are already disappeared. Kiribati and other Pacific island microstates are atolls—that is, islands made of coral reefs. A coral is a small sedentary marine animal that has a bony or calcareous skeleton. Corals form colonies, and the skeletons build up to form coral reefs. Coral is very fragile. Humans are attracted to coral for its beauty and the diversity of species it supports, but handling coral can kill it. The threat of global warming to coral is especially severe: Coral stays alive in only a narrow range of ocean temperatures, between 23°C and 25°C (between 73°F and 77°F), to global warming threatens the ecology of Kiribati, even if it remains above sea level.

Kiribati has an emergency response to rising sea levels. The government has negotiated with Fiji to purchase 2,000 hectares (5,000 acres) of land on the island of Vanua Levu to relocate people from Kiribati someday.

---

**Contemporary Geographic Tools**

**Claiming Ellis Island**

Twelve million immigrants to the United States between 1892 and 1914 were processed at Ellis Island, situated in New York Harbor (Figure 3-33). Incorporated as part of the Statue of Liberty National Monument in 1965, Ellis Island was restored and reopened in 1990 as a museum of immigration. Before building the immigration center, the U.S. government used Ellis Island as a fort and powder magazine beginning in 1808.

An 1834 agreement approved by the U.S. Congress gave Ellis Island to New Jersey and gave the submerged lands surrounding the island to New Jersey. When the agreement was signed, Ellis Island was only 1.1 hectares (2.75 acres), but beginning in the 1890s, the U.S. government enlarged the island, eventually to 10.6 hectares (27.3 acres).

New Jersey state officials claimed that the 10.6-hectare Ellis Island was part of their state, not New York. The claim was partly a matter of pride on the part of New Jersey officials to stand up to their more glamorous neighbor. After all, Ellis Island was only 400 meters (1,300 feet) from the New Jersey shoreline, yet townships like immigrants a century ago—were transported by ferry to Lower Manhattan more than a mile away. More practically, the sales tax collected by the Ellis Island museum gift shop was going to New Jersey rather than to New York.

In the decades of disputes, New Jersey took the case to the U.S. Supreme Court. In 1998, the Supreme Court ruled 6-3 that New York owned the original island but that New Jersey owned the rest. New York’s jurisdiction was set as the low waterline of the original island. Critical evidence in the decision was a series of maps prepared by New Jersey Department of Environmental Protection officials using Geographic Information System (GIS) NPS scanned into an image of U.S. coast map that was to be the most reliable map. The image file of the old map was brought into ArcView to low waterline onto the current map. The perimeter of the island was edited and depicted using a series of dots. The perimeter of the island was determined to belong to New Jersey.

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---

**New!** Rwanda and Burundi from the Rift Valley of western Africa.

Learning Outcome 7.4.4

Review the photo essay titled “Learning About Our World” on pages 266-272. The students are justified in asking for more information on the status of these two countries.

In the early 1990s, Rwandan and Burundian intellectuals committed to belonging to New Jersey.

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**FIGURE 3-33 ELLIS ISLAND**

Ellis Island is in the foreground, Jersey City is to the left, and Manhattan, New York is to the rear.

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**FIGURE 7-48 SOMALIA**

Somali victims of fighting and famine; live up for food and medical assistance in 2011.

---

**FIGURE 11-33 KIRIBATI**

Global warming may cause the oceans to rise, submerging small island countries such as Kiribati.
Why Are Some Human Actions Not Sustainable?

- **Sustainability and Resources**
- **Sustainability and Human–Environment Relationships**

**Learning Outcome 1.4.1**
Describe the three pillars of sustainability.

Geography is distinctive because it encompasses both social science (human geography) and natural science (physical geography). This book focuses on human geography but doesn’t forget that humans are interrelated with Earth’s atmosphere, land, water, and vegetation, as well as with its other living creatures.

From the perspective of human geography, nature offers a large menu of resources available for people to use. A resource is a substance in the environment that is useful to people, economically and technologically feasible to access, and socially acceptable to use. A substance is merely part of nature until a society has a use for it. Food, water, minerals, soil, plants, and animals are examples of resources.

**Sustainability and Resources**

Earth’s resources are divided between those that are renewable and those that are not:
- A **renewable resource** is produced in nature more rapidly than it is consumed by humans.
- A **nonrenewable resource** is produced in nature more slowly than it is consumed by humans.

Geographers observe two major misuses of resources:
- Humans deplete nonrenewable resources, such as petroleum, natural gas, and coal.
- Humans destroy otherwise renewable resources through pollution of air, water, and soil.

The use of Earth’s renewable and nonrenewable natural resources in ways that ensure resource availability in the future is sustainability. Efforts to recycle metals, paper, and plastic, develop less polluting industrial processes, and protect farmland from suburban sprawl are all examples of practices that contribute to a more sustainable future.

**The Environment Pillar.** The sustainable use and management of Earth’s natural resources to meet human needs such as food, medicine, and recreation is conservation. Renewable resources such as trees and wildlife are conserved if they are consumed at a less rapid rate than they can be replaced. Nonrenewable resources such as petroleum and coal are conserved if we use less today in order to maintain more for future generations (Figure 1-38, left).

Conservation differs from preservation, which is the maintenance of resources in their present condition, with as little human impact as possible. Preservation takes the view that the value of nature does not derive from human needs and interests but from the fact that every plant and animal living on Earth has a right to exist and should be preserved, regardless of the cost. Preservation does not regard nature as a resource for human use. In contrast, conservation is compatible with development but only

**THREE PillARS OF SUSTAINABILITY**

According to the United Nations, sustainability rests on three pillars: environment, economy, and society. The UN report *Our Common Future* is a landmark work in recognizing sustainability as a combination of natural and human elements. The report, released in 1987, is frequently called the Brundtland Report, named for the chair of the World Commission on Environment and Development, Gro Harlem Brundtland, former prime minister of Norway.

Sustainability requires curtailing the use of nonrenewable resources and limiting the use of renewable resources to the level at which the environment can continue to supply them indefinitely. To be sustainable, the amount of timber cut down in a forest, for example, or the number of fish removed from a body of water must remain at a level that does not reduce future supplies.

The Brundtland Report argues that sustainability can be achieved only by bringing together environmental protection, economic growth, and social equity (Figure 1-38). The report is optimistic about the possibility of promoting environmental protection at the same time as economic growth and social equity.

**THE ENVIRONMENT PILLAR.** The sustainable use and management of Earth’s natural resources to meet human needs such as food, medicine, and recreation is conservation. Renewable resources such as trees and wildlife are conserved if they are consumed at a less rapid rate than they can be replaced. Nonrenewable resources such as petroleum and coal are conserved if we use less today in order to maintain more for future generations (Figure 1-38, left).

Conservation differs from preservation, which is the maintenance of resources in their present condition, with as little human impact as possible. Preservation takes the view that the value of nature does not derive from human needs and interests but from the fact that every plant and animal living on Earth has a right to exist and should be preserved, regardless of the cost. Preservation does not regard nature as a resource for human use. In contrast, conservation is compatible with development but only

**FIGURE 1-37 THREE PillARS OF SUSTAINABILITY** The UN’s Brundtland Report considers sustainability to be a combination of environmental protection, economic development, and social equity.

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**NEW! Modular organization** simplifies lesson planning for teachers, studying for students. The Eleventh Edition is more tightly organized into modules that work as a unit, providing flexibility for students and teachers.

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**Updated coverage and recent data on the most current human geography issues includes:**
- Expanded emphasis on resource issues and sustainability integrated throughout
- Dedicated coverage of medical and health geography and the challenges and threats of access
- Revised discussion of food agriculture incorporating critical issues such as scarcity of food and water resources
- Gender and women’s issues
- Political geography coverage capturing the results of the 2012 U.S. elections as well as a number of recent Supreme Court decisions (e.g., redistricting/gerrymandering, and migration) and the implications of other world events
- Integrated discussion of development and inequality reflecting the state of the world economy and the widening class gap
- New applications of cultural phenomena, from professional sports and music to social networking
Contemporary photos and maps bring human geography to life

Restyled and modernized maps use the latest census and population data to enhance the program’s overall effectiveness. Key maps within MapMaster™ in MasteringGeography™ connect the text directly to online media and assessment.

Updated with more than 40% new photos with geographic IDs for every photo.

Updated with more than 40% new photos with geographic IDs for every photo.

Updated with more than 40% new photos with geographic IDs for every photo.
The Mastering online homework, tutorial, and assessment system helps teachers focus on their course objectives by delivering self-paced tutorials that provide students with individualized coaching and respond to each student’s progress.

Tools for improving geographic literacy and exploring Earth’s dynamic landscape

MapMaster is a powerful interactive map tool that presents assignable layered thematic and place name interactive maps at world and regional scales for students to test their geographic literacy and spatial reasoning skills, and explore the modern geographer’s tools.

MapMaster Layered Thematic Interactive Map Activities act as a mini-GIS tool, allowing students to layer various thematic maps to analyze spatial patterns and data at regional and global scales and answer multiple-choice and short-answer questions organized by region and theme.

NEW! Layered Thematic Map Features
- 90 new map layers
- Zoom and annotation functionalities
- All maps updated with data from the 2010 U.S. Census, as well as current data from the United Nations, and the Population Reference Bureau

MapMaster Place Name Interactive Map Activities have students identify place names of political and physical features at regional and global scales, explore select recent country data from the CIA World Factbook, and answer associated assessment questions.
Help students develop a sense of place and spatial reasoning skills

**Encounter Activities** provide rich, interactive explorations of geography concepts using the dynamic features of *Google Earth™* to visualize and explore Earth’s landscape. Dynamic assessment includes questions related to core human geography concepts. All explorations include corresponding Google Earth KMZ media files, and questions include hints and specific wrong-answer feedback to help coach students towards mastery of the concepts.

**Geography videos** provide students a sense of place and allow them to explore a range of locations and topics. Covering issues of economy, development, globalization, climate and climate change, culture, etc., there are 10 multiple choice questions for each video. These video activities allow teachers to test students’ understanding and application of concepts, and offer hints and wrong-answer feedback.

**Thinking Spatially and Data Analysis Activities** help students master the toughest concepts to develop spatial reasoning and critical thinking skills by identifying and labeling features from maps, illustrations, graphs, and charts. Students then examine related data sets, answering multiple-choice and increasingly higher order conceptual questions, which include hints and specific wrong-answer feedback.

**Student Resources in MasteringGeography**

- MapMaster™ interactive maps
- Practice chapter quizzes
- Geography videos
- “In the News” RSS feeds
- Glossary flashcards
- and more

Callouts to MasteringGeography appear at the end of each chapter to direct students to extend their learning beyond the textbook.
With the Mastering gradebook and diagnostics, you’ll be better informed about your students’ progress than ever before. Mastering captures the step-by-step work of every student—including wrong answers submitted, hints requested, and time taken at every step of every problem—all providing unique insight into the most common misconceptions of your class.

**Quickly monitor and display student results**

The **Gradebook** records all scores for automatically graded assignments. Shades of red highlight struggling students and challenging assignments.

**Diagnostics** provide unique insight into class and student performance. With a single click, charts summarize the most difficult problems, vulnerable students, grade distribution, and score improvement over the duration of the course.

With a single click, **Individual Student Performance Data** provides at-a-glance statistics into each individual student’s performance, including time spent on the problem, number of hints opened, and number of wrong and correct answers submitted.
Quickly measure student performance against learning outcomes

Learning Outcomes
MasteringGeography provides quick and easy access to information on student performance against your learning outcomes and makes it easy to share those results.

- Quickly add your own learning outcomes, or use publisher-provided ones, to track student performance.
- View class and individual student performance against specific learning outcomes.
- Effortlessly export results to a spreadsheet that you can further customize and/or share.

Easy to make your own

Customize publisher-provided problems or quickly add your own. MasteringGeography makes it easy to edit any questions or answers, import your own questions, and quickly add images, links, and files to further enhance the student experience.

Upload your own video and audio files from your hard drive to share with students, as well as record video from your computer’s webcam directly into MasteringGeography—no plug-ins required. Students can download video and audio files to their local computer or launch them in Mastering to view the content.

NEW! The Pearson eText app is a great companion to Pearson’s eText browser-based book reader. It allows existing Mastering users who view their Pearson eText titles on a Mac or PC to additionally access their titles in a bookshelf on the iPad or Android Tablets either online or via download. Pearson eText gives students access to The Cultural Landscape: An Introduction to Human Geography, Eleventh Edition whenever and wherever they can access the Internet. The eText pages look exactly like the printed text, and include powerful interactive and customization functions. Users can create notes, highlight text in different colors, create bookmarks, zoom, click hyperlinked words and phrases to view definitions, and view as a single page or as two pages. Pearson eText also links students to associated media files, enabling them to view an animation as they read the text, and offers a full-text search and the ability to save and export notes. The Pearson eText also includes embedded URLs in the chapter text with active links to the Internet.