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2  **I. INTRODUCTION**

**A. What Is Geography?**

- Questions of where and why are central to geography.
- Geographers study what has contributed to the look, feel, and customs of a place and how different places are interconnected.
- Although there are many specialties and subdisciplines, geography can be defined as the study of the earth's surface and human activities that create the distinctive regions of the world.
- Geographers are interested in understanding the world in spatial terms. They are interested in variations over space and the explanations for those variations.

3  **B. Reading Maps**

- Scale of a map represents the relationship between the distances shown on the map and actual distances on the earth's surface.

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6  **Reading Maps**

- Longitude and Latitude
  - The lines of longitude and latitude enable us to establish a position on the map relative to other points on the globe via a grid system.
  - The Prime Meridian at 0 degrees longitude runs from the North Pole to the South Pole through Greenwich, England.
  - The longitude line at 180 degrees runs through the Pacific Ocean and is used as the international date line where the calendar day officially begins.

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8  **C. What do geographers do?**

- Most geographers specialize in one or more subdisciplines.
- Cooperation among various subdisciplines enhances our understanding of people and places.
- Besides selecting subdisciplines, many geographers specialize in a particular region of the world.
- Regional geography is the analysis of the geographical characteristics of a particular place.

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12  **D. The Region as a Concept**

- A region is a unit of the earth's surface that contains distinct patterns of physical features or human activities.
- The concept of region is difficult; two regions are rarely defined by the same set of indicators and boundaries between regions are often fuzzy.
- However, geographers prefer to use regions because it would be impossible to learn about or discuss the whole world at once. Regions are delineated when, on the whole, differences do not override the similarities.

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20  **II. CULTURAL AND SOCIAL GEOGRAPHIC ISSUES**

- Culture includes all that we use to carry on our lives; culture is represented by ideas, materials, and institutions that are passed on to future generations.

- **A. Culture Groups**

- Defining culture groups is problematic because the concept is imprecise and cultural designations are often applied to a very large group that shares only general characteristics.

21  **B. Globalization and Culture Change**

- Cultural diversity is fading as trends circle the globe via the many types of communication available. As globalization continues, some degree of cultural homogeneity will occur.
- Connections and interdependencies between distant regions began during European colonialism, which changed local economies and landscapes. Trade, migration, technology, and the spread of culture have all contributed to the linkages and flows of globalization.
- Today, because of rapid transportation and the flow of electronic information, widely separated places are often closely linked.
- However, ease of communication and travel are reaffirming cultural diversity and multiculturalism.

22  **C. Cultural Markers**

- Values
  - Cultures establish, preserve, and pass on knowledge, which is grounded on a set of values.
  - Ways of knowing and values differ; thus, a particular behavior may be admired according to one set of values and considered questionable when judged by another set of values.
  - Often are embodied in laws

23  **Cultural Markers**

- Religion and Belief Systems
  - Religion embodies value systems and is often reflected in the landscape through religious symbols, settlement patterns, or religious rivalries.
- Language
  - The diversity of languages reflects human diffusion and isolation; over time, a few languages have come to dominate, while others have become extinct.
  - In light of increased globalization, special efforts may be required to preserve the language diversity that exists today.

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31  **Cultural Markers**

- Material Culture and Technology

- Material culture refers to the tangible items that members of a culture group produce or use. A group's material culture reflects its technology.

- Each culture group is defined by particular materials and technologies.

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39  **D. Gender Issues**

- Activities assigned to men and women differ among cultures and across time; however, women are often defined as inferior to men, are frequently relegated to the home, and have fewer education and employment opportunities; thus they have less access to wealth and power.

- Numerous manifestations of gender inequality exist in societies: male children are often desired because they are seen as more productive and intelligent; females are more likely to die in infancy; women's work is often defined as less important than men's; women are compensated less for their work; and females do not eat as well and have less access to health care.

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42  **III. PHYSICAL GEOGRAPHY: PERSPECTIVES ON THE EARTH**

**A. Landforms: The Sculpting of the Earth**

- Plate Tectonics

- Wegener's theory of the supercontinent Pangaea proposed that all the continents were once joined in a single vast continent.

- As plates rub together, they create earthquakes; mountain ranges arise from the folding and warping of plates; and volcanoes erupt where magma comes to the earth's surface.

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47  **Landforms: The Sculpting of the Earth**

- Landscape Processes

- Internal processes (plate tectonics) and external processes (weathering, erosion, and deposition) create and shape landforms.
- Although their influence varies among cultures, humans often contribute to external landscape processes through building, agriculture, and forestry.

48  **Climate**

- Temperature and Air Pressure

- Temperature and air pressure continuously interact, producing wind and weather.
- Warm air is associated with low pressure while cool air is associated with high pressure; air tends to move from areas of high pressure to areas of low pressure, creating wind.
- Water takes longer to heat and cool than land. This affects the daily and seasonal movement of air from land to water and from water to land.

49  **Climate**

- Precipitation

- Warm air can hold more moisture than cool air; when moist air is pushed up to a higher altitude, the lower temperature causes condensation of water vapor, forming clouds and precipitation.
- Seasonal movement of warm, moisture-laden air associated with the equator can sometimes result in catastrophic monsoon rains.
- While frontal precipitation is caused by the interaction of large air masses with different temperatures, orographic precipitation is common where warm moist air is pushed from over the ocean up the side of mountains.

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52  **Climate**

- Climate Regions

- Climate regions are classified based on temperature and precipitation; the Köppen system is used in this textbook.

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54  **C. The Origins of Agriculture: Human Interaction with the Physical**

## Environment

- The development of agriculture was accompanied by fundamental changes in the organization of society: disparities of wealth, hierarchies of power, formation of cities, and reliance on trade.
- The transition from hunting and gathering to agriculture was gradual, arising from a familiarity with growth cycles and reproductive mechanisms of plants and animals.
- Increasingly scholars think that the heart of agricultural origins was *trade*.

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## 56 IV. ECONOMIC ISSUES IN GEOGRAPHY

### A. Workers in the Global Economy

- Wage workers across the globe are paid startlingly different rates for the same type of job, but higher-paying jobs are not necessarily associated with a better quality of life.
- The *formal* economy includes activities that take place in official channels, while goods and services that are not produced in officially recognized circumstances are part of the *informal* economy.

## 57 B. What Is the Global Economy?

- Colonization allowed distant lands and peoples to be exploited economically by Europeans; this was the beginning of the modern global economy.
- The new wealth and access to resources allowed Europeans to mechanize production, specialize, and mass-produce goods.
- Multinational corporations are among the most powerful actors in the global economy, yet they are much like the early colonizers, as they have the ability to influence the economy and politics of the countries in which they operate; they operate across borders, extract resources from many places, and produce products in factories carefully located to take advantage of relatively cheap labor and transportation.

## 58 C. The Debate Over Free Trade and Globalization

- Free trade is unrestricted exchange of goods, services and capital.
- Views over free trade differ. Although protections are losing favor, to protect a country's trade, some impose restrictions (tariffs and import quotas) or use transport or capital controls.
- Restrictions on trade are now being reduced by the formation of regional trade blocs and the support of global institutions such as the World Trade Organization (WTO) or the World Bank (International Bank for Reconstruction and Development).
- Many fear a "race to the bottom" in wages, working conditions and environment quality as countries compete for profits and attraction of investors.

## 59 V. DEVELOPMENT AND WELL-BEING

### A. GDP Per Capita

- Gross domestic product (GDP) per capita: total value of goods and services produced in a country divided by the number of people in the country.
  - This figure can be a misleading indicator to use in country comparisons: the average figure hides the unequal distribution of wealth; the purchasing power of currency varies across the globe; GDP measures only the formal economy; the environment, spending on human services, gender, and education are ignored.

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## 61 B. Measure of Human Well-being

- United Nations Human Development Index (HDI) is grounded in data on income, purchasing power, health care, and education.

– HDI cannot score the equality of the distribution of income or purchasing power.

- United Nations Gender Empowerment Measure (GEM) scores according to how well a country enables participation by women in political and economic life.

– A high GEM rank does not necessarily mean women are doing *well*, just better than other countries.

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## 63 VI. POPULATION PATTERNS

### A. Global Patterns of Population Growth

- Although it starts out slowly, exponential population growth results from populations doubling over ever shorter periods.
- Technological, industrial, and scientific revolutions have allowed populations to increase rapidly, as humans could more easily exploit land and resources and treat diseases more readily.

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### 65 B. Local Variations in Population Density and Growth

- Population density is not distributed equally. For example, most people live north of the equator, and in most places people tend to live close to water or in lowlands where conditions for agriculture are suitable.
- The physical environment does not fully determine density, as resources increasingly can be acquired from far away. Economic, cultural, and social factors must also be examined to explain density.
- Rates of growth vary across the world.

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### 67 C. Age and Gender Structures

- Population pyramids are useful devices for depicting and comparing the structures of age and gender, often revealing subtle age and gender differences within populations.
- The ratio of females to males started to decline around 1900; this is due to a strong preference for males in many cultures, resulting in the abortion of female fetuses, female infanticide, and poor health care and nutrition for females.

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### 70 D. Population Growth Rates and Wealth

- Places with slow population growth rates tend to be more affluent than those with fast growth rates.
- Children are often seen as an asset and source of labor in subsistence agriculture economies; however, when the situation changes to one in which cash is necessary, education enhances a person's income-earning abilities; children actually become an economic liability until they reach adulthood; thus, most people in industrialized societies choose to have fewer children.
- When growth rates in a region slow, we say the region has gone through the demographic transition.

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### 72 E. Is the World Overpopulated?

- Experts worry about overpopulation because of the effects of overcrowding and poverty, deterioration of the environment and quality of life, and the threat to plant and animal species.

- The subject of slowing population growth is heavily debated. Some feel technology will solve our problems by increasing our access to resources, and to many, human reproduction is a sensitive religious issue, not a matter for public debate.

73  **VII. HUMANS AND THE ENVIRONMENT**

- **A. Sustainable Development**

- The aim of sustainable development is to improve standards of living without jeopardizing those of future generations.
- Political ecologists study how power relationships in a society affect how development proceeds, whose needs it addresses, and how success is measured. They examine the way resources are used in relation to development.

74  **Sustainable Development**

- Sustainable Agriculture

- Sustainable agriculture seeks to meet food demands without degrading the environment or natural resources, and to address the fact that food is not distributed adequately.
- Soil degradation, caused by overgrazing, deforestation, and farmland mismanagement, is putting the livelihoods of a billion people at risk.

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78  **Sustainable Development**

- Sustainability and Urbanization

- Increasing human populations, living in larger and larger urban settings, have many difficult realities to live with: overcrowding, water contamination, and disease.

- Changing Patterns of Resource Consumption

- As people move from agricultural work to industrial or service jobs, they use more resources; a relatively rich global minority (about 20 percent) now consumes more than 80 percent of the world's resources in any given year.

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80  **B. Global Warming**

- Greenhouse gases, released through the burning of fossil fuels, allow heat to be trapped in the earth's atmosphere, causing a small but crucial increase in the earth's temperatures.
- Human activities that release greenhouse gases have intensified dramatically; at the same time, deforestation has removed the trees and plants that would absorb the gases.
- Global warming can cause the melting of the polar ice caps and a subsequent rise in sea level, shifting climate zones, and more chaotic and severe weather.
- Although industrialized nations have most of the responsibility for present levels of emissions, as industrialization and urbanization spread in less developed countries, the potential is great for much higher levels of greenhouse gas emissions.

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