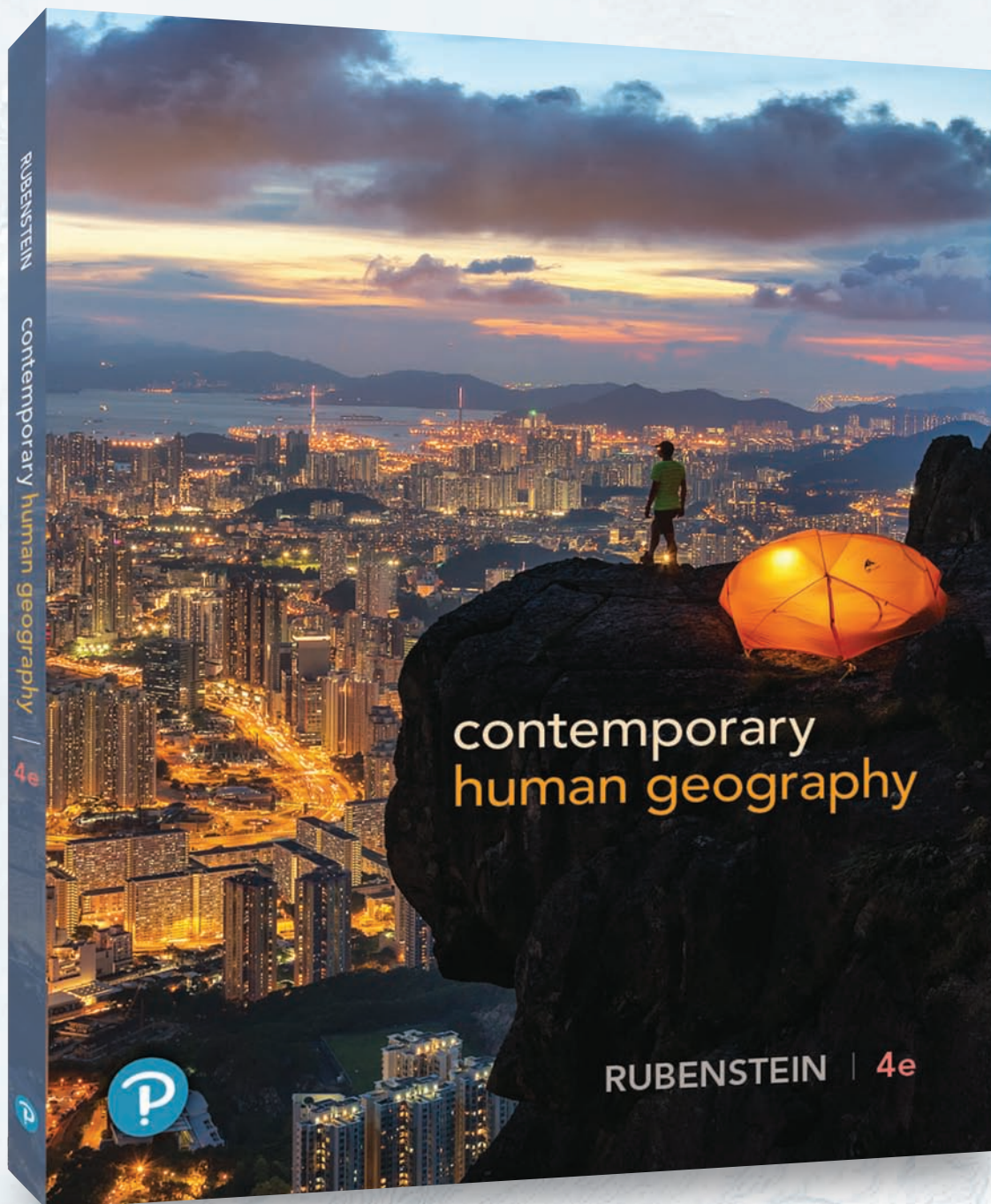


contemporary human geography



RUBENSTEIN | 4e

What's *Your* Map to Human Geography?



Contemporary Human Geography is a modular springboard into essential human and cultural geography concepts. Designed for the modern student, this innovative text explores the key issues of contemporary human geography in a bold, visual style. Topics are organized into self-contained, two-page spreads, supported by cutting-edge cartography and a rich array of media and assessment, including videos and MapMaster 2.0™ in Mastering™ Geography.

A Brief, Visual Introduction

HALLMARK! The highly-visual modular approach of this text consists of chapters made up of self-contained two-page spreads—a reliable presentation that gives instructors flexibility when assigning material to students.

2.1

KEY ISSUE 1 Where are people distributed?

Population Concentrations

- Explain reasons for the distribution of the world's peoples.

Human beings are not distributed uniformly across Earth's surface (Figure 2.1.1). World maps depict this distribution in several ways.



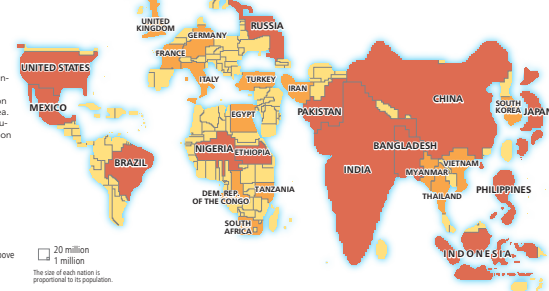
Population Portions

The world can be divided into seven portions, each containing approximately 1 billion people (Figure 2.1.2). The small size of the Asia portions shows the large number of the world's inhabitants living there.



Population Cartogram

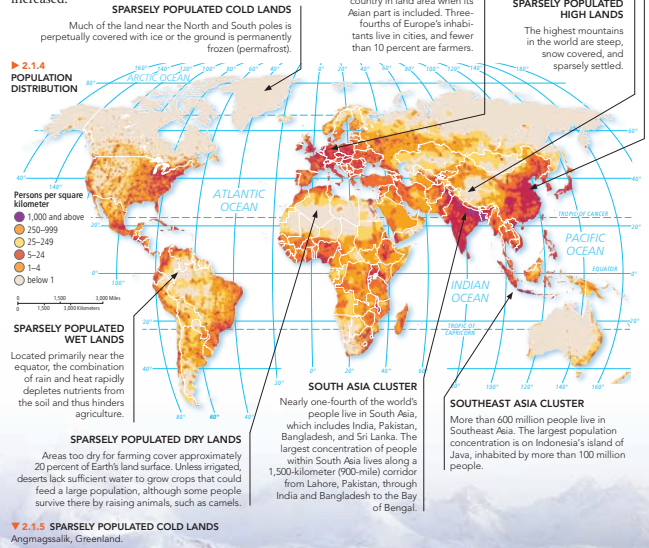
A cartogram depicts the size of countries according to population rather than land area, as is the case with most maps (Figure 2.1.3).



Population Clusters

Two-thirds of the world's inhabitants live in four regions—East Asia, South Asia, Southeast Asia, and Europe (Figure 2.1.4). The four population concentrations occupy generally low-lying areas, with temperate climate and soil suitable for agriculture. Physical environments that are too dry, too cold, too wet, or too mountainous have relatively few inhabitants (Figure 2.1.5).

The areas of Earth that humans consider too harsh for occupancy have diminished over time, whereas the portion of Earth's surface occupied by permanent human settlement—called the **ecumene**—has increased.



Applied Human Geography

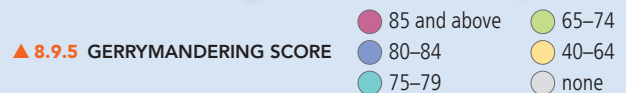
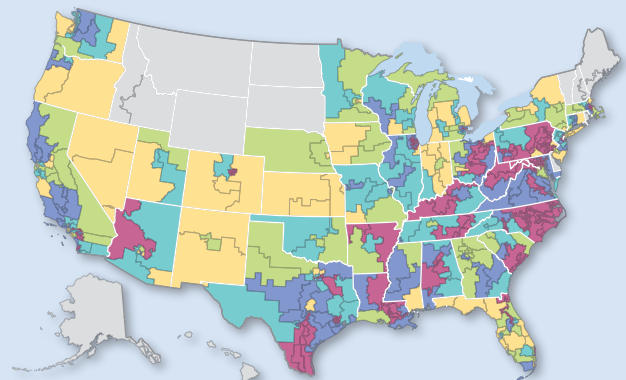
NEW What's Your Geography? activities ask students to apply the skills and techniques of geographers to their personal experiences and local environments, helping to connect the relevance of human geography with everyday life.



WHAT'S YOUR POLITICAL GEOGRAPHY?

Check out the shape of your state's legislative districts.

1. In your search engine, **enter** [your state] *congressional district map*. If you live in a state with only one state-wide at large Representative (Alaska, Delaware, Montana, North Dakota, South Dakota, Vermont, and Wyoming), enter another state.
2. Are the districts compact and geometrically shaped, or are they irregularly shaped? If irregularly shaped, can you see a geographical reason for the shape, perhaps a natural feature such as a body of water, or a cultural boundary such as between ethnicities?
3. A gerrymander score has been calculated for each Congressional district (Figure 8.9.5). Use your Internet browser to **search** for *gerrymander score*. Or **search** *How gerrymandered is your Congressional district?* at www.washingtonpost.com. The higher the score, the more severe the gerrymandering. What is the gerrymander score for your Congressional district? Did you expect your district to have a higher score or a lower score? Why?



DEBATE IT! Should countries restrict immigration?

Immigration has become a controversial issue in many developed countries, including the United States and much of Europe.

CONTROL THE NUMBER OF IMMIGRANTS

- ▶ Immigrants compete for jobs with people already in the country and make it harder for citizens to find jobs.
- ▶ Immigrants place strains on services designed for citizens, such as schools and hospitals.
- ▶ Immigrants lack understanding and support for the host country's cultural traditions.



▲ 3.10.2 ANTI-IMMIGRANT RALLY
Cambridgeshire, United Kingdom.

WELCOME IMMIGRANTS

- ▶ Immigrants fill low-paying jobs that citizens don't want, such as in food services and agriculture.
- ▶ Immigrants place limited demands on public services.
- ▶ The different cultural heritage of immigrants enriches the life of the host country.



▲ 3.10.3 PRO-IMMIGRANT RALLY
London, United Kingdom.

UPDATED Debate It! features present two sides of a complex human geography topic, encouraging students to engage in active debate and decision-making. Readers may find that they agree with one side of the debate, or they may find merits in both perspectives.

Analyzing Earth's Dynamic Geography

NEW Geospatial Analysis activities leverage GIS-inspired MapMaster 2.0 in Mastering Geography, allowing students to layer various thematic maps to analyze spatial patterns and data at regional and global scales. The interactive maps are fully mobile, with enhanced analysis tools, such as split screen, bivariate mapping, data probing, map styling, and data filtering. Students can geolocate themselves in the data and upload their own data for advanced mapmaking. This tool includes zoom and annotation functionality, with hundreds of map layers integrating recent data from authoritative sources such as the PRB, the World Bank, NOAA, NASA, USGS, United Nations, the CIA, and more.



Geospatial Analysis

Log in to the Mastering Geography Study Area to access MapMaster 2.0

Emissions and energy consumption

Carbon dioxide emissions and energy consumption have both increased. At the national scale, are the two related?

Add the *Energy Consumption* layer.

1. What world regions have the highest energy consumption per capita?
2. **Add** the *Carbon Dioxide Emissions* layer and **select** *Join with data layer*. Probe the map. Are countries with high carbon dioxide emissions per capita those with relatively high energy consumption per capita or relatively low? What might account for this relationship?



▲ 14.CR.7 ENERGY CONSUMPTION & CARBON DIOXIDE EMISSIONS

NEW Research & Analyze activities have students explore data from authoritative and up-to-date online sources, responding to critical thinking questions based on the data.



Surging Seas
<https://goo.gl/Cj4osb>



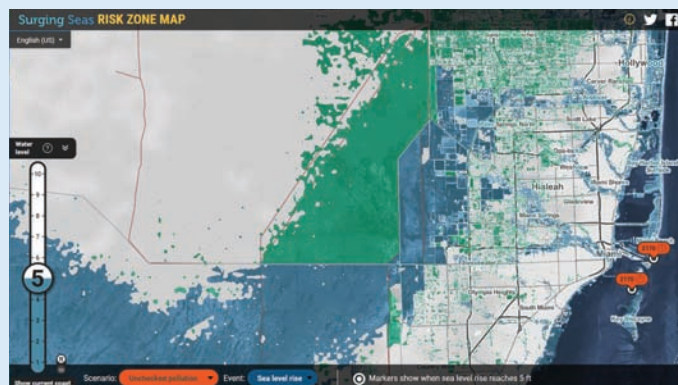
RESEARCH & ANALYZE Rising sea level

Climate change has raised the global sea level about 8 inches since 1880, and by nearly 2 feet along the U.S. East Coast. The interactive map at [SurgingSeas.org](https://www.surgingseas.org) shows different amounts of flooding, depending on the level of sea level rise.

At [SurgingSeas.org](https://www.surgingseas.org), **click** *Maps & Tools*, then *Risk Zone* map. At *Enter a Global Coastal Place*, **type** *Miami*.

1. What are some of the features in Miami Beach that would be underwater if the sea level rises 5 feet?
2. **Click** *Property*. Are properties in Miami Beach at risk of sea level rise mostly of high value or low value? Why might that be?

▶ 1.13.6 IMPACT OF RISING SEA LEVEL ON MIAMI



Review, Analyze, & Apply

NEW Review, Analyze, & Apply. The final two-page spread of each chapter reviews the main points of the chapter, organized around the four Key Issues. The end-of-chapter material also includes *Key Terms* as well as numerous activities, including *Thinking Geographically*, *GeoVideos*, *Geospatial Analysis*, and *Explore* activities.

CHAPTER

3

Review, Analyze, & Apply

KEY ISSUE 1 Where Are Migrants Distributed?

Emigration is migration from a location, immigration is migration to a location, and net migration is the difference between the two. The largest numbers of migrants are from Asia and Latin America to North America and from Asia to Europe. The principal sources of immigrants to the United States have changed over time.

THINKING GEOGRAPHICALLY

1. In recent years, has your community seen net migration or net out-migration? What factors might explain your community's net migration?



▲ 3.CR.1 NATURALIZATION CEREMONY

KEY ISSUE 2 Where Do People Migrate Within Countries?

Two main types of internal migration are interregional (between regions of a country) and intraregional (within a region). Large countries, including the United States and Canada, have had important patterns of interregional migration. Two intraregional migration patterns are from rural to urban areas (especially in developing countries) and from urban to suburban areas (especially in developed countries).

THINKING GEOGRAPHICALLY

2. Have you personally experienced (a) interregional migration, (b) intraregional migration, or (c) intraregional migration? If so, why did your family migrate? Was the experience easy or difficult? Why?



▲ 3.CR.2 LOS ANGELES SUBURBS

Explore

Mexico's other border

Use Google Earth to explore Mexico's southern border (Figure 3.CR.5).

Search for Talisman, Mexico, border crossing.

- Use **Street View** for a ground-level view of the border crossing. Which if any of Mexico's border crossings with the United States in Figure 3.9 does the Talisman one resemble? Why?
- Click** the X in the upper left to return to aerial view. **Zoom** out to around 3 km.
- What is the country bordering Mexico? The border mostly follows a river. What is the river's name?
- Follow the river to the south. Do you see any other official border crossings? Does the border look easy to cross or difficult? Why?

KEY ISSUE 3 Why Do People Migrate?

People migrate for a combination of push and pull factors. Most people migrate for economic reasons, pushed from areas with limited economic prospects and pulled to areas of relative prosperity. Some migration is caused by environmental factors, as well as political and other cultural factors.

THINKING GEOGRAPHICALLY

3. When you graduate from your school, do you expect to undertake international, interregional, or intraregional migration? Why?



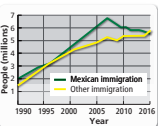
▲ 3.CR.3 TODAY'S GRADUATES, TOMORROW'S MIGRANTS?

KEY ISSUE 4 What Challenges Do Migrants Face?

Many countries, including the United States, limit the number of immigrants. For many developed countries, the demand for legal residency from international migrants significantly exceeds the number of slots set by the government. Hostility to immigrants is common, including among some Europeans.

THINKING GEOGRAPHICALLY

4. The number of unauthorized immigrants from Mexico to the United States has been declining since 2007. Given the push and pull factors underlying people's reasons for migrating, what might account for this decline?



▲ 3.CR.4 UNAUTHORIZED IMMIGRANTS IN U.S.



▲ 3.CR.5 MEXICO'S SOUTHERN BORDER

Key Terms

Asylum seeker (p. 73) Someone who has migrated to another country in the hope of being recognized as a refugee.

Brain drain (p. 78) Large-scale emigration by talented people.

Chain migration (p. 78) Migration of people to a specific location because relatives or members of the same nationality previously migrated there.

Counterurbanization (p. 71) Net migration from urban to rural areas in developed countries.

Emigration (p. 64) Migration from a location.

Floodplain (p. 74) The area subject to flooding during a given number of years, according to historical trends.

Guest worker (p. 82) A term once used for a worker who migrated to the developed countries of Northern and Western Europe, usually from Southern and Eastern Europe or from North Africa, in search of a higher-paying job.

Immigration (p. 64) Migration to a new location.

Internal migration (p. 65) Permanent movement within a particular country.

Internally displaced person (IDP) (p. 73) Someone who has been forced to migrate for similar political reasons as a refugee but has not migrated across an international border.

International migration (p. 65) Permanent movement from one country to another.

Interregional migration (p. 65) Permanent movement from one region of a country to another.

Intervening obstacle (p. 72) An environmental or cultural feature of the landscape that hinders migration.

Intraregional migration (p. 65) Permanent movement within one region of a country.

Migration (p. 64) A form of relocation diffusion involving a permanent move to a new location.

Migration transition (p. 64) A change in the migration pattern in a society that results from industrialization, population growth, and other social and economic changes that also produce the demographic transition.

Net migration (p. 64) The difference between the level of immigration and the level of emigration.

Pull factor (p. 72) A factor that induces people to move to a new location.

Push factor (p. 72) A factor that induces people to leave old residences.

Quota (p. 79) In reference to migration, a law that places maximum limits on the number of people who can immigrate to a country each year.

Refugees (p. 73) People who are forced to migrate from their home country and cannot return for fear of persecution because of their race, religion, nationality, membership in a social group, or political opinion.

Remittance (p. 75) Transfer of money by workers to people in the country from which they emigrated.

Unauthorized immigrant (p. 80) A person who enters a country without proper documents to do so.

GeoVideo

Log in to the Mastering Geography Study Area to view this video.

Title: Xenophobia in Lampedusa

Thousands of unauthorized migrants from Tunisia arrived in small boats on Lampedusa, an island in the Mediterranean Sea with 6,000 inhabitants that is part of Italy.

- What push and pull factors motivated the Tunisians to migrate to Lampedusa?
- How have most of the 6,000 inhabitants of Lampedusa reacted to the arrival of Tunisians?
- Explain why Tunisians have been migrating to Lampedusa, by consulting a map showing the location of the island.



Mastering Geography

Looking for additional review and test prep materials? Visit the Study Area in Mastering Geography to enhance your geographic literacy, spatial reasoning skills, and understanding of this chapter's content. Access MapMaster™ interactive maps, video case studies, In the News current articles, flashcards, self-study quizzes, an eText of Contemporary Human Geography, and more. pearson.com/mastering/geography



Geospatial Analysis

Log in to the Mastering Geography Study Area to access MapMaster 2.0.

Europe's immigrants and emigrants

Substantial immigration is occurring within Europe. Let's see where people are coming and going.

Add the Net Migration data layer. **Select** the Settings icon from the Legend, and **select Show Political Labels**. **Add** the Gross National Income per capita layer and **select Split Map Window**. **Zoom** to Europe.

- Europe can be divided between east and west. Which of the two has net outmigration, and which has net immigration?
- Which half of Europe has higher gross national income per capita?
- In what way do you think the patterns on the two maps are associated with each other?

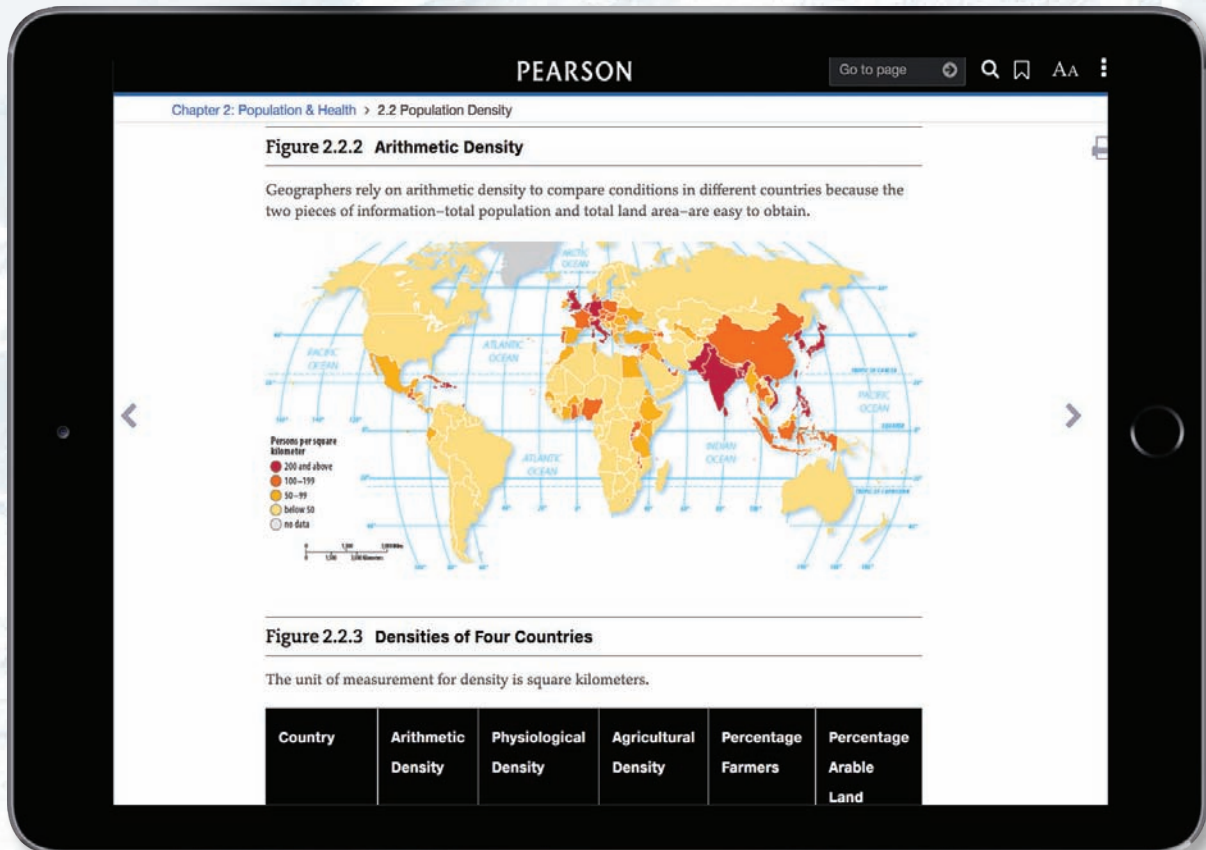


▲ 3.CR.7 NET MIGRATION AND GROSS NATIONAL INCOME PER CAPITA EUROPE

CHAPTER 3 MIGRATION

Continuous Learning Before, During, and After Class

Mobile Media and Reading Assignments Ensure Students Come to Class Prepared.



The screenshot shows a tablet displaying a Pearson eText page. The page title is "PEARSON" and the navigation bar includes "Go to page", a search icon, a bookmark icon, and "AA" for text size. The page content is from "Chapter 2: Population & Health > 2.2 Population Density".

Figure 2.2.2 Arithmetic Density

Geographers rely on arithmetic density to compare conditions in different countries because the two pieces of information—total population and total land area—are easy to obtain.

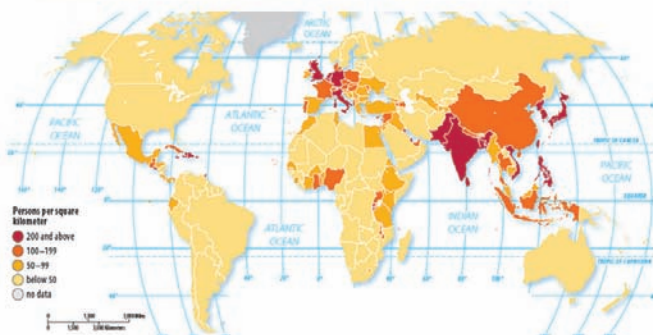


Figure 2.2.3 Densities of Four Countries

The unit of measurement for density is square kilometers.

Country	Arithmetic Density	Physiological Density	Agricultural Density	Percentage Farmers	Percentage Arable Land

Pearson eText in Mastering Geography gives students access to the text whenever and wherever they can access the internet. eText features include:

- Available on smartphones, tablets, and computers.
- Seamlessly integrated videos and other rich media.
- Fully accessible (screen-reader ready).
- Configurable reading settings, including resizable type and night reading mode.
- Instructor and student note-taking, highlighting, bookmarking, and search.

Pre-Lecture Reading Quizzes are easy to customize & assign

Reading Questions ensure that students complete the assigned reading before class and stay on track with reading assignments. Reading Questions are 100% mobile ready and can be completed by students on mobile devices.

with Mastering™ Geography

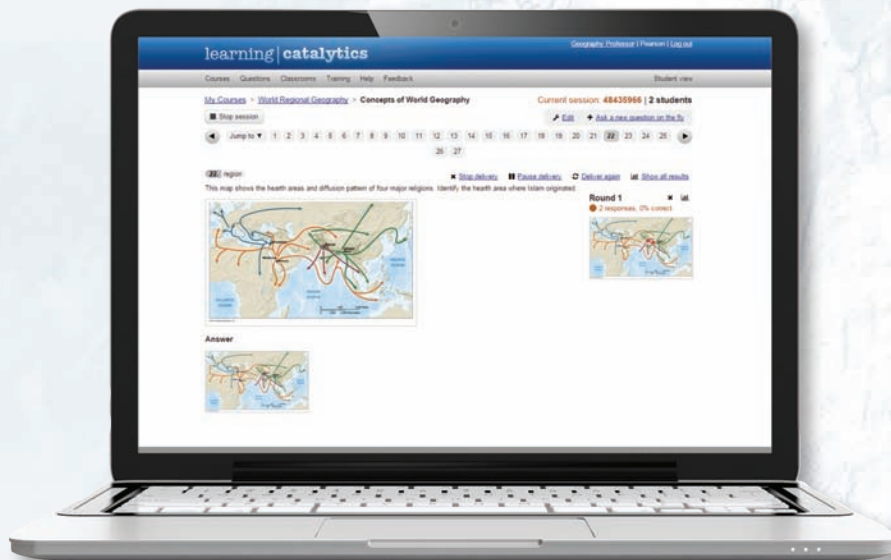
Learning Catalytics and Engaging Media

What has Professors and Students excited? Learning Catalytics, a 'bring your own device' student engagement, assessment, and classroom intelligence system, allows students to use their smartphone, tablet, or laptop to respond to questions in class. With Learning Catalytics, you can:

- Assess students in real-time using open ended question formats to uncover student misconceptions and adjust lecture accordingly.
- Automatically create groups for peer instruction based on student response patterns, to optimize discussion productivity.

"My students are so busy and engaged answering Learning Catalytics questions during lecture that they don't have time for Facebook."

Declan De Paor, Old Dominion University



Enrich Lecture with Dynamic Media

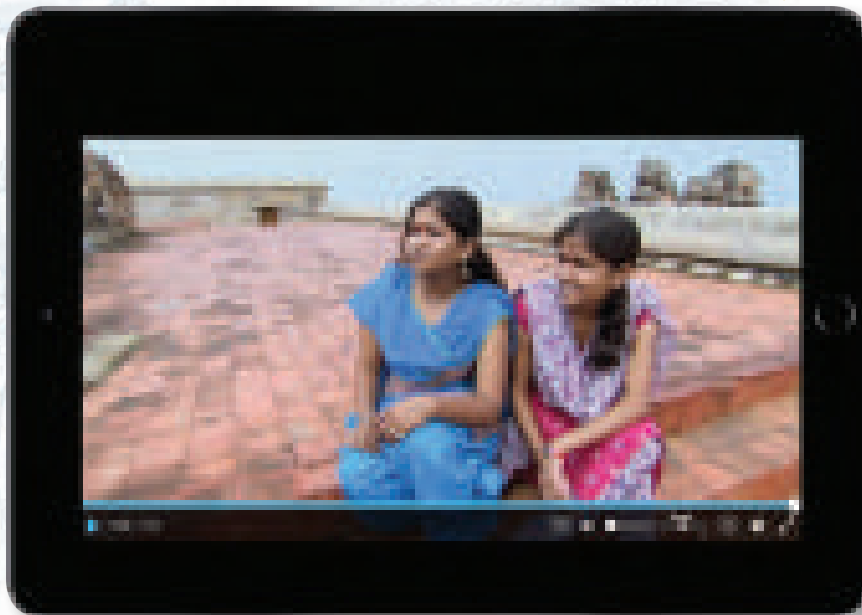
Teachers can incorporate dynamic media into lecture, such as Videos, MapMaster 2.0 Interactive Maps, Google Earth Virtual Tour Videos, and Geoscience Animations.

Mastering Geography

Mastering Geography delivers engaging, dynamic learning opportunities—focusing on course objectives and responsive to each student’s progress—that are proven to help students absorb human geography course material and understand challenging geography processes and concepts. Visit www.pearson.com/mastering/geography.

Easy to Assign, Customizable, Media-Rich, and Automatically Graded Assignments

UPDATED! Over 240 Geography Videos from sources such as the BBC, The Financial Times, and Television for the Environment’s *Life* and *Earth Report* series. Available for student self study or for assignment with quizzes.



HALLMARK! Thinking Spatially & Data Analysis activities coach students through spatial reasoning and real world data analysis activities related to core geography concepts.

Drag the appropriate labels to their respective targets. Note that "transitional" is used twice.

Hints

The graph shows birth and death rates (per thousand per year) over time. The y-axis ranges from 10 to 40. The x-axis is labeled 'Time' and is divided into five stages. The birth rate (green line) starts at approximately 38, remains high until Stage 2, then drops sharply to about 12 by Stage 5. The death rate (red line) starts at approximately 12, remains low until Stage 2, then rises sharply to about 38 by Stage 5. The total population (purple line) starts at approximately 15, rises to a peak of about 35 in Stage 3, and then declines to about 15 by Stage 5. The industrial (blue line) and preindustrial (orange line) lines are not clearly visible but are likely represented by the birth and death rates respectively.

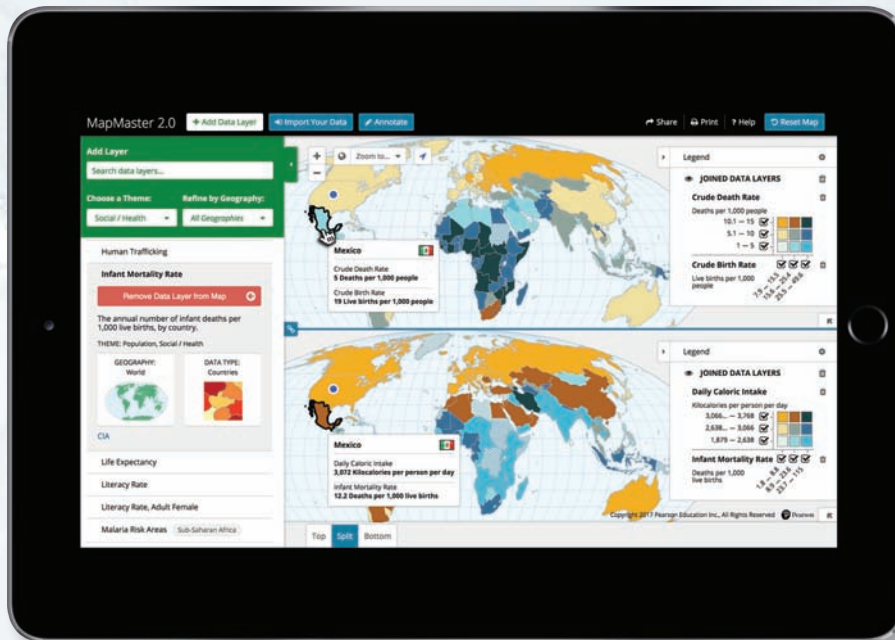
Labels to be dragged:

- birth rate
- total population
- industrial
- transitional
- preindustrial
- death rate
- postindustrial

Reset Help

Submit My Answers Give Up

21st Century Technology & Tools for Today's Students



NEW! MapMaster 2.0 Interactive Map Activities are inspired by GIS, allowing students to analyze spatial patterns and data at regional and global scales by combining multiple thematic maps. The maps are now fully mobile, with enhanced analysis tools, such as split screen, allowing students to geolocate themselves in the data and upload their own data for advanced mapmaking. This tool includes zoom and annotation functionality, with hundreds of map layers leveraging recent data from authoritative sources such as the PRB, the World Bank, NOAA, NASA, USGS, United Nations, the CIA, and more.

UPDATED! GeoTutor Activities help students master even the most challenging geography concepts with highly visual, kinesthetic, and data-rich activities focused on critical thinking and the application of core geoscience concepts.

Part D - Bringing it all Together: Space, Location, and Place

The ideas of space, location, and place are slightly different concepts, and all three are needed to gain a full understanding of geography. With the examples below, determine whether each is describing a space, location, or place.

Drag the appropriate items into their respective bins.

► [Hints](#)

[Reset](#) [Help](#)

Montague Island is one of the last natural homes of the Colorado Delta clam.


San Ignacio Lagoon draws whale-watchers from around the world because gray whales migrate to the waters every winter.


La Paz, Mexico is located at 24.1422° N, 110.3108° W.


Tijuana is located south of San Diego, but north of Ensenada.

The boundaries of Isla Cerralvo.

The beaches of Cabo San Lucas.

Place


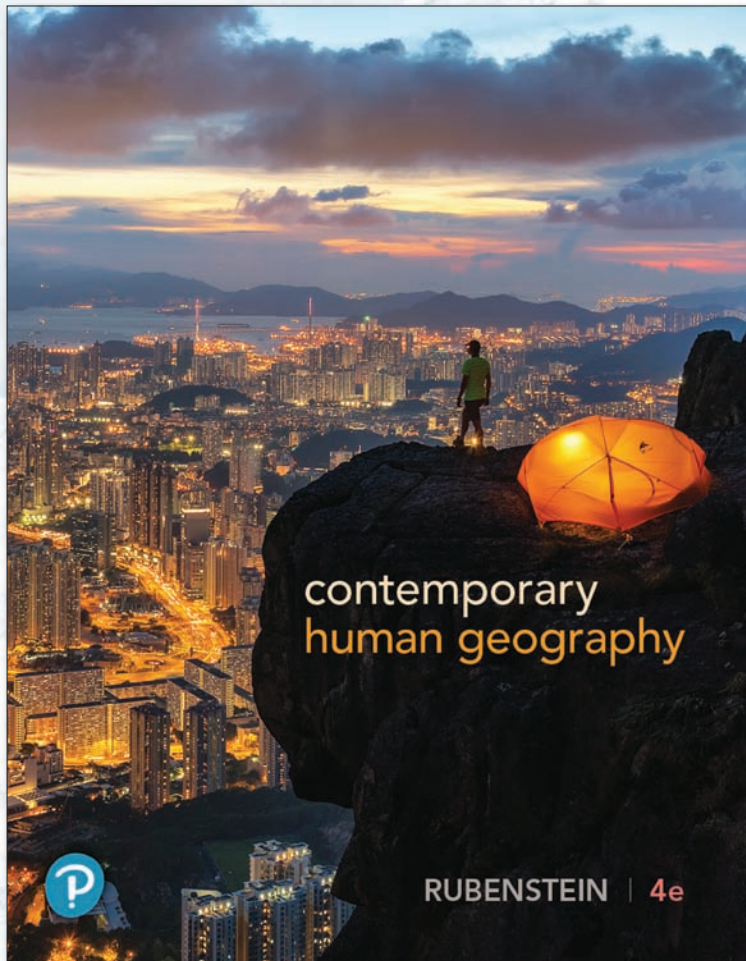
Location


Space


[Submit](#) [My Answers](#) [Give Up](#)

Resources for YOU, the Instructor

Mastering Geography provides you with everything you need to prep for your course and deliver a dynamic lecture, in one convenient place. Resources include:



LECTURE PRESENTATION ASSETS FOR EACH CHAPTER

- PowerPoint Lecture Outlines
- PowerPoint Clicker Questions
- Files for all illustrations, tables, and photos from the text

TEST BANK

- The *Test Bank* in Microsoft Word formats
- TestGen Computerized *Test Bank*, which includes all the questions from the test bank in a format that allows you to easily and intuitively build exams and quizzes

TEACHING RESOURCES

- *Instructor Resource Manual* in Microsoft Word and PDF formats
- Pearson Community Website www.communities.pearson.com/northamerica/s/
- Goode's *World Atlas*, 23rd Edition
- Mann/Kump, *Dire Predictions: Understanding Climate Change*, 2nd Edition

Measuring Student Learning Outcomes

All of the Mastering Geography assignable content is tagged to key learning concepts from the book, the National Geography Standards, and Bloom's Taxonomy. You also have the ability to add your own learning outcomes, helping you track student performance against your course goals. You can view class performance against the specified learning outcomes and share those results quickly and easily by exporting to a spreadsheet.

Contemporary Human Geography

Fourth Edition



James M. Rubenstein

MIAMI UNIVERSITY, OXFORD, OHIO



Executive Editor, Geosciences Courseware: Christian Botting
Director, Courseware Portfolio Management: Beth Wilbur
Content Producer: Brett Coker
Managing Producer: Michael Early
Product Marketing Manager: Alysun Burns
Executive Field Marketing Manager: Mary Salzman
Courseware Portfolio Management Specialist, Content Development: Jonathan Cheney
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Preface

Welcome to a truly contemporary geography textbook! We live in a visual age, and geography is a highly visual discipline, so Pearson—the world’s leading publisher of geography textbooks—invites you to study human geography as a visual subject.

The fourth edition of *Contemporary Human Geography* builds on the strengths of the first three editions, while responding to user feedback to make important changes and improvements, and incorporating innovative features, current data, and new information.

NEW & ENHANCED FEATURES

This edition brings substantial changes in both organization and content, as well as updated information and data. Especially important is the consideration of digital as well as paper versions of the book. This book has been designed to be legible—and attractive—in either paper or electronic format. Several features integrated into the text enhance student understanding and analytic skills.

New & Updated in the 4th Edition

- **NEW *What’s Your Geography?*** features ask students to apply the skills and techniques of geographers to their real-world experiences and environments. *What’s Your Geography?* helps students connect the relevance of human geography to their everyday lives.
- **NEW *Geospatial Analysis*** activities leverage GIS-inspired MapMaster 2.0 in Mastering Geography, allowing students to analyze spatial patterns and data at regional and global scales through overlaying multiple maps. The fully-mobile interactive maps have enhanced analysis tools, such as split screen, bivariate mapping, data probing, map styling, and data filtering. Students can geolocate themselves in the data and upload their own data for advanced mapmaking. MapMaster 2.0 includes zoom and annotation functionality, with hundreds of map layers leveraging recent data from sources such as the PRB, the World Bank, NOAA, NASA, USGS, United Nations, the CIA, and more.
- **NEW *Research & Analyze*** activities help students examine data from authoritative and up-to-date online sources and to respond to critical thinking questions based on the data.

- **UPDATED *Debate It!*** features present two sides of a complex human geography topic and encourages students to engage in active debate and decision-making. Readers may find that they agree with one side of the debate, or they may find merits in both perspectives.
- **UPDATED *Word clouds***, on the first page of each chapter visually depict the most important concepts and terms to be addressed in the chapter.
- **UPDATED *Location maps*** present a spatial overview of each chapter, identifying select places explored in each chapter’s applications and case studies.
- **UPDATED *Explore*** features have students use Google Earth™ to investigate in more detail a concept or place discussed in the chapter and answer questions based on their observations.
- **UPDATED *GeoVideo*** features integrate videos related to core subjects of each chapter. Students are encouraged to log into Mastering Geography to view videos that explore contemporary applications of chapter topics.
- **UPDATED *Thinking Geographically*** questions consist of several visual and thought-provoking “essay-style” questions at the end of each chapter, suggesting directions for further reflection, based on concepts and themes developed in the chapter.

NEW & ENHANCED ORGANIZATION

This book has a clear, easy-to-use organization and outline.

- **Opening spread.** Each chapter opens with an outline of the four Key Issues that will be addressed in the chapter, and introduces key terms and places found in the chapter.
- **Key Issues.** Each chapter follows an outline based on four Key Issues that outline the main topics and big questions in human geography covered in the chapter.
- **Self-contained spreads.** Each two-page spread is titled and numbered to enhance the clarity of the outline.
- **Learning Objectives.** Each two-page spread (or “module”) begins with a Learning Objective that frames the main concept of that spread for students.

- **Self-contained pages.** Each page within the two-page spreads is also self-contained. As a result, maps and photos appear next to where they are discussed in the text. No more going through a chapter to find a figure that has been referenced on one page but actually appears on another page. This approach is especially critical for reading the eText on a tablet or computer.
- **Review, Analyze, & Apply.** The final two-page spread of each chapter (four pages for Chapter 1) reviews the main points of the chapter, organized around the four Key Issues. The end-of-chapter material also includes Key Terms as well as the activity features described above, including Thinking Geographically, GeoVideos, Geospatial Analysis, and Explore activities.

NEW & ENHANCED CONTENT

Human geography is a dynamic subject. Topics that were central to the discipline a generation ago have faded in importance, while new ones take their place. Each chapter naturally provides updates of the most recently available data. Below are examples of entirely new material included in each chapter.

What basic concepts do geographers use? The first portion of the book welcomes students to the study of human geography and introduces basic concepts that geographers use. Geographers employ several concepts to describe the distribution of people and activities across Earth, to explain reasons underlying the observed distribution, and to understand the significance of the arrangements.

Chapter 1 provides an introduction to ways that geographers think about the world. New topics include volunteered geographic information (VGI), citizen science, participatory GIS, and mashups. Geography's five most basic concepts (place, region, scale, space, connection) are introduced through the example of Timor-Leste, one of the world's newest and least-familiar countries. The discussion of sustainability includes new information on the drought in the U.S. West.

Where are people located in the world? Why do some places on Earth contain large numbers of people or attract newcomers whereas other places are sparsely inhabited? Chapters 2 and 3 examine the distribution and growth of the world's population, as well as the movement of people from one place to another.

Chapter 2 (Population & Health) includes an expanded discussion of gender- and age-related health issues, as well as the continuing debate over health care in the United States. 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.

Chapter 3 (Migration) includes recent controversies concerning U.S. borders and the surge of migration into Europe from Africa and Asia. The *What's Your Geography?* feature helps students consider their own family's migration stories.

How are different cultural groups distributed? Geographers look for similarities and differences in the cultural features at different places, the reasons for their distribution, and the importance of these differences for world peace. Chapters 4 through 8 analyze the distribution of different cultural traits and beliefs and the political challenges that result from those spatial patterns.

Chapter 4 (Folk & Popular Culture) includes new material on differences in popular culture within and between countries. The chapter also expanded coverage of the diffusion of various forms of social media, as well as limitations on accessing them.

Chapter 5 (Languages) uses the leading authority *Ethnologue's* latest 5-point classification of languages as institutional, developing, vigorous, in trouble, and dying. A new *Debate It!* feature focuses on the need for learning foreign languages.

Chapter 6 (Religions) has been substantially reorganized and rewritten, and includes input from some of the nation's leading authorities on the geography of religions. A new section has been added concerning the contemporary diffusion of religions.

Chapter 7 (Ethnicities) includes new material on ethnic enclaves in large cities, including London, Paris, and New York. A new *Debate It!* feature considers recent independence movements among ethnicities.

Chapter 8 (Political Geography) addresses current conflicts and terrorist organizations. The chapter also includes a new *Debate It!* feature on "Brexit" (Britain's withdrawal from the European Union) and updated information on gerrymandering.

How do people earn a living in different parts of the world? Human survival depends on acquiring an adequate food supply. One of the most significant distinctions among people globally is whether they produce their food directly from the land or buy it with money earned by performing other types of work. Chapters 9 through 12 look at the three main ways of earning a living: agriculture, manufacturing, and services. Chapter 13 discusses cities, where the world's economic and cultural activities are increasingly centered.

Chapter 9 (Food & Agriculture) now precedes the chapter on development, in accordance with the order suggested by the Advanced Placement™ Human Geography course syllabus. Key Issue 4 includes expanded information on trade, productivity, biotechnology, and sustainability.

Chapter 10 (Development) reflects recent changes in United Nations development indices and the organization's sustainable development goals.

The chapter includes an expanded discussion of gender-related development, including inequality and empowerment. The chapter also addresses current challenges to the international trade development path.

Chapter 11 (Industry) has been reorganized, though still maintaining the geographic distinction between site and situation factors. Readers are asked to identify the national origin of their t-shirts and their car.

Chapter 12 (Services) includes expanded discussion of the new sharing economy, such as Uber™ and Airbnb™. New features include an interactive study of food deserts.

Chapter 13 (Urban Patterns) includes updated census definitions of “urban.” A new case study illustrates the CBD (Central Business District) of Mobile, Alabama. The chapter also contains new material on transportation epochs and bicycles in urban areas.

What issues result from using Earth’s resources? Geographers recognize that cultural problems result from the depletion, destruction, and inefficient use of the world’s natural resources. Chapter 14 is devoted to a study of issues related to the use of Earth’s natural resources. Readers are asked about their use of plastic bottles, a major cause of solid waste pollution.

CONTEMPORARY PERSPECTIVES

The main purpose of this book is to introduce you to the study of 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. The book is written for students who have not previously taken a college-level geography course.

Titling this book “contemporary” is a bold claim. All credible geography books—including this one—contain up-to-date statistics, recent world events, and current geographic concepts. This book claims to be more contemporary—not merely up-to-date—for three reasons.

1. We live in an electronic age. This book has been designed to be equally usable—and attractive—in both paper or digital formats. Most books are still composed in pages designed for paper—as in the past—and converted to electronic format after printing of the paper version. As a result, the conversion to electronic format is frequently awkward. For example, maps and photos are often placed in the paper version in positions that don’t work well in electronic format.

This is the best-looking human geography textbook available anywhere in paper—and it is also the best-designed book for electronic reading. Furthermore, within the book, some of the learning will take place through accessing information online. Quick Response codes (QRs), URLs, online searches—these are the tools of contemporary teaching.

2. We live in a visual age. This book has been composed in the reverse order of traditional textbooks. A traditional book has the text written first and the graphic material is added later almost as an afterthought. Instead of beginning with an author’s complete manuscript, this book starts with an outline and a visual concept for each two-page module in the book. What would be the most important geographic idea presented on the spread, and what would be the most effective visual way to portray that idea? The maps, graphs, and photos are placed on the page first, and the text is written around the graphics. The production of this book does not have a traditional manuscript; from the outset, the text is written to complement the graphics.

3. We live in a sound bite age. This book replaces the narrative style of traditional books. Each page of this book is self-contained. Material doesn’t carry over to the next page. This places more of a premium on clear, concise outlining as an important pedagogical feature. The text introduces maps, graphs, and photos so that captions can be as brief as possible.

CONTEMPORARY RELEVANCE

Many speculated that geography would be irrelevant in the twenty-first century. Geography’s future was thought to be grim because the diffusion of electronic communications and social media would make it easier for human activities to be conducted remotely. If any piece of information could be accessed from any place in the world (at least where electronic devices work), why live, shop, work, or establish a business in a crowded city or a harsh climate?

In reality, geography has become more, not less, important in people’s lives and the conduct of business. Here are several ways that location matters more now than in the past, because of—not despite—the diffusion of electronic devices:

1. Smartphones and other electronic devices match specific demand to supply in a particular locality. For example: Restaurant apps match hungry people to empty seats in a locality’s restaurants. Real estate apps help people find housing for sale or for rent in a locality. Social apps let people know where their friends in a particular locality are hanging out that night. Transportation apps match vehicles with available seats to people trying to get to specific locations.

These sorts of apps generate data on people’s preferences in space, which in turn helps even more location-based business get started and grow. Instead of looking for restaurants in printed “Yellow Pages,” we find places to eat that are mapped on our device and in our locations. No wonder that geography apps,

in the form of maps (including navigation) and travel (including transportation), rank as two of the five most frequently used services on smartphones.

2. Electronic devices are essential to the smooth movement of people and goods. For example: Turn-by-turn information can prevent you from getting lost or steer you back if you do get lost. Traffic jams on overcrowded roads can be avoided or minimized. Vehicles in the future will be driverless, so you can spend driving time working, learning, or social networking. Instead of turning on a radio to hear traffic information, we look at the red and green traffic flow patterns on an electronic map.
3. The people who make all of these new location-based apps are themselves highly clustered in a handful of places in the world, such as the San Francisco Bay Area. Ideas—both brilliant and far-fetched—are still easier to communicate face-to-face than across long distances. Living and working in places like Silicon Valley, despite high expenses and choking traffic jams, put people next to other like-minded innovators in the electronic-based geography of the twenty-first century.
4. Electronic devices also impact the changing geography of cultural diversity. What if you searched for an available restaurant table in a foreign language? Would you find the same places? What if you conducted an Internet search in a foreign country? Would you find the same information?

LOCAL DIVERSITY VS. GLOBALIZATION

A central theme in this book explores the tension between two important themes—cultural diversity and globalization. In many respects, we are living in a more unified world economically, culturally, and environmentally. Geography's spatial perspectives help to relate economic change to the distributions of cultural features such as languages and religions, demographic patterns such as population growth and migration, and natural resources such as energy, water quality, and food supply.

This book argues, though, 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 questioning free trade agreements. Local diversity even extends to addressing issues, such as climate change, that at first glance are considered global. For example, the “greenest” cars for motorists to drive in Oregon are different than the “greenest” cars for Ohio.

Since 2013, I have written a weekly column for our local newspaper on behalf of our local cooperatively owned grocery store. The column has come to extol the virtues of “local” here in Midwestern USA: the local food, the local farmers, the local seasons, and the locally owned co-op. I admire the farmers and the agriculture from far away, but our local food is more nutritious, consumes less energy, and tastes better. In a world where we feel anger and helplessness at the plight of people in other places, it is at the local scale that we all can make a difference.

THE PUBLISHING TEAM

The steps involved in creating most traditional textbooks haven't changed much. The book passes from one to another like a baton in a relay race. The author writes a manuscript, which then passes in turn through development, editing, and production specialists on the way to the printing press. The preface typically includes a perfunctory litany of acknowledgments for the many fine people who contribute to the development, editing, and production of the book.

In contrast, this book starts as a genuine partnership among the key development, editorial, and production teams. For this truly contemporary book, collaborative partnership better describes its creation. The traditional separation of development, editorial, and production personnel does not occur, and in fact the lines among these functions are deliberately blurred.

Christian Botting, Executive Editor for Geosciences at Pearson Education, is the captain of this team. He has now been the leader on seven of my book projects. 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. Christian knows when to lead the market and when to listen to users, when to innovate and when to stick with success, when to let the team do its job and when to step in and make a tough decision. His instincts are infallible.

Corey Brincks, Research Assistant, first came to my attention as a sophomore at Miami University. Although the only sophomore in a class of 22 seniors, he was the strongest student in the class. He has since co-authored



with me a couple of papers on the auto industry. Corey has embarked on a career at nonprofit organizations concerned with international development in Asia, including stints in Timor-Leste and Vietnam. His imprint appears in this book from the very first feature on Timor-Leste to the very last feature on cars of the future.