

Preface

This ninth edition of *Human Geography* retains the organization and structure of its earlier versions. Like them, it seeks to introduce its users to the scope and excitement of geography and its relevance to their daily lives and roles as informed citizens. We recognize that for many students, human geography may be their first or only work in geography and this their first or only textbook in the discipline. For these students particularly, we seek to convey the richness and breadth of human geography and to give insight into the nature and intellectual challenges of the field of geography itself. Our goals are to be inclusive in content, current in data, and relevant in interpretations. These goals are elusive. Because of the time lapse between world events and the publication of a book, inevitably events outpace analysis. We therefore depend on a continuing partnership with classroom instructors to provide the currency of information and the interpretation of new patterns of human geographic substance that changing conditions demand.

Organization

The text can easily be read in a one-semester or one-quarter course. The emphasis on human geographic current events and interpretations builds on our initial obligation to set the stage in Chapter 1 by briefly introducing students to the scope, methods, and background basics of geography as a discipline and to the tools—especially maps—that all geographers employ. It is supplemented by Appendix A giving a more detailed treatment of map projections than is appropriate in a general introductory chapter. Both are designed to be helpful, with content supportive of, not essential to, the later chapters of the text.

The arrangement of those chapters reflects our own sense of logic and teaching experiences. The chapters are unevenly divided among five parts, each with a brief orienting introduction. Those of Part One, “Themes and Fundamentals,” examine the basis of culture, culture change, and cultural regionalism, review the concepts of spatial interaction and spatial behavior, and consider population structures, patterns, and change. Parts Two through Four (Chapters 5 through 12) discuss the landscapes of cultural distinction and social organization resulting from human occupation of the earth. These include linguistic, religious, ethnic, folk, and popular differentiation of peoples and societies and the economic, urban, and political organization of space. Chapter 13—Part Five—draws together in sharper focus selected aspects of the human impact on the natural landscape to make clear to students the relevance of the

earlier-studied human geographic concepts and patterns to matters of current national and world environmental concern.

Among those concepts is the centrality of gender issues that underlie all facets of human geographic inquiry. Because they are so pervasive and significant, we felt it unwise to relegate their consideration to a single separate chapter, thus artificially isolating women and women’s concerns from all the topics of human geography for which gender distinctions and interests are relevant. Instead, we have incorporated significant gender/female issues within the several chapters where those issues apply—either within the running text of the chapter or, very often, highlighted in boxed discussions.

We hope by means of these chapter clusters and sequence to convey to students the logic and integration we recognize in the broad field of human geography. We realize that our sense of organization and continuity is not necessarily that of instructors using this text and have designed each chapter to be reasonably self-contained, able to be assigned in any sequence that satisfies the arrangement preferred by the instructor.

New to this Edition

Although the text’s established framework of presentation has been retained in this ninth edition, every chapter contains at least brief text additions or modifications to reflect current data, and many chapters contain new or revised illustrations, maps, and photos.

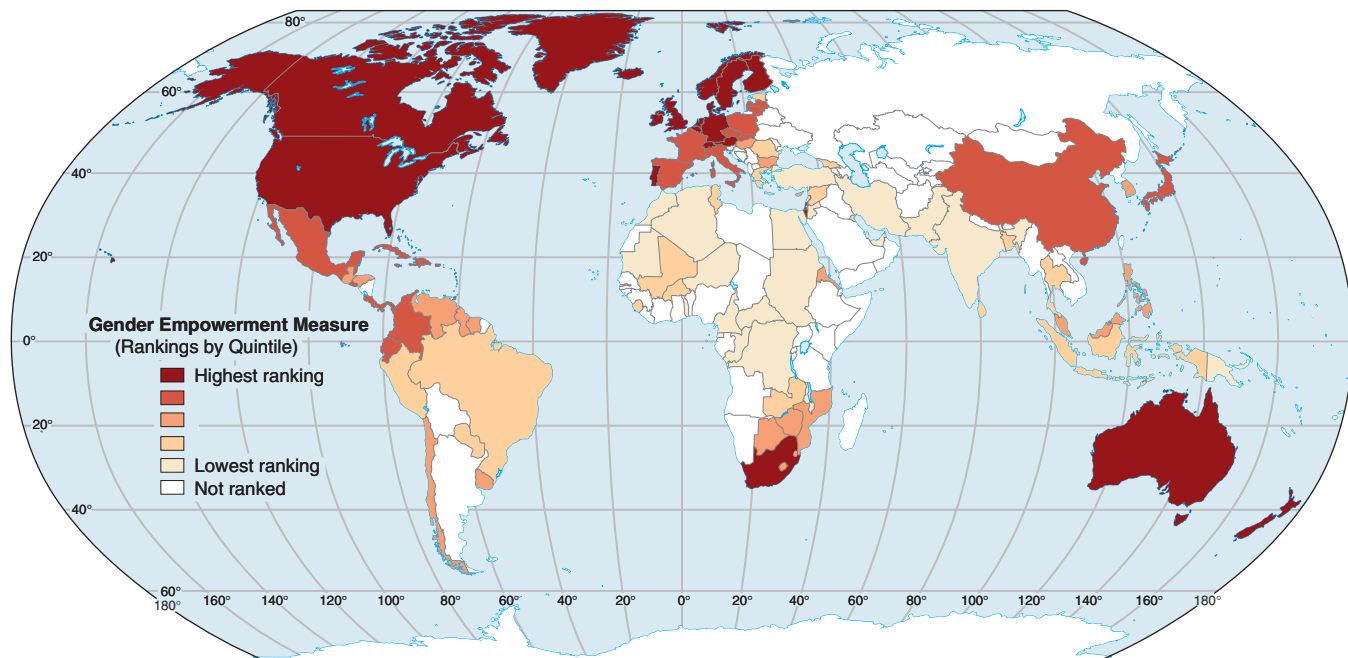
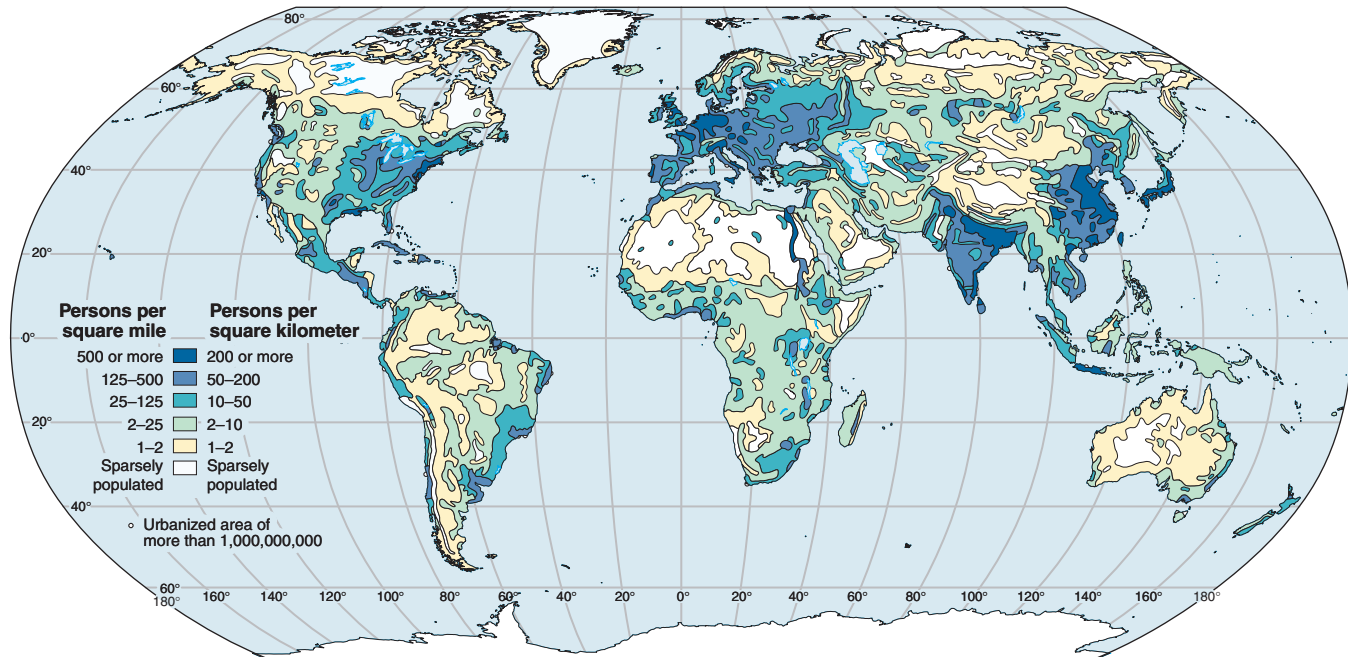
The ninth edition contains many new and updated topics, including the following:

- New or expanded discussions of the meaning of “space” and “place” and Remote Sensing
- New section and discussion of “Globalization”
- Extensive restructuring and expansion of sections on Popular Culture; including, microbreweries, rap music, and more
- New material on “expanding crop production”
- Extensive revision and modification of the fishing section
- Expanded discussion on genetically modified foods
- Detailed discussion of outsourcing, off-shoring, and New International Division of Labor
- Brief discussions of World Cities and exurbs, spread city, and counter-urbanization
- New and expanded section on Cities in the Developing World
- New material on “Pressures on State Primacy”

- New material on “e-waste” and its disposal problems and regulations
- Four New Boxed Readings:
 - Chapter 2: “Is Geography Destiny?”
 - Chapter 7: “Log Cabin Myths and Facts” & “The Globalization of Reggae”
 - Chapter 12: “Terrorism and Political Geography”

The Art of Human Geography

Many of the world maps have been updated using a Robinson projection, which permits some exaggeration of size in the high latitudes in order to improve the shapes of landmasses. Size and shape are most accurate in the temperature and tropical zones. The color palette for the new maps was specifically chosen to accommodate most colorblind readers.




Features

- The “Focus Preview” alerts students to the main themes of the chapter.

Seven

FOLK AND POPULAR CULTURE: Diversity and Uniformity



Focus Preview

A. Folk Culture

1. Anglo-American hearths and folk building traditions, pp. 216–226.
2. Nonmaterial folk culture: foods, music, medicines, and folklore, pp. 226–231.
3. Folk regions and regionalism, pp. 231–233.

B. Popular Culture

1. The nature and patterns of popular culture: inside the mall and out, pp. 233–240.
2. Diffusion and regionalism in popular culture: drink and music, pp. 240–246.

215

- Chapter introductions take the form of interest-arousing vignettes to focus student attention on the subject matter that follows.

In rural and frontier America before 1850, the games people played were local, largely unorganized individual and team contests. Running, wrestling, weight lifting, shooting, one- of the Native American influence had been strong—stumpy (field hockey), kickball, or lacrosse. In the growing cities, rowing, boating, cricket, fencing, and the like involved the aristocracy inclined, sometimes as members of sporting clubs and sponsored teams. Everywhere, horse racing was an avid interest. In the countryside, sports and games relieved the monotony and isolation of life and provided an excuse, after the contests, for meeting friends, feasting, and dancing. Purely local in participation, games reflected the ethnic heritage of the local community—the games of the homeland—as well as the influence of the American experience. In the towns, they provided the outdoor recreation and exercise otherwise denied to shop-bound clerks and artisans. Without easy transportation, contests at a distance were difficult and rare; without easy communication, sports results were of local interest only.

The railroad and the telegraph changed all that. Teams could travel to more distant points, and scores could be immediately known to supporters at home and rivals in other cities. Baseball clubs were organized during the 1850s throughout the East and the Middle West. The establishment of the National Association of Base Ball Players in 1857 followed shortly after the railroad reached Chicago, and even before the Civil War, New York teams were competing throughout that state. After the war, the expanding rail network turned baseball into a national craze. The National League was organized in 1876; Chicago, Boston, New York, Washington, Kansas City, Detroit, St. Louis, and Philadelphia all had professional teams by the 1880s, and innumerable local leagues were formed. Horse racing, prizefighting, amateur and professional cycling races, and intercollegiate sports—football, baseball, rowing, and track and field contests—gained continents and drew crowds over long distances. Sports and games had been altered from small-group pastimes to national events. They were no longer purely local, traditional, informal expressions of community culture; rather, organized sports had emerged as a unifying, standardized expression of national popular culture (Figure 7.1).



Figure 7.1 Spectator sports emerged as a major element in American popular culture following the Civil War. The Cincinnati Red Stockings of 1869, shown in this print, were the first openly professional baseball team. The National League was established in 1876. Mark Twain, an early fan, wrote, “Baseball is the very symbol, the natural and visible expression of the drive and push and struggle of the rising, searing, booming nineteenth century.” Organized football was introduced as a college sport—also in 1869—when Rutgers played Princeton in the first intercollegiate game.

evidences of their separate influences in other societies and other culture realms. And we shall also see the close interconnections between folk and popular culture and their inevitable impacts on each other.

Folk culture is often viewed as the absolute opposite of popular or mass culture. It is seen as the unchanging, rural way of life, largely relegated to nonmodern, “traditional” peoples untouched by outside influences. Where folk culture exists in developed countries like the United States, it is regarded as characteristic only of socially or geographically isolated groups—for example, the Amish, some Native American communities, or the presumably reclusive mountain folk of Appalachia. The prevailing notion is that if the artifacts, beliefs, and practices of folk culture are as all relevant to modern society, they serve only as reminders of the past to be relegated to museums or as touristic curiosities for outsiders seeking the quaint and exotic “other.” The relationship between folk and popular culture is thus often portrayed as one of conflict between the two opposing forces of modernity and tradition in which, except for a few carefully protected human and material relics, folk culture is doomed to eventual extinction by the forces of modernization and globalization. As we shall see, reality is more complex, and the sharp contrast between folk and popular is more assumed than real.

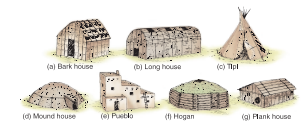
216 Patterns of Diversity and Unity

- The boxed inserts that are part of each chapter expand on ideas included within the text or introduce related examples of chapter concepts and conclusions, often in gender-related contexts.

Vanished American Roots

America, like every other world region, had its own primitive, native, and indigenous architectural forms. But this was the architecture of Indians—the bark houses of the Penobscots, the long houses of the Iroquois, the tipis of the Crow, the mounds of the Mandans, the pueblos of the Zuni, the hogans of the Navajos, the [plank] dwellings of Puget Sound.

Some of these were even elegant, many contained seeds of promise, but we swept them all aside. Indian words and Indian foods passed into the American culture but nothing important from the Indian architecture, save a belated effort to imitate the form but not the function of the pueblos. The so-called “Spanish” architecture of the Hispanic borderlands and northern Mexico, however—adobe-walled with small windows and flat roofs supported by wooden beams—was of Americanist, not European, origin.



The early arrivals established footholds along the East Coast. Their settlement areas became cultural hearths, nodes of introduction into the New World—through relocation diffusion—of concepts and artifacts brought from the Old. Locales of innovation in a new land rather than areas of new invention, they were—exactly as their ancient counterparts discussed in Chapter 2—source regions from which relocation and expansion diffusion carried their cultural identities deeper into the continent (Figure 7.4).

Later arrivals, as we have seen in Chapter 6, not only added their own evidence of passage to the landscape but often set up independent secondary hearths in advance of or outside of the main paths of diffusion.

Each of the North American hearths had its own mix of peoples and, therefore, its own landscape distinctiveness. French settlement in the lower St. Lawrence Valley re-created there the long lots and rural house types of northwestern France. Upper Canada




Figure 7.4 Early Anglo-American culture hearths. The interior “national hearth,” suggested by Richard Pillsbury, represents a zone of coalescence in the eastern Midwest, from which composite hearth ideas dispersed farther into the interior.

Source: Based on Allen G. Noble, Wood, Brick, and Stone, vol. 1 (London: University of Massachusetts Press, 1984) and Annals of the Association of American Geographers, Richard Pillsbury, vol. 60, p. 446; Association of American Geographers, 1970.

Folk and Popular Culture 219

- Almost every chapter contains at least one special-purpose box labeled “Geography and Public Policy.” These boxes introduce a discussion of a topic of current national or international interest and conclude with a set of questions designed to induce thought and class discussion of the topic viewed against the background of human geographic insights students have mastered.

Geography and Public Policy

Nations of Immigrants

Americans, steeped in the country’s “melting pot” myth and heritage, are inclined to forget that many other countries are also “nations of immigrants” and that their numbers are dramatically increasing. In the United States, Canada, Australia, and New Zealand, early European colonists and later immigrants from other continents overwhelmed indigenous populations. In each, immigration has continued, contributing not only to national ethnic mixes but maintaining or enlarging the proportion of the population that is foreign born. In Australia, as one example, that proportion now equals 25%; for Canada it is some 18%.

In Latin America, foreign population domination of native peoples was and is less complete and uniform than in Anglo-America. While in nearly all South and Central American states, European and other nonnative ethnic groups dominate the social and economic hierarchy, in many they constitute only a minority of the total population. In Paraguay, for example, the vast majority of inhabitants are native Paraguayans who pride themselves on their Native American descent, and Amerindians comprise nearly half the population of Peru, Bolivia, and Ecuador. But European ethnic make up over 90% of the population of Argentina, Uruguay, Costa Rica, and southern Chile, and about 50% of the inhabitants of Brazil.

The original homelands of these immigrant groups are themselves increasingly becoming multiracial, and several European countries are now home to as many or more of the foreign-born proportionately than in the United States. Some 20% of Switzerland’s population is of French descent, 10% of Sweden’s, and over 9% of Germany’s are of foreign birth, compared with America’s 11%. Many came as immigrants and refugees fleeing Europe or poverty in post-communist Eastern Europe. Many are “guest workers” and their families who were earlier recruited in Turkey and North Africa; or they are immigrants from former colonial or overseas territories in Asia, Africa, and the Caribbean.

More than 7% of Germany’s inhabitants come from outside the European Union, as do over 3% of Holland’s and Belgium’s.

The trend of ethnic mixing is certain to continue and accelerate. Cross-border movements of migrants and refugees in Africa, Asia, the Americas, as well as in Europe, are continuing common occurrences, reflecting growing incidences of ethnic strife, civil war, famine, and economic hardship. But of even greater long-term influence are the growing disparities in population numbers and economic wealth between the older developed states and the developing world. The population of the world’s poorer countries is growing twice as fast as Europe’s of the late 19th century, when that continent fed the massive immigration streams across the Atlantic. The current rich world, whose population is projected to stabilize well below 1.5 billion, will increasingly be a magnet for those from poorer countries where numbers will rise from some 4 billion to more than 6.5 billion by A.D. 2025 and to nearly 8 billion in a half-century. The economic and population pressures building in the developing world ensure greater international and intercontinental migration and a rapid expansion in the numbers of “nation immigrants.”

Many of those developed host countries are beginning to resist that flow. Although the Universal Declaration of Human Rights declares individuals are to be free to move within or to leave their own countries, no right of admittance to any other country is conceded. Political asylum is often—but not necessarily—granted; refugees or migrants seeking economic opportunity or fleeing civil strife or starvation have no claims for acceptance. Increasingly, they are being turned away. The Interior Minister of France advocates “zero immigration”; Germany’s increasing Europe or poverty in post-communist Eastern Europe. Many are “guest workers” and their families who were earlier recruited in Turkey and North Africa; or they are immigrants from former colonial or overseas territories in Asia, Africa, and the Caribbean.

More than 7% of Germany’s inhabitants come from outside the European Union, as do over 3% of Holland’s and Belgium’s.

The trend of ethnic mixing is certain to continue and accelerate. Cross-border movements of migrants and refugees in Africa, Asia, the Americas, as well as in Europe, are continuing common occurrences, reflecting growing incidences of ethnic strife, civil war, famine, and economic hardship. But of even greater long-term influence are the growing disparities in population numbers and economic wealth between the older developed states and the developing world. The population of the world’s poorer countries is growing twice as fast as Europe’s of the late 19th century, when that continent fed the massive immigration streams across the Atlantic. The current rich world, whose population is projected to stabilize well below 1.5 billion, will increasingly be a magnet for those from poorer countries where numbers will rise from some 4 billion to more than 6.5 billion by A.D. 2025 and to nearly 8 billion in a half-century. The economic and population pressures building in the developing world ensure greater international and intercontinental migration and a rapid expansion in the numbers of “nation immigrants.”

Many of those developed host countries are beginning to resist that flow. Although the Universal Declaration of Human Rights declares individuals are to be free to move within or to leave their own countries, no right of admittance to any other country is conceded. Political asylum is often—but not necessarily—granted; refugees or migrants seeking economic opportunity or fleeing civil strife or starvation have no claims for acceptance. Increasingly, they are being turned away. The Interior Minister of France advocates “zero immigration”; Germany’s increasing Europe or poverty in post-communist Eastern Europe. Many are “guest workers” and their families who were earlier recruited in Turkey and North Africa; or they are immigrants from former colonial or overseas territories in Asia, Africa, and the Caribbean.

border controls and changing its constitutional right to asylum. Britain in 1994 tightened immigration rules even for foreign students and casual workers. And all European Union countries—which have no common EU policies on illegal immigration—have measures for turning back refugees who come via another EU country. In 1995, the EU’s members mutually narrowed the definition of who may qualify for asylum. Additional individual and collective restrictions have been enforced during the later 1990s and into the 21st century.

Not in Europe alone. Hong Kong ejects Vietnamese refugees; Congo orders Rwandans to return to their own country; India tries to stem the influx of Bangladeshis; the United States rejects “economic refugees” from Haiti. Algerians are increasingly resettled in France as their numbers and cultural presence increase. Turks feed the emphyse of a small but violent group of Germans, and East Indians and Africans find growing resistance among the Dutch. In many countries, policies of exclusion or restriction appear motivated by unacceptable influences of specific racial, ethnic, or national groups.

Questions to Consider

1. Do you think all people everywhere should have a universal right of admittance to a country of choice equivalent to their declared right to depart their homelands? Why or why not?
2. Do you think it appropriate that destination states make a distinction between political and economic refugees? Why or why not?
3. Do you think it legitimate for countries to establish immigration quotas based on national origin or to classify certain potential immigrants as unacceptable or undesirable on the grounds that their national, racial, or religious origins are incompatible with the culture of the prospective host country? Why or why not?

and allied groups. The Europeans dominated numerically the second group of first-wave immigrants. African-brought involuntarily to the New World, who made up nearly 20% of U.S. population in 1790. The mass immigration that occurred beginning after the middle of the 19th century began to reduce both the northwest European dominance of American society and the percentage of blacks within the growing total population.

That second immigrant wave, from 1870 to 1921, was heavily weighted in favor of eastern and southern Europeans, who comprised more than 50% of new arrivals by the end of the 19th century. The second period ended with congressional adoption of a quota system regulating both the numbers of individuals who would be accepted and the countries from which they could come. That system, plus a world depression and World War II (1939–1945), greatly slowed

219

- New terms and special usages of common words and phrases are identified in boldface or italic type. The boldface terms are included in the “Key Words” list at the end of each chapter and defined in an inclusive cross-referenced glossary at the end of the text.
- “For Review” contains questions that direct student attention to important concepts developed within the chapter.
- The “Focus Follow-up” section in the end-of-chapter material summarizes the main points of the chapter and conveys additional information and explanation as integral parts of the text.

- “Selected References” suggests a number of book and journal articles that expand on topics presented within the chapter.

KEY WORDS

animism 157
Buddhism 170
caste 168
Christianity 162
Confucianism 172
creole 149
dialect 146
ethnic religion 157
geographic (regional) dialect 147
Hinduism 168
Islam 166
isogloss 147
Judaism 160

language 137
language family 137
lingua franca 150
linguistic geography 146
monothemism 157
multilingualism 151
official language 151
pidgin 149
polytheism 157
protolanguage 137
religion 156
secularism 159
shamanism 157

Shinto 172
social dialect 146
speech community 146
standard language 146
syncretism 169
Taoism 172
toponym 155
toponymy 155
tribal (traditional) religion 157
universalizing religion 157
vernacular 146

FOR REVIEW

1. Why might one consider language the dominant differentiating element of culture separating societies?
2. In what way can religion affect other cultural traits of a society? In what cultures or societies does religion appear to be a growing influence? What might be the broader social or economic consequences of that growth?
3. In what way does the concept of protolanguage help us in linguistic classification? What is meant by language family? Is genetic classification of language an unfulfilling guide to spatial patterns of languages? Why or why not?
4. What spatial diffusion processes may be seen in the prehistoric and historic spread of languages? What have been the consequences of language spread on world linguistic diversity?
5. In what ways do isoglosses and the study of linguistic geography help us understand other human geographic patterns?

FOCUS FOLLOW-UP

1. **How are the world’s languages classified and distributed?** pp. 136–146. The some 6000 languages spoken today may be grouped within a limited number of language families that trace their origins to common protolanguages. The present distribution of tongues reflects the current stage of continuing past and recent dispersion of their speakers and their adoption by new peoples. Languages change through isolation, migration, and the passage of time.
2. **What are standard languages and what kinds of variants from them can be observed?** pp. 146–153. All speakers of a given language are members of its speech community, but not all use the language uniformly. The standard language is that form of speech that has received official sanction or acceptance as the “proper” form of grammar and pronunciation. Dialects, regional and social, represent non-standard or vernacular variants of the common tongue. A pidgin is a created, composite, simple language designed to promote exchange between speakers of different tongues. When evolved into a complex native language of a people, the pidgin has become a creole. Governments may designate one or more official state languages (including, perhaps, a creole such as Swahili).

3. **How does language serve as a cultural identifier and landscape artifact?** pp. 153–156. Language is a mentifact, a part of the ideological subsystem of culture. It is, therefore, inseparable from group identity and self-awareness. Language may also be divisive, creating rifts within multilingual societies when linguistic minorities seek recognition or separation. Toponyms (place names) record the order past and present occupants have tried to place on areas they inhabit or transit. Toponymy in tracing that record becomes a valuable tool of historical cultural geography.

Religion

4. **What is the cultural role of religion?** pp. 156–157. Like language, religion is a basic identifying component of culture, a mentifact that serves as a cultural rallying point. Frequently, religious beliefs and adherence divide and alienate different groups within and among societies. Past and present belief systems of a culture may influence its legal norms, dietary customs, economic patterns, and landscape imprints.

5. **How are religions classified and distributed?** pp. 157–160. As variable cultural innovations, religions do not lend themselves to easy clustering or classification. Distinctions among universalizing, ethnic, and traditional religions have some geographic significance, but geographers are more interested in religions’ spatial patterns and diffusion processes and landscape impacts than in their theories. Those patterns reflect their origin areas, the migrations and conquests achieved by their past adherents, and the converts they have attracted in home and distant areas.

6. **What are the prehistorical world religions and how are they distinguished in patterns of innovation, diffusion, and landscape imprint?** pp. 160–172. The text briefly traces those differing origins, spreads, and cultural landscape impacts of Judaism, Christianity, Islam, Hinduism, Buddhism, and certain East Asian ethnic religions.

SELECTED REFERENCES

Carroll, Bret E. *The Routledge Historical Atlas of Religion in America*. London and New York: Routledge, 2000.

Carver, Craig. *American Regional Dialects: A World Geography*. Ann Arbor: University of Michigan Press, 1987.

Crystal, David. *The Cambridge Encyclopedia of Language*. 2d ed. Cambridge, England: Cambridge University Press, 1997.

Crystal, David. *Language Death*. Cambridge, England: Cambridge University Press, 2000.

Crystal, David. *The Stories of English*. Woodstock, NY, 2004.

Diamond, Jared, and Peter Bellwood. “Farmers and Their Languages: The First Expansions.” *Science* 300 (Apr. 25, 2003): 597–601.

Edwards, Viv. *Language in a Black Community*. San Diego, Calif.: College-Hill Press, 1986.

Encyclopedia of World Religions. Wendy Domger, consulting editor. Springfield, Mass.: Merriam-Webster, Inc., 1999.

Freeman-Greaves, G.S.P., and Stuart Christopher Munro-Hay. *Historical Atlas of Islam*. New York: Continuum, 2002.

Gausdill, Edwin Scott, and Philip L. Barlow, with Richard W. DiShno. *The New Historical Atlas of Religion in America*. New York: Oxford University Press, 2001.

Greenberg, Joseph H., and Merritt Ruhlen. “Linguistic Origins of Native Americans.” *Scientific American* 267, no. 5 (November 1992): 94–99.

Juergensmeyer, Mark, ed. *Global Religions: An Introduction*. New York: Oxford University Press, 2003.

Key, Mary Ritchie. *Male/Female Language*. Metuchen, N.J.: The Scarecrow Press, Inc., 1975.

King, Noel Q. *African Cosmos: An Introduction to Religion in Africa*. Belmont, Calif.: Wadsworth, 1986.

Krindatch, Alexei D. *Geography of Religions in Russia*. Decatur, Ga.: Glendon Research Center, 1996.

Lana, Beldice C. *Landscape of the Sacred: Geography and Narrative American Spirituality*. Expanded ed. Baltimore, Md.: The Johns Hopkins University Press, 2001.

Moseley, Christopher, and R. E. Asher, eds. *Atlas of the World’s Languages*. London, England, and New York: Routledge, 1994.

“Native American Geographic Names.” Special issue of *Names*, vol. 44, no. 4 (Dec. 1996).

Nunrich, Paul D. “Recent Immigrant Religions in a Restructuring Metropolitan: New Religious Landscapes in Chicago.” *Journal of Cultural Geography* 17, no. 1 (Fall/Winter 1997): 55–76.

Ostler, Nicholas. *Empires of the Word: A Language History of the World*. New York: HarperCollins, 2005.

Park, Chris. *Sacred Worlds: An Introduction to Geography and Religion*. New York: Routledge, 1994.

Rayburn, Alan. *Naming Canada: Stories about Place Names from Canadian Americans*. Toronto: University of Toronto Press, 1999.

Scott, Jamie, and Paul Simpson-Housley, eds. *Sacred Places and Profane Spaces: Essays in the Geographies of*

Judaism, Christianity, and Islam. New York: Greenwood Press, 1991.

Sloane, David Charles. *The Last Great Necessity: Cemeteries in American History*. Baltimore, Md.: The Johns Hopkins University Press, 1991.

Stewart, George R. *Names on the Globe*. New York: Oxford University Press, 1975.

Stewart, George R. *Names on the Land: 4th ed.* San Francisco: Lexington, 1982.

Stumpff, Roger W. *Boundaries of Faith: Geographic Perspectives on Religious Fundamentalism*. Lanham, Md.: Rowman & Littlefield, 2000.

Williams, Peter W. *Houses of God: Region, Religion, and Architecture in the United States*. Urbana, IL: University of Illinois Press, 1997.

Williamson, Juanita V., and Virginia M. Burk, eds. *A Various Landscape: Perspectives on American Dialects*. New York: Holt, Rinehart and Winston, Inc., 1971.

Wurm, Stephen A., ed. *Atlas of the World’s Languages in Danger of Disappearing*. 2d ed. Paris: UNESCO, 2001.

Zelensky, Wilbur. “The Uniqueness of the American Religious Landscape.” *Geographical Review* 91, no. 3 (July, 2001): 565–583.

Website: The World Wide Web has a tremendous number and variety of sites pertaining to geography. Websites relevant to the subject matter of this chapter appear in the “Web Links” section of the Online Learning Center associated with this book. Access it at www.mhhe.com/ellmann9

- Appendix B is a modified version of the Population Reference Bureau’s 2005 World Population Data Sheet containing economic and demographic data and projections for countries, regions, and continents. These provide a wealth of useful comparative statistics for student projects and study of world patterns.

- Each chapter also includes other pedagogical aids. The “Summary” reiterates the main points of the chapter and provides a bridge to the chapter that follows.

Figure 5.34 Torii gate at Meiji Shrine in Tokyo, Japan.

Summary

Language and religion are basic threads in the web of culture. They serve to identify and categorize individuals within a single society and to separate people and nations of different tongues and faiths. By their pronunciation and choice of words, we quickly recognize districts of origin and educational levels of speakers of our own language and easily identify those who originally had different native tongues. In some societies, religion may serve as a similar identifier of individuals and groups who observe distinctive modes or rhythms of life dictated by their separate faiths. Both language and religion are mentifacts, parts of the ideological subsystem of culture; both are transmitters of culture as well as its identifiers. Both have distinctive spatial patterns—reflecting past and present processes of spatial interaction and diffusion—that are basic to the recognition of world culture realms.

Languages may be grouped genetically—by origin and historical development—but the world distribution of language families depends as much on the movement of people and histories of conquest and colonization as it does on patterns of linguistic evolution. Linguistic geography studies spatial variations in languages, variations that may be minimized by encouragement of standard and official languages or overcome by pidgins, creoles, and lingua francas. Toponymy, the study of place names, helps document that history of movement.

Religion is a less pronounced identifier or conveyor of culture than is language. While language characterizes all peoples, religion varies in its impact and influence on culture groups. Some societies are dominated in all aspects by controlling religious belief: Hindu India, for example, or Islamic Iran. Where religious beliefs are strongly held, they can unite a society of adherents and divide nations and peoples holding divergent faiths. Although religions do not lend themselves to easy classification, their patterns of distribution are as distinct and revealing as are those of languages. They, too, reflect past and present patterns of migration, conquest, and diffusion, part of the larger picture of dynamic cultural geography.

While each is a separate and distinct thread of culture, language and religion are not totally unrelated. Religion can influence the spread of languages to new peoples and areas, as Arabic, the language of the Koran, was spread by conquering armies of Muslims. Religion may conserve as well as disperse language. Yiddish remains the language of religion in Hasidic Jewish communities; church services in German or Swedish, and school instruction in them, characterize some Lutheran congregations in Anglo America. Until the 1960s, Latin was the language of liturgy in the Roman Catholic Church and Sanskrit remains the language of the Vedas, sacred in Hinduism. Sacred texts may demand the introduction of an alphabet to nonliterate societies: the Roman alphabet follows Christian missionaries, Arabic script accompanies Islam. The Cyrillic alphabet of eastern Europe was developed by missionaries. The tie between language and religion is not inevitable. The French imposed their language but not their religion on Algeria; Spanish Catholicism but not the Spanish language became dominant in the Philippines.

Language and religion are important and evident components of spatial cultural variation. They are, however, only part of the total complex of cultural identities that set off different social groups. Prominent among those identities is that of ethnicity, a collection of members of a social group that they have distinctive characteristics in common that significantly distinguish and isolate them from the larger population among which they reside. Our attention next turns in Chapter 6 to the concept and patterns of ethnicity, a distinctive piece in the mosaic of human culture.

Language and Religion 173

Appendix B

2005 WORLD POPULATION DATA

	Population Mid-2005 (millions)	Births Per 1,000 Pop.	Deaths Per 1,000 Pop.	Rate of Natural Increase (%)	Projected Pop. Change 2005–2050 (%)	Inhabitants per sq. mile	Total Fertility Rate*	Life Expectancy at Birth (Years)†	Percent of Pop. 65+‡	Percent of Pop. 14+§	Percent of Pop. 14+ with access to improved water supply¶	Per Capita GNP 2002 (US\$)¶¶			
WORLD	6,477	21	9	1.2	2.0	63	2.7	71	10.6	67	47	1.2	71	5,510	
MORE DEVELOPED	1,211	11	10	0.1	1,251	1,249	3	6	1.6	17	15	76	76	0.5	28,600
LESS DEVELOPED	5,266	24	8	1.6	6,700	8,013	52	59	3.0	32	15	65	41	1.4	1,280
LESS DEVELOPED (Excl. China)	3,963	27	9	1.8	5,225	6,576	66	64	3.5	35	15	63	42	1.9	70
AFRICA	986	28	15	2.3	1,349	1,809	117	88	5.1	42	13	82	36	6.1	30
SUB-SAHARAN AFRICA	752	41	17	2.4	1,148	1,729	130	94	5.6	44	13	48	34	7.4	45
NORTHERN AFRICA	794	26	6	2.0	262	324	67	48	3.3	36	14	68	47	0.5	79
Algeria	32.8	20	4	1.5	40.6	44.1	35	32	2.4	31	15	73	49	0.1	1,930
Egypt	74.0	26	6	2.0	101.1	125.9	70	37	3.2	36	15	70	43	9	1,930
Libya	5.8	27	4	2.4	8.3	10.8	88	27	3.5	35	14	76	86	0.3	6,550
Morocco	30.7	21	6	1.6	38.8	45.2	47	40	2.5	30	15	70	57	0.1	5,610
Sudan	40.2	37	10	2.7	61.3	84.2	110	67	5.2	44	12	57	36	2.3	64
Tunisia	10.0	17	6	1.1	11.6	12.2	21	21	2.1	27	17	73	65	0	2,240
Western Sahara	0.5	28	8	2.0	0.7	0.9	163	53	3.9	34	13	64	93	—	—
WESTERN ASIA	364	43	18	2.5	404	601	127	105	5.9	44	13	47	40	4.1	50
Bahrain	8.4	42	13	2.9	14.3	22.1	162	105	5.9	44	13	54	40	1.9	60
Bahraini Pao	13.9	44	19	2.5	22.5	39.5	184	81	6.2	46	13	47	17	1.8	44
Cape Verde	0.5	29	7	2.3	0.7	0.9	94	31	4.0	27	69	69	53	—	73
Cote d'Ivoire	18.2	39	17	2.2	25.1	34.0	87	118	5.2	41	13	47	46	7.0	74
Gambia	1.6	41	16	2.6	2.6	4.1	155	76	5.5	45	13	53	28	1.2	27
Ghana	22.0	33	10	2.3	32.8	47.3	115	64	4.4	40	13	58	44	2.2	68
Guinea	9.5	43	16	2.7	15.8	28.7	204	94	5.9	44	13	49	33	3.2	38
Guinea-Bissau	1.6	50	20	3.0	2.9	5.3	235	120	7.1	46	13	44	32	0.9	140
Liberia	3.3	50	22	2.9	5.8	10.7	224	142	6.8	46	12	42	35	5.9	52
Niger	50	18	32	24.0	42.0	211	133	71	47	34	30	1.9	35	290	
Mali	3.1	42	15	2.7	5.0	7.5	144	97	5.9	43	12	42	0.6	45	400
Niger	14.0	56	22	3.4	26.4	50.2	239	153	8.0	48	12	43	21	1.2	36

2005 World Population Data 503

- Appendix C, a single-page “Anglo-American Reference Map,” provides name identification of all U.S. states and Canadian provinces and shows the location of principal cities.

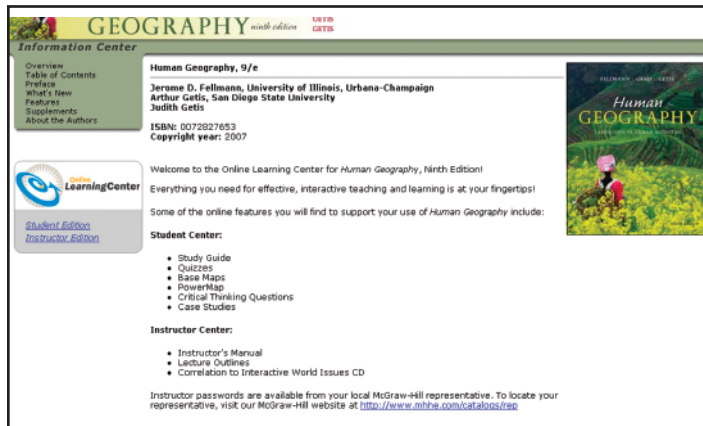
Supplements

The ninth edition provides a complete human geography learning and teaching program for students and instructors.

For the Student

Human Geography Online Learning Center at <http://www.mhhe.com/fellmann9>.

This helpful site gives students the opportunity to further explore topics presented in the book. A printable study guide, interactive chapter quizzing, critical thinking questions, case studies, and interactive maps are all available online.



Interactive World Issues CD-ROM

This CD-ROM offers hands-on exercises and videos of various case studies to help students understand the issues facing people in different parts of the world. There are five case studies in total, including Chicago, Oregon, Mexico, China, and South Africa.



For the Instructor

NEW! Classroom Performance System and Questions

The Classroom Performance System (CPS) is a wireless response system that brings interactivity into the classroom. Students use the wireless response pads (which are essentially easy-to-use remotes) to answer questions during class, providing instructors with immediate feedback on how well they understand the material. CPS comes equipped with up to 512 individual response pads, plus the corresponding number of receiver units. Instructors can create their own questions for use with CPS, or take advantage of the questions provided by McGraw/Hill. A text-specific set of questions, formatted for both CPS and PowerPoint, is available via download from the Instructor area of the Online Learning Center.

NEW! Sights & Sounds CD-ROM by David Zurick, Eastern Kentucky University.

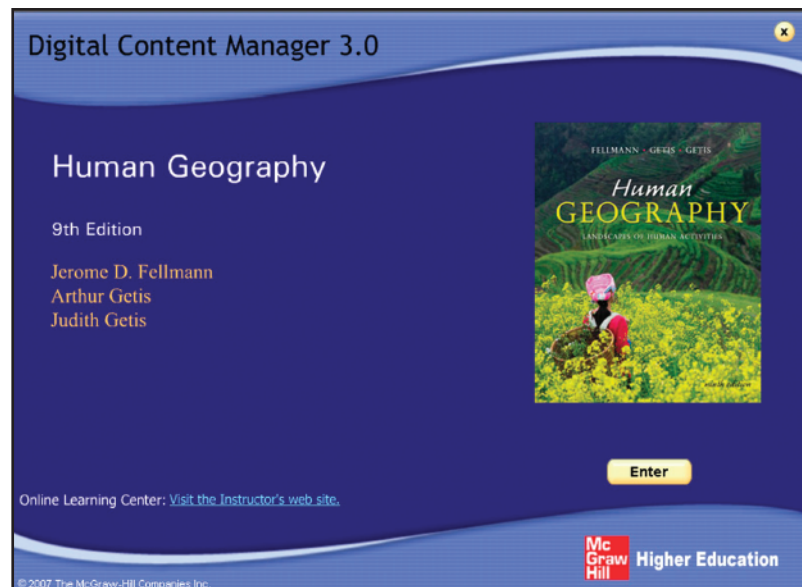
This CD-ROM offers a unique opportunity in “seeing and hearing” the music and cultural perspectives of 10 regions.

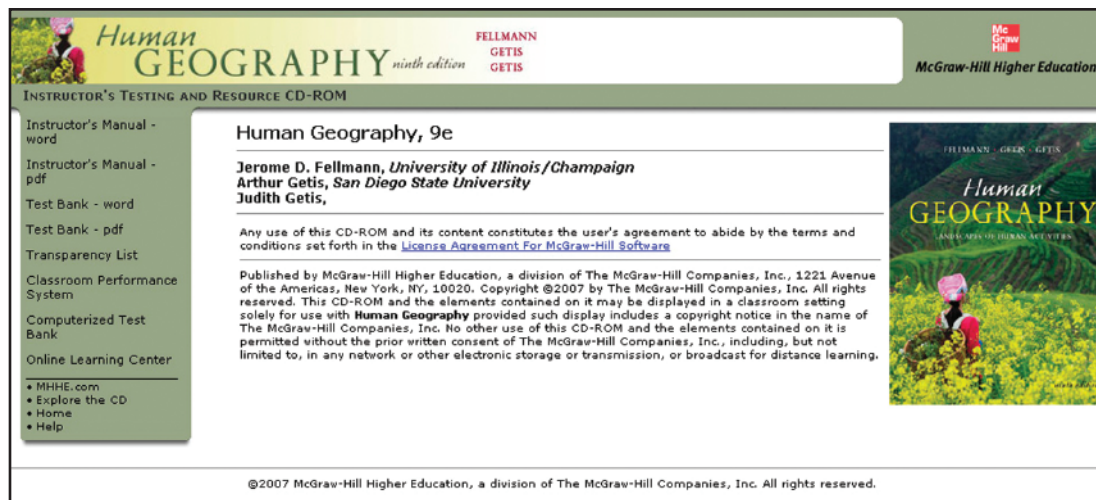
Fellmann Online Learning Center at <http://www.mhhe.com/fellmann9>.

An Instructor’s Manual containing chapter summaries, key words, teaching strategies, and active learning tips can be found in the password-protected section of the Online Learning Center. Also included are PowerPoint lecture outlines, a correlation guide to the Interactive World Issues CD-ROM, and links to professional resources.

Digital Content Manager CD-ROM

The Digital Content Manager contains all of the illustrations, photographs, and tables from the text for use in multimedia presentations. Instructors can create their own customized presentation, or use the PowerPoint lecture outlines provided by McGraw-Hill. (Available in both CD-ROM and DVD versions.)





Instructor's Testing & Resource CD-ROM

This CD-ROM includes an Instructor's Manual and test bank utilizing McGraw-Hill's EZ Test software. EZ Test is a flexible and easy-to-use electronic testing program that allows instructors to create tests in a wide variety of question types. Instructors may use the test questions provided by McGraw-Hill, add their own questions, create multiple versions of a test, and export tests for use with course management systems such as WebCT, BlackBoard or PageOut. EZ Test Online is an added service that helps instructors easily administer EZ Test created exams and quizzes online. (Windows and Macintosh)

* For those instructors who prefer to work outside the test-generator software, the Instructor's Manual and test bank are also available in Word and PDF formats.

Transparencies

The transparency set includes 150 illustrations from the text, all enlarged for excellent visibility in the classroom.

Videotape Library

An extensive array of videotapes is available to qualified adopters. Check with your sales representative for details.

Course Management Systems

Online content is available for a variety of course management systems, including:

- Blackboard
- WebCT
- eCollege
- PageOut

Additional Teaching/Learning Tools

Students of geography and other disciplines, as well as the general reader, will find these unique guides invaluable to their understanding of current world countries and events:

The **Annual Editions** series is designed to provide students with convenient, inexpensive access to current, carefully selected articles from the public press. They are updated on a regular basis

through a continuous monitoring of over 300 periodicals. Each volume presents over 40 articles written for a general audience by experts and authorities in their fields. Organizational features include: an annotated listing of selected World Wide Web sites, and annotated table of contents, a topic guide, a general introduction, and brief overviews for each section. Each title offers an Instructor's Resource Guide containing test questions and a helpful user's guide called *Using Annual Editions in the Classroom*.

Badey: *Annual Editions: Violence & Terrorism* 05/06

Griffiths: *Annual Editions: Developing World* 05/06

Jackson: *Annual Editions: Global Issues* 04/05

Pitzl: *Annual Editions: Geography* 04/05

Purkitt: *Annual Editions: World Politics* 04/05



The **Taking Sides** volumes present current issues in a debate-style format designed to stimulate student interest and develop critical thinking skills. Each issue is thoughtfully framed with an issue summary, an issue introduction, and a postscript. The pro and con essays—selected for their liveliness and substance—represent the arguments of leading scholars and commentators in their fields. **Taking Sides** readers feature annotated listings of selected World Wide Web sites. An Instructor's Resource Guide with testing materials is available with each volume. To aid instructors on incorporating this effective approach in the classroom, an excellent resource called *Using Taking Sides in the Classroom* is also offered.

Harf/Lombard: *Taking Sides: Clashing Views on Controversial Global Issues*, Second Edition

Moseley: *Taking Sides: Clashing Views on Controversial African Issues*, First Edition

Rourke: *Taking Sides: Clashing Views on Controversial Issues in World Politics*, Eleventh Edition

The **Student Atlas** series combines full-color maps and data sets to introduce students to the importance of the connections between geography and other areas of study, such as world politics, environmental issues, and economic development. In particular, the *Student Atlas of World Geography*, 4/e, by John Allen combines over 100 full-color maps and data sets to give students a clear picture of the recent agricultural, industrial, demographic, environmental, economic, and political changes in every world region. This concise, affordable resource provides the most recent geographic data for geography students.

Allen: *Student Atlas of World Geography*, Fourth Edition

Allen: *Student Atlas of World Politics*, Sixth Edition

Global Studies is a unique series designed to provide comprehensive background information as well as vital current information regarding events that are shaping the cultures of the regions and countries of the world today. Each Global Studies volume features country reports in essay format and includes detailed maps and statistics. These essays examine the social, political, and economic significance of each country. In addition, relevant and carefully selected articles from world-wide newspapers and magazines are included to further foster an international understanding.

Collinwood: *Global Studies: Japan and the Pacific Rim*, Seventh Edition

Frankland: *Global Studies: Europe*, Eighth Edition

Goldman: *Global Studies: Russia, the Eurasian Republics, and Central/Eastern Europe*, Tenth Edition

Goodwin: *Global Studies: Latin America*, Eleventh Edition

Norton: *Global Studies: India and South Asia*, Sixth Edition

Ogden: *Global Studies: China*, Tenth Edition

Ramsay: *Global Studies: Africa*, Tenth Edition

Spencer: *Global Studies: The Middle East*, Tenth Edition

Other supplemental titles include:

NEW! GLOBAL STUDIES: *The World at a Glance*

by Aster Tessema

Publication Date: October 2005

Overview

This book features a compilation of up-to-date data and accurate information on some of the important facts about the world we live in. While it is close to impossible to be an expert in all areas such as a nation's capital, type of government, currency, major languages, population, religions, political structure, climate, economics, etc., this book is intended to assist in the process of attempting to retain an understanding of some of these essential facts in order to make useful applications.

NEW! Military Geography: *From Peace to War*

Eugene J. Palka

Francis A. Galgano

United States Military Academy

0-07-353607-5

2005 / Softcover / 482 pages

Military geography involves the application of geographics information, tools, and technologies to military problems—across the spectrum of military operations from peacetime to wartime. History is replete with examples of the influence of terrain, weather, climate, and culture on combat operations during war. Military problems, however, are immutably linked to geography regardless of the context in which they occur. This book retains the wartime focus of “traditional” military geography, yet broadens the scope of the subfield to incorporate a wide range of Stability and Support Operations (SASO), as well as peacetime endeavors. Notwithstanding its purpose, the conduct of any military enterprise is conditioned by the character of the area of operations—the military operating environment. **Military Geography: from Peace to War** focuses on the synergy between geography and military operations wherever they occur.

Galgano: *North Korea: Regional Geography*, First Edition

Malinowski: *Iraq: Regional Geography*, First Edition

Palka: *Afghanistan: Regional Geography*, First Edition

Yodis: *Geography of Louisiana*, Fourth Edition

Getis: *You Can Make a Difference: Be Environmentally Responsible*, Second Edition

Instructors: Ask your sales representative about packaging options—special discounts may be available with some of the titles listed above!

Acknowledgements

It is with great pleasure that we again acknowledge our debts of gratitude to both departmental colleagues—at the University of Illinois, Urbana-Champaign, and at both San Diego State University and the University of California, Santa Barbara—and all others who have given generously of their time and knowledge in response to our requests. These have been identified in earlier editions, and although their names are not repeated here, they know of our continuing appreciation.

We specifically, however, wish to recognize with gratitude the advice, suggestions, corrections, and general assistance in matters of content and emphasis provided by the following reviewers of the manuscript for this edition.

Paul C. Adams, *University of Texas at Austin*

Christopher A. Airriess, *Ball State University*

A. Steele Becker, *University of Nebraska at Kearney*

Wayne Brew, *Montgomery County Community College*

J. Chris Carter, *Long Beach City College*

Glenn H. Clayman, *Columbus State Community College*

Caroline Desbiens, *The University of Georgia*

Owen Dwyer, *Indiana University at Indianapolis*

Jerry Gerlach, *Winona State University*

Sally L. Gros, *University of Oklahoma*

Joshua Hagen, *Marshall University*

Keith Harries, *University of Maryland Baltimore County*

Brad D. Jokisch, *Ohio University*

Wanda Kaluza, *Camden County College*

Olaf Kuhlke, *University of Minnesota-Duluth*

James C. Saku, *Frostburg State University*

Ralph H. Saunders, *California State University-Dominguez Hills*

William Michael Wheeler, *Southwestern Oklahoma State University*

We appreciate their invaluable help, as do we that of the many other previous reviewers recognized in earlier editions of this book. None except the authors, of course, is responsible for final decisions on content or for errors of fact or interpretation the reader may detect.

A final note of thanks is reserved for the publisher's "book team" members separately named on the copyright page. It is a privilege to emphasize here their professional competence, unflagging interest, and always courteous helpfulness.

Jerome D. Fellmann

Arthur Getis

Judith Getis

Meet the Authors

Jerome D. Fellmann

Jerome Fellmann received his B.S., M.S., and Ph.D. degrees from the University of Chicago. Except for visiting professorships at Wayne State University, the University of British Columbia, and California State University/Northridge, his professional career has been spent at the University of Illinois at Urbana-Champaign. His teaching and research interests have been concentrated in the areas of human geography in general and urban and economic geography in particular, in geographic bibliography, the geography of Russia and the CIS, and geographic education. His varied interests have been reflected in articles published in the *Annals of the Association of American Geographers*, *Professional Geographer*, *Journal of Geography*, the *Geographical Review*, and elsewhere. He is the coauthor of McGraw-Hill's *Introduction to Geography*. In addition to teaching and research, he has held administrative appointments at the University of Illinois and served as a consultant to private corporations on matters of economic and community development.

Arthur Getis

Arthur Getis received his B.S. and M.S. degrees from Pennsylvania State University and his Ph.D. from the University of Washington. He is the coauthor of several geography textbooks as well as two books dealing with map pattern analysis. He has also published widely in the areas of urban geography, spatial analysis, and geographical information systems. He is coeditor of *Journal*

of Geographical Systems and for many years served on the editorial boards of *Geographical Analysis* and *Papers in Regional Science*. He has held administrative appointments at Rutgers University, the University of Illinois, and San Diego State University (SDSU) and currently holds the Birch Chair of Geographical Studies at SDSU. In 2002 he received the Association of American Geographers Distinguished Scholarship Award. Professor Getis is a member of many professional organizations and has served as an officer in, among others, the Western Regional Science Association and the University Consortium for Geographic Information Science.

Judith Getis

Judith Getis earned her B.A. and a teaching credential from the University of Michigan and her M.A. from Michigan State University. She has coauthored several geography textbooks and written the environmental handbook *You Can Make a Difference*. In addition to numerous articles in the fields of urban geography and geography education, she has written technical reports on topics such as solar power and coal gasification. She and her husband, Arthur Getis, were among the original unit authors of the High School Geography Project, sponsored by the National Science Foundation and the Association of American Geographers. In addition, Mrs. Getis was employed by the Urban Studies Center at Rutgers University; taught at Rutgers; was a social science examiner at Educational Testing Service, Princeton, New Jersey; developed educational materials for Edcom Systems, Princeton, New Jersey; and was a professional associate in the Office of Energy Research, University of Illinois.