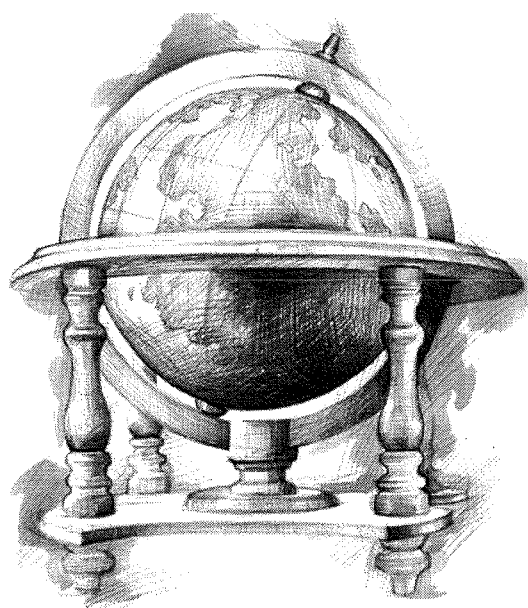


AP Human Geography

Reading Guide & AP Exam

Student Review Book



Name: _____

AP Human Geography Review Project

Directions: On one side of the note card write the key term. On the other side define or summarize the key term. All key terms listed below, but you are welcome to include additional terms/concepts as you feel you need them.

Purpose: Review for units, review for the midterm in December, and AP Exam review in May. With this in mind, it would be in your best interest to develop these notecards while you are reading or studying for each unit. Do not procrastinate. Knowledge of these terms and concepts will help you immensely in this course and on the AP exam.

Due Dates:

- Unit 1-3 Due: Friday, November 21, 2014.
- Unit 4-7 Due: Friday, April 3, 2015.

Notecards may be turned in early, but note cards WILL NOT BE ACCEPTED AFTER THE DEADLINE.

Assessment Value: 1 summative grade[= test grade)

Format: Your 3x5 or 4x6 notecards need to be rubberbanded together in the following format. These **MUST** be handwritten and in a notecard format. Each card **MUST** be numbered. You may even want to number them on both sides. This project will NOT be accepted in any other format.

First Card:

George P. Student
May5, 2014
APHG Review Cards

Second Card Front:

1.

Scarcity

Second Card Back:

when unlimited wants exceed
limited resources

Unit 1: Geography: Its Nature & Perspectives

(Rubenstein Ch. 1]

1. agricultural density
2. arithmetic density
3. base line
4. cartography
5. concentration
6. connections
7. contagious diffusion
8. cultural ecology
9. cultural landscape
10. culture
11. density
12. diffusion
13. distance decay
14. distribution
15. environmental determinism
16. expansion diffusion
17. formal region
18. functional region
19. Geographic Information System (GIS]
20. Global Positioning System (GPS]
21. Globalization
22. Greenwich Mean Time
23. hearth
24. hierarchical diffusion
25. International Date Line
26. Land Ordinance of 1785
27. latitude
28. location
29. longitude

30. map
31. mental map
32. meridian
33. parallel
34. pattern
35. physiological density
36. place
37. polder
38. possibilism
39. prime meridian
40. principal meridian
41. projection
42. region
43. regional studies
44. relocation diffusion
45. remote sensing
46. resource
47. scale
48. section
49. site
50. situation
51. space
52. space-time compression
53. stimulus diffusion
54. toponym
55. township
56. transnational corporation
57. uneven development
58. vernacular region

(Kuby Ch. 1]

59. aggregation
60. choropleth map
61. dot map
62. human-environment interaction

63. human geography
64. isoline map
65. legend
66. location
67. map projection
68. map scale
69. movement
70. place
71. primary data
72. proportional symbol map
73. reference map
74. region
75. secondary data
76. simplification
77. spatial data
78. thematic map

(Kuby Ch.2]

79. core
80. cultural landscape
81. culture
82. culture region
83. culture trait
84. domain
85. ecological trilogy
86. perceptual region
87. regional identity
88. sphere
89. symbol
90. syncretism

(Kuby Ch. 3]

91. barriers to diffusion
92. biased innovation
93. hierarchical effects
94. spatial diffusion

95. urban hierarchy

Unit 2: Population & Migration

(Rubenstein Ch. 2):

- 96. agricultural density
- 97. agricultural revolution
- 98. arithmetic density
- 99. census
- 100. crude birth rate (C8R]
- 101. crude death rate (CDR]
- 102. demographic transition
- 103. demography
- 104. dependency ratio
- 105. doubling time
- 106. epidemiologic transition
- 107. epidemiology
- 108. ecumene
- 109. Industrial Revolution
- 110. infant mortality rate (IMR)
- 111. life expectancy
- 112. medical revolution
- 113. natural increase rate (NIR)
- 114. overpopulation
- 115. pandemic
- 116. physiological density
- 117. population pyramid
- 118. sex ration
- 119. total fertility rate (TFR)
- 120. zero population growth (ZPG)

(Kuby Ch. 5)

- 121. age-specific birth rate
- 122. cohort
- 123. demographic momentum
- 124. Demographic Transition Model (DTM)
- 125. diaspora
- 126. equilibrium
- 127. hidden momentum
- 128. replacement fertility

(Rubenstein Ch. 3)

- 129. brain drain
- 130. chain migration
- 131. circulation
- 132. counterurbanization
- 133. emigration
- 134. floodplain
- 135. forced migration
- 136. guest workers
- 137. immigration
- 138. internal migration
- 139. international migration
- 140. interregional migration
- 141. intervening obstacles
- 142. intraregional migration
- 143. migration
- 144. migration transition
- 145. mobility
- 146. net migration
- 147. pull factor
- 148. push factor
- 149. quotas
- 150. refugees
- 151. undocumented immigrants

[KubyCh 4)

- 152. distance decay
- 153. extreme value
- 154. gravity model
- 155. migration counterstream
- 156. migration selectivity
- 157. migration
- 158. stream
- 159. net migration rate
- 160. outlier
- 161. remittances
- 162. residuals
- 163. scatter diagram
- 164. spatial interaction

Unit 3: Cultural Patterns & Processes

(Rubenstein Ch. 4)

- 165. custom
- 166. folk culture
- 167. habit
- 168. popular culture
- 169. taboo

(Rubenstein Ch. 5)

- 170. British Received Pronunciation
- 171. Creole or creolized language
- 172. Dialect
- 173. Ebonies
- 174. extinct language
- 175. Franglais
- 176. ideograms
- 177. isolated language
- 178. language
- 179. language branch
- 180. language family
- 181. language group
- 182. lingua franca
- 183. literary tradition
- 184. official language
- 185. pidgin language
- 186. Spanglish
- 187. standard language
- 188. Vulgar Latin

(Rubenstein Ch. 6)

- 189. animism
- 190. autonomous religion
- 191. branch
- 192. caste
- 193. cosmogony
- 194. denomination
- 195. diocese
- 196. ethnic religion
- 197. fundamentalism
- 198. ghetto
- 199. hierarchical religion
- 200. missionary
- 201. monotheism
- 202. pagan
- 203. pilgrimage
- 204. polytheism
- 205. sect
- 206. solstice
- 207. universalizing religion

[Rubenstein Ch. 7]

- 208. apartheid
- 209. balkanization
- 210. balkanized
- 211. blockbusting
- 212. centripetal force
- 213. ethnic cleansing
- 214. ethnicity
- 215. ethnocentrism
- 216. multi-ethnic state
- 217. multinational state
- 218. nationalism
- 219. nationality
- 220. nation-state
- 221. race
- 222. racism
- 223. racist
- 224. self-determination
- 225. sharecropper
- 226. triangular slave trade

(Kuby Ch. 12)

- 227. enclave
- 228. ghetto
- 229. integration
- 230. plantation system
- 231. residential segregation
- 232. segregation index
- 233. social distance
- 234. spatial convergence
- 235. spatial divergence
- 236. tenant farmer

Unit 4: Political Geography

(Rubenstein Ch. 8)

- 237. balance of power
- 238. boundary
- 239. city-state
- 240. colonialism
- 241. colony
- 242. compact state
- 243. elongated state
- 244. federal state
- 245. fragmented state
- 246. frontier
- 247. gerrymandering
- 248. imperialism
- 249. landlocked state
- 250. perforated state
- 251. prorupted state
- 252. sovereignty
- 253. state
- 254. unitary state

[Kuby Ch. 13)

- 255. colony
- 256. ethnonationalism
- 257. homeland
- 258. irredentism
- 259. nation
- 260. nationalism
- 261. nation-state
- 262. patriotism
- 263. province
- 264. raison d'etre
- 265. refugee

- 266. regional autonomy
- 267. secession
- 26B. separation
- 268. shatterbelt

Unit 5: Agriculture & Rural Land Use

[Rubenstein Ch. 10J

- 270. agribusiness
- 271. agriculture
- 272. cereal grain
- 273. chaff
- 274. combine
- 275. commercial agriculture
- 276. crop
- 277. crop rotation
- 27B. desertification
- 278. double cropping
- 2BO. grain
- 2B1. Green Revolution
- 2B2. horticulture
- 2B3. hull
- 2B4. intensive subsistence agriculture
- 2B5. milkshed
- 2B6. paddy
- 2B7. pastoral nomadism
- 2BB. pasture
- 2B8. plantation
- 280. prime agricultural land
- 281. ranching
- 282. reaper
- 283. ridge tillage
- 284. sawah
- 285. seed agriculture
- 286. slash-and-burn agriculture
- 287. shifting cultivation
- 28B. spring wheat
- 288. subsistence agriculture
- 300. sustainable agriculture
- 301. swidden
- 302. thresh
- 303. transhumance
- 304. truck farming
- 305. vegetative planting
- 306. wet rice
- 307. winnow
- 30B. winter wheat

(KubyCh. B)

- 308. capital
- 310. capital-intensive agriculture
- 311. commercial agriculture
- 312. comparative advantage
- 313. extensive agriculture
- 314. 1" Agricultural Revolution
- 315. free trade
- 316. friction of distance
- 317. globalization
- 31B. global-local continuum
- 318. hunting & gathering
- 320. intensive agriculture
- 321. irrigation
- 322. labor-intensive agriculture
- 323. land cover
- 324. land use

- 325. livestock
- 326. mixed farming
- 327. monoculture
- 32B. nomadism
- 328. remote sensing
- 330. 2" Agricultural Revolution
- 331. sedentary agriculture
- 332. 3" Agricultural Revolution
- 333. time-space convergence
- 334. yield

Unit 6: Industrialization & Economic Development

(Rubenstein Ch. 8)

- 335. development
- 336. Gender Empowerment Index (GEM)
- 337. Gender-Related Development Index [GDI]
- 33B. Human Development Index (HDI)
- 338. Gross Domestic Product (GDP)
- 340. Less Developed Country (LDC)
- 341. literacy rate
- 342. More Developed Country (MDC)
- 343. primary sector
- 344. productivity
- 345. secondary sector
- 346. structural adjustment program
- 347. tertiary sector
- 34B. value added

(Kuby Ch. 7]

- 348. appropriate technology
- 350. circular & cumulative causation
- 351. core periphery
- 352. dependency school
- 353. economic indicators
- 354. Gross National Product (GNP)
- 355. Human Welfare Indicators
- 356. import substitution
- 357. modernization
- 35B. neocolonialism
- 358. neoliberal counterrevolution
- 360. polarization effects
- 361. spread effects
- 362. structural change
- 363. subsistence economy
- 364. substitution of capital for labor
- 365. sustainable development
- 366. technology transfer
- 367. transition economies

(Rubenstein Ch. 11)

- 36B. break-of-bulk point
- 368. bulk-gaining industry
- 370. bulk-reducing industry
- 371. cottage industry
- 372. fordist
- 373. Industrial Revolution
- 374. labor-intensive
- 375. *maquiladora*

- 376. new international division of labor
- 377. post-fordist
- 37B. right-to-work state
- 378. site factors
- 3BO. situation factors
- 3B1. textile
- 3B2. trading bloc

(Kuby Ch. 6)

- 3B3. agglomeration
- 3B4. basic industry
- 3B5. capital goods
- 3B6. cost minimization
- 3B7. division of labor
- 3BB. economic base model
- 3B8. economies of scale
- 380. externalities
- 381. industrial economy
- 382. labor productivity
- 383. localization economies
- 384. market oriented
- 385. nonbasic industry
- 386. outsourcing
- 387. postindustrial economy
- 38B. primary activity
- 388. producer services
- 400. quaternary activity
- 401. raw material oriented
- 402. regional multiplier
- 403. secondary activity
- 404. services
- 405. spatial division of labor
- 406. technological spillovers
- 407. tertiary activity
- 40B. transaction costs
- 408. ubiquitous
- 410. urbanization economies

Unit 7: Cities & Urban Land Use

(Rubenstein Ch. 12)

- 411. basic industries
- 412. business services
- 413. Central Business District (CBD)
- 414. central place
- 415. Central Place Theory
- 416. city-state
- 417. clustered rural settlement
- 41B. consumer services
- 418. dispersed rural settlement
- 420. economic base
- 421. enclosure movement
- 422. gravity model
- 423. market area (or hinterland)
- 424. nonbasic industries
- 425. personal services
- 426. primate city
- 427. primate city rule
- 42B. producer services
- 428. public services
- 430. range (of a service)
- 431. rank-size rule
- 432. retail services
- 433. service
- 434. settlement

435. threshold	(Rubenstein Ch. 14)	538.
436. transportation and information services	491. acid deposition	539.
(KubyCh. 9)	492. acid precipitation	540.
437. Central Place Function	493. active solar energy systems	541.
438. order	494. air pollution	542.
439. urban hierarchy	495. animate power biochemical oxygen demand [BOO]	543.
(Rubenstein Ch. 13)	496. biodiversity	544.
440. annexation	497. biomass fuel	545.
441. census tract	498. breeder reactor	546.
442. concentric zone model	499. chlorofluorocarbon (CFC)	547.
443. council of government	500. conservation	548.
444. density gradient	501. ferrous	549.
445. edge city	502. fission	550.
446. filtering	503. fossil fuel	551.
447. gentrification	504. fusion	552.
448. Greenbelt	505. geothermal energy	553.
449. Metropolitan Statistical Area (MSA)	506. greenhouse effect	554.
450. micropolitan statistical area	507. hydroelectric power	555.
451. multiple nuclei model	508. inanimate power	556.
452. peripheral model	509. nonferrous	557.
453. public housing	510. nonrenewable energy	558.
454. redlining	511. ozone	559.
455. rush (or peak) hour	512. passive solar energy systems	560.
456. sector model	Additional terms you want to add for your own enrichment (not required):	561.
457. smart growth	513.	562.
458. sprawl	514.	563.
459. squatter settlement	515.	564.
460. underclass	516.	565.
461. urbanization	517.	566.
462. urbanized area	518.	567.
463. urban renewal	519.	568.
464. zoning ordinance	520.	569.
(Kuby Ch. 10J)	521.	570.
465. concentric ring model	522.	571.
466. creative class	523.	572.
467. invasion and succession	524.	573.
468. modernism	525.	574.
469. postmodernism	526.	575.
470. slums	527.	576.
471. suburbanization	528.	577.
472. urban realm	529.	578.
473. urban underclass	530.	579.
(Kuby Ch. 11)	531.	580.
474. congestion	532.	581.
475. ecologically sensitive space	533.	
476. growth boundary	534.	
477. infill development	535.	
478. leapfrog development	536.	
479. mass transit	537.	
480. metropolitan government		
481. mixed-use development		
482. new urbanism		
483. scenario		
484. stakeholder		
485. trade-off		
486. urban fringe		
487. urban sprawl		
488. urban village		
489. win-win solution		
490. zoning		

Nature and Perspectives on Geography: Topics and Concepts Essential to Unit 1

Key Terms: These are the vocab notecards that you have created for Unit 1 that are part of your vocabulary notecard project. Know these terms and the concepts surrounding them. It will be helpful if you can provide examples or case studies for these concepts as well.

- agricultural density
- arithmetic density
- base line
- cartography
- concentration
- connections
- contagious diffusion
- cultural ecology
- cultural landscape
- culture
- density
- diffusion
- distance decay
- distribution
- environmental determinism
- expansion diffusion
- formal region
- functional region
- frequency
- Geographic Information System [GIS]
- Global Positioning System [GPS]
- Globalization
- Greenwich Mean Time
- hearth
- hierarchical diffusion
- International Date Line
- Land Ordinance of 1785
- latitude
- location
- longitude
- map
- mental map
- meridian
- parallel
- pattern
- physiological density
- place
- polder
- possibilism
- prime meridian
- principal meridian
- projection
- region
- regional studies
- relocation diffusion
- remote sensing
- resource
- scale
- section
- site
- situation
- space
- space-time compression
- stimulus diffusion
- toponym
- township
- transnational corporation
- uneven development
- vernacular region
- aggregation
- choropleth map
- dot map
- human-environment interaction
- human geography
- isoline map
- legend
- location
- map projection
- map scale
- Mercator projection
- movement
- place
- primary data
- proportional symbol map
- reference map
- region
- Robinson projection
- secondary data
- simplification
- spatial data
- thematic map
- time zones
- non-standard time zone
-

Points to Ponder:

1. How do the studies of human geography differ from those of physical geography?
2. What makes one region more developed than another? More importantly, why has such a difference occurred?
3. Why do modern geographers reject the theory of environmental determinism?
4. How do physical processes such as climate, soil and landforms impact the study of human geography?
5. What impact has globalization have on the world network? Do what degree has this impact been a positive change and to what impact has the change been negative?
6. How has globalization led to an increased call for local diversity?
7. Why has the global economy produced a greater disparity between the core and periphery?

Online Review:

- [1] <http://bcs.wiley.com/heebcs/Books?action=mininav&bcsId=3206&itemId=0471701211&assetId=97828&resourceId=8619&newwindow=true> [Chapter 1 from the Kuby text...you can find links for ch 1-2, too.]
- [2] <http://quizlet.com/1072080/ch-1-thinking-qeoqraphically-flash-cards/> [Chapter 1 from the Rubenstein text]

1. Define map:
2. Define cartography:

MAPS

3. Give two examples of early mapmaking and its (unusual?) materials for the maps.

(a)

(b)

4. Who first demonstrated that the earth was round? How?

Sa. Who was the first to use the term "geography."

- 5b. List three of his contributions in geography at that time.

(a)

(b)

(c)

6. Provide an example of developments in geography for each of the following: (Pg. 8,9)

Chinese	
Muslims	
Age of Discovery (16th Century)	

7. Define scale:

Shown in 3 ways:

8. What is the advantage of a map which shows only a small portion of the earth's surface – like a neighborhood- that is, a large-scale map?

8b. What advantage does a map which shows the entire globe, a small-scale map, have?

9. When geographers convert the round earth to a flat map, they use a projection. All projections have some distortion (only a globe has none). List the four things that typically become distorted in various projections. (Pg. 9)

- a.
- b.
- c.
- d.

10. Two important projections are the Mercator and the Robinson. Complete the table below to compare their advantages and disadvantages. (Pg. 10)

	ROBINSON	MERCATOR
Advantages		
Disadvantages		

11. With regard to the Land Ordinance of 1785, which became the official survey system for the United States, define the following: (Pg. 10-12)

a) township-

b) sections-

CONTEMPORARY TOOLS

12. Geographers use a GIS (Geographic Information System) to store "layers" of data. Give three examples of types of data stored in a single layer.

13a. Define remote sensing:

13b. Remotely sensed images consist of pixels. What is the smallest area on the surface of the earth that can be scanned as a single pixel?

13c. List several things that geographers can map using remotely sensed data.

14. Complete the following regarding a Global Positioning System.

GPS	
Elements/ components...	Uses/ implementation...

PLACE: UNIQUE LOCATION OF A FEATURE

1. Define toponym:

2. Identify four ways in which places can receive names

- a)
- b)
- c)
- d)

3. Identify three reasons for which places sometimes change names

- a)
- b)
- c)

4. Define site:

5. List some site characteristics.

6. Complete the following sentence about site:

Human actions can _____ the characteristics of a site.

7. Define situation:

8. What role do familiar places have understanding situation of unfamiliar places?

9. What place is designated as 0 degrees longitude?

10. What is the name for the line drawn at 0 degrees longitude?

11a. How is a degree of longitude or latitude further subdivided?

11b. Give an example.

12. How many degrees of longitude do you need to travel across to pass through one "hour" of time (or one time zone)?

13. How many time zones are there?

14. Read the information in the green box on page 21: Where and why were standard time zones first adopted?

WHERE?

WHY?

15. What is the longitude of the International Date Line?

16. Use the map on page 19 and the green box on p. 21 to annotate the map below.

- Draw the Prime Meridian and International Date Line.
- Shade and label all countries (or regions) which use non-standard time zones.
- Label the country which has forced the 3000 mile deviation of the Prime Meridian.

REGIONS: AREAS OF UNIQUE CHARACTERISTICS



17. A region is an _____ of _____ defined by one or more


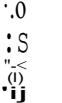
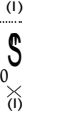
18. One contemporary (current) approach to studying the cultural landscape is called the regional studies approach. What do geographers who adopt this view believe regarding regions?

19. Geographers using the regional studies approach argue that that distinctive landscapes of different regions result from what two things?

a.

b.

20. Complete the chart below which details types of regions identified by geographers.

	FORMAL REGION	FUNCTIONAL	VERNACULAR
			
			
			

21. How does a geographer conclude that two (or more) phenomena are "spatially associated," that is, that they bear some sort of cause and effect relationship?

22. Prepare a bullet chart about the word CULTURE

23. Very carefully define the following terms:

a. Cultural Ecology-

b. Environmental Determinism-

c. Possibilism-

24. How many major types of climates do geographers identify?

25. In what major way does climate influence human activities? (Give an example.)

26. List the four major biomes, or major plant communities, found naturally on earth.

- | | |
|----|----|
| a) | c) |
| b) | d) |

27. What are the two major problems with which geographers are concerned, as far as soil is concerned?

- | | |
|----|----|
| a) | b) |
|----|----|

28. Complete two case studies which describe human modifications of and adaptation to the local environment. To do so, annotate the blank maps and bullet in brief notes to the right of each.

A) THE NETHERLANDS



B) FLORIDA



SCALE: FROM LOCAL TO GLOBAL

1. Define globalization:
2. How has modern technology played a role in globalization?
3. In what ways is globalization of culture manifest in the landscape?
4. In what ways has the communications revolution played a role in globalization?
5. Make three bulleted statements about reactions against globalism and globalization.
 - (a)
 - (b)
 - (c)

SPACE: DISTRIBUTION OF FEATURES

6. The _____ of a feature in _____ is known as its distribution.
- 7a. Define density:
- 7b. What is arithmetic density?
- 7c. What is physiological density?
- Sa. The way in which a feature is spread over space is known as concentration. What are the opposite ends of the spectrum of concentration?
 - a.
 - b.

8b. The boxes below – draw 10 dots in each so that the density is the same in each, but illustrate and label the two different kinds of concentration.

--	--

9. List the three different types of **pattern** given in the text.

a.

b.

c.

10. What role does gender play in geography? (What is the "geography of gender"?)

11. **In** what way do each of the following play a role in geography?

ETHNICITY	SEXUAL ORIENTATION

CONNECTIONS BETWEEN PLACES

12. What is space-time compression?

13a. **In** the past, most interaction between places required what?

13b. How has this changed?

Unit 2 Population Study Guide

Population Terms & Concepts

- Agricultural density
- Arithmetic density
- Crude birth rate
- Crude death rate
- Demographic transition (specific examples & case studies)
- Dependency ratio
- Doubling time
- Epidemiologic transition
- Ecumene & non-ecumene
- Infant mortality rate
- Life expectancy
- Malthus & Malthusian Theory
- Natural increase rate
- Natural checks
- Pandemic
- Physiological density
- Population pyramids (specific examples & case studies)
- Sex ratio
- Total fertility rate
- Zero population growth
- "Cairo Conference" on Population
- Natalist Neutral
- sterilization & abortion (specific countries & case studies on these issues)
- Pro-natalist policies (where are the strongest ones found?)
- Neo-Malthusians
- Replacement Fertility
- China's One-Child Policy

Points for Consideration

1. How real is the fear of overpopulation? Will it result in the downfall of our planet or will people develop means to meet the needs of the world's population?
2. What role should a country play in the growth of its population?
3. How has the growth or decline in population been impacted by disease?
4. What difficulties face a nation moving through the four demographic transition models?

Study Suggestions:

- Review GDQs
- Study Quizlet & Kuby electronic notecards (see website 1st week of population unit) to help with vocabulary
- Know the vocabulary terms & concepts, but also know the in-depth application of this terminology
- Re-read chapter 2 key issues
- Analyze charts, graphs, & maps from chapter 2
- Review & thoroughly understand the Demographic Transition Model and population pyramids

FRQ Topics:

- Ecumenes/non-ecumenes
- Population Pyramid
- Demographic Transition Model

Be familiar with case studies on each of the above topics. Be able to analyze, cite, and reference specific countries. Familiarize yourself with all the case studies/countries that are in the Kuby text and the Rubenstein text. The Kuby pop pyramids can be accessed at the www.wiley.com website that you should be familiar with by now.

In a population pyramid, why are men also shown on the left and women on the right? Because women are always right...bahahahahaha ;)

POPULATION CONCENTRATIONS

1. The world's population is highly clustered, or concentrated in certain regions. FOUR major population concentrations are identified in the text. Shade and label the areas of these concentrations on the map. TWO smaller concentrations, or emerging clusters, are also identified. Indicate these on the map as well.



2. In the boxes below, make note of significant facts, features, countries involved, and characteristics of the four most important population concentrations and two secondary ones.

EAST ASIA

SOUTH ASIA

SOUTHEAST ASIA

EUROPE

EASTERN NORTH AMERICA

WEST AFRICA

SPARSELY POPULATED REGIONS

3a. Define ecumene:

3b. What would non-ecumene mean?

4a. List the four LANDS, which are sparsely populated on earth in the table below. For each region, briefly explain the reason, which makes it inhospitable for human habitation.

Sparsely population land	Reason for inhospitability

4b. Use the map on page 51 of your book or pages 30 and 31 of your Goodes World Atlas to prepare a sketch map which shows non-ecumene and very sparsely inhabited lands. You may join them into a single category. Identify larger areas on the map with terms from the above charts left column.



POPULATION DENSITY

5. Define each of the following terms:

- a. Arithmetic density
- b. Physiological density
- c. Agricultural density

Chapter 2: Population

Key Issue 2: Where Has the World's Population Increased?

Rubenstein, pp. 53-57

1. Define each of the following:

a. crude birth rate (CBR)

b. crude death rate (CDR)

c. natural increase rate (NIR)

NATURAL INCREASE

2. What is the NIR today?

3. When did global NIR peak, and what was it?

4. About how many people are being added to the world's population each year?

5. Define doubling-time:

6. In what world regions is most growth occurring?

FERTILITY

7a. Define total fertility rate (TFR):

7b. What is the global "average" TFR?

8. Note the rates and locations of the global "highs and lows" in TFR.

MORTALITY

9. Define the following:

a. infant mortality rate:

b. life expectancy

10. How are these mortality rates distributed globally, in terms of the developed and developing worlds?

THE DEMOGRAPHIC TRANSITION

1. The demographic transition is a _____ with several _____ and every _____ is in one of them.
2. Fill in the chart below with characteristics describing each stage in the demographic transition model (CBR, CDR, NIR, etc.). Characterize the amount of growth of each stage (high, low, stable, etc.)

Demographic Transition Model			
STAGE1	STAGE2	STAGE3	STAGE4

3. Read about how England passed through the various stages of the model on pages 61 and 62. Describe a historical event for stages 1 and 2 and a cultural attitude for stage 4.

Stage 1 event	Stage 2 Event	Demographic Transition Model in England...	Stage 4 attitude

POPULATION PYRAMIDS

- 4. The shape of a pyramid is primarily determined by what demographic rate?
- 5. What is the dependency ratio?
- 6. What age groups are categorized as "dependent"?
- 7. What does the "graying" of a population refer to?
- 8. What is the sex ratio?
- 9. What types of countries/regions are likely to have more males than females?

COUNTRIES IN DIFFERENT STAGES OF DEMOGRAPHIC TRANSITION

10. In the table below, which represents the four stages of demographic transition, identify a characteristic country which is in that stage and briefly describe how it "got there" as described in the textbook.

Stages of Demographic Transition: Example countries			
STAGE1	STAGE2	STAGE3	STAGE4

DEMOGRAPHIC TRANSITION AND WORLD POPULATION GROWTH

11. How many countries are in each of the following stages of the demographic transition?

- a. Stage 1?
- b. Stages 2 and 3?
- c. Stage 4?

12. Identify the two "big breaks" in the demographic transition and their causes.

- a. the first break
- b. the second break

13. In what sense can we say that the first break came to different world regions for different reasons and in different ways?

- a. it came to Europe and North America...
- b. it came to Africa, Asia, and Latin America...

MALTHUS ON OVERPOPULATION

1. Complete the table below to describe the views and theories of various population theorists.

Thomas Malthus	Neo-Malthusians	Critics of Malthus

DECLINING BIRTH RATES

2a. Where was Malthus right?

2b. In what way was Malthus mistaken?

3. What are the only two ways to bring birth rates down?

a.

b.

4. What two strategies have proven successful to lower birth rates?

a.

b.

5. Take notes on important facts regarding the distribution of contraceptives.

WORLD HEALTH THREATS

6. What is "epidemiologic transition"?

7. Complete the table below with notes on the stages of epidemiologic transition.

EPIDEMIOLOGIC		
Stages 1 and 2	Stages 3 and 4	Possible Stage 5

Unit 2: Migration Study Guide

Migration Terms & Concepts

- Brain drain
- Chain migration
- Circulation
- Counterurbanization
- Distance decay
- Emigration
- Extreme value
- Floodplain
- Forced migration
- Gravity Model
- Guest workers
- Immigration
- Internal migration
- International migration
- Interregional migration
- Intervening obstacle
- Intraregional migration
- maquiladora (from learner.org video case study)
- Migration
- Migration counterstream
- Migration selectivity
- Migration stream
- Migration transition
- Mobility
- Net migration rate
- Outlier
- Pull factors
- Push factors
- Quotas
- Ravenstein's Laws of Migration
- Refugee
- Remittances
- Residuals
- Scatter diagram
- Seasonal migration
- Spatial interaction
- Unauthorized immigration
- Voluntary migration

Study Suggestions:

- Review GDQs
- Study Quizlet & Kuby electronic notecards (see website from week of October 9th & 15th) to help with vocabulary
- Know the vocabulary terms & concepts, but also know the in-depth application of this terminology
- Re-read chapter 3 key issues
- Analyze charts, graphs, & maps from chapter 3
- Review & thoroughly understand Newton's First Law of Migration: the Gravity Model
- Re-watch video case studies from www.learner.org (the Power of Place #2 and #21 and "Human Geography: People, Places, and Change #8)

FRQ Topics:

- Mexico as a case study for migration
- Maquiladora
- Guest workers & population pyramids
- Demographic Transition Model + International Migration + Immigration from the 1800s-1900s

Topics for Looping MCQs -and- Looped FRQs:

- Population Pyramids
- Demographic Transition Model
- Malthusian Theory

Be familiar with case studies on each of the above topics. Be able to analyze, cite, and reference specific countries. Familiarize yourself with all the case studies that are in the Kuby & Rubenstein texts.

REASONS FOR MIGRATING

1. What are push factors and pull factors?

2. Complete the table below with specific examples of push and pull factors.

	PUSH FACTORS	PULL FACTORS
ECONOMIC		
CULTURAL		
ENVIRONMENTAL		

3. Define: intervening obstacle

4. Briefly describe role of each of the following in examining intervening obstacles and migration:

a) physical geography

b) transportation

c) political concerns/laws

DISTANCE OF MIGRATION

5. Migration may be classified as either international or internal. What is the difference?
6. What types of push factors are usually responsible for each of the following categories of international migration?
- voluntary migration...
 - forced migration (refugees)...
7. Briefly state what one would expect to occur, in terms of migration, in each stage of the demographic transition model, as it is applied to a migration transition.

MIGRATION TRANSITION		
STAGE1	STAGE2	STAGES3 &4

CHARACTERISTICS OF MIGRANTS

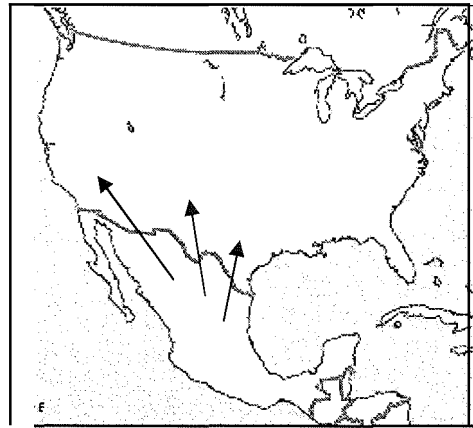
8. Complete the following table from the reading.

Characteristics of Migrants			
Who?		Where/distance?	Why?
l.t.l O Z l.t.l G	In the past..		
	Present trends...		
C/f ::J E-< <t; E-< C/f ■ <t; ::l;	In the past and still today...		
	Recent changes...		

9. Answer the following questions regarding migrants from Mexico who move to the United States.

A) In what ways does migration from Mexico to the US support each of the following geographic models?

i. Migration Transition Model (as adapted from the Demographic Transition Model):



ii. Distance-decay function:

B) In what ways does migration from Mexico to the US benefit...

i. the Mexican migrants?

ii. Americans?

C) How does seasonality make this phenomenon as much a concept of human mobility, rather than permanent migration?

Chapter 3: Migration:

Key Issue 2: Where Are Migrants Distributed?

Rubenstein, pp. 90-98

GLOBAL MIGRATION PATTERNS

1. Read the section and then make 5 summary statements regarding global migration patterns.

(a)

(b)

(c)

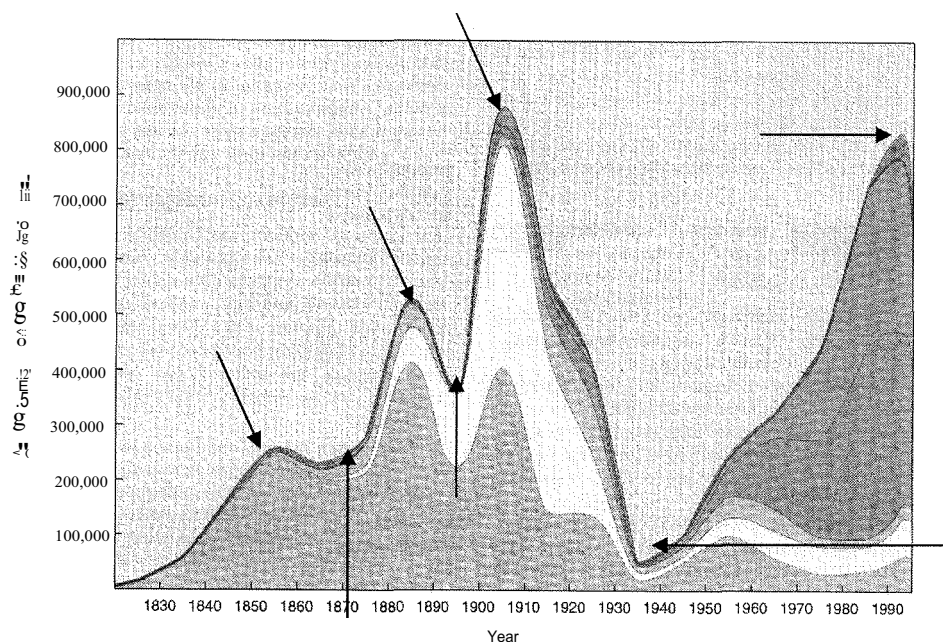
(d)

(e)

U.S. IMMIGRATION PATTERNS

2. Finish this statement: The world's third most populous country (the US) is inhabited overwhelmingly by...

3. Annotate the graph below from your reading of pages 91 to 95. Be sure to label all "peaks" and "valleys" (as indicated by arrows) as well as the national origins of immigrants during different periods.



Read carefully; this is a reading comprehension test. The questions are based on the text. The questions are as follows:

-----1

4. During the 19th century and first half of the 20th century, how many Asian immigrated to the US?
5. How many Asians immigrated to the US during the last quarter of the 20th century?
6. What were the FOUR countries which sent the most immigrants from Asia in recent years?
7. Describe three ways in which immigration to Canada is different than immigration to the US in terms of the following ethnicities.
 - a) Asians:
 - b) Europeans:
 - c) Latin Americans:
8. In what years did immigration from Latin American explode and peak?
9. What three Latin American countries send the most immigrants to the US in the last 25 years?
10. In what stage of the Demographic Transition are most countries that send immigrants?
11. Although the reasons people leave their countries to immigrate to the US have not changed over time, what has changed here in the US?

IMPACT OF IMMIGRATION ON THE UNITED STATES

12. Complete the table regarding below.

EUROPEAN IMMIGRATION	
What were some of the causes of European immigration to the United States?	What were some of the important effects of European immigration to the US and other world regions?

13a. What are undocumented immigrants?

13b. Where do most undocumented immigrants to the US come from?

14. How did the 1986 Immigration Reform and Control Act attempt to change the status of some illegal immigrants, that is, which did it try to help (and how)?

(a)

(b)

15. Read Destination of Immigrants Within the United States (p. 97) and annotate the map below. Write any important facts/notes around the map. Be sure to indicate; What states are the destination of most immigrants to the US? Where are immigrants coming from? Which states are the destinations of which groups of immigrants?



16. Define chain migration:

IMMIGRATION POLICIES OF HOST COUNTRIES

| US Quota Laws |

1a. What did the Quota Act (1921) and the National Origins Act (1924) do?

1b. How did they favor immigration from certain regions?

2. How did the Immigration Act of 1965 change the existing quotas laws?

3. How was immigration law further changed in 1978?

4. US immigration law gives preferences to three groups. Identify them.

a.

b.

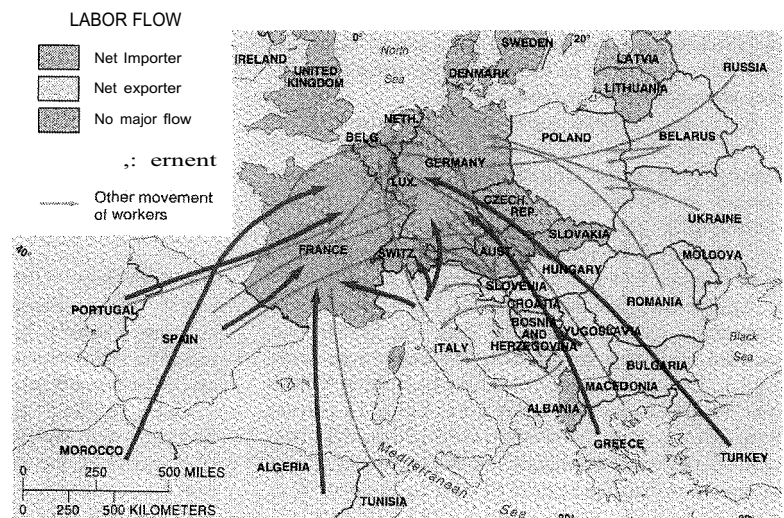
c.

5. Define brain drain:

Temporary Migration for Work

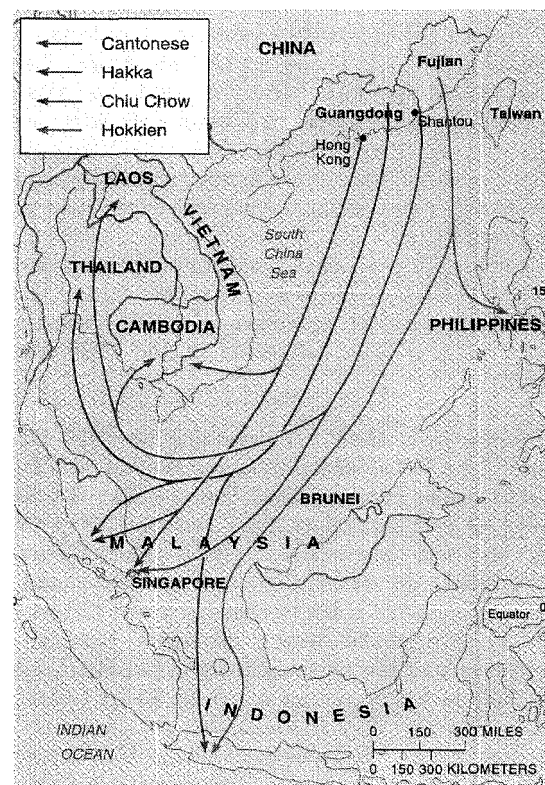
6. Define guest worker:

7. Annotate this map with information from the book on pages 99 and 100, "Temporary Migration for Work."



8. Define time contract worker:

9. Annotate the map below with information from the book on pages 100 and 101, "Time Contract Workers."



10. Prepare notes on three case studies of immigration in the table on the following page.

IMMIGRATION TO THE US: THREE CASE STUDIES

Cuba



d

V. :s

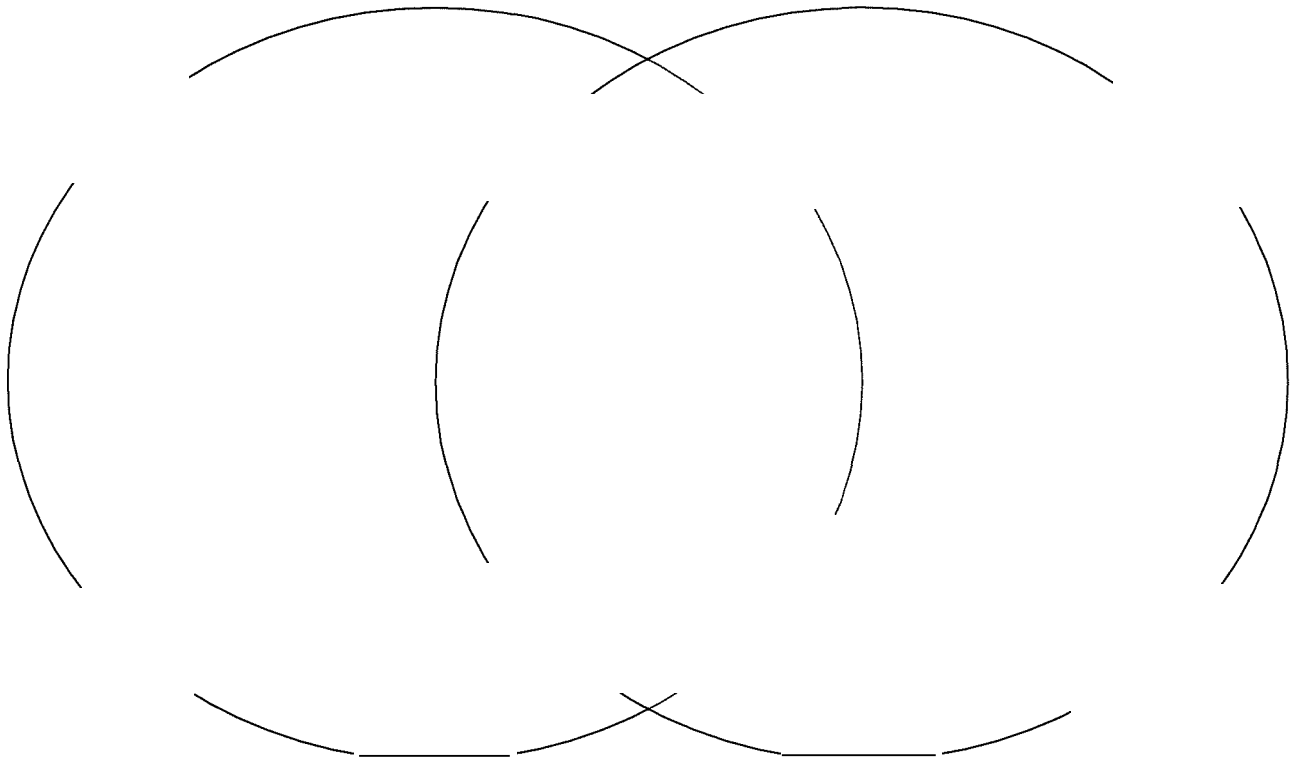


CULTURAL PROBLEMS LIVING IN OTHER COUNTRIES

11. Carefully read this section and afterward, complete the Venn diagram below to compare and contrast attitudes in the US and Europe toward immigrants.

US ATTITUDES
TOWARD
IMMIGRANTS

EUROPEAN ATTITUDES
TOWARD GUEST
WORKERS

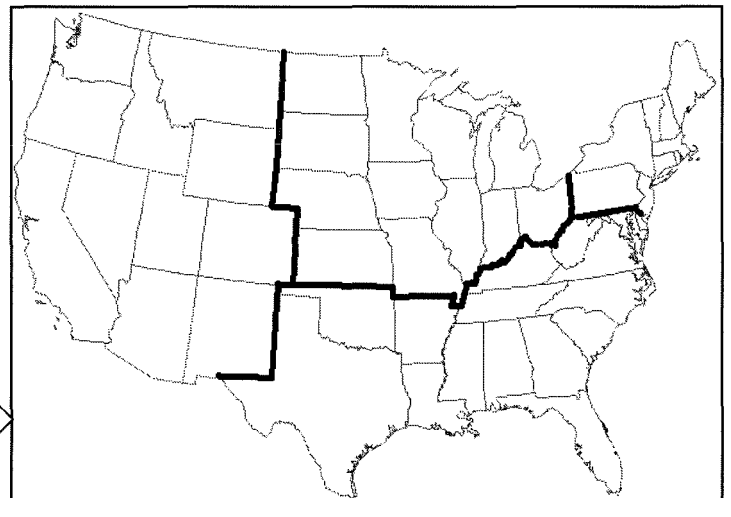


MIGRATION BETWEEN REGIONS OF A COUNTRY

1. What is the most famous example of large-scale interregional migration in the US?
2. What is the "population center"?
3. What was the first "intervening obstacle" which hindered American settlement of the interior of the continent?
4. What developments in transportation eventually encouraged settlement to the Mississippi?
5. Why was settlement of the Great Plains slow to come, with settlers passing it by for California and the west coast?
6. How did the railroads encourage settlement of the American interior?
7. For what two reasons have people been migrating to the South in recent years?

8. How is the migration pattern for African Americans different than that of whites?

9. Use the chart on page 106 to calculate the net growth (or loss) of US regions and place the appropriate number in each box in the map.



10. Make appropriate notes in the tables below on five specific examples/case studies of interregional immigration.

RUSSIA	
Where?	Why?
How?	

BRAZIL	
Where?	Why?
How?	

INDONESIA	
Where?	Why?
How?	

EUROPE	INDIA

MIGRATION WITHIN ONE REGION

11. Define/ describe each of the following terms and summarize a single, important fact about its occurrence in the US.

	Urbanization	Suburbanization	Counterurbanization
0			
1			

APHG Unit 3 Exam Cultural Patterns & Processes Study Guide

The following are terms & concepts that you need to study for your test. These concepts are taken from our class work, from Rubenstein chapters 1 [culture-related terms], 4-7, and Kuby chapters 2 & 12 (Kuby Ch 2 was from unit 1).

[Rubenstein Ch. 1]

- cultural diffusion
- diffusion of culture
- relocation diffusion
- examples of relocation diffusion
- expansion diffusion
- examples of expansion diffusion
- contagious diffusion
- examples of contagious diffusion
- hierarchical diffusion
- examples of hierarchical diffusion
- stimulus diffusion
- examples of stimulus diffusion
- cultural assimilation
- toponymy

[Rubenstein Ch. 4]

- custom
- folk culture
- habit
- popular culture
- taboo

[Rubenstein Ch. 5]

- British Received Pronunciation
- Creole or creolized language
- Dialect
- Ebonies
- extinct language
- Franglais
- ideograms
- isolated language
- isogloss
- language
- language branch
- language family
- language group
- lingua franca
- literary tradition
- official language
- pidgin language
- revived language
- Spanglish
- standard language
- Vulgar Latin
- vernacular language

[Rubenstein Ch. 6]

- an1m1sm
- autonomous religion
- branch
- caste
- cosmogony
- denomination
- diocese
- ethnic religion
- fundamentalism
- ghetto
- hierarchical religion

- missionary
- monotheism
- pagan
- pilgrimage
- polytheism
- sect
- solstice
- universalizing religion

[Rubenstein Ch. 7]

- apartheid
- balkanization
- balkanized
- blockbusting
- centripetal force
- ethnic cleansing
- ethnicity
- ethnocentrism
- genocide
- mult ethnic state
- multinational state
- nationalism
- nationality
- nation-state
- race
- racism
- racist
- self-determination
- sharecropper
- Shi'ite Muslims
- Sunni Muslims
- triangular slave trade

[Kuby Ch. 12]

- enclave
- ghetto
- integration
- plantation system
- residential segregation
- segregation index
- social distance
- spatial convergence
- spatial divergence
- tenant farmer

(Kuby Ch.2)

- core
- cultural landscape
- culture
- culture region
- culture trait
- domain
- ecological trilogy
- perceptual region
- regional identity
- sphere
- symbol
- syncretism

Important Concepts:

- Be able to explain how religion has shaped the cultural landscape and be able to provide specific examples.
- Be able to explain English as a the world's main lingua franca and be able to explain the concept of lesser-used minority languages such as Welsh, Basque, and Inuktitut and the revival of these lesser-used religions..
- Be able to explain the distribution of religious groups in the United States, factors that might influence this distribution, and the geography of religion in the United States.
- Globalization of western culture
- Application of the term "cultural traits"
- Ancient cultural hearths
- How religions impacts cultural patterns & processes
- How language impacts cultural patterns & processes
- How ethnicity impacts cultural patterns & processes
- diffusion of modern languages
- adopting cultural traits
- Indo-European language family
- facts about the English language
- regional language variant
- linguistic isolation
- countries that use English as an official language
- facts about official languages
- why languages are protected and preserved by cultural groups
- why British English is so widely spoken around the world
- impact and influence of language on a culture
- hierarchical religion examples
- where various religions are found, their hearths, founders, important religious locations, their diffusions, & distributions – for all major world religions
- Similarities & differences between major world religions
- Major Christian denominations
- Sacred sites in the major world religions
- Examples of cultural landscapes
- Religions influence on cultural landscapes
- Diffusion of popular culture
- Material aspects of culture v. non-material aspects of culture
- Popular v. folk culture
- How folk cultures perceive their environment
- Examples of popular & folk cultural landscapes

ORIGIN OF FOLK AND POPULAR CULTURE

This section looks at the origin and diffusion of specific examples of both folk and popular culture. Specifically examined examples of folk culture are FOLK MUSIC and AMISH CULTURE. Examples used to illustrate popular culture are POPULAR MUSIC and QCC111L

1. List elements of the origin and characteristics of FOLK MUSIC.

2. List elements of the origin and diffusion of POPULAR MUSIC.



3. Shade and label the hearths of country music in the US and label the location of the origin of popular music with a dot.

DIFFUSION OF FOLK AND POPULAR CULTURE

THE AMISH

4. Where did Amish culture originate and how did it diffuse to the United States?

5. In what ways is Amish culture distinct from the popular culture of the United States?



6. Identify Amish core areas (larger settlements) and then use dots and arrows to indicate the spread of Amish culture throughout a larger region.

What is happening to the Amish in the United States today?

7. How was soccer transformed from a folk custom into popular culture?



8. Despite their anonymous folk origins, what characteristics of organized spectator sports today characterize them as popular culture?

9. Draw a small graphic in the space below to link popular sports with the countries in which they are most popular and with which they are best associated.

ISOLATION PROMOTES CULTURAL DIVERSITY

1. Summarize how cultural diversity in the Himalayas is displayed in local art.

- 2a. What cultural institution is shaping these differences?

- 2b. What environmental conditions (which are the same for all groups here) are NOT ensuring similar art forms in this case?

INFLUENCE OF THE PHYSICAL ENVIRONMENT

3. How does clothingstyle (in this case, shoes) indicate the influence of the environment on folk culture?

4. List 5 different examples of food habits and the unique folk cultures each illustrates.

-
-
-
-
-

5. Indicate some food attractions and taboos, along with the cultures that practice them, in the table below.

J:<UUU AIKALIUN		J:<UUU IAHJIJ	
Cultures/regions	Foods/ reasons	Cultures/ regions	Foods/ reasons

6. In what sense are building materials of folk housing unique? Provide examples.

7. List 5 examples of house form and the unique folk cultures each illustrates.

US HOUSES

8. Fred Kniffen, a cultural geographer, has identified three source regions for American folk housing styles: New England, Middle Atlantic, and Lower Chesapeake. List the housing styles he identified with each region. Draw them.

New England (4 styles)

a.

c.

b.

d.

Middle Atlantic (1 dominant style)

Lower Chesapeake

1. In contrast to folk customs, popular customs diffuse _____ across the earth's surface to locations with a wide variety of _____. This diffusion depends, however, upon a group of people having a sufficiently high level of _____ in order to obtain the _____ associated with the popular custom.

DIFFUSION OF POPULAR HOUSING, CLOTHING, AND FOOD

HOUSING

2. Complete the chart below to indicate the decade(s) during which each housing style was dominant and a fact about the particular style of house.

Style	Decade(s)	Fact
minimal traditional		
ranch house		
split-level		
contemporary style		
shed style		

3. List the so-called neo-eclectic styles of the 1960's and 70's.

a.

c.

b.

d.

CLOTHING

4. In Western countries where popular culture predominates, clothing styles generally reflect _____ rather than particular _____

5. Complete a bullet chart with 5 facts about clothing styles associated with popular culture.

-
-
-
-
-

6. Summarize the four facts you believe to be most important to remember about jeans as an example of popular culture in the box at right.

| FOOD |

7. Consumption of large quantities of what two food products are characteristic of popular culture?

a. b.

8. How is each of these food preferences expressed regionally, according to culture?

A (from above).

B (from above).

9. Summarize the four facts you believe to be most important to remember about wine production in the box at right. — — — — —

wine



ROLE OF TELEVISION IN DIFFUSING POPULAR CULTURE

10. Give two reasons for which television is an especially significant element of culture:

A)

B)

11. Complete this chart with countries and/or regions.

Television is universal	Television is common	Television is rare

12a. Currently, where is the Internet most widely available?

12b. To what regions will it most likely spread next?

12c. What regions, then, does that leave as still relatively untouched by the Internet, in the foreseeable future?

13. Describe the differences between US/Western hemisphere television control and that found elsewhere.

TELEVISION CONTROL, ETC.

Western Hemisphere	Elsewhere

14. Regarding governmental control of television...

a. how is it changing?

b. what is causing the changes?

c. what are the effects of these changes?

THREAT TO FOLK CULTURE

1. How and where has folk clothing styles worldwide been threatened by popular culture?

2. How have women in many parts of the world been helped by the spread of popular culture?
How have they been hurt?

3. What three countries dominate worldwide television markets? What regions does each dominate?



Country dominating television ...	Region it dominates ...

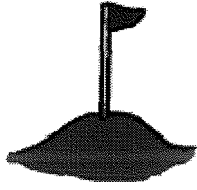
4. Why do developing nations view television as a new source of cultural imperialism?

5. What are the world's two largest newspaper organizations? Who owns them?

6. In many parts of the world, what is the only reliable and unbiased source of news information?

ENVIRONMENTAL IMPACT OF POPULAR CULTURE

7. How is the playing of golf and golf courses an example of a popular custom which is not generally in harmony with the local environment?



8. What is a uniform landscape?

9. How and why is this concept utilized by fast-food restaurants?

10. What are the two ways in which popular customs have an adverse effect on the natural environment?

a.

b.

ORIGIN AND DIFFUSION OF ENGLISH

1. How did English become so widely diffused?
2. What three European peoples originally came together to form the English people and English language?
3. Where did these people come from?
4. What two subsequent invasions added additional words to the evolving English language?

DIALECTS OF ENGLISH

5. Dialects are defined as Aregional variations of a language@and are distinguished by three things. List them.
 - a.
 - b.
 - c.
6. Define standard language:
7. What is the standard language form of English? Where did it come from (3 cities)? How was it diffused throughout Britain?
8. In a single word, why is American English different from that spoken in England?

9. In the table below, complete bullet charts of salient and interesting facts regarding each of the following differences between the British and American dialects of English.

Differences between British and American English		
VOCABULARY	SPELLING	PRONUNCIATION

10. Three distinct dialect regions are identified in the Eastern US. What was the source region of settlers for each?

REGION	SOURCE OF SETTLERS
Northeastern US	
Midlands (Tidewater, Chesapeake Bay area)	
Southeastern coastal region	

11. Finish the two following sentences and fill in the blanks:

- a. In most instances, words which are different in various dialects are words which are related to
- b. Language differences, as exhibited in dialects, tend to be greater in _____ than _____ because ...

12. People from all three eastern regions migrated into the Midwest, Great Plains, and the Western United States. Why, then, is there a relatively uniform form of English (dialect) spoken across this enormous area? (Hint: a single word will do.)

IRANIAN GROUP (WESTERN)	INDIC GROUP (EASTERN)
-------------------------	-----------------------

3. Balto-Slavic Branch: Answer the questions below.

- A. How did Russian become the most important East Slavic language?
- B. What is the most important West Slavic language?
- C. Describe the controversy between Czech and Slovak languages under Czechoslovakia's government? What happened?
- D. Why are South Slavic languages, which were once very similar to each other, becoming increasingly different today?

4. Romance Branch: Answer the questions.

(a) From what language did all Romance languages descend?

(b) List the four most important Romance languages.

- | | |
|-----|------|
| 1. | iii. |
| ii. | iv. |

(c) Make a note about each of the following minor Romance languages:

- Romanian
- Romansch
- Catalan
- Sardinian
- Ladino

(d) What is Francien?

(e) What are the two important dialectical divisions of France today?

(f) What is Castilian?

(g) How many countries in Latin America have Spanish as their official

language?

(h) How does Spain maintain control of Spanish?

(i) Why is Portugal upset about the standardization of Portuguese?

ORIGIN AND DIFFUSION OF INDO-EUROPEAN

Sa. What is the name of the (theoretical) common ancestral language of all languages discussed in this key issue of the chapter?

Sb. Why is its existence difficult (impossible?) to prove?

6. Contrast the two views of the origin of this language in the table below (5 points for each)

"Kurgan" theory	Renfrew hypothesis

Classification of Languages

1. Complete this chart from the reading.

Language Family	Percent of Speakers	Examples
Indo-European Family		
Tibetan Family		
Afro-Asiatic		
Austronesian		
Niger-Congo		
Dravidian		

2. Analyze the Language family tree in figure 5-12. Answer the following questions.

- What do the tree trunks represent?
- What do the leaves represent?
- What does the size of the trunk of the tree represent?
- Why is Celtic not shown on the language family tree?

Distribution of Language Families

3. Name the two branches of Sino-Tibetan branch, as well as, examples and numbers of speakers.

-
-

4. Describe four specific features of the Chinese language.

-
-
-

d.

5. Explain how Japanese and Korean are distinctively different.

6. Explain key points for each of the following language families. Annotate and color code the Africa map.

Afro-Asiatic Family	Altaic and Uralic Family	African Family
1.	Altaic 1.	1.
2.	2.	2.
3.	3.	Niger-Congo 1.
4.	4.	2.
5.	Uralic 1.	3.
6. The United Nations added Arabic as its 6th official language in the General Assembly in _____ and the Security Council in _____.	2.	Nilo-Saharan 1.
	3.	2.
	4.	Khoisan 1.
		Austonesian 1.
		2.

Chapter 5: Language

Key Issue 4: Why Do People Preserve Local Languages?

Rubenstein, pp. 171-180

Assignment: Prepare rather detailed notes (including sketch maps) on four "case studies" of language issues and much simpler notes (no sketch maps necessary) on three other countries whose experience provides a real-world example/illustration of a concept in linguistic geography.

CASESTUDIES

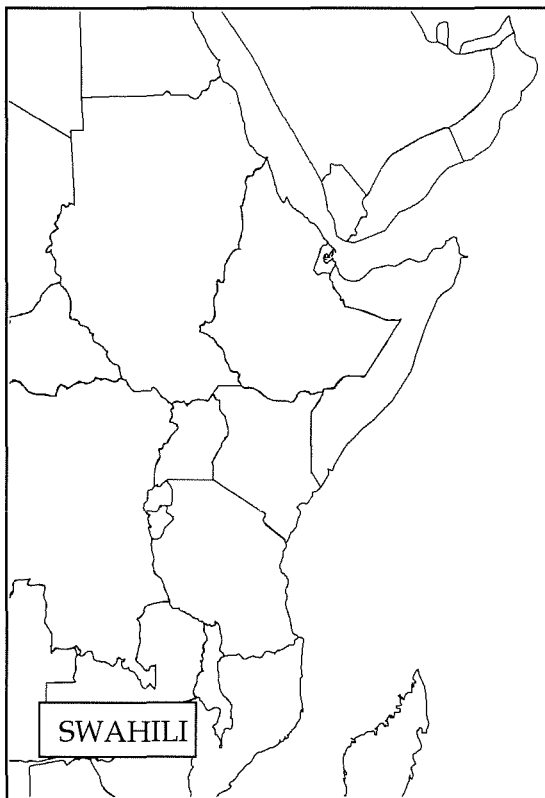
- **Nigeria:** Problems in a multi-linguistic state (p. 171 [Key Issue 3])
- **Celtic Languages:** The struggle for survival of a language family (pp. 172-73)
- **Belgium:** Political and linguistic divides (pp. 173-74)
- **Swahili:** A creolized lingua franca (see reading attached)



REAL-WORLDEXAMPLES

- **Hebrew:** an extinct/ revived language - p. 172
- **Switzerland:** successful multilingualism - p. 174
- **Basques:** an isolated language- p. 175
- **Icelandic:** an unchanging language- p. 175





HEBREW

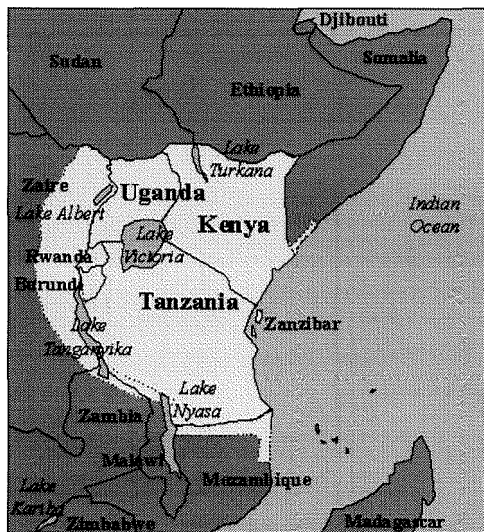
SWITZERLAND

BASQUE

ICELANDIC

GENERAL INTRODUCTION

Swahili (also, and more properly, called Kiswahili) is an African language spoken mainly by the people of eastern and central Africa. That is, people who live in Tanzania, Kenya, Uganda, Rwanda, Burundi, eastern Zaire, northern Zaire, northern Malawi, northern Mozambique, northern Zambia and Somali Republic. Although not widely as in the above mentioned countries, Kiswahili is also used by some people in Congo Brazzaville, southern Sudan, the Comoro Islands, the northern part of Malagasy Republic, and the Persian Gulf states.



Swahili is spoken by an estimated 50 million people and, after Arabic, is the most widely understood language in Africa. It is the official language of Tanzania and Kenya and is used extensively in Uganda and the eastern provinces of Zaire. In Burundi and Rwanda, it is known and used in major urban centers, but is not widely known or extensively used in the monolingual countryside.

In countries that flank the area where Swahili functions as the common mode of communication, use of the language does spill over the border areas in small towns and villages along major transportation arteries, for example, in northern Mozambique, northern Zambia, and southern Ethiopia. Along the East African coastal strip from well into Somalia and as far south as northern Mozambique there are communities of Swahili speakers. Of less significance are small and declining communities in the Comoro Islands, where local Swahili related vernaculars and French are the rule, and along part of the northwestern coast of Madagascar.

In spite of its large number of speakers and the huge area in which the language is spoken, Swahili has less than two million native speakers, most of whom live along the east African coast of southern Somalia, Kenya, Tanzania, northern Mozambique, and on the off shore islands of Lamu, Zanzibar, and Pemba. Most speakers in Tanzania and Kenya acquire Swahili as a second language, being native speakers of other African languages. Many speakers of Swahili, especially those further into the interior of the continent (up country) speak two or more other languages, and use Swahili as a lingua franca. A growing number of first language speakers, however, live in the urban areas of East Africa, where inter-ethnic communities prevail.

ROLE IN SOCIETY

Although English is still an important language in post independence East Africa, Swahili plays an increasingly vital role in the daily commercial, political, cultural, and social life of the region at every level of society. This is especially true in Tanzania, where the language is used throughout the country in government offices, the courts, schools and mass media. It has, in fact, become a more important language than English and, in some cases, is replacing English as the

this is less the case, and English still enjoys virtual equal status with Swahili. In Uganda the popularity of Swahili as a national or official language often reflects the attitude of the political faction that is currently in control. Swahili has never enjoyed high status among the major Christian oriented Bantu ethnolinguistic groups of southern and western Uganda, but was an important lingua franca in the northern areas of the country and has always been an important language among the military and police. For a period shortly after the Tanzanian Ugandan conflict the status of Swahili received a boost because people observed how effectively it functioned as the language of their liberators, the Tanzanians. In eastern Zaire it remains an important lingua franca and is spoken by growing numbers of native speakers in parts of the region.

HISTORY

Swahili spread through eastern Africa beginning in the nineteenth century when Arab/Swahili trade expanded along the East African coast, on Zanzibar, and in trading centers in the interior. Long before the arrival of European colonizers, it was the Swahili dialect of Zanzibar Town (Kiunguja) that spread inland and eventually became the basis for Standard Swahili in colonial and post independence East Africa. Furthermore, Swahili is one of the few African languages that has a precolonial written tradition. A thousand years of contact between Indian Ocean peoples and Swahili resulted in a large number of borrowed words entering the language, mainly from Arabic, but also others such as Persian and various Indian languages. At different periods Swahili also borrowed vocabulary from Portuguese and English. Such borrowing is comparable to the proportion of French, Latin, and Greek loans used in English. Although this proportion for Arabic loans may be as high as 50 percent in classical Swahili poetry (traditionally written in Arabic script), it amounts to less than twenty percent of the lexicon of the spoken language.

The oldest surviving documents written in Swahili date from the early 1700s. They are written in an Arabic script, reflecting the influence of Islamic culture on Swahili society. Most of these documents are transcriptions of Swahili epic poetry, recording on paper an oral tradition of works intended for chanting or singing. The most common of these poems are called Utenzi (Utendi), drawing upon conventions of both Arab verse and Bantu song. Its earliest composers most likely worked in Kenya, in the Lamu archipelago, using one of the northern Swahili dialects. The tradition later spread south to Mombasa and Pemba, where the focus of the verse shifted from religious legends to social commentary, which continues to be a theme used by contemporary Swahili poets. The classical poetry still plays a major role in Swahili culture; it is recited on special occasions and regularly quoted; newspapers often devote space to poetry that has been submitted by their readership.

UNIVERSALIZING RELIGIONS

| CHRISTIANITY |

1. Give the percentage of the world's Christian population belonging to each of Christianity's three major branches

Roman Catholic-

Eastern Orthodox -

Protestant-

2. Regarding Eastern Orthodox churches ...

How many separate churches are there?

Which has by far the largest membership?

3. What percentage of Latin Americans are Roman Catholic?

4. Protestants comprise 40% of North Americans. List the five largest denominations (#5 is a tie) by percentage.

1.

2.

3.

4.

5.

5. Complete the chart with names of smaller branches of Christianity and their location of concentration.

Branch of Christianity	Region of predominance

ISLAM

6. Half of the world's Muslims live in the Middle East. The other half live in four countries outside the Middle East. List them.

- 1.
- 2.
- 3.
- 4.

7. Give the percentage for each of Islam's two great branches:

- **Sunni-**
- **Shia-**

8. Only in three countries do Shia Muslims number more than Sunni. List them and give the % Shia.

- 1.
- 2.
- 3.

BUDDHISM

9. Buddhism is built around "Four Noble Truths" as taught by the Buddha. Summarize them.

(a)

(b)

(c)

(d)

10. Complete this chart dividing Buddhism into its three main branches.

Branch	% of all global Buddhist population	Regions where predominant

11. Why are Buddhists difficult to count?

OTHER UNIVERSALIZING

12. Where are Sikhs concentrated?

13. What is the main belief of the Bahai?

ETHNIC RELIGIONS

HINDUISM |

14a. Where are Hindus concentrated? What% of all Hindus live there?

14b. Where are the rest? (include %)

15. Hinduism does not have different branches but, because it is polytheistic, does have some more popular gods than others. Complete the chart below regarding the more popular forms of Hinduism.

FORM	%of global Hindus	God worshiped (include a brief description)

| OTHER ETHNIC RELIGIONS'

16. Make a note or two (that seem of geographic interest) about each of the following ethnic religions

A. CONFUCIANISM

B.DAOISM

C. SHINTOISM

D. JUDAISM

E. ANIMISM



Shade, label, and annotate this map to illustrate animistic belief in Africa today.

ORIGIN OF RELIGIONS

1. Complete the table below describing the origins and branches of the major universalizing religions.

	Christianity	Islam	Buddhism
Year of Origin			
Founder			
Major branches and main belief of each branch			

2. Regarding Hinduism:

a. How was its origin different than universalizing religions?

b. When did it originate?

c. Where did it originate?

d. What two ancient peoples' beliefs blended to form Hinduism?

DIFFUSION OF RELIGIONS

3. Give 4 explanations for the diffusion of Christianity.

a.

b.

c.

d.

4. Give 3 ways **in** which Islam spread.

a.

b.

c.

5. Give 2 reasons for the expansion of Buddhism.

a.

b.

6. Provide 4 examples of cases **in** which religions, or religious practices, have blended.

Religions which have blended	Location and description
A	
B	
C	
D	

7. Regarding Judaism:

a. How is its distributionverydifferent from other ethnic religions?

b. What was the diaspora?

c. How were most Jewstreated as they lived amongothernationalities?

d. What is the origin of the term ghetto?

HOLY PLACES

8. What is a pilgrimage?

9. Read the section (pp. 201-204) and make notes on three case studies; Buddhism, Islam, and Hinduism. Then read the section titled Places of Worship (pp. 195-97) and complete the right hand side of the table. Naturally, drawing a little sketch map of locations would be helpful .

Buddhist Holy Sites
Islamic Holy Sites
Hindu Holy Sites

10. What is a cosmogony?

THE CALENDAR

11. What is the most prominent feature of the calendar in ETHNIC religions?	12. What is the principle purpose of the calendar in UNIVERSALIZING religions?
---	--

13. How does the Jewish calendar typical of ethnic use of the calendar?

14. What is the solstice?

15. Both the Jewish and the Muslims use a lunar calendar, yet in a different way and with very different results. Explain.

16. How is the date of Easter related to physical geography (the natural world) through the calendar?

17. Why do different Christian branches celebrate Easter on different days?

18. How is this similar to Buddhism's major holidays?

Chapter 6: Religion

Key Issue 3: Why Do Religions Organize Space in Distinctive Patterns?

Rubenstein, pp. 207-212

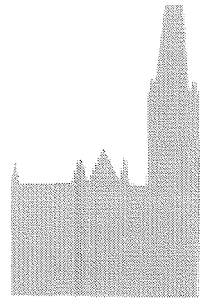
1. In what two ways do religious structures often stand out in a landscape?

PLACES OF WORSHIP

2. For what two reasons does a church, the physical structure, play a more critical role than in other religions?

3. Give two symbols present in Christian church architecture.

4. Complete the following table to express unique visible features of Christian churches.

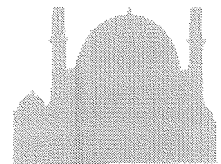


CHRISTIAN BRANCH or REGION	Unique design or typical feature
Orthodox Christianity	
Protestant- esp. North America	
Northeast US	
Southeast US	
Southwest US	
Latin America	

5. How is a Muslim mosque viewed differently than a Christian church?

6. Identify 3 specific, visible, features of a typical mosque.

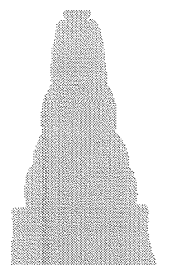
- a.
- b.
- c.



7. How are Hindu temples different than both churches and mosques?

8. List 3 typical, visible features of a Hindu temple.

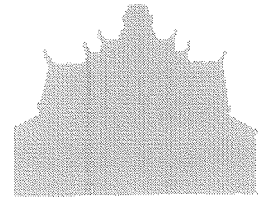
- a.
- b.
- c.



9. What is the religious purpose of a Buddhist pagoda?

10. How was pilgrimage a part of the development of pagodas?

11. Formal worship in a pagoda is not typical. Where does it usually take place?



SACRED SPACE

12a. Christians practice burial of the dead. Complete the flowchart below to indicate the history of this practice.

.. H. _____, HL- _____

12b. Make two notes about the use of cemetery land in urban areas

a.

b.

12c. Complete the table below with brief notes on the disposal of the dead in ways other than burial.

Hindus	
Parsis (Zoroastrians)	
Micronesians	

13. Complete the table below with brief notes on the religious settlements indicated.

Utopian settlements	
Salt Lake City, Utah	
Puritans	

ADMINISTRATION OF SPACE

14a. Define hierarchical religion:

14b. List the Roman Catholic hierarchy, indicating geographic region and leader who heads it.

Re on	Leader

14c. Why are parishes in Latin America so much larger than those in Europe?

15a. Describe an autonomous religion:

15b. In the absence of a hierarchy, what is the only formal organization of territory in Islam?

15c. What holds Islam together?

16. Complete the table below to categorize other religions and denominations.

Autonomous religions	Hierarchical religions

1. Define fundamentalism:

2. Fundamentalism is increasing in the world today and its growth contributes to conflicts. Why is it increasing?

RELIGION VERSUS GOVERNMENT POLICIES

3. In what ways did the Taliban government of Afghanistan raise conflicts with Western/modern ideas after it took control of the country in 1996?

4a. What aspect of Hinduism has clashed with Western/modern ideas?

4b. What western groups criticized this aspect? Why?

4c. How has the Indian government responded to this issue?

5. In Russia/Soviet Union, how did each of the following attempt to limit the influence of religion, specifically the Eastern Orthodox Church?

a) Czar Peter the Great:

b) Communism:

6. What happened, and is continuing to happen, in each of the following regions of the Russian Empire/Soviet Union since the fall of communism in the 1990s? Complete the table below by adding THREE more countries to each category and then describing what is going on at the present time in that region.

Historic Catholic Regions	Historic Muslim Regions
Croatia, Czech Republic, Hungary, Lithuania	Kazakhstan, Kyrgyzstan, Tajikistan
Currently...	Currently...

7. How were and are each of the following detrimental to Buddhism in Southeast Asia?

a) Vietnam War:

b) Communist regimes:

RELIGION VERSUS RELIGION

8. Describe in detail the conflicts occurring in the following locations.
Minimum of five pieces of historical information for each side.

Middle East	Ireland
Groups/countries involved:	Groups involved

Unit 4 Study Guide: Ethnicity & Political Organization of Space

KNOW

*All the vocab included on your Vocab Notecard Project guidelines for Unit 4! ©

BE ABLE TO

- explain the concept of "state" by:
 - identifying necessary qualifications and characteristics
 - listing examples of states in various regions
 - describing "quasi-states"
- describe the problems of multinational states and stateless nations.
- list advantages and disadvantages of different types of boundaries and provide examples.
- list advantages and disadvantages of different shapes of states and provide examples.
- discuss the concepts of imperialism, colonialism and illustrate some of their consequences on the contemporary political map.
- explain the role of the following in the internal structure of states:
 - civil divisions
 - federal or unitary structure
 - irredentism, separatism, autonomy, and self-determination
- define and provide examples of forward capitals.
- summarize the history of the United Nations and identify issues of current importance regarding it.
- Discuss the evolution of the modern concept of the state.
- What are the major types of physical and cultural boundaries, and what conflicts can occur between states because of the manner in which boundaries are drawn.
- What geographic elements contributed to the development of the United States and Soviet Union/Russia as superpowers, and what geographic elements contribute to the weakness of these two countries?
- Describe the changes in world politics, economics, and military activities because of the rise of regional authorities.

Reading, Notes, & Videos to Review:

- Rubenstein, Chapter 7-8
- Kuby, Chapter 13
- Leamer.org Case Study Videos
- PPT Notes
- Ethnicity Quiz

Potential FRO Topics:

- | | |
|--|--|
| <ul style="list-style-type: none">• Nation, State, & Nation-State• Supranationalism & Devolution• Political Boundary Issues• Emergence of the Modern State• Centripetal/Centrifugal Forces• <u>Specific Case Studies:</u><ul style="list-style-type: none">Cyprus (Greeks & Turkish Cypriots)Israel/PalestineKurdsEuropean UnionUN/NATO/NAFTASoviet UnionCzech & SlovakiaStrasbourg, Germany | <ul style="list-style-type: none">- Western Sahara/MoroccoNorth/South KoreaCyprusKurdsChechens- AntarcticaBerlin Conference- Japan & Denmark's Cultural HomogeneityIraq/Kuwait border issuesGenocide case studiesShia/SunniBrazil & forward capital |
|--|--|
- Yugoslavia
 - Taiwan/China

DISTRIBUTION OF ETHNICITIES WITHIN THE UNITED STATES

1a. Define ethnicity:

1b. Define race:

Ethnic group	%of US pop.

2. In the table at left, identify America's four major ethnic groups (other than white). Give their percentage of the total US population and shade areas in which they are clustered on the map.



2a. What are the major Hispanic groups in the US?

2b. What are the major Asian groups in the US?

2c. Provide an example to illustrate that African-Americans or Hispanics in the US are more urbanized (likely to live in cities) than whites.

2d. In what region of a typical American city are ethnic groups concentrated? Why there?

3. Complete the table below to summarize the historic migration patterns of African-Americans.

Migration from Africa	Migration to the North	Migration within cities (ghetto)

DIFFERENTIATING ETHNICITY AND RACE

4. In terms of the concept of race...

a. what is the "problem" with the way the US Census Bureau defines "Asian"?

b. what is the difference between "African-American" and "black"?

c. how does the US Census Bureau consider Hispanic/Latino?

5. What is racism?

6. Describe each of the following concepts dealing with the geography of race.

- "Separate Bu Equal"

- White Flight

- Blockbusting

7. Complete the case study as organized below.

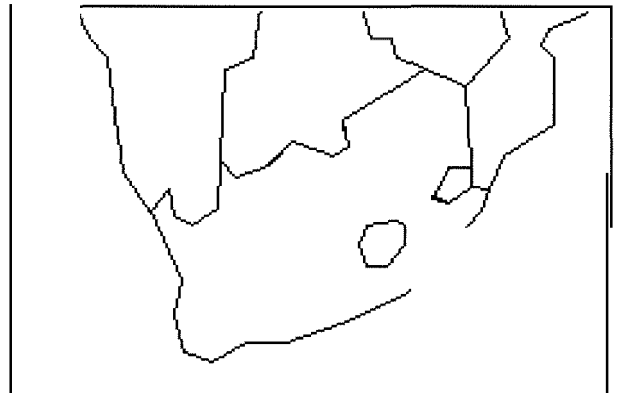
CASE STUDY IN DIVISION BY
RACE
SOUTH AFRICA

A. Define apartheid:

B. Explain the key components of the apartheid system:

C. Complete the following timeline of South African history and annotate the map.

- 1652
- 1795
- 1833
- 1860's-70's
- 1902
- 1948
- 1970's-80's
- late 1970's
- 1991
- 1994



Chapter 7: Ethnicity

Key Issue 2: WHY HAVE ETHNICITIES BEEN TRANSFORMED INTO NATIONALITIES?

Rubenstein, pp. 237-244

1. Define nationality:

2. Though they are very similar, use the table below to show how nationality differs from ethnicity.
(2nd paragraph of reading.)

Ethnicity	Nationality

RISE OF NATIONALITIES

3. Define each of the following related terms:

a. SELF-DETERMINATION-

b. NATION-STATE-

4. Use the table below to note briefly how some European examples of nationalities dealt with the issue of statehood and the pursuit of the nation-state ideal.

FRANCE	OTTOMAN-EMPIRE AUSTRO-HUNGARIAN	GERMANY

CASE-STUDY: DENMARK

5. Why is Denmark a fairly good example of a nation-state?

6. Three regions of Denmark prevent the country from being a perfectnation-state. List and describe them in the table below.

Denmark=s non-Danish regions		
Region:	Region:	Region:
Description:	Description:	Description:



7. Shade and label Denmark and her territories on this map of the North Atlantic region. Label several other countries in the region.

8. Regarding "NATIONALISM"

(a) What is it?

(b) How do nations and states foster it?

(c) What are centripetal forces?

MULTINATIONAL STATES

9. What is a multiethnic state? Give an example.

10. What is a multinational state? Describe how the United Kingdom is an example.

11. When the Soviet Union dissolved into 15 countries in the 1990s, the new countries were based on ethnicities. They can be divided into 4 groups based on their location. Complete the chart below to indicate the countries in each group. NOTE: Be sure to look at the map on p. 240 to familiarize yourself with the locations of these countries.

Baltic region (3 states)	
Eastern Europe (3 states)	
Central Asia (5 states)	
Caucasus (3 states)	

12. Note the major religion and language of each of the Baltic states. a)

b)

c)

13. The ethnic divisions among the Eastern European states are blurred for what reasons?

14. Why has the Crimean Peninsula of Ukraine, been a bit of a problem?

15. What did the majority of Moldovans want when they gained independence? Who opposed this?

16a. What religions and languages are most common in the Central Asian countries?

16b. Have there been ethnic problems in Central Asia and, if so, where? If not, why not?

17a. How many different nationalities (ethnicities) are found in the country of Russia?

17b. Why are independence movements flourishing among these groups?

17c. Russia has resisted the independence movement in Chechnya for what TWO reasons?

i.

ii.

18. In the Caucasus region, there have been many problems with the new nations and ethnicities. Summarize the main problem, and note specifics of regions and peoples, for each of the four main ethnicities.

AZERIS (Azerbaijan)	ARMENIANS (Armenia)
GEORGIANS (Georgia/Gruzny)	

REVIVAL OF ETHNIC IDENTITY

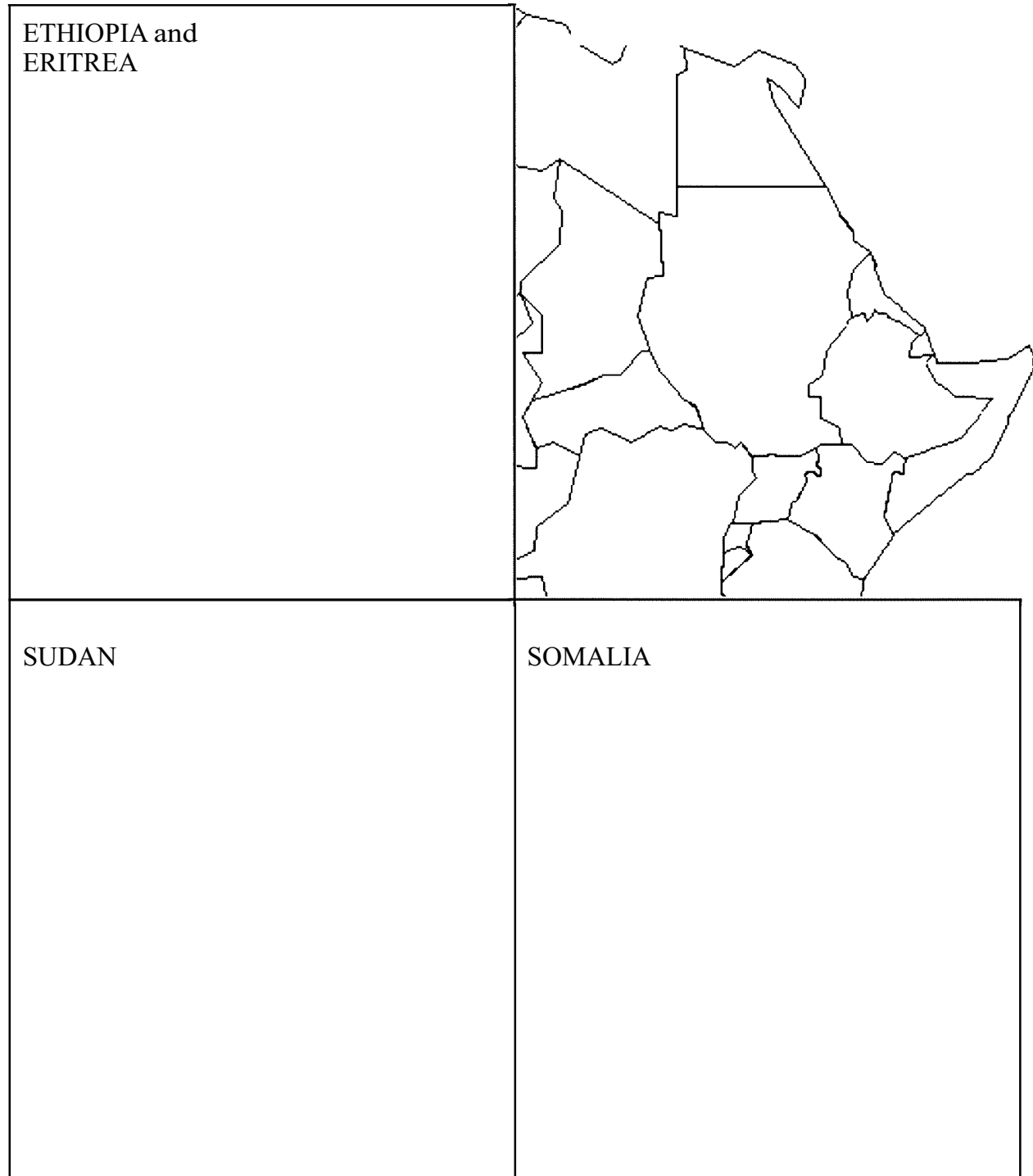
19. How did communists suppress the issues of ethnicity and nationalism? (Give several examples.)

20. With the fall of communist governments in the 1990's, what kinds of problems have arisen in what places? (Give several examples.)

ETHNIC COMPETITION TO DOMINATE NATIONALITY

1. Make notes on major issues in each of these ethnic conflicts and shade and annotate the map at right as necessary.

Case Study: AFRICA



Case Study: LEBANON

2. Read Ethnic Competition in Lebanon on page 246 and complete the case study as organized here.

2a. Label the map of Lebanon and the surrounding region. Indicate the religious geography of the country. Use the map on page 247



2b.

CHRISTIANS of LEBANON (largest to smallest in #)	%of population

c. Describe the breakdown of Muslim branches and their percentages in Lebanon.

d. What is the most important non-Muslim non-Christian group? Describe their belief.

e. How did Lebanon's 1943 constitution seek to solve the religion problem?

- The president...
- The premier...
- The speaker of the chamber of deputies...
- The foreign minister...

f. How has the make-up of the population changed since 1943?

g. What happened in 1975? How has it been resolved?

DIVIDING ETHNICITIES AMONG MORE THAN ONE STATE

3. When the British ended colonial control of South Asia in 1947, what did they do in the region?

a. politically?...

b. ethnically (religiously)?...

4. Some BIG numbers of forced migrants:

i. How many people found themselves "on the wrong side of [the] boundary" in the 1940s?

ii. How many Muslims migrated from India to West Pakistan (Pakistan, today)?

iii. How many Muslims migrated from India to East Pakistan (Bangladesh, today)?

iv. How many Hindus migrated from East and West Pakistan into India?

v. What happened to many of the refugees as they traveled?

5. Why is the region of Kashmir problem?

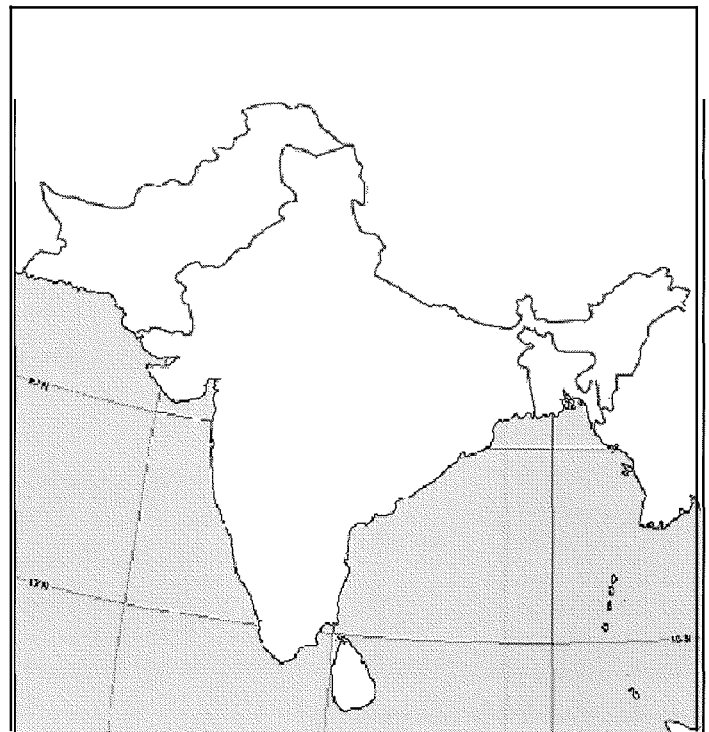
a. politically?

b. in terms of religion?

6. Note the following regions on the map

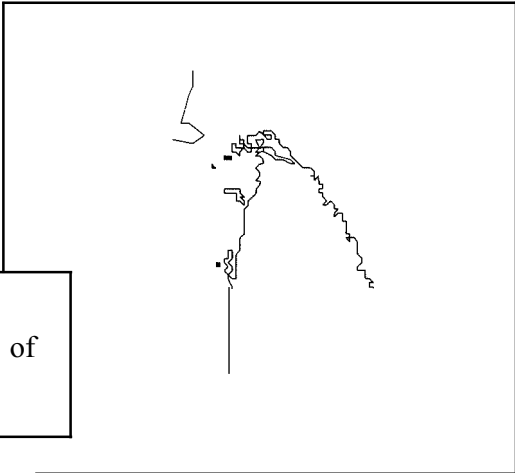
- a) India
- b) Pakistan
- c) Bangladesh
- d) Jammu and Kashmir

Also label: Sri Lanka, Nepal, Butan, Myanmar, China, and Afghanistan.



CaseStudy:SRILANKA

7. Read Dividing Sri Lanka Among Ethnicities on page 249 and complete the case study as organized here.



7a. Create a map of the religious-ethnic geography of the island of Ceylon, the country of Sri Lanka.

7b. Make a chart which compares the two ethnicities of this country in terms of language and religion.

ETHNIC GROUP and %	LANGUAGE (family, etc.)	RELIGION	WHERE?

c. How has violence between these two groups (which goes back 2,000 years) been suppressed during the past 300 years?

d. What occurred in 1948?

e. Which group is unhappy? Why?

- FIVE NATIONALITIES...
- FOUR LANGUAGES...
- THREE RELIGIONS...
- TWO ALPHABETS...

6. What ethno-political problems did the country face after the death of Tito in the 80's and fall of communism in the 90's?

7. Why did Serbs and Croats in Bosnia (aka Bosnia-Herzegovina) ethnically cleanse themselves of Bosnian Muslims?

8a. What was agreed upon at the accords signed between these rival ethnicities in Dayton, Ohio in 1996?

8b. Who got the best deal? the worst? Explain.

9. Regarding the region of KOSOVO...

a. What country and ethnicity controls it today?

b. What ethnic group lives in Kosovo (and %)?

c. with the breakup of Yugoslavia, what began to happen in Kosovo?

d. How did the US and UN respond?

10. What is the meaning of the terms

- balkanized:

- balkanization:

11. If peace comes to the Balkan Peninsula in the next few years, why will it be "in a tragic way," according to the author of the textbook?

ETHNIC CLEANSING IN CENTRAL AFRICA

12. Give the historical background of the two rival groups of Central Africa's countries of Rwanda and Burundi.

Hutus	Tutsis

13. Who were the colonial powers over Rwanda and Burundi? How did they reinforce ethnic rivalries there?

14. What happened when independence came to the countries?

15. How did the problem spread to Zaire?

16. How did Angola, Namibia, and Zimbabwe and other countries come to be involved?

17. What is the situation today?

Chapter 8: Political Geography

Key Issue 1: WHERE ARE STATES LOCATED?

Rubenstein, pp. 263-270

1. Define state:

2. Define sovereignty:

PROBLEMS OF DEFINING STATES

3. There is some disagreement about how many states there actually are in the world because of regions which may, or may not, actually be states. Complete the table to demonstrate three cases...

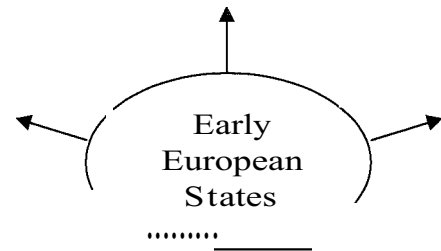
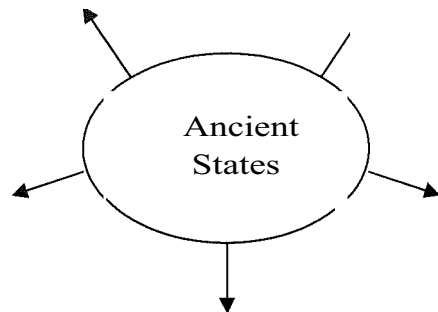
KOREA (North and South)	People's Democratic Republic of China (CHINA) and/or Republic of China (TAIWAN)	WESTERN SAHARA or SAHRAWI REBPUBLIC
Argument for one state:	Argument for one state:	Argument for one state:
Argument for two states:	Argument for two states:	Argument for not creating a state:

4. List the 6 largest states in order:

5. How many microstates are recognized? What do many have in common? List 6 that you can find on a map. (If you can only find three, you'll have to look three more up!)

DEVELOPMENT OF THE STATE CONCEPT

6. Complete the graphic organizers on the topics indicated below as they relate to the history of the concept of political states and their developments.



COLONIES

7. By definition, what is a colony?
8. Define colonialism.
9. Define imperialism.
10. Summarize three reasons Europeans sought colonies.
 - a.
 - b.
 - c.
11. Which country had the largest empire? Second largest?

12. Use the table below to list major colonies (by modern state name) and/or regions of these two countries.

Colonies of:	Colonies of:

13. Use the table below to contrast the basic colonial policies of these two countries.

Colonial practices of:	Colonial practices of:

14. List the largest remaining colonies in the world.

SHAPES OF STATES

1. Complete this table based on your reading. The text gives examples which you should list. To the right of the last column also give one or your own examples.

SHAPES		EXAMPLES
compact	greatest advantage ...	
prompted	reasons for prompting the shape of a state ...	
elongated	biggest problem ... best way to minimize the problem ...	
perforated	how is the perforator state dependent on the "perforatee"?	
fragmented	different kinds ...	

LANDLOCKED STATES

2. Where are most of the world's landlocked states?

3. Why there?

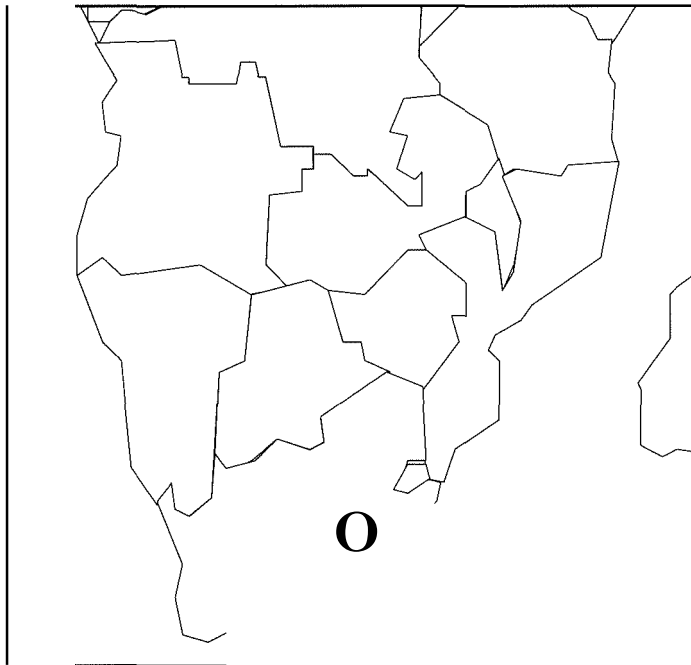
4. What problems do landlocked states have?

5. Shade and label all of Africa's landlocked states.



CASE STUDY: Zimbabwe's access problems

6. In what different ways has Zimbabwe historically had access to seaports?



7. What specific obstacles has each presented? (Note: Some obstacles were ideological.)

8. Label the countries surrounding Zimbabwe. Do not show all rail routes shown on page 272, but only those discussed in the text as part of Zimbabwe's history of attempts to reach the sea through her neighbors.

TYPES OF BOUNDARIES

9. Regarding the concept of a frontier...

a. define it:

b. list the characteristics of frontiers:

| PHYSICAL BOUNDARIES |

10. Complete the table below to describe the advantages of each type of physical boundary.

mountains	deserts	water (rivers)

CULTURAL BOUNDARIES

11. What are three types of cultural boundaries which have often been used? Give an example of each.

Type of cultural boundary

describe an example

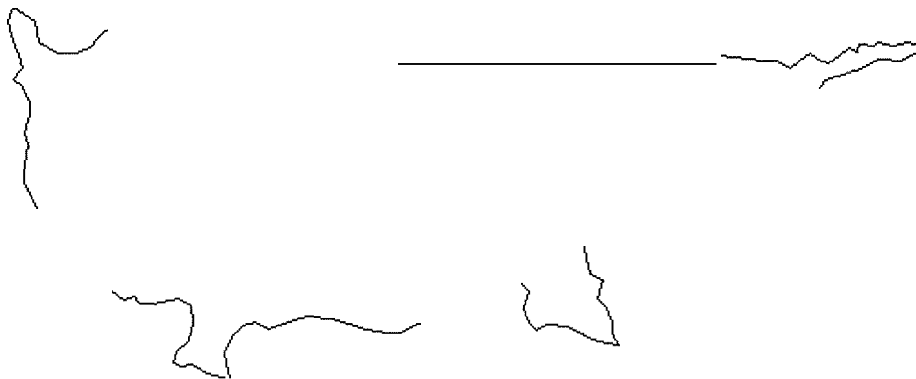
a.

b.

c.

CASE STUDY: CYPRUS

12. Bullet in the most significant facts regarding the boundary and ethnic situation in Cyprus. Annotate the map as appropriate.



• BOUNDARIES INSIDE STATES

13. Define the following types of internal organization of states:

a. Unitary State

b. Federal State

14. Regarding unitary states, what are the two geographic conditions that tend to favor it for a country?

a.

b.

15. Where are unitarystates most common?

16. Multinational states often adopt unitary systems for what reason? Also, describe an example where this has occurred.

17. Regarding federalstate, what are three geographic conditions that tend to favor it for a country?

a.

b.

c.

18. List good examples of federalstateswhichfulfilltheseconditions rather well.

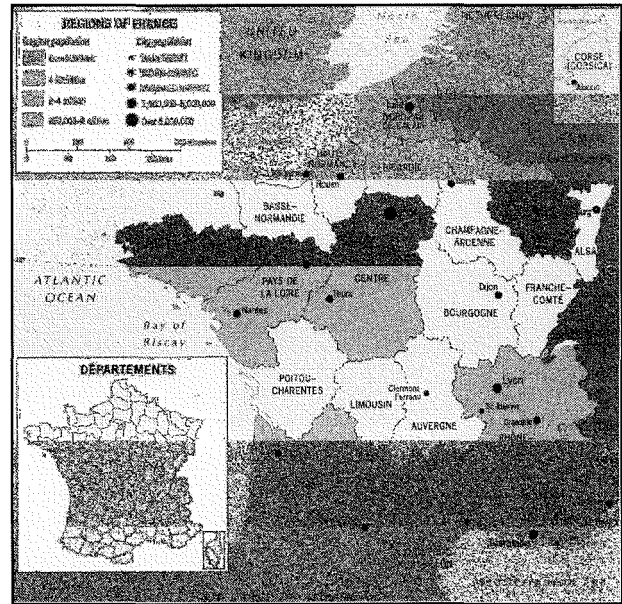
19a. Why has tiny Belgium adopted a federalsystem?

19b. Why has enormous China adopted a unitarysystem?

CASE STUDY: FRANCE

20. Describe the internal political organization France in the box below.

FRANCE: Internal Political Organization



ELECTORAL GEOGRAPHY

21. Why are the boundaries of legislative districts occasionally redrawn? How often is this done in the US?

22. How is this type of boundary redrawing different in the US than in Europe?

23. What is gerrymandering?

24. What are the three types of gerrymandering?

i.

ii.

iii.

25. How is gerrymandering combined with ethnicity for political use?

POLITICAL AND MILITARY COOPERATION



1. When was the United Nations established? by whom?
2. Identify the reason for which membership in the UN grew significantly in each of the following periods:
 - (a) 1955
 - (b) 1960
 - (c) 1990's
3. Who are the five permanent members of the Security Council?
4. Identify some of the problems the UN faces as it attempts to operate and influence world affairs.

REGIONAL MILITARY ALLIANCES

5. Why is the idea of only two superpowers a relatively new one?
6. Define balance of power:
7. Describe the purpose of NATO.

8. Describe the purpose of the former "Warsaw Pact" countries.

9. List 4 facts about the OSCE.

REGIONAL ORGANIZATIONS

10. Complete the chart on notable non-military regional organizations.

Regional Organization	Member	Purpose
OAS Organization of American States		
OAU Organization of African States		
Commonwealth of Nations		

ECONOMIC COOPERATION

11. What states have joined the "superpowers" based on their economic success?
What former power has "slipped" from its earlier status?

12. The leading (economic) superpower since the 1990s is not a single state. What is the leading (economic) superpower in the world today?

13. Regarding the European Union....

(a) when was it formed?

(b) by what states?

(c) for what purpose?

(d) what are some important changes in recent years?

(e) what former Communist East European states have joined the EU?

(f) why these- what separated them from the others?

(g) what other states are waiting and anxious to join?

(h) for what reasons is the EU reluctant about new members?

1. What is terrorism, by definition?
2. List typical methods/acts of terrorists?
3. Why is terrorism different from other acts of political violence?

4. It is sometimes difficult to determine whether a group is a "terrorist group" or a legitimate political entity in rebellion. For each of the following countries, identify a group which they consider to be terrorists but which others (including the "terrorist group" itself) may believe to be a legitimate political entity.

Israel	
Russia	
Britain	

TERRORISM BY INDIVIDUALS AND ORGANIZATIONS

5. List places in which Americans were attacked by terrorists in the late 20th century.
6. Identify each of the following terms as they relate to the terrorist organizations known as Al-Qaeda.
 - (a) Osama bin-Laden
 - (b) Afghanistan
 - (c) Yemen and Somalia
 - (d) "the base"
 - (e) Majlis al Shura
 - (f) cell
 - (g) fatwa

7. In what ways does Al-Qaeda, its religious and political views, and its methods pose a challenge to...

- a. Muslims
- b. Americans

STATE SUPPORT FOR TERRORISM

8. List the three ways in which states (particularly in the Middle East in recent decades) have given support to terrorists.

- a)
b)
c)

9. Note in which of the above ways each of the following states has supported terrorism and then very briefly describe it.

STATE	type of support (from question #*8)	summary of issues
<div style="text-align: center;"> <p>0</p> <p>J</p> </div>		
<div style="text-align: center;"> <p>\$</p> <p>fa</p> </div>		
<div style="text-align: center;"> <p>a"</p> <p>H</p> </div>		
<div style="text-align: center;"> <p>H</p> </div>		

Unit 5 Agriculture & Rural Land Use Review & Study Guide

Complete table:

1. In column 2 indicate two or three of the main regions or countries in the world where the agricultural region is found.
2. In column 3 indicate one or two MAIN climatic regions for each agricultural region. Indicate A if the predominant climate region is tropical rainy; B for the dry region; C for warm temperate; D for subarctic; and E for snow.
3. In column 4 indicate the one or two main population distributions for each agricultural region. Indicate C if the agricultural region is located in areas of population concentration; O if predominantly in other settled areas; and S if predominantly in sparsely populated areas.

Agricultural Region	Main Regions	Climate	Population
Subsistence			
Shifting cultivation			
Intensive-wet rice			
Intensive- other			
Pastoral Nomadism			
Plantation			
Commercial			
Mixed crop and livestock			
Dairying			
Grain			
Ranching			
Mediterranean			
Commercial Gardening			

1. Where are the agricultural hearths and patterns of diffusion for ...
 - a. ...vegetative planting?
 - b. ...seed agriculture?
 (make sure you can tell me where these began and to what regions did these spread)
2. Describe the three agricultural revolutions.
3. What are the three phases of the third agricultural revolution?
4. How has the industrialization of agriculture changed the relationship between MDCs and LDCs (think about the core/periphery model)
5. What type business has evolved from the industrialization of agriculture, especially in MDCs?
6. What impact does culture have on the availability of crops in a region?
7. Compare and contrast agriculture in LDCs and MDCs in terms of
 - a. Farm size
 - b. Type of agriculture
 - c. Technology
 - d. Number of farmers
 - e. Location of farms
 - f. Percentage of population involved in agriculture
 - g. Problems facing farmers in the various regions

CONCEPTS

<ul style="list-style-type: none"> agribusiness Boserup hypothesis Carl Sauer commercial agriculture domestication plantation fallow 	<ul style="list-style-type: none"> luxury crops pastoral nomadism market gardening (truck farming) Mediterranean agriculture milkshed Neolithic Revolution 	<ul style="list-style-type: none"> shifting cultivation slash-and-burn (swidden) subsistence agriculture Thomas Malthus/ Malthusian Theory ranching shifting cultivation subsistence agriculture
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<ul style="list-style-type: none"> • horticulture • intensive subsistence agriculture • capital • capital-intensive agriculture • commercial agriculture • globalization • irrigation • land cover • monoculture • remote sensing • yield 	<ul style="list-style-type: none"> • "Green Revolution" • Ranching • truck farm • 1st, 2nd, 3rd Agricultural Revolution • global-local continuum • labor-intensive agriculture • land use • nomadism • sedentary agriculture 	<ul style="list-style-type: none"> • von Thünen's model of agriculture • transhumance • comparative advantage • extensive agriculture • free trade • friction of distance • hunting & gathering • livestock • mixed farming • plantation • time-space convergence
--	---	--

BE ABLE TO

- explain how agriculture originated and identify its various hearths.
- describe the evolution of agricultural practices from their first use until today.
- correlate climate and terrain with various agricultural regions.
- describe and apply the von Thünen model to both small and large scale situations.
- map linkages between regions of production and consumption at different scales
 - world regions of export and import
 - production and consumption (market) regions within a single state
- use agricultural practice to differentiate between less developed and relatively developed countries.
- describe rural settlement in terms of:
 - survey systems; long lot (seigneurial), rectangular, metes and bounds)
 - settlement types; linear, dispersed, clustered)
 - causes, effects, and regions associated with different settlement patterns

POTENTIAL FRO TOPICS:

- Enclosure Movement
- Food Production in LDCs & MDCs
- Green Revolution
- Von Thünen's Model
- Subsistence & Commercial Farming Compare/Contrast
- Shifting Cultivation vs. Plantation Compare/Contrast
- Genetically Modified Foods/GMOs

READING ASSIGNMENTS:

1. Kuby Chapter 8 "Food for Thought: The Globalization of Agriculture"
2. Rubenstein, Chapter 10: "Agriculture"
3. Rubenstein: "Services in Rural Settlements," pp.409-412.

STUDY, STUDY, STUDY...

* Study your vocabulary notecards!!!! *

ORIGINS OF AGRICULTURE

1. Define agriculture:

2. Define crop:

3a. What are the characteristics of a hunter-gatherer society?

b. How many hunter-gatherers are there today?

c. Where do they live?

4a. Define vegetative planting:

b. What types of plants were first propagated in this way?

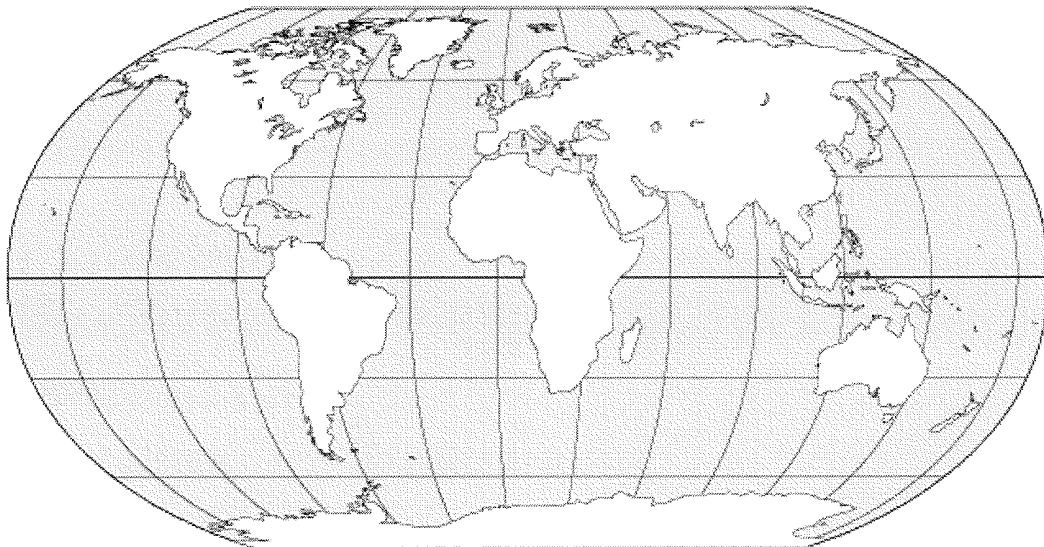
c. What animals were associated with the societies that used vegetative planting?

Sa. Define seed agriculture:

b. What crops were first propagated in this way?

c. What animals were associated with the societies that used seed agriculture?

6. Indicate the hearth areas for vegetative planting and seed agriculture on the map below.



CLASSIFYING AGRICULTURAL REGIONS

7. Read this section of the chapter and complete the table below with pertinent information. The text will generally explain commercial agriculture and you will need to deduce the situation of subsistence agriculture on your own.

	Subsistence Agriculture (mostly in LDCs)	Commercial Agriculture (mostly in MDCs)
Purpose of Farming		
% of farmers in labor force		
Use of machinery		
Farm size		
Relationship of farming to other businesses		

8. Who prepared the most widely used map of world agricultural regions? When?

SHIFTING CULTIVATION

1. In what climate does shifting cultivation predominate? What are its two characteristics?

2. Identify the two hallmarks of the technique of shifting cultivation. (a)

(b)

3 Regarding a swidden...

a. what is it?

b. What is potash?

c. How long are swiddens used?

4. CASE STUDY: A Kayapo swidden field in Brazil's Amazon region.

Make notes and draw a diagram to illustrate the description given in the text.



5. How is land owned in a typical village that practices shifting cultivation?

6a. What percentage of the world's land area is devoted to shifting cultivation?

6b. What percentage of the world's people work it?

7. Describe the pros and cons of shifting cultivation, or the arguments made for it and criticisms leveled against it, in the spaces below.

PROS (Arguments against replacing shifting cultivation.)

CONS (How is shifting cultivation being replaced?)

PASTORAL NOMADISM

8. What is pastoral nomadism?

9. In what type of climate is it usually found?

10. What regions of the earth are currently occupied by this practice?

11. How do pastoral nomads obtain grain (several ways)?

12. What animals are chosen, and where?

13. Describe territoriality among pastoral nomads.

14. What is transhumance?

15. In what ways is pastoral nomadism currently threatened by modern governments?

INTENSIVE SUBSISTENCE FARMING

16. What is meant by "intensive"?
17. Where is intensive subsistence agriculture practiced? Why there?
- 18a. What is "wet rice"?
- 18b. What is a "sawah"? a "paddy"?
19. Wet rice requires a flat field- but some farmers must cultivate it in hilly or mountainous regions. How do they accomplish this?
20. Where is double-cropping possible? Not possible?
21. In areas of intensive subsistence agriculture where wet rice is not dominant, what is the major crop?
22. How are multiple harvests made possible in these less mild regions?
23. Using the map on pp. 340-41, identify regions outside of Asia where "wet-rice not dominant" intensive subsistence agriculture is practiced.
24. Make some notes about intensive subsistence farming in communist China.

Agriculture in Communist China	
<ul style="list-style-type: none">• Agriculture following the communist revolution, communes.	<ul style="list-style-type: none">• Agriculture in Communist China today, post-commune.

MIXED CROP AND LIVESTOCK FARMING

1. Where is mixed crop and livestock farming common?
2. Describe the irony between the amount of land devoted to crops vs. animals and the income generated by each in this region.
3. How does this type of agriculture allow farmers to more evenly "distribute their workload"?
4. Define/describe the following as they relate to crop rotation:
 - a. cereal grains:
 - b. fallow:
 - c. rest crop:
5. Where is the US Corn Belt and what crop is making rapid inroads among farms there.
6. In what different ways is the corn used?

DAIRY FARMING

7. What is a milkshed?
8. Why do some regions specialize in "milk products" like cheese and butter rather than fluid milk? Identify some of these important regions.
9. What country is the world's largest producer of dairy products?
10. What problems do dairy farmers currently face?

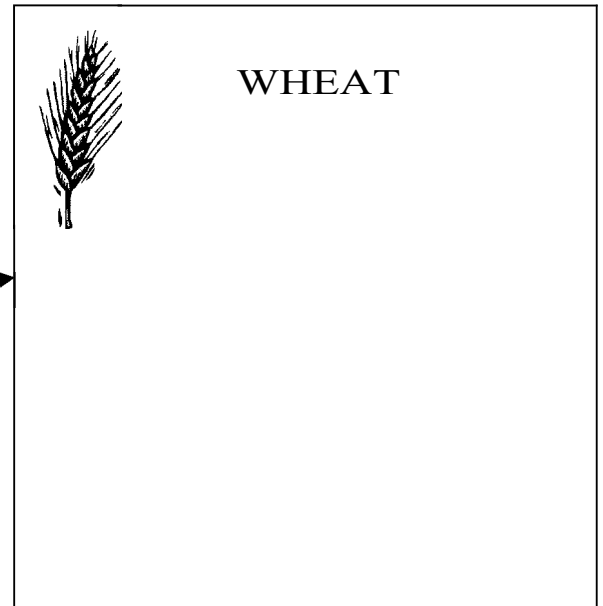
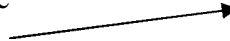
GRAIN FARMING

11. What is the principal difference between grains grown in "commercial grain farming" regions and grains grown in "mixed crop and livestock" regions?

12. Identify the three regions of large-scale grain production in North America.

13. How do farmers and combine companies make use of the fact that the wheat matures at different times in the spring and winter wheat belts?

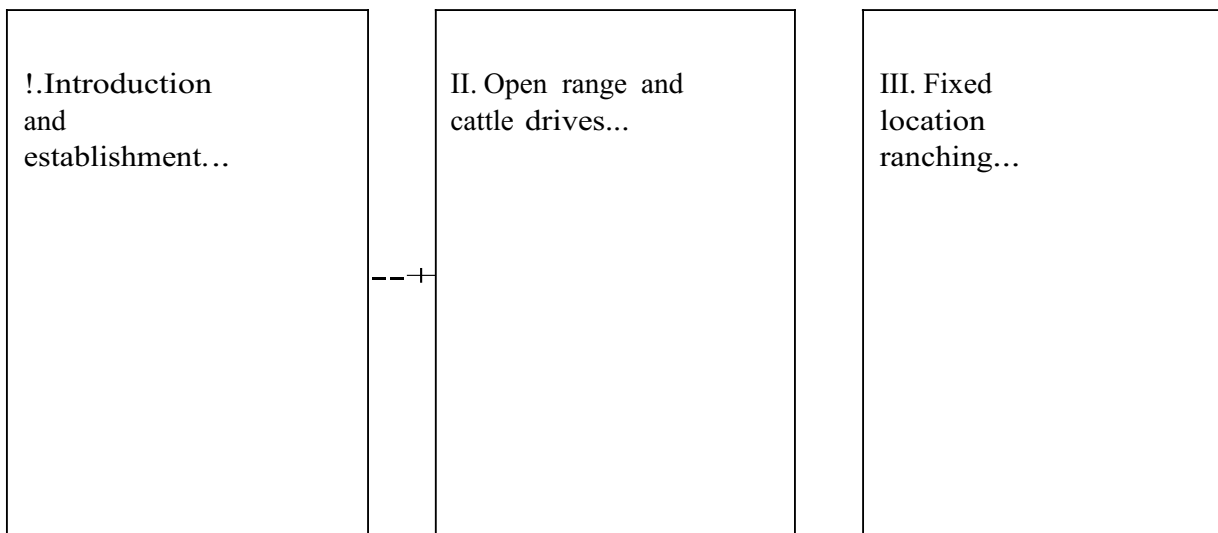
14. Complete a bullet list which details the importance of wheat as a crop.



LIVESTOCK RANCHING

15. What type of climate is livestock best adapted to?

16. Describe the "stages" of ranching as it has evolved in the US (and very similarly elsewhere) in the flowchart below.



17. Describe each of the following as they relate to cattle ranching in the US today:

a. Herefords (as opposed to Longhorns):

b. feed lots:

c. recent ranch ownership patterns:

18. Make brief notes to describe the following:

Ranching in South America	Ranching in Australia

MEDITERRANEAN AGRICULTURE

19. Describe the climatic conditions of Mediterranean climate and agriculture.

20. Most crops in Mediterranean lands are grown for _____ rather than
for _ _ _ _ _

21. What is horticulture?

22. List the two most important cash crops of Mediterranean regions.

23. Describe the role (and changing role) of California in Mediterranean agriculture.

COMMERCIAL GARDENING AND FRUIT FARMING

24. What three conditions make the US southeast an ideal location for this type of agriculture?

25. What are the two groups to whom "truck farmers" sell their crops?

26. List the three ways that truck farmers keep labor costs low.

i.

ii.

iii.

27. What is "specialty farming" and where has it spread in the US?

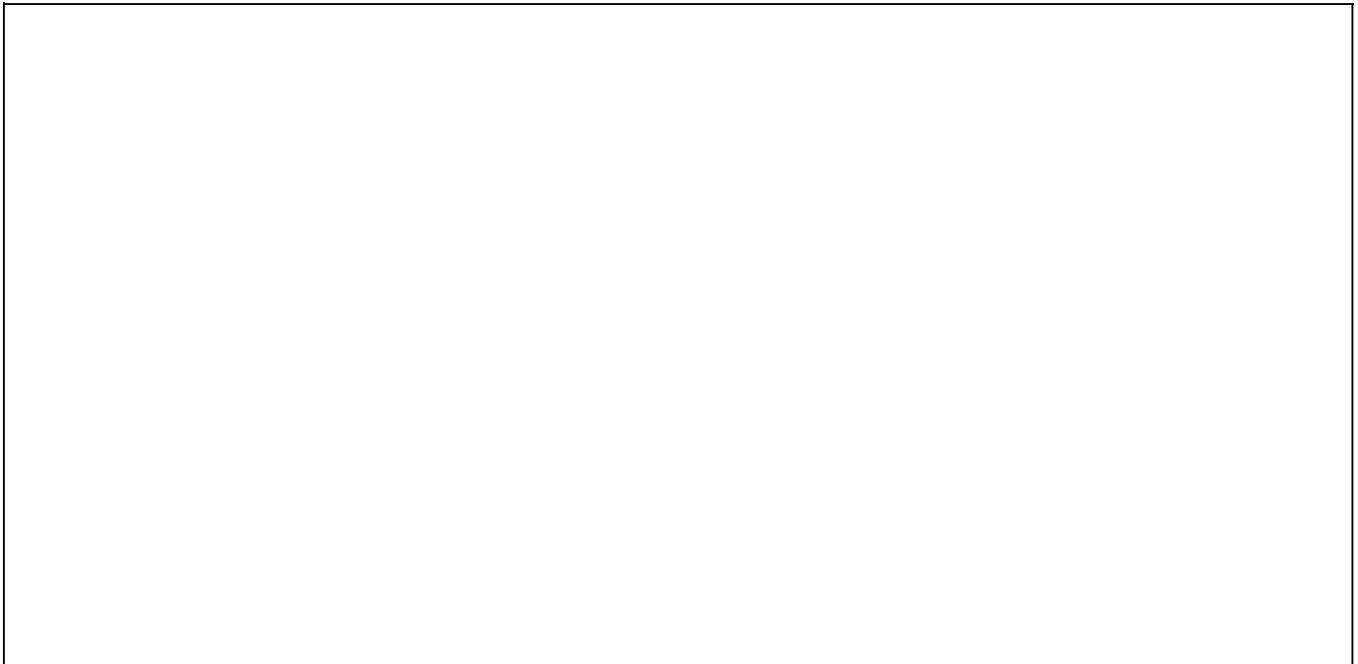
PLANTATION FARMING

28. Define/describe plantation farming by filling in the table below.

PLANTATION		
Climate....		Continents...
Situated in...	Owned an operated by...	Workers...
Types of crops...	Definition...	

ISSUES FOR COMMERCIAL FARMERS

1. What two economic factors influence the choice of crops by commercial farmers?
2. Who was von Thunen?
3. According to his model, what two factors does a farmer consider when deciding what to plant?
4. Assuming the climate permits cultivation of two crops "X" and "Y" – why might a farmer plant Crop X if he/she is able to sell Crop Y on the market for a higher price?
5. In the box below draw and label von Thunen's theory of crop production and distance to city center.

A large empty rectangular box with a thin black border, intended for a student to draw and label von Thunen's theory of crop production and distance to city center.

6. List items that von Thunen did NOT consider in his model, but which influence farmers' choices of crops. NOTE: these might be cited as weaknesses or criticisms.

7. How could von Thunen's model be applied at a global scale?
8. Describe three reasons for overproduction in commercial farming.
9. Explain three ways the U.S. government programs have increased agricultural production.
10. Define sustainable agriculture:
11. Explain ridge tillage.
12. What are "round-up ready" seeds and who created them?

ISSUES FOR SUBSISTENCE FARMERS

13. Define subsistence farming:
14. Describe two issues faced by subsistence farmers.
15. Who is Ester Boserup?
16. According to Boserup, what two ways do subsistence farmers increase production?

17. Explain how International trade has forced LDC's to produce something they can sell in MDC's.

18. What dilemma do governments face in LDC's regarding crop production?

STRATEGIES TO INCREASE THE FOOD SUPPLY

19. Using the grid below, explain three ways each concept would increase the food supply:

Expand Agricultural Land	Increased Productivity (Green Revolution)	Identifying New Food Sources	Increasing Exports from other countries

20. Africa's food-supply crisis:

- What percent of African's have too little to eat?
- What happens when farmers overplant?
- What happens when forests/trees are cleared?
- How has (African) government price controls harmed farmers?

RURAL SETTLEMENTS

Rubenstein, pp. 387-390 ("Services in Rural Settlements")

Clustered Rural Settlements

1. What does a clustered rural settlement include?
2. What is it commonly called?
3. Traditionally (in European/Western history) what happened when the settlement grew too large?
4. Identify the "where" and "when" of each of the following types of settlements. Also note any particular characteristics of note for each. You may want to sketch a simple plan for the village from its description.

Circular form: KRAAL	Linear form: FRENCH LONG-LOT	Colonial US (north): TOWNSHIP	Colonial US (south): PLANTATION

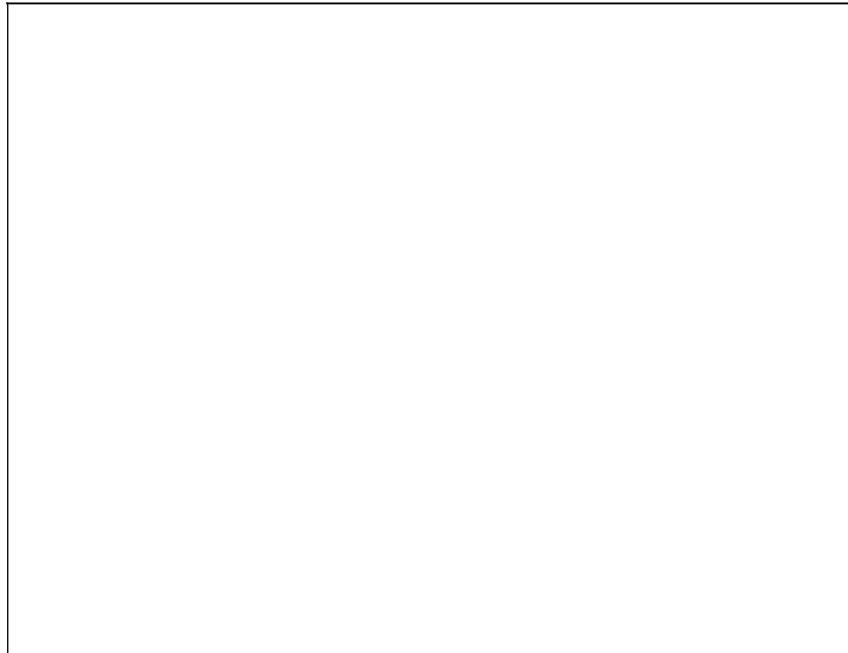
Dispersed Rural Settlements

1. Where have they become more common?
2. Why?
3. Why were people in the American Midwest able to buy such large farms?
4. What was the "enclosure movement"?

Chapter 10: VON THUNEN'S MODEL OF AGRICULTURAL LAND USE

Rubenstein, p. 356

1. Who was von Thiinen?
2. According to this model what two factors does a farmer consider when deciding what to plant?
 - a.
 - b.
3. Assuming the climate permits cultivation of two crops – "X" and "Y" - why might a farmer plant "crop X" if he is able to sell "crop y" on the market for a higher price?
4. Draw and label agricultural land use according to von Thiinen.



5. List things that von Thiinen did NOT consider in his model, but which influence farmers' choices of crops. Note: these might be cited as weaknesses, or criticisms, of his model.
6. How could von Thiinen's model be applied at a global scale?

APHG Unit 6 Industrialization & Economic Development Study Guide

- Review Rubenstein Ch 9, 11, & 14
- Review information from packets
- Review Kuby Ch 6, 7, & 14
- Review Woodyard APHG Study Guide Unit 6 (Economic Geography on website)
- Know all of the following concepts (many of which can be reviewed on Quizlet):

Kuby Ch 6:

- D agglomeration economies
- D basic industry
- D break of bulk
- D capital goods
- D cost minimization
- D division of labor
- D economic base model
- D economies of scale
- D externalities
- D industrial economy
- D labor productivity
- D localization economies
- D labor productivity
- D localization economics
- D maquiladora
- D market oriented
- D nonbasic industry
- D outsourcing
- D postindustrial economy
- D primary activity/primary sector
- D secondary activity/secondary sector
- D tertiary activity/tertiary sector
- D quarternary activity
- D raw material oriented
- D regional multiplier
- D secondary activity
- D services
- D spatial division of labor
- D technological spillovers
- D transaction costs
- D ubiquitous
- D urbanization economies
- D appropriate technology

Kuby Ch 7:

- D appropriate technology
- D circular and cumulative causation
- D core periphery

- D dependency school
- D development
- D economic indicators
- D gross domestic production (GDP)
- D gross national production (GNP)
- D human welfare indicators
- D import substitution
- D modernization
- D neocolonialism
- D neoliberal counterrevolution
- D polarization effects
- D spread effects
- D structural change
- D subsistence economy
- D substitution of capital for labor
- D sustainable development
- D technology transfer
- D transition economies

Kuby Ch 14:

- D adverse consequences
- D biosphere
- D cycle
- D direction biological interference
- D energy and material redistribution
- D environmental change
- D equilibrium
- D flow
- D human activities
- D human driving forces
- D human-environmental interactions
- D IPAT
- D negative feedback loop
- D pollution
- D population pressure
- D positive feedback loop
- D renewable resources
- D solutions
- D stakeholder

- ☐ stock
- ☐ system
- Rubenstein Ch 9:
- ☐ development
- ☐ fair trade
- ☐ foreign direction investment (FDI)
- ☐ gender empowerment measure (GEM)
- ☐ gender-related development index (GDI)
- ☐ gross domestic production (GDP)
- ☐ human development index (HDI)
- ☐ less developed country (LDC)
- ☐ literacy rate
- ☐ millennium development goals
- ☐ more developed country (MDC)
- ☐ productivity
- ☐ structural adjustment program
- ☐ transnational corporation
- ☐ value added

Rubenstein Ch 11:

- ☐ break-of-bulk point
- ☐ bulk-gaining industry
- ☐ bulk-reducing industry
- ☐ cottage industry
- ☐ fordist production
- ☐ industrial revolution
- ☐ labor-intensive industry
- ☐ new international division of labor
- ☐ post-fordist production
- ☐ right-to-work state
- ☐ site factors
- ☐ situation factors
- ☐ textile

Rubenstein Ch 14:

- ☐ acid deposition
- ☐ acid precipitation
- ☐ active solar energy systems
- ☐ air pollution

- ☐ animate power
- ☐ biochemical oxygen demand (BOD)
- ☐ biodiversity
- ☐ biomass fuel
- ☐ breeder reactor
- ☐ chlorofluorocarbon (CFC)
- ☐ conservation
- ☐ ferrous
- ☐ fission
- ☐ fossil fuel
- ☐ fusion
- ☐ geothermal energy
- ☐ greenhouse effect
- ☐ hydroelectric power
- ☐ inanimate power
- ☐ nonferrous
- ☐ nonrenewable energy
- ☐ ozone
- ☐ passive solar energy systems
- ☐ photochemical smog
- ☐ photovoltaic cell
- ☐ pollution
- ☐ potential reserve
- ☐ preservation
- ☐ proven reserve
- ☐ radioactive waste
- ☐ recycling
- ☐ renewable energy
- ☐ resource
- ☐ sanitary landfill

Geogra,Qhy Alive Ch 21:

- ☐ gender-based division of labor
- ☐ informal economy
- ☐ micro-enterprise
- ☐ micro-entrepreneur

Cha.Qter 11 Review Questions:

1. What is the term given to a U.S. factory that locates manufacturing operations in Mexico?
2. In what country did the industrial revolution start?
3. Where in the U.K. did the industrial revolution start?
4. What was the geographic distribution of industry prior to the industrial revolution?
5. When did the industrial revolution officially begin?

6. What is the term given to manufacturing goods in a factory?
7. Overall, what did the industrial revolution improve for most people?
8. After the industrial revolution how did the geographic distribution change?
9. What is the term for when people produce goods in their own home?
10. What is it called when people are paid by the number of items they produce?
11. Who invented the steam engine?
12. What invention was considered the catalyst for the industrial revolution?
13. What was the first industry to benefit from the invention of the steam engine?
14. What was the most important heat source for the industrial revolution?
15. Why did the iron industry locate near coal fields?
16. Name two of the three areas of innovation that the iron industry spawned?
17. What was the first transportation innovation that helped move raw materials and goods at a cheaper price?
18. What transportation innovation helped make N.Y.C. the most important city in the United States?
19. What transportation innovation helped expand the impact of the industrial revolution the most?
20. What is the term for woven fabric?
21. What is the most visible symbol of the industrial revolution in the U.K.?
22. Why was the diffusion of the industrial revolution delayed in NW Europe?
23. What was the second most industrially advanced country by 1860?
24. Name two of the four countries in Europe that started to industrialize in the late 1800s.
25. When and where was the first textile mill in America built?
26. Who brought the industrial revolution to America?
27. In general, where is the major manufacturing center of the United States?
28. Where is the oldest manufacturing center in the United States?
29. Where is the largest market in the United States?
30. What city used to be the biggest producer of steel in America?
31. What is it called when a state has passed laws preventing a union and company from negotiating a contract that requires workers to join a union as a condition of employment?
32. What city has recently become the country's largest clothing and textile manufacturing center?
33. Where is the most important manufacturing area in Europe?
34. In what country is the Po River valley?
35. Which country in Asia has most deposits of iron ore and coal?
36. What are the three main categories with respect to site costs?
37. Copper is an excellent example of a bulk _____ industry.
38. Raw materials/ _____ :Markets / outputs.
39. The production of beer is an example of a bulk _____ industry.
40. Name three bulk gaining industries mentioned in the text.
41. The distribution of motor vehicle production has changed from _____ to _____ in the last 25 years.
42. In what region of the country does most auto manufacturing take place?
43. Between which two states do most motor vehicle manufacturing take place from a north/south perspective?
44. A good example of a weight gaining industry that has only one location for production is _____
45. Autos parts and the high fashion garment industry are examples of _____ market manufacturers.
46. "Just in Time" delivery contributes to the _____ of parts manufacturing for Japanese auto makers.
47. Why do newspapers, dairies, and bakeries locate near the market?
48. What is the least expensive way to send things long distance?
49. What is the cheapest form of transportation overland?

50. What is a location where the transfer of goods from one transportation mode to another called?
51. In a metropolitan area, why do most factories tend to locate in suburban areas?
52. What was the primary reason why Boeing located in Seattle?
53. Prior to WWII, where in metropolitan areas did factories tend to locate?
54. What is an industry called where labor costs are a high percentage of the expenses?

Unit VII Discussion Questions:

1. Nearly all residents of MDCs lead urban lifestyles even if they live in rural areas. In contrast, many residents in LDCs lead rural lifestyles, even though they live in large cities. They practice subsistence agriculture, raising animals or growing crops. Lacking electricity, they gather wood for fuel. Lacking running water and sewers, they dig latrines. Why do so many urban dwellers in LDCs lead rural lifestyles?
2. Officials of rapidly growing cities in LDCs discourage the building of houses that do not meet international standards for sanitation and construction methods. Also discouraged are privately owned transportation services, because the vehicles generally lack decent tires, brakes, and other safety features. Yet the residents prefer substandard housing to no housing, and they prefer unsafe transportation to no transportation. What would be the advantages and problems for a city if health and safety standards for housing, transportation, and other services were relaxed?
3. What steps has your community taken to recycle solid waste and to conserve energy?
 - a. Do you feel these steps have been enough? Explain.
4. A recent study compared paper and polystyrene foam drinking cups. Conventional wisdom is that foam cups are bad for the environment, because they are made from petroleum and do not degrade in landfills. However, the manufacture of a paper cup consumes 36 times as much electricity and generates 580 times as much wastewater. Further, as they degrade in landfills, paper cups release methane gas, a contributor to the greenhouse effect. What types of cups should companies like McDonald's be encouraged to use? Explain your answer.
 - a. Can you think of an alternative product—follow what you believe would be the supply chain from resource to product, to use by consumer, and finally—disposal.
5. Malthus argued 200 years ago that overpopulation was inevitable, because population increased geometrically while food supply increased arithmetically. Was Malthus correct? Why or why not?
6. Pollution is a byproduct of producing almost anything. How can more developed countries, which historically have been responsible for generating the most pollution, encourage less developed countries to seek to minimize the adverse effects of pollution as they improve their levels of development?
7. What effects has the increasing use of fossil fuels over the past 200 years had on the environment?
 - a. What is *acid rain*, and where is it a problem?
 - b. What factors affect the type and degree of air pollution found at a place?
 - c. What is the relationship of *ozone* to *petrochemical smog*?
8. Suggest ways in which your study of human geography has increased your understanding of the relationship between the environments of culture and those of nature.

1. What four different factors does the UN consider when determining a country's level of development, its HDI (Human Development Index)?

ECONOMIC INDICATORS OF DEVELOPMENT

2. What is gross domestic product (GDP)?
3. How much does a typical worker in an MDC earn? in an LDC?
4. What is the annual per capita GDP in an MDC? in an LDC?
5. What has been happening to the gap between MDCs and LDCs in terms of GDP?
6. Explain this statement: "Per capita GDP measure average (mean) wealth, not its distribution."

TYPES OF JOBS

7. What types of jobs comprise the primary sector of an economy? secondary sector? tertiary sector?
8. How is the % of workers in agriculture different in LDCs and MDCs?

9. Within MDCs, what is the trend (increasing or decreasing) for each of the sectors?

Primary-

Secondary-

Tertiary-

PRODUCTIVITY

10. Define each of the following related terms:

- productivity
- value added

RAW MATERIALS

11. What is the role of raw materials in development?

12. How did raw materials figure into the trade flows during the colonial period of the 19th century?

13. List 4 countries that have developed, despite their lack of resources, through world trade.

CONSUMER
GOODS

14. What three "consumer goods" are considered to be particularly good indicators of development?

15. What is the ratio of people to these types of goods in a typical MDC? in a typical LDC?

16. The people in LDC's who do have access to consumer goods are usually concentrated in what regions?

SOCIAL INDICATORS OF DEVELOPMENT

EDUCATION AND LITERACY

17. Quantity of education: How many years of schooling does a person get in an average MDC? LDC?

17a. How does gender separate MDCs and LDCs in terms of education?

17b. What is the literacy rate in MDCs? in LDCs?

HEALTH AND WELFARE

18. What are three ways in which the level of health and welfare are measured in a country?

DEMOGRAPHIC INDICATORS OF DEVELOPMENT

19. Indicate the statistic for each of the following demographic characteristics.

	MDC	LDC
Life Expectancy		
Infant Mortality Rate		
Natural Increase Rate		
Crude Birth Rate		

Chapter 9: Economic Development

Key Issue 2: Where Are More and Less Developed Countries Located?

Rubenstein, pp. 306-315

As you read the text, identify the average HDI (Human Development Index) for each region in the left column and make any necessary commentary regarding the level of development in the region in the right column. Minimum of three bullet points.

Anglo America HDI=.94	
Western Europe	
Eastern Europe	
Japan	
South Pacific	
Latin America	

East Asia	
Southeast Asia	
Middle East	
South Asia	
Sub-Saharan Africa	

GENDER-RELATED DEVELOPMENT INDEX

1. The GDI considers what four areas as it compares the situation of women to that of men in various countries?

2a. Where are the highest GDis?

2b. Where are GDis the lowest? **f**

3. What is the average "income gap" between men and women in the United States?

4. In LDCs, at what level of schooling does an "education gap" between boys and girls become very great?

5. Read the following statements regarding literacy and mark them as true or false. If false, repair the statement to make it true.

___ a. In MDCs literacy is universal among both women and men.

___ b. In Latin America and Asia, literacy is universal among men, but rates are low for women.

___ c. In sub-Saharan Africa and the Middle East, female literacy is low, but it is slightly higher than that of men.

6. In what sense is the "gender gap" actually greater in MDCs than in LDCs?

GENDER EMPOWERMENT

7. What does the GEM (Gender Empowerment Measure) measure?

8. What two things are measured in order to calculate the GEM?

a)

b)

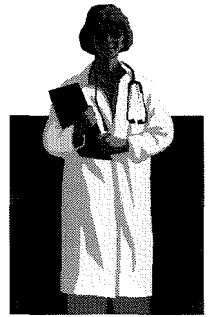
9. What types of barriers restrict women from obtaining professional and technical jobs?

10. List countries in which women comprise a majority in the national parliament or congress.

11a. In what country/region do women comprise a larger part of national government than anywhere else in the world?

11b. What percentage of legislators there are women?

12. What is that percentage in the United States?



1. Complete the table below with notes from the text on two different models of development.

APPROACHES TO ECONOMIC DEVELOPMENT		
	Self-Sufficiency Model	International Trade Approach (Rostow's Development Model)
1		
2		

<p>en 0.) "0 ::J +~1 ✓1 0.) en 1'0 U</p>	<p>India</p>	<p>Persian Gulf States</p> <p>Four Asian Dragons</p>
--	--------------	--

2. Which of the two models for development has shown the most success?

3. Mark each of the following statements, regarding the WTO, as true or false. If false, make them true.

__ (a) The WTO was formed by countries which conduct the majority of international trade.

__ (b) The WTO seeks to increase import quotas and reduce import and export tariffs.

__ (c) Though it can hear accusations, the WTO cannot order remedies.

__ (d) The WTO seeks to eliminate restrictions on the flow of money between countries.

4. Why have each of the following groups been critical of the WTO?

i. Liberals:

ii. Conservatives:

FINANCING DEVELOPMENT

5. What are the two principal ways in which LDCs obtain money to finance development?

- a.
- b.

Loans

6. Identify the two main sources, both controlled by MDCs, of loans for LDCs.

- a.
- b.

7. What is the THEORY behind using loans for infrastructure projects in LDCs?

8. **In**PRACTICE, what has usually happened when loans have been used for these infrastructure projects?

9. What are structural adjustment programs?

10. Why do LDCs enact structural adjustment programs, even though they may be unpopular with the citizens of their countries?

Transnational Corporations

11. What is a transnational corporation?

12. List the five countries in which most transnational corporations are headquartered.

- a.
- b.
- c.
- d.
- e.

13. The flow of money in transnational corporations is not balanced. This is true in TWO ways. Explain.

14. Who is making the primary investments in South America? in Asia?

On the map, shade in RED the five countries in which most transnational corporations are headquartered. In BLUE, shade the 11 or 12 countries which have received the bulk of the money from transnationals. Draw the Brandt Line on the map.



THE INDUSTRIAL REVOLUTION

1. Regarding the Industrial Revolution:

- What?
- Where?
- When?

2. Cottage Industry: Industry before the Industrial Revolution was widespread, rather than strongly localized (clustered) and was known as "cottage industry." Define this term.

DIFFUSION OF THE INDUSTRIAL REVOLUTION

3. Iron Industry: Define the following.

- iron ore
- pig iron

4. Coal:

a. define coke:

b. How is the distribution of steel and iron industry influenced by coal?

5. Transportation:

a. Why was development in transportation necessary?

b. What two forms of transportation grew rapidly?

6. Textiles:

a. define: textiles

b. How did steam power transform this industry?

7. Food Processing:

How did the industrial revolution and factory system contribute to the growth of food processing?

8. MAP 1: (p. 372, base map) Indicate the coalfields and major areas of iron or in Britain. Show the first major canal (Worsley-Manchester), first iron track and iron bridge (Coalbrookdale), and first commercial railway (Stockton-Darlington).



9. MAP 2: (p. 374, base map) The spread of railways mirrors the spread of the Industrial Revolution. Show this on the map. Clearly indicate the "hearth region" of industrialization. Which European regions were last to receive the benefits of industrialization?



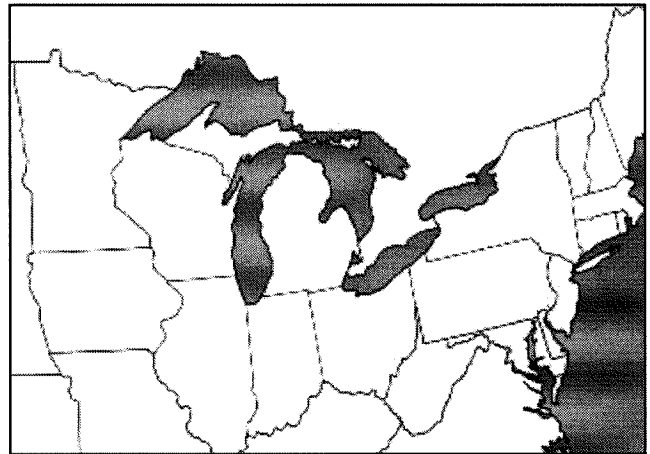
Chapter 11: Industry

Key Issue 2: Where Is Industry Distributed?

Rubenstein, pp. 375-381

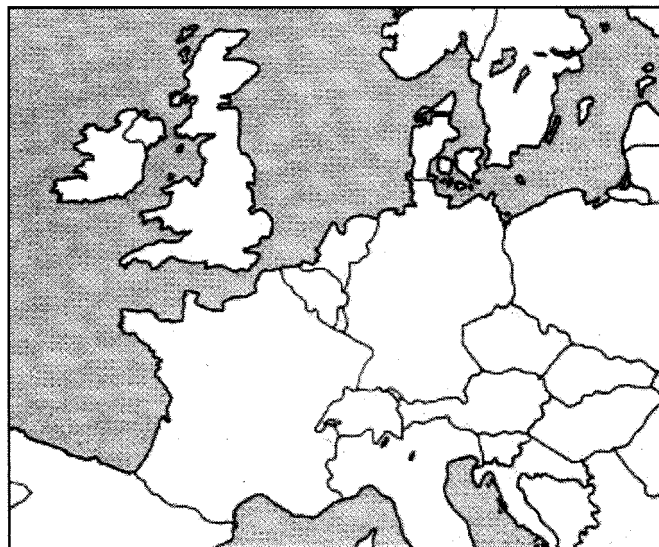
1. How is the distribution of industry on the planet dramatically different to that of agriculture?

: As you read the section, make notes on the resources, advantages, conditions, and issues in :
| each of the subregions of industrial development discussed. Shade and label each of the :
:- Q D1Qe f w w a -----J

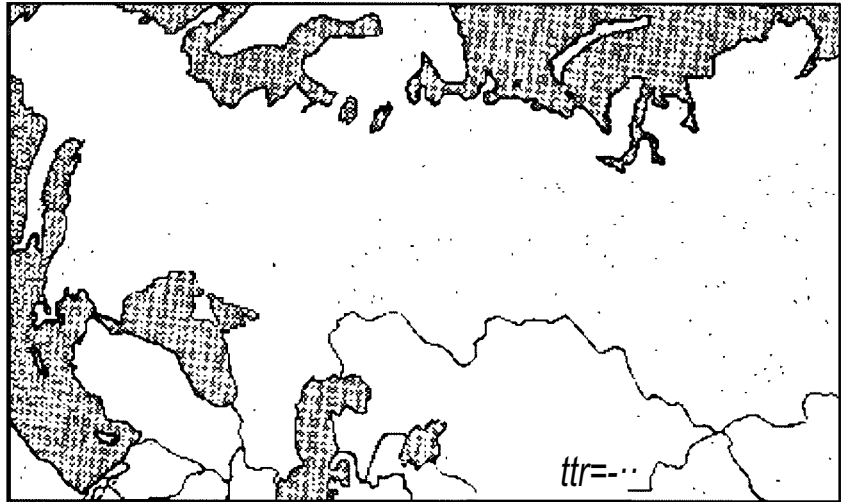


2. NORTH AMERICA

3. WESTERN EUROPE



4. EASTERN EUROPE



5. EAST ASIA



1. Define each of the following.

- a. Situation factors:
- b. Site factors

SITUATION FACTORS

2. Location near inputs: COPPER INDUSTRY

- a. What is a "bulk-reducing industry"?
- b. Make a brief flowchart to illustrate how copper is an example of this.

c. How does energy play a role in the siting of copper mills?

3. Location near inputs: STEEL MILLS

The text describes the changing location of steel mills in the US. Explain why each location was preferred.

- a. Pittsburgh, southwestern Pennsylvania
- b. locations around southern shore of Lake Erie
- c. Southern Lake Michigan (Gary, Indiana and Chicago)
- d. East and West Coasts (Trenton, NJ and Los Angeles CA)
- e. Current production- Why are the newest steel mills (minimills) beginning to move closer to markets and away from inputs?

4. Location near markets.

a. What is a Bulk-gaining industry?

b. Give three examples of these industries.

i.

ii.

iii.

5. Single-market manufacturers.

a. Specialized manufacturers make products that are designed to be sold primarily in _____

b. Describe one example of this phenomenon.

6. Perishable Products.

List examples of "perishable products" that must be located near their markets.

7. Give reasons for which each of the following modes of transportation might be selected by a manufacturer to deliver their products to market.

SHIP	
RAIL	
TRUCK	
AIR	

8. What is a break-of-bulk point?

(a) What happens to costs at these points?

(b) Give two examples of important break-of-bulk points.

SITE FACTORS

9. What are the three production cost factors associated with the site of an industry? (Memorize them.)

10. What factors about a given piece of land make it attractive to industry and manufacturing?

11. Define: labor intensive industry

12. List 5 facts about the TEXTILE INDUSTRY worldwide:

a.

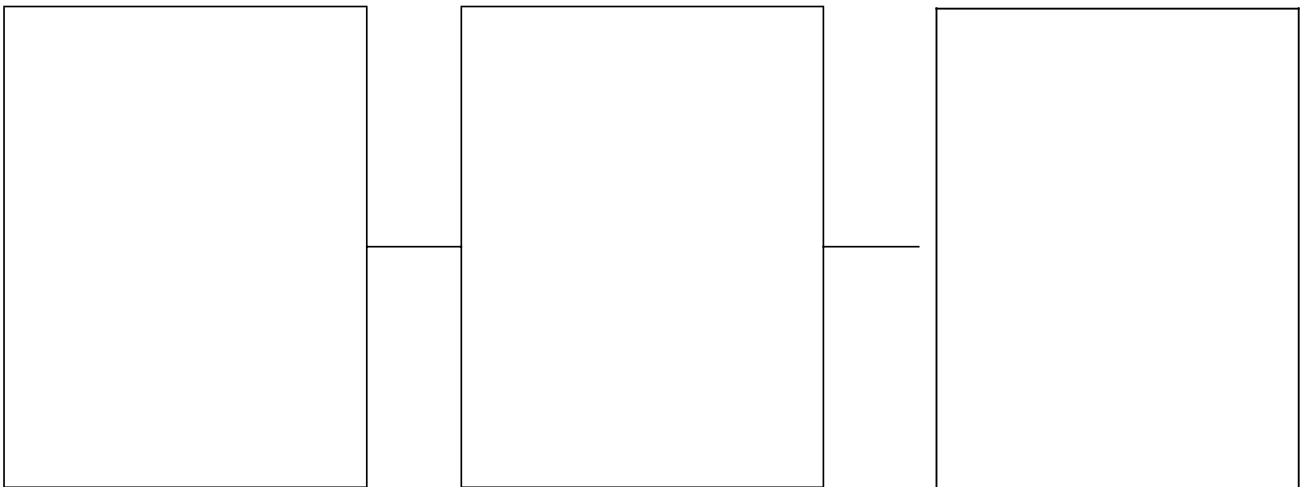
b.

c.

d.

e.

13. Fill in this flowchart to depict WHERE and WHY the US textile industry has moved historically.



14a. Give an example of an industry which requires skilled labor.

14b. In what three states is it concentrated?

14c. Why is there abundant skilled labor there?

15. Define the following:

a. Fordist

b. Post-Fordist

16. Describe the relationship between capital and the computer industry in California.

17. How do local communities and national governments attract industry by providing financial incentives?

18a. Define "footloose" as it is used to describe industry.

18b. Describe characteristics of footloose industries.

19. Give three reasons why an executive might locate an industry in a "less-than-optimum" location. a.

b.

c.

INDUSTRIAL PROBLEMS FROM A GLOBAL PERSPECTIVE

- 1. What is stagnant demand?

- 2. Give three reasons for the growth of stagnant demand.
 - a.
 - b.
 - c.

- 3. Why has global industrial capacity increased despite stagnant demand?

4. Sketch two simple pie graphs below showing global steel production for 1975 and 2000.

NOTE: The outer circle on each graph should be identical in size since total output in both years was approximately equal. The two divisions of the pie graphs will be "MDC production" and "LDC production."

- 5. Give two reasons for which governments (particularly in Europe) are willing to subsidize steel mills to keep them operating in the face of declining demand.
 - a.
 - b.

6. Use the map on page 395 (bottom) to complete the chart below.

CHANGE IN STEEL PRODUCTION: 1973-2002	
Countries which DECREASED the most	Countries which INCREASED the most

INDUSTRIAL PROBLEMS IN MORE DEVELOPED COUNTRIES

7a. What are the three main trading blocs in the world?

7b. In general, how do they encourage cooperation among their respective members?

7c. Identify a way in which each of the following trading blocs has restricted the US others from encroaching upon it:

i. European Union...

ii. Japan...

iii. the US...

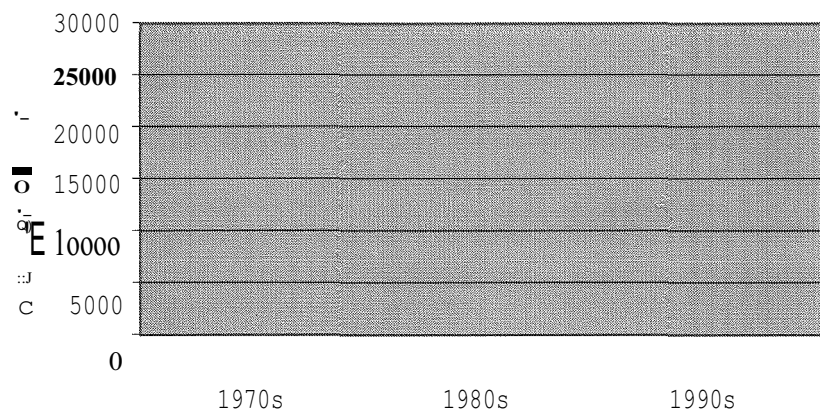
7d. In terms of the US steel industry...

i. What did the US do between 1982 and 1992?

ii. How did this affect US steel workers?

iii. The textbook offers approximate data on the workers in the two major US "steel towns." Using two colors, one for each city, label and plot the data on the table here.

Steelworkers: Gary, Indiana and Youngstown, Ohio



8a. What is another name for "transnational corporation"?

8b. In what four countries are most transnational corporations headquartered?

8c. List the three benefits (reasons) given for which corporations seek to have international operations.

i.

ii.

iii.

8d. What two nations have active with operations within the US?

9. Give an example of a regional disparity in several regions by completing the table below.

REGIONAL DISPARITIES OF WEALTH DISTRIBUTION		
	Wealthy region	Poor region
Europe		
France		
United Kingdom		
Sweden		
United States		

INDUSTRIAL PROBLEMS IN LESS DEVELOPED COUNTRIES

10. Describe each of the following problems faced by LDCs as they consider industrializing.

a. world markets

b. infrastructure

11. How is labor an advantage in LDCs?

12. Define "international division of labor":

ENERGY RESOURCES

1. Define the term resources and explain the following terms:

- a. animate power
- b. inanimate power
- c. biomass fuel
- d. fossil fuel

2. Three of Earth's substances provide _____ of the world's energy: _____, _____
and _____

3. Define fossil fuel:

4. Explain the two characteristics of fossil fuel that cause concern:

5. The World Energy Council estimates potential oil reserves to be what amount and where do they believe they are located?

6. Analyze the map and pie chart on page 478, List the FOUR countries with the largest coal production and explain the pie chart regarding each country (HINT: Read the section titled *Location of Reserves*).

7. What are the two geographic consequences for the future when it comes to consumption of fossil fuels?

8. What does OPEC stand for:

9. Who are the ELEVEN members states of OPEC?

10. OPEC flexed their economic muscle in _____ because they were angered over the support of Israel from which countries?

11. Explain how and why OPEC raised petroleum prices from \$3.00 a barrel to \$35.00 a barrel.

MINERAL RESOURCES

12. Describe the two nonrenewable substitutes for petroleum:

a.

b.

13. Nuclear energy biggest advantage is:

14. Explain the serious problems that Nuclear power present:

15. Describe what happened at Chernobyl in the former Soviet Union (Russia).

16. Define: nonmetallic and metallic minerals, examples of, primary location.	
NONMETALLIC:	METALLIC:
Examples:	Examples: Ferrous- Nonferrous-
Location:	Location:

AIR POLLUTION

1. Earth's average atmosphere comprises _____% nitrogen, _____% oxygen and less than _____% argon. The remaining _____% includes several _____ some of which are critical.
2. What are the most common air pollutants are:
3. Explain the three human activities that generate the most air pollution.
4. How does Global Warming occur? Explain the process.
5. Why is the term "greenhouse effect" somewhat misleading?
6. Explain the impact of global warming to polar ice caps and precipitation.
7. Define chlorofluorocarbons (CFC's):

8. Explain how CFC's damage the ozone.

9. What creates acid deposition?

10. How does concentration of acid in the soil injure plants?

11. Analyze the maps on page 492 in *Figure 14-13*: Describe what the correlation is between the U.S and Europe's sulfate levels.

12. Poland is estimated to have between _____ and _____ additional deaths due to pollution.

13. Describe the three basic components of air pollution:

a.

b.

c.

WATER POLLUTION

14. Explain how water is used a U.S. urban resident and ways in which water become contaminated.

15. What three main sources generate the most water pollution? Explain each.

a.

b.

c.

16. Explain what causes fish to die in polluted waters?

17. Why did Charles Dickens call the Thames river "*London's Styx*," after the underworld river that the dead had to cross in Greek mythology?

LAND POLLUTION

18. Define Land Pollution:

19. Explain the difference in numbers between residences and businesses.

20. Solid waste is held in _____ and buried under _____

21. Which cities truck their garbage to other cities? Why do you think they do this?

22. How is incineration of garbage positive and negative on the environment?

23. Explain, in detail, what occurred in the city of Love Canal, NY.

24. Which countries have signed contracts to accept toxic waste from Europe and North America?
Why?

APHG Unit 7 Cities & Urban Geography Study Guide

- Review Rubenstein Ch 12-13
- Review information from packets
- Review Kuby Ch 9, 10, 11
- Review Woodyard APHG Study Guide Unit 7 (on website)
- Know all of the following concepts (many of which can be reviewed on Quizlet):

KubyCh 9:

- ☐ central place
- ☐ central place function
- ☐ central place theory
- ☐ market area
- ☐ order
- ☐ range
- ☐ threshold
- ☐ urban hierarchy

Kuby Ch 10:

- ☐ census tract
- ☐ central business district (CBD)
- ☐ concentric ring model
- ☐ creative class
- ☐ edge cities
- ☐ gentrification
- ☐ invasion and succession
- ☐ modernism
- ☐ multiple nuclei model
- ☐ postmodernism
- ☐ sector model
- ☐ slums
- ☐ suburbanization
- ☐ urban realm
- ☐ urban underclass

Kuby Ch 11:

- ☐ congestion
- ☐ ecologically sensitive space
- ☐ edge cities
- ☐ growth boundary
- ☐ infill development
- ☐ leapfrog development
- ☐ mass transit
- ☐ metropolitan government
- ☐ mixed-use development
- ☐ new urbanism

- ☐ scenario
- ☐ stakeholder
- ☐ trade-off
- ☐ urban fringe
- ☐ urbanized area
- ☐ urban realm
- ☐ urban sprawl
- ☐ urban village
- ☐ win-win solution
- ☐ zonmg

Rubenstein Ch 12:

- ☐ basic industries
- ☐ business services
- ☐ central place
- ☐ central place theory
- ☐ city-state
- ☐ clustered rural settlement
- ☐ consumer services
- ☐ dispersed rural settlement
- ☐ economic base
- ☐ enclosure movement
- ☐ gravity model
- ☐ market area/hinterland
- ☐ nonbasic industries
- ☐ primate city
- ☐ primate city rule
- ☐ public services
- ☐ range (of a service)
- ☐ rank-size rule
- ☐ service
- ☐ settlement
- ☐ threshold
- ☐ urbanization

Rubenstein Ch 13:

- ☐ annexation
- ☐ census tract
- ☐ central business district

- ☐ city
- ☐ combined statistical area (CSA)
- ☐ concentric zone model
- ☐ core based statistical area (CBSA)
- ☐ council of government
- ☐ density gradient
- ☐ edge city
- ☐ filtering
- ☐ gentrification
- ☐ greenbelt
- ☐ metropolitan statistical area (MSA)
- ☐ micropolitan statistical area (MSA)
- ☐ multiple nuclei model
- ☐ peripheral model
- ☐ primary census statistical area (PCSA)
- ☐ public housing
- ☐ redlining
- ☐ rush hour
- ☐ sector model
- ☐ smart growth
- ☐ social area analysis
- ☐ sprawl
- ☐ squatter settlement
- ☐ underclass
- ☐ urban renewal
- ☐ urbanized area
- ☐ zoning ordinance

Geography Alive Ch 25:

- ☐ capital city
- ☐ primate city
- ☐ site
- ☐ situation

Chapter 12 Review Questions:

1. Determine the economic base of your community. Consult the U.S. Census of Manufacturing or County Business Patterns. To make a rough approximation of your community's basic industries, compute the decimal fraction of the nation's population that lives in your community. It will be a small number, such as 0.0005. Then, find the total number of U.S. firms (or employees) in each industrial sector that is present in your community. Multiply these national figures by your local population fraction. Subtract the result from your community's actual number of firms (or employees) for that type of industry. If the difference is positive, you have identified one of your community's basic industries.
2. Your community's economy is expanding or contracting as a result of the performance of its basic employment. Two factors can explain the performance of your community's basic employment. One is that the sector is expanding or contracting nationally. The second is that the sector is performing much better or worse in the community than in the country as a whole. Which of the two factors better explains the performance of your community's basic employment?
3. Rural settlement patterns along the U.S. East Coast were influenced by migration during the Colonial era. To what extent do distinctive rural settlement patterns elsewhere in the United States result from international or internal migration?
4. Nearly all residents of MDCs lead urban lifestyles even though they live in large cities. They practice subsistence agriculture, raising animals or growing crops. Lacking electricity, they gather wood for fuel. Lacking running water and sewers, they dig latrines. Why do so many urban dwellers in LDCs lead rural lifestyles?
5. What evidence can you find in your community of economic ties to world cities located elsewhere in North America, Europe, or East Asia?

Chapter 13 Review Questions:

1. Compare the CBDs of Toronto and Detroit. What might account for differences?
2. Draw a sketch of your community or neighborhood. In accordance with Kevin Lynch's *The Image of the City*, place five types of information on the map – districts (homogenous areas), edges (boundaries that separate districts), paths (lines of communication), nodes (central points of interaction), and landmarks (prominent objects on the landscape). How clear an image does your community have for you?
3. Jane Jacobs wrote in *Death and Life of Great American Cities* that an attractive urban environment is one that is animated with an intermingling of a variety of people and activities, such as found in many New York City neighborhoods. What are the attractions and drawbacks to living in such environments?
4. Land-use activities in Communist cities were allocated by government rather than made by private market decisions. To what extent would the absence of a private-sector urban land market affect the form and structure of socialist cities? What impacts might Eastern European cities experience with the switch to market economies?
5. Officials of rapidly growing cities in LDCs discourage the building of houses that do not meet international standards for sanitation and construction methods. Also discouraged are privately owned transportation services, because the vehicles generally lack decent tires, brakes, and other safety features. Yet the residents prefer unsafe transportation to no transportation. What would be the advantages and problems for a city if health and safety standards for housing, transportation, and other services were relaxed?

Potential FRO Topics:

- | | |
|---|---|
| <input type="radio"/> Cristaller's Central Place Theory | <input type="radio"/> Urban Sprawl |
| <input type="radio"/> Core, Periphery, & Urban Models | <input type="radio"/> First tier cities |
| <input type="radio"/> Squatter Settlements | <input type="radio"/> Primate cities |
| <input type="radio"/> Urban Landscapes | <input type="radio"/> Rank-size rule |
| <input type="radio"/> Transportation in Cities | |
| <input type="radio"/> Urban Planning | |
| <input type="radio"/> CBD | |

1. Define the services listed below and provide notes for each one.

Services		
Consumer Services	Business Services	Public Services
<p>What is a <i>Retail Service</i>?</p> <p>Basic information about this service:</p>	<p>What is a <i>Producer Service</i>?</p> <p>Basic information about this service:</p>	<p>What is a <i>Public Service</i>?</p> <p>Basic information about this service:</p>
<p>What is a <i>Personal Service</i>?</p> <p>Basic information about this service:</p>	<p>What is a <i>Transportation and Information Service</i>?</p> <p>Basic information about this service:</p>	

- a. Primary Sector –
- b. Secondary Sector –
- c. Tertiary Sector-

3. Explain how primary, secondary, and tertiary sector employment trends have changed from 1970 to 2000.

ORIGIN OF SERVICES

4. How did early personal services develop?
5. How did early public services develop?
6. How did early retail and producer services develop?

SERVICES IN RURAL SETTLEMENTS

7. What does a clustered rural settlement include?
8. What is it commonly called?
9. Traditionally (in European/ Western history) what happened when the settlement grew too large?
10. Identity the "where" and "when" of each of the following settlements. Also note any particular characteristics of each. You may want to sketch a simple plan for the village from its description.

Circular form: KRAAL	Linear form: French Long-Lot	Colonial US (north): Township	Colonial US (south): Plantation

11. Where have dispersed rural settlements become more common?

a. Why?

12. Why were people in the American Midwest able to buy such large farms?

13. What was the **"enclosure movement"**?

14. Why is Mrs. Smith so cool? Use the entire space below to answer the question. If you need extra space to fully respond, just attach an additional sheet of paper.

CENTRAL PLACE THEORY

1. What is a central place?

2. What does central place theory seek to explain?

- 3a. What is a market area?

- 3b. What other term is sometimes used to refer to a market area?

- 4a. What shape does central place theory hypothesize for market areas?

- 4b. Why this particular shape?

5. Complete the pyramid below regarding the concept of range.

<div> <div>Definition</div> <div>RANGE</div> </div>	
Services with LONG ranges	Services with SHORTER ranges

6. Complete the pyramid below regarding the concept of threshold.

<div> <div>Definition</div> <div>THRESHOLD</div> </div>	
Not all people within a market area can be counted when determining the viability of a service by considering its threshold. Explain how this is so?	

MARKET AREA ANALYSIS

7a. According to geographers, where is the best location for a service (once range and threshold have justified its viability)?

7b. The gravity model helps explain this inasmuch as the optimal location is _____ related to the number of people in the area and _____ related to the distance they must travel.

HIERARCHY OF SERVICES AND SETTLEMENT

8. Small settlements have services with

- i. _____ thresholds
- li. _____ ranges, and
- ill. _____ market areas.

9. Larger settlements provide services having.

- i. _____ thresholds
- li. _____ ranges, and
- iii. _____ market areas.

10. However, small neighborhoods within larger settlements must also do what?

11 a. Who made the original study in central place theory?

b. Where did he do his study?

c. Who documented the central place phenomenon in the US? Where?

12. In MDCs, the pattern of cities follows the rank-size rule. This states that:

13. If the largest city in a country is more than twice the size of the second city, it is said to be what?

14. What is the situation Europe and LDCs with regard to "rank-size" distributions and primate cities?

Europe	LDC

WORLD CITIES

1. Identify four potential "hearth regions" for the world's first urban settlements.

2. List 5 characteristics of the world first cities which emerged around 2000 BCE, as deduced from the excavations of Ur (in modern Iraq) and Titris Hoyuk (in modern Turkey).

- 3a. What was a city-state?

- 3b. What services did the city-state provide to the surrounding hinterland?

4. Athens, likely the first city to attain a population of 100,000, flowered in the 5th century BCE. Large cities, such as ancient Athens, began to supply what types of things not available in smaller settlements?

5. Urbanism as a way of life, and the number of cities, grew markedly during the Roman Empire. Why did these large centers collapse with the fall of the empire in the 6th century CE?

- 6a. Who led the establishment of new urban centers in Europe in the Medieval period (Middle Ages)?

- 6b. What role did trade play in the revival of urbanism at this time?

- 6c. What were the five largest cities in the world during the Middle Ages (ca. 900)?

7. How did the Industrial Revolution reinforce urbanism?

HIERARCHY OF BUSINESS SERVICES

8. Read this section and answer the questions in the graphic below.

1	a. List the three largest world cities.	b. What do they share?	c. List the "second tier" of world cities.
WORLD CITIES			
2		do these cities contain?	examples cities.
REGIONAL COMMAND & CONTROL CENTERS			
3	f. Give examples of specializations and cities represented by each.		
SPECIALIZED PRODUCER SERVICES CENTERS			
4	g. List the four sub types of dependent centers and an example city for each.		
DEPENDENT CENTERS			

ECONOMIC BASE OF SETTLEMENTS

9. Define the following terms.

(a) basic industry:

(b) nonbasic industry:

10. What is the economic base of a community?

11. Explain how a basic industry creates new types of jobs.

12a. Complete the following statement:

Basic industries originally referred to

but in a

postindustrial society increasingly the basic industries are in____,

and

12b. Complete the graphic below to illustrate the statement from question #12a with regard to the city of Baltimore, Maryland.



CENTRAL BUSINESS DISTRICT

1. Define the term CBD in one word:
2. List some of the characteristics of a typical CBD.
3. Two types of shops located in CBDs are those which tend to have either a high threshold or a high range. Define each term and give an example of a typical downtown shop with that characteristic.
 - a. high threshold
 - b. high range
 - c. Why are these shops decreasing in the CBD?
- 4a. Another type of shop in the CBD are those which provide services to downtown workers. Give some examples.
- 4b. Why are these shops increasing?
5. Still other types of businesses that locate in CBDs are those in which workers require face-to-face contact with other workers. Give some examples of these.
6. Describe how the intense land use of CBDs has created expansion of the CBD "above" and "below" in order to maximize the small space of the downtown.

SKYSCRAPERS

7. Identify three problems associated with the proliferation of skyscrapers in American CBDs.

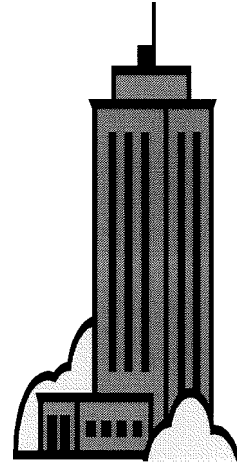
a.

b.

c.

8. How is "land use" distributed within typical skyscrapers?

9. What is the only major US city without skyscrapers?



10. Due to the intensive use of CBDs certain types of activities are being pushed out of downtowns and are rarely found there today. These include manufacturing and residential uses.

a. What is happening to the old manufacturing districts in American CBDs?

b. Regarding residential uses – identify a factor pushing them out of the CBD and another that is pulling them elsewhere.

Pushing ..

. Pulling ..

THE EUROPEAN CBD

11. List 5 ways that a European CBD differs from a North American example.

a.

b.

c.

d.

e.

12. How have these three European cities been distinctive in terms of their CBDs?

a. PARIS

b. ROME

c. WARSAW

SUBURBANIZATION OF BUSINESSES

13a. Since when did most retail activities begin to move from CBDs to suburban locations?

13b. Why?

14. Where do malls tend to locate?

15. Why have factories and warehouses moved to suburbs?

16. What are the advantages of having offices in suburban locations?

URBANIZATION

1. Define urbanization and identify its two dimensions....

- (a) definition:
- (b) dimensions
 - (i)
 - (ii)

2. What is the percent of the world=s population that could be defined as urban for each of the following years?

- a. 1800
- b. 1850
- c. 1900
- d. 1950
- e.2000

3. Describe what is happening in MDCs and LDCs as far as the percentage of urban dwellers is concerned.

MDC	LDC

4. List the largest cities in MDCsandLDCs as defined by the US Bureau of the Census and the United Nations

Largest cities in the world	
in MDCs	in LDCs

5. How does the growth of urban areas in LDCs represent a reversal of the trend in urban growth historically?

DEFINING URBAN SETTLEMENTS

6. During the 1930's, Louis Wirth argued that people living in urban areas led a different kind of life than people in rural areas. He believed that human sociology was affected by three characteristics of urban areas. These are listed in the table below in the left column. Complete the table with a description of the sociological effect he believed each condition had upon people in cities.

Large Size	
High Density	
Social Heterogeneity	

Physical Definitions of Urban Settlements

7. What are three characteristics of a "city" as it is defined legally?

a.

b.

c.

8. Define the term urbanized area as it is used to define a "city".

9. What does MSA stand for?

10. What are the characteristics of an MSA?

11. Identify an advantage and a disadvantage of using an MSA to define "city"?

a. advantage:

b. disadvantage:

12. Regarding micropolitan areas...

a. what is their size?

b. what were these cities classified as previously?

c. how many, and where, are they in the US?

13. What is the meaning of the term megalopolis? (and what was the original example?)

14. Use an atlas map showing American cities to sketch/ shade in the three major American megalopolis (as described in the text, pp. 444-45) on the map below.

NOTE: Label the major cities in each.



15. Identify two European megalopoli (regional name and major cities)

A.

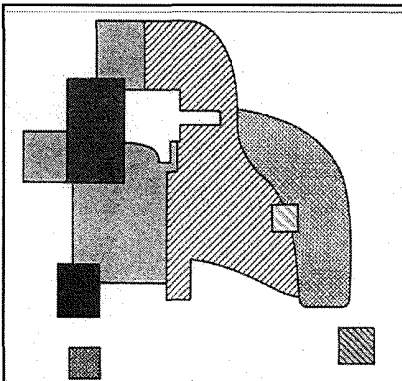
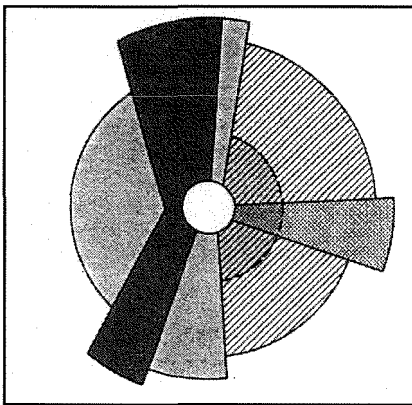
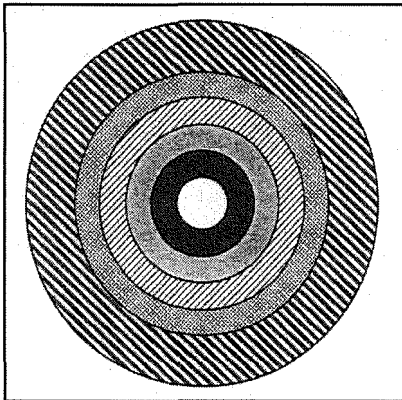
B.

16. Identify an Asian megalopolis (country and major cities)

THREE MODELS OF URBAN STRUCTURE

1. Read the first section of this key issue and for each of the three models, annotate the diagrams below and do the following:

- a) identify the model by name
- b) name the geographer(s) who devised the model by name
- c) identify and label the key parts of the model
- d) bulletin other important characteristics and/or features of the model



2a. What are census tracts?

2b. What types of data are reported by the US Census Bureau regarding the population of each census tract?

3. What is social area analysis?

USE OF THE MODELS OUTSIDE NORTH AMERICA

European cities

4. In European cities, the wealthy tend to live in the inner-ring of cities and in a spine extending out from it.

(a) What are the advantages of the southwestern extending spine of Paris?

(b) What are the advantages of living in the inner-ring, near the city center?

5. List three points about the conditions of European suburbs, where the poor live. (a)

(b)

(c)

Less Developed Countries

6. Cities in Africa, Asia, and Latin America resemble European cities in their structure. This is not a coincidence because ...

7. Draw and label a sketch of a "pre colonial city"



8. Colonial cities often contained a new "European sector" to the side of the pre-colonial city. Contrast their various elements in the table below.

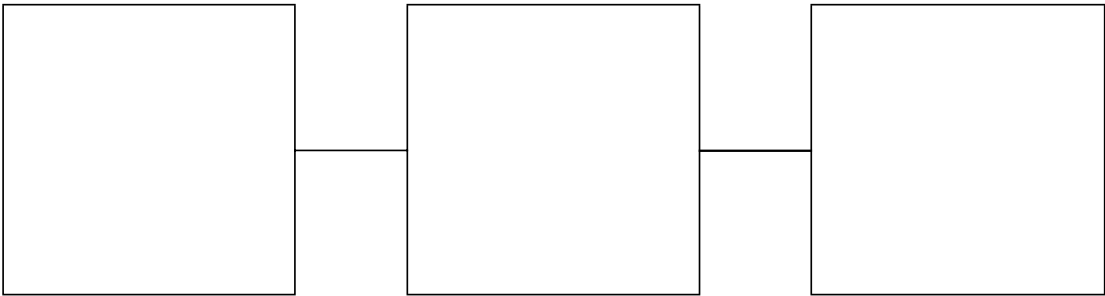
"Old Quarters" - the pre-colonial city	"European district" - the colonial addition

9. Describe how the elite spine developed in modern Mexico City.

Squatter Settlements

10. What are the causes of squatter settlements?

11. Use the third paragraph in this section to make a simple flowchart which depicts stages in the development of a squatter settlement.



12. Describe services and amenities in a typical squatter settlement.

1. Complete this statement regarding the basic problems of the inner city:

| Inner cities in the United States contain concentrations of _____ people |
| with a variety of physical, _____ and _____ problems very |
| different from those faced by _____ residents. |

INNER CITY PHYSICAL PROBLEMS

2. What is the major problem faced by inner-city residents?

- 3a. Describe the inner-city process known as filtering.

- 3b. What is the ultimate result of this process?

4. What is redlining and its result?

5. What is urban renewal?

- ~~5. Complete the box below regarding public housing~~

PUBLIC HOUSING

A Who (primarily) builds and maintains public housing?

B. Percentages of public housing in the US ...

a. Public housing accounts for _% of all housing in the US.

b. Public housing accounts for _____% of all housing in the inner
city.

C. Why are the high-rise public housing "projects" built during the 50's and 60's now considered unsatisfactory?

D. How are recent public housing projects and "scattered-site" public housing of today different?

7. Why has urban renewal been criticized?

8a. Define gentrification:

8b. Who is attracted to move into gentrified areas? Why?

8c. Why has gentrification been criticized?

9. Complete the boxed statement regarding the population of the inner city.

Inner-city residents frequently are referred to as a permanent _____
because they are _____ an unending _____ of economic and
social _____

INNER-CITY SOCIAL PROBLEMS

10. List and briefly describe four specific social problems of inner-city residents.

A.

B.

C.

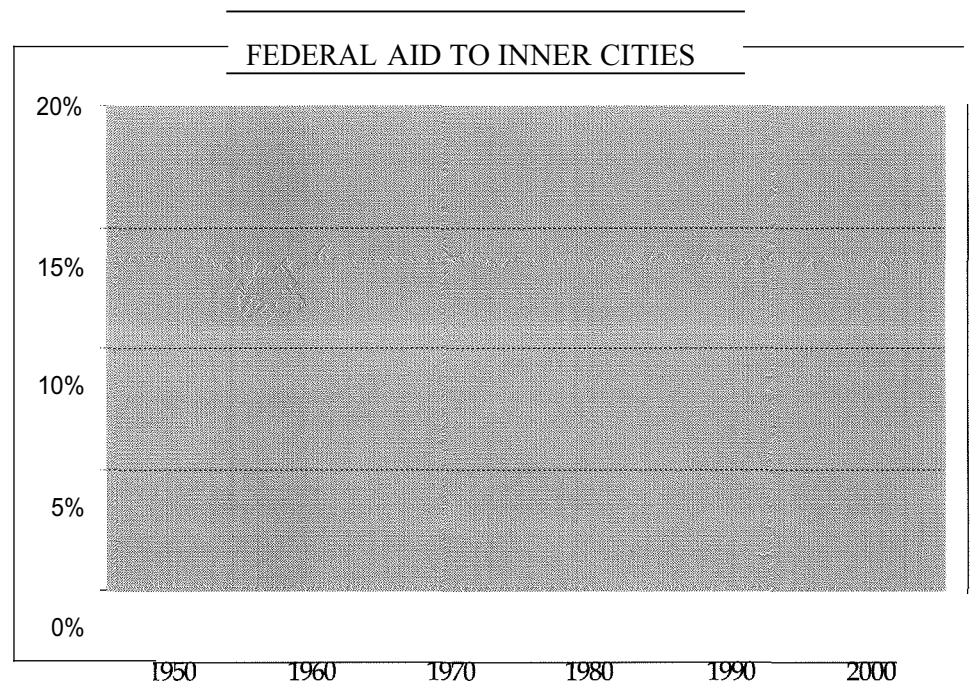
D.

INNER CITY ECONOMIC PROBLEMS

11. What financial crisis does the high proportion of low-income residents in the inner city create?

12. What two choices does a city have to solve this problem? Which have most chosen?

13. Sketch a small graph to show (approximately) how federal aid to inner cities grew and shrank:



14. Regarding ANNEXATION:

(a) What is annexation?

(b) What is required before an area can be annexed by a city?

(c) In the past, why did peripheral areas desire annexation?

(d) What has changed?

THE PERIPHERAL MODEL

1. List the elements of an urban area according to the peripheral model.

2. Complete the table below.

PERIPHERAL AREAS	
Problems that they LACK	Problems that they HAVE

3. Describe the formation of an EDGE CITY in the flowchart below.



4. Describe the density gradient of an urban area.
5. How has the density gradient changed in recent years? (2 ways.)
- (a)
- (b)
6. Define sprawl:

7. What is meant by the statement that: the "periphery of US cities looks like Swiss cheese"?

8. What has prevented the peripheries of European cities from looking like "Swiss cheese"?

9. In what two ways are suburban areas "segregated"?

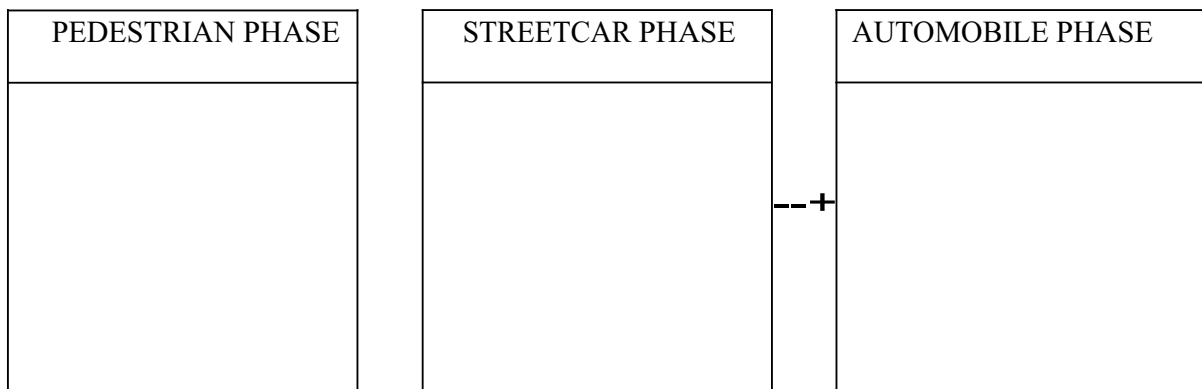
a

b

10. What is a zoning ordinance?

CONTRIBUTION OF TRANSPORTATION TO SUBURBANIZATION

11. Read "Contribution of Transportation to Suburbanization" and "Motor Vehicles" to fill in the flowchart describing how developments in transportation affected the residential pattern of American cities.



12. Identify 2 ways in which the US Government has encouraged the use of motor vehicles by its citizens?

13a. What percentage of a city is devoted to motor vehicles?

13b. Identify 2 ways **in** which motor vehicles use land **in** urban areas.

(i)

(ii)

14. What is rush hour and how much of a city's traffic does it account for?

15. List four ways **in** which public transportation is better than the automobile.

a.

b.

c.

d.

16. Briefly describe what has happened (or is currently happening) to each of the following modes of public transportation **in** US cities.

- Trolleys
- Buses
- Rapid transit (subway and fixed light rail)

17. How does the North American situation compare to that **in** Europe and Japan?

LOCAL GOVERNMENT FRAGMENTATION

18. What is the basic problem caused by the multiplicity of governments in US urban areas?

19. Briefly not how each of the following forms of local government attempts to solve this problem?

A. council of government

B. federations

C. consolidations

20. What is smart growth?

21. Describe how "smart growth" laws have been designed in Maryland, Oregon, and Tennessee.

Maryland	Oregon	Tennessee