

It's fairly likely that, when you think of geography, your mind pictures maps or some of the global issues facing us in the modern age, such as global warming, cultural conflict, or immigration. But before we start tackling large-scale issues, take a minute to think about your hometown and answer the following questions:

- Why did people settle in your town in the first place?
- Is there a section of your town where richer or poorer people live?
- Are factories and other businesses evenly distributed or concentrated in particular parts of town?
- What sports teams do most people in your town support? Why?
- Is the ethnic or racial makeup of the town diverse, or all the same?
- Is your town famous for anything? Why?
- Is your town politically conservative or liberal? Why?

The answers to these questions should begin to show you that the world's surface is not uniform. As we all know, people, ideas, and things are not evenly distributed, and there are reasons that this is the case. Take the example of Springfield, Vermont, the hometown of one of this textbook's authors. People settled there for a variety of reasons, but the town grew because of a river that runs through the area and that has good waterfalls, which were able to turn water wheels for small factories. In time, the town became a manufacturing center of machine tools and was tied to a global economic system. Today, manufacturing has largely shifted to other locations in the United States and overseas, so the town is no longer as prosperous as it once was. Traditionally, the poorer citizens lived closer to the river, where the factories were located, and the wealthier citizens occupied larger plots of land on the hills that ring the center of town.

This one small town has a story, and that story is tied strongly to geography. Geographers believe that phenomena on the earth's surface are not random, but rather, the result of a complex series of processes going on at the local, regional, national, and international scales. This book will introduce you to how geographers attempt to make sense of the diverse reality of human populations on the earth's surface. In this preface, we introduce you to the discipline of geography, as well as the unique modular format for this textbook.

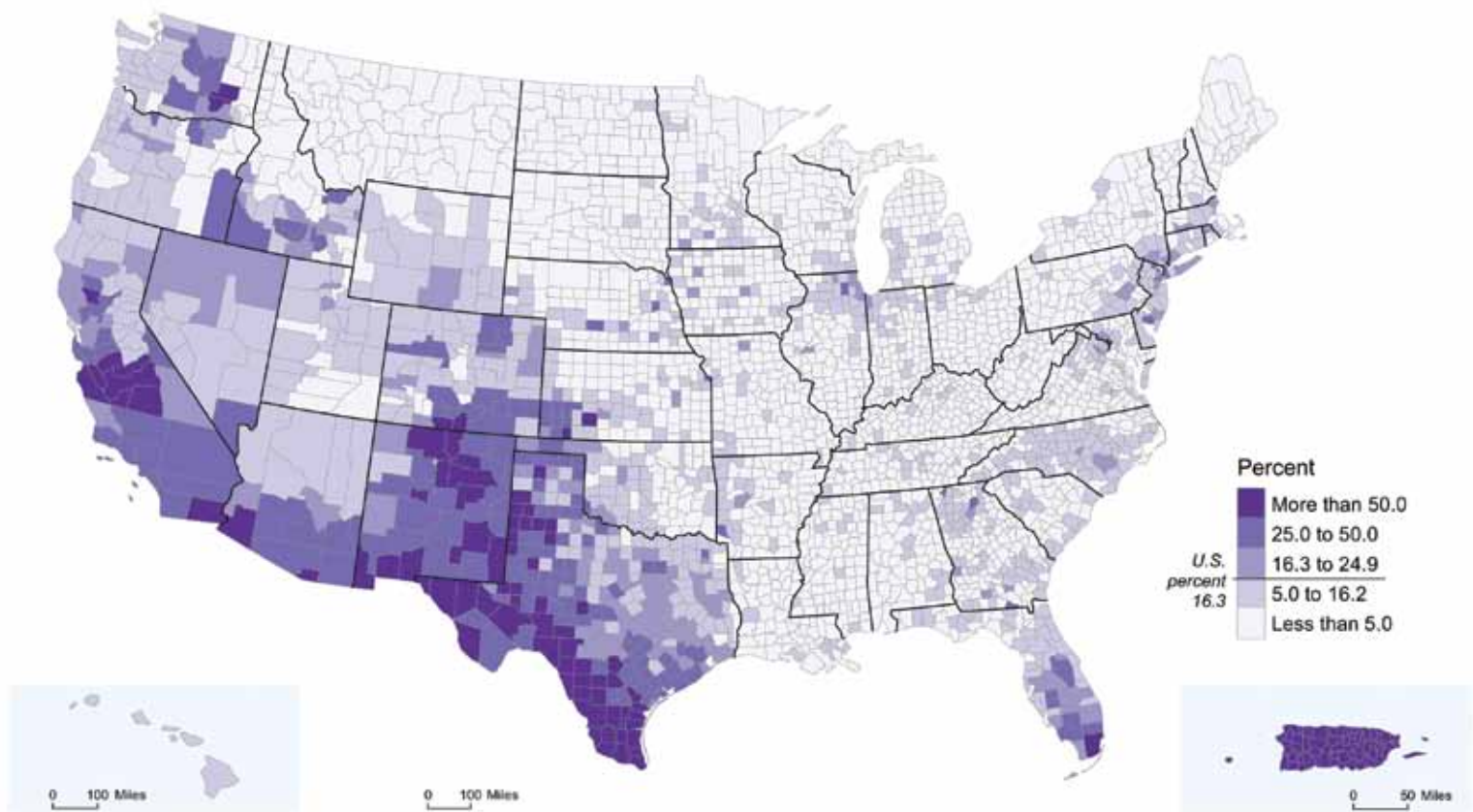
What Is Geography?

So, what exactly is *geography*, and more specifically, what is *human geography*? For many of you, geography means memorizing state capitals and rivers, as you did in elementary school. While geographers feel that this sort of information is important, it is not what you will be reading about in this book. Rather, we want to introduce you to what professional geographers focus on as they research and analyze the world.

Let's start with the word *geography* itself. Can you guess what the word means? The word root *geo-* means "earth," but what about the second part of the word? The *graph* part of the word means "writing," so the word *geography* literally means "writing about the earth" in ancient Greek. As you will see in Chapter 2, geography started out with people writing about or describing their world. If you take a trip, often you write or e-mail to friends about what you saw. But the next step after describing something is to ask, "Why?" The core of geography is identifying what exists on the world's surface and attempting to explain why it is there. This may seem simplistic, but when you start trying to explain war, famine, or global migration, the answers to the questions of what, where, and why get complicated.



What do you think this pattern represents? What you're looking at is the spatial distribution of hurricanes in the United States from 1851 to 2008 on the East Coast and 1949 to 2008 on the West Coast. Is there a pattern? Clearly there is. So, geographers see a pattern and then want to know why. In the East, for example, storms form over the warm waters in the equatorial regions off of Africa, and then the prevailing winds carry them westward, where they strike the Caribbean and the southeastern United States. There is a pattern and a process.



Here's another example: the population of many parts of the United States is becoming increasingly Latino or Hispanic due to immigration and population increases. This map shows Hispanics and Latinos as a percentage of the entire population as recorded in the 2010 Census. What might explain the pattern? In many areas, as the population becomes more Hispanic, one starts to see more signs in Spanish and more businesses that cater to Hispanics. The same situation often occurs when a new cultural or ethnic group enters an area. Why does this happen? The new population is interacting with the environment and changing it gradually. How many roads or stores in your community have a name that reflects the ethnic heritage of the area?

So, more formally, geography can be defined as the academic discipline that studies the pattern of phenomena on the earth's surface, the processes that create those patterns, and the interaction between humans and the environment. Basically, geographers are interested in where things are and why they are there. This includes physical things, such as mountains, rivers, or churches, but it can also include human populations, such as cultural or ethnic groups, or even ideas, such as democracy or freedom of speech. The emphasis on where things are is often referred to as the *spatial perspective*. The word *spatial* means "relating to space" and is often used instead of the word *geographic*. For example, if you are studying the spatial distribution of McDonald's restaurants, you're studying the geographic distribution of the stores—in other words, where they are located. Let's look at two examples of how geographers look at the world.

Geographers study and analyze patterns on the surface of the earth. Geographers also emphasize the relationship between humans and the environment. Think about areas where there is persistent flooding. How do humans respond to flooding? Some people just move away. Others modify their homes to put them on stilts. Still others dam up the river or create levees to protect an area. There is no single human response to flooding. Geographers study these interactions between people and their environment.

In addition, geographers examine how human activity shapes the environment. In the late summer of 2011, wildfires in Texas raged out of control, consuming an area the size of Connecticut and burning over 1000 homes. Fires like this occur all of the time in more arid regions, but the extent of these particular fires may be a worrisome indicator of increased global climate change caused in part by human activity.

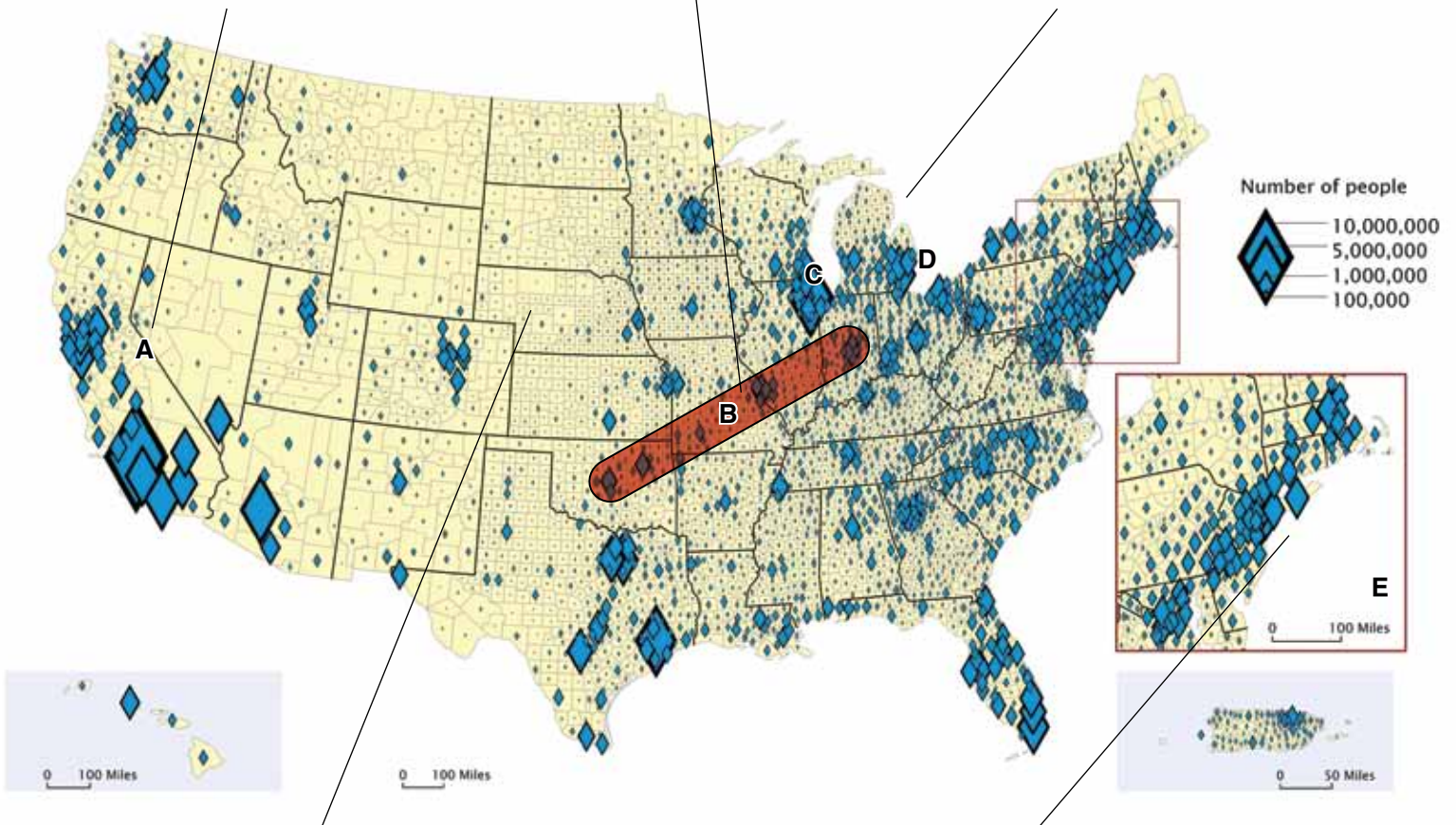
Thinking Geographically

Before we dive into the basic concepts and history of human geography in the first two chapters, let's take some time to begin thinking geographically. Take a few minutes to really look at the map, which shows the population distribution of the United States.

Why does a line of population go right down the middle of California (point A)? What is there? It's not Los Angeles or San Francisco. The answer is agriculture. This is the productive Central Valley, which produces 8 percent of all U.S. agricultural output on just 1 percent of the nation's farmland. So, just as our ancestors did thousands of years ago, humans still settle in areas that are fertile. Of course, what is different is that today the farmer's output is packed within minutes of picking, labeled by machines, and immediately shipped out to the four corners of the globe. In the modern era, the local is tied to the global like no other time in our history.

Note the line of population at point B. This line extends from Indianapolis to St. Louis and then on to Oklahoma City. What might explain a line of population that is straight? In this case, it's transportation routes. Historically, the cities of St. Louis and Indianapolis were connected by rail. Today, Interstates 70 and 44 follow the same route. I-44 follows much of the path of Route 66, made famous in songs and movies. In this case, the human settlement pattern is not caused by a physical feature on the earth's surface but rather human-built features.

Why are cities such as Chicago and Detroit located where they are (points C and D)? What advantages do they have? One factor is that they both offer access to water, specifically the Great Lakes water system that connects the Midwest with the eastern seaboard by way of the St. Lawrence Seaway, and via canals and railroads before that. Chicago became a railroad hub, allowing products from the Great Plains to be processed and then shipped to other locations. Can you identify other major cities that are at critical transportation junctions? This shows us that sometimes cities grow because of economic growth or transportation needs.



Why are there fewer people in the western half of the United States? One major factor is physical geography. The region is dry and remote and cannot as easily support large human populations. Human patterns are often influenced by physical patterns. Can you find other areas where the human pattern seems to follow a physical feature, such as a mountain range or a river?

Why is the population so strongly clustered along the coast near point E? This is the Boston to Washington, DC, corridor. The answer, of course, relates to immigration patterns. Early settlers from Europe tended to arrive in northeastern ports, and therefore these entry cities grew. They also became industrial centers that created products for the home market and for export, and thus they attracted more immigration because of economic opportunities. Can you think of other areas of the United States that have grown because they have been arrival destinations for immigrants?

The Value of This Book

We believe that students and faculty will find this text more appealing than their current text. There are several areas in which the content of this text diverges from current texts:

1. We include a chapter on the history of geographic thought, often omitted from texts, which includes modern social theoretical perspectives. This chapter can be used at the beginning or at the end of the course, as the instructor sees fit.
2. We include a chapter on health and disease.
3. We provide thorough discussions of world religions, which we feel is crucial in a post-9/11 world.

4. We include innovative examples from today's culture, including new music and NASCAR racing, which most students will find more relevant than the examples often used by text authors.
5. We focus on political representation and administration in a single political geography chapter.
6. We package the discussion of secondary and service sectors into the geography of production and consumption.
7. We include a chapter on transportation and communications.
8. We focus on some of the major issues in the world today, including the drug trade and vast disparities in development between countries in the world.

Our Book	Other Books
Short chapters divided into 8 to 10 2- to 4-page self-contained modules	Long chapters with a hierarchical outline structure
Maps, photos, and graphics that are central to each module	Text-centric chapters, with graphics as an afterthought
Easily customizable to instructor's class organization	Hard to customize—instructors expected to follow the book
Accessible, contemporary writing	Difficult to follow, with many outdated references
Features that allow each student to consider and engage the material	A standard list of questions at chapter end

Key Features of This Text

Modular Approach This book uses the modular approach, which allows both instructor and student a great deal of flexibility. Each chapter is divided into 8 to 10 2- to 4-page modules. Each module includes photos and graphics, which, when integrated with figures provided by the instructor, will create self-contained “modules.” For the most part, two or three modules can be covered in a relatively short class. More modules might be covered in a longer class. It is up to the instructor to decide. This layout makes the book unique in the field and provides a big advantage to students and instructors.

For the student, the book is easier to manage, more fun to read, and more logical than a running narrative. Readers will have a clear understanding of where discussions of key concepts start and stop. Graphics on each 2-page spread support the text on those pages, so students don't have to flip back and forth. Captions require students to think about the content of both the graphics and the text material.

For the instructor, this layout provides fantastic flexibility. Rather than combing through the text to find relevant passages, it is now possible to mix and match modules to construct a daily lecture. For a 50-minute lecture, 2 or 3 modules can be selected from the same or different chapters. Instructors who teach three times a week might choose 2 modules, while those teaching twice a week could assign 3 modules.

If you don't like the way we organized a chapter, you can easily

create your own organization based on modules from the same or different chapters. For example, if you prefer to teach Judaism before Hinduism, the modular system allows you to more easily assign the students the correct reading. Add a module on nationalism from a different chapter to discuss how religious differences have political consequences. You can pair some of the migration modules with development modules, population modules with environmental modules, and so on. In each case, the graphics in each module deliver an excellent beginning to a compelling lecture, as well as a way to hold student interest in our geographic world.

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Chapter 5
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5C Human Trafficking

Today, forced migration continues to occur. Millions of humans are trafficked to work as prostitutes and bonded laborers. **Human trafficking** is defined by the United Nations as the recruitment, transportation, transfer, harboring or receipt of persons, by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, or the abuse of power, or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

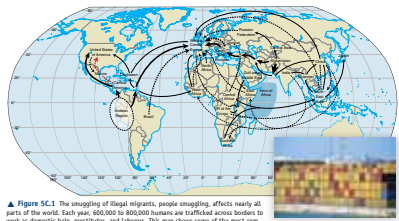


Figure 5C.3 The smuggling of illegal migrants, people smuggling, affects nearly all parts of the world. Each year, 600,000 to 800,000 humans are trafficked across borders to work as domestic help, prostitutes, and laborers. This map shows some of the most common routes. In some cases, migrants are transported in the cargo containers that denote modern global commerce.




Figure 5C.3 This map shows some of the countries where child soldiers were used in the past decade. As these quotes show, being a child soldier is a brutal life with children commonly subjected to sexual, mental, and physical abuse.

There was no one in charge of the demilitarization and as a result, just as we were raped, the men and youths would come into our demilitary in the dark, and they would just rape us—you would just have a man on top of you, and you could not even see who it was. If we cried afterwards, we were beaten with whips. 17-year-old girl describing her experience in demilitarized locations. Youth Service Training Program.

They give you a gun and you have to kill the best friend you have. They do it so if they can't kill him, your friend will be ordered to kill you. 17-year-old Colombian boy who joined paramilitary group as a 7-year-old street child.

While many people think that this occurs only in the developing world, in reality, slavery rings have been uncovered in the United States, Canada, and many European countries as well. The CIA estimates that about 50,000 people are brought into the United States illegally each year to work as prostitutes, servants, or slave laborers. Worldwide, 600,000 to 800,000 people are trafficked each year. The vast majority are women, and half are children.

The evils of trafficking can be seen in three broad areas. First, trafficking destroys social institutions, such as the family. Children are separated from their parents, which means that cultural norms often do not get passed down to the younger generation. Education is also rarely offered to trafficked children and teenagers, which makes them less likely to hold legitimate jobs later in life. Because many traffickers offer money to parents for their children, the introduction of large amounts of money into a community can create repeated trafficking as each new generation is sold off. Because many trafficked persons are forced to work as prostitutes or in other demeaning or labor-intensive, they are often ostracized if they someday return to their homes, so they face a life separated from their homes and families. Trafficking also fuels organized crime. US government officials estimate that nearly \$10 billion a year may be generated by trafficking.

Another type of human trafficking is known as “people smuggling.” This crime is defined by Interpol as “the procurement, for financial gain, of the illegal entry into a state of which that person is neither a citizen nor a permanent resident.” In other words, the smugglers take money from migrants to sneak them into a country. This form of illegal migration is considered to be on the rise. Migrants are often subjected to horrific and dangerous traveling conditions, such as being locked inside shipping containers for weeks at a time. It is not uncommon for migrants to die during the journey. If they make it alive to their destination, they are often at the mercy of their smugglers, who sometimes force the migrants to work for them as slaves or bonded laborers. The large sums of money charged to the migrants are worked off slowly, or the migrant's family back home is forced to pay them. Smugglers commonly charge so much money that the migrant can never pay off the debt.

A particularly brutal form of slavery and forced migration is the abduction of youth for service as child soldiers. Over 300,000 children under age 18, both boys and girls, are estimated to be involved in over 30 conflicts around the world. Typically, militias or even government armies abduct the children, many under 12 years old, and then brutalize them to desensitize them to killing and death. Hard economic times can also impel children to join military groups because they are hungry, but think it will better their lives, but they are generally unaware of the realities of what their service will mean. Many are forced to kill their friends or siblings or be killed themselves. In battle, they are forced to continue fighting, or they are killed by older members of their own forces. Rape and sexual abuse are common as well.

The Voice of Slavery Today

The following story comes from a young Russian woman who suffered at the hands of human traffickers, as quoted in a US government report.

Tatiana: My friend organized for me to get a job in Egypt. We traveled together from Christmas to Moscow where I got a plane to Egypt. When I got to the airport in Egypt, I was pointed with a man in order to walk through customs and immigration. People were waiting for me and they took me to a five-star hotel. I gave up my passport at the reception of the hotel and never saw it again. They put me in a car and we drove for a really long time. We went to a place where Bedouins live (Egypt's Sinai Peninsula) and those Bedouins took us through the desert. At one point, I heard gunshots and I think I got shot (killed). They left me or beat me if they don't like your attitude. We had to walk for hours and hours through the desert where there were landmines. They pointed out the mines to us in the sand.




Figure 5C.2 Slavery Today
We hardly see and I don't think I'll like to see the time I got to Israel. When we got out of the desert, we were taken to a town in Israel, where the Bedouins arranged for us to be sold. Many girls were traveling with me, and all the girls going to Israel go through the same route and the same situation.

11G Peripheral and Special Regions

In contrast to core areas, states also include areas that are peripheral in some respect. This is a little different than the discussion of core and periphery found in Module 18C. They may be peripheral because they are at the edge of effective political control. They may be areas recently integrated into the state. They may be areas that are culturally distinct. Or they may be enclaves.

Peripheral regions are often given special treatment and may be described as special regions, political subunits that are granted different powers than regular subunits. Not all special regions are peripheral; capital regions discussed in the previous module are a type of special region as well. But in many cases, a government will treat peripheral regions differently because it has to work harder to maintain effective control, as in the case of a frontier region. Or it has to accommodate a region that is culturally distinct in some way.

Special regions are given a status that marks them as distinct from other units within the state. The United States has several such units, which are accorded a variety of powers, while still remaining under the sovereignty of the United States. In the United States, the term *territory* has defined a transitional zone prior to the achievement of a full-fledged subunit status, or can indicate a special subordinate or alternative status that will persist for quite some time. Another special region is Puerto Rico, defined as a commonwealth. This is a status that allows Puerto Rico to have a great deal of say over its own internal affairs.

One special region common in the Americas but found throughout the world is the *reservation*. These are established as a territory for indigenous peoples. They usually represent just a fraction of the land that these peoples had previously occupied and, in many cases, was land that the arriving European settlers did not want. The levels of autonomy and self-rule vary, depending on the country. The relationship between American Indian reservations and the US federal government is somewhat complex. These regions are considered to be separate legal entities and are allowed a measure of self-rule. Many have created their own constitutions and can make laws distinct from those outside reservations. At the same time, residents of reservations are also citizens of the United States, and must be able to follow laws as well. More recently, several Indian reservations have established gambling casinos, exploiting their ability to make separate laws.



Figure 11G.1 Peripheral territories may be geographically removed, perhaps separated by another country or an ocean. The island of Høvsjø is separated from the main island of Greenland, which includes the bulk of the country's population, as well as its capital.



Figure 11G.2 When a part of a state's territory is geographically separated by another country, it creates an enclave. There are very few enclaves in the world. The Republic of San Marino is a tiny enclave in Italy. The Republic of Nauru is an enclave surrounded by Micronesia, Kiribati, and the Pacific Sea.

Figure 11G.3 An enclave is a part of an entire country surrounded by another country. During the Cold War and the division of Germany, Berlin was a very unique West German enclave located completely by East Germany. In the late 1940s, the Soviet Union blocked access to this Western-held area, prompting a series of airlifts.



Figure 11G.4 Sometimes a country will make a distinction between a regular subunit and other units with different authorities. For example, Canada distinguishes between a province and a territory. While provinces are vested with a host of constitutional powers, territories are not. Canada—Nunavut, Northwest Territories, and Yukon—lack any inherent jurisdiction and are essentially wards of the central government.



Figure 11G.5 The Åland Islands, located between Sweden and Finland, is another form of special region. While a part of Finland, the islands joined the European Union as a separate entity and do not need to participate in the EU tax system.

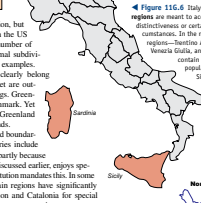


Figure 11G.6 Italy's five autonomous regions are meant to account for cultural distinctions or certain special circumstances. In the north, three border regions—Friuli-Venezia Giulia, Trentino-Alto Adige, and Valle d'Aosta—contain culturally distinct populations. The islands of Sicily and Sardinia share differing historical circumstances.



Figure 11G.7 The Sami people, sometimes called Laplanders, occupy the far northern reaches of Scandinavia. While considered a single ethnicity, the Sami have very distinct cultures and language groups. In northern Finland, they have been granted distinct areas that are now home to about half of all Finnish Samis.

Photo Essays and Superior Visuals

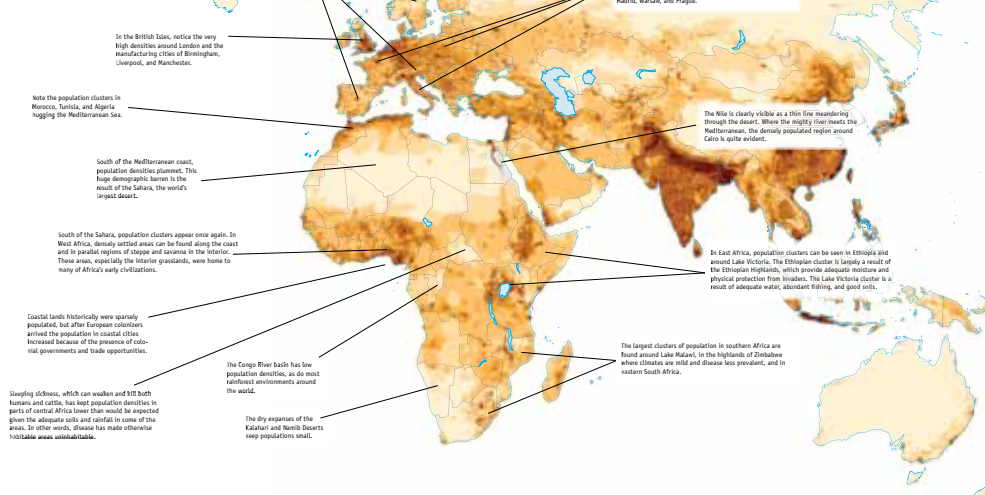
A study on textbook usage found that students react most strongly to the graphic content of their texts (Inside Higher Ed, 2007). They are more likely to use the textbook if the graphics are strong.

Because geography texts cover the same basic concepts, all theories are generally presented in the same way. Instructors get familiar with a particular presentation, and texts may be afraid to deviate from those norms. In this book, every effort is made to blend the text with the graphics to clarify and illustrate the concepts. At the same time, this book retains intellectual rigor in presenting the latest material in human geography. Graphics and text work together to provide students with the latest information, but presented in the most understandable way.

Accessible Writing No textbook works if students do not read it. Too often, complex information can be passed along to students in a style that does not sound as if it was lifted from a grammar text. This is not to say that the writing style needs to be “dumbed down” for today’s students or condescending, but a voice that approximates trade books and intelligent magazines will appeal to students with several pages to read each week.

3C World Population Today: Europe and Africa

Figure 3C.1



6C Folk Culture and American Foodways

You will often hear the terms *folk culture* and *popular culture*, but what are the differences between the two? *Folk culture* generally refers to culture traits that are traditional, no longer widely practiced by a large amount of people, and generally isolated in small, often rural, areas. *Popular culture*, on the other hand, refers to aspects of a culture that are widespread, fast-changing, and transmitted by the mass media. Think about something like quilting. Although nearly every household had someone who could sew a quilt 200 years ago, today it is a folk tradition only. On the other hand, kids carrying lunchboxes featuring characters from the latest movie to elementary school is a popular culture trait. It is widespread and perpetuated by the popular media, but it is unlikely ever to be considered a “tradition.”

One of the most common types of folk culture that affects daily life are *foodways*, which means how we prepare and consume food. While much of what we eat is motivated by popular culture that trickles down in some parts of the country. Before you read ahead, can you think of types of food that you eat in your part of the country that are not eaten as much in other regions? Why?



Figure 6C.1 New England Food Traditional New England food is a product of the region's geography. Seafood dishes, such as lobster and clam chowder, are common because much of the region's population lives close to the ocean. From native peoples, the early settlers of New England were introduced to the “three sisters” (corn, beans, and squash). Any traditional New England feast is bound to have something from at least one of these three categories, although corn was available to fewer residents through imports. Items like baked beans use ingredients such as molasses, which was not produced in New England at all, but was readily available from European trading ships moving in the coast from the Caribbean before sailing back to Europe with money and molasses also available. New England foods are often sweet, but spices are rare in northeastern cooking because the climate is not conducive to growing peppers and hotter spices.



Figure 6C.2 Southern Food Southern food is well known for having a distinct character. The reasons that Southern cuisine is different are due to geography and history. First, African slaves and immigrants made a huge impact on cooking. In many households, African slaves were responsible for nearly all food preparation and they changed the traditional recipes of their English owners to reflect their own traditions. The use of okra to produce thick soups and gumbo is a direct result of African cooking traditions. In a frying food, such as fried chicken and fritters, both draw on West African techniques. Spreading of collards, although foods the fried chicken are considered southern staples, it has become more common only in the last century. In the eighteenth and nineteenth centuries, chickens were most commonly used for eggs rather than meat. Pork was much more common as a meat in the South and continues as a typical southern food in dishes such as barbecue. Corn is also traditionally Southern. Food, the crops and techniques are quintessentially Southern and can rarely be found outside the region. Try ordering a bowl of grits in Maine and you may find a hard time. Rice is also common to traditional Southern cooking but not Northern cooking. While we sometimes think of rice as Asian, rice growing was common in parts of Africa where slaves originated. Rice was introduced to the United States before 1700 and flourished in places such as South Carolina because slave laborers had prior knowledge of rice cultivation techniques. Many Southern soups utilize rice, and red beans and rice is a common Southern dish.



Figure 6C.3 Southwestern Food Southwestern foods represent the combined geographic influences of Mexican, Spanish settlers, Native Americans, and western cowboys and migrants. The most notable difference between Southwestern cooking and the cuisine of the rest of the United States is the use of the chili pepper to make the food spicy. Beans and corn are widely used in Mexican and Native American cooking and continue to be popular in the region. The Spanish are responsible for introducing more meat into the diet, particularly pork and beef.

Figure 6C.4 Midwestern Food Geographically, the Midwest was primarily settled by central, eastern, and northern Europeans. Foods in this region tend to make use of agricultural produce grown locally and are often simple and hearty cuisines and fruit pies. Because dairy products are abundant in the region, cheese and cream are often used in dishes such as casseroles. Grains are also common in the breadbasket of America, which allowed immigrants to continue to eat items such as Polish pierogies and various types of pastas and allowed German immigrants to help make the region the beer capital of the country.

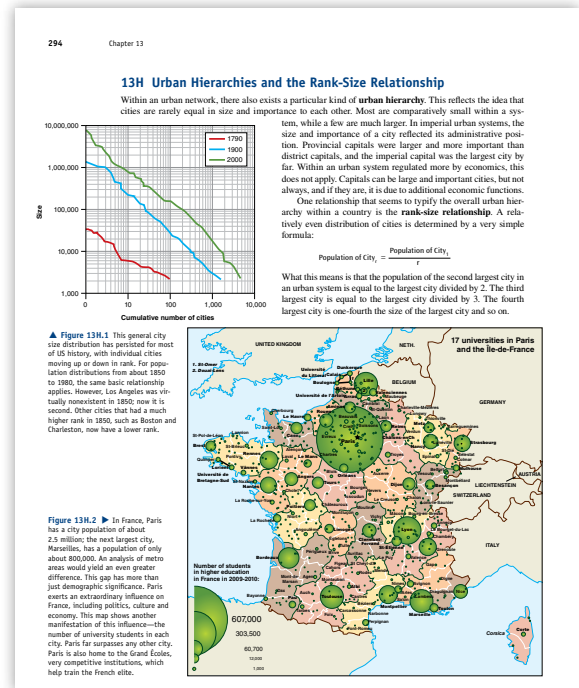
All attempts are made to use contemporary examples that either relate to students' experiences or introduce them to a vital example from a wider world. We make the writing in this book more accessible to students while maintaining a proper level of scientific rigor.

Student Engagement We have developed other features to encourage readers to pause and reflect on what they are reading. First, captions are written to think about the content of the graphics they introduce. Second, at the end of each chapter, students will find questions and exercises that go beyond the simple one-line questions often placed there by authors. Each chapter includes key terms, short questions, longer essay-style questions, and possible topics for further study. What is more, we provide a summary activity that ordinarily revolves around a graphically portrayed model or concept.

How to Use This Book

We believe that this book should be fairly intuitive. As with all textbooks, we include chapters oriented around a particular theme. Our 18 chapters package different chunks of information and include a variety of pedagogical materials at the end. Where this book differs from most other texts is in the structure of self-contained modules. All modules are clearly numbered and lettered, and most span only 2 facing pages in the text. A few cover 4 pages. This makes the information easier to access and to refer to.

The important thing to remember about the modules is that they can be used in any manner the instructor chooses. There is no need to reference the preceding module, unless that fits within your



curricular plan. It may be just as practical in a single class period to include 3 modules from 3 different chapters. Our numbering system makes this easy. It also makes it much simpler when designing a syllabus. There's no need to figure out the specific pages a student must read. Instead, merely indicate the modules. The number of modules and their arrangement are completely up to you.

Acknowledgments

On some days, bringing a new textbook to life seems almost like a Herculean task. Over the past few years, we have been tremendously fortunate to have the support of our friends, family, colleagues, and students as we developed and wrote our book. Without their kind words, willingness to listen, and helpful suggestions, this first edition would not have been possible.

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